DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

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Description of contents

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Shikoku

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Report to CAR.

1. Teachers Workshop.

(1) Secondary education workshop.

Shikoku District Secondary Workshop and West Japan Secondary Workshop of Fishery Course. In this prefecture, the Tokushima Board of Education is now planning programs of these workshops as to organization of sub-groups, selection of study-topics, their consultants, chairmen, and managers, decision of meeting places, of the schools in which demonstration lessons are to be practiced, topics of the general meeting, kinds of recreation, arrangement of the meeting places, and in-service education programs within the prefecture etc.

(See printed materials attached, for detail information.)

(2) Elementary education workshop.

Now planning as to the decision of topics of study, in-service education programs within the prefecture, and selection of attendants to the Shikoku District Elementary Workshop to be held in Kotohira of Kagawa Prefecture.

(3) Special Education Workshop.

35 including 2 consultants and I chairman attended and was very successful, and now engaging in the work of evaluation and further planning. Further planning consists of the following three phases of diffusion, reflection, and plan for the next step.

(See attached materials for detail information.)

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II. Organization of study system.

1. Decision of in-service education district.

Organized 2-5 districts in each gun or city so that teachers can attend workshop meeting without spending night in the meeting place (travel to and from the meeting place from their home on the same day), aiming at the activation of in-service activities. One principal in each gun or city is selected as in-service workshop sponsor, and he works as a liaison person with the Guidance Section, and also act as a core person of in-service workshop within the gun or city. (See attached materials for detail information.)

2. Councellors study group and Curriculum Committee are working under the plan by Guidance Section.

(A) Curriculum Committee held Aims Committee meeting and is endeavoring to establish general aims of education, aims of upper, and lower secondary, elementary, and kindergaten education.

(B) Councellors Study group is considering to hold the 2nd training course for councellors, besides the liaison and study meeting once in each school term.

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Elem Sch Workshop

(Topics)

四國地區小学校幼稚園教員研究集会研究問題

第一班　教育課程

1. 新学習指導要領により各学校において教育課程を改訂する手続はどのようにしたらよいか。
2. 四国各県で作成した体育課程の研究。特に社会科をとりあげて研究する。

第二班　学習指導

1. 能率的な学習指導法はどのようにしたらよいか。
2. 能力別学習指導法はどうするか。

第三班　ガイダンス

1. 指導計画はどのように立てたらよいか。

第四班　学校経営

1. 民主的な学校経営の望ましいあり方。

第五班　教員研修

1. 教育者としてのあり方。
2. 校内における現職教育はどのようにしたらよいか。

第六班　健康教育

1. 学習指導時における健康指導の方法。
2. 健康教育の施設は如何にあるべきか。

第七班　視聴覚教育、学校図書館

1. 現状に即した学校図書館の経営の

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Table of Elem Sch Workshop

第四班　学校経営

1. 民主的な学校経営の望ましいあり方。

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2. 健康教育の施設は如何にあるべきか。

第七班　視聴覚教育、学校図書館

1. 現状に即した学校図書館の経営のしかた。
2. 地域に即した視聴覚教具の作成と活用はどのようにしたらよいか。

第八班　複式教育

1. 複式学級に於ける学習指導はどうすればよいか。
2. 複式学級の経営のしかた。

第九班　教育評価

1. 学習効果の評価を合理化、能率化するにはどうすればよいか。

第十班　児童会、クラブ活動

1. 児童会、クラブ活動の組織と運営をどうするか。

第十一班　PTA

1. PTAは如何にして学校に協力するか
2. PTAの会合の持方。
3. 家庭教育の心得。
4. 会員の修養をどのようにしたらよいか。
5. 社会教育への援助はどうすればよいか。
6. PTAの民主的な運営法はどのようにしたらよいか。

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Schedule of Elem. Sch. Workshop.

三十日	二十九日	二十八日	二十七日	二十六日	二十五日	
授業説明	講義	講演(C-E)	講義	講義	受付	8.30
実演授業					開会式	9.00
						9.30
b	b	b	b	b	講演(CIE)	
	実演授業	パネルデスカッション	実演授業	実演授業	日程説明	10.30
b	b	b	b	授業研究会		11.00
授業研究会	授業研究会	授業説明	授業研究会	授業説明	b	11.10
					授業説明	11.50
R	R	R	R	R	R	12.15

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日程説明	授業	授業	授業	授業	授業	
	b	b	b	b	b	10.50
授業説明	授業研究会	授業説明	授業研究会	授業研究会	授業研究会	11.00
						11.10
R	R	R	R	R	R	11.50
L	L	L	L	L	L	12.15
班別研究	班別研究	班別研究	班別研究	班別研究	研究報告会	1.00
地域見学					2.30	
					内会式	
					3.00	
						5.00

（bは小休止　Rはレクリエーション　Lは昼食）

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Problems to be Discussed at the Elementary School
and Kindergarten Workshop for Shikoku District

Group I. Course of study

1. The procedure in revising the course of study of each school in accordance with the new principles of teaching methods. Will especially study the case in social studies.

2. Study the course of study of the kindergarten prepared by each prefecture.

Group II. Teaching method

1. Efficient teaching methods.

2. Teaching methods in accordance with learners' ability.

Group III. Guidance

1. How to plan program of guidance (Kindergarten included)

Group IV. School administration

1. Desirous and democratic school administration.

Group V. Study for teachers

1. How educators should be.

2. How teachers in service should act in school.

Group VI. Health education

1. Method of health education while teaching subjects.

2. Equipment for health education.

Group VII. Visual and audio education, and school library

1. Operation of school library meeting the local situation.

2. Preparation and use of visual and audio education equipment which meet the local situation.

Group VIII. Compound class education

1. Teaching methods in compound classroom.

2. Operation of compound classroom.

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Group IX. Educational evaluation.

How to rationalize and put into effect the evaluation of school achievement.

Group X. Children's association and club activities.

1. Organizational structure and operation of children's associations and clubs.

Group XI. PTA

1. How PTA should cooperate with schools.
2. How to hold PTA meetings
3. Home education
4. How to build characters of members
5. How to assist social education.
6. How to operate PTA democratically.

* * * * * * * * * * * * * * * *

Table of Elementary School and Kindergarten Workshop

Date

<u>25th</u>

0830 - Start to receive in guests.
0900 - Opening ceremony
0930 - Lecture (CIE)
1030 - Explanation of schedule
1100 - Short recess
1110 - Explanation of class
1150 - Recreation
1215 - Lunch
1300 - Group study
1700 - Closing

<u>26th</u>

0830 - Lecture
0930 - Short recess
0940 - Demonstration
1040 - Explanation and workshop
1150 - Recreation
1215 - Lunch
1300 - Group study
1700 - Closing

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27th

0830 - Lecture
0930 - Short recess
0940 - Demonstration
1100 - Short recess
1110 - Workshop
1150 - Recreation
1215 - Lunch
1300 - Group study
1500 - Inspection
1700 - Closing

28th

0830 - Lecture (CIE)
0930 - Short recess
0940 - Panel discussion
1100 - Short recess
1110 - Explanation of class
1150 - Recreation
1215 - Lunch
1300 - Group study
1700 - Closing

29th

0830 - Lecture
0930 - Short recess
0940 - Demonstration
1100 - Short recess
1110 - Workshop
1150 - Recreation
1215 - Lunch
1300 - Group study
1700 - Closing

30th

0830 - Explanation of class
0900 - Demonstration
1050 - Short recess
1100 - Workshop
1150 - Recreation
1215 - Lunch
1300 - Report
1430 - Closing ceremony
1500 - Disband

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Guidance Section
Kagawa Board of Education

Recent Chief Events

1. Workshop in Special Education in Hiroshima (Chugoku and Shikoku Districts--Participants about 400) from May 28 to June 6. 18 members participated from Kagawa Prefecture.

2. Preparatory Meetings for the Text-book Exhibition and Selection

   Held at 7 places from June 5-19th
   Participants--Principals and PTA members and teachers' consultants

3. Committee for the Course of Certificate Law of Teaching Profession on June 4th. Discussed and decided this year's plan. This summer's Plan:

Elementary	11 Places	4 units (Profession)
Lower Secondary	5 places	4 units (Special Subject)
Upper Secondary	4 places	4 units (General Culture)

   Term: from July 24 - 31
   from Aug 20 - 31

4. Guidance Members' Meeting on June 8th. (regularly held twice a month)

5. Diagnosis and examination of Tuberculosis of all teachers at 22 places from June 1st-14th.

6. School Nurses Conference Meeting of 4 prefectures of Shikoku on June 8 at Takamatsu.

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26F

Teachers License Course, Matsuyama in winder and spring.

1950 and 1951

Period: December 25 - December 31

January 4 1951 - January 10 1951

March 20 - March 26

March 27 - April 2

Hours and Units:

<u>General education</u>	15 hours	Natural Science 30 hours self-study	Total 45 hours
	unit 1		
<u>Professional education</u>	15 hours	30 hours' self-study	Total 45 hours
	unit 1		
<u>Special education</u>			
	A 30 hours	60 hours' self-study	Total 90 hours
	B 60 hours	30 hours' "	Total 90 hours
	unit 2		

It is scheduled to have 200 participants at each place totalling 8,000.

Meeting places of Teachers' License Course:

<u>General education:</u>

Saijo Kita USS
Izumikawa PS or Niihama Nishi USS
Gunchu PS
Yahatahama-shi Usuhama USS
Kawanoishi PS
Tanbara USS
Kamiukena USS
Uwajima Minami USS
Iwamatsu PS
Kawanoe USS
Kofuji USS
Matsuyama Higashi USS
Matsuyama Minami USS

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN)
NUMBER 292)

Takamatsu, Shikoku
20 December 1950

1. DUTY OFFICERS: The following personnel are detailed as "Duty Officer" for the period shown:

1230 - 1700	20 Dec 50	Mr. D Lutz
1230 - 1700	23 Dec 50	Mr. R B MacLeod
0800 - 1230	24 Dec 50	Dr. W G A Edelmar
1230 - 1700	24 Dec 50	Lt Col W D Johnston

2. TURN-IN OF WINTER CLOTHING: All personnel will turn-in all serviceable and unserviceable items of the following listed equipment to the Region supply:

a. Parka shell cotton OD
b. Parka field cotton OD
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e. Parka liner pile
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3. RESPONSIBILITY PERSONNEL MAKING FIELD TRIPS: Par 10a, Adm Memo No. 6, this Region, dtd 15 Sept 1950 is quoted as a reminder to personnel concerned:

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4. TAXI SCHEDULE:

ONE TRIP ONLY

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0745	Mr. Togashi	Region
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	Mr. & Mrs. Smith	"
	Mr. Whaley	"

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Uwa-cho PS
Imabaru Nishi USS
Imabaru Minami USS
Ozu LSS
Uchiko PS
Johen PS

Special education: (& professional education)

Niihama Nishi USS or Saijo Kita USS
Gunchu PS
Yahatahama-shi Shirahama PS
Tanbara USS
Kamiukena USS
Uwajima Minami USS
Mishima USS
Matsuyama Higashi USS
Uwa-cho PS
Imabaru Nishi USS
Osu LSS
Johen PS

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	Mr. Whaley	

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264 Rus

Teachers' License Course during Winter Season
in 1950, Kagawa

Primary school and Kindergarten (general education)

1430 teachers have applied for the course.

Place: Tsuda, Takamatsu, Tonosho, Sakaide, Kotohira, Kannonji

Lower Secondary school and B class of Upper Secondary school (special education)

587 teachers have sent applications.

Place: Takamatsu, Sakaide, Zentsuji.

Subjects: National language, Social study, Mathematics, Science, Music, Drawing, Health, English, Vocation, Domestic science

Upper Secondary school (professional education)

574 teachers have sent applications.

Place: Takamatsu, Sakaide, Kannonji.

2591 teachers have applied for the course in all.

December 20, 21, 22, 23 and December 30, 31 are the self study days.

The participants shall be tested and evaluated by their reports on January 28, 1951.

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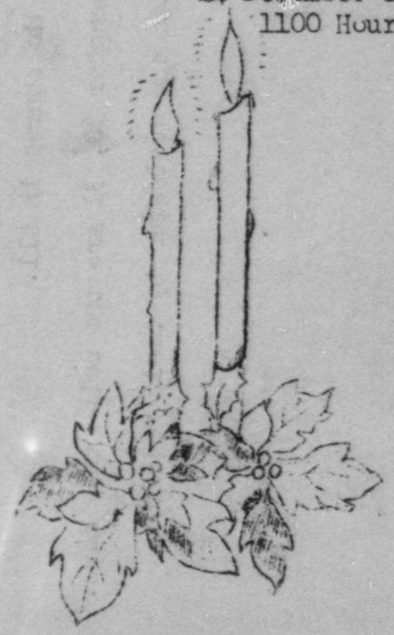
SHIKOKU CIVIL AFFAIRS REGION

Takamatsu

CHRISTMAS SERVICE

Sunday
24 December 1950
1100 Hours



Services: W. B. Pedersen
Music: Mrs Lutz
Mrs Hammond

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264 RUK cj D

Teachers' License Course in Winter, Kagawa Pref.

December 29, 1950
S. Matsuura

Date: December 28, 1950

Place: Sakaide Branch of Kagawa University
(in the morning)

Kagawa University, Takamatsu City
(in the afternoon)

Period of Teachers' License Course:

December	20-23	Self-study at home
"	24-29	Class
"	30-31	Self-study at home.

Attendants:	2693	1486	Primary School
		612	Lower Secondary School
		595	Upper Secondary School

27 classes

Lecturers - 54

Meeting places Takamatsu, Sakaide, Tsuda, Tonosho, Kotohira, Kannonji, Zentsuji.

I saw the real condition in Sakaide. 629 teachers applied for the course, but in fact 621 teachers were present. I saw the real condition in Takamatsu. 1108 teachers applied for the course but in fact, 1049 were present.

Comment:

1. All the attendants were very earnest in their study. The percentage of the attendants was very good. (Those who were absent were assistant teachers who need not units)

2. Guidance Section of Board of Education printed the summary contents of the lectures and distributed them to all the attendants. I thought it was a good idea.

3. The attendants were studying very actively in practice of physics, Chemistry, by using facilities of the Kagawa University. They were also busy in studying dessin, gypsography and moulding.

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4. They could not get enough professors in Kagawa Prefecture, they invited three professors from the Tokyo University of Literature and Science. These professors are Mr. Mino (Physical geography) Mr. Kumatani (Physical geography) and Mr. Nakano (Psychology)

5. After finishing the course, the participants will be tested or have to submit reports and works, and at the same time evaluation will be given on January 28, 1951. So the attendants seems to study very earnestly at home.

6. Owing to the fact that there is difference in the scholarship, some of them seemed to be in difficulties in understanding the contents. According to each individual's scholarship, or by their choice, understandable subjects would be better given to them.

Remarks:

1. A lecturer gets ¥300 per one hour so every lecture gets ¥6,000 in all in average.

2. ¥250 per one day is given for those attendants who needs transportation expenses and hotel expenses.

3. Half amount of the prints' expenses will be paid out of the prefectural expenditure for those participants who are going to get units by correspondence course.

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

F
264

Visiting Teachers' License Training Course
in Kagawa Prefecture

August 29, 1950
by S. Matsuura

Date of visit: August 26, 1950

Places: 1. Sakaide Branch School of Kagawa University
2. Zentsuji Branch of Kagawa University
3. Kotohira Primary School, Kotohira-cho

Period of training course:

1. August 18 - August 28 (class)
2. Sept 24 - written examination

Date of classes

1. General Education course of Primary and Kindergarten

   a. Sakaide meeting place Aug 18, 19, 20, 21, 23, 24

   b. Kotohira meeting place Aug 21, 22, 23, 24, 25, 26

2. Special education course of B class of lower and upper secondary school

   a. Sakaide meeting place:
   Aug. 21, 22, 23, 24, 25, 26

   b. Zentsuji meeting place
   Aug. 21, 22, 23, 24, 25, 26

3. Professional education course of upper secondary school.

   ~~a. Sakaide meeting place Aug. 21, 22, 23, 24, 25, 26~~
   b. Sakaide meeting place Aug. 20, 21, 22, 23, 24, 25, 26

Agenda of each meeting place

Class opens at 0900

Recess	1015 - 1030
Class	1030 - 1145
Lunch	1145 - 1230
Class	1230 - 1345
Recess	1345 - 1400
Class	1400 - 1500

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

The court was opened and the president ..... the findings and sentence.

The court then, at ..... o'clock, ... M., ..., 19.....

.....

AUTHENTICATION OF RECORD

.....

.....

President.

.....

.....

Trial Judge Advocate.

I examined the record before it was authenticated.

.....

.....

Defense Counsel.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Subjects and attendance:

1. General education course of primary school and kindergarten;

a. Sakaide meeting place;

	Enrollment	Attendance
Natural science, Chemistry	215	215

b. Kotohira meeting place

Cultural science Ethical science	220	220

2. Special education course of the 2nd class of secondary school.

a. Sakaide meeting place.

1)	National language	51	51
2)	Social study	80	78 (2 absence)
3)	Mathematics	25	25
4)	Music	31	31
5)	Health phys. education	18	18
6)	Vocational agriculture	33	33
7)	Domestic science	169	169

3. Professional education course of upper secondary school

a. Sakaide meeting place	196	196

Comment: 1. The participants were all listened to lectures very earnestly.

2. The participants had poor knowledge of natural science, and English was very low, so many of them could not understand it.

3. It is deplorable, whole program has been changed due to the refusal of Teachers' Union.

It seems that the Mombusho's plan had some unreasonable points and at the same time teachers' union demanded expenses in excess.

Absence: Very few or none

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

PREVIOUS CONVICTIONS, ETC.

The court was opened and the trial judge advocate stated, in the presence of the accused and his counsel, that he had _____ evidence of previous convictions, which
(No or some)

was read to the court and is attached as Exhibit _____
(Cross out if inappropriate)

The trial judge advocate read the data as to age, pay, service, and data as to restraint of accused as shown on the charge sheet as follows:

Age _____ Pay, $_____ per month. Allotments to
(Base pay plus pay for length of service)

dependents, $_____ per month.

Government insurance deduction, $_____ per month.

Data as to service: _____

Data as to restraint of accused: _____

Prosecution to accused: Is that data correct?

Accused:

F-264

Evaluation of License Course — Lower Secondary School

Administration						
1. Period of the course	long	(48)	good	(379)	short	(~~327~~)
2. Season of course	good	(147)	during vacation	(280)	Saturday or Sunday	(75)
3. Location of meeting place	convenient	(141)	good	(157)	no good	(250)
4. Hours in a day	too much	(123)	just good	(347)	short	(75)
5. Management of the course	very good	(148)	good	(305)	bad	(90)
6. Facilities of the meeting place	sufficient	(59)	good	(335)	insufficient	(152)
Contents of the course						
1. Educational policies	good	(262)	lectures are short	(110)	want to have more conference and practice	(254)
2. Were contents of lectures befitted to your taste?	very much	(157)	little	(270)	no	(154)
3. Were lectures difficult	high	(138)	good	(326)	low	(87)
4. Hours of question and answer	plenty	0	good	(327)	short	(213)
5. Effective	very much	(176)	a little	(252)	none	(101)
Influence on individuals:						
1. Health	not tired	(18)	tired a little	(307)	tired greatly	(220)
2. Hours from home to meeting place	more than 30 m.		30 m. - 1 hr		1 hr - 2 hr	
	2 hr - 3 hr		more than 3 hr			
3. Distance	Less than 4 k.		less than 10 k.		less than 30 k.	
	less than 40 k.		more than 40 k.			
Interference on class						
1. On education	no	(19)	comparatively no	(182)	some interference	(272)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDC NO. 77 50 13

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

REQUEST FOR USE OF "EAGLE" TRAIN

Date_____

Request the "Eagle" be made available as indicated:

Leave			Arrive		
Place	Time	Date	Place	Time	Date

Purpose:_____

_____

Names of persons to be accomodated:

_____ _____

_____ _____

_____ _____

_____ _____

Requested by:_____

HEADQUARTERS, SHIKOKU CIVIL AFFAIRS REGION, APO 1050

Approved.

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

(Prepare in duplicate for Adjutant)

Opinion for the future program

1. Regarding lecture

a. We hope to have lecture course fitting to our real ability
b. Consider on the difference on each incivicual
c. On the basis of new education
d. Give us prints beforehand
e. Show us reference books beforehand
f. Easy and simple words should be used

2. We hope there is a meeting place in each gun and city

3. We want to get one unit course

4. We hope to attend courses on Saturday & Sunday

5. We oprose to have examination. Judge by our attitude.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDC NO. 77-50013

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

REQUEST FOR USE OF "EAGLE" TRAIN

Date_____

Request the "Eagle" be made available as indicated:

Leave			Arrive		
Place	Time	Date	Place	Time	Date

Purpose:_____

_____

Names of persons to be accomodated:

_____ _____

_____ _____

_____ _____

_____ _____

Requested by:_____

HEADQUARTERS, SHIKOKU CIVIL AFFAIRS REGION, APO 1050

Approved.

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

(Prepare in duplicate for Adjutant)

F 264

Evaluation of License Course — Primary School

Administration						
1. Period of the course	long	(185)	good	(1025)	short	(17)
2. Season of course	good	(240)	curing vacation	(949)	Saturday or Sunday	(29)
3. Location of meeting place	convenient	(514)	good	(545)	no good	(115)
4. Hours in a day	too much	(387)	just good	(825)	short	(15)
5. Management of the course	very good	(273)	good	(880)	bad	(76)
6. Facilities of the meeting place	sufficient	(76)	good	(791)	insufficient	(360)
Contents of the course						
1. Educational policies	good	(379)	lectures are short	(440)	want to have more conference and practice	(402)
2. Were contents of lectures befitted to your taste?	very much	(94)	little	(356)	no	(253)
3. Were lectures difficult	high	(654)	good	(555)	low	(21)
4. Hours of question and answer	plenty	0	good	(514)	short	(810)
5. Effective	very much	(144)	a little	(854)	none	(111)
Influence on individuals:						
1. Health	not tired	(43)	tired a little	(794)	tired greatly	(414)
2. Hours from home to meeting place	more than 30 m. 2 hr - 3 hr		30 m. - 1 hr more than 3 hr		1 hr - 2 hr	
3. Distance	less than 4 k. less than 40 k.		less than 10 k. more than 40 k.		less than 30 k.	
Interference on class						
1. On education	no	(232)	comparatively no	(737)	some interference	(294)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

INFO FOR TYPING POOL ONLY
LO NO. _____
NO. OF TICKETS REQUIRED _____

Request for Travel Orders

The undersigned requests travel orders to _____ (Destination)

From _____ to _____ For purpose of _____

No. of days _____ Official travel _____

Travel by: Leave _____

Jeep _____ *Approved by Medical Officer _____ (Initial)

Eagle _____ Approved by Section Head _____ (Initial)

Train _____ Adjutant _____ (Initial)

Ferry _____ Detachment Commander _____ (Initial)

Plane _____ Executive Officer _____ (Initial)

Request Berth Reservations by RTO _____ Upper _____ Lower _____

Japanese Nationals accompanying on trip _____

_____

_____

Will Japanese Nationals return on same transportation? _____

_____
(Name & Rank)

_____
(ASN)

Individuals are reminded that they will submit their request for travel orders 48 hours in advance.

* Initials of Medical Officer needed only when traveling for Medical Reasons.

Opinion for the future program

1. Regarding lecture
   a. We hope to have lecture course fitting to our real ability
   b. Consider on the difference on each indivicual
   c. On the basis of new education
   d. Give us prints beforehand
   e. Show us reference books beforehand
   f. Easy and simple words should be used
2. We hope there is a meeting place in each gun and city
3. We want to get one unit course
4. We hope to attend courses on Saturday & Sunday
5. We oppose to have examination. Judge by our attitude.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

INFO FOR TYPING POOL ONLY
LO NO. _____
NO. OF TICKETS REQUIRED _____

Request for Travel Orders

The undersigned requests travel orders to _____ (Destination)

From _____ to _____ For purpose of _____

No. of days _____ Official travel _____

Travel by: Leave _____

Jeep _____ *Approved by Medical Officer _____ (Initial)

Eagle _____ Approved by Section Head _____ (Initial)

Train _____ Adjutant _____ (Initial)

Ferry _____ Detachment Commander _____ (Initial)

Plane _____ Executive Officer _____ (Initial)

Request Berth Reservations by RTO _____ Upper _____ Lower _____

Japanese Nationals accompanying on trip _____

_____

_____

Will Japanese Nationals return on same transportation? _____

_____
(Name & Rank)

_____
(ASN)

Individuals are reminded that they will submit their request for travel orders 48 hours in advance.

* Initials of Medical Officer needed only when traveling for Medical Reasons.

Kagawa F264

List of Attendance at Teachers' License Course

September 1950

Meeting place		Present Total	absent Aug. 18	19	" 20	" 21	" 22	" 23	" 24	" 25	" 26	% of attenc.
Primary School												
Tsuda		162	0	7	4	3		3	3			97.5 %
Sakaide		221	1	0	0	1		2	2			99.54%
Kotohira		229			3	4		5	3	2	0	99.1 %
Shozu		116			1						2	99.56%
Takamatsu		426	1	2	4	3		6	5			98.91%
Kanonji		286			4	2		9	7	4	4	98.25%
Total		1,440	2	9	16	13		25	20	6	6	98.87%
Lower Secondary School												
Sakaide	Music	31				0	2		3			97.31%
"	National language	52					3	1	1	1	1	97.75%
"	Social Science	78				1						99.78%
"	Mathematics	26					1	1	1	1	1	96.79%
"	Physical educ.	19										100 %
Takamatsu	Mathematics	18										100 %
"	National language	42						2				99.19%
"	Social science	91				1	1		1	1	2	98.89%
"	English	25				2	1			1	1	96.66%
"	Drawi. & handi.	36										100 %
"	Science (a)	22				1						99.42%
	(b)	36				1						99.53%
Zentsuji	Homemaking (a)	38				1						99.56%
	(b)	39							1	1	1	98.71%
"	Vocational (a)	16					2	3	2	2	2	88.53%
	(b)	17							1	1	1	97.00%
Total		593				7	10	4	7	8	9	98.57%
Upper Secondary School												
Sakaide		218			3	1		1				99.6 %
Takamatsu		262			9	1		2	1			99.17%
Kanonji		98			1			4	4	4	4	97.1%
Total		578			13	2		7	5	4	4	98.99%

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SUBJECT	DATE OF LETTER	DATE OF FILE	FILE NO.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 77 50 13

Evaluation of License Course — Upper Secondary School

Administration						
1. Period of the course	long	(59)	good	(411)	short	(13)
2. Season of course	good	(147)	during vacation	(320)	Saturday or Sunday	(17)
3. Location of meeting place	convenient	(220)	good	(186)	no good	(80)
4. Hours in a day	too much	(186)	just good	(296)	short	(3)
5. Management of the course	very good	(119)	good	(304)	bad	(40)
6. Facilities of the meeting place	sufficient	(19)	good	(207)	insufficient	(269)
Contents of the course						
1. Educational policies	good	(209)	lectures are short	(101)	want to have more conference and practice	(168)
2. Were contents of lectures befitted to your taste?	very much	(172)	little	(283)	no	(21)
3. Were lectures difficult	high	(14)	good	(440)	low	(29)
4. Hours of question and answer	plenty	10.	good	(92)	short	(389)
5. Effective	very much	(182)	a little	(307)	none	(15)
Influence on individuals:						
1. Health	not tired	(36)	tired a little	(289)	tired greatly	(156)
2. Hours from home to meeting place	more than 30 m.		30 m. - 1 hr		1 hr - 2 hr	
	2 hr - 3 hr		more than 3 hr.			
3. Distance	Less than 4 k.		less than 10 k.		less than 30 k.	
	less than 40 k.		more than 40 k.			
Interference on class						
1. On education	no	(95)	comparatively no	(85)	some interference	(37)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

INFO FOR TYPING POOL ONLY
LO NO. _____
NO. OF TICKETS REQUIRED _____

Request for Travel Orders

The undersigned requests travel orders to _____
(Destination)

From _____ to _____ For purpose of _____

No. of days _____ Official travel _____

Travel by: Leave _____

Jeep _____ *Approved by Medical Officer _____
(Initial)

Eagle _____ Approved by Section Head _____
(Initial)

Train _____ Adjutant _____
(Initial)

Ferry _____ Detachment Commander _____
(Initial)

Plane _____ Executive Officer _____
(Initial)

Request Berth Reservations by RTO _____ Upper _____ Lower _____

Japanese Nationals accompanying on trip _____

_____

_____

Will Japanese Nationals return on same transportation? _____

_____
(Name & Rank)

_____
(ASN)

Individuals are reminded that they will submit their request for travel orders 48 hours in advance.

* Initials of Medical Officer needed only when traveling for Medical Reasons.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 77 50 13

Opinion for the future program

1. Regarding lecture
   a. We hope to have lecture course fitting to our real ability
   b. Consider on the difference of each individual
   c. On the basis of new education
   d. Give us prints beforehand
   e. Show us reference books beforshand
   f. Easy and simple words should be used

2. We hope there is a meeting place in each gun anc city

3. We want to get one unit course

4. We hope to attend courses on Saturday & Sunday

5. We oppose to have examination. Judge by our attitude.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

REQUEST FOR USE OF "EAGLE" TRAIN

Date_____

Request the "Eagle" be made available as indicated:

Leave			Arrive		
Place	Time	Date	Place	Time	Date

Purpose:_____

_____

Names of persons to be accomodated:

_____ _____

_____ _____

_____ _____

_____ _____

Requested by:_____

HEADQUARTERS, SHIKOKU CIVIL AFFAIRS REGION, APO 1050

Approved.

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

(Prepare in duplicate for Adjutant)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

F264

Teachers' License Training Course in Kochi Prefecture

28 July 1950
by S. Matsuura

1. Investigation: 25 July and 26 July 1950

2. Place: Ottemae U.S.S.
Ozu U.S.S.
Kochi B.E. Secretariat
Education Faculty, Kochi University

3. Plan of Kochi B.E.

a. Meeting Place

A. Group	Place
1. Kochi City (Kochi) *	Kochi University Ozu U.S.S.
2. Takaoka-gun (Suzaki)	Suzaki U.S.S. Suzaki Technical U.S.S.
3. Aki-gun (Tano)	Chugei U.S.S. Tano L.S.S.
4. Kami-gun (Otochi)	Otochi L.S.S. Otochi P.S.
5. Nagaoka-gun (Tai)	Tai L.S.S. Tai P.S.
6. Agawa-gun (Osaki)	Osaki L.S.S. Osaki P.S.
7. Hata-gun (Togawa)	Togawa L.S.S. Togawa P.S.
8. Hata-gun * (Nakamura)	Nakamura U.S.S. Hata Agricultural U.S.S.
9. Hata-gun (Shukumo)	Shukumo U.S.S.
10. Hata-gun (Hiromi)	Hiromi L.S.S. Hiromi P.S.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

B Group

11.	Takaoka-gun (Takaoka)	Takaoka U.S.S.
12.	Aki-gun * (Aki)	Aki U.S.S.
13.	Agawa-gun (Shimoyagawa)	Shimoyagawa L.S.S. and P.S.
14.	Aki-gun (Sakihama)	Sakihama L.S.S. and P.S.
15.	Nagaoka-gun (Gomen)	Kochi Agricultural U.S.S.
16.	Takaoka-gun (Chizuhara)	Chizuhara U.S.S. and L.S.S.
17.	Takaoka-gun (Kubokawa)	Kubokawa U.S.S.
18.	Hata-gun (Kamikawaguchi)	Kamikawaguchi L.S.S. and P.S.
19.	Hata-gun (Shimizu)	Shimizu U.S.S.

* Indicates the course for upper secondary school teachers.

Those who finish the course of A Group this year, will finish the course of B Group next year to complete the whole course.

b. Period - July 10 - Sept 9, 1950

The whole period of this year's course shall be divided into 5 periods.

The 1st period	10 July - 23 July
The 2nd period	22 July - 4 Aug
The 3rd period	3 Aug - 16 Aug
The 4th period	15 Aug - 25 Aug
The 5th period	27 Aug - 9 Sept.

The course of one unit which needs 6 days is to be completed with 5 days' class and 2 days' self study.

The course of 2 units shall be finished with 10 days' class and 4 days' self study.

c. Participants: 5,400 (3,033 was expected)

4. Present situation:

The course was opened on 10 July 1950, but Kochi Teachers' Union refused the course, because their demands for travel expenses had been refused. However, teachers of five upper secondary schools and few teachers of lower secondary and primary schools attended the course.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Attendance (for example)
The 1st day 336
The 3rd day 379

Under these circumstances, almost all meeting place had no participant during the 1st period.

The 2nd period began on 22 July, 1950. The prefectural B.E. and the teachers' union reached an agreement and all the members were expected to participate the course.

More than the expected number were present the course. Because, B.E. allowed the other volunteers besides the applicable teachers to participate the course. B.E. increased facilities of meeting places.

~~B.E. increased facilities of meeting places.~~

A. Ozu U.S.S. meeting place (for teachers of primary, lower secondary schools and kindergartens)

Professional education
Subject: Children's psychology
Participants: 250 (100 was expected)

B. Education Faculty of Kochi University (for teachers of lower and upper secondary schools)

Professional education
Subject: Educational methods (Science)
Participants: 170
Absent: 2 or 3

C. Ottemae Upper Secondary School (for teachers of primary school)

Professional education
Subject: Educational psychology
Participants: 246

D. Showa Primary School (I (Matsuura) did not visit)

Subject: Children's psychology
Participants: 190

Each meeting place opened at 0900 and ended 1210 with 15 minutes recess.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN)
NUMBER 163)

Takamatsu, Shikoku
18 July 1950

1. DUTY OFFICERS: The following personnel are detailed as "Duty Officer" for the periods shown.

1230 - 1700	19 July 50	Mr C A Larsen
1230 - 1700	22 July 50	Mr W B Pedersen
0800 - 1230	23 July 50	Mr R J Charbonnel
1230 - 1700	23 July 50	Lt Col E H T Schechinger

2. NOTICES FOR DAILY BULLETIN: All requests for notices for DB will be submitted prior to 0930 a.m. each morning to the Sgt Major's Office.

3. MESS SERVICE CHARGE: In accordance with Par, 14a, Cir. No. 11, Hqs Eighth Army, 9 February 50, a Mess Service Charge of 10¢ per day per individual will be collected beginning Sunday, 16 July 50.

4. SECURITY OF MILITARY INFORMATION: All persons, military and civilian, connected with the occupation in Japan are warned against spreading of rumors or discussion of information with regard to military operations plans, personnel or equipment which come to their knowledge officially or otherwise. The warning applies both to oral discussion and written communications. All military and civilian personnel are hereby directed to report to Chief, Shikoku Civil Affairs Region any instances of violation of this.

5. POWER SHUT OFF: Power will be shut off between the hours 1330 to 1530, 18 July 1950.

6. TYPING POOL: All requests for typing will be channeled through the office of Sergeant Major Room 102.

7. PAPER CLIPS: Offices with excess supply of paper clips are requested to turn in excess to Message Center.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION:

OFFICIAL:

W. D. JOHNSTON
Lt Col Inf
Adjutant

W. D. JOHNSTON
Lt Col Inf
Adjutant

I N F O R M A T I O N

FOR SALE: 1 set Blue Love Birds and Cage. Price $1.39 or ¥500
Call 4219 House #8 Mrs. Lapina

Want to buy a leopard skin? On display in Room 105.

NEW CHAPEL THEATRE: Movie tonite "DAKOTA, LIL"
George Montgomery, Marie Windsor,
Rod Cameron

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

5. Negotiation between Teachers' Union and the prefectural B.E.

At first, Teachers' Union demanded for ¥15,430,000 for travel expenses. B.E. added ¥2,000,000 to ¥7,000,000 (the 1st budget). Totalling ¥ 9,000,000. Each teacher will get the expenses as follows:

a. ¥150 - Hotel expenses (one night)

b. Real expenses for train, tram car, bus.

c. ¥1 per 1 ,m for a teacher who uses a bicycle.

6. My (Matsuura) impressions:

a. I think 1 unit for 5 days (20 hours) is too low comparing with standard, decided by the Mombusho. (The course from 9 to 12, 10' in the morning with 15 minutes recess is considered as 4 hours' course.)

b. Kochi prefecture is too large and transportation is inconvenient. Professors are very few for 19 places.

3. Participants complained that teachers in other prefectures can get many units in shorter period. For example, Showa Girls' College in Tokyo gives 11 units in 19 days.

d. The participants are very earnest. I think the course might be too high for some participants and too low for some. It will be better to let them study in groups in future if necessary.

e. The law for the period of the course is being amended so that teachers can finish the units by 31 March 1956. It is desirable that unapplicable people who wants to take the course will not participate the course this year.

DECLASSIFIED E.O. 12065, SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

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BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION:

OFFICIAL:

W. D. JOHNSTON
Lt Col Inf
Adjutant

W. D. JOHNSTON
Lt Col Inf
Adjutant

I N F O R M A T I O N

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NEW CHAPEL THEATRE: Movie tonite "DAKOTA, LIL"
George Montgomery, Marie Windsor,
Rod Cameron

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

PROGRESSIVE METHODS OF TEACHING IN SECONDARY SCHOOLS

CHAPTER II

THE TEACHER

1. Importance of the Teacher.

Essential nature of the teaching service. Shortly after the turn of the century, one of the leaders in education wrote as follows:

The teacher is, by all odds, the most influential factor in high school education. Curriculum, organization, equipment, important as they are, count for little or nothing except as they are vitalized by the living personality of the teacher.

Freeman, after a most careful study of the newer devices which some enthusiasts have freely predicted must supplant the teacher, declares:

The superior effectiveness of the teacher as contrasted with any merely material device was indicated repeatedly in the investigation.

Of a more challenging nature is the statement of Dr. C.H. Judd, which appeared in recent issue of the Phi Delta Kappan:

The teaching staff of any educational institution is its most essential item of equipment. Providing suitable teachers for American high schools is a task so colossal that our civilization is staggered in its effort to meet the demand .... Our ability or inability to provide competent teachers will determine the success or failure of the American experiment of universal secondary education.

Less startling perhaps but of equal significance is the studied statement of another writer:

The forward movements in human welfare become possible only from correct teaching. Civilization advances in accordance with the quality of teaching service. The influence of the great teacher extends through many generations, doing high service beyond the limits of his natural life. It transcends geographical and national boundaries. Witness Socrates and Jesus.

Reading such encomiums as these to the teacher brings to mind the familiar sentiment that a liberal education could be had with Mark Hopkins seated on one end of a log and the student seated on the other. The centrality of the teacher in any scheme of education seems indisputable. The galaxy of great teachers from every age whose influence upon succeeding generations continues to the present is clearly recognized, both in and out of educational circles. If supporting evidence were necessary, it would be simple for any student reading these lines to marshal before him the names of great teachers of history whose teachings have influenced the course of human development in economic, social, political, and religious life and thought.

As yet no substitute has been found for the impact of mind upon mind, personality upon personality. Even in advanced educational pursuits the graduate student recognizes that two of the chief contributions that can come to him arise from the shared point of view, acquaintance with the habit of thought of his professors, and, if he is very fortunate, the coveted intimate associations with these great scholars. Unfortunately, class formations in

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educational procedures in recent years have made this clear with the instructor a privilege of the graduate student, but simply the opportunity of the undergraduate whose immaturity makes such contacts the more needful. The high school has suffered as well through the attempt to educate en masse at minimum cost. Education through mere acquisition of facts and development of the power to reason can never adequately replace the more intimate communion between student and teacher that smaller classes and less excessive teaching loads make possible.

The secondary student is at the formative period in his development. Modern pedagogy recognizes more clearly than ever that in the learning situation the personal influence of the teacher is much more significant than subject matter achievement alone. Attitudes toward school work are more important than actual achievement. The personal reaction of the student toward the teacher will have very much to do with the conditioning of these attitudes. Most of us can, figuratively speaking, place our fingers upon the particular teachers whose influence conditioned our present likes and dislikes for certain school subjects. Furthermore most of us can point out the particular teacher who influenced us most in certain modes of thought. Generally we discover upon analysis, that the influence of such a teacher extended far beyond the subject matter studied under him.

As these lines are written, the author is quite conscious of the very definite influence upon his subsequent life of a teacher in the beginning of the junior high school period. In a real sense, without the stimulus of her influence this book might never have been attempted by the writer. It is to her influence, back in a little rural school, that the author owes his intellectual awakening and concomitant scholastic ambitions. To be sure, these did not find full flower at once. Their evolution, however, is clearly traceable in segmental stages over the intervening years. Persons, mostly teachers, rather than facts learned, have added touches here and there. Many of these are clearly recognizable to the author. The witness of hosts of others to similar experiences makes imperative the recognition of the strategic place of the teacher in education.

2. Teacher Personal Equipment.

Teachers' philosophy. The trend of teacher training for the past two decades has given thoughtful students of education cause for concern. Swept into the maelstrom of a materialistic emphasis upon education, we have had a tendency to measure educational values by such standards as could be applied by the yardstick of statistical formulation and immediate objective results. Whither we were ultimately bound and why, we were too impatient to inquire. Philosophy, or an attempt at the discovery of ultimate values or goals of a societal or cosmic nature, was regarded as fit for an age of luxurious contemplation but out of place in a world of rigorous action. As one educational leader remarked to a graduate student, just after the World War: "I am vitally concerned that your training in technique should function one hundred percent." He was remonstrating against this student's giving too much time to the sociological-philosophical aspects of education and life. The result has been a generation of teachers and, unhappily, school administrators too, who knew much about technique, buildings, and budgets, but little or nothing of the ultimate purpose of that knowledge. Like the dog at the railroad station who had eaten his tag, we have been on our way, but whither we were bound, or why no one knew.

Almost two decades ago a warning voice was raised against the form of specious thinking and practice of educational leaders, and those responsible for teacher training, that emphasized mechanics and deprecated the careful inquiry into the

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fundamental reasons for these mechanics.

Professor Moore, then of Harvard, declared;

Whether one's philosophy is ever made or academically constructed, we must agree with Mr. Chesterton that the view of the universe which he keeps in the most practical and important thing about him. "We think that for a landlady considering a lodger it is important to know his income, but still more important to know his philosophy. We think that for a general about to fight an enemy, it is important to know the enemy's numbers, but still more important to know the enemy's philosophy. We think the question is not whether the theory of the cosmos affects matter, but whether in the long run anything else affects them." And to us it seems that by far the most important thing about a teacher is the kind of philosophy of education which he carries about with him. How one couples up his notions of education with the scheme of things seems to us to be the most illuminating item that can be known about him. Indeed, so thoroughly do basic conceptions determine conduct that if he will tell us definitely and clearly what he thinks education is, we, on our part, will undertake to tell what methods he uses and what success attends his work.

Strong words these! They fit poorly into the mood of expression teachers and schoolmen of this generation have listened to from outside the school, and often within the school as well. These years, however, have not been without "voices crying in the wilderness." Of similar import as those of Professor Moore's are the words of Rusk;

There is probably no worker whose practice is more affected by his philosophy than the teacher's; it consequently behooves him, as he cannot avoid it, to secure as educative a philosophy as he can command.... From every angle of the educational problem comes thus the demand for a philosophical basis of the subject. There is no escape from a philosophy of life and education. Those who pride themselves on their neglect of philosophy have their own philosophy -- usually quite an inadequate one.

In much the same vein but even more specifically another writer declares;

One's attitude toward life may be a very decisive factor in his teaching at very critical points. It makes a profound difference to the work of the instructor whether his philosophy of life is crassly materialistic or whether it is idealistic enough to make him believe in the imperishability of moral and spiritual values. It makes a difference to his own interest and enthusiasms, and in what he selects for emphasis in his instruction.

Today we face a new era in educational thinking. The last few years have brought much disillusionment. When at the close of the inflated period between the World War and 1929 the figurative "joy ride" ended, people realized with something of a jolt that they had enjoyed the ride but had thoughtlessly neglected to consider where they were going, or to set the relative value of what they were doing over against values that might be more enduring and, in the long run, more satisfying. Education, too, has been brought up sharply and is forced to take greater cognizance of the true values education should seek to achieve. While our most thoughtful educators have been giving serious consideration to these problems, the rank and file have not. Teacher-training institutions very generally, during this period, eliminated courses in philosophy of education and history of education. Even the courses in curriculum construction tended to deal with the more immediate and superficial, though necessary, problems of the curriculum.

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THE CONTINUOUS PROFESSIONAL EDUCATION OF TEACHERS.

A school can be excellent to the extent that the teaching that goes on it is effective, forward-looking, and democratic. The teacher plays the vital role in education. Regardless of every other consideration, the effectiveness of a school depends upon the quality of the classroom teachers. To have an excellent school we must have excellent teachers.

The social significance of the teaching profession in Japan is so great as almost to stagger the imagination. With some 24,000 schools, with some 400,000 professional workers, the schools of Japan influence today some 19,000,000 children and youth. What the professional workers in the schools do today will guide the adult thinking of Japan in the future.

When one views such a tremendous picture, the individual teacher may seem insignificant. But when we consider the total picture, the teachers en masse, we can comprehend the tremendous social impact upon the culture of the country. One of the great problems of the country has to do with the selection and education of the teachers who will determine what the future of Japan will be.

In static mechanical types of occupations, the training necessary for a job, once learned, is sufficient for all time. But teaching, a human enterprise, must of necessity be dynamic. It must be continually changing to fit changing conditions.

Occasionally, we hear someone speak of a teacher as having finished his education. All too many teachers have taken this statement literally. But we know that a teacher's education is never finished. Improvement is always possible. Through study, planning, experimenting, and evaluating it is possible to improve the work of even the best teacher.

Few children will grow and develop with a teacher who is not himself growing and developing professionally. Any teacher who is conscientious about his work and who is trying to find better ways to do it is on the way to becoming a good teacher. An excellent teacher finds every situation in working with children a learning situation. All the work of such a teacher is in-service education.

It is highly important that teachers have a thorough knowledge of their teaching field. It is most important that teachers understand children and their needs. It is most important that they know methods and materials of instruction. Teachers must understand society and they must know how to help children to gain an understanding of the society in which they will live.

The best teachers are those who possess these knowledges and in addition possess a fortunate combination of desirable attitudes, emotional balance, love for children, enthusiasm, and good health; to be a good teacher, the individual must have a good personality as well as professional knowledge and skill.

The Continuous Professional Education of Teachers 14

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Every mature person wishes to grow personally and increase in competence in whatever work he is doing. What are some of the objectives which teachers and principals and all school workers should keep before them as they direct their efforts toward their own personal and professional growth?

Certain goals are of particular importance to the teacher of today. Among these, the following might be listed:

1. Teachers should be striving to attain a democratic spirit of working together for the wholesome development of children.

2. Teachers should be striving to attain a deep awareness of the goals of education in a democratic society.

3. Teachers should be striving to attain an understanding of community needs in order to develop the kind of school-community relationship which will make it possible for the school to help improve community life.

4. Teachers should be striving to understand the growth and development of children and to understand the influences that help to build a wholesome personality.

5. Teachers should be striving to understand the social significance of the work of teaching and the importance of their own continued professional growth.

6. Teachers should be striving to understand the requirements of a modern curriculum.

7. Teachers should be striving to understand the needs of the teaching profession and to attain an attitude of concern for the personal and professional welfare of other teachers.

Frequently the in-service education of teachers is characterized by two main faults. First, the program is vague. It is not built in terms of the needs of specific teachers in particular situations. In the second place, it is defined in terms of devices most commonly used. Devices such as teachers' meetings are means to an end, not an end in themselves.

The following outline contains some of the techniques and procedures which may be used in the in-service program:

1. Meetings of the teachers in a school in which such problems as the following are studied:

   a. Policies related to the organization and administration of the school.
   b. Educative resources of the community.
   c. Objectives of the school.
   d. Activities involving the entire school, such as organization of the playground, use of the auditorium, medical and nursing service.

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II. Membership and participation in professional organizations
   A. Local, prefectural, (and national) educational associations,
   B. Local forum and discussion groups.

III. Professional reading
   A. Professional books and magazines
   B. Research studies.

IV. Committee work on such problems as
   A. Course of study
   B. Research and experimentation on problems of interest
   C. Setting up standards for the evaluation of the instructional program,
   D. Setting up standards for a good elementary school plant (building and grounds)
   E. Developing programs of parent education.

V. Further study and preparation
   A. Summer school classes
   B. Workshop conferences during vacation periods
   C. Classes given by a college or university during out-of-school hours.

VI. Observational experiences
   A. Observing the work of another teacher
   B. Viewing educational films
   C. Going on excursions to places of interest in the environment.

✓ Many of the principles which apply to the teaching of children also apply to the further education of teachers and principals. These principles should be kept in mind as the teachers and principal of a particular school think through their plans for their own professional growth. A few of these principles may be listed as follows:

1. The program must have definite objectives. These objectives should be understood by all the teachers and the principal.

2. Interest, satisfaction, and a feeling of success should accompany a program of in-service education.

3. A variety of techniques and procedures should be used to meet the individual differences in interest and need of teachers.

4. Learning must result in a change in the learner. The success of the program can be judged by the individual teacher in terms of his own changed ways of working with children and his better understanding of the educational program.

5. The teachers should discover the problems and formulate the definite plans for attacking them. This will lead to more rapid progress in their solution than if someone directed the

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teachers to certain problems for which the teachers do not feel need.

6. A knowledge of progress is an important condition for effective learning.

Any good program of in-service education requires leadership. Sometimes this leadership can come from enthusiastic teacher. Frequently it will come from the principal. What is leadership? It is difficult to define. What is good leadership? Perhaps it can best be defined in terms of its outcomes.

Good leadership results in:

1. A feeling on the part of each person that he is an important part of the group as a whole.
2. A feeling on the part of each member of the group of having a share in the purposes.
3. A feeling on the part of everyone that the group is moving toward higher goals.
4. A feeling on the part of everyone that they are having a share in solving important and pressing problems.

Good leadership in education expects great things. Teachers like all other human beings strive to live up to the best that is expected of them.

Industry has long recognized the importance of good morale. Certain conditions in a school foster feelings of esprit d'corp and contribute to the wholesome development of all the members of the teaching staff.

Many teachers are confronted with difficult personal problems. Mutual understanding, sympathetic attitudes on the part of the principal and other teachers do much to foster a feeling of emotional security. We should not get so busy that we have no time for fine human relationships.

Teachers used to be thought of as living in "an ivory tower" ----as living a sheltered and unrealistic life. Now teachers face daily their own serious problems and those of the children they teach.

Mutual recognition of merit among the members of the school staff will go far toward bringing about pleasant relationships in spite of all the material problems confronting teachers. Being a part of the group is important. Participation in significant activities in the community; participation in its social and cultural life; enjoying with other adults any recreational activities the community affords will help the individual teacher in self-realization. Even when conditions seem most difficult, the socially-minded person may frequently bring great service to a community by helping to arrange for some musical entertainment, some recreational activities which will bring refreshment to others who may be faced with similar problems.

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..t the present time, it is of the utmost importance that teachers grow in appreciation of other cultures of the world. The best way to learn of other cultures is through direct experience with representative people of the culture. .. less direct way of learning other cultures is through the study of their history, geography, language, music, and other contributions they have made to the advancement of civilization. The world has become too small through modern inventions in transportation and communication for teachers to remain narrow and provincial about their knowledge of the world.

In former times, many communities were very critical of the conduct of teachers. A higher standard was demanded of teachers than other people in the community were expected to maintain; this attitude is changing. But a teacher who is greatly concerned about the welfare of his pupils will maintain standards which will comply with the best judgment of the community. His best reason for doing this is not because the community demands it but rather his own personal integrity demands it.

Teachers and principals should work together to improve the conditions of the profession. Salaries of teachers commensurate with existing living standards are absolutely necessary if fine people are to be attracted to and induced to remain in the work of teaching. Strong local associations of teachers, strong prefectural associations and a well-organized national association of all which really represent the interests of education and the interests of the teachers are indispensible to professional progress. It is all part of the same problem of learning to work co-operatively for the improvement of education and for the establishment of favorable conditions under which teachers may do their best work.

HELEN HEFFERNAN,
Elementary Schools Officer.

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F

In-service Training Course for the Teachers in Ehime Prefecture

February 20, 1950
by S. Matsuura
(Translated by H. Seno)

Date investigated: 8 February, 1950

Place: School Education Section, Ehime Board of Education

Inservice training course which is necessary for teachers' license:

School education section of Ehime Prefectural Board of Education made a plan of in-service training course for the teachers of all the primary and secondary schools in the prefecture, to get teachers' license for the period of three years from 1950 to 1952.

The concerned people (7 officers from the school education section, 5 representatives from the teachers' union, 7 professors from the Ehime University) had a conference on February 4 and discussed on the schedule which was made by the school education section.

As a result of it, they reached a conclusion that it is very difficult to carry out this schedule. So it was decided that the school education section would make another plan again taking the opinions of the three circles (1, Board of Education; 2, Teachers' Union; 3, Ehime University) into consideration.

1. Opinion of Board of Education: The budget for the expense for the training course is not decided at the prefectural assembly yet, so it is very difficult to make any concrete plan after all.

2. Opinion of Teachers' Union: If the plan is carried out, as it is, the participated teachers shall miss all the summer and winter vacations, so it is desirable to have the training course during the week days if possible.

3. Opinion of the Ehime University: The professors of the university shall have to spend a plenty of hours for the training course besides the study hours for the instructions at the university. So, we want to have the schedule changed so that we complete the training course in less hours.

Outline of the course:

1. Training course for approval;

The number of teachers who want to get the 1st class license during 1950:

Those who worked less than 10 years	2461
" " more than 5 years	963
" " " " "	
(As assistant)	80
Total	3504

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2. Unit

a. According to the Mombusho plan, 23 units are required for the 1st class license, but it is scheduled that 17 units shall be required. Because the re-education course which has been given since 1946 shall be counted up to 6 units.

b. It is scheduled that 9 units shall be required for the 2nd class license, in stead of 15 units which is the Mombusho's plan on account of the same reason as above mentioned.

c. It is scheduled that those who want to get the special license shall have to get 20 units or 25 units.

It is scheduled that those who have temporary license and want to get special license shall have to get 30 units.

Period: Summer vacation (July and August 1950) (6 weeks)
Winter vacation (December 1950 to January 1951) (3 weeks)

Place: It is desirable to have the course at the most convenient school of each gun and city. The course shall be held at 12 places in all.

Lecturers: Professors of the Ehime University, Matsuyama Agricultural University, Matsuyama Commcial University (private) and the former teachers of the schools, higher than old system college and the teachers' consultants of the Guidance Section of Board of Education.

General education	12
Special course	140
Vocational course	
(Psychology)	12
(Pedagogy)	6
Total	170

K. Seno

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SUGGESTIONS FOR AN IN-SERVICE TEACHER TRAINING PROGRAM IN THE JUNIOR HIGH SCHOOLS

1. Radio broadcast for teachers to be heard by all members of the faculty and to be followed by a round-table discussion

2. Reading of professional magazines and reports on ones of interest to all members of faculty

3. Thorough study of course of study for subjects taught
   a. This should be done on a departmental level.

4. Reading of Education Psychology, chapter by chapter, followed by round-table discussions

5. Visits to other schools, to be followed by reports to faculty
   a. Visits to include trips to senior as well as junior high schools

6. Assignments of special professional problems to committees of teachers
   a. For example: give three teachers a problem, like methods of teaching and methods of testing in the Japanese language, to include speed, vocabulary, comprehension, silent reading, oral reading, comprehension, etc. and allow them to work on this project for perhaps one year.
   b. From time to time, the committee should make reports at faculty meetings, and then make a final report when they have completed the project.

7. Demonstration classes within the school
   a. Have all the members of the faculty attend one class a month. Then dismiss the students and the teachers can hold a round-table discussion on methods used, their values, and suggestions for improvements.

8. Principals and head-teachers visit classes
   a. Visits should be followed by interviews with individual teachers when suggestions for improvements can be made.

9. The faculty could work on a method for evaluating teaching ability, or this could be assigned to a special committee of teachers

10. An in-service training program must be definite as to time, place, materials, programs by single meetings, etc.

(Note: The above are only suggestions. Many other ideas can be developed within the school.)

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JUNIOR HIGH SCHOOL HEAD TEACHER SEMINAR

SECOND SESSION

1. Illustrated lecture on guidance program

   a. Refer to mimeographed material
   b. Use kami-shibai

2. Discussion and questions and answers on guidance program

   a. Mention guidance program in Negishi Jr. Hi., Yokohama
   b. Suggest visit to Negishi school

3. Lecture on need for lesson-plans, for inexperienced teachers

   a. Use mimeographed outline
   b. As part of in-service training program, demonstration classes and lesson-plans

4. Need for head-teachers to visit classes and help teachers

5. Mimeographed material on kind of teacher students admire

6. Mimeographed material on teacher evaluation

7. Discussion on project method, based on mimeographed material on first unit of Social Studies

8. Problem method of teaching was discussed

9. Need for departments in junior high schools
   Need for planning units of work and scheduling by all members of one department (social studies department as an example)

10. Scientific use of Examinations

    a. Battery of exams given during first two weeks
       1. To determine where each child is
       2. To determine what needs to be taught
       3. To have means of measuring achievement

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JUNIOR HIGH SCHOOL HEAD TEACHER SEMINAR

THIRD SESSION

1. Use of questions

    a. Mimeographed sheet
    b. Questions as a lead to the discussion method

2/ Undirected or misdirected student activities in classrooms and out

    a. Failure of teacher to plan in advance
    b. Teachers must guide discussions into proper channels
    c. Teachers must be able to pick out irrelivent from pertinent
    d. There can be no discussion over <u>facts</u>, opinions yes.
       Men have greater mentalities than women
    e. Students can assist in planning activities for a unit
    f. A summary is always necessary, primarily by the teacher

3. Read article from Japanese Readers Digest

    a. What makes Stanley Hiller Tick

4. Request reports from 2 volunteers on an In-service Training Program that is practicable

5. Materials on Library, pass out

6. Faults observed in teaching recently:

    a. Teachers from 10 to 25 minutes late
    b. Lack of discipline
    c. Roll call takes too long, mechanical aspects of classroom should be handled expeditiously and habitually
    d. Ignoring slower students entirely
    e. Bashfulness of girls
    f. Teachers unprepared
    g. Students unprepared
    h. Teacher lecturing over heads of boys and girls
    i. Teachers given the answers
    j. Teachers and students shouting at each other
    k. Discrimination shown between boys and girls, girls are not interested
    l. Sour looks of teacher

7. Unfinished business

    a. Daily schedule of one junior high school

Plans for 4th Session

1. Questions and answers on all subjects
2. In-service training program
3. Movies in the morning

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Kanagawa 11-9

JUNIOR HIGH SCHOOL HEAD TEACHERS SEMINAR

FIRST SESSION (Pass out folders.)

1. Purpose of Seminar
   a. To assist and give information
   b. To point out faults observed, good points observed
   c. To aid the principal through the head-teacher
      Principals busy with buildings, equipment, etc.

2. New school system vs old system
   a. Make diagram on blackboard - (use poster)
   b. Need for raising cultural level of all people
   c. Need for equal ~~p~~ opportunity
   d. Possibilities of great increase in enrollment
      in senior high schools
   e. Not an imitation of American schools

3. Illustrated lecture on aims of junior high school

4. Question and Answer period

5. Teacher Assignments
   a. One teacher, one subject
   b. Two requirements
      1. Authority on subject, throw away textbook
      2. Methods of teaching, to be emphasized
      3. An artist is not necessarily a teacher
      4. Inexperienced teacher should have least assignment
      5. One teacher, one room
   c. Head-teachers should visit classes, suggest ways
      of teaching to teachers, etc.
   d. Need to set up departmental system in jr. hi.

6. Course of Study - Daily schedules
   a. Required courses must be included
      1. Connection with higher education
   b. Too much English and Free Study, 2 hours each, as electives
      1. Should be more vocational subjects as electives
      2. Let a boy take commerce and industry instead of English
      3. Explanation of term Free Study
         a. Slow student should take more math. for example
         b. Newspaper work, art, music, radio, drama, etc.

7. Next session will be on following two topics
   a. Guidance program
   b. Lesson plans
      1. Discussion method
      2. Project method
      3. Questions and answers
      4. Problem method
      5. List of Social Studies projects
      6. Unit system planning etc.

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JUNIOR HIGH SCHOOL HEAD TEACHER SEMINAR

FOURTH SESSION

1. Demonstration class
   a. Followed by round-table discussion
2. Showing of films, to be followed by discussion
   a. A BETTER TOMORROW
   b. A DAY AT SCHOOL
   c. EVERYONE'S SCHOOL
   d. FARM COOPS. (in rural communities)
3. Pass out pictures of American Schools, with explanations attached
4. In-service Training Program
   a. Discussion based on outline
   b. Take up plans submitted by members of seminar
   c. Pass out sample class inspection forms; follow with discussion
   d. Take up reports on classes visited by head-teachers:
      Report: Name of class and grade
      % of time used by teacher
      % of time used by students
5. Round-table discussion on all topics covered in Seminar
6. Members of seminar write evaluation of seminar to include suggestions for improvements
   a. Pass out blank paper; no names of any kind to appear on paper

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Nov 25 - 26	Nibu USS	Principal of gun	Guidance, special education activities, Home Room
Feb 1	Tomita USS	Teachers of social study	Curriculum of social study
Apr 17	Marugame 2nd LSS	Teachers and principals of vocational Home-making	Vocational Home-making program
Nov 2 - 10 ('49)	Kagawa-gun	Teachers and principals	Student guidance
Mar 30 ('50)	Doctors' Hall	School Doctors Principals	Technical guidance of physical examination
Mar 31	Tadotsu Primary School	"	"

Study meeting at schools:

1. The teacher who joined the all Shikoku Workshop reported it at the Teachers' meeting at his school.

2. Study meeting was held at school.

3. The pamphlet "Various problems of New education and how to solve them" was circulated for pernsel.

They are getting the following effects befitting to the real circumstance of each community.

a. To study and reform the teaching method

They re-investigated the defects of the present course of learning on the basis of unit credits.

b. Improvement of schoolllibrary.

Acknouledging the improtance of school library in new education, they have made yearly program to buy books which are necessary for curriculum.

c. They have made yearly program for health education.

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d. They have made planned to improve school facilities especially facilities for Home Project.

As above mentioned, the present various problems have concretely beeing solved and it was very effective for school administration. Teachers have come to study voluntarily and eagerly.

Slmo.

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Schedule for in-service Training
Kagawa Prefecture

F.

認定講習日程表

（昭和二十五年度）

小学校及幼稚園 一般教養教職教養

種別	期間	一	二	三	四	五	六	七	八
会場	科目	七、一七 七、二三	七、二三 七、二八	七、二九 八、三	八、四 八、九	八、一〇 八、一五	八、一六 八、二一	八、二二 八、二七	八、二八 九、二
津田		（文人）岡田		（会社）山本 城福		（自然）青木		教育社会学 稲井	教育原理 本間
土庄		（文人）山内		（会社）松阪 大山		（自然）植松		教育原理 本間	教育課程 鈴木
高松 A		（会社）内藤		（自然）三沢 藤代		（文人）藤川 石野		心理 大西	心理 藤尾
高松 B		（文人）石野 藤川		（会社）清水 谷		（自然）矢崎 林 堀池		心理 藤尾	
坂出		（自然）林 西村		（会社）松田		（文人）大川		教育行政 坂東	教育社会学 稲井
琴平		（自然）渡辺		（文人）山内		（会社）池田		教育課程 鈴木	心理 高橋
観音寺 A		（自然）福岡		（文人）竹内		（会社）城福 山本		心理 高橋	教育行政 坂東
観音寺 B		（会社）池田		（文人）宮田 今里		（自然）小野 野口			

（後期）小学校教職教養

一	二
一三、二三 一三、二八	一、四 一、一〇
教育指導（森）	心理（高橋）
心理（藤尾）	教育指導（森）
教育行政（坂東）	教育課程（鈴木）
教育課程（鈴木）	教育行政（坂東）
心理（高橋）	心理（森義）
教育社会学（稲井）	教育原理（本間）
教育原理（本間）	教育社会学（稲井）

中学校（

科目	高松	坂出	高松	坂出	高松	坂出	高松A	高松B
國語	國語 藤井	和歌 桂	史学 山本 城福	経済 須崎	圖学 林	三角 植松	物理 小林	天文 三沢
社会	和歌 桂	國語 藤井	史学 山本 城福	経済 宮川	三角 植松	代数 浜田	天文 三沢	物理 小林
数学	現代文学 藤井	俳諧 桂	法学 平尾	地理学 合田	幾何 青木	圖学 林	化学 藤代	生物 矢崎
理科	漢文 倉田	國語 近石	法学 平尾	地学 合田	微分 福岡	幾何 青木	生物 矢崎	物理 林 堀池
國語	國語 近石	漢文 倉田	経済 木村	史学 山本 城福	積分 林	微分 福岡	物理 林 堀池	生物 野口
漢文	漢文 藤川	國語 近石	経済 宮川	史学 山本 城福	大数 渡辺	積分 林	化学 熊谷	〃 熊谷
國語	國語 近石	漢文 藤川	地理学 合田	法学 平尾	統計 北條	大数 渡辺	生物 小野	化学 藤代
書道	書道 藤原	地理学 合田	法学 平尾	代数 浜田	統計 北條	化学 西村	化学 椎名	器

（後期）中学校、高等学校一般

津田	土庄	高松 A	高松 B
社会（城福）	人文（桂）	社会（清水谷）	人文（藤井）（石野）
社会（内藤）	人文（藤井）	社会（山本）	人文（近石）

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定講習日程表

香川大學學藝學部
香川縣教育委員會

中学校（　　）専門教養

國語	高松	語 藤井	歌 桂	代文 藤井	文 倉田	語 近石	文 藤川	語 近石	道 原
	坂出	和歌 桂	國語 藤井	俳諧 桂	國語 近石	漢文 倉田	國語 近石	漢文 藤川	書道 藤原
社会	高松	史学 山本 城福	史学 山本 城福	法学 平尾	法学 平尾	経済 木村	経済 宮川	地理学 合田	地理学 合田
	坂出	経済 須崎	経済 宮川	地理学 合田	地学 合田	史学 山本 城福	史学 山本 城福	法学 平尾	法学 平尾
数学	高松	図学 林	三角 植松	幾何 青木	微分 福岡	積分 林	大数 渡辺	統計 北條	代数 浜田
	坂出	三角 植松	代数 浜田	図学 林	幾何 青木	微分 福岡	積分 林	大数 渡辺	統計 北條
理科	高松A	物理 小林	天文 三沢	化学 藤代	生物 矢崎	物理 林 堀池	化学 熊谷	生物 小野	化学 西村
	高松B	天文 三沢	物理 小林	生物 矢崎	物理 林 堀池	生物 野口	〃 熊谷	化学 藤代	化学 椎名
音樂	坂出	声楽 藤原	声楽 藤原	伴奏法 藤原 和歌樂 尾形	器楽 尾形	器楽 尾形	教材 新田	教材 新田	器楽 緒方
圖工	高松	美術 小倉 図案 水野	木工 柴本	木工 柴本	工作 和氣	工作 和氣	図画 谷口	図画 谷口	図画 谷口
保、体	坂出	松尾 清水 西尾 中島 石浜	〃 中島 石浜	〃 中島 石浜 西山	〃 西山	河合 石浜	河合 中島	河合 石浜 中島	中島 石浜
英語	高松	川津 入江	川津 入江	川津 入江	上阪 村尾	上阪 村尾	和泉 清水	和泉 清水	和泉 清水
職業	善通寺A	水産 平野 由井	農業 農産製造 城戸	職業心理 吉尾 産業概論 宮川	機械工業 中村 ラジオ研究 林	商業技術 久川 簿記 高木	農業 香川 高橋 山本	食糧学 玉置 畜業 笹島	農業 松木 伊藤
	善通寺B	水産 平野 由井	農業 城戸	〃 吉尾 宮川	〃 〃 中村 林	〃 〃 久川 高木	〃 香川 高橋 山本	〃 〃 玉置 笹島	〃 松木 伊藤
家庭	善通寺A	栄養学 植物学 高島	住宅 千々岩 育児 乾	〃 吉尾 宮川	食品加工 城戸	衣科学 椎名	衣服管理 岩木 井上 家庭工作 和氣	家族関係 大川 池田	経済 久川 簿記 高木
	善通寺B	〃 営養 高島	〃 〃 千々岩 乾	〃 吉尾 宮川	〃 城戸	〃 椎名	〃 〃 岩木 井上 和氣	〃 大川 池田	〃 〃 久川 高木

、高等学校（教職教養 一般教養）

高松		心理 中野	教育課程 鈴木	心理 森義	教育原理 久保	教育行政 坂東	自然（熊谷）	自然（小野）
坂出		教育原理 本間	心理 中野	教育社会学 稲井	教育行政 坂東	心理 大西	社会（松岡）	社会（山本）
観音寺		心理 高橋	教育原理 本間	教育課程 鈴木	心理 大西	教育社会学 稲井	人文（今里）	人文（竹内）

（後　期）

中学校、高等学校一般教養

田土庄		会（城福）	会（内藤）
		人文（桂）	人文（藤井）
高松	A	社会（清水谷）	社会（山本）
	B	人文（藤井）（石野）	人文（近石）
坂出		自然（小野）	自然（小林）
琴平		自然（矢崎）	自然（藤代）
観音寺	A	自然（野口）	自然（林）
	B	社会（宮川）	社会（合田）

National Conference on In-Service Teacher Education

Program

(264)

1. First day, 10 June

a) General Session:

(1) 0900 - 1050 : (a) Opening address — Prompter: S. Fujimori — S. Inada

(b) The Teacher Certification Law and What it will Mean for In-Service Programs. — T. Kumura

(2) 1100 - 1200 : Explanation of General Projects Planned for the In-Service Program 1949 — T. Oshima, S. Miyaji, Y. Ueno, I. Tsunoda, H. Arai

Elementary
Secondary
Higher
Vocational
Health & Physical Education
Others

b) Group Meetings

Elementary
Secondary
Higher

(1) 1300 - 1420 : Reports from Prefectures

Elementary group (Fukushima, Saitama, Nara, Kumamoto) ... 15 minutes for each.

Chairman: Hirama

Secondary group (Hokkaido, Tokyo, Hiroshima, Oita) ... 15 minutes

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Higher
Others

b) Group Meetings
Elementary
Secondary
Higher

(1) 1300 - 1420 : Reports from Prefectures :
Elementary group (Fukushima, Saitama, Nara, Kumamoto) ... 15 minutes for each.

Chairman: Hirama

Secondary group (Hokkaido, Tokyo, Hiroshima, Oita) ... 15 minutes for each.

Chairman: S. Miyaji

Higher group will participate in the elementary or lower secondary group meeting.

(2) 1430 - 1630 : Elementary Group will discuss on Language and Arithmetic — N. Ishimori (Lang.) Y. Wada (Arith.)

Secondary Group will discuss Workshop Project — K. Ōteru

Higher Education Group will consider the role of the institution in In-Service Training — T. Kumura

REC'D C.E
DATE 18 Jan 49 from IE/Corps

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2. Second day, 11 June

Group Sessions continue

a) 0830 - 0920 :

(1) Elementary group will discuss workshop projects — Chairman: J. Itō

(2) Secondary group will discuss summer sessions — Chairman: J. Ishikawa

Higher Education group will join in this discussion

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(b) 0930 - 1050 :

(1) Elementary group will discuss summer sessions — Chairman: J. Ito

(2) Secondary group will discuss workshop project — Chairman: K. Meru

(3) Higher Education group will join elementary group

(c) 1100 - 1200 :

(1) Elementary group will continue discussion

(2) Secondary group will discuss Vocational Education Projects — T. Atsuzawa, I. Takeda

(3) Higher Education group will join Secondary group

(d) General Session 1300 - 1630 :

(1) 1300 - 1420 : Special In-Service Teacher Education Programs in Health, Library and the Education of the Handicapped. (Heal.) (Lib.) (Hand.) (Each section 30 minute) — H. Arai, K. Sasaki, T. Fukagawa, M. Miyabe

(2) 1430 - 1630 : The programs will include the report of important problems considered by each group meeting and the discussion concerning the various problems of in-service teacher training project, such as administrative questions and policies

Reporter from each group shall be selected those from among the participants

25 m. Elementary group
25 m. Secondary group
15 m. Higher group

(1) 1300 - 1420 : Special In-Service Teacher Education Programs in Health, Library and the Education of the Handicapped. (Each section 30 minute)

(Heal.) (H. Arai
(Lib.) K. Sasaki T. Fukagawa
(Hand.) M. Miyabe

(2) 1430 - 1630 : The programs will include the report of important problems considered by each group meeting and the discussion concerning the various problems of in-service teacher training project, such as administrative questions and policies of special nature, administrative responsibility, question of correspondence course, finance, organ for deliberating on granting credits, plans of the boards of education, etc. Special Administrative Problems and Policies in In-Service Programs: Administrative Responsibility; Finance; Credit and Non-Credit Programs; Co-ordinating Institutional and Board of Education Programs, etc.

Reporter from each group shall be selected those from among the participants

25 m. Elementary group
25 m. Secondary group
15 m. Higher group

General chairman: T. Kumura

(3) Closing adress Y. Kennoki

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1. Summer Course of Teachers of Elementary Schools
2. Part-time Course of Teachers of Elementary Schools
3. Workshop for Teachers of Elementary Schools
4. Course for Education to the Slow-minded Children
5. Conference on Handling of Japanese of Language Primer for the Blind and Deaf Schools
6. Course for Reeducation of Teachers of Schools for the Blind and Schools for the Deaf
7. Workshop of Lower Secondary Schools and Higher Secondary Schools
8. Summer Short Course of Teachers of Lower Secondary Schools
9. Part-time Course of Teachers of Lower Secondary Schools
10. Second Authorization Short Course of Teachers of Lower Secondary Schools
11. Training Lecture of Leading Teachers for Vocational Guidance
12. Each Prefectural Summer Short Course of Students of Higher Secondary Schools and Full-time Higher Secondary Schools
13. Summer School Physical Education Leaders' Training Course
14. Winter School Physical Education Leaders' Training Course
15. Workshop for New-system University Teachers in Charge of Physical Education
16. Health Education Leaders Training Course
17. School Nurse Training Course

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9. Part-time Course of Teachers of Lower Secondary Schools

10. Second Authorization Short Course of Teachers of Lower Secondary Schools

11. Training Lecture of Leading Teachers for Vocational Guidance

12. Each Prefectural Summer Short Course of Students of Higher Secondary Schools and Full-time Higher Secondary Schools

13. Summer School Physical Education Leaders' Training Course

14. Winter School Physical Education Leaders' Training Course

15. Workshop for New-system University Teachers in Charge of Physical Education

16. Health Education Leaders Training Course

17. School Nurse Training Course

18. School Nurse Leaders Training Course

19. Course for Explanation of Educational Personnel Certification Law

20. I.F.E.L.

21. Course for Professors of the Faculty of Education

22. Course for Teacher-Consultants

23. Conference for University Administration

24. Local Short Course for Diffusion of the Purport of I.F.E.L.

25. Workshop for Administration of School Library

26. Conference of Study of General in University

27. Training Course for the Teachers of the Domestic Science Course of [illegible] School & Gakugei Universities for the Elemation of their Scholarship [illegible] qualification

REC'D C.E

REC'D C.E
DATE 14 Jun 49

from T. Corpr

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HEADQUARTERS
SHIKOKU CIVIL AFFAIRS REGION
APO 1050

(Msg Ctr ..... Sgt Maj Office)

_____ 1949

SUBJECT: Status of Reports

TO:

It is noted that your office has been delinquent in submitting _____

Report Control Symbol _____, Subject: _____

as required by _____.
(Authority)

Request reply by Indorsement verifying action taken as corrective measure

BY ORDER OF COLONEL PIGG:

HENRY I. CHISOLM
WOJG USA
Adjutant

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F264

Postponement of Teachers' License Training Course

14 July 1950
Superintendent,
Kagawa BE

To: Chief of Each Local Office
Principal of Primary, Lower and Upper Secondary School

Inspite of having already completed all the preparations for Teachers' License Training Course, we unexpectedly got the announcement from chairman of the Central Executive Committee that all the members would not participate the License course in accordance with the decision of the Central Committee on July 12, 1950. We answered them that we will guarantee every participant for getting travel expenses and other necessary expenses by all means so that they can participate the course. Because the course will give big influence upon their positions. The teachers union was not satisfied with our answer and answered firmly that if we could hold the course, no body would participate it. There was no room to consider it again. Under this circumstances, we approved it very difficult to open the course. Upon consulting with Kagawa University, we have decided to postpone this course for the time being. So please inform this decision to every teacher in your school.

It is a great regret to us to postpone this course, for we have done all the best to answer the demands of the teachers' union. To improve teachers' quality, study is very important for teachers themselves. We, B.E. are eagerly wishing to hold this course in the future. When we hold this course in the future, we hope you will encourage teachers to join the course.

P.S. Summer vacation shall begin on July 24 for primary and lower secondary school, and July 22 for upper secondary school and end on August 31, 1950

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F264

Program of Teachers' License Course in summer, 1950

Kagawa Prefecture

1. Units

Units		
2	Primary School, Kindergarten	General education
2	Lower Secondary School and 2nd grade of USS	Special course
2	Upper Secondary School	Professional course

2. Period

August 18 - August 28 (11 days)

September 24 - Examination

Besides, they shall have self-study hours.

3. Number of participants:

1,839	from Primary School, Kindergarten
747	from Lower Secondary School
609	from Upper Secondary School
3,195	Total

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EHIME BOARD OF EDUCATION
EHIME KEN BLDG., MATSUYAMA

17 August 1950 F 264

EBE No. 7.

Subject: Report on Ehime Ken Summer Session for Secondary School English Teachers.

To : Mr. R. M. Hager, CE Officer, SCAR.

From : T. Sugino, Superintendent of Schools, Ehime Board of Education.

Ehime Ken Summer Session for Secondary School English Teachers.

1. Sponsor : Ehime Board of Education.
2. Date : 5 - 11 August, 1950.
3. Place : Matsuyama, Ehime Ken.
4. Attendants :

Total 78.

{ Low. Sec. 64
{ Upp. Sec. 14

{ Male 72
{ Female 6

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5. Daily Schedule of During the Session :

0700	Breakfast.
0800-1200	Lecture (with intermission)
1300-1500	Conversation Drill.
1730	Supper
1830-1930	Practice of English Songs.

6. Lecturers (of the morning lectures):

1st day Mr. Gillett, Prin., Shinonome USS.
2nd " Mrs. Koonce, Dependant, CIC Officer
3rd " Mr. Ono, Prof., Matsuyama Comm. College.
4th " Mrs. Koonce.
5 th " Mr. Inoue, Prof., Ehime Univ.
6 th " Mr. Yamauchi, Prof., Mats. Comm. College.
7 th " Mr. Imamura, Teacher Consultant, EBE.

7. Comments & Evaluation :

(1). The attendants were housed together, in two school buildings surrounding the place where the course was held, during the whole week. Use of the Japanese language was permitted only in the afternoon of the first day and the morning of the second day. The attendants, consequently, were forced to use English throughout the days. This seems to have been

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the most fruitful part of the session.

(2). Contents of the lectures by the Japanese lecturers were rather disappointing (too academic, not much interesting nor benificial to the attendants), but the American lecturers gave considerable benifit, especially to those large percentage of attendants who have never heard a foreigner talk before.

(3). To assist the teacher consultant who was shorthanded in running the session by himself, five college students well trained in English conversation were used. Energetic and sincere guidance ~~of~~ by these students during the conversation drill and the free periods was greatly appreciated by the attendants.

(4). Practice of songs in English seems to have inspired the attendants toward something with which they could stimulate their own classes in school, which, up to now, have been somewhat routine and dull.

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(5). Presumed 70% of the attendants had no experience in English conversation; toward the end of the session, most of them were able to speak a little English.

Cooperation of the attendants among themselves in improving their speaking ability, and toward the sponsor in carrying the session to a successful end, was remarkable.

(6). In all, the attendants seem to have appreciated, and fully utilized, this rare opportunity, and are expecting such courses to be held frequent in the future.

8. Expense involved:

(1). Each attendant paid ¥ 430
(for food and lodging for 7 whole days)

(2). School board paid ¥ 11,000
(for lecturers, assistants, miscalleneous)

For the Superintendent of Schools.
Shigeo Imamura, Teacher Consultant.
S. Imamura

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F
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Teachers Certificate Program, Tokushima

Places:

Hiwasa Upper Secondary School Hiwasa Primary School	Hiwasa-cho, Kaifu-gun
Tomioka Higashi U. S. S. Tomioka Primary School	Tomioka-cho Naka-gun
Liberal Arts Faculty of Tokushima University	Tokushima city
Itano U. S. S. Banzai Primary School	Itano-gun
Kawashima U. S. S. Kawashima Primary School	Kawashima-cho, Asaue-gun
Anabuki U. S. S. Anabuki Primary School	Anabuki-cho, Hyoma-gun
Ikeda U.S.S. Ikeda Primary School	Ikeda-cho, Miyoshi-gun

Period: (1st period for general education course)

May 13 - July 16, 1950

Details: May (2nd, 3rd, 4th Saturday and Sunday)

June (2nd, 4th Saturday and Sunday)

July (1st, 2nd, 3rd Saturday and Sunday)

Total 16 days (96 hours)

Participants: 2815 teachers

Courses of training course

1st period: General education course (May - July 1950)

2nd period: Professional education

3rd period: Special education on subjects

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SHIKOKU CIVIL AFFAIRS REGION
APO 1050

ANNEX B - 2
April 1950
PUBLIC WELFARE ACTIVITIES

By Mr. Fred Carr

1. PUBLIC ASSISTANCE

a. The number of persons receiving assistance rose in all prefectures. The increases ranged from approximately 300 persons in Kagawa to 3300 in Kochi. The rise in Kochi is comparatively extreme, and is largely attributed to dearth of fish and the consequent total depression of a number of fishing villages. Increased expenditures in all prefectures are mainly attributed to accumulation of medical aid bills paid during the last month of the fiscal year.

b. Evidence that some applications for assistance were not forthcoming under the minsei-iin system was reported by officials of three cities. During the first month of assumption of responsibility for applications by paid officials from the minsei-iin, applications received and approved jumped in these cities in comparison with the number for the immediately preceding months. The increase in applications was greater than the increase that could reasonably be attributed to trend alone. Some applications appeared because the minsei-iin were eliminated from the process. The officials also reported that some cases were discontinued, over objections of minsei-iin and only because paid officials made the investigations.

c. Officials of one city reported that clients are complaining that the assistance standards are not real in relation to actual costs. Documentation to the Ministry was suggested, with such factors as non-attendance at school, loss of weight, etc.

2. CHILD WELFARE

a. As reported in March, 26 of the 41 day nurseries in Tokushima are in primary school buildings and under the direction of the school principals. Kagawa Prefecture has 7 of these. Visits were made to a sampling in both prefectures. They have no resemblance to a day nursery as outlined in the Child Welfare Law. They should be financed and supervised by the school officials instead of the child welfare officials. This recommendation has been made by Civil Affairs Welfare and Education Sections but there has been no change. Many large expensive buildings are being constructed throughout the region as nurseries, but as the programs develop they pattern after the kindergarten and do not comply with minimum standards established under the child welfare law.

b. Kagawa officials reported that a region meeting conducted at Kochi during the month for the purpose of discussing minimum standards in nurseries and institutions developed into a strenuous discussion. More than fifty per cent of those present wanted to ignore minimum standards. There seems to be a trend toward placing children in superficial nurseries and ignoring the value and importance of children remaining with and under the supervision of their parents when possible.

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The courses are common to the teachers of kindergarten, lower secondary school, upper secondary school, specialists and school nurse, for getting license of each class, except temporary licence for upper secondary school teachers.

General education

	Cultural science	Natural science	Social science
	Pedagogy Literature Psychology Philosophy	Bislogy Chemistry Mathematics Physics	Constitution History Economics Socialogy
Kindergaten	2 units (A) 2 " (B) 2 " (temporary)	2 units	2 units 2 units
Primary School	2 units (A) 2 " (B) 2 " (temporary)	2 units	2 units 2 units
L. S. School	2 units (A) 2 " (B) 2 " (temporary)	2 units	2 units 2 units
U. S. School	2 units (A) 2 units (B)	2 units	2 units 2 units
Specialist	2 units (A) 2 units (B) 2 units (temporary)		2 units 2 units 2 units
School nurse	2 units (A) 2 units (temporary)		2 units 2 units

Units and hours of each subject

1. General education course

Cultural science (2 units)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

ANNEX B - 2
April 1950
PUBLIC WELFARE ACTIVITIES

By Mr. Fred Carr

1 PUBLIC ASSISTANCE

a. The number of persons receiving assistance rose in all prefectures. The increases ranged from approximately 300 persons in Kagawa to 3300 in Kochi. The rise in Kochi is comparatively extreme, and is largely attributed to dearth of fish and the consequent total depression of a number of fishing villages. Increased expenditures in all prefectures are mainly attributed to accumulation of medical aid bills paid during the last month of the fiscal year.

b. Evidence that some applications for assistance were not forthcoming under the minsei-iin system was reported by officials of three cities. During the first month of assumption of responsibility for applications by paid officials from the minsei-iin, applications received and approved jumped in these cities in comparison with the number for the immediately preceding months. The increase in applications was greater than the increase that could reasonably be attributed to trend alone. Some applications appeared because the minsei-iin were eliminated from the process. The officials also reported that some cases were discontinued, over objections of minsei-iin and only because paid officials made the investigations.

c. Officials of one city reported that clients are complaining that the assistance standards are not real in relation to actual costs. Documentation to the Ministry was suggested, with such factors as non-attendance at school, loss of weight, etc.

2. CHILD WELFARE

a. As reported in March, 26 of the 41 day nurseries in Tokushima are in primary school buildings and under the direction of the school principals Kagawa Prefecture has 7 of these. Visits were made to a sampling in both prefectures. They have no resemblance to a day nursery as outlined in the Child Welfare Law. They should be financed and supervised by the school officials instead of the child welfare officials. This recommendation has been made by Civil Affairs Welfare and Education sections but there has been no change. Many large expensive buildings are being constructed throughout the region as nurseries, but as the programs develop they pattern after the kindergarten and do not comply with minimum standards established under the child welfare law.

b. Kagawa officials reported that a region meeting conducted at Kochi during the month for the purpose of discussing minimum standards in nurseries and institutions developed into a strenuous discussion. More than fifty per cent of those present wanted to ignore minimum standards. There seems to be a trend toward placing children in superficial nurseries and ignoring the value and importance of children remaining with and under the supervision of their parents when possible.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

To choose one subject among from pedagogy, lilereture, psychology, and pbilosophy and get 2 units.

Hours of a unit

Hours of training course 15 hours (Saturday and Sunday)
Hours of preparation and review for lessons 30 hours
(Week days except Saturday and Sunday)
Hours of examining the result 1 hours

Total - 46 hours (92 hourse)

2. Natural Science (2 units) one subject shall be choosen from among Biology, Mathematics, Physics and Chemistry and get 2 units.

Hours of a unit is same as above mentioned.

3. Social science (2 units) to choose one subject from among Economics, History, Constitution and Socialogy and get 2 units.

Hours of a unit is same as above mentioned.

General education course (Saturday and Sunday)

May 13, 14, 20, 21, 27, 28
Jun 10, 11, 22, 25
Jul 1, 2, 8, 9, 15, 16
} 16 days (92 hours)

Special course on subjects (Saturday and Sunday)

Sep 9, 10, 23, 24
Oct 7, 8, 21, 22
Nov 11, 12, 25, 26
Dec 9, 10, 23, 24
Jan 13, 14, 20, 21
Feb 6, 7, 21, 22
} 24 days (144 hours)
Excluding hours of examining the result

Professional education (Summer)

Jul 27, 28, 29, 31
Aug 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19

Total 21 days (105 hours)

Lecturers:

a. Professors of university
b. The people who are not actual professors, but approved their qualification as same.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

ANNEX B - 2
April 1950
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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

c. Appropriate persons from among teachers consultants, teachers of secondary schools and principals

Number of lecturers:

Cultural science	14 lecturers
Natural science	14 lecturers
Social science	15 lecturers
total	43 lecturers

Examination of the results:

The result shall be examined after the training course by means of test, essays, reports, etc.

Tuition fee: No

Number of participants at each place

place	kinder gaten	primary school	LSS	USS	Speci- alist	school nurse	total
Tokushima	39	373	253	100	14	6	785
Hiwasa	0	274	107	11		2	279
Tomioka	3	183	187	27		1	401
Kawashima	7	164	102				273
Banzai	9	205	162	19			395
Anabuki	7	160	93	13	3		276
Ikeda	10	202	161	13		2	388
Total	75	1394	1137	183	17	9	2815

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

ANNEX B - 2
April 1950
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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Rec'd
copy
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Shikoku District Secondary School Workshop held in October, 1950

November 2, 1950
S. Matsuura

Date of investigation: October 28-31, 1950

Place: Miyuki Lower Secondary School and Katsuyama Lower Secondary School, Matsuyama City, Ehime

Sponsorship: The Ministry of Education, Ehime Prefectural Board of Education, Ehime University and Matsuyama City Authorities

Agreed by: CIE, SCAP and Shikoku Civil Affairs Region

Supported by: Board of Education of Kagawa, Tokushima and Kochi

Period of Workshop: October 25 - October 31, 1950

Participants: The people concerned in secondary education in Shikoku

Kagawa - 88, Tokushima - 80, Ehime - 257, Kochi - 62
Total - 488

Classification list of the participants:

Group	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
B.E. member								1						1
Teacher Consul.	4		1	4		3	1	2					1	16
Official of BE	15	6	1	5	7	4	8	1	2				5	54
Principal of USS		1		3		1	3	2		1	2	2		15
Teachers of USS	42	5		1	11	9	6	16	10	15	14	19		148
Principal of LSS	1	4	3	4		5	3		3				10	33
Teachers of LSS	48	9	8	12	29	21	12	2	10	2		1	46	200
Principal & teachers of blind & deaf schools	1		7			1								9
The concerned people in agriculture									6					6
Public employment office													1	1
Libraries						1								1
Universities					1								3	4
Total	111	25	20	29	48	45	33	24	31	18	16	22	66	488

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN)
NUMBER 330)

Takamatsu, Shikoku
21 November 1950

1. DUTY OFFICERS: The following personnel are detailed as "Duty Officer" for the period shown:

1230 - 1700	22 Nov 50	Mr. R B MacLeod
0800 - 1230	23 Nov 50	Mr. E P Ninneman
1230 - 1700	24 Nov 50	Lt Col W D Johnston
1230 - 1700	25 Nov 50	Mr. W B Pedersen

2. SCHOOL PHONE: Phone number for Takamatsu Dependent School, House #39 is 4240.

3. THANKSGIVING DAY: Thursday, 23 November 1950 is a legal holiday.

4. THANKSGIVING DAY DINNER: Thanksgiving Day Dinner will be served in the Sun Ray dining room of the Shikoku Civil Affairs Region Building promptly at 1400 hours. It is desired that all personnel be seated by this hour. All persons not regularly assigned to the mess will be required to sign and pay for this meal prior to entering the dining room. Charge for adults and children over 9 years old .85(Cir 50, 84, 1950) children under 9 years .45 (Cir 50, 84, 1950). (Mess O)

5. USE OF HEATERS: Personnel using electric heaters are warned that the practise of leaving heaters on while room is not occupied or while sleeping creates a very serious fire hazard. Therefore, it is necessary that heaters be turned "OFF" during these periods.

6. TELEGRAPH SERVICE BETWEEN JAPAN AND KOREA: Memorandum from Headquarters, Headquarters and Service Command relative to telegraph service between Japan and Korea is posted on Region bulletin board near mailroom.

ERNEST H T SCHECHINGER
Lt Col ARTY
Chief

INFORMATION

SHIKOKU CLUB:

THANKSGIVING EVE - NOVEMBER 22ND 7 P.M.

BUFFET SUPPER AND DANCE

****

TONIGHT MOVIE TONIGHT

"21"

THE LADY GAMBLES

starring

Barbara Stanwyck Robert Preston

Short Subject

PORKY PIG IN PORKY CHOPS (T)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

Purpose of this Workshop:

The main subject was "Understanding of the students in adolence and solution of their problems"

The participants tried to solve the real problems of secondary school education with each other and under the guidance of capable leaders. They tried to get some successful results to be practiced at the present school classes effectively.

Leaders:

Mr. Frank B. Judson, CIE, SCAP

Leaders of the Ministry of Education and others

Officials of the Ministry of Education	8
Professors of Nara Women's University	1
" of Tokyo Educational University	2
" of National Blind School	1
Officials of Forest Bureau	1
Librarian of Ehime Prefectural Library	1
Principal of Ehime Prefectural USS	1
Teachers' consultant of Tokushima Board of Edu.	1

Local leaders

Professors of Ehime University	18
" of Matsuyama Agricultural University	2
" of Matsuyama Commercial University	1

Leadership Training meetings were held on October 23 and 24, 1950

The leaders in local districts of each group, the chairman, vice-chairmen, care-taker of each group and secretaries held meetings to understand their duties clearly. It was as follows:

October 23, 1950 at the 2nd Assembly Hall of the Ehime Prefectural Office.

0900-0905 Greeting by Mr. Sugino, superintendent

0905-1030 Greeting by K. Matsudaira, an official of the Ministry of Education
Explanation of Leadership Training Meeting by K. Kondo, an official of the Ministry of Educ.

1040-1200 A. They discussed how to conduct their discussions.

a. What is to be emphasized at each conference.
The development of making a conclusion will be emphasized.

b. How to conduct each conference
Conference will be held by group dynamics

c. Matters to be paid attention at conferences were explained.

d. Duties of chairman, leader, secretary and participants were explained.

B. Questions and answers were exchanged.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN)
NUMBER 339)

Takamatsu, Shikoku
21 November 1950

1. DUTY OFFICERS: The following personnel are detailed as "Duty Officer" for the period shown:

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1230 - 1700	25 Nov 50	Mr. W B Pedersen

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ERNEST H T SCHECHINGER
Lt Col ARTY
Chief

I N F O R M A T I O N

SHIKOKU CLUB:

THANKSGIVING EVE - NOVEMBER 22ND 7 P.M.

BUFFET SUPPER AND DANCE

****

TONIGHT M O V I E TONIGHT

"21"

THE LADY GAMBLES

starring

Barbara Stanwyck Robert Preston

Short Subject

PORKY PIG IN PORKY CROPS (T)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

1300-1430 Demonstration of a conference was held on subject "Co-education" they understood their duties by practicing their duties of chairman, leader and secretary.

1440-1600 They evaluated the above mentioned demonstration, and Mr. Chikamori, an official of the Ministry of Education evaluated it, too.

October 24, 1950

0900-0930 The record of the demonstration was read aloud and was approved by the attendants. They conferred on the duties of secretaries at Workshop.

0930-1030 They conferred on the procedures of the announcement meeting, which was held on the last day. Then, all the small groups announced the main problems in simple dramas, by records or majic lantern.

1040-1110 Demonstration of an announcement meeting was held.

1110-1200 They evaluated the Leadership Training meeting held on October 23 and 24, 1950.

The preliminary conference was held on October 24, 1950

1300-1600 The leaders of the headquarters, officials of the Ministry of Education, and the local leaders introduced themselves with each other. Then Mr. Mori, a teacher consultant of Ehime, explained the program and development of this workshop and conferred on the following matters.

1. Duties of chairman, vice-chairman, and care-taker.

2. Secretary and paper.

3. Materials which were prepared in each prefecture.

4. Announcement meeting and reports.

5. Lectures.

Explanation of films which were brought in from the Ministry of Education by Mr. K. Matsudaira, an official of the Ministry of Education.

Attendants of each group and main topics

The 1st group: Teaching method and handling pupils

a. National language (Teaching method and handling pupils in appreciating literature)

Attendants men 27, women 0

1. What books do students read usually?

They read literature mostly, and history, science, and then fine arts.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN)
NUMBER 280)

Takamatsu, Shikoku
21 November 1950

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ERNEST H T SCHECHINGER
Lt Col ARTY
Chief

I N F O R M A T I O N

SHIKOKU CLUB:

THANKSGIVING EVE - NOVEMBER 22ND 7 P.M.

BUFFET SUPPER AND DANCE

****

TONIGHT M O V I E TONIGHT

"21"

THE LADY GAMBLES

starring

Barbara Stanwyck Robert Proston

Short Subject

PORKY PIG IN PORKY CHOPS (T)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

2. What is the distinction of reading taste between boys and girls?

   Girls have more interest in literature than boys.
   Boys like science and philosophy.

3. They read many books which were examined and esteemed by the general people.

4. Students have much interest in popular and light literautre than in pure literature.

5. They have little interest in poems.

6. Students come to be interested by and by in foreign literature as they advance in higher grades.

b. Mathematics (Teaching method of mathematics at upper secondary school)

Attendants: men 20, woman 1

1. What do students have to understand on the idea of axiom?

2. What has it a meaning to learn axiom on students' daily life?

3. How to help students' use axiom?

4. What do students have to understand on the character of authentication?

5. How to help them understand it?

6. In what case can they improve the idea of authentication?

7. How to help them understand the beauty of geometry?

8. How to evaluate their progress in geometry?

9. Study of evaluation methods.

c. Science (Teaching method of chemistry)

Attendants: men 21, woman 1

1. What is a good idea to distribute hours?

2. What elements are there in general in teaching chemistry?

3. What are good ideas in general in arranging facilities?

4. How to apply it with the necessity of the community?

5. How to organize classes?

6. What are to be evaluated in general?

7. Good example of chemistry examination.

d. Drawing and handicraft
(Teaching method of handicraft at upper secondary school)

Attendants: men 10, woman 0

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN)
NUMBER 269)

Takamatsu, Shikoku
21 November 1950

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ERNEST H T SCHECHINGER
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Chief

I N F O R M A T I O N

SHIKOKU CLUB.

THANKSGIVING EVE - NOVEMBER 22ND 7 P.M.

BUFFET SUPPER AND DANCE

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TONIGHT M O V I E TONIGHT

"21"

THE LADY GAMBLES

starring

Barbara Stanwyck Robert Preston

Short Subject

PORKY PIG IN PORKY CHOPS (T)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

1. Importance of handicraft education at upper secondary school.

2. How handicraft education at upper secondary school should be.

3. Training and distribution of full-time teachers.

4. A plan of classes, and equipments and furnitures.

5. Expenses of practices and materials.

6. Compilation of curriculum.

e. Music group: (Teaching method for creation)

Attendants: men 19, woman 0

1. Goal of teaching methods for creation and composition. How to distribute them to each year grade?

2. What activities are there in learning creation?

3. How to teach fundamental creation?

4. What to be composed; how to lead composition?

5. How to handle with their works; how to announce them?

f. Calligraphy group: (Teaching method in training their emotions)

Attendants: men 11, woman 1

1. What points do students interest in?

2. Teaching objective and its contents.

3. How to train students' attitudes in everyday life through calligraphy.

4. How to evaluate it.

5. Demands for the Ministry of Education.

(a) We want to have "accomplishments" as a required subject at upper secondary school.

(b) At lower secondary school, calligraphy of National Language should become a subject of accomplishments.

(c) At primary school, calligraphy should be given as a required subject for the pupils higher than the 3rd year grade.

(d) To employ teachers of calligraphy at upper secondary school and promote their qualifications.

The second group:

School and community program for solving problems of behavior of young people

Attendants: 25, woman 0

1. How PTA should be organized and make activities for this problem?

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN
NUMBER 270

Takamatsu, Shikoku
22 November 1950

1. DUTY OFFICERS: The following personnel are detailed as "Duty Officer" for the period shown:

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6. INDIGENOUS TIME SHEETS: All Indigenous Time Sheets including those for domestic servants are due in the Labor Liaison Office, Room 101, SCAR, on the morning of 25 November 1950. All time sheets will be filled in to include 30 November 1950.

7. COMMISSARY ORDERS: Commissary orders may be turned in to the Region Duty Officer prior to 1630 hours, Thursday, 23 November 1950.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION:

OFFICIAL:

W. D. JOHNSTON
Lt Col Inf
Adjutant

W. D. JOHNSTON
Lt Col Inf
Adjutant

I N F O R M A T I O N

ORDERS FOR HALLOWE'EN PICTURES: Orders for pictures taken at Hallowe'en Party have been filled and are available at the Information Section. -C.O.D.-

SHIKOKU CLUB:

THANKSGIVING EVE - NOVEMBER 22ND 7 P.M.

BUFFET SUPPER AND DANCE

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

2. Examples of successful PTA and unsuccessful PTA.

3. What attention teachers should pay attention when they visit pupils homes.

4. How to keep record to have more effective home visit.

The third group: Education of the handicapped.

Attendants: men 19, woman 1

1. They were divided into 2 groups:

   a. Children of weak sight and hard hearing

   b. Feeble minded and weak children

2. How to run Home Room for the handicapped children?

   They studied two cases: 1. In case the handicapped children are in one class with ordinal children, 2. In case the handicapped children are separated in another room.

3. What kind of facilities are to be furnished for the handicapped children.

   a. At school b. At home c. At community

4. How to lead or reform them at school at home and at community?

The fourth group: Moral and spiritual values in education

Attendants: men 28, woman 1

1. They compared the characteristics of morals before the war and after the war, and studied special moral and spiritual values for the young people at the present time.

2. Qualifications of teachers for character education.

3. What are the obstacles for character education and its counter-measures.

The fifth group

a. School health program I

   Attendants: men 11, women 2

   1. The reason of dullness of school health and its counter-measure.

   2. Establishment of School Health Committee and School health shuji.

   3. How teachers, school nurses and parents can give help for school health.

   4. The defects of law and system and its counter-measure.

b. School health program II

   Attendants: men 7, women 5

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

DAILY BULLETIN
NUMBER 270

Takamatsu, Shikoku
22 November 1950

1. DUTY OFFICERS: The following personnel are detailed as "Duty Officer" for the period shown:

1230 - 1700	22 Nov 50	Mr. R B MacLeod
0800 - 1230	23 Nov 50	Mr. E P Ninneman
1230 - 1700	23 Nov 50	Lt Col W D Johnston
1230 - 1700	25 Nov 50	Mr. W B Pedersen

2. THANKSGIVING DAY: Thursday, 23 November 1950 is a legal holiday.

3. THANKSGIVING DAY DINNER: Thanksgiving Day Dinner will be served in the Sun Ray dining room of the Shikoku Civil Affairs Region Building promptly at 1400 hours. It is desired that all personnel be seated by this hour. All persons not regularly assigned to the mess will be required to sign and pay for this meal prior to entering the dining room. Charge for adults and children over 9 years old .85(Cir 50, 8A, 1950) children under 9 years .45 (Cir 50, 8A, 1950). (Mess O)

4. USE OF HEATERS: Personnel using electric heaters are warned that the practise of leaving heaters on while room is not occupied or while sleeping creates a very serious fire hazard. Therefore, it is necessary that heaters be turned "OFF" during these periods.

5. TELEGRAPH SERVICE BETWEEN JAPAN AND KOREA: Memorandum from Headquarters, Headquarters and Service Command relative to telegraph service between Japan and Korea is posted on Region bulletin board near mailroom.

6. INDIGENOUS TIME SHEETS: All Indigenous Time Sheets including those for domestic servants are due in the Labor Liaison Office, Room 101, SCAR, on the morning of 25 November 1950. All time sheets will be filled in to include 30 November 1950.

7. COMMISSARY ORDERS: Commissary orders may be turned in to the Region Duty Officer prior to 1630 hours, Thursday, 23 November 1950.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION:

OFFICIAL:

W. D. JOHNSTON
Lt Col Inf
Adjutant

W. D. JOHNSTON
Lt Col Inf
Adjutant

I N F O R M A T I O N

ORDERS FOR HALLOWE'EN PICTURES: Orders for pictures taken at Hallowe'en Party have been filled and are available at the Information Section. -C.O.D.-

SHIKOKU CLUB:

THANKSGIVING EVE - NOVEMBER 22ND 7 P.M.

BUFFET SUPPER AND DANCE

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

1. To make program of health guidance at lower and upper secondary school

2. Teachers' duties for health guidance

3. Keeping records of health

c. Physical Education Group:

Attendants: men 19, women 4

1. Physical education (required) and inter and intra school matches.

2. Required hours of physical education and how to lead students at leisure time (before and after school hours and after lunch)

3. How to lead and administrate physical education in leisure hours.

4. They visited the Gunchu Lower Secondary School on October 28, 1950.

The sixth group: School library and audio-visual education

a. School library group:

Attendants: men 17, woman 1

1. What kinds of facilities are necessary for a good school library?

2. Organization and administration of school library.

3. How to arrange the materials of school library.

4. They visited the school library of Matsuyama Higashi Upper Secondary School and CIE Library.

b. Audio-Visual education group:

Attendants: men 19, women 4

1. Audio-visual Education Committee

2. How to use audio-visual education equipments more effectively.

Equipments of one's own work
Evaluation

3. How to teach audio-visual education at blind and deaf schools.

4. They visited Yasaka CPH on October 26 and Utsumi Lower Secondary School and Takunan Lower Secondary School on October 28, 1950.

The seventh group: Education for the international understanding

Attendants: men 33, women 0

1. How to give more international understanding to teachers.