

773 013

GHQ/SCAP Records (RG 331, National Archives and Records Service)
Description of contents

(1) Box no. 2947

(2) Folder title/number: (15)
 Press Release

(3) Date: Oct. 1946 - Dec. 1947

(4) Subject:

Classification	Type of record
9990	f

(5) Item description and comment:
 Kyoto

(6) Reproduction: Yes No

(7) Film no.

Sheet no.

(Compiled by National Diet Library)

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

BSM/tk
30 December 1947.

Press Release: No.57.

Members of local Nogiyokai in Kyoto Prefecture must meet before 15 February 1948 to make plans for dissolution of their associations under the new Agricultural Cooperative Laws.

The laws put an end to government control over farmers' economic organizations. The laws require that all Nogiyokai and its affiliated organizations cease business entirely by 15 August 1948.

Every Nogiyokai member is urged to attend and take an active part in dissolution meetings. The law provides for democratic procedures by which every Nogiyokai member has a chance to decide what happens to his share of the property and assets upon liquidation of the Nogiyokai organization.

The new laws also give farmers a basis for forming new voluntary Cooperatives, free from government domination. Fifteen or more farmers can organize a new Cooperative Association.

Meetings to start dissolution of Nogiyokai already was discussed at the meeting of the present officials on 26 December '47; other meetings have been scheduled in all villages.

Two-thirds of the total membership of a Nogiyokai must be present to make the dissolution meeting legal. The members will listen to an explanation of the two laws dissolving Nogiyokai and providing for the organization of new cooperatives. Financial inventory reports will be presented to the meeting for approval or disapproval.

The meeting then will elect a Property Disposal Board of not less than five nor more than nine members. At least three-fourths of the board must be active farmers. This Disposal Board will act for the Nogiyokai members in the dissolution proceedings. Any group of Nogiyokai members who join an Agricultural Cooperative may negotiate to transfer their properties or investments from Nogiyokai to the new association.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

BSM/tk
30 December 1947.

Press Release:No.56.

Rice-Collection Completed Tawara-mura Tsuzuki-gun on top
Visit by M.G. Officer and Vice Governor:

Although beset with many difficulties, a 100% rice collection was made on December 10 in Tawara-mura. Much credit goes to Mr. Yano, the village master and Mr. Fujisawa of the Prefecture Assembly, but much credit is due to every member of the village who worked for the success of the project.

On December 26 Major Sheffield of K.M.G.T. and Vice-governor Inoue, visited the village and congratulated the villagers. At this time Mr. Imanishi and Mr. Sawada were given citations for their splendid work.

Tawara-mura, located on the plateau over the Uji River, suffered a severe drought last summer. Even this hardship was overcome by the concentrated efforts of the people who stated, through their chairman, Mr. Okawa, that they are fully prepared to do their utmost to better conditions for people in Japan.

the village assembly

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KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

BSM/tk
26 December 1947

Press Release: No.55.

Music Scores Available
At SCAP C.I.& E. Library:

The SCAP, C.I.& E. Library located on Shijo Street near Karasuma has music scores of modern American instrumental and vocal music available for loan. Scores of symphonies by such modern composers as Harrison Kerr, who recently visited in Kyoto, and Walter Piston are available. Musicians wishing to borrow music must present identification and agree to be responsible for scores borrowed. The librarian would be pleased to meet persons interested in using these music scores.

yukan 3

Kyoto sh. 3.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

24 December 1947.

Press Release: No.54.

It is important for parents to be active in new P.T.A.s. How are they to be re-organized so that parents will have an opportunity to discuss the education of their children and what the school of tomorrow will furnish them?

All parents are urged to come to free public meetings and hear the education officer of the K.M.G.T. speak on this vital subject. If your child attends a school near Ikubun Primary School, come to 9:30 a.m. meeting there on Friday 26 December. If he attends near Kamikyo New Middle School, come to the 1:30 p.m. meeting on Friday, 26 December. If he attends near Yasaka Primary School, come to the 9:30 a.m. meeting Saturday, 27 December.

Don't fail to attend. It is important for the future education of your children.

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Civil Information and Education Section

PRESS RELEASE : No.53.

16 December 1947.

Note to Military Government Teams; For
Release in Local Newspapers on or after
15 December.

JAPAN ENTERS THIRD YEAR OF RELIGIOUS FREEDOM; OFFICIAL
WARNS OF COMPULSORY CONTRIBUTIONS TO RELIGIOUS ACTIVITY

December 15---second anniversary of the establishment of freedom of religion in Japan---should serve as a reminder to citizens of Kyoto-Fu of what they must do to guard this freedom, a Kyoto Military Government officer declared today.

Establishment of religious freedom came in 1945 with the SCAP directive to separate Shinto from government control and put it on an equal legal basis with other religions.

"This freedom means, first of all, that no person in Japan shall be required to support any religion, and every person has the unlimited right to follow a religion of his own choice," the officer said.

He emphasized that one of the best ways to protect this freedom is to raise objections if any public official use the authority or prestige of his position to promote the interests of Shinto or any other religion.

However, he pointed out, public officials may support a religion of their own choice if they exercise great care to insure that their participation is only that of private citizens.

The officer further stated:

"Shrine Shinto now enjoys the same status and commands the same respect as all other religions. This requires that Shinto must be kept free of all political connections or aspirations and must obtain its support exclusively from voluntary contributions of private individuals and groups.

"This means that it is no longer proper to consider as Ujiko of a shrine all persons living in the vicinity of the shrine unless much persons express a desire to be listed as adherents. Nor is it proper for local bosses, young men's associations or other groups to exert pressure upon persons to compel them in defiance of their own desires to contribute to any festival or religious activity.

"It should be clearly understood that while shrines have a right to solicit contributions, none of the old methods involving pressures or implying a duty upon the part of the citizen to contribute are permissible."

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

MCL/fu.
6 December 1947.

Press Release: No.52.

Public Health Menace Found.

38 of 43 wells in Mukomachi Village (10 miles southwest of Kyoto City) high number of bacteria of type causing typhoid fever, paratyphoid fever and dysentery! A recent survey by the Prefectural Public health Department, the Kyoto Health Center and the Kyoto Military Government Team revealed this alarming health problem.

These wells were being used by schools, hospitals and the general public. The cause of the contamination is improper construction and location of the wells.

Most of them were too close to sewers, benjo's and drainage ditches. None of the wells were properly constructed. Since the wells were selected at random, it is believed that they are typical of the general well situation in Kyoto Prefecture.

A similar survey has been recommended for Kyoto City. It is hoped that public health officials and the public in general will recognize the health hazard and take steps to eliminate it.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

MCL/tk
6 December 1947.

Press-Release: No.51.

Use of Motion Picture Projectors
Available Without Charge.

Responsible Japanese agencies, institutions and organizations are encouraged to request the loan of 16 mm. projection equipment and loudspeakers from the Kyoto Military Government Team, C.I. & E. Section for use in informational or educational activities. There is no charge. The equipment may be used to show educational and documentary films of Japanese origin as well as films borrowed from the Military Government Team. (Military Government Films are not available at present).

The following conditions must be complied with by borrowers.

a. Projection equipment must be accompanied by a licensed operator (supplied by M.G.) for which the requesting Japanese Agency will be required to provide transportation and billeting (the latter in case of extended tours).

b. Admission fees will not be charged for any program of films which the requesting agency has obtained without cost.

c. If the requesting agency incurs rental costs in the procurement of films, admission fees to film exhibitions may be charged on a non-profit basis to defray film rental and necessary and reasonable costs.

Films will be made available free of charge by Military Government C.I. & E. Section as obtained.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

MCL/tk
6 December 1947.

PRESS - RELEASE : No. 50

Survey Reveals Majority of Teachers Want Education Association Revised or abolished.

Complete dis-satisfaction with the Education Association was expressed by teachers in a survey carried out by the Kyoto Military Government Team, C.I. & E. Section between 17 November and 19 November 1947 at various places through out the Prefecture. To the question "Should the Association be abolished?", 52% of the principals and 43% of the teachers were for abolition. To the question "Should the Association be revised?", 79% of the principals and 63% of the teachers were for revision. In spite of this the majority of the teachers were paying dues from 60 yen to 360 yen a year.

Following is a list of the significant answers of the 4,214 teachers, who were included in the survey:

Principals (370)

Teachers (3,801)

Question	Principals (370)			Teachers (3,801)		
	Yes(%)	No(%)	No Answer(%)	Yes(%)	No(%)	No Answer(%)
1. Are you a member of the Kyoto Pref. Education Association?	62	34	4	48	37	15
2. Are you uncertain about whether you belong to this Association?	75	13	12	58	32	10
3. Do you pay the membership fee from your own salary?	45	39	16	34	41	25
4. Is your membership fee paid by your school?	6	35	59	9	55	36
5. Do you know what the Association does for you?	44	43	13	29	56	15
6. Are you in favor of it as it exists now?	9	83	8	11	70	19
7. Do you favor its abolition?	52	33	15	43	35	22
8. Do you favor its revision?	79	10	11	63	12	25

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KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

MCL/ms
6 December '47.

PRESS-RELEASE : No.49.

New Anti-Blackmarket Campaign to be backed
by Military Government Vigorously

Military Government will vigorously support new prefectural plans for stamping out blackmarketing in fish and other foodstuffs. Measures to stop "shortweight" in sales of fish will be enforced. More equitable distribution of fish and other foodstuffs will be actively sought.

This decision was made at a conference of Chiefs of Price Control and Rationing and of Fisheries Sections of SCAP and Eight Army, and Legal and Government and Economic officers of each Military Government Team in the Kinki Region on 4 December '47.

773 013

FILE COPY

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

MCL/tk
8 December 1947.

000.76-BA

SUBJECT : Letter of Transmittal.

TO : Commanding Officer Kinki Military
Government Region APO 301
Attn: C.I. & E. Section,
Civil Information Specialist.

1. In compliance with Operational Instructions #2,
Hq. I-Corps, para 10b, a copy of the information released
in the period 29 November to 6 December.

2. This information has been printed by one local
newspaper almost verbatim.

FOR THE COMMANDING OFFICER:

THOMAS R. HARBIN
1st. Lt., Inf.
Adjutant.

1 Incl:
1 Press release
No.48. Educational leadership is needed.

Message Center
APR 1950

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honsht)
Information Section.

MCL/fu
29 November 1947.

Press Release No.48.

Educational Leadership Is Needed.

Opportunities for educational leadership by primary and secondary leadership have increased in the present expanding system of compulsory education. Many new functions and jobs are being created which only teachers with rich teaching experience and good educational background can fill adequately. It is the duty of teachers to continue their own education by taking courses in psychology and pedagogy, by active participation in school committees and educational programs and by attending in service training conferences.

Pormotion to better positions is not only possible, but is assured to anyone who will take the initiative in advancing the aims of the new democratic education.

The present 30-hour course of inservice training is an attempt by the Prefectural Education Section, supported by the Kyoto Military Government to give teachers an opportunity to meet the challenge and supply the leadership needed.

KYOTO MILITARY GOVERNMENT TEAM
Information Section

25 November 1947.

Press Release No. 47.

Re-opening of Krueger Library.

Krueger Library, closed for alterations for many weeks, will reopen tomorrow, 26 November 1947. The library was established to bring to the Japanese reading public information and ideas on the democratic way of life. It contains modern books and magazines, both in English and Japanese. It has a leading collection of American books and magazines.

It is open everyday except Sunday from 0900 to 1700.
It is absolutely free of charge.

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KYOTO MILITARY GOVERNMENT TEAM
Information Section

25 November 1947.

Press Release No.46.

EXHIBITION OF TYPES OF RELIGIOUS BOOKS USED IN U.S.

A collection of typical religious books and educational materials published and used by private religious organizations in the United States will be displayed on 26,27 and 28 November at the C.I.& E, Krueger Library on Shijo Street, near the Daimary department store.

The books are displayed to show Japanese religious organizations how they can prepare materials for religious educational purposes of their respective faiths or religions. They were brought down to Kyoto from Tokyo for a conference of religious leaders of all faiths. They are not intended as propaganda for any religion even though they are solely of christian origin.

KYOTO MILITARY GOVERNMENT TEAM
Information Section

22 November 1947.

Press Release No.45.

Scout Progress in Kyoto Is Ahead
of Most of Japan.

A meeting of the Kyoto Boy Scout Preparatory Committee (Kessei Jumbi Iinkai) on 19 November 1947 with representatives of SCAP and Kyoto Military Government Team Youth Activities Specialists revealed that definite progress in organizing Boy Scout Activities in Kyoto was far ahead of most of Japan.

Kyoto has already organized five Boys Scout troops, has given training course for leaders and has published three pamphlets on scouting. This great achievement has been due to the help and cooperation of the Prefectural and City Social Education Sections and the enthusiasm and determination of approximately 100 scout leaders.

These leaders, who include buddhist priests, christian ministers, school teachers, professional men and educational officials of city and prefectural government realize the fine spiritual and mental and social training for democratic citizenship that the scout program offers to all youth from 12 to 18 years of age. The present stage of scout progress is the training of leaders and the organizing of Boy Scout Troop Sponsoring Committees (Ikusei-Kai) throughout the city and prefecture. On the 18,19 and 20 of November a training course for leaders will be carried out at Fukuchiyama City.

For advice and information on scouting and other youth activities one should go to the "Seinen-no-Ie" at Sanjo Ohashi Higashi, where there is held a conference every Friday on youth problems open to all citizens of Kyoto.

KYOTO MILITARY GOVERNMENT TEAM
Information Section

21 November 1947.

Press Release No. 44.

Article No. 7. YOUR HEALTH AND WAYS TO PROTECT IT:

A SAFE WELL

This is an article for those of you of Kyoto, who depend on wells for your supply of water.

A safe well is cheap health insurance, and costs but little more to construct than one which is subject to dangerous pollution. Water from an improperly constructed well, even though clear and sparkling in appearance, may contain the germs for diseases such as typhoid fever, cholera, dysentery, ascariis and so forth.

There are two important factors to be considered in making your well safe from pollution and disease. The first factor is that of location of the well. A good well should be located as far as possible from sewers, toilets, nightsoil storage tanks, and open ditches carrying waste. In this way pollution from dust, underground sources can be avoided. The second consideration is that of construction, and a good well should be constructed in such a fashion as to avoid surface contamination from dust, animals, ditches, and toilets.

First let us consider in detail the location of the well. A good well should be located in such a fashion that rain water, and other pollution drains away from the well and not into it. This may mean digging the well on a level higher than that of surrounding levels. If vegetables and clothes are washed in water from the well, then the water should be carried at least four meters so that none of the dirty water can drain back into the well. Toilets and nightsoil containers should never be allowed closer than 15 meters to the well. Sewers should be of watertight construction and should never be closer than meters to the well. When sewers are old, the well should be placed even farther from them.

Additional caution must be observed that tree roots or the burrows of rodents do not involve the well, for these may also be the source of dangerous pollution.

Most of the wells along the streets of Kyoto do not meet these requirements and should not be considered as safe sources of water. In many cases they are close to sewers, polluted ditches, or toilets. Whenever and wherever possible, only treated city tap water should be used for drinking or washing food. Where city water is available, it would be far better to

close the private well.

There are many different types of well construction, but today we will talk only about the simple dug well. The dug well is rather difficult to make free from pollution, but if the following precautions are taken, you can feel fairly sure of having a safe supply of water. The well wall should be of concrete and should extend a depth of 8 feet below the surface of the ground. This concrete wall should be at least 4 inches thick, for if the wall is not water tight the water will be contaminated with dangerous germs at various times during the year. The well wall should extend about two feet above the normal ground surface, and the earth removed from the pit should be mounded around the well to assist in carrying away surface water.

Wherever possible the dug well should be covered with a concrete slab and fitted with a pump.

Before you put your well into operation, the prefectural health department should be notified. They will make a study of the safety of the well, and disinfect the well for you, before it is put into operation. If you already have a well in operation, it would be a good idea to have your health department make an investigation to see what steps should be taken to make it safe for use.

About seventy five percent of the Population of Japan obtains their drinking water from shallow privately owned wells, and about half of these wells are unsafe for use. Is your well one of these? After reading this article do you feel that your family and friends that use your well are safe from the dangers of typhoid, diarrhea, dysentery, cholera and so forth that are always present where wells are not properly located and constructed?

It is the responsibility of every citizen to satisfy himself that his well is safe to use.

TAKE ADVANTAGE OF THE HELP THAT YOUR MUNICIPAL AND PREFECTURAL HEALTH DEPARTMENTS CAN GIVE YOU IN THIS MATTER:

KYOTO MILITARY GOVERNMENT TEAM
Information Section

22/November 1947.

Press Release No. 43.

SCAP CI & E Library Is Not Fully Used.

It is regrettable to say that the fine SCAP CI & E Library at Shijo-dori is not being fully used by Kyoto citizens. This is especially regrettable in view of the fact that the types of materials most neglected are the very sort of information most necessary for building a vigorous, democratic country. Such books are those on dentistry, medicine and the social problems and their democratic solution.

The dental and medical association should encourage their members to use these up-to-date materials and raise the standards of their professions which fell so far behind during the war.

Civic leaders and educators as well as all socially conscious citizens should make it their duty to use the books on democracy and related problems that are available.

The library is open from 0900 to 1700 every day except Sunday.

GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS

28 August 1947

Press Release No. 42.

GIFT BOOKS
FORM ABROAD GREAT HELP IN RESTORING JAPAN'S INFORMATION RESOURCES

A flow of gift books from abroad has started which promises to increase greatly the informational resources of the Japanese people, SCAP's Civil Information and Education Section said today in calling attention to the simple procedure concerning such gifts.

Organizations, institutions and individuals in the democracies, it said, may mail books, magazines and other publications to SCAP and designate the Japanese who are to receive them.

Explaining the gift procedure, CIE said that the books or other publications must be addressed to Chief, Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied powers, APO 500, c/o Postmaster, San Francisco. In a corner of the address label should appear the legend "For Military Agency: Gift Publications".

In the United States, post offices accept packages of such material up to 70 pounds. In other countries, the maximum mailable weights vary.

Inner labels in the packages may indicate the intended recipients. To the Chief, CIE, however, the sender should write a letter listing the publication sent, naming the Japanese who are to have them, and giving any special instructions.

Gift subscriptions to magazines may be sent in the same way, CIE said. Each will require that the donor give instructions as to the recipients in a letter which should arrive before the first copy of the magazine.

CIE, unless there is reason to believe they might negate the objectives of the Occupation, passes the gift publications on to the Ueno Imperial Library, Tokyo, which has undertaken to use that they are delivered to the designated recipients. Before the war, this library handled exchanges of official and technical publications with other countries.

Recipients, CIE said, are responsible for acknowledging the gifts in letters mailed directly to the donors.

If these instructions are sent to Possible donors abroad, it was suggested that they be advised not to mail gift publications between 15 October and 15 November, when APO facilities are taxed by heavy Christmas mails.

The same channel, CIE pointed out, is open to Occupation personnel desiring to give books and other publications to Japanese nationals. Direct presentation of them still is forbidden under regulations designed to prevent black marketing.

Like food and clothing in gift parcels from abroad, gift books and magazines must not be sold by recipients or otherwise allowed to get into commercial channels. SCAP is hopeful, however, that individuals receiving books will circulate them among acquaintances or donate them to libraries after having read them.

Publications for which no delivery instructions are received will be regarded by SCAP as intended for the Japanese people at large and will be placed in libraries able to make them available to as many readers as possible.

KYOTO MILITARY GOVERNMENT TEAM
Information Section

21 November 1947.

Press Release No. 41.

SCAP CI & E Library Offers Materials
For In-service Training of Teachers.

The SCAP CI & E Library offers unusual opportunities to all teachers and principals to get information and ideas necessary for fulfilling the inservice training program for all Kyoto teachers. The latest books on education are available. Examples are: "Fundamentals of Democratic Education", "Progressive Methods of teaching in Secondary School", on special subjects are also available. The library also contains an excellent collection of 70 educational magazines, currently received.

Teachers and principals should use the lending service of the Krueger CI& E Library, where latest Japanese books and magazines are also available. Both libraries are located on Shijo-koji near the Kori near the Daimaru Department Store.

Another source of new ideas is the collection of American textbooks and children's books available to the public at the Kyoto University Library. These books were sent to Japan expressly for Japanese teachers. They should be used freely.

773 013

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

000.76-BA

MCL/tk
23 November 1947

SUBJECT : Letter of Transmittal.

TO : Commanding Officer Kinki Military Government
Region, APO 301
Attn: Civil Information Specialist.

1. Transmitted herewith are copies of the information releases for the period 16 to 23 November.

2. In exception of one release, (No.40 M.G. and teachers training) all the information, was printed in one local newspaper almost verbatim. Release No.39 was printed by two local newspapers.

FOR THE COMMANDING OFFICER:

THOMAS R. HARBIN
1st. Lt., Inf.
Adjutant.

5 Incls:

- Five Press-releases.
- (Your Health, Typhoid Fever...No.36
- The Common ColdNo.37
- SyphilisNo.38
- Inservice Training Program
- for Teachers.....No.39
- M.G. and Teachers-training....No.40).

Mmgt. File copy.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

19 November 1947.

Press Release : No.40.

First Attempt by Military Government to Contact
All Teachers:

In the first of the series of lectures to explain the nature of and need for the 30 hour course of inservice training, the Kyoto Military Government Education Section has undertaken to meet every primary and secondary teacher in Kyoto City. Over 6,000 teachers attended the first three meetings on 17, 18, and 19 November at Ritsumeikan Middle School.

The lectures described how much the teachers must do to make democratic education a real part of their daily life. So far the broad outline of the new education has been presented to the teachers; but it is only through the inservice training of the teachers that the methods of carrying out the new education can be developed.

Lecture meeting will be held at eleven places through out the prefecture, including on 24 November at Mineyama Shogakko, 25 November at Ayabe Shogakko, and 26 November at Tanabe Shogakko. The above mentioned conference will be held at one o'clock. All interested citizens, parents, and P.T.A. members are encouraged to attend.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

Press Release : No.39.

MCL/tk
15 November 1947.30 HOUR INSERVICE TRAINING COURSE FOR ALL TEACHERS:

All teachers of primary and secondary schools, both public and private, will be required to participate in study meetings twice a week to study and discuss the aims and methods of education. The course will total approximately 30 hours, during which the teachers will learn their individual responsibility for understanding and applying educational psychology, modern pedagogy and mastering their specialized subject matter.

A series of lectures to explain the course of study will be given throughout the prefecture beginning on 17, 18, 19 November at the Ritsumeikan Middle School for teachers of Kyoto-City and vicinity. These will be followed by lectures at Mineyama on 24 November, Ayabe on 25 November and at Tanabe on 26 November.

The training program is sponsored jointly by the Prefectural Education Section and the Kyoto Military Government C.I.& E. Section.

SHIN NIPPON - 17 November

YUKAN-KYOTO 17, Nov.

KYOTO MILITARY GOVERNMENT TEAM
Information Section

Press Release No.38.

MCL/fu
15 November 1947.Article No.6. YOUR HEALTH AND WAYS TO PROTECT IT!
The Problem of Syphilis

V. D. Rates in Japan among Highest in World.

Venereal Disease rates in Japan are almost as high as those found anywhere in the world. Probably the best way to attack any disease is by enlisting the help of the general public to wage war against the disease. That is what we want to do with the problem of syphilis and other venereal disease. Already, we have written about the importance of doing routing blood tests for syphilis on all women as soon as they know they are pregnant. And in the future we will wish to write many other articles on what you as an interested citizen of Kyoto can do to combat this disease.

V. D. Attacks All Classes of People.

Syphilis and gonorrhea are the two most common venereal diseases, and as such are two of the most important health enemies of man. These diseases occur among professional workers, farmers, industrial workers, men and women in every walk of life. Every year in Japan thousands upon thousands of the citizens develop these diseases. Many of them, unless their infections are discovered and treated, will become disabled, and some of them will die earlier than they should. For the sake of your health, you should know the facts about syphilis and gonorrhea, and today we will discuss the problem of syphilis.

How Syphilis is caught, and its Consequences.

Syphilis is a disease that is caused by a germ, and like other germ diseases, is catching. Because syphilis is a germ disease it can pass from persons who have the disease to other persons. Syphilis is caught through close physical contact, usually through sexual intercourse with infected persons.

Untreated syphilis can cause paralysis, insanity, blindness, heart disease, or even death. It can cause miscarriages, dead babies, crippled, sickly, and insane children.

Symptoms of Syphilis.

A sore is usually the first sign of syphilis. It appears after about 3 weeks at the place where the germ entered the skin -- on the sex organs or on the lips or fingers. This sore

is called a chancre. It may look like a pimple, a blister, or a large open sore. But sometimes there is no chancre, or it is not noticed; if the patient is a woman, the sore may be inside the sex parts.

The first sore of syphilis disappears even without treatment; however, without treatment the germs will not disappear and syphilis remains in the body. Three to 12 weeks after the first sore a rash may appear on the body. Sores may occur in the mouth, and there may be a fever, headaches, sore throat, aches and pains, loss of hair from the head and so forth. This is the second stage of syphilis, and sometimes these symptoms may be so slight as to be overlooked. However, again the disease is still present and may be very contagious.

Now after the second stage there may be a few years in which the patient suffers no inconvenience from the disease, but the disease is still there, and it is at this stage that it is most dangerous. It may now invade the brain, the heart, the blood vessels, or most any part of the body, causing insanity, heart disease, paralysis and so forth.

How You can Help Conquer Syphilis?

Now, what can you, as a good citizen of Japan do to help eliminate syphilis as a threat to your community? These are the things:

1. If you think you have been exposed to syphilis, see your doctor or the health center in your district. Ask for a test for syphilis. Your doctor or health center will give you a blood test, which is the best way to determine if you have syphilis. The blood test is a simple harmless procedure, and invaluable in the diagnosis of syphilis.
2. If you are pregnant, see your doctor or health center and have a blood test run.
3. If you are contemplating marriage, have your prospective wife or husband go with you to the health center or to your personal doctor and have this test made.

If you do not have syphilis, you will be glad to know that. If you are one of those that do, then you will be glad to receive adequate treatment, and to know that you will not be giving this disease to your husband, wife or offspring.

IF THERE IS DOUBT IN YOUR MIND, IF YOU ARE EXPECTING A
BABY, OR, IF YOU ARE CONTEMPLATING MARRIAGE, HAVE YOUR
BLOOD TEST TODAY!

KYOTO MILITARY GOVERNMENT TEAM
Information Section;MCL/fu
15 November 1947.

Press Release No.37.

Article No.5 YOUR HEALTH AND WAYS TO PROTECT IT!The Common Cold

Today, let's talk about a very simple disorder, the commonest of all human illnesses, the "common cold". Simple and harmless in itself, the cold can be dangerous, because it often preceded more serious illnesses such as flu, tonsillitis, ear or sinus infections, brochitis, or pneumonia.

WHO HAS COLDS? Practically everyone! Most of us have at least one cold a winter. Some of us have two or three a year. Young children catch more colds than do older ones; in fact as we grow older, the number of colds we catch gets less.

WHAT CAUSES COLDS? The common cold is probably caused by a very tiny germ, known as a virus. This virus is so tiny that it cannot be seen by even the most powerful microscopes, but investigations indicate that this virus is present in the nose and throat of individuals suffering with colds.

The cold last from two to seven days, and cold germs are passed from person to person by sneezing and coughing, even perhaps by contact with any article, such as a drinking glass, which has just been used by a person with a cold.

HOW TO IDENTIFY A COLD: If your nose feels stuffed up, you sneeze frequently, your throat feels harsh and dry, and your head aches, you are probably coming down with a cold. If on the other hand, you have a fever, severe headache, chest pains, general achiness of the limbs or coughing spells, the wisest thing to do is to call a doctor, for he may be able to keep you from becoming more seriously ill.

CAN WE PREVENT COLDS? No, we cannot! BUT here are a few simple things you can do to lessen the chance of taking cold:

1. Avoid people with colds whenever possible.
2. Wash your hands often, especially before eating and after touching a person sich with a cold.
3. Avoid chilling and wet feet. Change to dry clothing quickly after exposure to bad weather.
4. Eat well balanced meals as much as possible. A good diet should include milk and fats, plenty of green vegetables, fruit, meat and meat substitutes.

5. Get plenty of rest. Children require more sleep than grown-ups.

HOW TO TREAT A COLD: There is as yet no medicine that will "cure" a cold, but briefly this is the way it may best be treated:

1. Rest, at home in bed.
2. Keep comfortably warm and protected from drafts.
3. Drink plenty of liquids - water, soups, milk, and fruit drinks.
4. Eat a light but nourishing diet.
5. See your physician if your cold "just won't go away" after a few days.

KYOTO MILITARY GOVERNMENT TEAM
Information Section.MCL/fu
15 November 1947

Press Release No.36.

Article No.4. YOUR HEALTH AND WAYS TO PROTECT IT!

Typhoid Fever, a Scourge of Japan!

Smallpox has been conquered.

In the year of 1945, in Japan, there were over 17,000 cases of a disease known as smallpox. Of this tremendous number, many died, and many more were mutilated for life. Yet in the year 1946, there were only approximately 300 cases, and in the year of 1947, there will be even less.

Phenomenal, isn't it? Any yet, what accounts for this tremendous decline in the incidence of a disease that has troubled Japan for many generations? One word answers this question, and that word is "VACCINATION"! The Welfare Ministry of Japan decided upon steps to protect the people of this country from this age old disease. Those steps were taken, and today, thousands of children have escaped disfigurement, blindness, and even death as a result.

Why hasn't Typhoid been conquered also?

But we were going to talk about Typhoid Fever. Why is it that in 1947, the same phenomenal results cannot be reported on Typhoid? Why do thousands of Japanese suffer this terrible disease yearly, with 10 to 20% of all cases succumbing to the disease, when the solution is almost as simple as that of smallpox? The answer again is "VACCINATION", but why hasn't it been done? Herein lies the difference: With Smallpox, vaccination was compulsory, but with Typhoid vaccination, the choice has been left up to the people. This means that we as citizens of Japan must be responsible for our own protection against this disease. That we must understand the dangers of Typhoid Fever, and voluntarily take our own steps to protect ourselves and our families from these dangers! Literally thousands upon thousands of Japanese have never taken the trouble to be vaccinated. Are you one of those? Will you or your loved ones be among those that in the coming months will suffer miserably and perhaps die as a failure to take this precaution?

How you can help conquer Typhoid.

Then here are the things you should do: (1) Go immediately to your doctor or to the health center in your district and

ask to be vaccinated against Typhoid Fever. You will require three injections, and these will make your arm a little sore, but do not be discouraged. Every soldier of the occupation forces have had this vaccination, and Typhoid Fever is almost unheard of, among American troops. You should have this protection, too. Even your children, as young as one year, may be immunized with reduced doses, and thus protected.

(2) There is something else you may do to help eradicate this disease as a threat to the people of Japan. Typhoid is a disease of poor sanitation, a condition that helps the disease to spread. So read and remember these simple rules: (a) clean up your city, gather and burn the rubbish in and about your yards, cooperate in insect and rodent control programs, keep your houses scrupulously clean. (b) drink only milk that has been sterilized or pasteurized. (c) use only city water, if possible. If you use well water, then see this column in the next few days you can do to make you well water fit to drink. (d) cook all vegetables, oysters, and fish where possible. If cooking is not possible, then be extremely careful to clean your food thoroughly before eating.

Your prefectural health department owes it to you to make your life safe from the threat of Typhoid Fever. They are supervising control of milk production, control of water, and programs for the extermination of rats. If requested they will check your well water and help you improve it's construction. BUT, most important of all, they will make it possible for you to receive your vaccination against an age-old scourge of Japan, Typhoid Fever.

SEE YOUR DOCTOR OR LOCAL HEALTH CENTER TODAY!

GET YOUR VACCINATION AGAINST TYPHOID FEVER.

KYOTO MILITARY GOVERNMENT TEAM
Information Section

Press Release No. 35.

8 November 1947.

Article No. 3. YOUR HEALTH AND WAYS TO PROTECT IT :

Are You having a Baby ?

Yesterday, I spoke of what the parents of Kyoto could do to protect their children from the dangers of Diphtheria, but today I want to talk with you about an even more important subject, the subject of "Syphilis and your Unborn Child".

Many of us believe, I know, that having a baby is so natural and common and Occurrence, that it deserves very little attention. This is not true. In countries other than Japan, would-be mothers receive the finest in medical attention, and it is hoped that someday such a system will come to Japan. You, the would-be mothers of Kyoto, have a very great responsibility. The health and happiness of your babies health you must begin to think now.

As soon as you know you are pregnant, you should have a complete physical examination and a blood test for syphilis. I know it is very difficult for many of you to have a complete examination, but it is not difficult for any of you to have your blood tested for syphilis, and syphilis is the disease, that more than any other can kill or cripple a child before it is born. Five out of every six pregnant women who have syphilis, if untreated, give birth to dead or diseased babies. Syphilis can cause blindness, deafness, or insanity, and so you owe it to your coming child to protect him or her against the ravages of this disease.

This is what you can do: As soon as you know you are pregnant, go to your doctor, or to the doctor of the health center in your district, ask him for a blood test for syphilis. Many people have syphilis and do not know it... and only a doctor can determine whether or not you have this disease.

If you do not have syphilis, you will be glad to know that definitely. But if the doctor finds that you have syphilis, he will have you begin treatment immediately, for the sooner you are treated the better will be your baby's chance to be born alive and healthy.

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You, the expectant mothers, have a double responsibility,
now, to yourself and to your baby.

DON'T RISK YOUR BABY'S LIFE:

SEE YOUR DOCTOR AT ONCE:

GET YOUR BLOOD TEST FOR SYPHILIS AT ONCE:

KYOTO MILITARY GOVERNMENT TEAM
Information Section

Press Release No. 34.

8 November 1947.

Article 2. YOUR HEALTH AND WAYS TO PROTECT IT :

WILL DIPHTHERIA Take the Life of your Child?

HAVE YOU, AS MOTHERS, TAKEN THE PRECAUTIONS THAT MAY SAVE YOUR CHILD THE DISABILITIES AND POSSIBLE DEATH FROM THE DISEASE KNOWN AS DIPHTHERIA? If you have not, then this article is for YOU, and today I want to talk with you personally, about what you can do to protect your child from this dreaded disease.

Diphtheria is largely a disease of childhood, and is caused by a germ that grows in the nose and throat, pouring out powerful poison into the blood stream of the child affected. In Kyoto Prefecture alone, many hundreds of children suffer this disease yearly. Many die and many are seriously crippled for life.

Diphtheria is largely a disease of neglect. Obviously it cannot be the fault of the child, for the child is too young. It is the fault of the mother and the father, who do not love the child enough or are too careless to give it the proper care.

But before I tell you what you, as parents can do to protect your children, let me tell you something about the disease. Diphtheria develops in children, about one to four days after being exposed to another case. The commonest symptoms are sorethroat, chills, fever, aches and pains, loss of appetite, and sometimes vomiting and headaches. Many times the disease may be mistaken for only a sorethroat or an inflammation of the tonsils. However, no matter how slight the first symptoms, there is always great danger. That is, danger in exposing other children, and danger in delaying treatment until it is too late to save the child. The earlier the diagnosis is made, the better will be the outcome.

Now, what can you do to protect your children? Winter is coming, and since winter is the most dangerous period, it is important that you have this information now. There will be a drug available in Kyoto Prefecture early in December, known as DIPHTHERIA TOXOID. The injection of this drug is a simple and harmless procedure, but will protect your child from catching this dreaded disease. The use of this same drug in America has been extremely successful, and has almost eliminated diphtheria as a threat to the health and happiness of children.

So, MOTHERS if you have children from 9 months to 10 years, take them to your Doctor or to the Health Center located in your district in the early part of December and get the necessary vaccination to protect your child: Your doctor or the doctors of your health center will answer your questions, will be gentle with your children, but best of all will take the steps necessary to insure them freedom from the very real dangers of diphtheria.

DON'T DELAY: WHETHER YOU BE RICH OR POOR, HAVE YOUR CHILDREN PROTECTED IN DECEMBER. IF YOU ARE UNABLE TO PAY FOR THESE VACCINATIONS SEE THE CHIEF OF YOUR LOCAL HEALTH CENTERS AND YOUR CHILDREN WILL BE PROVIDED FOR. LET'S WORK TOGETHER TO MAKE KYOTO CITY A SAFE PLACE FOR OUR CHILDREN TO GROW AND PROSPER.

KYOTO MILITARY GOVERNMENT TEAM
INFORMATION SECTION

MCL/fu

8 November 1947.

Press Release No. 33

Article 1. YOUR HEALTH AND WAYS TO PROTECT IT!

During the next few months, the public health section of the Kyoto Military Government Team, is preparing for the readers of this paper, a daily article on health. In this column we hope to bring to your attention, information concerning your health, the health of your family, and especially the health of your children. There are a great many things that you, the people of Kyoto can do, to improve your health and the health of the city, and it is in this regard that we wish to write.

We will include in this column, articles on the various diseases, how to care for your children, articles pertaining to nutrition, information on how you may protect yourself from typhoid, diphtheria, typhus fever and so forth.

We wish to encourage you to read this column. Daily. If there are questions you wish answered or particular subjects you wish to have discussed, please contact your newspaper, and we will do our best to oblige.

WATCH THIS COLUMN !

Imperial rule east

773 013

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)
CI & E section.

MCL/fu.

1 November 1947

Press Release: No.32.

SCAP CI & E Library Brings New Service
to Kyoto Citizens.

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Since its opening date of 6 October 1946, Miss S. Morris, Chief Librarian, assisted by Miss M. Baker and seven Japanese assistants have been building unique library in Kyoto City on Shijo Street near Karasuma street.

Known as the Kyoto Branch of the SCAP CI & E Library, it is operated as a representative American library, staffed by professional American librarians. It already houses a collection of 1,900 books of the latest and most up-to-date information available in the English language. The books are not only from the United States but also from Great Britain and Australia.

It also offers to the citizens of Kyoto and the Kinki Region 350 currently received periodicals and magazines. In some fields its periodical collection is more complete than any similar collection in the United States. It will be about two weeks, however, before the periodical reading room can be opened.

However, the book reading room is an example of a good library reading room which other libraries in this region can well afford to emulate. Noteworthy are the "open shelves" from which readers can take books freely. The room is also light, clean, and attractive - all standards of a good library.

It is open from 9 to 6 everyday except Sunday.

*File -
Shoy*

KYOTO MILITARY GOVERNMENT TEAM
KYOTO HONSHU
CI & E section.

MCL/fu

1 November 1947.

Press Release: No. 31.

A Fine Example of Civic Spirit.

Land Purchased Exceeds Land Reported in Ledger.

Farm land purchased in Naka-Wazuka-mura of Soraku-gun, Kyoto Prefecture has exceeded the area of farm land reported originally. This came to the attention of this Military Government Team in its visit to the Local Land Reform Commission of Naka-Wazuka-mura.

This remarkable result was due primarily to the fine public spirit of Mr. Takejiro Inagaki, the manager of the Nanto Bank of Nara City, who is a resident landlord in Naka-Wazuka-mura. Although he could have retained six (6) tan of land, he decided to sell all of it to the government for resale to tenant farmers. Other resident landlords followed his fine example. Other villages could well emulate the example of Naka-Wazuka-mura in supporting the Land Reform Program!

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KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

1 November 1947.

Press-Release No. 30

TWO New Films Available :US Resources and
Industry and Academic Freedom

In continuance of its program to bring information to the people of Kyoto, the Kyoto Military Government Team has obtained two new films entitled "North-west USA" (2 reels of 35 mm) depicting the resources and industries of the North-western State of Washington. It lasts 20 minutes.

The second film is "Freedom to learn", also 2 reels of 35mm, and lasting 20 minutes. It shows how academic freedom is practiced in the daily life of American students.

A program of public showings will be planned with the Social education section of the Prefectural and City Government.

In addition, however the films will be available to private and governmental civic-minded organizations until 22 November 47. Such groups will not charge admission and will make the showing open to all citizens who wish to attend.

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Start

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

1 November 1947.

Press Release : No.29.

Ministry of Education's Social Education
Bureau makes Significant Survey.

- - -

The above Bureau has just completed a survey of public opinion about urgent social education problems. The survey was started during the social education conferences held throughout Japan last spring. Ninety-four percent of the opinions came from men of middle age. The following are typical, widely held opinions.

Better leadership is needed. The old method of having "honorary" leaders must be replaced by active leaders selected from among the people of the town or village and who are filled with civic pride in their community. This opinion shows the people's impatience with inactive, honorary leadership so characteristic of many Japanese organizations and institutions.

Other bold and creative thinking was revealed in the generally held opinion that schools for labor education should be established so that democratic ideas of labor union organization can be instilled in union leadership.

The demand for education in sex hygiene, in order to combat venereal disease, and the widely held desire for active leadership in citizens public halls, so that political thinking of Japanese can be raised, present bold challenges to all civic minded citizens and government officials.

INTER-OFFICE	
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KKYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

9 October.1947.

000.76-BA .

SUBJECT : Letter of Transmittal.

TO : Commanding General I Corps, APO 301
Attn: Public Information Officer.

Submitted herewith for your information is press-
release No. 28.

FOR THE COMMANDING OFFICER:

THOMAS R. HARBIN
1st. Lt., Inf.
Adjutant.

1 Incl:
press-release No.28

773 013

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

9 Oct. 1947.

For Press Release : No. 28.

Cooking demonstration of imported food will be carried out by K.M.G.T. for 3 days from 17 Oct. at Marubutsu Department-store with the purpose of instigating the citizens the interest in and ingenuity of using imported food intelligently.

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KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

29 September 1947

000.76-BA

SUBJECT : Letter of Transmittal.

TO : Commanding General I Corps, APO 301
Attn: PL Attn: Public Information Officer:

Submitted herewith for your information is
press-release No. 27.

FOR THE COMMANDING OFFICER:

THOMAS R. HARBIN
1st. Lt., Inf.
Adjutant.

1 Incl:
Press-release No. 27.

773 013

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

29 September 1947.

Press Release : No. 27.

Mrs. Bernice MacFarland, Kyoto Military Government CI&E Section, addressed a group of Japanese parents and students at Shojoin Temple last evening.

The meeting was originally planned for the students but the parents petitioned to be included. So many interested people attended that there was not room for them inside, so many had to stand in the door-ways and garden.

The speaker explained student organizations in the U.S., telling about Student Patrols, Student Government Groups, and Student Courts. Several magazines and papers used by American students as supplementary materials, were shown to the audience and discussed.

This meeting was inaugurated by Mr. Yamada of Kyoto Police Department and the head priest at Shojoin Temple.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No.26

Press Release :

The health of Japan's children today is a primary concern of educators. This week a group of twenty three elementary and middle school teachers met at Shigeno Primary School with a representative from Kyoto Military Government Team, CI & E Section, to discuss and plan health units for all the grades.

They considered the definition of health education, its aims, and practical ways of accomplishing these aims. Each member contributed ideas and experiences to the discussion.

The representative from K.M.G. Team showed books and pamphlets telling of health education in United States. She emphasized that the health of the children is the concern of all the home, the school, and the community.

Health is not to be regarded as a formal subject in the school curriculum. It is related to all the experiences of the child. Health education is the sum of all these experiences which favourably influence habits, attitudes, and knowledge.

This committee will prepare units of study to be submitted to Kyoto's teachers. These will serve as a guide to health teaching.

Health and safety of Japanese children today means health and safety for Japan of the future. These teachers are cooperating to prepare a splendid and lasting project.

Kyoto Military Government Team
CI & E.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No.25

Press Release :

YOUR P.T.A. :

The National Congress of Parents and Teachers in United States is an educational organization.

Its objects are:-

1. To promote the welfare of children.
2. To raise the standards of home life.
3. To secure adequate laws for the care and protection of children.
4. To bring into closer relation the home and the school.
5. To secure for every child the highest advantages in physical mental, social, and spiritual education.

Where ever a group of people desire those objectives for their children - there a P.T.A. should start. Plan a program with these simple ideas in mind.

The wise parent needs to know about the changes in education. The good teacher should know about and respect the home environment of the child. Only when the parent and teacher work harmoniously together can the objectives of the PTA be realized.

B. MacFarland
Education.
K.M.G.T.
16 September 1947.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No. 24.

Press-Release:

YOUR PTA:

To Parents and Teachers.

Have you organized your PTA?

If it is organized are you really keeping it active?

In National Education Association Journal (December 1946 issue) this statement appeared: "The National Congress of Parents and Teachers, which is one of the most important organizations in the United States, reports a membership of 3,909,544 for 1945-46."

Why should nearly 4,000,000 people in our country join an non-profit organization?

The answer-

Because the PTA seeks to unite the home, school, and community in behalf of the children.

Recently a Japanese newspaper carried an editorial that the future of the nation lies in the children.

The PTA combines the talents and power of home, school, and community for betterment of the nation's youth.

(To be continued).

B. Mac Farland
K.M.G.T. CI&E.
12 September 1947.

KYOTO MILITARY GOVERNMENT TEAM
SPO 713 (Kyoto, Honshu)

Press-Release:

No. 23

A CHALLENGE TO EDUCATION:

With the reopening of schools this September Japanese educators are starting out on a new and big project. Many changes have come and more will come. Teachers are faced with ideas which may seem strange. Try them; Accept them first on faith but as your lessons progress from day to day, evaluate each new plan in its relation to Japanese education.

The safety of the country - the safety of the world today, lies in our educational systems. An American, Ralph Waldo Emerson said; "Let us make our education brave and preventive. Politics is an afterwork, a poor patching. *** We shall one day learn to supersede politics by education."

Through education the country progresses. Through education people understand each other. Through understanding comes a peaceful world. Make your education "preventative". Prevent future failures! Make your education brave. Fear not to try the new. This is a challenge to all of us today.

B. Mac Farland
Education
K.M.G.T.
8 September 1947.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No. 22

Press-Release.

DEVELOP YOUR OWN VISUAL AIDS

Authorities agree that well developed visual aids make the learning experience from 10% to 30% more meaningful. From the philosophy of the East comes the saying: "One picture is more valuable than a hundred words." This is our starting point --- VISUAL AIDS ARE VALUABLE TO THE LEARNING EXPERIENCE.

Too often "visual aids" means only motion pictures and we sigh enviously at the thought of those who have this media for teaching. Stop sighing and use the material at hand. Make large graphs and charts to illustrate the lessons being taught. Make the charts simple so the child can use them to check his work. Use pictures, colored paper, colored pencils, scraps of cloth, and nature's own materials. Enlist the help of the children to find material and to give ideas. When material is scarce - and we know it is - the imagination must be taxed.

Rules to follow in making charts and graphs ---

1. Make them large enough to be seen easily.
2. Make them gay and colorful so they are decorative as well as useful.
3. Make them simple and practical. Visual material should motivate and not be an end.
4. Make them a part of the child's own experience because he has contributed to their making. Don't underestimate the child's ability to give ideas.
5. Make them of material at hand. Don't wait for better times!
6. MAKE THEM NOW. Don't cheat the pupils you have this year. Next year you may have better materials but these pupils will be gone.

B. Mac Farland
K.M.G.T. CI&E Section
3 September 1947.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No.21.

Press Release :

WAY OF USING CORN MEAL:

Recently at a meeting of Japanese women it was stated by a member of the audience that food prepared from the corn meal recently received was bitter. This should not be true if just cornmeal is used.

Cornmeal is often used in American families and food prepared from it is a favorite with members of the family. A very simple recipe to prepare is cornmeal mush.

Ingredients : 1 cup cornmeal
1 teaspoon salt
5 cups water (about)

Method : Bring water to boiling point.
Add cornmeal and salt gradually, stirring constantly.
Boil for 2 hours in double boiler or for 1/2 hour over direct flame. If the last method is used the mixture should be stirred constantly to prevent scorching.

Ways to serve : Serve either hot or cold with milk, or honey, or any fruit in season.

When mixture is cold cut slices about 1/2 inch thick and fry slowly in hot fat until brown. Serve as fried fish.

B. Mac Farland.
Education.
K.M.G.T.
27 August 1947.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

Press Release :

No.20.

COMPULSORY EDUCATION :

The early protestant reformers in the time of Martin Luther (1483-1546) advocated that education should be "universal, compulsory, and free".

Luther believed that if people were to fulfill successfully the varied duties of life, they must be educated for this purpose.

Today we are living in a competitive world. Everything has been accelerated. If young people are going to meet new situations they must be educated toward them.

Although the idea of compulsory education was introduced several hundred years ago, the first compulsory education law in U. S. was passed less than 100 years. (Massachusetts 1852.). That was about the time of Perry's visit to Japan.

Today the majority of states in U.S. demand compulsory education for all normal children between ages of 7 and 16 years. Several states have enacted laws raising compulsory school age to eighteen years.

Compulsory education protects the child and gives him his birth right. It also protects the community, states, and nation as educated men and women take their rightful places in civic life.

B. Mac Farland.
Education.
K. M. G. T.
25 August 1947.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No. 19.

Press Release :

CO-EDUCATION AND EQUAL EDUCATION:

American speakers in Japan are continually being asked by members of the audience to explain co-education and its advantages. It is very difficult for an American person to think in terms of education that is not co-education.

To the American mind the matter is very simple. The prefix "Co-" means "together, in the same degree". Co-education merely means "education together".

In Japan, and all over the world, boys and girls play together, walk in the same parks, live in the same houses. They marry and have a family together. All through life, from birth to death, men and women are together. Isn't the classroom a safe place for them to learn to co-operate, equally and democratically?

Education should prepare thinking individuals to play an intelligent part in co-operative social planning. This education should not be reserved for males. Females too are "thinking individuals" and they play an important part in social planning.

The important problem to face is not co-education but equal education;

One of the greatest reasons for the education of all is given in the New Constitution. It no longer refers to "men" but to "people" (Chapter 3, art 11).

Teachers are educated for their jobs and they have the children only a few hours a day. Shouldn't potential Mothers be educated so they can do a better job of training their sons-and their daughters?

CO-education is economically sound. It costs less. This is a factor to consider.

Since beginning of time an argument has been offered by men that girls' minds are inferior. Every place on the earth's surface where women have aimed toward equal education that has been offered by the men as an argument.

Science has proven there is no sex of mind. No intelligence test can show if it has been prepared by a boy or girl; In a study made by United States Bureau of Standards, it was found that a woman's average reaction when driving a car is 9 to 10 times quicker than a man's. That doesn't indicate

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lack of intelligent ability, does it?

CO-education is equal education for all Give it a chance;
That is the best way to prove if it will work successfully.

Making the Statement that Co-education is now accepted
in Japan isn't enough. It must be put into practice.
Physical plans may be made gradually but actual success can
come only when it is tried. The nation must have faith in the
ability of her own children.

B. Mac Farland.
Education.
K.M.G.T.
18 August 1947.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

Press Release :

No.18.

RECREATION AND USE OF LEISURE TIME

The life of the American child today is really exemplified in the rhyme-

The world is so full of a number of things.
I'm sure we should all be as happy as kings.

We know, taking the words literally, that kings are not, by virtue of birth, happy. We know too that each person is at sometime "King" in his own circle.

Being born American gives a child a headstart toward happiness and success. Being born today, in a mechanized, modern world offers opportunities of leisure hither to unknown. As work time decreases, leisure time increases. What to do with leisure is a problem each individual faces.

In years passed a young person was expected to find gratifying recreation without any special preparation. By trial and error method it was learned that many leisure activities were merely "time-killers." It has been proven far too often that sometimes recreation wrecks rather than builds. Finally educators came to realize that boys and girls needed to be instructed to discriminate between enjoyments that enrich their lives and those which dissipate. The cocurricular program of the school aims to help the student develop the ability to select his leisure time activities wisely. Emphasis has been placed on development of hobbies and recreational and sport pursuits that the individual can follow when his school days are over. Progressive thinkers consider education for fun as important as purely academic training.

Leisure activities are varied - there are games, singing, picnics, hikes, radio programs and movies. Some include all members of the family and some attract a definite age group. A boy or girl, through leisure activities, learns to adjust himself or herself to habits of the household or neighborhood and to feel a responsibility to the family circle or community. They develop true sportsmanship and tolerance.

Young people of high school age are naturally group minded. They are experimenting with friendship and human relations. They are becoming aware of individuals in the group as special people. "Boy-girl" friendships develop. After school they congregate in an icecream parlor or drug-

store for a soda and ice cream. Lasting friendships are established. Through these leisure time associations boys and girls learn to know each other better and to understand the interests, needs, and desires. This is sensible and sane preparation for a happy, free, adult life.

According to a study made by J.F. Stainer in 1930 Americans spend over \$10,000,000 annually for recreation. This figure alone serves as a guidepost that education in the use of leisure time is a necessity. The largest amount of the expenditure goes for vacation travel. There is definitely close relationship with school instruction for through the study of geography, social studies, and literature information is gained and the desire to see these places is engendered.

Most Americans are interested in sports, both from the point of view of spectator and participant. Today golf, tennis, swimming, dancing may be a part of school activities and will provide healthful, gainful recreation for the future.

The school had little to do with the extensive development of the motion picture and radio. It is, however, the job of the school to teach appreciation of these arts and to develop in adolescence, critical criteria for judging and evaluating. Only while the audience is critical does the art continue to hold to high standards. The young people in towns and cities usually go to the movies two or three times a week. In many families each member has his own radio so each can select the program he likes best. The level of appreciation can be raised by instruction.

American youths love the outdoors. During the warm season they swim, play golf, tennis and baseball. They like to fish and hike. In the winter they enjoy skiing and skating. Roller skating is a popular form of recreation. They enjoy singing together, playing musical instruments, and dancing. Many dramatic clubs are organized both as a part of the school work and leisure time activities. Americans are "Camera fans" as is most evident in Japan. There are activities too numerous to mention, all contributing to a full life.

Educators in America feel that the school has an obligation to help the student plan his leisure time wisely, and to teach him to do better what he will surely choose to do anyway.

B. S. Mac Farland
Education
K.M.G.T.
July 13, 1947

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No.17

Press Release :

SIZE OF CLASSES OR "PUPIL LOAD"

Often the question is asked "What is the average size of classes in the schools in United States?"

Class size - often termed "pupil load" - is a subject of interest to every teacher. She always hopes for the class of ideal size - 18-25 - but rarely ever realizes that. More often the number of pupils per class, especially in city schools, is between 30 and 35. In some regions the pupil load is even higher. When a greater number is reached the only usable method of instruction is the lecture which in reality has no place in elementary and secondary schools.

If there are fewer students in a class it means that the teacher has more time for the individual. It means too more opportunity for a better understanding of the child and his needs. With a small group informal methods of approach can be used to advantage.

In many parts of the United States there are still one room rural schools having a small enrollment but they grow fewer and fewer in number. Thinking people are realizing that consolidated schools tend to be more economical and more efficient and offer far better educational and social opportunities for the students.

School population is a changing thing. Quite naturally it is somewhat controlled by industrial advantages offered to families. I know of one school where the school population decreased 25% in two years. The reason for this was a definite decrease in work opportunities. The pupil load in a neighboring school increased 15% due to a planned housing project in the neighborhood.

The school is not an isolated world of its own. It is a part of the big scheme of things and so is influenced by community conditions and community thinking.

It is the right of every child to receive the best educational instruction, in a group of limited size, so that his needs, wants, and interests can be recognized, studied and intelligently considered by adequately trained personnel. It is the duty of adult citizens of a country to see that the child receives his rightful inheritance.

B.S. Mac Farland
Education
K.M.G.T.
July 13, 1947

773 013

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No. 16

Press Release :

THE DAILY SCHOOL SCHEDULE :

The time schedule for classes in American Schools is usually planned by the principal and faculty of a teacher committee. The kindergarten is often on "half day" basis from 8.30 to 11.30, with another group of children coming for the afternoon session.

As the child grows in years and interests he needs more "planned" time and so his number of hours in school gradually increases. Most secondary schools are in session from 8.30 or 9 A.M. to 1.30 or 4 P.M. exclusive of a noon period. In the primary and elementary grades a specific time is allotted for "recess" but in junior and senior high classes no such provision is considered necessary.

In many city high schools there is one continuous session from 8.30 or 9 A.M. to 1.30 or 2 P.M. In such cases brief lunch and rest periods are scheduled, the first usually starting about 11.30. The mechanics of planning the school schedule to best fit the existing needs is the duty of the principal and teachers.

When the time schedule of a school states that the last class period is over at 3.30 that doesn't mean that the school day has ended. Sometimes it seems as if activities really begin then. Committees meet ! Rehearsals are held for plays, orchestra, and class programs ! Class games and interclass games are scheduled ! Square dancing and social dancing groups meet in the gymnasium ! Busy students use library and laboratory facilities ! The truly modern school is the scene of healthful, motivated, and directed activity.

B. S. Mac Farland
Education
K. M. G. T.
July 13, 1947

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

Press Release :

No. 15

THE SCHOOL CALENDAR

The length of the school day and the length of the school year varies in different communities and different states in U.S. These are administration problems and are decided by state and local boards and by individual schools. The minimum number of school days required is usually established by state law but each school board plans its schedule for the term.

The school year is generally accepted to be from September to June with opening and closing dates set by local boards. In rural areas where young people must help with the crops the opening date of school is often later than in city areas. In New Jersey the state has established 180 school days as minimum number per year. Local school boards may plan for schools to be in session more days than the number stated by law but not less. In cases of epidemics and quarantine exceptions are permitted.

Certain national holidays are established by law but time and length of vacations are matters to be decided locally. Christmas (Dec. 25) and Good Friday are religious holidays. Thanksgiving (November) and New Year are national holidays. Labor Day (September) usually marks the opening period and Flag Day (June 14) the closing period of the school year.

Because it is believed by many educators to be psychologically bad to interrupt school routine with single holidays more and more American schools are considering or adapting an 8 week schedule. In this plan the school is in session for 8 consecutive weeks and closed for a week. There are no single holidays. This gives uninterrupted continuity to the work program.

In some schools promotions are made once a year - upon satisfactory completion of established minimum requirements or on the recommendation of the teachers. In other schools, mkyear promotions are made, and the school year has two terms - one from September through January, with the second term being from February to June inclusive.

773 013

In many towns and cities a summer school is in session for six weeks. The attendance is optional. Often the school playgrounds and buildings are used during vacation time. Here children benefit from directed activities.

B. S. Mac Farland
Education
K.M.G.T.
July 12, 1947

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

Press Release :

No.14

NATURE OF QUESTIONS :

The Japanese people continually express eagerness to learn about Americans and the American way of living. They ask many questions but so often these questions are of such extensive scope that it is impossible to answer them. Such questions as "How does a high school student spend a typical day?" "What is the opinion of Americans toward social dancing?" "What is the chief occupation in America?" It isn't possible to answer such broad questions.

First you must consider the great size of United States. From the Atlantic Ocean to the Pacific Ocean the country spreads for 3,000 miles. Japan could be fitted into one of the western states and there would be space left over. The United States has mountains and valleys. It has rolling fertile plains and rocky hills. It has rich garden spots and desert lands. As the lives of people in Japan have been influenced by geographic location, so living in different sections of United States has been directed by climate, topography, and geography. The life on a midwestern farm is quite different from life in a big, manufacturing city. Daily habits, social ideas, cultural growth, religious beliefs are all influenced by place and circumstances.

Visitors in Japan may be aware of a sameness throughout the country. Visitor in United States are constantly aware of differences.

We Americans love to talk about our home so ask us questions but ask specific questions that can really be answered.

B. Mac Farland
Education
K.M.G.T.
July 12, 1947

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No.13

Press Release :

Three main points in the Japanese Trade Unions

1. For the first time in history the Japanese have a law which not only gives them the right to form unions of their own choosing, but established a series of regulations to protect the Union, to keep it free and democratic.

The law implemented in Imperial Ordinance No.108, 1st March of 21 Showa, grants certain rights to the Japanese worker.

2. As soon as the union is formed, the elected executive committee is told to prepare a c o n s t i t u t i o n, the legal backbone of the union. It outlines the purpose of the organization, it tells you how you elect officers, it outlines their rights and duties, and regulates all of the activities of the union. But with the union formed, the first thing that happens is that the union decides that living-conditions must be improved. After much talking a list is made of the things they need—more money, increased family allowances, retirement funds, better hours and so forth.

The union-representatives have meetings with the management, and after collective bargaining the management makes certain concessions. Point by point, the company and the union write the c o n t r a c t.

3. When it is finished, the contract is taken back to a general meeting of the workers, it is read and if approved by vote, then the company and the head of the union sign the contract.

Many Japanese labor-contracts are very simple. But as the "Rodo-Kumiai" develops, you will develop contracts which protect every right of the worker.

Inshort, the Trade Union Law, the "Rodo-Kumiai"-Constitution, and the Contract are the three main subjects, that the worker must know.

Another thing in the management of the Union is to preserve and extend democracy. As long as a trade union is run by the membership on a democratic basis, it is a free trade union. But if the members sit back and let one or two persons run the union to their own liking—then the union-members have killed democracy and their trade union has become bureaucratic and useful only to the top man. The only way to maintain democratic unions is active participation in the every day affairs of the "Rodo-Kumiai" on the part of each and every member.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

Press Release:

No. 12

1. To what extent is home work given to American students?

a. There is no general rule governing the giving of homework. This depends upon the schedule developed by the school officers and teachers.

b. In the primary grades very little formal homework is given. The children must become accustomed to school routine. In junior high there is usually about an hour each night which must be devoted to preparation of school subjects. In high school more time must be given to homework and often two or three hours work is required. The main idea in home work is not to force the student to memorize facts, but to teach him to find out things for himself by reasearch, reading and extensive study in one field.

2. Do most of the American women teachers sacrifice their right to marry for the purpose of education or do they quit when they marry?

Under no circumstances does an American woman sacrifice her natural right to marry in order to have a profession. Many American women teachers are married. It is possible to find both the husband and the wife teaching in the same school. American women have found it is possible to work and still have a normal family life.

3. How does the American student spend Sat.?

A. The American student usually spends the morning doing small jobs around the house and on Saturday afternoon he might entertain his friends, go to a movie or participate in any other type of recreation. In the spring and summer the students often plan swimming parties and picnics while during the winter they enjoy skating, skiing, and other winter sports.

773 013

5. How do they encourage the merit and discourage the demerits of the student in America?

a. When a student does a job well he is rewarded in some way. Perhaps his parents will give him extra allowance, grant him a favor he particularly desires, or give him a present. The schools have honor rolls where all of the students who have done excellent work in the month will have their name posted on the school bulletin board or in the school newspaper. All these methods are used as healthy encouragement rather than merely rewards.

6. What is the principle of education in American?

These are many principles of education in America. An outstanding one is that an opportunities for an equal education be provided for every one regardless of race, creed, or sex.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No.11

Press Release :

Prof. Fukumoto's threatened reputation restored

An official report from the Procurator's office of the Kyoto court has been received by our office, and after consultation of the groups concerned the following a joint press-release is found necessary in order to settle the dispute friendly and peacefully :

In Summer 1945 Prof. Fujumoto of the Aitsumeikan University received some goods as a personal reward from the Shukant Military Factory where he and his students had preformed labor-services during the war. Some other professors, not only insisted on getting their portions delivered from him under the excuse that the goods were intended to be a present for the school, but they also abused and excluded him. A subjective information on this matter was given to the press by these professors, himself. For this reason Prof. Fukumoto brought the matter before the Kyoto Districts Court, claiming defamation as character and intimidation. The Procurator in charge investigated the matter and came to the conclusion that Prof. Fukumoto was not to be blamed or slandered as he had not done criminal offence, and that the article in the newspapers could not be constituted as defamation of honor. It is a fact that by reading the subjective article, Mr. Fukumoto's honor may be injured and for this reason this statement is now given a jointly so rectification can be made. Prof. Fukumoto has stated he will resign from the Aitsumeikan and will continue his teaching in Foreign Languages in another school.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

14 June 1947

PRESS-RELEASE:

No. 10

The Boy Scout Movement in Japan.

For the past six months a carefully selected committee of men interested and experienced in the real boy scout movement has been meeting regularly and discussing plans for the reorganization of this important character building selected for five troops in the Tokyo area and these leaders have been meeting regularly with the committee formulating certain basic principles and a suggested program for the first three months meetings.. These suggestions are not an attempt to regiment the movement, but are designed to help new leaders as they attempt to organize troops.

Under proper supervision and guidance the organization of a few model troops in different parts of the country may make an important contribution of the character building and democratic training of the boys of Japan. The development if guidance and assistance are furnished it.

Plans are being formulated by the committee for troop standards and registration. All prospective Japanese scout masters should be urged to contact the chairman of the committee, Viscount Mishima, 477 Yoyogi Matsudai, Shibuya-Ku, Tokyo.

Plans are being developed by a parallel committee for programs of leadership training for girls work.

In Kyoto our office has been approached by Mr. Nakano Chuhachi, Yamato-oji Gojo Sagaru, Kyoto-City on these matter about the middle of last month. Some ex-scoutmasters are also found among the occupation personnel, and their suggestions have been communicated to him. A preparing Committee for Kyoto is in progress. Japan will be brought nearer to the other nations in the world by this movement, which firstly aimed at worldbrothership.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

3 June 1947

PRESS-RELEASE:

No. 9

In view of the recent phenomenal increase of disputes involving "Third Nationals" over the evacuation of houses that have been referred to this office for mediation or settlement, we would like to express our views as follows:

Civil cases of this nature should be settled amiably between the parties concerned on the basis of the Japanese Law pertaining to the Renting of Houses, i.e. considering such legal conditions as whether the demand for evacuation is based on cogent reasons and also six months have elapsed after the notification of the cancellation of the contract or lease.

If there should be any member of the "Third Nations" who declared that he has no need to obey the Japanese Civil Law because he is a foreigner or who uses such threatening language as that the house shall be requisitioned in the name of the Occupation Authorities, or who otherwise resorts to violence, intimidation, or other unlawful conducts, then his case should be referred to the proper court.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

2 June 1947

No. 8

Press Release:

Physical Education

As far as the physical education program in the US, one cannot say "This is the way to be done or the way it is done", because techniques vary from place and teacher to teacher. There are only certain guiding principles which are generally recognized throughout most of the states. The general aim of physical education is to develop better men and women. Some of the objectives of physical education are:

1. Physical development
 - a. To develop health and organic vigor.
 - b. To develop an adequate amount of strength to do the maximum amount of work with the least fatigue.
 - c. To develop pride in physical well-being.
 - d. To develop skills in physical activity.
2. Skills.
 - a. Team games.
 - b. Individual competition such as wrestling, boxing, swimming, etc.
 - c. Individual sports, such as skiing, skating, aquatic sports, gymnastic skills, track and field sports.
 - d. Rhythmic exercises.
3. To promote enjoyment of physical activity.
4. To develop a carry-over interest in sports for later life.
5. To improve social relationships.
 - a. Sportsmanship, cooperation, self-discipline, courtesy, consideration of others. Leadership is of great importance here. It is the teachers' responsibility.
 - bb. To improve boy-girl relationships by co-recreational activities such as tennis, badminton, hiking, social dancing, folk-dancing, golf, etc.
6. To develop personality, courage, perseverance, self-confidence, leadership, initiative, integrity.

7. To develop the democratic way of living. Respect for the personality and feelings of others. Show appreciation of progress of other members regardless of the excellence of his performance. Laugh often with others, but never laugh "at" them. The good teacher participates often with the pupils.
8. To recognize the importance of feelings and emotions. Feelings are as important as reason. Students must develop beliefs and ideals as well as facts and ideas.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

24 May 1947

PRESS RELEASE:

No. 7

American Workers' Education

The two major unions were first, the American Federation of Labor (AFL), and later the Congress of Industrial Organizations.

These unions were very careful to educate their membership in trade unionism. They established schools, founded newspapers, issued booklets, and trained their workers in the philosophy of the rodo kumiai.

As they grew, their educational work expanded. American universities began to teach courses in rodo kumiai, rodo mumiai made moving pictures which told the story of the rodo jumiai, and unions went on the radio in order to tell those who did not belong to rodo kumiai what the rodo kumiai were doing.

Today, in America, the great unions have large departments in their national headquarters which do nothing but devote themselves to the writing of books, magazines, newspapers, and so forth. Hundreds of men all over America are employed from day to day as rodo kumiai educators.

Every summer, in many of the ken of America, the workers come to the University centers for a week or two, put down their tools, and read books in classrooms, hold discussions, learn new ideas in rodo kumiai. And when they return to their machi and mura, they bring back these ideas.

Thus the American rodo kumiai have learned that you cannot build strong unions unless you build democratic workers' education.

One very important thing about the Americans is that they do not spend useless hours in debate and speeches. When there is something to be done, they get to work and do it. For instance when the American rodo kumiai found that they could not rent houses, the members of the rodo kumiai held a meeting and wondered what could be done. A small kai was formed, and for weeks the kai met and discussed the problem, read the housing laws, read books on housing. After the talk, they acted. They formed rodo kumiai housing cooperatives, they bought land, and they built houses for themselves.

The important thing to understand is not that they built houses for themselves. The important thing is that they took direct action. They did not wait on the Governor to act. They did not wait for some official to scratch on a pad. They found out what they could do for themselves. Then they acted.

That is also workers' education -- only it is a type of education which we call "learning by doing".

Just one more example.

Many American workers found that they could not get enough food at the right prices. Again many of the American rodo kumiai went to work, studied the formation of a cooperative food store. In time, many of these American rodo kumiai formed their own stores, bought from the farmers in large quantities, were able to sell food to the members of the rodo kumiai at low prices.

Again: First, they had a problem. Second, they studied so as to know that to do. Third, they did something.

There is the big thing to learn from the American rodo kumiai

773 013

File

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

000.76-BA

GDI/hn
19 May 1947

SUBJECT: Press-releases.

TO : Kyoto press.

1. The Public Information Office of this Team is combined with the Education Section of this Team.
2. The last three press-releases are posted on this board. Previous releases are filed in the Education Section under No 000.76/B-6.

BY ORDER OF THE COMMANDING OFFICER:

Sgt GENE E. ELLIS
Public Information NCO

12

74 BB .27/5/47 for file

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

22 May 1947

No. 6

PRESS-RELEASE:

Questions and Answers

1 - What are some of the methods in which better co-operation can be fostered between parent and school?

Ans. a - Clubs like the PTA.
b - School visits by the parent.
c - Home visits by the teacher.
d - Circulation of bulletin from the school.
e - Education of Parent talks, reading, discussion.

2 - Is the "school curriculum" more important than the "home curriculum" as the child grows older?

Ans. No. At no time does one replace the other. Throughout the child's education periods, the two work hand in hand for a common goal - the well rounded educated citizen.

3 - How far should parents go in assisting children in difficult chores?

Ans. Parents should give helpful suggestions on how a thing should be accomplished, but should never do the chore for the child. Breeds laziness.

4 - Are there any questions a child asks which should be avoided by the parents?

Ans. Questions should never be avoided by the parent. Since the curiosity of the child has been aroused he will strive to get the information elsewhere. This often leads to mis-information.

5 - What is the best method of presenting sex information to the child?

Ans. By frank discussion taking into consideration the age of the child, as to how much he may be able to comprehend. Books and pamphlets are helpful to the parent in this important phase of the child's education.

6 - How can I teach a shy child to become more social-minded?

Ans. Attempt through observation to uncover the underlying reasons for his attitude. Set up situations, like parties in the home in which he comes into social contact with other children of his age.

7 - If a child has too much leisure time, whose problems is it, the home or the school?

Ans. Both. Though the school may have more facilities to absorb this time with worthwhile endeavor, it is the home that should direct the child into worthwhile activities.

775 013

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

GBG/jyn

15 MAY 1947

000.76

MAY 16 1947

SUBJECT: Public Relations

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TO : Commanding Officer, Kyoto Mil Govt Team, APO 713
 Commanding Officer, Fukui Mil Govt Team, APO 713
 Commanding Officer, Hyogo Mil Govt Team, APO 317
 Commanding Officer, Shiga Mil Govt Team, APO 25
 Commanding Officer, Nara Mil Govt Team, APO 25
 Commanding Officer, Osaka Mil Govt Team, APO 660
 Commanding Officer, Wakayama Mil Govt Team, APO 660

1. The Public Relation Officer, I Corps, has distributed to all military government teams instructions and guides to be used in the preparation of news stories for service and stateside civilian newspapers.

2. It is desired that effort be exerted to publicize both the outstanding job being done by military government teams in the Occupation and the individuals assigned to these organizations.

3. Stories may be written for "hometown" release, service publications and/or the three world-wide news services - i.e., Associated Press, United Press and International News Service.

4. News stories for other than Japanese newspapers will be routed through this headquarters. No delay in dispatch will result as all stories will be processed and edited rapidly. In addition, Public Relation officers requiring photo coverage for stories may secure same by contacting Public Relations Officer, this headquarters, telephone - Jackson 2-6497.

BY ORDER OF COLONEL PARTRIDGE:

William H. Giltner
 WILLIAM H. GILTNER
 Capt, CAC
 Administrative Officer

46982

14

773 013

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

File copy
I Corps

AG COO.76

8 April 1947.

SUBJECT: Public Relations

TO : See Distribution.

1. To facilitate a more thorough and complete news coverage of Military Government activities in the I Corps Zone, the following procedure is prescribed:

a. A Public Relations Officer will be appointed in each Military Government Team and Region. The names of officers so appointed will be reported to this headquarters.

b. Only the Public Relations Officer is authorized to release stories to the Japanese press.

c. Immediately on release of such stories, information copies will be forwarded to I Corps Public Relations Office, and to the nearest CCD Unit.

d. All feature and news stories, written by Military Government team personnel and intended for Stars and Stripes and/or accredited news agencies will be sent through the I Corps Public Relations Office.

e. Stories written by accredited correspondents and obtained through interview with Military Government team personnel do not come within the purview of this directive.

f. All hometown releases on personnel assigned to Military Government teams will be forwarded to I Corps Public Relations Office.

2. The occupation forces are doing a good job in Japan. The majority of newsworthy effort is currently being performed by Military Government Personnel. It is extremely important that this work be kept before the eyes of the American public. Timely first hand accounts by persons on the spot are of national interest. Region and team commanders will give personal attention to the subject of Public Relations.

BY COMMAND OF MAJOR GENERAL WOODRUFF:

Laurence E. Nobles

LAWRENCE E. NOBLES
Colonel, AGD
Adjutant General

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APR 10 1947

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19

Cir 306, Hq Eighth Army

b. It is the responsibility of each unit public relations officer to assure that classified material is not released in articles or in answers to questions from correspondents. However, in the latter case, the correspondent always should be informed of the reason.

c. Unit public relations officers will answer inquiries from the press on other than classified material. They will make every effort to supply the information as expeditiously and as accurately as possible. Anything less than such effort will serve only to weaken the confidence of the public in his and the Army's sincerity. Prompt and accurate replies are indicative of efficiency and of a genuine interest in being of service to the public, and are the surest means of creating and maintaining good will.

7. Coordination.

a. All staff sections should be acquainted with the responsibilities of the public relations officer. Where such understanding is reached, there will be a minimum of inaccurate and conflicting releases to the public.

b. The phrase "no comment" should not be used by any officer. The phrase is extremely aggravating to the press and is a challenge to hunt out the answer somewhere else, which may place the army in an embarrassing position.

c. All requests for information originating from the press should be directed to the public relations officer. Frequently, press inquiries are directed to a section. They should refer the inquirer to the unit public relations officer who is the staff officer and the best qualified to assist the press. In many cases, the public relations officer should take the press representative to a particular person to obtain the information.

8. Writing.

a. The paramount requirement of public relations writing is to record all the pertinent facts of the story.

b. If military terms are used, be certain that they will be understood by the general public. For example, the term "jeep" should be used rather than quarter ton truck.

c. Attributing information to "an army spokesman" is not desirable. Press and radio have emphasized their disapproval of such references, and many editors demand that information be attributed to a specific source before they will consider it. Note the following:

Six hundred basketballs were unloaded yesterday in Yokohama according to Colonel Virgil P. Snyder, Eighth Army Special Service Officer. He said that distribution was now being made to units of the command throughout Japan. -- -- --

Hq Eighth Army, Cir 306

d. When a writer expresses his opinion, he is said to be editorializing. It raises questions and often leads to controversy. The following underlined words are editorialized:

---. Upon conclusive evidence, the court found Private Jones guilty and sentenced him to ten years at hard labor. -----

---. The referee apparently did not know the rules when he penalized the team 15 yards for holding. -----

The statements should read as follows:

---. The court found Private Jones guilty and sentenced him to ten years at hard labor. -----

---. The referee penalized the team 15 yards for holding. The team captain protested that the rule had been misinterpreted. --

9. What is news? Anything that happens or is going to happen, however trivial, which is of enough interest for you to tell others will be of interest to the public.

10. Classes of news. Eighth Army public relations officers will deal with two types of articles: "news stories" and "hometown stories." A news story is an article of general interest to the public. A hometown story is an article concerning an individual, of interest only in the communities in which he has resided. Many stories can be written that serve both types.

11. News stories.

a. Suitable subjects for news stories are athletics, training, recreation, accidents, occupational duties, achievements, ceremonies, etc.

b. News stories must answer the questions WHO, WHAT, WHEN, WHERE, and WHY or HOW. These are commonly known as the five W's of news writing. They are placed in the leading paragraph of the story. Note the following lead to a news story:

WITH THE EIGHTH ARMY IN KATO, JAPAN,
July 20 - (WHO) Two American soldiers
(WHAT) were injured, none critically,
(HOW) when lightning started a fire which
destroyed the barracks of Company B, 25th
Infantry Regiment (WHERE) here (WHEN) tonight.

c. The remainder of a news story is a further development of some or all of the five W's. Addresses of persons mentioned in the story must be included, and are generally but not always, placed near the end. Note the remainder of the story:

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Private John Jones of Albany, N.Y., a sentry, was credited with preventing wide-spread injury by giving a prompt alarm when the flames started, shortly after lightning struck the second floor of the former Japanese army building. Jones lives at 1556 West 2nd St.

As half-dressed soldiers quickly filed out of the blazing building, a strong wind heightened the flames. The barracks were totally destroyed in 30 minutes.

The injured soldiers, the last to escape from the flaming quarters, were rushed to the regimental dispensary where they were treated for second degree burns.

The soldier-manned 25th Infantry fire department appeared immediately at the scene of the fire, but due to the high winds of the storm, were unable to cope with the flames.

The names of the injured are Sergeant James P. Crump, 455 Cherry St., Reno, Nevada; and Corporal Charles T. Vance, 101 Blair Ave., Boise, Idaho.

12. Hometown Stories.

a. Suitable subjects for hometown stories are awards, promotions, individual achievements, new and unusual assignments, attendance at army schools, hobbies, proficiency, etc.

b. In addition to one of the subjects listed above, all hometown stories should also include: (1) In general, the five W's required for a news story, (2) Individuals present job and it's importance to the occupation, (3) A brief description of his activities prior to entering the army, and (4) Addresses of relatives. The following is an example of a hometown story:

No. of copies: 4 (Note - One more copy than the number of outlets.)

Distribution: Rucker, Pa. (Record)(Inquirer)
(WVKT)

WITH THE EIGHTH ARMY IN OSAKA, JAPAN,
Oct. 5 - Sergeant Tom V. Rich, 22, Rucker, Pa., today received the Soldier's medal at Headquarters, 25th Infantry Division in Osaka, Japan, for heroism in Okinawa on August 2, 1946. Major General Charles L. Mullins, Division Commander, made the award.

A severe storm had capsized a small boat, throwing it's occupant into the raging water. Sergeant Rich plunged into the ocean, swam to the exhausted and helpless man, and towed him to safety.

At the present time, Sergeant Rich is a

squad leader in the Intelligence and Reconnaissance Platoon of the 35th Infantry Regiment. The mission of the platoon is to make daily patrols in search of possible hidden stores of Japanese arms.

Sergeant Rich graduated from Rucker High School in 1942. Prior to entering the service, he was a salesman with the Handy Construction Company. Sergeant Rich is the son of Doctor Lee M. Rich of 359 Scott Lane, Rucker, Pa.

c. Another type of hometown story is the "job" story. It describes an individual's job and that of his section or unit; and illustrates how these duties assist in the accomplishment of the occupation mission. To prepare a job story, a basic article is first written on the duties of any unit or section. Then a description of any member's job within the unit is inserted into the general basic story. Thus if a section has twenty men, you have twenty stories. The following is an example of a job story. The underlined words are the insertions concerning the individual in the basic unit story:

No. of copies: 2

Distribution: Jasper, Michigan. (Gazette)

WITH THE EIGHTH ARMY IN YOKOHAMA, JAPAN, Aug. 8 - Sergeant Anthony K. Danna, 20, of Jasper, Michigan, a member of the 519th Military Police Battalion, is working with the Army's "police force" in Yokohama, Japan's major port city and seat of the headquarters of Lieutenant General Robert L. Eichelberger's Eighth Army.

Operating with the efficiency of a large metropolitan police force, the 519th MP Battalion covers the city with foot and jeep patrols equipped with two-way radio contact with headquarters.

Sergeant Danna is a member of the traffic division whose duties are to guide the heavy flow of military vehicles that are constantly on the move through the city.

One of the problems confronting the traffic division is jaywalking by the Japanese. Previously, the pedestrian had the right of way in Japan. The driver of a vehicle which hit a pedestrian was automatically convicted under Japanese law.

At the present time, Sergeant Danna is assisting in the preparation of rules for safewalking. Japanese schools, newspapers and radio will be enlisted to popularize the safewalking program.

Sergeant Danna graduated from East High School in 1944, and was captain of the track team his senior year. Sergeant Danna's

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Parents, Mr. and Mrs. John A. Danna live
at 411 Calvin Street, Jasper, Michigan.

13. Photographs.a. Processing.

- (1) The Signal Corps will take pictures upon the request of public relations officers. Pictures may accompany either news stories or hometown stories, or they may be strictly a picture story. All pictures must have captions even though they accompany a story.
- (2) Negatives are under the control of the Signal Corps. However, the number and distribution of prints taken upon the request of a public relations officer is within his discretion.
- (3) One picture for each newspaper is required for hometown use, except in the case of large cities such as New York, Detroit, etc. In the latter case, the person photographed should indicate which newspapers would probably use the pictures. News stories require four pictures. In general, the distribution is one to each photo service. This includes local newspapers. All photographs should be 8 x 10 in size, though 5 x 7 will suffice.

b. Standards. All pictures not only portray activities but also the acceptable standards of dress, performance and conduct. Improper dress or smoking in pictures of training give the impression of a casual performance of duties. Action shots are desired for news pictures since posed pictures are generally not published. However, action shots for hometown stories are not necessary.

c. Captions. Captions for photographs should contain the five W's. The following are examples of captions.

CAPTIONS

WITH THE EIGHTH ARMY IN TOKYO, JAPAN,
Sept. 20 - 1st Cavalry Division tests Private
Richard B. Blyth in his ability to handle his
machine over ditches and gullies. He gets
in and out without difficulty. He has
mastered his tank. Private Blyth's home
address is Route 5, Rome, Texas.

WITH THE EIGHTH ARMY IN YOKOHAMA,
JAPAN, Sept. 10 - Mary F. Smith was re-
united in Japan with her husband, First
Sergeant George R. Smith, 25th Infantry
Division, when the SS Monterey docked at

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Yokohama with 740 servicemen's families aboard. Their home is at 362 Vine St., Burbank, California, but until their return to the states, they will reside in Kyoto, Japan, where Sergeant Smith is now serving with the 35th Infantry Regiment.

14. General Court-Martial Cases.

a. The following information will be forwarded directly to Headquarters Eighth Army (ATTN: Public Relations Officer) within 24 hours after a general court-martial has announced a sentence of ten years confinement or one of greater severity, and on any other case that has a sensational aspect:

- (1) Full name of the accused, his age, rank, organization, station; and complete home address if available.
- (2) A brief summary of the specification and the evidence.
- (3) Full names of other persons mentioned in the specification, their rank, organization, station; and complete home address if available.
- (4) Sentence announced by the court and the date.
- (5) Location of the court.
- (6) Full name and rank of the commanding officer who will review the case, and the designation of his command.

b. Subsequently, the action of the reviewing authority will be forwarded.

15. Communication. All stories will be forwarded to Headquarters, Eighth Army (ATTN: Public Relations Officer). News stories may be sent by official radio or teletype, and hometown stories by mail. This headquarters will then disseminate all articles to correspondents and to local newspapers.

16. Minimum Requirements. Divisions should submit a minimum of ten news stories and one hundred hometown stories each week. Corps, troops, bases and general hospitals should submit a proportionate number.

(AG 014.13)(AC)

SECTION II - REGULATIONS GOVERNING AMATEUR RADIO OPERATION BY ALLIED PERSONNEL IN JAPAN.

Paragraph 6 (a) Section II, Circular No. 259, this headquarters. 27 August 1946, subject as above is rescinded, and

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the following substituted therefor:

6 (a) "The following bands are authorized for A1 (Radio-telegraph) and A3 (Radio-telephone amplitude modulated operation) as specified below for all classes of license:

7000 - 7300	kc	(A1 emission)
14000 - 14400	kc	(A1 emission)
14200 - 14300	kc	(A3 emission)
28.0 - 29.7	mc	(A1 emission)
28.1 - 29.5	mc	(A3 emission)
50.0 - 54.0	mc	
144 - 148	mc "	

(AG 676.3)(C)

SECTION III - UNITS AUTHORIZED TO DRAW QUARTERMASTER CLASS II & IV SUPPLIES AT TOKYO QUARTERMASTER DEPOT.

Circular No. 239, this headquarters, 5 August 1946, subject as above, is amended as follows:

Add the following

BULK DRAWING UNITS
(Column I)

TO DRAW FOR
(Column II)

QUARTERMASTER UNITS

QM Hydroponic Farm
(AG 475)(P)

QM Hydroponic Farm

BY COMMAND OF LIEUTENANT GENERAL EICHELBERGER:

OFFICIAL:

CLOVIS E. BYERS
Major General, GSC
Chief of Staff

J. M. GLASGOW
Colonel, AGD
Adjutant General

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*Swice file in PRO file
an extra copy*

Cir 311

CIRCULAR }
No. 311 }

WAR DEPARTMENT
WASHINGTON 25, D. C., 18 October 1946

Effective until 18 April 1948 unless sooner rescinded or superseded

MAY 3 1947

INTER-OFFICE

CO. ---
Exec ---
Adj. ---
Res. ind. ---
C. R. E. ---
Legal + Gov ---
Labor ---
Pub. Hlth ---
Maizuru ---
Team ---

	Section
INSTALLATION--Category of surplus.....	I
PROMOTION OF OFFICERS ON RELIEF FROM ACTIVE DUTY--WD Cir. 140, 1946, amended.....	II
PUBLIC RELATIONS--Accreditation and cooperation with public news media representatives.....	III
RESCISSION--Certain WD publications.....	IV

I. INSTALLATION. Effective as of 11 October 1946, Arlington Auxiliary Field No. 4, Colorado, an auxiliary field to La Junta Army Air Field, La Junta, Colorado, is placed in the category of surplus. (AG 602 (14 Oct 46))

II. PROMOTION OF OFFICERS ON RELIEF FROM ACTIVE DUTY. Paragraph 5b, WD Circular 140, 1946, as amended by section VI, WD Circular 296, 1946, is rescinded and the following substituted therefor:
b. Promotion will be made and dated on the date of departure from the headquarters announcing the promotion, or on the date of departure from Army hospitals in case of those officers separated from service by reason of physical disability and transferred to a Veterans Administration hospital, civilian institution, or to their homes for further hospitalization and/or medical treatment. (AG 210.2 (11 Oct 46))

III. PUBLIC RELATIONS. 1. The Public Relations Division, War Department Special Staff, is the proper designated agency representing the War Department and all the components of the Army to cooperate and deal with news media and correspondents representing such media, in matters regarding accreditation and acceptance of visits to occupation zones and other overseas military areas, the issuance of credentials and entry permits, the release of passports, use of Army transportation, use of Army facilities and accommodations, and other matters or coordination and cooperation outside the continental limits of the United States.
2. When requests or queries are directed to major commands, headquarters or other branches or agencies of the War Department on such public relations matters and related subjects, action should be referred or transferred to Public Relations Division without any indication of final consideration. When projects involving such matters are contemplated or projected by appropriate Army agencies, prior consultation and concurrence on the part of Public Relations Division must be secured before contact with news media or their representatives is affected.
3. No messages to overseas commands or headquarters concerning cooperation and availability of facilities for press assistance should be dispatched without prior concurrence of Public Relations Division.
4. Public Relations Division will consult and advise other interested Army agencies on the status and consideration of any application or question in which such agency has an interest. (AG 000.7 (8 Oct 46))

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KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)21 May 1947
No. 5

PRESS-RELEASE:

ON WORKERS' EDUCATION

Why is workers' education important to the Japanese trade Unions and to the men and women who are joining the Unions of the New Japan?

Thousands of Japanese young men and women are working on the mills, factories, mines and shops of Japan. Tens of thousands of Japanese ex-soldiers and ex-sailors are working on the farms of Japan. This young generation of workers - the generation that will rule the Japan of Tomorrow - hears many things about the Rodokumiai. But many of them do not understand what it is all about.

They know that a new age was born for Japan.

The first item which we seem to arrive at is that the workers must learn to understand the trade unions movement, must know what a union is, how it operates. Unless all the workers understand what the Rodo-kumiai is for, it is easy for a small group of persons who have outside knowledge to take over the union and operate it. That is undemocratic, for a union must be operated by the union-members. The little girls at the reeling machines and the little boys in the locomotive tender must be as well informed on the Rodo Kumiai as is the stationmaster, or the headmaster in an important middle school in Tokyo.

A second thing is, the workers must become more aware of the world in which they live. They have food difficulties. What can the union do to help them solve the food problem? They cannot secure decent houses in which to live.

In a word, the purpose of workers' education is to aid each and every worker to discover the world in which he lives, to understand it, and hence to be able to go to union meetings and make intelligent suggestions on what to do about it.

Summary : The purpose of workers' education would seem to be twofold:

1. To increase the knowledge of each and every member of the union in order to improve the social and economic position of the individual member.
2. To increase the educational level of all union-member to such an extent that the unions become powerful enough to be a mighty democratic force in the community.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No. 4

ANSWERS TO QUESTIONS FROM JAPANESE WOMEN

Q: Are women's organizations in the United States doing anything to help prevent juvenile delinquency?

A: Many of them are. One organization in Cleveland, for example, has done a great deal in this regard. This organization was composed of some business and professional women and a large group of housewives. They became concerned about the increasing rate of juvenile delinquency and wanted to do something about it. They requested the Central Executive Committee to appoint a chairman to organize a committee and make a study of the problem. The committee as organized included as its members a women lawyer, a social worker, a school teacher, several housewives, and a representative of labor unions. This group held regular meetings and had as speakers, leaders in the community who were interested in the juvenile delinquency problem. These speakers included the president of the school board, a director of public safety, a judge of the juvenile court, members of various social welfare agencies, and outstanding men and women active in juvenile delinquency work in other states and cities.

These discussion meetings were alternated with field trips to settlement houses, playgrounds, courts, and slum areas. The committee found, of course, that the juvenile delinquency problem was connected with housing, food and home conditions of the young people as well as with domestic problems in the home, the lack of understanding on the part of parents, and the lack of adequate recreation facilities in the community.

After all the above study, the committee compiled a detailed report, drew up practical recommendations for a solution, and publicized the results through the newspapers and public meetings.

In cases where legislation was needed and laws had to be enforced, they consulted the representatives in the city council and other officials whom they had elected. They made these people see that in order to be reelected they had to do something about the juvenile delinquency situation.

The program developed to such an extent that there finally evolved a community plan for the creation of a juvenile court, staffed by men and women especially trained in all phases of juvenile problems; a public recreation program that included use of school buildings for evening classes in everything from wood-work and sewing to music and games; and a school for girls

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who needed new vocational training.

As you see, this program that started from simple beginnings grew into a plan that took years to accomplish. The important thing is that the entire undertaking resulted from a desire on the part of citizens in a democratic society to do something about a problem that affected them all.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No. 3

THE PARENT'S PART IN EDUCATION

Parents are the child's first, last, and most important teacher.

The parents have a better opportunity to understand the child; they know his background, understand his emotional problems and physical limitations. The child sees life through the eyes of his parents. Interests, manners and tastes, even likes and dislikes are largely formed before the child goes to school. The influence of the home is the largest factor in personality development. Having given these, consciously or unconsciously, to their children, parents should not expect the school to carry on without the cooperation from the home.

The school can do no more than to direct the child's interests to those subjects which develop useful attitudes toward new situations.

The meaning of discipline - Parents have a great task to help their children understand the meaning of discipline. A disciplined person is a self-directive and self-controlled person. A disciplined person is obedient to principles rather than to persons - principles of health, growth, and safety; principles involving recognition of the rights of others, obedience to all those rules that will ultimately develop self-control and self-determination.

Work habits - Every child should have certain tasks to perform regularly, such as pecking up toys or cleaning the playroom.

Elementary sex instruction - One of the most difficult topics to discuss with a child, but of dire importance since his curiosity must be satisfied. To say "God make you" is not satisfactory, because it raises more questions in the child's mind than answers. The parents are best suited for this instruction, and should explain the elementary facts of sex, taking care that the child is not given facts without interpretation of facts, idealism and exemplary adult behavior. In the expression sex education, the more important word is education. Sex education without hygiene, biology, physiology, psychology and ethics is inconceivable. Parent education is necessary.

Regular work and rest habits - Medical authorities through experiments have shown that the adolescent needs a minimum of nine hours of sleep, and that during the school week this should be the rule. Young people should be encouraged to have a regular schedule of hours of work and play. Should the school work prove to be too heavy, parents may lessen home tasks; but a careful check should be made to see that school work is completed.

Socialization and etiquette - The adolescent should be encouraged to enjoy the company of the opposite sex, and the parent should be quick to detect and correct any obvious "wall flower" attitudes. He should be encouraged to plan parties and dances becoming a part of the social life which is appropriate for his age group. Consultation with the teachers on this problem will be helpful.

Discriminating use of money - The adolescent can well be given an allowance out of which he should buy certain things. Parents are often too willing to give money to their children without making them feel that they have earned it in some way. The practice for the adolescent to keep a budget is invaluable in teaching him the true value of money.

Importance of friends - The adolescent likes friends, and he should be made to feel free to bring his friends home to meet his mother and dad. Nothing gives the adolescent a greater feeling of security than to know that his friends are welcome in his home. He must understand though that in order for him to have a friend, he himself must first be a friend.

In concluding, let me point out that the aforementioned home curriculum may seem a large order, but think of the rewards. A happy home where children are encouraged to think for themselves, to take responsibility, to share in the making of family decisions, and to treat their parents with respect. Thru cooperation of the home and school, the child has had time for worthwhile leisure activities leading to the formation of interest and hobbies, which are necessary for the enjoyment of life. The parents, having assumed their rightful responsibility of educating their child, know and understand him better. Finally the parents have the joy and satisfaction of knowing that they have played the most important part in making their child a better citizen. With intelligent cooperation, parents and teachers can bring the young people to the point where they can be trusted to live wholesome, intelligent, and socially-effective lives which is the paramount aim of education.

KYOTO MILITARY GOVERNMENT TEAM
APO 713 (Kyoto, Honshu)

No.2

WOMEN- questions:

1. What type of organizations do women have in the United States?

There are organizations in the United States to answer the needs of practically all groups of women. Organizations are not formed on a geographical pattern as they are in Japan. Instead, they are organized around interests. There are among the national organizations such groups as the Business and Professional Women's Clubs, Federations of Women's Clubs, the League of Women Voters, the American Farm Bureau Federation, the American Association of University Women, the Parent-Teachers Association, etc. Practically every community has at least a dozen different organizations; some of them branches of national groups and others merely local clubs to answer the particular needs of a particular group of Women in a community. Some of their programs are centered entirely around home needs, others around the school, community or national needs, all depending on the group interest.

2. What kind of organizations do American widows have?

There is no outstanding national organization of widows in the United States. Such organizations in Japan are formed primarily for welfare purposes, and such welfare programs in the United States are undertaken by the government and private welfare agencies. Widows, like all other people who have suffered a personal hardship, try to work out their own solution. They get jobs remarry, and wherever possible make their own adjustment to the society in which they live. When in need of help, they are provided with such through the Social Security Act. This act has provisions for help for the needy, the aged, the blind, dependent children and maternal and child care for prospective mothers.

3. Are there many cooperative undertakings in America which help ease the burden of the housewife? If so, what?

Probably the most important cooperatives in the United States are the Consumers' Cooperatives and buying clubs. There are organized so that consumers may pool their buying power and purchase goods, food, clothing, etc., in large quantities, thus saving money for the individual. There are not many cooperatives concerned specifically with the burden of the housewife.

4. What kind of programs do women's associations in the United States have?

There are almost as many different kinds of programs as there are people, for women's organizations are formed according to the interests of the members. This can be illustrated by the

development of the programs of three or four national associations. These associations have branches in almost every State and in almost every large town in the United States.

The National Federation of Business and Professional Women's Clubs was formed in 1919 with the following objectives: elevate the standards of women in business and the professions; extend opportunities for education along industrial, scientific, and vocational lines; aid in providing new job opportunities for women; and promote the movement for equal pay for equal work for men and women. To accomplish these objectives this organization makes studies of job and educational opportunities for women throughout the country; publishes its findings; holds meetings to inform its members and the general public on the need for opening new fields for women; consults with legislators; and gives organized support to necessary legislation relating to its goals. Perhaps the most important fact about this comprehensive program is that the women who participate come to definite conclusions and make specific recommendations for accomplishing stated purposes. The Business and Professional Women's Club is non-partisan, self-supporting and self-governing.

The National Congress of Parents and Teachers has as its members more than three million fathers, mothers, and teachers. Its objects are to promote the welfare of children and youth in the home, school, church, and community; raise the standards of home life; secure adequate laws for the care and protection of children and youth; develop between educators and the general public untied efforts to secure for every child the best available physical, mental, social, and spiritual education. To accomplish this, the organization has regular weekly or bi-monthly meetings of its members. The membership is voluntary and the organization is self-supporting. Its activities include lectures, public meetings, discussion groups, and studies and investigations of specific problems related to its aims. It has undertaken programs to provide thousands of children with school lunches, traffic safety education, and health examination before enrollment in school so that all remedial health defects may be eliminated. In addition to the foregoing, the program, of course, includes projects to improve the local school system and to keep the parents informed about the latest developments in education.

The Associated Women of the American Farm Bureau Federation has a membership of nearly half a million farm women from forty-four States and Puerto Rico. Its aim is to promote, protect and represent the business, economic, social and educational interests of the nation's farms. It has a valuable home economic extension service which takes the latest information about home affairs into the home so that women receive instruction in cooking, sewing, etc., in their own environments. The organization promotes discussion groups among farm men and women and provides opportunities for needed recreation programs. It has conducted ten annual public speaking contests on such subjects as civic responsibility, schools, health, world-peace, and producer-consumer relations. It has sponsored a nation-wide project to send aid to foreign

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countries suffering the after-effects of war. This is part of its program to interest farm women in international relations and in the inter-dependency of peoples all over the world.

RELEASED: 15 May 1947
GEORGE D. ISH
Capt. CMP
Public Relation
Officer.

KYOTO MILITARY GOVERNMENT TEAM
APO 713(Kyoto Honshu)

FAR EASTERN COMMISSION'S DIRECTIVE REGARDING
THE REVISION OF THE JAPANESE EDUCATIONAL SYSTEM

No. 1

Guiding Principles and Objectives

1. Education should be looked upon as the pursuit of truth as a preparation for life in a Democratic nation, and as a training for the social and political responsibilities which freedom entails. Emphasis should be placed on the dignity and worth of the individual, on independent thought and initiative and on developing a spirit of inquiry. The inter-dependent character of international life should be stressed. The spirit of justice fair play, and respect for the rights of others particularly minorities and the necessity for friendship based upon mutual respect for people of all races and religions should be emphasized. Special emphasis should also be placed on the teaching of the sanctity of the pledged work in all human relations whether between individuals or nations. Measures should be taken as rapidly as possible to achieve equality of educational opportunity for all regardless of sex or social position. The revision of the Japanese educational system should in large measure be undertaken by the Japanese themselves and steps should be taken to carry out such revision in accordance with the principles and objectives set forth in this paper.

Training Recruitment and Conditions of Service of Teachers

2. Those teachers and other educational officials whose record shows them to have been pronounced exponents of ultra-nationalistic militaristic or totalitarian ideas should be forbidden to teach or engage in other employment connected with education.
3. Short refresher courses and vacation schools for teachers should be opened so far as possible in order to teach them democratic ideas.
4. The development of modern techniques of teaching should be encouraged and opportunities should be provided for teachers to become acquainted with these techniques. In this connection regard should be had for the value of affording teachers opportunities to transfer from one institution to another.
5. As a corrective to the regimented and limiting nature of normal school training in the past, and to provide teachers with aims and techniques in harmony with the objectives of the

occupation special emphasis should be placed upon the reorganization of normal schools and the establishment of teachers' training institutes staffed with the most competent instructors available for inculcating democratic principles. Endeavors should be made to increase the proportion of teachers who have had a university training.

6. The teaching profession should be recognized as of vital importance to the future welfare and democratic development of the nation and its economic status should be improved to a degree commensurate with this importance. Consideration should be given to the establishment of salary scales affording all teachers a reasonable standard of living according to their abilities, qualifications and responsibilities, without the necessity of supplementing their income from outside sources. A basic living wage should be guaranteed for all teachers, with increases according to their qualifications.

Textbooks Curricula and Teaching Methods

7. Teaching of ultra-nationalism, state Shintoism, veneration of the Emperor, exaltation of the state over the individual and race superiority should be eliminated from the educational system.

8. Textbooks and other reading material that contain such ideas as those outlined above should be withdrawn from use in schools. New textbooks should be issued which give an understanding of progressive ideas. Foreign books should be made available especially in central libraries and for teachers. These objectives should be given due weight when allocations of paper supplies and imports of foreign publications are made.

9. Courses in social sciences, civics, constitutional law and government, current events, world affairs and international cooperation should be made an integral part of the educational system at appropriate levels of teaching.

10. Teaching of military subjects should be totally forbidden in all educational institutions. The wearing by students of military-style uniforms should be forbidden. Classical sports such as kendo which encourage the martial spirit should be totally abandoned. Physical training should no longer be associated with the Seishin Kyoiku. Greater emphasis should be placed on games and other recreational activities than of pure calisthenics and drill. If former servicemen are employed as drill instructors or in connection with physical training or sport, they should be carefully screened.

11. Imperial rescripts should not be used as basis of instruction, study or ceremonies in schools.

12. Independent thinking on the part of teachers and students should be encouraged.

13. Uniform minimum standards should be prescribed for the different levels of instruction in all the schools of Japan, whether public or private.

Adult Education

14. Adult education should be promoted rapidly by the use of all suitable facilities such as evening classes university extension courses, radio, cinema and libraries.

Vocational Education

15. Japanese youth should be provided with opportunities for varied vocational training and guidance and appropriate organizations to gain this purpose.

Educational Administration and Finance

16. The Japanese Government should seek advice from representatives of all walks of life either through a non-official advisory council or otherwise.

17. The Japanese Government should exercise such control over the education system as will ensure the achievement of the objectives of the occupation particularly the reforms called for by this policy decision. For maintenance of standards prescribed by the government the responsibility for the local administration of educational establishments should in due time be decentralized. Japanese parents and citizens should be encouraged to feel a sense of individual responsibility for the achievements of the objectives set out in Paragraph 1. Where practicable they should be associated with the control, development and work of the schools and other educational institutions.

18. The plans enumerated in this paper should be closely correlated with the reforms in the social, economic and political life of the nation. In the implementation of the educational policies outlined above, funds should be allocated for all essential educational reform commensurate with the needs and resources of the nation.

19. In order that educational standards in poor districts should not be lowered by the inability of some local bodies to provide sufficient finance from local revenue, finance for education should come for the most part from the national government, which should be responsible for the maintenance of an adequate level of education throughout Japan. Local and private bodies should be encouraged to supplement these funds provided by the national government.

General

20. Free and compulsory education should be provided for all Japanese children for a minimum period of 6 years and should be extended to higher age groups as rapidly as possible.

21. More opportunities should be provided for higher education.

22. Equal opportunity for both sexes should be provided at all levels of education--primary secondary and tertiary.

23. Encouragement should be given to the formation and re-orientation of educational associations, parent-teacher associations: To assist in making the Japanese people aware of the significant changes in the direction of education in a democratic Japan, such groups should be encouraged to consider practical problems of education.

24. Discrimination against the graduates of private schools in civil service appointments should be eliminated provided the schools in question conform to educational standards laid down for the public educational system.

25. Educational institutions of foreign foundation in Japan have played a useful part in the past in widening and deepening the scope of Japanese education, and should be given equal rights with those of Japanese institutions in the future.

* * * * *