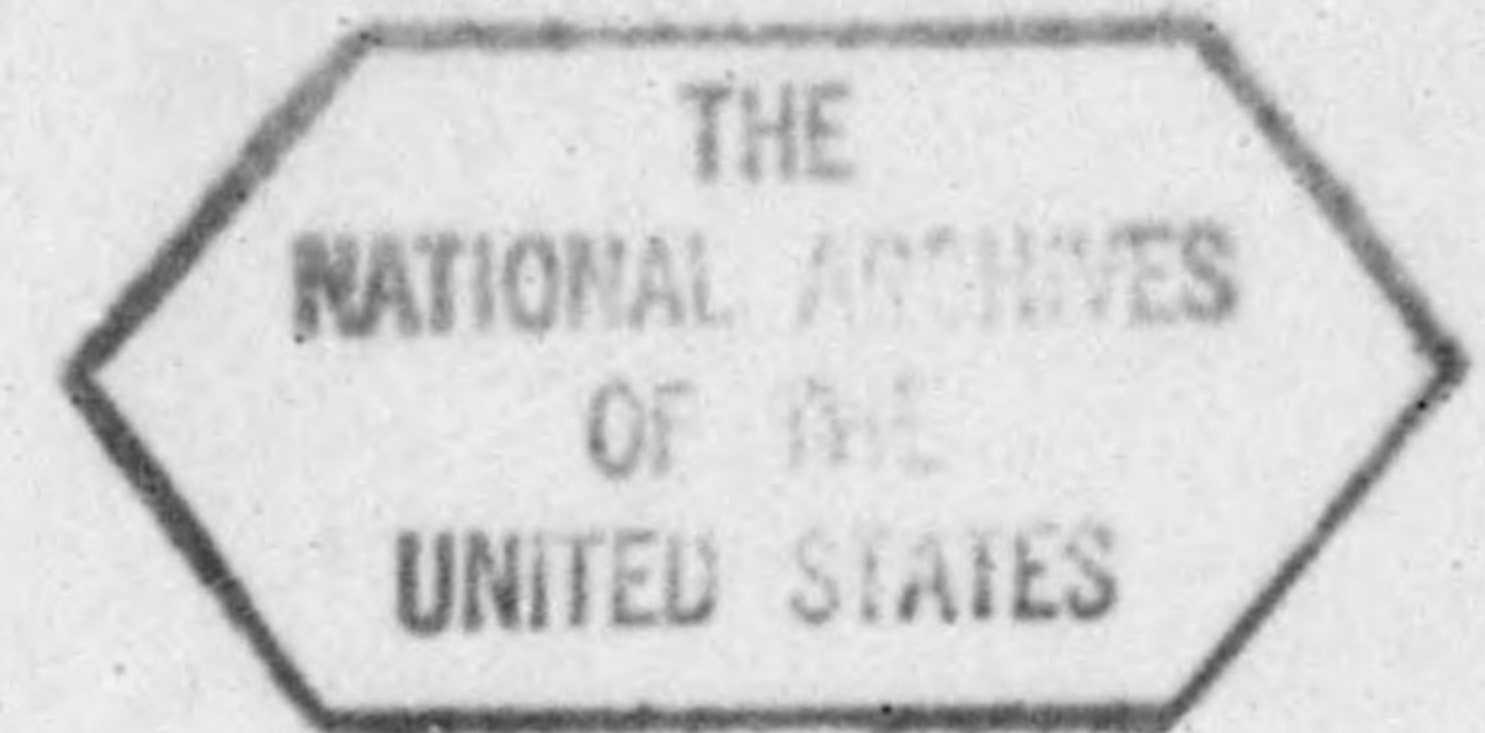


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ITEM 2 Metropolitan Government Decides on Final Measures of New Educational System - Asahi Shimbun - 6 Mar 47, Translator: H. Iuchi.

Full translation:

2311  
The Metropolitan Government, at its Educational System Renovation Committee Meeting (GAKUSEI SASSHIN IINKAI), held on 5 March, has decided on final, comprehensive measures regarding entrance problems at private schools, and adjustment of school districts in line with the enforcement of the new six three educational system. It is expected that the new compulsory middle school will be opened on 3 May, when the new Constitution is to be enforced. All arrangements will be completed by the middle of April at the latest.

Fifty-two private middle schools, including the AZABU Middle School, have rejected the government's proposal to entrust them with the management of the compulsory middle schools, and have declared their own policy to manage their schools. Accordingly, School Affairs Committees (GAKUJI IINKAI) in all wards are now obliged to re-examine ways and means whereby they might accommodate new students for the compulsory middle school and also to adjust school districts. Up to 5 March, only five wards, namely, AZABU, KANDA, FUKAGAWA, ASAKUSA, and SHITAYA, presented their reports to the Educational Bureau of the Metropolitan Government (TO KYOIKU KYOKU). No decision has yet been reached by the committees of wards such as ADACHI, KATSUSHIKA, and EDOGAWA, where only a few school buildings are available. However, at present, it is likely that school buildings and school districts for the enforcement of the new middle school system can be arranged, partly by merger of national schools and partly by the shift system of teaching. Accordingly, it is expected that, at any rate, newly graduated school children of this year can be accommodated.

According to the reports made by the Ward School Affairs Committees, two schools in three places (including one private school) in AZABU, two schools in KANDA, five schools in six places (including one private school) in FUKAGAWA, six schools in ASAKUSA (including two private schools), and nine schools in SHITAYA have been designated as middle schools in accordance with the new school system. These designated schools are all middle schools based on the existing school system. However, it is expected that some wards, according to their circumstances, will close some national schools and the buildings will be used for middle schools, based on the new school system.

In regard to the school district system it is expected that in principle each school district will have one such middle school. School districts will be decided by ward, city, town and village. For example, in AZABU Ku, there will be two school districts; one is the school district with the Metropolitan Jonan Middle School (TORITSU JONAN CHUGAKU) as its center, and the other is the school district with the Junshin Girls' High School (Junshin Kojo) as its center. As regards the relation between the national school and the new middle school, the system which links one national school and one middle school is thought to be ideal. In reality, however, two or four national schools will be tied with one new middle school. Accordingly, there will be a small school district with a national school as its center, and a large school district with a new middle school as its center.

One class of the new middle school will accommodate an average of 50 students and one school will have three to five classes. The management of the school will be as usual in the case of public schools, and in the case of private schools, the management will receive as much money as public institutions. However, in ASAKUSA, the Asakusa Girls' High School and the Asakusa Girls' Commercial School wish to be changed to public institutions. The Metropolitan and National Treasury will each bear half the expenses. It appears that the new school term will be opened around 3 May. The election is the cause of this delay.

The accommodation capacity of the Metropolis will be used to the full. Accordingly, no school room can be spared for next year. In order to provide for next year, educational authorities of the respective metropolis of OSAKA, KYOTO, AICHI, and FUKUOKA recently got together and held meeting. An agreement was reached that they would exert their efforts toward the rehabilitation of war damaged schools, by petitioning the authorities concerned to increase state subsidies and to approve the flotation of a loan.

The 52 schools which have refused to function under government's trust, including the Peer's School (GAKUSHUIN), Azabu, Gyosei, Seijo, and Seikei Middle Schools and Shirayuri and Futaba Girls' High Schools, will continue to be maintained as middle schools. These schools must hold entrance examinations, in accordance with directions given by the Ministry of Education. Such middle schools as of the advanced course of the national school standard (for example, night middle schools) will also be maintained as previously.



ITEM 14 Education Under The New Educational Laws - Daigaku Shimbun (Weekly)  
29 May 47. Translator: S. Harada. (DD)

7211

Summary:

With the promulgation of the new Constitution, educational regulations of importance formerly laid down by Imperial Ordinances are now prescribed according to law. However, it is a matter for regret that the Educational Standard Bill and the School Education Bill have been passed without creating any particular discussion.

If bills, which are introduced by the Government and should be thoroughly deliberated before adoption, are carried without the least amendment, little or no difference can be found between them and those Imperial Ordinances which were enacted through the Privy Council. In the enactment of the Educational Standard Law, it is noted that there is an intention to bring the object of education and the fundamental educational policies before the people, as replacing the Imperial Rescript on Education. The problem is, then, whether the Educational Standard Law can take the place of the Imperial Rescript, which has exercised great influence over the people as an authoritative principle guiding national thought and, therefore, is quite different in character from the Educational Standard Law. The answer is decidedly negative.

Many people oppose the newly adopted 6-3-3 school system. Most of the intellectuals opposing it assert that the level of the scholarship of students will fall and the cultural level of JAPAN will be lowered. It is thus necessary to inquire into accepted ideas of "scholarship." I wonder to what extent the scholarship of students has contributed to Japanese culture. There was formerly a tendency among them to consider the mere memorization of difficult Chinese characters and the comprehension of sentences constructed with them as learning. What I fear is not a fall in the level of scholarship, but a lowering of the educational standard which is closely connected with our culture.

In order to appreciate modern culture and to lead a modern life, a knowledge of mathematics, physics, economics, and various other subjects are requisite. To check a possible fall in the standard, we must effect a fundamental change in the uniform method of teaching which has hitherto been adopted in disregard of the ability and personality of the individual. Students must be taught with due regard to their faculty and personality. If the educational methods of the past were adopted for the new school system, there would then be a great likelihood of a lowering of our national educational level.



ITEM 14 Education Under The New Educational Laws - Daigaku Shimbun (Weekly)  
29 May 47. Translator: S. Harada. (DD)

Summary:

1211  
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Many people oppose the newly adopted 6-3-3 school system. Most of the intellectuals opposing it assert that the level of the scholarship of students will fall and the cultural level of JAPAN will be lowered. It is thus necessary to inquire into accepted ideas of "scholarship." I wonder to what extent the scholarship of students has contributed to Japanese culture. There was formerly a tendency among them to consider the mere memorization of difficult Chinese characters and the comprehension of sentences constructed with them as learning. What I fear is not a fall in the level of scholarship, but a lowering of the educational standard which is closely connected with our culture.

In order to appreciate modern culture and to lead a modern life, a knowledge of mathematics, physics, economics, and various other subjects are requisite. To check a possible fall in the standard, we must effect a fundamental change in the uniform method of teaching which has hitherto been adopted in disregard of the ability and personality of the individual. Students must be taught with due regard to their faculty and personality. If the educational methods of the past were adopted for the new school system, there would then be a great likelihood of a lowering of our national educational level.



ITEM 9 Nationwide 6-3 Drive to be Initiated By Japan Teachers Union - Asahi -  
28 Jun 47. Translator: Y. Inoue. (MK)

7211

Full Translation:

At the newly amalgamated Japan Teachers Union's Central Executive Committee Meeting held at the Education Hall at HITOTSUBASHI 25-27 June, it was decided to conduct a nation-wide "6-3 Drive " for the purpose of enforcing thoroughly the new school system.

To enforce the system, the teachers decided that inflationary policies must be abolished and that payment of educational expenditures by the National Treasury must be boosted. An Education Rehabilitation Liaison Council (temporary name) meeting will be held with government offices concerned for the acquisition of educational equipment such as textbooks, school supplies, clothes and improved school facilities.

The educators will also make efforts to democratize the Teachers Status Law, the Local Educational Administration Bill, which is to be presented to the present session of the National Diet, and the new school system which is to be decided at the Education Reform Committee meeting. As part of the campaign, petitions will be presented to Diet members who formerly belonged to the union.

A Parent-Teachers Rally will be held in each district; and the absolute enforcement of the 6-3 system will be requested of the Education Ministry and other affiliated authorities through the Council of Business and the Education Rehabilitation Liaison Council.



ITEM 10 New School System Confronted With Numerous Difficulties -  
Asahi - 3 Jun 47. Translator: H. Nishihara. (GBS)

## Summary:

The 6--3 educational system was initiated in April 1947, despite the numerous difficulties confronting its enforcement. However, after two months, results have been even worse than expected due to inadequate textbook supplies, a lack of available buildings and insufficient teaching personnel. Of the series of textbooks entitled "Course of Study" to be distributed to teachers, only the first volume on general principles has been published, while the book on English is just coming off the press. Study books on other subjects have not been printed as yet. As to the textbooks for students, only 1,440,000 copies of national language books have been distributed against the required number of 1,810,000; 310,000 mathematics textbooks, against the required 1,800,000; and 690,000 English textbooks, against 1,290,000. Of the six-volume natural science textbooks, 280,000 copies of the first volume and 1,520,000 of the fourth volume were issued. Others have not yet been printed.

No new secondary school buildings have been built so far. Former higher primary school buildings have been most frequently converted into secondary school classrooms with temples and meeting halls also being used. Although the two-shift teaching system is not being resorted to, as a rule, in the new junior high schools, this has been avoided by enforcing a two-shift system for primary school students. To add to this difficulty, the estimated number of 1,800,000 first-year students was far surpassed by the actual number, a result of the influx of repatriated children.

Based on the figures of 36,000 classes for the 1,800,000 new first-year students, or 50 to a class, it was estimated that a total number of 64,800 teachers would be required when calculated at the rate of 1.8 teachers to each class. Whether this amount can be met or not is still unknown, as reports from provincial governments have not all been received. HOKKAIDO, OSAKA, KAGAWA, YAMAGATA and EHIME alone seemed to have nearly succeeded in attaining their required number. Moreover, many primary schools are being faced with the serious problem of inadequate teaching personnel due to the appointment of superior teachers to secondary courses.

ITEM 11 28,000,000 Yen Appropriation Asked by Correspondence Education  
Section - Shin Hochi - 13 June 47. Translator: Y. Asada (DD)

## Summary:

An epoch-making plan has recently been drawn, for the establishment of a correspondence educational system so that equal opportunity in education can be given to the people. In consideration of the importance such an education will have upon present-day society, the Education Ministry is now making plans for the prompt establishment of a Correspondence Education Bureau, which will manage guidance, superintendence, and other work required in correspondence education. A careful investigation will be made upon the matter of its establishment, taking the budget and the problem of personnel into consideration. Until such time as the bureau will be formally established, the Correspondence Section, which will be provisionally instituted in the Social Education Bureau, will carry out the functions of the Bureau's correspondence education which is to begin in August. An appropriation of 28,000,000 yen will be required for the establishment of the Section. Moreover, the appropriation includes subsidies to be granted to schools which will participate in the correspondence education program.



ITEM 4 Education Minister MORITO Must Improve the 6-3 Education System - Shin Hochi - 8 Jun 47. Translator: T. Unayama. (DD).

## Full Translation:

2211

When the 6-3 system of compulsory education was instigated last April, the parents who had children about to enter middle school were divided into two factions. The conservative group asserted that they would enter their children in private middle schools in spite of the high tuition, since the public middle schools were for boys and girls of poor families. The progressive group took the initiative in entering their children in the public middle schools, asserting that they should uphold the new educational system for it will materialize their long cherished hope for equal opportunity of education. We cannot make a general statement because the strength of each faction differed according to the district. However, parents in uptown TOKYO entered their children in private middle schools and had a strong tendency to belittle the public middle schools. At that time, we felt disgusted with this lack of understanding of the spirit of the new system, and warned the authorities.

However, the enforcement of the new system resulted in a victory for the conservatives who jeered at the progressives who upheld the new educational system. We will not dwell on the wretched conditions of the public middle schools, for they have already been revealed many times in the newspapers and are well-known by the parents of the students. It is not exaggerating to say that the new system of education has failed from the beginning. What is the reason for this failure?

The Government enforced the new system without making thorough preparations for it, although this question had been brought up many times in the Diet when the School Education Law was being discussed. Moreover, the educational appropriations of 6,800,000,000 yen needed for the coming three years was reduced to 500,000,000 yen for schools in the capital and 300,000,000 yen for those in the provinces for the present fiscal year. This fact reveals the irresponsibility of both the Government and the Diet. It is useless to dwell on this problem now, but it is very important that due consideration be given to the students who are attending public middle schools at present.

We think Education Minister MORITO recognizes the need for socialization of education. We request him to demand an increase in the appropriations for the Education Ministry to put life into the new educational system. The progressive parents who upheld the new system should be relieved of their anxiety. If the Education Minister is successful in this matter, 2,000,000 youths who have poor parents, but have been given the opportunity to receive middle school education will become upstanding citizens and will vote for the Socialists in the years to come. Professor LASKI of GREAT BRITAIN once said that the victory of the Labor Party in the year before last should be attributed to the result of the educational reforms in 1902.

Modern political parties should have farsight instead of being engrossed in current party interests. We hope that Education Minister MORITO will strive to do his best to improve the present conditions.



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

PRESS TRANSLATIONS

No. 4528

DATE: 10 Aug 46

POLITICAL SERIES: 1142

ITEM 1 Inauguration of Educational Reform Council - Yomiuri Shimbur - 10 Aug 46. Translator: K. Higashikawa.

Full Translation:

As a means of effecting a thorough reform in the educational system of this country, the Government decided at the Cabinet meeting held on 9 August to establish an Educational Reform Council which will be held directly responsible to the Cabinet. The rules for the organization of the Educational Reform Council will be officially announced and put in force on 10 August.

The Educational Reform Council will be charged with the task of investigating and deliberating upon the educational system, contents of education, the method of education and other important related problems. It will make recommendations and suggestions to the Government on the basis of the findings of the investigations.

The new Educational Reform Council is a replica of the Educational Committee recently organized in the Education Ministry for the purpose of receiving the American Educational Mission which visited this country some time ago.

721.1  
The new Educational Reform Council will be composed of one chairman, one vice-chairman, and approximately 50 councilors. The councilors will be chosen from among men of learning and experience in educational, religious, cultural, political, economic, and industrial circles. In addition, some directors and clerks will be appointed for the new educational agency. One of the features of the organization of the Educational Reform Council is that both the chairman and vice-chairman will be elected from among the councilors.

Among the members of the Educational Reform Council decided upon so far are Dr. MINAMIHARA, Shigeru, present president of TOKYO Imperial University, Dr. ABE, Yoshinari, former Education Minister, Dr. MORITO, Tatsuo, member of the House of Representatives, Dr. ASHIDA, Hitoshi, also member of the House of Representatives, Dr. TAKESHITA, Toyojiro, member of the House of Peers, and 36 persons chosen from among the presidents and principals of universities, technical schools, middle, and national schools throughout the country and also from among the Government officials of the various ministries concerned. Following is a list of the members of the Council so far known Dr. TORIGAI, Risaburo, president of KYOTO Imperial University, Dr. MINAMIHARA, Shigeru, president of TOKYO Imperial University, KOMIYA, Horyu, president of the TOKYO Musical Academy, Dr. TODA, Teizo, director of the Literature Faculty of TOKYO Imperial University, Dr. AMANO, Teisuke, president of the First Higher School, Dr. KAKINUMA, Kosaku, director of the Imperial University Hospital, Dr. SEKIGUCHI, Koikichi, professor at TOKYO Imperial University, Dr. MUDAI, Risaku, president of TOKYO Bunri University, Dr. OCHIAI, Taro, director of the Literature Faculty of the KYOTO Imperial University, TAKAHASHI, Takamichi, president of the TOKYO Agriculture and Forestry College, Dr. UYENO, Chokusho, president of the TOKYO Fine Arts Academy,



POLITICAL SERIES: 1142 (Continued)ITEM 1 (Continued)

Dr. KINOSHITA, Kazuo, president of the TOKYO First Normal School, KITANI, Buichi, president of the TOKYO Physical Training School, KIDO, Hantaro, director of the Educational Research Institute, Dr. ASHIDA, Hitoshi, member of the House of Representatives, Dr. TAKESHITA, Toyoji, member of the House of Peers, Dr. MORITO, Tatsuo, member of the House of Representatives, Dr. KURAHASHI, Sozo, professor at the TOKYO Girls Higher Normal School, Dr. YANO, Kanjo, president of MEIJI Gakuin, Dr. SANO, Riki, honorary professor at TOKYO Imperial University, Dr. KAWAMOTO, Unosuke, president of the TOKYO School for the Deaf and Dumb, Dr. ABE, Yoshinari, former Education Minister, ANDO, Masaji, UKEI, Ryotai, WATANABE, Izo, Dr. KIKUCHI, Ryudo, principal of the First Middle School of TOKYO, OSHIMA, Masanori, Dr. TAJIMA, Michiharu, president of the Dai Nippon Ikuei Association, MAKURA, Aikichi, principal of a national school, ARIGA, Sanji, principal of a youth school, SANGOKU, Taketoshi, principal of a national school, USHIYAMA, Eiji, principal of a youth school, SEKIGUCHI, Tai, HOSHINO, Ai, president of the TSUDA Girls College, KAWAI, Michi, president of the TOKYO Girls Technical School, TAGAWA, Fusataro, Dr. TAKAHASHI, Seichiro, deputy president of KEIO University, Dr. SHIMADA, Koichi, president of WASEDA University.

721  
 The following Government officials have been appointed directors of the Educational Reform Council: IWAKURA, Norio, an official in the Cabinet, KIRIYAMA, Takahiko, official in the Legislative Bureau, YOSHIOKA, Keiichi, official in the Home Ministry, KAWANO, Kazuyuki, official in the Finance Ministry, and TSUJITA, Chikara, TSURUGIKI, Ryoko, HIRANO, Demi, OKADA, Kohei, TERAUCHI, Sakuo, SEKIGUCHI, Ryuki, and NAITO, Yosaburo, the latter all officials of the Education Ministry.

The Education Minister made the following statement at a press interview: - "Renovation of education must precede political reforms. We often speak of the greater importance of personnel rather than the system, and this is especially true of education. Education in the past must be thoroughly re-examined with a view to constructing the best educational system possible. The fact that respect for truth and personality and service to the cause of peace and humanity are the ideals of mankind is quite obvious from the report of the American Education Mission. In the reconstruction of our educational system and in our educational activities we must strive for the realization of these high ideals, giving due consideration to the conditions peculiar to JAPAN. We feel confident that the Educational Reform Council will be instrumental in contributing heavily to the important mission of democratizing education."



SOCIAL SERIES: 954 (Continued)

ITEM 2 Resolution Concerning the Reconstruction of Education will be Passed on Saturday - Yomiuri Shimbun - 2 Aug 46. Translator: J. Wada.

## Full Translation:

As a means to attain a peaceful JAPAN, the reconstruction of education is ardently desired in all quarters. In this connection, the extreme educational policies which were followed under the oppression of military and bureaucratic fascism during the past 10 or more years should be revised at once, and education should be reconstructed along democratic lines. To this end, however, the principle of education must first be firmly established in the field of political activity. Under these conditions, a draft resolution calling for the reconstruction of education will be introduced at the plenary session of the House of Representatives on Saturday, by a joint motion of all parties in the House. The reason for the motion will be explained by Mr TAKEDA, Shinnosuke, Liberal, and supporting speeches will be made by Mr TAKATSU, Seido, Social Democrat, and others.

## The Draft Resolution

72111

The aims and views of Japanese education must be to foster internationally-minded Japanese citizens, well qualified for membership in a state, determined to be thoroughgoing in its democratic ideals, to respect truth and reality and to serve the cause of peace and humanity. Since we have renounced war to the whole world, we should not only do our best to promote friendly relations with the rest of the world, but should elevate the cultural standard of our country to a degree that will enable us to obtain the confidence and love of the world. Toward this objective, we must focus our efforts on the reconstruction of education. This is the only way by which we can rebuild the foundations for world peace and human welfare and atone for our past errors and alleviate our present misery. We emphasize, herein, that education should be highly treasured and educational authority independently exercised, while the Government is to establish the principle of 'Education first' in politics. At a time when the reconstruction of education is most urgently needed and there are many important educational affairs awaiting solution, we sincerely hope that the Government will put the following policies into effect at the earliest opportunity:

- (1) The creation of a new organ, solely in charge of educational reform.
- (2) The emancipation of education from bureaucratic control, and the establishment of independent local educational administration.
- (3) The strengthening of education of youth.
- (4) The strengthening and extension of social education, and the epoch-making furtherance of physical training and scientific education.
- (5) The earliest possible rehabilitation of war-damaged schools, and the supplying of equipment and materials necessary for education.
- (6) Proper treatment of instructors, and reform of training organizations for educators.

The above is our resolution.



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

PRESS TRANSLATIONS

No. 4596

DATE: 13 Aug 46

SOCIAL SERIES: 1004

ITEM 1 What We Demand From the Education Reform Committee (Editorial) - Asahi Shimbun - 10 Aug 46. Translator: S. Ota.

Full Translation:

The House of Representatives on 3 August unanimously passed a resolution pertaining to education. The following items were demanded in this resolution:

1. Establishment of a special organization to drastically reform the educational system;
2. Liberation of education from bureaucracy and, especially, independence of the provincial educational administration;
3. Strengthening and promotion of education for youths;
4. Enlargement and strengthening of social education, and drastic improvement of physical and scientific education;
5. Restoration of war-damaged schools, and improvement of educational installation;
6. Fair treatment for the teachers, and reform of organizations fostering the betterment of teachers.

721.1  
Concerning these requests, Premier YOSHIDA and Education Minister TANAKA replied that they would sincerely strive for their realization. These requests are so natural that none of us should be opposed to them. It is no wonder that every party was in accord with passing the resolution, and that the Government promised its materialization. We consider that the main question regards the contents which are to be incorporated.

The Government on 9 August clarified that it would establish the Education Reform Committee under the direct supervision of the Cabinet. With reconstruction of the educational system as its mission, this committee has a very important significance. In a certain sense, it is not too much to say that success or failure in the democratization of JAPAN depends very greatly upon the function of this committee, together with the operations of the provincial autonomous bodies, following the reform of the provincial system. This is now under deliberation in the House of Representatives. It is to be noted, as a characteristic of the committee at this time, that the bureaucrats have been excluded from the committee and that the new system, in which the chief and his assistant are to be chosen by mutual election among the members, has been adopted. Formerly, members of the Educational Administration Deliberation Committee (BUNSEI SHINGI-KAI) or the Education Deliberation Committee (KYOIKU SHINGI-KAI) mainly consisted of bureaucrats, with the Premier and Education Minister as chief and assistant chief, respectively. Unlike those cases, where those committees had turned into passive Government service organizations, we may expect autonomous activities from the new committee. It is desirable, however, to utilize the Education Investigation Section of the Education Ministry as supplementary machinery for handling the business.

Now, the work of reconstruction of education has already commenced on a full scale. The basic problems of the school system and other installation for social education in our country are to be investigated and planned by this new committee. It seems that there are many things which can be



SOCIAL SERIES: 1004 (Continued)ITEM 1 (Continued)

started at once. Neither the Government, nor the provincial authorities, nor the public organizations should hold back the projects which can be handled by themselves, leaving them for the Education Reform Committee. On the other hand, the Committee should not be devoted exclusively to the fundamental issue of establishment of the new system. We hope that it will make efforts also for the solution of current problems.

Many such problems are seen in social and adult education. For example, the American Educational Mission enthusiastically advised, in its report, that public libraries should be enlarged and well organized. We consider that this can be done to a considerable extent by utilizing the present Library Act. It is supposed that many of the libraries throughout the countries have been damaged by the air raids, or they ceased functioning because of the removal of books, or the requisitioning of buildings for military use, etc. Since freedom of the press was secured after our defeat in war, a vast number of books and magazines have been published. However, these publications have not been generally available to the common people because of the exorbitant prices and the inefficient distributing system. In particular, the shortage of publications in the middle-sized and small cities and farming villages is so acute that we can no longer ignore the situation. Some relief measures must be taken without delay.

7217  
The Imperial Library, which is the only official one in our country, is to celebrate its semi-centennial this year. The history and present status of this library tell us most eloquently to what extent the successive Governments, or rather the Nation, has recognized the importance of maintaining the library. For example, only one head librarian, seven librarians and one secretary have been added to the staff in the past 50 years. Moreover, no new expenses, except 50,000 yen for the international exchange of books, have been appropriated in the budget for this fiscal year. We consider that a movement towards enlargement of the libraries might well be offered, as a tribute to the semi-centennial anniversary of the Imperial Library.

According to the Library Act, the libraries have been authorized to have supplementary installations for social education, such as movie halls, art galleries, and so on. Thus, it is possible to popularize culture or amusement, as well as reading, by means of this instrumentality. If, however, such activity cannot be practised without encouragement or aid by the Government, as was the case in the past, we can never expect success in construction of a democratic, cultural country. It is most desirable that such a task be undertaken in each city, town or village, due to the autonomous will of the people. Of course, this does not imply that the Government should remain detached, but it must be a good consultant for such activities. We hope that the Education Reform Committee will consider these problems at the time of its inception.



Education

721.1  
Legislative reform of existing laws on education fields for women was reported by all papers without comment. The text of the Cabinet bill for co-education was carried with short preceding comments such as "the bill is the basis for raising the position of women in society".

MAINICHI interviewed Mr. Tanaka, of the Ministry of Education, at which time he answered detailed questions in regard to co-education; also this paper presented an interview with the Principal of Japan Women's University, described possibilities of women cooperating in Japan's future cultural development, and expressed her satisfaction with the progress that has already been made. ASAHI was the only newspaper to report the formation of a Student Cooperative Association. 931.4-40

ITEM 3 The Establishment of the Educational Reform Committee (Sub-Editorial)  
Tokyo Shinbun - 12 Aug 46. Translator: T. Naruse.

## Full Translation:

721.1  
An Educational Reform Committee has been established within the Cabinet to investigate important matters, methods, and details of the educational system. This is being done in order to drastically reform Japanese education. They are to report the results of such studies to the Prime Minister. The committee is not under the jurisdiction of the Educational Ministry but is under direct control of the Cabinet. We can see the Government's enthusiasm here. The chairman and vice-chairman of the Committee have been elected by vote of the members. This breaks the old convention, which would appoint the Prime Minister and the Education Minister to the posts of chairman and vice-chairman respectively. It may be said that this step aims at the independence of the committee and we therefore approve of it.

In days past, a committee was composed of officials from every ministry but this does not occur in the present committee. The majority of committee members have been selected from educators, and this is also an outstanding characteristic. We wish, however, that it would not attach so much importance to the government schools. The majority of members are presidents of government universities, or directors of schools under direct control of the Educational Ministry. As representatives of private schools, only the presidents of WASEDA and KEIO universities, the President of TSUDA College and a few others have been selected. It has been democratized to the degree of rejecting government officials, but it still has not approached the point of selecting members in even numbers from government and private schools. It may safely be said that this reflects the present situation of the democratization of government offices.

It is seen that the establishment of this committee is a product of the efforts of the American Educational Mission and a Governmental answer to the resolution on educational reform made by the Lower House. However, if the Government has established this Committee merely to create goodwill, it is out of the question. Since we are so accustomed to the fact that the establishment of a committee has been an excuse for the Government's idleness in the past, we can't resist an impulse to slander this committee. Especially, when some cabinet ministers are said to have the notion that they cannot be bothered with education at present, we cannot help but be sarcastic.

Mr OZAKI, Gakudo has reportedly declared that "The present is not for politics but rather for education." It is really a far-sighted view. We do not want the Government to waste time generalizing vainly on problems but we wish it would settle the problem at hand individually.



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

PRESS TRANSLATIONS

No. 4729

DATE: 21 Aug 46

SOCIAL SERIES: 1032

ITEM 1 Is Education Respected? - (Editorial) - Mainichi Shimbun - 18 Aug 46.  
Translator: K. Negatani.

Full translation:

The House of Representatives unanimously passed the resolution for the reconstruction of education, jointly submitted by all the parties. The resolution stressed the important role of education in the construction of a peaceful nation. Meanwhile, the Government set up the Education Restoration Committee, under direct control of the Cabinet. The Committee is to co-operate with the Government in its education reform program, through the study of important educational problems such as the education system, its contents and methods.

These moves ostensibly show that the whole nation, non-official circles as well as Government, is conscious of the important role of education in building up a new JAPAN, and is heading toward the reconstruction of Japanese education. Premier YOSHIDA announced the Government's determination to rejuvenate our education in his administration speech, delivered on the first day of this Diet session. He said:

721. "The reform of the current Imperial Constitution forms the foundation for the construction of a new JAPAN. The Government intends to carry out drastic reforms in all fields of politics, administration and economy, and to win a place in the community of the peace-loving nations of the world. Therefore, without awaiting the proposed constitutional revision, the Government is proceeding with a radical renovation in all phases of educational policy and system, with a view to eradicating every vestige of militarism and ultra-nationalism, and to prevent their resurgence in the future."

The Premier attributed the present disrupted social order to the demoralization of the people. He said, "The demoralization of the people is due to the fact that in this country, education has been utilized by past administrations as a tool with which to attain their own objectives. The present Cabinet values education and aims at perfecting the character of students and pupils, at the sound development of individual personality, and at the enhancement of public morals. To this end, the Government attaches as much importance to home and social education as to school education."

In addition, Education Minister TANAKA delivered a speech at the meeting of prefectural governors, concerning the establishment of independence in education, the amelioration of economic conditions of educators, and the abolition of interference in educational administration by Government officials fresh from the colleges.

The Government's intention is sound indeed, but mere verbal promises accomplish nothing toward the attainment of objectives. Let us try to learn what percentage of the budget for the 1946-47 fiscal year is appropriated for education. The total of the revised budget is



SOCIAL SERIES: 1032 (Continued)ITEM 1 (Continued)

56,000,000,000 yen and the educational expenditure is estimated at 1,260,000,000 yen or only 2.2% of the total. Of 1,260,000,000 yen, 840,000,000 yen (or two-thirds) is appropriated for national education, 280,000,000 yen for Government subsidies to compulsory education and 550,000,000 yen is earmarked for the increase of teachers' salary.

Teachers throughout the country number 300,000, and 550,000,000 yen for increase of their salaries means an increase in salary of some 200 yen per month. The Government has stated that after July, the monthly income of teachers of national primary and young men's schools will increase to 800 yen. This sum, however, is paid only to teachers who have worked over ten years and who have more than two members in their family. Therefore, it cannot be said that the teachers are working under favorable conditions.

72 1.1 The expenditure for scientific research is only 38,000,000 yen, and social education expenditure is 3,000,000 yen. The Government can hardly be expected to achieve the colossal work of transforming the educational system with these pitifully small figures.

Finance Minister ISHIBASHI should apologize to the people for all this. Nevertheless, he declared in the Diet: "Now is not the time for the people to receive education. Our days are too hard."

The Finance minister retracted his words in the face of swelling resentment, but the tendency of the present Cabinet to ignore education can be perceived from his slip of the tongue. However strongly the Premier stresses the importance of education, however devoted the Education Minister is to the reform of education the projected construction of a cultural nation will remain a futile dream unless the serious consideration of education is embodied in Government policies. For the present, at least education is not respected. The proposed draft Constitution will, in all probability, pass the Diet without any fundamental amendment; but it must be noted that the renunciation of war requires the people to receive extensive and throughgoing political education. Moreover, since JAPAN must start as a peaceful nation with a population of 80,000,000 within a diminished area, our scientific techniques must be improved so that the Japanese people can lead an economically independent life. Every Japanese is well aware of the importance of education in building up a peaceful, democratic nation. Nevertheless, progress is still very slow. If a cultural JAPAN is to be constructed, the people should not only be well aware of the importance of education, but should keep close watch on the Government's educational policy.



ITEM 8 The Imperial Rescript on Education (Sub-editorial) - Jiji Shimbun -  
11 Oct 46. Translator: K. Harada.

Full Translation:

7211  
 The Imperial Rescript on Education, which is deeply impressed on the people's minds with the words "The 30th of October in the 23rd year of MEIJI, the Imperial sign and seal....", is not to be read during school ceremonies hereafter. This is only natural, but it arouses some sentimental feeling.

The Imperial Rescript on Education was born a year after the promulgation of the old Constitution and little before the first opening ceremony of the Imperial Diet. Just as His Majesty's portrait was regarded divine and was stored away except on special occasions, so too was the rescript regarded. Some students say that their impression of the Imperial Rescript on Education is the principal's frock coat worn on the occasion, and the serenity of a hushed audience with bowed heads. Still the Rescript read in its characteristic rhythmical style, has heretofore indicated an educational policy peculiar to our country.

However, the abolition of the reading of the Imperial Rescript on Education does not mean that the contents were based on false concepts. Although the hitherto prevailing idea that the rescript is the sole basis for education must be abolished, it does not mean that misconducts, such as being undutiful to parents, distrusting friends, and neglecting charity, will be sanctioned. We should not confuse freedom with license.

The Japanese seem to have a peculiarity that welcomes addresses whenever there is a gathering. This may be the reason that the reading of ministers' meaningless addresses are always called for. Young people, who are accustomed to having the Imperial Mandate for Soldiers read to them, may feel dissatisfied because they will have nothing to read at meetings. In such a case, why not read the Preamble of the new Constitution - the provision which states that the sovereignty lies with the people?

By the way, we hear that the subject of the coming New Year's Imperial Poem Competition is to be "The Dawn" (AKEBONO). We are happy to see that KANA title have replaced the old stereotyped KANJI titles, such as GAN-SHO-MATSU (A Pine Atop a Boulder) and SHA-TO-NO----- (----- Before a Shrine). It is pleasant to hear that such popular poets as NOBUTSUNA (SASAKI, Nobutsuna), MOKICHI (SAITO, Mokichi) and UTSUHO (KUBOTA, Utsuho) are going to participate. The "submitted by a humble woman" (SHIZU NO ME) style should not appear among the selected poems, and the hitherto held inquiry into the birth and the background of selected poets should be discontinued. The breeze of Democracy is sweeping across the palace grounds; the dawn is here.



ITEM 8 Urgent Necessity for Educational Reform - Asahi Shimbun - 11 Oct 46.  
 Translator: J. Ide.

Summary:

721.1 The Educational Reform Committee (KYOIKU SASSHIN IINKAI) is now studying the fundamental law on education (KYOIKU KOMPON HO), the juvenile and compulsory education system, and the establishment of educational administrative organizations, while the private and normal school systems and the re-education of teachers will soon be on the agenda. Obviously, we can easily perceive the importance of juvenile education, the normal school system, and the re-education of teachers. However, we have some doubts on the urgent necessity for establishing educational administrative organizations and a private school system. Under the present circumstances, the most important questions are, I am sure, the entrance examination system of middle schools, the rehabilitation of war-torn school facilities, and the relocation of schools. If the establishment of educational administration is to deprive the Home Ministry of its administrative powers on national education or if the private school system aims solely at Government subsidies, the Educational Reform Committee can be said to be false to its responsibilities.

Juvenile education and the normal school system must be treated as temporary social education systems rather than as a fundamental school system. Strictly speaking, the problem of our school system cannot be ultimately solved unless the future character of national education should finally be determined. If we stress the importance of intellectual training, the problem of the number of students in a class may be disregarded. However, if we lay much importance on spiritual discipline, this problem is worthy of our notice, together with the re-education of teachers.

In this connection, the main purpose of our juvenile education and the re-education of teachers should be to re-train those youths and teachers who had been indoctrinated with totalitarianism and militarism in schools, factories, and the army during the war, and were recklessly expelled from all educational organizations with the defeat. For this purpose, we should utilize all educational, printing, and publishing facilities. In short, we should investigate this re-education problem from the viewpoint of social education.

Up to the present, great hopes have been entertained for the activities of the Educational Reform Committee, considering the ability and professional knowledge of its members. However, judging from the past progress of its investigations, it adhered too much to the interest of the Education Ministry authorities. As the committee now assumes so im-

portant a position as to answer directly to the Cabinet, we sincerely hope that the committee members will discuss fully all educational problems of the nation from their far-sighted viewpoints.



ITEM 6 The Government's Policy Towards the Imperial Rescript on Education -  
Yomiuri Shimbun - Oct 46. Translator: O. Michiko.

Summary:

7211  
 After serious discussion, the Educational Reform Committee, at its first special meeting reached a conclusion as to the treatment of the Imperial Rescript on Education which is a guide to national morality and the basic principles of national education.

As the result of mutual agreement, the Education Ministry for the first time notified all prefectural governors, principals and headmasters of schools under the control of the Education Ministry, presidents of both public and private universities and colleges, of the gist of the decision made by the committee. Following are the contents of the notification:

(1) The Imperial Rescript on Education should not be regarded as the sole origin of our education as of old; instead, education should seek the origin of education in religion, philosophy and ethics of all ages and countries.

(2) Hereafter the Imperial Rescript should not be read on ceremonial days as in the past, when it was our custom to read it reverentially.

(3) All schools should keep copies of the Imperial Rescripts and Edicts in the future as of old, but these should not be treated as something divine.

According to the policy of the Government, the Imperial Rescript on Education, instead of being considered the divine and absolute standard of national morality and the sole origin of education, is hereafter to be treated as an index for national ethics and philosophy on a parallel with the morality, philosophy and religion of all ages and countries of the world.

At the Education Reform Committee meeting, some members held that the committee should ask the Emperor to issue a new Imperial Rescript on Education as the guide-stone to democratic education. This opinion was opposed, because no Imperial Rescript should be revised no matter what its form may be. Again, if the Imperial Rescript is the standard of national morality, the people will be apt to treat it as something absolute, simply because it is an Imperial Rescript. Due to these two points, it has been decided to make the most of the philosophical and moral substance of the Imperial Rescript on Education as was explained in the Diet by Education Minister TANAKA, who stated that the Rescript is true not because it is the Imperial word but because it is true in itself.

Our education which has been enforced in accordance with Imperial ordinances, is to be decided by the will of the people according to the spirit of the new Constitution. Naturally, it will be necessary to promulgate basic laws of education at the coming Diet session.



SOCIAL SERIES: 1272 (Continued)

ITEM 5 Six-three Year School System - Asahi Shimbun (A Letter to the Editor) -  
25 Nov 46. Translator: T. Nakano.

Full Translation:

721.1  
The plan of the Ministry of Education for a nine year compulsory education, six years for primary schools and three for junior middle school, is now under discussion. This new education system is the greatest reform since the MEIJI Restoration, because this system, if it is adopted, will give all schoolchildren a middle school education. Our country will never develop as long as schoolchildren of 12 or 13 years are tormented by entrance examinations and parents and teachers are troubled by them.

Up to now, the number of middle school graduates has only been 15 percent of all the young people; 75 percent entered higher primary schools after they graduated from primary schools, and after that they entered youth schools. About one percent of all primary school graduates went out into the world. Hereafter, however, everybody will be able to enter junior middle schools by the new compulsory education system.

Some people are displeased with the opening of middle schools for the masses. They say that it is too early to open middle schools for the public and that the new system does not conform with the present situation. However, their opinions are wrong. They do not have to worry, since many students now attend higher primary schools and youth schools. There are also enough teachers, and desks, chairs, and schoolhouses are obtainable. It will be very simple to reorganize them into middle schools.

The new system can easily be put into force by using a part of the primary schoolhouses and the youth schools. The new system should be applied to all students of middle schools, from the first year to the third year students. The reconstruction or construction of schoolhouses will gradually be undertaken. Seizing this good opportunity, we must raise the quality of school teachers. Textbooks, reference books and other school supplies must be provided abundantly. The reconstruction of JAPAN will not be achieved unless the standard of her compulsory education is raised.

I want to propose a few conditions for the reform of the present education systems. The present national schools (TN: KOKUMIN GAKKO) must be rechristened "primary schools" (TN: SHOTO GAKKO). All the students who have completed the nine year compulsory education will enter schools of higher grade and these schools will be regarded in the same rein as the present higher schools. The education period of this new system of higher schools will be three years and will include the fourth and fifth year of the present middle school. In other words, present senior middle schools will be raised in status to that of higher schools of literature and science, while technical, commercial, and agricultural middle schools will be elevated to higher technical, commercial, and agricultural schools. Those who are not able to receive middle school education can attend vocational schools when they have time to spare. Those who graduate from vocational schools will be treated as higher school graduates. Everybody can enter universities after having graduated from higher schools or vocational schools.

The new educational period of universities will be four years and they will be established by raising the status of present higher schools and colleges. The colleges of literature, science, education, politics, economics, the police, railways, industries, and so forth must be established for the sake of the masses. Schools for post-graduates of universities must also be established so that students can make a special study of some subjects. In the new system they can study as long as they like. Even those who did not graduate from universities can attend these schools if they are selected persons. Various special courses, such as agriculture, law, fisheries, and medical science must be established. The institutions must be well-equipped for experimentation and practical exercise. Sufficient expenditure for research must also be



SOCIAL SERIALS: 1272 (Continued)ITEM 5 (Continued)

afforded. These research institutes will be the highest organs for academic research and will be established by reorganizing the present universities and laboratories. Those who are not able to receive higher school education and want to study from now on, can study by taking correspondence lessons or by special guidance, and they must be treated in the same way as students who regularly attend schools.

In order to reform the system of JAPAN's education, the above-mentioned proposals must be taken up and accomplished as soon as possible. All of my proposals are quite within the bounds of possibility. If we try, all of them will be performed within the next year. At least, the new three-year middle school system must be put into practice from next spring. If all the schools are opened for the public, JAPAN will, no doubt, develop marvelously.

(KAIGO, Tokiomi, An Assistant Professor of the Imperial University)

ITEM 6 Stores and Department Stores Preparing for Year End Sales - Asahi Shimbun - 25 Nov 46. Translator: T. Ogawa.

Full Translation:

The year-end, which has been and always will be a matter of public concern, is drawing near. This will, however, be a restless year-end, rocked by series of disputes and waves of inflation. Despite this, hurried preparations for the year-end bargain sale and fair have begun in the streets, in order to meet the New Year with cheer at least.

A. The Shopping Centers: in every flourishing districts, there are few goods and the prices are high due to the big difference between the official and the blackmarket prices.

1. The GINZA - The year-end bargain sale will be held from around the middle of December under the auspices of the GINZA Federation of Shopkeepers. A great zeal, reflecting its locality, is shown here in the goods for Christmas. A Christmas tree, six feet high, costs from 800 to 1,000 yen, while one, three feet high, costs around 300 yen. A papercap, for dance parties, costs from five to 20 yen, a Santa Claus's mask costs 30 yen.

2. UENO - A year-end fair and a bargain sale is being planned under the joint auspices of the UENO Federation of Shopkeepers and the KYOEI-KAI. Christmas articles are appealing to the masses, as the aim of the Federation is to restore the famous UENO of old, which had been so popular among the masses.

3. ASAKUSA - Dating-houses and clothing shops are doing brisk business, with the latter briskly patronized by farmers. A pair of second-hand European clothes costs from 1,500 to 3,000 yen, an overcoat from 2,000 to 2,500 yen; clothes for woman costs 700 yen and children's clothes made of floss-silk costs around 300 yen.

4. SHINJUKU - Retail shops will be opened at the east and west entrance of the station for providing necessary food commodities for the New Year. A purchasing group is being dispatched to the producing districts by the JOHOKU Consumer's Co-operative Association and other organizations.

B. Department Stores: Aiming at the restoration of department stores, which had been appressed by free markets, preparations for Christmas decorations, as well as decoration within the store, have already begun before that of the shopping centers.

1. The MITSUKOSHI - Commencing with a battle-dore fair and Christmas sale from 1 December, a year-end fair from 15 December is scheduled. A shelf for the family god, of excellent quality, costs 2,500 yen, and a miniature shrine costs around 100 yen each. Sacred festoons and New Year's pine decorations will not be obtainable by the average public, because these goods are liable to be handled by the



EDUCATION REFORM LAWS JUST PASSED BY JAPANESE DIET DESCRIBED BY SCAP OFFICIAL AS BEING IN ACCORD WITH POLICIES OF OCCUPATION

721.1

The two education reform laws just passed by the Japanese Diet are in harmony with the educational policies of the occupation and with the recommendations of the United States Education Mission, a SCAP official told the Japanese press at a conference this morning.

Mark Orr, Chief of the Education Division of SCAP's Civil Information and Education Section, outlined the terms of the School Law and the School Education Law to the Japanese reporters. Both laws are in line also, he said, with the recommendations of the Japanese Education Reform Council, which has been studying education problems since March, 1946.

The two laws represent important progress toward professionalization of the Ministry of Education. The Ministry is becoming more and more a service agency which will give professional guidance to schools and teachers, rather than an agency which merely issues orders.

The new laws recognize the necessity for slow, steady progress in the reform of Japan's education system, but they represent a beginning of the broad reform program. They are not detailed blueprints. Rather, they establish a framework of policies and objectives and make it possible for Japanese educators to go ahead with the development and improvement of the new system.

Remove Obstacles To Coeducation

The C.I.&E. executive labelled the fundamental School Law as a "charter of education", the basis for a modern democratic education system in Japan. By the terms of the law equal opportunity for education is given every Japanese, without regard to sex, creed, social status, economic positions, or family origin. Provision is made for nine years of free, compulsory education. All legal obstacles to coeducation are removed.

The School Education Law provides the framework for a simplified school system which eliminates many previous barriers to higher education. Greater freedom is provided for private schools and more autonomy for institutions of higher learning.

The decentralization of authority, which was a major recommendation of the Education Mission in its report to SCAP last March is not accomplished by the new laws, but provision is made in the School Education Law for the transfer of authority from the national Ministry of Education to prefectural and local levels as gradual progress in that direction is made.

Decentralization of control is contemplated by the School Administration Bill, now being prepared in the Ministry. Other bills under preparation concern improvement in the status of teachers and education of Japan's adult population. 31 MAR 1947

PRESS RELEASE - AFPAC

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NOTE TO CORRESPONDENTS: There will be a press conference with the defense panel of the IMTFC tomorrow morning at 10 o'clock at the War Ministry.

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ITEM 1 Education Ministry Meeting With Difficulties on Six-Three System - Tokyo Shimbun - 14 Jan 47. Translator: H. Iuchi.

## Full Translation:

7211  
 With the total cancellation of the projected budget amounting to 750,000,000 yen, the new six-three school system to be enforced from the next school term is already on the rocks, and must be either enforced or postponed. The Ministry of Education stands fast in its prearranged policy, and is confident of the enforcement of the system from the next school term, while seeking the understandings of various quarters. However, circumstances do not warrant optimism. The prospect of the new school system that can be called the first step of democratic education is gloomy.

The six-three system was formally decided upon after careful deliberations both of the Ministry of Education and the Education Renovation Committee (KYOIKU SASHIN IINKAI). The committee reported the decision to Prime Minister YOSHIDA, and the Ministry of Education decided to introduce the plan before the present Diet in the form of a "School Education Law" (GAKKO KYOIKU HO), and proceeded to draw up definite plans. In this connection, the budget of 7,500,000,000 yen was presented. However, this budget was totally cancelled by the Finance Ministry. Being at a loss, Education Minister TANAKA explained the necessity of enforcing the new school system at the Cabinet meeting held the other day, and asked for their understanding. However, the majority of ministers opposed his opinion, stressing that priority should be given to the nation's economy. Accordingly, Education Minister TANAKA requested that the extraordinary Cabinet meeting be held on 11 January, and again explained the plan in full details. However, since the meeting did not reach any conclusion, the Ministry of Education will present the Cabinet with the formal data on the new system which is to be discussed again. This is the development of the affairs.

Under such unfavorable conditions, the Ministry of Education, which is determined to demand the approval of the minimum amount of budget to enforce the system, is now striving to compile a new estimate with Vice-Education Minister YAMAZAKI and Director HIDAKA of the Bureau of School Education (GAKKO KYOIKU KYOKU) as the center. Thus the ministry is resolved to start the new school system from the new school term along the line of this minimum estimate principle which require 1,000,000,000 yen for expenses to enforce compulsory education.

Under such circumstances, the enforcement of the new educational system will be limited to six-three compulsory education. To describe it more definitely, the new system to be enforced from the next school term will only affect the sixth grade boys and girls of the existing national schools who will be promoted to the new junior high schools. In view of the shortage of expenses and facilities, the promotion of the first grade boys of the junior high schools to the second and the second to the third will not be forced. In the same way, owing to the shortage of money, the change of private

middle schools into Government institutions will not be completely materialized. In this connection, it is presumable that some private schools will charge school fees and conduct education independently. In line with the new Constitution, the converted Government schools from private middle schools cannot charge school fees, in spite of the financial need to reduce the estimate as much as possible. This is one of the difficulties that the Ministry of Education now faces.

As has been arranged, the senior high school system will be enforced from 1948, and the existing promotion system of colleges and universities will be terminated from 1949. Accordingly, no change will be made at this time on the contemplated plan to reform higher education, and the present middle school boys will be promoted to higher grades or higher schools as usual.

Above is a plan entertained by the educational authorities concerning the enforcement of the new school system beginning the next school term. With the preparatory period drawing near, definite plans will be decided according to new developments within related agencies.



EDITORIAL SERIES: 1505 (Continued)

ITEM 6 The New School System and Democratization of Education - Newspaper Daigaku Shimbun (Weekly) - 22 Jan 47. Translator: H. Yokoyama.

## Summary:

After months of discussion, the Educational Reform Committee, finally decided on the 6-3-3-4 plan for our school system with the initial 6-3 plan to be carried into effect from the coming school year. Let us take this opportunity of examining the merits of the new system.

In the first place, we must recognize that the fundamental aim of the reform points to the democratization of our educational system. Reforms carried out during the MEIJI regime left many things to be desired and among them one in the educational field stipulates that students are not entitled to any higher education once they enter the higher elementary school or the youth's school. Now, the system has been completely unified. Moreover, the fact that the years of compulsory education have been extended, and any student, regardless of class, may receive higher education if he or she has the ability is indeed a great improvement.

Secondly, under the new system, a student who completes the course in a school may, if he so desires, attend the school immediately above it in grade. Under the present system, the middle school is preparatory for the higher school and the higher school, for universities. These preparatory schools have now been superseded by junior high schools and senior high schools, reorganizing our educational system completely.

Thirdly, the new system has thrown higher education open to the general public. Thus, the common notion that schools are "places where one obtains a diploma" will be altered to mean a "place where one acquires knowledge." Under the present system, students must first receive ordinary education before taking a specialized course. However, those who choose to take a liberal course instead are accorded better treatment by society; therefore, the longer the period of liberal education, the better one will be paid. The projected opening of higher education to the public and the blending of common education with specialized education in all grades of the school system will serve to eliminate all such evils.

Fourthly, the new system aims at the improvement of humanity, and with the enforcement of coeducation from primary school through the university, will serve to awaken the people to their individuality and stimulate their will to establish a bright and liberal community.

Now that the merits of the new school system are evident, there are some who advocate the 6-4-4 plan or the 6-4-5 plan. We are, however, inclined to think that the 6-3-3 plan is most suitable under the existing circumstances. Let us now consider the various problems which confront the enforcement of this plan.

7211  
With the initial 6-3 plan scheduled to be adopted for the coming school year, the gravest problem will be how we are going to establish facilities for the junior high school students who will enroll after graduating from primary schools, considering the acute shortage of school buildings and construction materials. A decrease in the standard of education in these schools should not be permitted, since the enrollment will include children of varied abilities. As many elective courses as possible should be given to enable gifted students to develop their ability to the fullest, and, some appropriate system should be established in schools above the senior high schools for the benefit of talented but needy students. Also, in providing a large selection of elective courses, it must be kept in mind that a fusion of specialized and liberal education is essential in rounding out the students educational program. We also believe the university extension system has room for improvement.



EDITORIAL SERIES: 1505 (Continued)

ITEM 6 (Continued)

Along with the democratization of the educational system, the democratization of educators and the elimination of undue pressure from spheres outside the schools should be accomplished. In this sense, a rigid teachers qualification examination should be conducted, and each school should be permitted to act independently without Government interference as was pointed out by the Educational Commission recently. In brief, the new school system is considered very progressive, but its enforcement does not necessarily mean the realization of democratic education, for this must go hand in hand with the democratization of society.



ITEM 7 Another Problem in Enforcing the 6-3 system - Mainichi Shimbun -  
18 Jan 47. Translator: Y. Inouye.

Full Translation:

781.1  
 A difficult problem has arisen in the enforcement of the compulsory education of 6-3 system, advocated by the Municipal government. In asking the views of the management of 306 private middle schools in TOKYO concerning the entrusting of the elementary middle schools (temporary name) brought about by the enforcement of the 6-3 system, the Educational Section of the Government was rejected by more than 40 schools such as the KEIO-GIJUKU and GAKUSHUIN. The KEIO-GIJUKU has consistent educational facilities from kindergarten to university, and the GAKUSHUIN also has its own educational system up to higher school. As they have sufficient applicants, they have flatly refused co-education. All the Roman-Catholic middle schools such as the GYOSEI Middle School, SHIRAYURI Girls' High School, FUTABA Girls' High School, SEISHIN Girls' High School, and KOEN Girls' High School refused co-education because their doctrine forbids it.

On the problem of limiting the district of day students, SANSUI Girls' High School in KITA-TAMA-Gun, JINDAI-Mura, has many students from SETAGAYA, SUGINAMI, and other districts of the 35 wards, and it will lose most of them if the district of the day students is limited within municipalities. Although FUFIMIGAOKA Girls' High School at SASAZUKA, HATAGAYA, SHIBUYA-Ku stands on the border of SHIBUYA, NAKANO, and SETAGAYA, it has few students in SHIBUYA. Therefore, if it is assigned to SHIBUYA, the number of applicants will not reach the quota.

There are many schools which desire to be entrusted but since they cannot reconstruct the burnt buildings due to the moratorium of special deposit, they are asking the Metropolitan to assist them. On the 8th, a re-investigation of the entrusted schools will be held by inviting the

principals of primary schools and young men's schools. On the 11th, the 2nd meeting of the Educational Reform Committee will be held to consider countermeasures.

ITEM 7 Education of the Younger Generation - Provincial Newspaper Kumamoto  
Nichinichi Shimbun (Kumamoto) - 6 Jan 47. Translator: E. Sato.

Summary:

The realization of the democratization of JAPAN, the supreme order given to the Japanese people, is not an easy task probably will not be accomplished for some time to come. The true democratization of the scope begins with the younger generation, who will be the citizens of tomorrow. Their democratic education, therefore, is necessary before anything else for the democratization of our country. It is no exaggeration to say that their education is not satisfactory today, and it is being left to take its own course. We think that this is due to the lack of leadership or fidelity, and at the same time, owing to the misconception of liberalism among the educators.

Education begins at home. The atmosphere at home greatly influences the character of a person. Today, the strong influence of the family system and parental obedience still remains in the home. It is really difficult to sweep away these feudalistic influences, but without doing so, the democratization at home, that is, home education which is essential to the younger generation, cannot be realized. School education is more important than home education. The former is conducted according to ideals, and the "training first" principle, while the latter in accordance with paternalism. Home education is rounded out by school education.

72.11  
 A school is a society, based on the relationship between the educators and the students, and the mutual relationship among the students. It also has the mission of educating students in world events. We deeply regret that school education is not being satisfactorily conducted. Generally speaking, neither teachers nor students have any interest in school. Hasty and temporary education is given according to a peace-at-any-price principle or a let-alone policy. Needless to say, society must fully answer for it. Unless the economic conditions or the trend of thought in society is stabilized, it is hardly possible for the school authorities to restore education to a proper and healthy condition. Until true, democratic education is offered at competent schools, the younger generation will not go out into the world with democratic ideals, nor can JAPAN re-establish herself through the new and democratic concept possessed by the younger generation. We sincerely hope that the school authorities will awaken and reconcile to themselves to the fact that they must commence activities in these directions.



ITEM 15 Changes to Occur With Enforcement of New Education System -  
Mainichi Shimbun - 28 Jan 47. Translator: Y. Inoue.

Full Translation:

With the enforcement of the 6-3-3 education system, textbooks and courses will be completely revised.

Curriculum: Japanese, sociology, mathematics, gymnastics, music, art, home economics, vocational studies, science, and free study will be taught in primary schools. Romaji study will be added for the fourth, fifth, and sixth years. Sociology will include morals, history, and geography. Art will include drawing and manual art. Penmanship will be eliminated from the regular courses and become a selective subject.

7211  
For middle schools, foreign languages will become a regular course as well as free studies. Language study is not limited to English, but the choice of the language, whether it be Russian or French is left to the school. Free study means a period when pupils will discuss with one another opinions obtained through free researches according to the so-called "discussion system", or learn practical lessons outdoors and at working places. Emphasis will also be put on vocational studies. Guidance on the choice of occupation and vocational education will be given at the middle school so that pupils may engage in business most suitable for them in the future.

At the higher school (temporary name), more complete and professional education will be given, laying emphasis on practical exercises.

Textbooks: Textbooks will also be changed entirely. The draft has been almost finished and is waiting to be printed. Although existing textbooks are printed in rough paper and are very shabby with no cover, new textbooks will consist of 64 pages each at least and pictures will be added for the lower grades so that students will maintain interest in their books.

Difficulty lies in the paper problem. To make the textbooks of all courses of each school year, 37,000,000 lbs of paper is necessary from January to March, which is 12,000,000 lbs per month. However, the Economic Stabilization Board reported that only 1,500,000 lbs (10 percent of the monthly necessary amount) is expected to be rationed and the authorities have requested the Ministry of Commerce and Industry to take proper measures.



ITEM 9 Problems of Enforcing the Compulsory 6-3 System - Mainichi Shimbun  
7 Jan 47. Translator: Y. Akabane.

## Full Translation:

With the approach of April, when compulsory education under the new "Six and three system", or six year course for the national school and three year course for the junior middle school (tentative name), is to be enforced, the Metropolitan Educational Bureau is now busy making preparations. The foremost bottleneck is the question of school buildings. As it is the authorities' plan to have independent buildings for primary schools and junior middle schools, there are no small difficulties to be overcome, in view of the fact that many war-damaged school buildings have not yet been repaired. How are the Metropolitan authorities going to solve this question? Where will the 80,000 prospective graduates of the Metropolitan national schools be accommodated? The answer to these questions, according to the informations gathered at the Metropolitan Office before Monday, 6 January, is briefly as follows:

Public middle schools: Out of the Metropolitan public schools, 78 may be available for junior middle schools. Class-rooms available for the first year course number only 708, wherein no more than 19,400 students can be accommodated.

Private middle schools: It is doubtful that all the private middle schools, of which there are 306, thus comprising two-thirds of the whole of the Metropolitan middle schools, can be diverted to the junior middle school in their present condition. Schools available for the diversion as of April number 159 and the class-rooms available for the first year course total 1,210, with a capacity of 27,850.

Public young men's schools: Few young men's schools have their own independent school buildings. Only 118 schools may be diverted. These have 348 class-rooms with a capacity of 17,440 students.

National schools: If vacant class-rooms of national schools are used in an emergency, 368 rooms, with a capacity of 18,400 students, are available in a total of 101 schools. Thus, the 83,050 prospective graduates in the coming April can barely be accommodated.

However, there is another cause for annoyance in the matter of the school district. Although the authorities aim to accommodate the national school graduates of a ward in the junior middle schools within the same ward, there are too few of the latter institutions to do this.

The Metropolitan authorities intend to assign to the middle schools in the neighboring wards the graduates of the national schools in the following 11 wards, two cities, two districts, and one island:

Wards - KYOBASHI, MEGURO,  
OMORI, KAMATA, SHIBUYA, SUGINAMI,  
OJI, ITABASHI, MUKOJIMA,  
KATSUSHIKA, EDOGAWA.  
Cities -- HACHIOJI, TACHIKAWA.  
Districts -- NISHITAMA, HIGASHITAMA.  
Island -- OSHIMA.



ITEM 6 Drafting Of The Fundamental Educational Law Bill - Provincial Newspaper  
Ise Shimbun (Tsu) 27 Nov 46. Translator: M. Kato.

Summary:

22/11  
 It is reported that the Government is drafting two major educational bills, the bill for the Fundamental Educational Law, and the bill for the Educational Law, both of which are to be submitted to the next regular session of the Diet. It may be assumed that the Government was motivated by the fact that the Imperial Rescript on Education was no longer applicable to new JAPAN. However, when considering the essential nature of education, the formulation of the basic educational ideology into laws cannot necessarily be given on unqualified consent. But, when we consider that the educational world had become weak and had lost its independence because of militaristic oppression and bureaucratic control for many years, and that some disposition to remedy the situation must be taken, then we must sanction the drafting of the educational bills. There was, at one time, a cry for the promulgation of a new Imperial Rescript on Education, but this cry was naturally ignored and replaced by the idea of enacting these educational laws. Therefore, the educational authorities concerned must carry out their mission with a democratic spirit.

It is hoped that the education authorities will approach the problem with the idea that it is very essential for the education world

to immediately recover its independence. We hope that the Government will immediately abolish the proposed educational laws after the spontaneous establishment of a new ideology in the educational world.

The contents of the proposed laws are excellent, embracing items on the equality of opportunity for education, as well as the objects and policies of education. We hope that the contents of these laws will be successfully carried out in practice. The textbook on history, as compiled by the Education Ministry, was too inferior, even in consideration of its temporary nature, although its intention was respectable. This fact reveals that the educational authorities and the appointed educational committees are incompetent to meet the demands of this turbulent age. Fortunately, however, the proposed educational bills are designed to be formulated into laws, and therefore, must be discussed in the Diet. The views expressed at the public hearing, which is to be a new procedure in the Diet, should be regarded as valuable suggestions. In view of the fact that education must be treated as an important problem of the nation, the prudence of the authorities concerned is desired so that the documented laws will not be reduced to mere legal compositions. In this, the educational world must be prepared to accept these regulations. In other words, the elevation of the educators, who form the nucleus of education, must be realized by stabilizing their livelihood.

The problem of improving the teachers' economic position is still pending and unsolved. A government which aims to establish these educational laws without solving the vital problem of improving the teachers' economic position must be held responsible for the confused situation. The educational authorities should bear in mind the fact that the nucleus of education is the teacher and not the Ministry of Education.



ITEM 5 Imperial Rescript on Education Should Be Returned - Tokyo Times--  
9 Oct 46. Translator: K. Nagatani.

Summary:

7211  
 Since spring the problem of the Imperial Rescript on Education has been seriously discussed. Some insisted on retaining the Imperial Rescript on Education on the grounds that it was a foundation for national moral principles and infallible for all time. Some wanted the issuance of a new Imperial Rescript. However, the general public has rejected both arguments as being too conservative. Public opinion makes it impossible to retain the existing Imperial Rescript on Education. The issuance of a new Imperial Rescript is also unnecessary. The Education Reform Committee in the House of Representatives has recently arrived at the conclusion that the practice of reciting the Imperial Rescript on Education on festival days in schools should be abolished. Moreover, it was concluded that students and pupils should not be forced to worship the Imperial Rescript unnecessarily. In the past, the Rescript, together with portraits of the Emperor and the Empress, has played an important role in forcing the students and pupils to worship the Throne. Our educators should be held responsible for all this. They have long been accustomed to flattering militarists and imperialists.

The Imperial Rescript on Education was issued in 1890, as a counterpart of the Imperial Constitution, which was promulgated on 11 February 1889. Now that the Imperial Constitution has been replaced by the new Constitution, the Imperial Rescript on Education is obviously unsuitable for the new era. Education Minister TANAKA said in answer to the interpellation on the Imperial Rescript on Education: "The Imperial Rescript on Education is truth, not merely because it was uttered by the Emperor; it is truth in itself." However, there is considerable question whether the Rescript is truth. To be sure, the Rescript contains many moral principles. Nevertheless, it cannot be denied that the Imperial Rescript on Education revolves about the ideology which glorifies our national polity, based on the worship of the Throne by the people. It often calls the people "our subjects". This is apparently incompatible with the spirit of the new Constitution which stipulates that sovereignty rests with the people.

Now that the new Constitution has passed the Diet, the Japanese people should no longer be regarded as loyal subjects of the Emperor. We propose that the Imperial Rescript on Education be returned to the Throne. Some educators and the education authorities argue that the return of the Rescript would destroy the basic policy of education and ruin national morals. However, the Japanese people hereafter should act, not in accordance with the Imperial Rescript, but with their inborn moral sense. The basic policy of the Nation's education should be compatible with the spirit of the new Constitution. It should be like a declaration arising from the people themselves. It should not be a dogmatic system superimposed upon the public mind.



ITEM 3 Educational Reform Committee to be Selected - Nippon Keizai Shimbun -  
10 Aug 46. Translator: M. Ohno.

## Full Translation:

721.1  
The Ministry of Education announced the establishment of the Education Renovation Committee (KYOIKU SASSHIN IINKAI) on 10 August, which is to be the supreme educational consultative body under the direct control of the Cabinet. On 9 August, the details and names of the members of the committee were made public. This is a reformed and expanded committee, established for the purpose of co-operating with the American Educational Mission, which visited JAPAN recently. One of the greatest missions of the Renovation Committee is to investigate and deliberate on various important problems, such as the Educational system, quality, methods, etc., in order to fundamentally reorganize our nation's education, which is the basis for the construction of a cultural and peaceful country. The Committee is to report the result of the investigations to the Premier and also make a report on important educational items, the information of which has been requested by the Premier.

The Committee was placed under the direct control of the Cabinet to give it the opportunity to perform its mission freely. It is composed of one chairman, one vice-chairman, and less than 50 other members. The members are to be selected from among those who are educated and experienced in matters of education, religion, culture, politics, economics, industry etc. The chairman and vice-chairman are to be elected within the committee.

721.1  
Japanese Educational Reform Committee set up on Cabinet level by Imperial Ordinance to make recommendations on reform of Japanese education hold first meeting on 7 September signaled by message from Prime Minister and addresses by Education Minister and representative of SCAP. Prime Minister's representative, Baron Shidohara, stated that valuable work of past year in attempting elimination of militaristic and ultra-nationalist elements from Japanese education needed to be supplemented positively by complete re-examination of educational system and that in putting committee under direct control of Cabinet Japanese Government had emphasized that it considered education of first national importance. Education Minister hailed democratic principle whereby reform of education is to be carried out by educators themselves and expressed hope committee would answer questions of Prime Minister on educational problems and submit plan of reform that will enable Government to fulfill Potsdam Declaration by democratizing Japanese education.

Committee will meet regularly each week to investigate and study reforms and will make recommendations to Prime Minister and to SCAP in compliance with directive of 9 January. 10 SEP 1946

*Daily Radio Conf.*

721.1  
Cabinet's education reform committee, charged with task of advising government on democratization of all phases of Japanese education, held first general meeting 7 September. General proposals introduced for consideration were: Reform of administration of education and of laws relating thereto; educational changes necessitated by new constitution and improvement of social and scientific education, private education, and reconstruction of bombed schools. \* 9 SEP 1946

*Daily Radio Conf.*



ITEM 3 New Middle School Reorganization Plan Effective Next Spring - Asahi Shimbun - 19 Dec 46. Translator: Y. Akabane.

Full Translation:

721.1  
It has long been maintained that it would not be difficult to put into effect the new educational system of six, three, and three, in TOKYO, if it were done by the Metropolitan authorities. Of course, they are in the awkward position of having to find enough school buildings for the instituting of the new system. Only recently, however, a practical plan was worked out by the authorities and there is a good chance that the first grade of the lower middle school will start next spring under the new system.

In order to accommodate all the graduates of the primary course of the national schools in the lower middle schools, it will be necessary to use all the private schools, which at present comprise most of the secondary schools. The task of putting the new system into practice in TOKYO has generally been regarded as difficult from the very outset, but as a result of an investigation by the Educational Reform Preparatory Committee, set up by the Metropolitan Educational Bureau, a tentative conclusion was reached on Wednesday, 18 December, with the understanding of the private school authorities. The results of their investigation will shortly be submitted to the Ministry of Education and at the same time the final draft will be prepared by the members of the Metropolitan Educational Reform Committee.

School buildings to be utilized:

As it is absolutely necessary to use private schools just to take in the 79,246 prospective graduates of the primary course of the Metropolitan national schools, all the spare classrooms of the public national, youngmen's and secondary schools as well as the school buildings of private secondary institutions will be appropriated. It has been decided that the management of these schools will be assigned to the school authorities to whom the respective buildings belong. As far as operation is concerned, due consideration will be paid to the demands of the private schools that there be no more discrimination between public and private institutions.

School zone system:

The principle of "One school zone for each administrative area" will be adopted. It will be impossible for it to be realized perfectly in practice, however, because of the scattered distribution of the schools which escaped war damage in the 35 wards in TOKYO. Moreover, when the projected ward adjustment plan is instrumented early next spring, reducing the existing 35 wards to 22, the distribution of schools will become even more unbalanced in some wards. To offset this condition a plan is now being worked out to fix a primary school zone for each administrative area, and a larger university zone for primary school zones in the same vicinity. This would facilitate the regulation and distribution of students, by means of the link system, among primary school zones within the same university zone. That is to say, it would provide for the inclusion within a single university zone of wards in which there are enough schools and wards in which there are not.

Teachers and related problems:

All licensed teachers for secondary school education among teachers of national, youngmen's and secondary schools will be mobilized. Specific plans for co-education will also be made later.



721.1 "School Education Law," basic educational reform bill to implement Fundamental School Law, passed Diet 27 March 1947 and provides for reforms in educational system in line with recommendations of Japanese Education Reform Council and United States Education Mission. Reforms provide gradual transition to simplified system of six years elementary education (compulsory), three years lower secondary education (compulsory), three years higher secondary education, four years university level education, and reduction of barriers for those who wish to continue education beyond compulsory level. Provision is included for greatly expanded program of education for blind, deaf, and other handicapped children. Private educational institutions at all levels granted greater degree of freedom in administration and curriculum.

30 MAR 1947  
UNCLASIFIED

*Earl B. ...*



ITEM 11 The Significance of Education and the Education Reform Plan -  
Provincial Newspaper Chiba Shimbun (Chiba) - 14 Feb 47. Translators:  
M. Bokura & T. Nakano.

Summary:

9211  
 One of the chief causes for the defeat of JAPAN was the low cultural standard of the Japanese people. In order to reconstruct our country, our cultural standard must be raised by educational reform.

First, we must realize the defects in our conception of education. The first defect is our narrow-mindedness in regarding the school as the only place in which to receive an education. Education is not confined to schools but can be acquired anywhere. Essentially, schools merely provide a basic education to the students before their entrance into society and do not necessarily perfect the character of an individual. Education can also be acquired at our working places, that is, our daily experiences constitute an education in themselves. If the mistaken view that school education is complete is abolished, we can reduce the preparatory period required for professions, abolish the prejudiced practice of judging the ability of people by the schools they graduate from, and abolish the custom of discontinuing studies after graduation from a school. Environment has a great influence upon education. However, parents who get frantic over the quality of the schools alone do not know the real significance of education.

7211  
 The second defect is the long school years, superfluous teaching materials, and school hours. The Japanese people respect quantity rather than quality.

After abolishing these defects, we must establish a free educational system which offers equal opportunities to everyone. At the same time, we must raise the quality of teachers by improving their treatment.

The recent Local Education Reform Plan of the Ministry of Education has many doubtful points. The main purpose of the reform is the democratization of education. However, the aim can be realized only when education is placed in the hands of the people. Under the plan of the Ministry of Education, the Education Committee members are to be selected by election, and the power of dismissal will be in the hands of the people. Under this reform the local assemblies will have no jurisdiction over educational administration. But we must remember that the local assemblies are organs of the people and not organs of the bureaucratic administrators.



ITEM 1 Educational Reforms - Yukan Miyako - 18 Feb 47. Translator:  
T. Fukizawa.

Summary:

721.1  
In regard to the decision to change the school system to the "6-3-3-4" system, some believe that the change would lower the educational standard. They probably think that the five years of middle-school education, which had been accepted as almost compulsory, has been reduced to three years. However, in reality, under the new educational system an university education requires 16 years of attendance, which is only one year less than the 17 years required under the old "6-5-3-3" system.

Japanese education of today has many defects, the greatest of which is the cramming method. Much time and energy have been wasted to overload youthful minds with unnecessary things, without really awakening the minds and spirits to an understanding of truth. Japanese teachers tend to teach abstract general theories rather than practical knowledge. It is in vain to teach what the students cannot grasp. If the students are to have a practical education, they must be taught understandable things in an understandable way.

I am dissatisfied with the way science is being taught. I also doubt the necessity of devoting so many hours to Japanese grammar. Although I personally cannot answer many grammatical questions asked by a high school girl, I can easily read or write Japanese. Likewise, in teaching foreign languages the linguistic Japanese teachers teach difficult grammar before the students are able to ask even a simple question in the foreign tongue. Such stressing of grammar seems unnecessary, at least for the middle school students.

In mathematics or in science, the students are taught difficult things before they have been able to digest simple, fundamental matters. The important thing in education is to teach basic fundamentals simply and clearly so that the students can truly grasp the ideas clearly in their minds. But it is not easy to do so. For this purpose the re-education of teachers is essential, and the methods of teaching must be reformed and improve.

721.1  
Another obstacle in the advancement of Japanese education is KANJI. The writing of KANJI is so difficult that even a person with a college education has difficulties in writing down perfectly what he speaks. Certainly too much time is being devoted to learning KANJI throughout our school education. Originally, JAPAN borrowed KANJI from CHINA. I believe it is necessary for us to borrow Roman letters now, which is being used in almost all the civilized countries, for the advancement of Japanese culture.

(TSUJI, Goro)

ITEM 4 New Education System To Be Enacted in April - Asahi Shimbun -  
27 Feb 47. Translator: K. Sasaki.

Full Translation:

721.1  
At a special Cabinet meeting on 26 February, the Government decided to put into effect the new educational system with a three-year increase in compulsory education. At the same meeting it was agreed to raise five government medical colleges at TOKUSHIMA, MAEBASHI, AOMORI, MATSUMOTO, and YONAGO respectively, to university status. The execution of the new 6-3 educational system requires an expenditure of 800,000,000 yen which will be submitted, in the near future, to the Diet as an item in next year's budget.

The above amount includes 500,000,000 yen covering items in the Education Ministry, and 300,000,000 yen for the Home Ministry. In this connection a clear understanding seems to have been reached between the Education and Finance Ministries. Main items involved in the above expense are 400,000,000 yen grants to teachers necessitated by

the increased number of classes under the new system; 200,000,000 yen for pupils' expenses in public schools; 60,000,000 yen for education work at private schools; and the balance for teachers' short term courses, school repairs, etc.



ITEM 2 Principles of 6-3-3 System Decided - Mainichi Shimbun - 6 Feb  
47. Translator: H. Iuchi.

Full Translation:

2211  
There are many difficulties in the conversion from the old to the new "six-three-three-four" educational system. The Ministry of Education is being troubled by frequent inquiries from private middle schools which will be most seriously affected by the enforcement of the new system. In view of such circumstances, HIDAOKA, chief of the School Education Section (GAKKO KYOIKU KYOKU) of the Ministry clarified the formal attitude of the Ministry concerning the enforcement of the new educational system on 5 February. The outline of his statement is as follows:

1. In principle, the new educational system is divided in four sections:
  - A. Primary school (SHOGAKKO - tentative name); length of course is six years.
  - B. Middle school (CHUGAKKO - tentative name) length of course is three years.
  - C. High school (KOTO GAKKO - tentative name), length of course is three years.
  - D. University (DAIGAKU - tentative name), length of course is four years.



SOCIAL SERIES: 1382 (Continued)ITEM 2 (Continued)

However, four and five year high school courses and three or five year university courses may also be authorized. In addition, the new university will have postgraduate courses or research institutes.

2. At present, it is expected that the new system will be introduced in 1947 to the new middle schools, in 1948 to the high schools, and in 1949 to the universities.

3. In principle, the new middle school system will be a public establishment, compulsory, and will follow the lines of the school district system. In addition, the new middle schools will be co-educational to some extent. However, co-education will not be compulsory in consideration of religious or local circumstances. As a first step, the new three year middle school courses will be introduced from the next school term, but the compulsory system will be enforced for the first year only. Entrance examinations will not be conducted. If circumstances permit, any middle school may effect the total three year compulsory education on its own responsibility if it is possible from 1947.

4. After consultation with prefectural governors and other educational authorities, the managements of the existing private middle schools must be chosen from among the following four methods:

- A. To carry on under their own system as private middle schools acting as part of the new school system.
- B. To change into new high schools - In this case, the private middle school will suspend the entrance of first year students next year.
- C. To be entrusted with the task of compulsory education by local public entities - In this case, public aid will be obtained to manage the schools.
- D. To change into public middle schools - It is desired by the Ministry of Education that private middle schools choose the third method, namely the compulsory educational system.

The private middle schools will be authorized to charge fees, and the school district system will not be applied. The choice of co-education or segregated classes will also be left to the discretion of the private school principals. However, the school curriculum must include those subjects which are specified by the new system, and under this condition, all graduates of middle schools will be qualified as same as those of public middle schools who have received compulsory education.



EDITORIAL SERIES: 1617 (Continued)

ITEM 5 The New Constitution and Education - Asahi Shimbun - 2 Apr  
L7. Translator: K. Onishi. (JJY)

## Summary:

All the Japanese educational laws in the past were promulgated in the form of Imperial ordinances or Ministerial ordinances. Provisions for legislative educational laws is one of the salient features of the new Constitution, under which all the people enjoy the right to receive education according to their own abilities and in accordance with the provisions of law. Besides, it is the people's duty to give their children common education at State expense.

The Ninety-second Diet Session has already enacted the Educational Standards Law and the School Education Law, in accordance with the provisions of the new Constitution. All the people are respected as individuals, considered equal under the law, without discrimination in sex and with universal suffrage. All these provisions are closely related to education. Neither the system of co-education nor the extension of the term of compulsory education is an exception to these provisions. Discriminations in educational systems, which have ever existed between the ruling class and the ruled masses, are no longer permissible. The past systems of restricting pupils from receiving advanced education were not so much based on the pupils' abilities as on the parents' economic resources.

In the youths schools, it is still compulsory for the boys to receive education there, while girls are exempt from such an obligation. It would not conform to the spirit of the new Constitution to plan working youths' universal right to receive education below the level of the compulsory youths' school system, however imperfect the system may be now. For these reasons, the newly established "6-3-3" system requires re-examination.

The usual official laxness is no longer equal to the speed demanded by the surrounding circumstances. We know that educational authorities lack both materials and competent personnel, but we cannot overlook the aforementioned facts, because they are the demands of the new Constitution.

The details of the "6-3-3" system, as now revealed to us, are different from the report announced by the Educational Reform Commission; they are also contradictory to the spirit of the new Constitution. The system tends to lower the educational standards, rather than to raise them. Besides, it will oppose the spirit of equal opportunity for education. Because of the school management's sectionalism, coupled with the movements to raise the school status, the Ministry of Education and the prefectural governments are loath to part with the schools under their direct control. The middle schools under the new system are going to become the extension of the higher course of national schools, or the regular course of the youths schools. This is not an improvement in the educational system.



EDITORIAL SERIES: 1617 (Continued)ITEM 5 (Continued)

On the other hand, by granting private schools too many liberties, the fundamental laws and their allowed exceptions have interchanged prominence in such districts as TOKYO To and KANAGAWA Ken, where private secondary schools are abundant. Since the public middle-schools are, in principle, promoted to high schools, and private secondary schools are permitted to have supplementary high schools, both the pupils and their parents will rush to private schools, with the result that there will be a return of such discriminations as good schools and bad schools, and schools for the children of the rich and those for the poor. This is the natural outcome of permitting the private schools to charge school fees when we have a system of free compulsory education under the new Constitution.

We must not contaminate the pure essentials of education in spite of the exigency of the reforms. We call the attention of the educators and the local governments to this matter.



ITEM 5 Educational Standards Law Bill Introduced  
 Translator: Y. Akabane.

Shin Hochi - 14 Mar 47.

Full Translation:

7211  
 The Educational Standards Law Bill was introduced to the House of Representatives on 12 March and was discussed at the plenary session on the following day. The Educational Standards Law may justly be

clarifies the educational ideology of a peaceful and democratic JAPAN to replace the "Educational Rescript."

The Law consists of 11 articles and clearly indicates at its beginning the purpose and principle of education, followed by the provisions regarding the establishment of equal educational opportunity, as stipulated in Article 26 of the new Constitution, of the 6-3 compulsory education system, and of co-education. It also clarifies the fundamental policies for the different phases of education such as studies and social, political, and religious training.

The Educational Standards Law

Article 1 (The purpose of education). Education should be directed towards the development of personalities and the training of the populace, who, as the constituents of a peaceful country and society, must love truth and justice, respect individual value, honor work and responsibility, and, at the same time, be imbued with an autonomous spirit and be mentally and spiritually healthy.

Article 2 (Principle of education). The purpose of education must be realized at every opportunity and place. To attain this purpose, the people must endeavor to contribute to the creation and promotion of culture, through mutual love and respect, by co-operating, by honoring academic freedom, by rationalizing every day life, and by developing a voluntary spirit.

Article 3 (Equal educational opportunities). Everyone must be given an equal opportunity to receive education according to his own ability. No discrimination whatever, of race, creed, sex, social status, economic position, or birth, shall exist in the educational system. The State and local public bodies must take measures to promote the education of those who are unable to pursue knowledge on account of economic reasons.

Article 4 (Compulsory education). Guardians and parents are obliged to see that the children under their protection are given nine years of regular education. No tuitions will be charged for compulsory education in schools established by the State or by local public bodies.

Article 5 (Co-education). Boys and girls must have mutual respect and must co-operate with each other. Co-education must be recognized.

Article 6 (School education): The schools established by law are public institutions, and can be established only by the State, by local public bodies, and by the juridical persons stipulated by law. The teachers of the schools established by law are public servants and must endeavor to accomplish their duties, fully cognizant of their respective missions. For this purpose, the position of teachers must be respected and their treatment be fair and proper.

Article 7 (Social education). Domestic education and social training must be encouraged by the State and by the local public bodies. The State and the local public bodies must endeavor to realize the object of education through appropriate means such as the establishment of such facilities as libraries, museums, and public halls, as well as the utilization of school facilities.

Article 8 (Political education). Political education necessary for a good citizen must be taught in the public schools. However, these schools must not support or oppose any particular political group or engage in any political activity.

Article 9 (Religious education). Religious tolerance and the position of religion in the social life must be taught. The schools



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POLITICAL SERIES: 1625 (Continued)ITEM 5 (Continued)

established by the State and the local public bodies must not foster any religious activity, such as religious education for the benefit of a particular religion.

Article 10 (Educational administration). Education is to be carried out under the direct responsibility of the whole nation, without being subject to any unfair control. Educational administration should be exercised under such conditions and with the adjustment and establishment of the various conditions necessary for the accomplishment of the object of education as its aim.

Article 11 (Supplementary rules). If deemed necessary for the enforcement of the various items mentioned in this law, proper laws or ordinances shall be enacted.

Appendix. This law shall come into force as of the date of its promulgation.



SOCIAL SERIES: 1455 (Continued)

ITEM 18 New Education Expenditure in the Budget - Daigaku Shimbun -  
19 Mar 47. Translator: H. Hasegawa. (FST).

## Full Translation:

When the unprecedentedly large budget of 114,500,000,000 yen was introduced to the Diet, the amount earmarked for educational expenditures was brought to light. The 3,890,000,000 yen appropriated for educational and cultural purposes corresponds to 3.4 percent of the total, a big increase over the 2.3 percent of last year's budget. The additional expenditure necessary to improve the treatment of teachers and to reform the educational system are also included in this budget drafted by the Home Ministry. Despite the changes for the better, we wish to call to attention the following four points in question:

First, such an increase does not necessarily mean that the educational administration for 1947 will be successfully carried out. Although the revenue and expenditure for this budget is balanced when the supplementary expenditures are not included, will the "sound state finance" policy be able to check inflation and stabilize economy around May as the Finance Minister insists?

The measures taken to restore industry are inadequate, the hiking of tax rates and prices of state monopolized commodities will bring about a general rise in commodity prices, and as a result of the increased labor unrest caused by the rise in worker's living expenses, it is extremely doubtful whether the industrial loan regulations can be successfully put into force. For these reasons, if necessity should compel the Finance Minister to include supplementary expenditures contrary to his expectations and as a result further aggravate the inflation, the teachers and students will not be able to carry out educational administration properly.

Secondly, as students, we must pay particular attention to the rise in tuition fees. The Finance Ministry authorities hold the opinion that in comparison to the student's living expenses today, the tuition fee is far less than that in the past. However, there is a difference in the nature of the present living expense of students and of that in former days when commodity prices were stabilized and the burden borne by the students today is not comparable to that in the past. In addition, it is expected that private schools will enforce a further raise in tuition fees. Therefore, loans extended by the Education Society (IKUEI KAI), which has increased its budget to 120,000,000 yen, and the assistance given by the Student Relief Association (GAKUTO ENGO-KAI) will be almost valueless under such a condition.

Thirdly, the news that an appropriation of 376,000,000 yen was made to rehabilitate the war-damaged public, middle and primary schools within six years and the Government's universities and high schools within eight years is fine, but what is the reason that only 66,000,000 yen has been appropriated for loans to the private war-damaged schools?



SOCIAL SERIES: 1455 (Continued)

ITEM 18 (Continued)

The authorities concerned say that this is reasonable when viewed from the standpoint that the greater percentage of the war-damaged schools are government and public schools. However, today when many people strongly insist that the Government should defray subsidies to private schools in straitened circumstances, what is the opinion held by the authorities regarding the role that the private schools will play in a new education system?

Fourthly, in order to establish the so-called "6-3-3 system" this year, the basic expenditure for the primary schools amounting to 1,870,000,000 yen will be taken from the Compulsory Education Budget Fund and 458,000,000 yen designated for the educational system reform in the lower middle schools will be included under the classifications of essential expenditures consequently, we are unable to contain our joy in that the new education system, which was feared could not be put into effect this year, now has substantial backing. There may be many difficulties in establishing the system due to the existence of conditions peculiar to various local areas, but we hope that the system will make an auspicious start towards our desired goal.

We, the students, do not fear the trials and tribulations that accompany the surrender, but we must keep strict surveillance over a financial policy which impoverishes the living of the working masses and permits black marketeers to operate unmolested under the pretext of sound state finance. If this huge budget should stimulate inflation, our students' livelihood will be threatened no matter how sincerely we may advocate the development of humanitarianism or equality of opportunity in obtaining education under the Education Standard Law.



ITEM 6 Vital Significance of the Basic Education Law - Asahi Shimbun -  
5 Mar 47. Translator: K. Onishi.

Full Translation:

79/1/1  
 The Government is preparing a bill for the Basic Education Law which is to be shortly presented to the Diet. Its general principles were decided at the Cabinet meeting of 4 March. The guiding principle of Japanese education was hitherto based on the Imperial Rescript on Education and was bestowed unilaterally from above. It goes without saying that such a principle must undergo a radical change in the light of the new Constitution. The presentation means that the fundamental principles of education should be discussed and determined by our duly elected representatives in the Diet. In other words, its significance is very great in that the guiding principle of our education is going to be evolved by the people themselves according to democratic procedure. Although in the form of a law, it is the people's "Declaration on Education". It constitutes one of the most important chapters in our democratic revolution. Therefore, it is our desire that their deliberations are serious enough and that none of the Diet members will be absent when the bill is being passed. In order to avoid superficial revolution, the Diet members should demonstrate their wisdom and sincerity. Only in this way will the Diet be worthy of people's trust.

Our revolution of the guiding principles of education are properly decided by the people, instead of being drawn from the Imperial Rescript on Education. Our postwar educational principles have been unsettled and haphazard. Superficially, they followed in the wake of our democratic revolution, but age-old ideas still dominated. Many of our educators now give us the impression that they have lost much of their former confidence and dignity. This suggests their pressing need for a clear goal for national education.

Democracy is government by the majority. Therefore, the direction of public opinion must be right if such a government is to be right. Government improves itself through failures which are the results of former governments that were in error. However, failures in government are costly for the people, and should be avoided as much as possible. It is necessary that the opinion of most of the public be set on the right track from the starting-point through popular education, so that it may not diverge and produce eventual failure. In this sense, the function of education in the process of revolution is a vital question for a nation. A democracy without proper national education may degenerate into mob rule in its worst phase. Of course, ignorance is not chronic; the people can be enlightened through experience. However, our experience in defeat has been so bitter and our sacrifice so great that we must reflect very seriously. The Imperial Rescript on Education enumerates almost all moralities, but if the people are deprived of political liberty, all the moralities contained therein will lose the chance of being brought into full play in the people's conduct. Where there is no respect for individual dignity there can be no evolution of humanism, and any morality that does not actually evolve humanism is only nominal. When the Basic Education Law stresses the evolution of humanism as the guiding principle of education becomes very important and it transcends all past educational ideas. Moralities bloom and bear fruit only in the final evolution of humanism.

Another salient characteristic of the present law lies in its efforts to elevate the citizen's culture. The word "citizens" has been lying dormant under feudalism and bureaucracy. It is regrettable that this legacy still lingers in our midst.

Democracy is two-sided; one side stresses individual and national dignity and the other stresses the combination of individuals and that groups. In any democratic society, the problem of harmonizing



EDITORIAL SERIES: 1566 (Continued)

ITEM 6 (Continued)

all these factors constitutes one of the greatest difficulties. But there can be no development of democratic society unless this problem is solved. Such harmony is possible only when the people are awakened to the fact that they are no less individuals than they are citizens. No education in the past ever taught such an idea. We believe the significance of the present law is very great.



ITEM 1 6.3 System and Co-Education From April - Yomiuri Shimbun - 5 Feb 47.  
Translator: T. Ogawa.

## Full Translation:

72111  
The plan of the Metropolitan Government for the "6-3" system has been under study by the Metropolitan Education Reform Committee since last December under the Chairmanship of MIWATA, Motomichi. It is expected that a part of the plan regarding the method of management in the system, etc, will be decided at the seventh committee meeting to be held at 1330 hours on Wednesday. Based on this decision, it was decided to make preparations to have the system adopted in the schools of every ward.

Judging from the disposition of school buildings, the two-shift system will be adopted. Despite this, the Metropolitan Government intends to enforce the projected system beginning with the new term which commences in April. Items on which agreement was reached at the committee meeting are as follows:

- 1 - The system:
  - A - First-year students in the advanced courses of the present primary schools and the first-year students in the ordinary course of the present youths' schools will become second-year students of the new middle schools.
  - B - Second-year students in the advanced courses of primary schools who want to enter secondary schools, and first-year students in the ordinary courses of the present youths' schools will become third-year students of the new middle schools.
  - C - The evening middle schools, where admission is limited to those who have finished the advanced courses of the primary schools, will be left without change until the end of the next school year. The first-year students of such schools will become third-year students of the new middle schools.
  - D - The second-year students in the ordinary courses and the first-year students in the regular courses of the youths' schools in the next school year will not be included in the compulsory education scheme.
- 2 - Method of selection:
  - A - The selection as a rule will be made without examination.
- 3 - Institutions:
  - A - To utilize existing institutions as much as possible, aiming at independent school-buildings.
  - B - The amalgamation of the new middle schools with war-damaged secondary schools will be considered according to the actual situation.
  - C - To avoid separate teaching within a school.
  - D - Usage of private secondary schools, which are out of the compulsory system, will be decided by an understanding between the parties concerned.
- 4 - The organization:
  - A - The co-educational system will be adopted.
  - B - The fixed number of students will be 40 per class. Each

school year will have 6 to 15 such classes. Furthermore, regarding school districts, it has been decided to establish a new middle school in each school district.

ITEM 2 Difficulties of New School System - Yomiuri - 12 Jan 47. Translator: Whittemure.

## Full Translation:

72111  
After spring, the schools in TOKYO will put into practice the six-three year system. Eighty thousand children will graduate from national schools and automatically enter the lower high schools, but what about the school accommodations and the placement of teachers? To settle this difficulty, the teachers are working out plans on how to straighten out the difficulties.

A teachers' committee has been formed and will meet at 1330 on 11 January in the elementary grade room on the second floor of the Metropolitan Office Building and will exchange ideas and opinions and try to arrive at some sort of plan. According to the committee, this student problem only affects the night schools and the best attention possible will be given to correcting this problem.



ITEM 2 New School System Affects Vocational Schools - Mainichi  
Shimbun - 20 Mar 47. Translator: T. Ogawa.

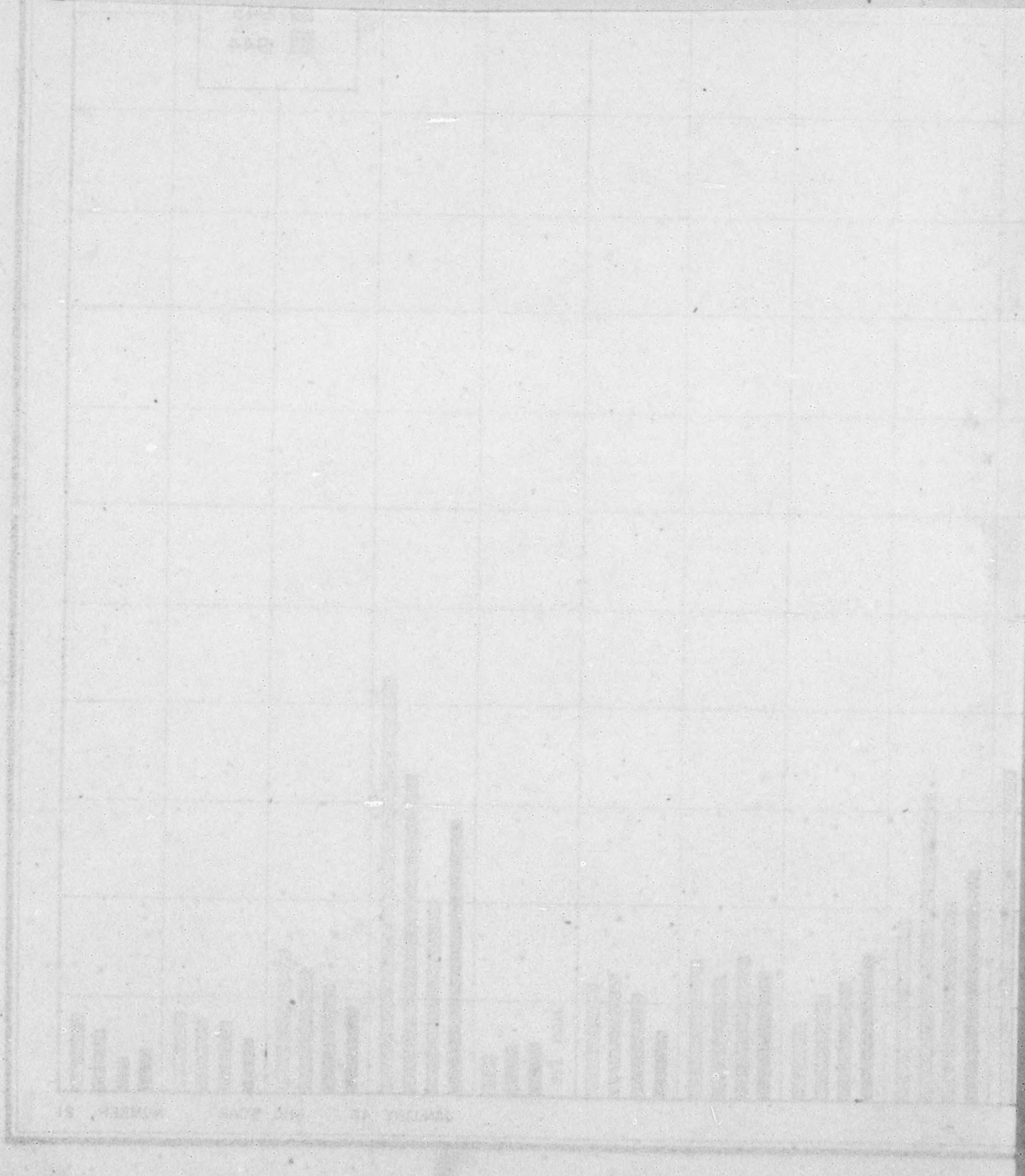
7211

Full Translation:

In compliance with the enforcement of the 6-3 year

school system, the future policy of the 180 various schools in the Metropolitan area not falling under the so-called Secondary School Ordinance (such as conversation, watch repair midwifery, household management, beauty-art, rapid calculation, electricity, railway and typists training schools, etc) was decided and the founders and the heads of each school notified of the results yesterday. According to the policy, those who have finished the elementary course of the primary school cannot apply for enrollment in these schools from the coming new school term. Consequently, these schools will be closed after the present first-year class students finish their courses.

In addition, the five Metropolitan schools of agriculture, including the Horticultural School in SETAGAYA, the Agricultural and Forestry School in OME and the Agricultural School in SUGINAMI, etc, 19 industrial schools, five commercial schools from the first to the fifth, etc, will be converted into the middle schools under the new system from the current year.





ITEM 1 Spirit of Educational Reform - By Mudai, Risaku - Magazine: Kyoiku Kenkyu (Monthly) - March 47 Issue. Translator: W. Takashima. (WM)

Summary:

72111  
The six-three-three-four year educational system has been introduced, and we are greatly indebted to the American educational mission. In it, new educational values have been discovered which could not be found in the existing system, and this is one of the reasons why it has been adopted.

The new values of the new reform, lie in the concentration and conciseness of the curriculum. These attributes are needed for any reform of a system. The former type of school education was very complicated; schools were classified primary schools, higher primary schools, adolescent schools, middle schools, higher schools, colleges and universities. If one wished to enter a university under this system, it was necessary to go through primary school, middle school, higher school and university. The university could be approached through no other channel.

Under the new system, however, the plan of the courses is concise and concentrated. The first half of the six-three year school education is compulsory, and the latter half is open to all graduates from the first course. This shows us that the new system is founded on the spirit of equal opportunity. Under it there are no privileged schools, and each school course is preparatory to the senior course as well as being complete in itself. If a sound system of scholarship and coeducation is added to the new system, education may be easily spread throughout the country.

Of course, equal opportunity in education responds to the socialistic spirit. If we neglect this, the new reform will be confined to the mere shortening of school years. The formal side of the change does not matter, but the spirit underlying

of humanity, for the true aim of education is the betterment of mankind. Consciousness as a nation is no doubt necessary, but sometimes it restricts man's field of vision and infringes upon his human rights as a human. The ultra-nationalism of the past ten years has deprived the Japanese of his humanity. The enforcement of the new system affords us an opportunity to recover this loss.

What do we mean by the recovery of humanity? We mean the establishment of humanization whereby we approach the median line between the ultra and the sub-human. This is the purpose of liberalism, individualism, personalism and other educational ideas. As Goethe said, "A man's value can be weighed only by means of humanity."

Here we arrive at the second problem which embraces the humanizing of a man. Ranking first in importance is the recognition of a man by himself as a natural being. He is not something which is opposed to nature but is a part of it. H.L. Bergson stated that there is little difference between the animate and the inanimate and that, in fact, the scientific creations of man are nothing but an expression of natural self-creation, i.e. the humanization of nature by man himself. In my opinion the first way to humanize him is to make him realize this. Next comes the humanization of the polity and economy of human society. These constitute a foundation on which the liberty and value of a man are established but he must not be governed by them. He has to rule them since they belong to him. Sometimes social revolution is needed, though I believe that this is significant only when its purpose is the establishment of liberty and the emancipation of humanity.

Finally, we have the humanization of mentality. In most cases, a man's body, while his mentality dwells in it, is regarded as something apart from his mentality. He despises and makes light of it as a mere materialistic thing. However, the man who has humanized even nature regards his body as the womb of his mentality. Mentality cannot exist without a corporeal self. To exist, man cannot neglect it; he must esteem and humanize it.

The new educational system is about to be inaugurated. At this juncture, I emphasize that humanization is a most important educational method however roundabout it may be.



ITEM 9 New Education in Japanese Schools - Asahi Shimbun 4 25 Mar 47.  
Translator: F. Tsuneishi.(FST)

Summary:

7211  
 The new system of education will be put into operation with the approaching new school year. The acute paper shortage has made it almost impossible to publish all the necessary textbooks, but this shortage will be no obstacle since education will center around the pupil, instead of around the books and the teachers as heretofore. A "course of study" to supplement the textbooks has already been distributed to all teachers in JAPAN.

The method of teaching as pointed out in this "Course of Study" is to instruct the children accordingly to their instinctive, voluntary activities, and to guide them with a full understanding of their environment and the changes of seasons. The teacher must fully understand the children, and lead them on to study from their play. Of course in such free education, there are some standards which must be followed, so a certain number of units is designated for each subject, and these must be taught within a certain period of time.

Japanese Language:

The book deals not only with the construction of sentences, but it also extends over a wide range of subjects and tend to connect language with science, art, handicrafts and music. The new books are full of attractive pictures to hold the children's interest. At the same time, there is an attempt to make the contents applicable to the children's everyday life.

For instance, there is the old 17-page legend of KAGUYAHIME in the third grade book, which can easily be dramatized. The same principle was also applied in the compilation of the high school books which include a much fuller contents. FABRE's "Notes on Insects" and NAKANISHI's "I Raise a Squirrel" directly deal with science, while "SUEHIROGARI" is difficult, but is given in its full ancient Japanese and can be easily dramatized. The standard is considerably above the former textbooks.

Mathematics:

The new mathematics books are even more colorful and have more pictures than the language books. Most of the pictures depict the children's daily life and through it the world of figures is inculcated. For instance, "how many sprouts have come out?" "In the race, who came in first, and who last?" are the questions that appear with the picture of growing rice sprouts, and children playing.



SOCIAL SERIES: 1455 (Continued)

ITEM 9 (Continued)

There is also much material in connection with the nation and our native land. In one book, there is an article on "Expectations of a good harvest," which formerly appeared in the Asahi Shimbun. It is interesting to note how the study of one subject, extends to the activities of others. This is a new feature of the new education.

Science:

The books are very prettily made, but children will not be able to understand them by reading alone. For instance, on the subject of "The Lives of Various Insects," the book says, "When all kinds of flowers bloom in the fields and in the mountains, many butterflies fly around. Let us go and see them." Then the question asked is "What kind of flowers are in bloom?" "What do the butterflies do when they alight on the flower?" In this way, the children must find the right answers by observing nature.

Another characteristic of the new book is that the course of study may be changed freely according to the season and the conditions of the local provinces. Thus science will not only be teaching scientific knowledge, but will also aid in rationalizing our everyday lives.

English:

The readers are now called, "Let's Learn English." The Japanese until now learned English, but were unable to speak it, so hereafter stress will be laid upon English conversation. Therefore, for the first six weeks of first year high school, no books will be used, and oral exercises will be carried out.



ITEM 2 The Education of Working Juveniles and the Compulsory System - Tokyo  
Shimbun - 11 March 47. Translator: K. Hirata.

Summary:

7211  
 An Education Standards Act has been enacted. As a result, the 6-3-3 system is expected to be adopted from April. This, however, will not necessarily assure equal opportunities in education to working youth. It seems that their education will still remain inadequate under the new system. We emphasize the necessity for juvenile education inasmuch as the success or failure thereof will produce a serious effect upon JAPAN's recovery.

The Labor Standards Act is under discussion in the current Diet session. We hope that to Article 54, Chapter 6, of the Act which is concerned with women and juveniles, will be added a stipulation relevant to juvenile education. It is necessary to stipulate that as a matter of duty, employers must afford all the facilities for this purpose to their juvenile employees. This type of education will not prove successful unless it is compulsory.

Furthermore it is necessary to make available education on the college level to working youth. We advocate this, because in the past, education was enjoyed by the privileged class exclusively. Since many working youth cannot read newspapers satisfactorily, it is impossible to construct a democratic country. Furthermore, this education is necessary for the purpose of preventing juvenile delinquency. Particularly, this is true if we consider JAPAN's current social circumstances. Finally, the trend of juveniles will affect the sound growth of the labor movement. We urge the necessity of this education considering the recent labor movement, particularly the recent actions of the so-called youth corps.

For this practical renovation of education, not only the authorities concerned but all the political parties and labor union leaders as well are responsible in order to establish a highly developed cultural country.

ITEM 17 Municipal Schools and PTA's in Conflict - Nihon Keizai  
Shimbun - 16 Mar 47. Translator: H. Saito.

Full Translation:

SHIMAUCHI, Shunzo and five representatives of the Parent Teachers Association of Hotama middle school sent Vice-mayor Ito a petition on 15 March opposing the new educational policy of entrusting the second and third middle school grades to ward district. On the 12th, municipal middle school principals also made a similar resolution. Representatives of the Parent Teachers Association of the First Municipal Middle School also delivered a resolution to educational director, Mr USAMI on the 14th.

7251  
 This "wave" of opposition" is gradually spreading and both the schools and PTA say in accord that the second and third year students' being brought under the control of the new educational system, is not at all in keeping with actual conditions and serves only to invite confusion. They also hope that the same high school principals continue in charge of the second and third grades.

On the other hand the PTA's of the grammar schools desire well-equipped municipal middle schools under the jurisdiction of the new junior high system. This view is in opposition to the views of the municipal middle schools. One example of this conflict was seen when the Kojimachi Bancho school decided at the ward policy committee (TAISAKU-IIN KAI) meeting, on the 12th, that the boys should enter the First Municipal Middle School and the Kudan middle School, while the girls, should enroll at the Ozuma Girls' High School since there is no municipal girls' school. They intend to submit their reports to the city officials soon. But the Municipal Middle School stubbornly refuses to take such measures and the Ozuma Girls' High School is now undecided, since it favors a free entrance of the students instead of being limited to only a certain given number. The school voiced its opinion by saying, "There are still many barriers to overcome before a complete decision can be reached."



ITEM 1 Education Law Bill To Be Introduced Next Week - Asahi Shimbun - 8 Mar 47. Translator: S. Hirata.

Full Translation:

2211  
The extraordinary Cabinet session on 7 March decided upon the outline of the School Education Law Bill which is to lay the legal foundation for the so-called 6-3 school system. This bill will be introduced to the Diet this week. Under the School Education Law, the complicated Imperial Decrees of the past governing kindergartens, national schools, and universities will be co-ordinated. This bill consists of 108 articles. Its salient points are: (a) Freedom and democratization of education; (b) The popularization and improvement of ordinary education; (c) The simplification of the complicated school system of the past; (d) Tightening of the relationship between school and social education, etc.

It has been decided, however, that the Local Education Administrative Bill concerning the organization of the local education commission which has the power to decide upon the establishment and abolition of schools, the contents of the education, teachers' treatment, etc, will not be introduced to the current Diet session. It has been agreed to place these matters, for the time being, under the jurisdiction of the prefectural governors. The following are the high lights of the bill:

1 - The objectives of education: (a) Primary and ordinary education will be adopted according to the mental and physical growth of the children in the primary schools; (b) Higher ordinary education for middle schools, (c) A higher ordinary education than the aforementioned in middle schools and vocational education useful in society for high schools; (d) Arts and sciences shall be comprehensively taught and studied. Intellectual and moral as well as applied capacities shall be developed, and education necessary for the formation of character and the creation of worthy members of society and the State will be conducted in universities.

In addition, each educational stage will be a complete curriculum in itself. Thus, the preparatory nature of each stage for a higher stage will be abolished.

2 - For the purpose of spreading compulsory education, it has been specifically provided that if children of school age are employed, their employers shall not prevent them from receiving compulsory education. A system of compulsory education for the blind, the deaf and the dumb has also been provided. This system will probably be put into effect in the 1948 educational year.

3 - For the purpose of creating equal opportunities in education, it has been provided that cities, towns, and villages shall give necessary aid to those who find it difficult to attend school for economic reasons. Also, any person who is an invalid or cripple shall receive an ordinary education, and correspondence courses shall be instituted in high schools.

4 - For the purpose of creating closer relationships with social education, it is provided that school facilities may be used for social education, and public lectures may be instituted in universities.

5 - The different names of teachers, eg, KUNDO, KYOYU, KYOJU, etc, have been simplified. Those in primary schools; middle schools and high schools will hereafter be called KYOYU, and those in universities KYOJU, and assistant teachers, etc, SHOKUTAKU KYOYU (part-time teacher).

6 - No special article has been provided for the much-discussed normal school educational system, but the subject is included in the chapter on universities.



ITEM 6 Impartial Schooling Opportunities Urged - Yomiuri Shinbun - 7 Mar 47.  
Translator: T. Kitagawa.

## Summary:

7211

The Education bill for the democratization and socialization of education, the establishment of a creative culture, the recognition of private rights, the safeguarding of principles of equal educational opportunity and numerous other ideals has finally been announced in the form of our Education Charter. The array of terms, such as freedom and individualism, which have long been forbidden to us is pleasing in itself.

However, our satisfaction is somewhat cooled when we remember that this revolutionary change in education in the direction of democracy was initiated by legislation rather than by popular demand. But in view of the unique situation under which we are now placed, this legal guidance of our social activity may be useful.

The proposed plan, designed to stimulate in grammar school children the qualities of co-operation and self-respect is commendable. It also makes educational opportunities available to the children of the poor. We welcome the project to encourage children to be internationally minded, an unprecedented attempt in our educational history. In order to develop rational thinking, instruction in physics must be stressed.

on a higher level as well as practical vocational training. There, students should be taught to be citizens of the world. The students' knowledge of the world has always been limited by requirements. For example, we were too audacious in taking for granted that we knew something about religion without any teaching of the precepts of Christianity or Buddhism.

We expect the colleges of tomorrow to serve society as a laboratory of free study. The display of college uniforms is no longer the primary obligation of students of this level. Discrimination in favor of State universities should be completely wiped out. The duty of the University is to cultivate free and creative men. The gates of the universities must be open to all applicants who are worthy of college education.

ITEM 5 Expenditures for Education (Sub-Editorial) - Mainichi Shinbun -  
21 Mar 47. Translator: M. Yamamoto.

## Full Translation:

7211

Slogans, such as "Education for national salvation" and "Education for reconstructing JAPAN", are of no avail if they are not put into practice. In the past, the Education Minister was considered a nominal minister because he did not have the power to obtain appropriations from the budget. However, in the budget for the next fiscal year 3,890,000,000 yen are set aside to cover the expenses for education. Of course, it is not a large sum as compared with the total budget amounting to 114,500,000,000 yen. Finance Minister ISHIBASHI once stated in the Diet that the existing financial situation does not warrant a twenty odd billion yen three year appropriation for the enforcement of a new education system. Therefore, the appropriation of a little over a billion yen for the new education system is reassuring.

The Federation of Private Schools (SHIGAKU DANTAI RENGOKAI), which was established last autumn, has announced tentative plans for three and five year university systems in line with the 6-3 education system. It is doubtful whether the new 6-3-3-4 education system will enable students to master foreign languages and to understand foreign culture. The 66,000,000 yen appropriated for reconstruction of the war-damaged private schools is an infinitesimal sum. The Federation of Private Schools is planning to submit an education fund bill (KYOIKU-KINKO-HOAN) to the next Diet session demanding 5,000,000,000 to 10,000,000,000 yen for the furtherance of education. However, no matter how many schools are reconstructed, the present difficult livelihood of the students compels them to neglect their studies and do outside work. According to an investigation of the students' living conditions made by the Tokyo University of Commerce and Industry, the number of students who attend school only three days a week amounts to 49 per cent of all students, and half of them are doing outside work. This situation is common in both government and private universities. It is reported that a large sum of money will be spent in the coming elections. It would be better for election expenditures to be less and education expenditures to be greater.



ITEM 1 New High School System - Mainichi Shimbun - 7 Mar 47. Translator:  
H. Iuchi.

72  
 Full Translation:

The Metropolitan Education Reform Committee (TO KYOIKU SASSHON IINPAI), met at the Education Bureau (KYOIKU KYOKU) on 5 March, and decided on the following report on the new middle school system to be inaugurated in April in accordance with the six-three school education system:

1. System:

- a. The new middle school system is to be enforced from April of this year. In the first year, the compulsory system will be enforced only in the first year of the new high school.
- b. The present first and second year students of the existing middle schools and the youth schools will become the second and third year students of the new middle schools.
- c. The present first and second year students of the advanced course of the National schools will become second and third year students of the new middle schools.
- d. Evening middle schools will be continued as usual during 1947, but will be abolished in 1948.

2. Organization:

In principle, the co-education system will be adopted. The fixed numbers for one class is to be less than 50, but in the future 40 students will make a standard class, with six to 15 classes to a school.

3. Those Responsible for the Establishment of the New Middle School:

In the Tokyo Metropolis, the ward, municipal, town and village offices will be responsible for the establishment of the new middle schools. However, in view of the prevailing financial circumstances

and other reasons in the wards, the Metropolitan Government will, for the time being, be responsible.

4. School Buildings:

Not only the buildings of public and private middle schools, youth schools and national schools, but also other idle facilities will be utilized in order equalize the allocation of schools. Roughly speaking, 400 new middle schools (300 in 35 wards and 100 in the remaining districts) will be established in the metropolitan area.

5. Problems Concerning Private Middle Schools:

The autonomy of each private schools will be respected and the management left in the charge of the respective school authorities. Therefore, even in schools which were entrusted with the new middle school system, the principals will retain the power to select teachers. The school curriculum will be the same as in the public institutions. No fee will be charged.

6. School Districts:

The school district for one new middle school will be as large as that of two national school districts combined. The system of one school district for each middle school will be adopted and students will be requested to attend the middle school of the district in which they are now actually living.

7. Teachers:

Teachers qualified to teach in the existing middle schools, youth schools and national schools (excluding the first grade and assistant teachers of the national schools) and those who are equal or surpass them in scholarly attainments will be able to become teachers in the new middle schools.

The Metropolitan Government on 6 March sanctioned the free recruiting of students by the 102 private schools which have not been entrusted with the new system by the Government. Applicants will be examined by three methods: interviews, recommendation reports and physical examinations. Those who applied but failed to enter private schools will be admitted to the new middle schools of the school district in which they reside.



## SCAP Approves Far East Group's New Policy Order

### Officials Say Directive Keeps In Line With Diet Education Reform Laws

Approval of the policy directive issued by the Far Eastern Commission in Washington on Thursday was voiced yesterday by SCAP education officials in Tokyo.

The directive, they said, introduces no new policy and requires no shift in present emphasis but keeps in harmony with the two basic education reform laws which the Diet approved almost unanimously last month. It endorses the reforms suggested by the Japanese people and their educational leaders.

The details and procedures of the decentralization of educational controls are to be left to the Japanese themselves, the directive points out, and the process will require a number of years because of the cost and complexity of necessary preparations.

#### Ministry Drafts Law

The Japanese Education Ministry has drafted and shown to SCAP a school administration law which sets up local and prefectural boards of education with members elected by the people and responsible to them. SCAP education officers believe that such boards are essential steps toward lessening the control which Tokyo now exercises over all schools.

One of the steps already taken and which has been approved by the Diet last month is the new fundamental law of education. This law states the aims of education, establishes equality in educational opportunity, approves co-education, makes nine years of schooling compulsory and frees the schools from political influence.

#### Directive Asks Elimination

The commission's directive itself asks for the elimination of all teachers and education officials who have been exponents of ultranationalism, militarism and totalitarian ideas. SCAP representatives state that a preliminary report of the Japanese Government's screening commission shows that approximately 22 per cent of the wartime teachers have been removed from the school system. The directive also prohibits the wearing of military-style uniforms by pupils of the schools.

During this month, regional and prefectural conferences are being held to assist teachers in understanding the new organization of the schools and also to understand the completely revised courses of instruction set up for the first 12 years of education.

1221.1



## Blueprints Ready For 2 Legislations On Education Reform

**Thorough Democratizing  
Of School System Aimed;  
Based On New Constitution**

Aiming at the establishment of a cultural and democratic Japan, the Education Reform Council, consultant organ of the Education Ministry, has recently blueprinted two important legislations, one calling for the promulgation of an "Educational Charter" and another for clarification of the so-called 6-3-3-4 school system.

The first draft legislation termed the "Basic Education Bill" has already been presented for Cabinet deliberation on March 4 and the other named the "School Education Bill" is slated to be sent shortly to the Cabinet.

### School Education Bill

The School Education Bill is divided into the general provisions and various chapters concerning the primary, secondary, higher schools and universities in addition to other rules governing specific education and kindergartens.

The general provisions rule the basic agenda of schools and status of the educational institutes.

They also specify that the national and public primary and secondary schools as well as schools for the blind and dumb shall not levy any school fees on their students.

### Aims Clearly Set Forth

In the regulations dealing with various schools from university down to kindergarten, aims and goals of respective school grades are clearly set forth, the contents being based on the spirit of the new Constitution.

They are directed toward social training, cultural living, and fostering of science.

Particularly in universities, education is centered on scientific knowledge, research, and development of intellect and moral, disconnecting itself from past despotic ultra-nationalistic ideas.

### Post-Graduate Courses

Term for post-graduate courses of universities have been fixed for the first time at more than two years.

The regulations, moreover, call for the establishment of special, outer mural, and night courses in higher schools, and inauguration of correspondent courses.

More assistance for the destitute and specific education for disabled persons are also included in the regulations, aiming at the thorough socialization of cultural training.

## PRESS COMMENTS

Friday, March 7

### ASSURE EQUALITY OF EDUCATIONAL OPPORTUNITIES

YOMIURI—As part of the Magna Charta of Japanese education embodying the new ideals for the reconstruction of the country a School Education Bill was announced. Its aims are: democratization and socialization of education, construction of creative culture, respect for the individual and equality of opportunities. The fact that this new legislation carries such terms as freedom and individuality is itself agreeable but they are still, for us, only legal terms and not necessary or spontaneous words. In this lies the weakness of such terms. It is more desirable to have the spirit and no laws than to have the laws and no spirit.

At a time when the Imperial Rescript on Education and its spirit have become the symbol of Old Japan as containing no conception of individuality or freedom, the new legislation on school education will be quite significant.

It is to the good that primary school children of poor families are to enjoy various measures of protection in order to be able to attend school, while cooperation and autonomy are to be aimed at, and it is particularly refreshing to see that the spirit of international cooperation is to be engendered in school education. At the same time the spirit of rationalism, in which the Japanese have been most deficient, should be cultivated through interest in the natural sciences.

In regard to middle school education, good guidance of the sentiments and cultivation of autonomous judgment are stressed. As middle schooling is for young people in their adolescence when their individuality begins to flower, this stage of education is extremely important.

In higher school education, the so-called humanities and professional education are aimed at. Now even for persons going into the professions liberal education is important because it is on the basis of good common sense that technicians can really be of service to society. To be a good Japanese one must also be a good world citizen. Knowledge of the world, not as a compulsory subject, but as part of one's mental equipment should be cultivated.

It is hoped that in university education its social role as the seat of free learning and research will be emphasized. The privileges and vanity of the uniform and cap and the feudalistic regimentation of thought should be eliminated and an atmosphere of free and earnest passion for learning infused in the campus. To drive out the poison of bureaucratic modes of thought and establish the freedom and independence of learning, the sharp discrimination between Government and private universities should be liquidated.

## Basic Proposals Of Jap Education Passed By Diet

**CI And E Official Says  
Japanese Enthusiastic  
About Liberal Schooling**

The basic education charter for Japan was established by the Fundamental Law of Education passed by the Diet last week, according to Mark Orr, Chief of the Education Division of SCAP's Civil Information and Education Section.

### Bill In Accord With Constitution

This bill represents the "first stages in putting into legal form a reorganized education system," Orr declared. It was "enacted in accordance with the spirit of the constitution of Japan and with a view toward clarifying the aims of education and establishing the foundation of education for new Japan," he added.

"In the Fundamental Law of Education," Orr said, "citizens of Japan are given equal opportunity to receive education free from discrimination as to race, sex, creed, social status, economic position, and family position." The law further provides for gradual achievement of nine years of compulsory education, non-partisan political education, prohibition of sectarian religious education, establishment of tuition-free public schools and removal of obstacles to co-education.

### Japanese Enthusiastic

Proof of the Japanese eager and sincere acceptance of these new ideas is shown, the CI and E executive reported, by the fact that the lower house in the Diet passed the bill unanimously and the House of Peers passed it with only two dissenting votes.

APR 6 1947 APR 6 1947

MAINICHI MAR 6 1947

MAR 8 1947 NIPPON TIMES

1106



ITEM 14 Guide to Enforcement of New School System to be Distributed -  
Asahi Shimbun - 2 Mar 47 Translator: Y. Sakaue.

Summary:

The 6:3 Educational System will go into effect one month from today. The Ministry of Education has compiled a Preparatory Guide to the Enforcement of the New School System, which will be distributed to schools throughout the nation by 20 March. The following are some of the new features:

(a) Preparatory councils will be formed in the prefectures and counties and cities, towns, and villages to designate middle school zones and discuss various problems pertaining to the new system. Women will be included among the council members who will be elected by popular vote.

(b) The principal, one teacher, and two parents will be delegated from every private and public school to the city, town, or village preparatory council. Middle school zones will be decided and investigations made of school buildings, materials, funds, number of teachers, etc.

(c) A teacher and a parent will represent every town and village council in the county preparatory council.

(d) The prefectural council will handle problems which are beyond the decision of the lower councils. A teacher and a parent will represent every county and city council. All councils already established will conform to the new rules.

(e) Private middle schools may either enroll special assigned students or continue as independent enterprises. In the latter case only, entrance examinations will be held according to the following methods:

(1) Written and oral tests will be replaced by recommendation reports, direct interviews and physical examinations.

(2) The report will classify the applicant by one of six ratings instead of naming his order of seating.

(3) In the interviews, stress will be laid on character and the degree of development.

(4) Physical examinations will be considerably lenient.

(f) Definition of the new middle school: Its purpose will be to develop healthy citizens with a strong sense of responsibility and aid them to demonstrate their capabilities. The school will be coeducational, and the opinions of the general public will be respected. Evening schools will be abolished. A budget of 800,000,000 yen has been appropriated for the new educational system.

7211

SEARCHED	INDEXED	SERIALIZED	FILED
FEDERAL BUREAU OF INVESTIGATION U.S. DEPARTMENT OF JUSTICE DECEMBER 15 1946 FBI - MEMPHIS			



ITEM 5 Thought Education Should be Avoided - Tokyo Shimbun -  
11 May 47. Translator: Y. Akabane. (FST)

Summary:

721.1  
 Many reasons explain why an unexpectedly large number of applicants sought entrance to middle schools of long standing which enroll students freely -- not restricted by the system of school area -- at the start of the new educational system of six and three years of compulsory education. One of these reason is the fact parents were disgusted at teachers who used the schools for purposes of propaganda. In primary schools where the fight for better treatment was most active, parents are said to have racked their brains on means and ways of transferring their children to other schools. Such a trend may be said to be reactionary but the parents stand is by no means simple.

The incultation of one-sided thinking should be, as far as possible, avoided. A contribution appearing in the YOMIURI of the 7th gave us a true picture of the educational reconstruction movement by the children who displayed placards with inscriptions "Let us go back to school" and "Let us study".

Since the war's end, our educational system has made a complete turn. There is a tendency to discard all past educational principles even before new fundamental principle of education have been determined. Teachers are thus deprived of their guiding-star. They are driven to the arena of struggle for life amidst confusion. This has resulted in the emergence of thought propaganda on the holy educational rostrum through the effects of a section of fighting elements. It is no wonder, therefore, that parents have been made to ponder over the matter. Is it right to allow class rooms to be used as place for thought propaganda, even though freedom of education and thought has been guaranteed?

At the recent general elections, a fairly large number of educators were elected as members of the Diet and local assemblies. Although this is by no means, an evidence of the power of the teachers unions, it may well be taken as a welcome indication of the deepening of general concern for education and of a deeper attention by educators to the relation between politics and education. In view of the existing conditions of national education, we cannot but hope that the elected teachers will do their best for reform and reconstruction in educational circles, not to mention in politics. Education should never be utilized as an instrument of thought propaganda. This point deserves as much consideration as the attitude a portion of our educators assumed during the war.

ITEM 14 Quotas for Scholarship Fund Set - Yukan Miyako - 29 Apr 47.  
Translator: Y. Sakaue.

Summary:

721.1  
 The Japan Scholarship Society, which has been deliberating on a new arrangement for its scholarship fund parallel to the institution of the 6.3.3 educational system, has decided on quotas and loans for junior high school students. Selection of the scholarship students will be entrusted to the prefectural governors who are directors of the prefectural chapters of the Society. A total of 18,144,000 yen will be loaned to 21,600 students during the 1947-school year, or a maximum sum of 80 yen monthly per student. The scholarships fund will be a godsend to deserving students who lack sufficient funds. The Japan Scholarship Society urges all aspirants to apply without hesitation.



ITEM 10

The New School System (Sub-Editorial) - Mainichi - 10 Jul 47.  
 Translator: M. Kato. (WM)

721 Full Translation:

Education Minister MORITO's reply to parliamentary interpellations seems to have gained public favor. Mr MORITO is now regarded as one of the extreme rightists of the Socialist Party. Those who know him from the past are surprised at the reversal. However, he is considered well qualified for the post of Education Minister.

The Education Minister is responsible for initiating the new school system. We wonder, however, if Mr MORITO is capable of obtaining the necessary funds for the next fiscal year under the conditions revealed by the Economic White Paper recently announced by the Government.

The new school system will require a colossal budget. How many universities and colleges in JAPAN will need has not yet been decided, but there seems to be a tendency to create too many higher educational institutions. Those who were born before 1 April will complete compulsory education at 16 years of age, high school at 19, university at 23, graduate from school at 25. However, even if education is democratized, not every youth can afford university education.

A view that a few excellent universities and colleges are better than many mediocre ones is not undemocratic. Since existing high schools will usually be raised to college status and the present universities will have graduate schools, it is feared that many youths will rush for higher education.

ITEM 2 Appropriations for 6-3 Education and New Education - Mainichi - 18 Jul 47. Translator: J. Ide. (FST)

Summary:

The supplementary budget for the 6-3 educational system was once drastically curtailed by the Finance Ministry. However, it has been finally increased to 3,100,000,000 yen by the pressure of the Education Ministry authorities headed by MORITO.

721 The new educational system is indeed a fundamental revolution in our educational field. Nevertheless, its development has been greatly obstructed by a series of difficulties, such as the shortages of educational facilities, textbooks and school teachers. Under these conditions, it is quite natural that the Education Ministry authorities did their best to procure minimum appropriations for the new educational system. This increased appropriation will alleviate the shortage of facilities to some extent, since they may be used for such purposes. However, new education will not be completed merely by improving educational facilities. By taking this opportunity, it is hoped that everyone of us, not to mention the authorities, will pay due consideration to this problem.

With the introduction of the Local Educational Committee Bill to the present session of the National Diet, the educational administration in our country will be drastically changed. In this sense, the bill can be regarded as a step towards the complete democratization of our educational administration.

Up to the present, parents had left the education of their children solely in the hands of school teachers, while school authorities relied solely on directions from the Education Ministry. Teachers had never taken the initiative in seeking co-operation from the parents. In the future, such an attitude should be rectified at all cost and the people should be convinced of the fact that education is the possession of the entire people.

It must be pointed out, especially at this time, that the union movement of our school teachers has taken a negative attitude toward the reconstruction of the nation's education. Such an attitude should be abolished. The people should protect the future of the new educational system, but the teachers should become its vanguard. At this juncture, teachers should appeal to the parents to embark on an enlightening movement for the entire people as quickly as possible. This movement will endorse the complete execution of the 6-3 educational system and the establishment of local educational committees. In this way, the new education for laying the foundation for our democratization will be completed rapidly.



ITEM 1 First Term under 6-3 Educational System Ends - Tokyo Shimbun -  
14 Jul 47. Translator: J. Ide. (FST)7211  
Summary:

The first term under the 6-3 educational system has ended. We should regard this period as a trial, so that great hopes should be entertained for the future of the new educational system. Generally speaking, however, it cannot be denied that the 6-3 educational system has been developed soundly in spite of great difficulties.

The great difficulties, which the new educational system suffered up to the present, will not be reduced in the near future. The first problem is the lack of educational facilities, the second is the shortage of textbooks and paper and the third is the qualitative insufficiency of primary and middle school teachers.

Under these conditions, it is regrettable that the new educational system has not achieved excellent success as yet. In all events, more difficulties will beset the future of the 6-3 educational system. At this juncture, the drastic curtailment of educational appropriations in the newly formulated supplementary budget bill will postpone the completion of the new educational system.

Theoretically, the Government should assume the whole responsibility for perfection of the 6-3 educational system. Considering the present financial impasse of the nation, the education problem will not be treated exclusively. However, true education can exist only if it is an integral part of the present trouble-ridden era.

We sincerely hope that all teachers in our country will do their utmost to help the new educational system succeed by reflecting on the present difficulties facing the nation. At this transitional period, it is inevitable that the Government will call for ardent material help from the common people. In this way, we should tide over the present educational crisis as quickly as possible.

ITEM 2 Speedy Perfection of 6-3 System - Mimpo - 14 Jul 47. Translator:  
K. Higashikawa. (FST)7211  
Summary:

The education of children must be perfected at all costs, for they are the ones who will shoulder the responsibility of shaping the destiny of JAPAN. In this sense the 6-3 educational system, formulated in conformity with the spirit of the Educational Standards Law, shall be carried out immediately.

Notwithstanding, in scrutinizing the supplementary budget, the Finance Ministry mercilessly trimmed the 4,903,000,000 yen appropriation required by the Education Ministry for this purpose down to only 500,000,000 yen. It is said that an agreement has been reached between the Finance Ministry and the Education Ministry to increase the appropriation to 3,000,000,000 yen. We are well aware that the State is in very narrow financial straits and that every item of expenditure should be sheared as much as possible for the purpose of halting the galloping inflation and for the revival of production, as well as to maintain a sound and healthy public finance. However, in reducing State expenditures the importance of each item should be thoroughly weighed so that all important and urgent work can be carried out. Otherwise, we are liable to become penny wise and pound foolish.

If the Government really desires to establish a sound and healthy finance, it should suspend the payment of interest on Government bonds, readjust the Government subsidy for indemnifying losses arising from differences in prices of coal, and effect savings in administrative expenses by effecting reforms in administration.



ITEM 6 Enforcement of the 6-3 System and Lack of Class Rooms - Asahi -  
28 Sep 47. Translator: M. Yasutake. (TK)

Summary:

7211  
In making a supplementary budget exceeding 100,000,000,000 yen, the Finance Ministry intends to cut expenditures as radically as possible from the standpoint of maintaining sound finance. It is feared in some quarters that this policy of the Finance Ministry will affect the appropriation for the 6-3 educational system. If the 3,100,000,000-yen supplementary budget for the system approved by the Finance Ministry previously is cut, it will cast a dark shadow on the future of the 6-3 system.

At first the Finance Ministry and the Economic Stabilization Board insisted that the appropriation for the 6-3 system be paid from the reserve expenditures, but the negotiation between the Education Ministry and the Economic Stabilization Board seem to be making progress toward the final approval of the 3,100,000,000-yen budget for the 6-3 system. The enforcement of the system is now a national enterprise, and the people must render their assistance to bring the plan into fruition. We hope that the Government, the National Assembly, and the local authorities will make efforts to carry out the new educational system successfully.

It needs no detailed explanation to see that the 6-3 system is now confronted with difficult conditions. The biggest obstacle to the execution of the 6-3 system is the absolute lack of classrooms. Most of the middle schools under the new educational system cannot conduct satisfactory education due to the shortage of classrooms. Primary and middle schools will need more than 45,000 classrooms next year.

Local finance is in the same difficult plight as state finance, so all prefectures find it impossible to make satisfactory preparations for the enforcement of the 6-3 system by a budget allotted by the central authorities. Local districts have now begun to raise a cry for the complete payment of educational expenditures out of the State Treasury. If it is impossible to place a greater burden upon the State Treasury, prefectures must make preparations for the 6-3 system within the scope of the allotted budget. The preparations must be made as promptly as possible.

The 3,100,000,000-yen budget will transfuse fresh blood into new middle schools which are now confronted with great difficulties. The amount of the budget may not be enough, but it is a precious budget to establish the new educational system which will form the basis of a democratic JAPAN. We must make every possible effort to make the best use of the budget.



ITEM 4 On Philosophy - Tokyo Shimbun - 4 Jan 48. Translator: N. Miwa. (FST)

721.1

## Summary:

One of the remarkable phenomena in publishing last year was the sale of many philosophical books by KANT, HEGEL, NISHIDA, Ikutaro, MIKI, Kiyoshi, and others. What does this fact mean? It means that serious school students and the intellectual class are deeply interested in philosophy.

After the termination of a war, demoralization often results in any country. It seems that the spiritual unrest in JAPAN has been eradicated in the two years since her surrender. Needless to say, this is thanks to the efforts of SCAP.

Philosophers must comply with serious demands of the public by stirring their creative spirit. From this standpoint, it appears that learned men are on a sort of spiritual sabotage. The people are suffering from not only the shortage of foodstuff but a dearth of spiritual food.

As long as man is an animal who thinks, his activities are based on his thought. For this reason, we hope that learned men and philosophers will redouble their efforts with the start of the new year.



ITEM 8 Equal Opportunity in Education - Seiji - 7 Mar 48. Translator:  
W. Hayashi. (UG)

Summary:

With the new school term close at hand, schools are again flooded with applicants, and never before have the unrest and concern shown by the parents in the education of their offsprings been so keen as this year. The parents hesitate to send their youngsters to poorly equipped public junior high schools, but, realize on the other hand, they will be hard pressed economically if they should send their youngsters to well equipped private schools, which charge huge "blackmarket" matriculation fees.

The parents have now learned how irresponsibly elementary school education is being presently conducted. Moreover, in the rural areas, the educational level of the offsprings of each household was more or less clearly marked, such feudalistic conception of education slowly disappearing with the enforcement of the farmland reform and with the price increase of farm products.

Similar trends have been noted throughout the nation due to the drastic change in wealth caused by the property tax and the inflation. By this trend, education which has heretofore been monopolized by the privileged classes will be eliminated, and equal opportunities will be accorded to all.

At the same time, however, the danger of having education monopolized by the so-called new yen class has also become imminent. The long war has diminished the capacity of the nation in all phases, and education is one of them. Since the aptitude of the students from elementary schools to the universities has greatly fallen, the task of recovering the prewar aptitude level will be rather difficult.

More than 10 years will be required for the improvement of school equipment and teachers. Further, we must cope with social evils caused by the inflation which are hindering the development and elevation of education. Many private schools, which fully receive applicants openly emphasize the parents' property rather than the applicants' ability, and generally demand more than 10,000 yen as matriculation fee.

Consequently, only blackmarketeers and the new yen class alone can send their youngsters to well equipped private schools, and it is almost impossible for the general wage earners who are suffering from livelihood difficulties, to send their offsprings to these private schools, however excellent their youngsters' ability may be.

We deplore such corrupt education. How can we expect the proper development of culture from such abnormal education? The new school system promises equal opportunity in education. Unless all obstacles to this opportunity is eliminated, the new school system will be in name only.

In relation to applications for private schools, presentation of school reports by elementary school teachers has recently become a major issue. Although there may be much to be desired regarding this system, the issue was apparently a protest against corrupt education. Inasmuch as the entire society is subjected to the unprecedented confusion due to the defeat, education alone cannot escape it.

Now that JAPAN is pledged to begin anew as a cultural nation, and education holds an important position in cultural nations, equal educational opportunities must be guaranteed at all costs.

When the new school system develops into a unique system, the problems of private schools will naturally disappear. Operators of private schools are, of course, directly responsible for blackmarket tuition. But, fundamental solution rests with the Government, the Diet and the people's recognition of the importance of education.



ITEM 7 Historical Materials to Be Surveyed - Asahi - 16 Aug 48. Translator:  
M. Yoshii. (TK)

721.1  
 Full Translation:

Many classical cultural materials have been lost since the end of the war. Unless some measures are taken, a dark age of historical materials will inevitably come. Therefore, the Education Ministry has decided to undertake a nation-wide investigation of historical materials on the people of the modern age. The investigation will be a large-scale, three-year undertaking.

A special committee will be formed within the Science Research Institute with Dr ONO, Takeo as chairman and Professor NOMURA, Kentaro of Keio University, vice-chairman. The country will be divided into seven blocs while the committee will be divided into three sections specializing in agricultural villages, fishing villages, and cities. Tokyo, Hokkaido, Tohoku, and Kyushu Universities as well as private universities such as Waseda, Keio, and Meiji will be mobilized for the project. Twenty-six university professors will be appointed research workers and two or three research workers on local history from each prefecture will be attached as local investigators.

The committee will mainly investigate written materials, connected with the people of the modern era such as documents, records, and books written during the period from the early days of the Tensho Era (1572-1591 the days of ODA and TOYOTOMI) to the end of the Meiji Era, which have hitherto been looked upon as non-historical materials. Of non-recorded materials, such as customs, manners functions and legends which have only been studied in folklore, important ones will be collected. The committee will investigate the places where these materials are kept and their state of preservation, and through this even damages from disasters can be estimate.

Through this nationwide investigation of written material the people's development, which is parallel to the nation's development, will be made known; also impetus will be given to the study of social sciences in both primary and junior high schools.

MUKAI of the Cultural Science Section of the Education Ministry states, "Thanks to the increased budget for science research we can finally realize our project with 550,000 yen for the present year.

Since scholars have shown much interest in the subject, the result of the investigation is promising. I am afraid the committee will spend the entire first year in digging up materials and will not be able to go so far as to tabulate and analyse them.

"I wonder very much why these materials have been neglected until now. I am sure the data to be collected will turn out to be invaluable when accurate history of our nation is compiled in the future.



## EDUCATION REPORT RELEASED BY SCAP

### Co-Effort Between Allied, Japanese Educators Is Described

Progress in the reform of Japanese education since the start of the Occupation is recorded in a two-volume report released yesterday by SCAP education officials.

The 855-page publication, "Education in the New Japan," describes the results of the "cooperative effort of Japanese and Allied educators, working side by side, to lay a foundation for an educational system suited to Japan's needs as a new democracy."

The authors admit that more rapid progress might have been made and more impressive results obtained "had the Occupation authorities chosen to reorganize Japanese education by directive rather than persuasion."

However, they add, "True democracy in education must be demonstrated by example, not by edict, if its results are to be lasting."

Among the major reforms started since the Occupation, the following are included in the 29 listed in the summary of "Education in the New Japan:"

Ultrationalistic and militaristic elements and influences — personnel, textbooks, curricula—have been removed from the school system.

"Education in the New Japan" was edited by Dr. W. C. Eells, former professor of education at Stanford University, who now heads the Higher Education Branch of SCAP's Education Division.

NIPPON TIMES JUL 13 1948

### TYPHOID IN ASAMA AREA

#### Nagano Begins Quarantine to Stop Spread of Epidemic

The Asama Spa area of Nagano prefecture will be quarantined for two weeks beginning yesterday by order of the Governor to prevent a further spread of typhoid cases.

As of July 25, 208 cases of genuine typhoid and 120 cases of suspected typhoid broke out in the hot spa sector, making a total of 232. There have been three deaths.

The epidemic spread to Matsumoto City where a total of 15 genuine and suspected cases was reported.

NIPPON TIMES JUL 28 1948

## Daily Rate Of Jap B Drops To 22 Cases

The daily incidence rate of sleeping sickness in Tokyo yesterday dropped to 22 cases — the lowest daily figure since cases began declining about the middle of this month, according to Kyodo News service.

The new cases however, increased the total to 1,754 since the outbreak began. Seventeen additional deaths yesterday raised the fatality toll to 357.

Continued cool weather was regarded as the main reason for the decline in the incidence rate.

AUG 3 1 1948

STARS & STRIPES

### 26 New B Patients

Kyodo

TOKYO, Sept. 4.—Seventeen new Japanese B Encephalitis patients were reported yesterday in Tokyo and additional nine as of 3 p.m. today, bringing the total to 1,908.

Fatalities are 392 so far.

MAINICHI 5 SEP 1948

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## Eight New Education Laws

New Measures Represent Important Elements  
in Pushing 6-3-3-4 System Here

All eight education bills sent to the Fifth Session of the Diet by the Education Ministry were passed, SCAP's Civil Information and Education Section reported.

The new laws represent important elements in Japan's revised 6-3-3-4 education program, according to Dr. Arthur K. Loomis, Education Division Chief and former director of the School of Education, Denver University, who summarized them as follows:

1) Ministry of Education Establishment Law—Reorganizes the Ministry in accordance with program for decentralization of educational control. Chief functions of the Ministry hereafter will be advisory, rather than administrative, to prefectural and local boards of education for primary and secondary schools. For the present, universities supported by public funds will come under the administrative guidance of the Ministry.

2) National School Establishment Law—Sets up 69 national universities, at least

one in each of Japan's 46 prefectures, to provide qualified students with education at the lowest possible costs. These new national universities replace more than 250 tax-supported normal schools, colleges and universities. They will be complemented by municipal, prefectural and private universities and eventually by junior colleges.

3) School Education Law Revision—Revises present School Education Law, providing universities with pre-medical and pre-dental courses and authorizing establishment of junior college in 1950. Standards for these colleges will be approved by the University Chartering Committee of the Education Ministry.

4 and 5) Two laws dealing with Certification of Educational Personnel—One for issuance of certificates to those entering teaching profession, and the other for converting certificates now held by teachers in service to the new program. Four classes  
(Continued on Page 2)

### Eight New Education Laws

(Continued From Page 1)  
of certificates will require qualifications ranging from a high school diploma to four years of university combined with five years of successful teaching experience.

6) Social Education Law—Provides complete program for adult education, including night schools, correspondence schools, libraries, museums and Citizens Public Halls. Many such institutions are already in operation.

7) Board of Education Law Amendments—Authorizes existing local boards of education to select textbooks for their schools, and postpones formation of additional local boards. The postponement is to allow time for formation of special school districts.

8) Education Ministry's Textbook Publication Law—Authorizes continued publication by Ministry of textbooks previously published by it when demand justifies, and publication of new books for blind and deaf. Under law passed last year, compiling and printing of other new textbooks will be handled on a competitive basis by private publishers.

9 JUN 1949

NIPPON TIMES

### Writer Departs for U.S.

Miss Tomiko Takagi, one of the leading writers for Stitchcraft Magazine, left Tuesday by a Northwest Airlines plane for Washington, D.C. where she will confer with publishers and writers from similar magazines in the United States. Miss Takagi will also visit Emily Post, leading authority on etiquette in the United States, and hopes to secure permission to translate Mrs. Post's book on "Social Etiquette" for publication here in Japan. While in Washington, she will attend the Youth's Congress. She plans to remain in America for approximately three months.

16 JUN 1949

NIPPON TIMES

7211