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Summary Report on Investigation of Tokushima Ken
Experimentary Schools & Board of Education Secretariat

16 January 1950
by S. Matsuura

10 Jan. Takamatsu-city - Tomioka-Town

11 Jan. Naka Local Education Office
Tomioka Elementary School) Tomioka-Town, Naka-gun

12 Jan. Tokushima Low. Sec. School. (Tokushima-city)
Tokushima-ken Board of Education, Guidance Section
(Investigate out-line of Tokushima-ken experimentary school)

13 Jan. Uchimachi Elementary School (Tokushima-city)
(Experimentary School)

Tokushima Board of Education Administration Section

14 Jan. Kitashima Low. Sec. School (Kitashima-town, Itano-gun)

Demonstration

Attend about 500 teachers and 200 students

9.00 - 9.10	Home Room (short time)
9.10 - 10.10	Demonstration Lesson (each class)
10.20 - 11.10	Club activities
11.20 - 12.10	Workshop system study meetings (teachers)
12.20 - 13.00	Lunch
13.00 - 13.40	Demonstration of students club activities
13.40 - 15.50	Announcement of school administration by principal, head teacher.
	Evaluation by Teacher consultant Mr. Inagaki and others

15 Jan. Tokushima-city - Takamatsu-city

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Report of Experimental Schools in Tokushima-Ken

January 1950
by S. Matsuura

Date: January 11 - 14, 1950

Places: Tokushima Board of Education Secretariat
The Tomioka Primary School (Naka-gun)
Tokushima Lower Secondary School
Uchimachi Primary School (Tokushima-city)
Kitajima Lower Secondary School (Itano-gun)

The experimental schools designated by the Guidance Section and their subjects are as follows:

A. Primary School:

Tokushima-city:	The Uchimachi Primary School; Organization and extension of curriculum
Naruto-city:	The Hayashizaki Primary School; How the learning guidance should be in new education
Myodo-gun:	The Kokufu Primary School; Learning guidance based on Child Psychology
Katsuura-gun:	The Ronden Primary School; Autonomous learning training
Kaifu-gun:	The Kawahigashi Primary School; Formation of curriculum applied to the community and its practice.
Itano-gun:	The Horie Kita Primary School; Autonomous learning and application to individualities.
Awa-gun:	The Yawata Primary School; New form of learning new method of learning and how let them learn.
Mima-gun:	The Anabuki Primary School
Naka-gun:	The Kuwano Primary School; Health education

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Mima-gun:	Study group of five schools in Iwakura Village (Otani, Kawahara-shiba, Imoana, Nakano and Hiraboshi Primary Schools) Compound education system (one teacher for two grades)
The Ikeda Primary School:	In order to improve or establish the policies of primary school education fundametally, they study the policies of curriculum how to form, extend and improve it in easier way.

B. Lower Secondary School

Tokushima-city:	Tokushima Lower Secondary School; Autonomous education
Myozai-gun:	Shinryo Lower Secondary School; Actual education applied to the community
Myodo-gun:	The Kokufu Lower Secondary School; Study of guidance applied to the development of child psychology
Naka-gun:	The Niino Lower Secondary School; New education at farming villages
Itano-gun:	The Kitajima Lower Secondary School; New education centering arround social study
Asaue-gun:	The Kawata Lower Secondary School; Study of curriculum and guidance
Mima-gun:	The Sakamitsu Lower Secondary School; Curriculum and guidance
Miyoshi-gun:	The Ikeda Lower Secondary School; Study of community school
Naka-gun:	The Tsubakimachi Lower Secondary School; Education of curriculum and living guidance

The designation of experimental schools.

1. It does not mean to make model schools but to make experimental schools to study new education.

2. In consideration of the characteristics of the community, the experimental school chose the subject out of many important problems by themselves.

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3. Before Board of Education was established, the school affairs section designated the subject in consideration of the proposal from the school and the characteristics of the community in July 1948.

4. An experimental school is expected to continue two years' try-out (1948-1949). After one year, the interim-report shall be announced. After two years, all try-out result shall be published.

5. The prefectural government shall pay ¥1,000 to an experimental school and ¥2,000 to one teacher as trip expenses per one year.

6. Guidance Section of Tokushima Board of Education desires that the guidance sections of all Shikoku shall consult together and have the Curriculum Committee to design the experimentary schools, two upper secondary schools, four primary and lower secondary schools (farming villages, mountain villages, fishing villages and one kindergarten in each prefecture and report the results.)

The opinion of the guidance section as to the experimental schools in the future is:

Up to now, all the teachers' consultants made a great effort for the guidance of the experimental schools only, while neglecting the other schools for a long time. In 1949, Guidance Section of Tokushima Board of Education made a great effort for the preparation of Workshop at the Naruto Primary School, neglecting the other schools, though the Naruto Primary School has become the model school. So the experimental schools and many other schools were not contented. They complained a great deal about it. Now the teachers' consultants are very few in number, so they can not go arround every school in the prefecture.

We are making plans to adopt workshop system instead of experimental school system to carry out group guidance for every gun or for the prefecture. We want to have the workshop as the training course for the teachers which shall be approved by the Teachers' Licence Law.

Experimental Schools which have been designated by Social Education Section

A. To research PTA activities

1. The Kizugami Primary School - Naruto city
2. The Hiwasa Primary School - Kaifu -gun
3. The Tachibana Primary School - Naka-gun
4. The Ebara Kita Primary School - Mima-gun
5. The Izawa Primary School - Awa-gun

B. To research adult education training course activities.

1. The Niimachi Primary School - Tokushima-city
2. The Yachiyo Lower Secondary School - Mima-gun
3. The Shibau Primary School - Miyoshi-gun

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4. The Kamiura Primary School - Asaue-gun
5. The Shibata Primary School - Katsuura-gun
6. The Todoroki Primary School - Naka-gun
7. The Imazu Primary School - Naka-gun
8. The Tomo Oku Lower Secondary School - Kaifu-gun

C. To help C.P.H. Activities

(Communities are designated, but in fact, the schools are chiefly works for it.)

1. Tokushima-city - The community of the Showa Primary School
2. Naruto-city - The community of the Satoura Primary School
3. Itano-gun - Kitajima-cho
4. Myozai-gun - Ayubato-mura
5. Myodo-gun - Sanakawachi-mura
6. Naka-gun - Kamodani-mura
7. Kaifu-gun - Akakawachi-mura
8. Miyoshi-gun - Hiruma-cho
9. Awa-gun - Omata-mura
10. Oe-gun - Kawata-cho

The Tomioka Primary School, Naka-gun

This is one of the two schools which were designated by the Tokushima-Ken Education Association.

1. Number of pupils 1,217
   Number of classes 27
   Number of teachers 33 (Men 17, women 16)

   This school got no suffering in the war.

2. Study subject: Study of curriculum.

   On 10 December, 1949, the announcement meeting was held.

3. Summary of the report.

   a. Demonstration of all school classes
   b. Study and discussion of Demonstration
   c. Lecture of guidance
      Professor, Y. Aoki, The Nara High Normal Girls' School
   d. Attendants: 700
      500 teachers of all the primary schools in Naka-gun
      200 teachers of other guns.

4. Subsidy for study

   ¥5,000 from Prefectural Education Association.
   ¥2,000 from the gun

5. [illegible]

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5. They are making efforts to improve

a. Completeness of school library and its utilization
b. Visual education
(especially for the equipment of broadcasting in the school)

6. My (Matsuura) inspection

a. The 3rd class of the 4th year grade - Japanese and haiku (poem)
b. The 2nd class of the 5th year grade - Japanese
Words hard to pronounce
c. The 3rd class of the 6th year grade - Social study
The countries which have close connection with Japan.

7. My impression

a. They had a good curriculum in cooperation of teachers
b. According to the spirit of new education, it seemed that all things are being improved.

The Tokushima Lower Secondary School

Experimental school designated by Guidance Section of Tokushima-Ken.

1. Number of pupils 1,283
Number of classes 25
Number of teachers 35 (men 28, women 7)
9 graduates from university and college 26 graduates from normal schools

This is a war damaged school with 25 ordinal rooms but no special room. Books and teaching materials are not enough.

2. Subject for study

Autonomous learning

Main aim is to train the autonomy of students, encouraging them to have autonomous and active student activities.

3. For the election of president of the student association, posters were pasted. Names of candidates were written on the black-board in the corridor.

4. The constitution of the student association is well composed according to the pamphlet "How to conduct a meeting of a student organization" published by the Shikoku Civil Affairs Region.

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6. They are preparing to announce the result of all the students up till now on February 25, 1950.

7. They intend to make efforts to dissolve the following things.

a. To get the long-absent pupils present.

About 500 pupils are absent throughout Tokushima. 43 pupils are long-absent in this school. The reason of absence (half of them) is owing to the poor finance of their families who can not live along without the income of their children. Half number of the absentees are too idle to come to school or their parents are ignorant to education. All the teachers are encouraging them to come to school.

b. Special guidance for sub-normal children.

They have a special class for sub-normal children. English is a required course for the 1st year grade, but an elective course for the pupils higher than the 2nd year class. Special guidance is given to the class (going to higher schools) and going to the class (going into employment).

8. My (Matsuura's)inspection

A class of the third year grade - Music (Musical interval)
C class of the third year grade - Social study (group study at library)
E class of the third year grade - Japanese (snow in the morning)

A class of the 2nd year grade - guidance of occupation
B class of the 2nd year grade - Science (study of clothing)
C class of the 2nd year grade - Japanese (sound and letters)

B class of the 1st year grade - Handcraft (Wood printing)
D class of the 1st year grade - English (Conversation)

9. My impressions

This is a war-damanged school but designated as an experimental school. They have no special equipments. It seemed they have just begun, no remarkable result yet.

The Tokushima Uchimachi Primary School Tokushima City

This school was designated as a model school by the Civil Education Section of Tokushima Milt Govt Team in June, 1947. They had a special guidance from the guidance section and Milt. Govt. Team on every Wednesday at 1. P.M.

This school was designated as an experimental school from the Guidance Section, Tokushima-Ken in July 1948.

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1. Number of pupils 1,154
Number of classes 24
Number of teachers 27 (men 13, women 14)

This school was damaged in the war but the school-house ~~was~~ had been built with steel-concrete, so remained. The school facilities and equipments were burned down but the school house is still being used.

2. Subject for study

Formation of curriculum and the extention. This school is eagerly studying core-curriculum.

3. Announcement meeting

The 1st announcement meeting shall be held on October 8, 1948. "The Uchimachi Education Report" was published.

Contents: Investigation of children and their circumstances. Standard investigation of each subject, special activities of children were described in details.

The 2nd announcement meeting shall be held on February 11, 1950.

4. Inspection

I inspected each class. The pupils' activities are very autonomous and eager.

5. My impressions

a. This school was damaged in the war but the school-building was early reconstructed in comparison with the other war-damaged schools.

b. The school is located at the center of Tokushima-city. More than half number of parents are engaged in business, and then salaried-men, public officials, doctors, and correspondents but no farmer. Consequently many parents are very earnest in education. There is a close connection between the school and the community.

c. The school administration is well run by the principal with a good cooperation of the teachers. It has a type of some model school.

The Kitajima Lower Secondary School, Itano-gun

The Guidance Section designated this school as an experimental school in May, 1948. The announcement meeting was held on January 14, 1950.

Number of pupils 466
Number of classes 11
Number of teachers 17 (men 13, women 4)

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10 class-rooms were already constructed and 6 rooms are under construction. 3 rooms are still in short, so they use some rooms of primary school.

2. Demonstration

900 - 910 Home room (short time)
910 - 1010 Demonstration lesson

A class of the lst year grade	Productive life in the country
B class of the lst year grade	Home room, Recreations, Pleasant life in the room.
C class of the lst year grade	Japanese - study of fairy tales
D class of the lst year grade	Mathematics Daily livings and quantity.
A class of the 2nd year grade	Japanese history Study of daily living in the feudalistic days.
B class of the 2nd year grade	Agriculture Plants' growing and earth
C class of the 2nd year grade	English Jewel of Corneria
D class of the 2nd year grade	Home room Talking about holidays for new nation.
A class of the 3rd year grade	Home room
B class of the 3rd year grade	Mathematics
C class of the 3rd year grade	Science How electricity is useful

1020 - 1110 Club activities guidance

a. Home-making group - 69 students were practicing knitting, embroidary, etc.

b. Music group - 34 students were practicing piano, organ, violin, xylophone, etc.

c. English group - 14 students were practicing conversation about Tom and Sam.

d. Abacus group - 43 students were practicing abacus.

e. Literature group - 58 students were learning Haiku (poem) compositions, how to play dramas, etc. in small groups.

f. Science group - 26 students were learning to separate or compose a bicycle, reparing a radio, composing a watch, inspection of drinking water.

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g. Fine arts group: 25 students were drawing inanimate object.

h. Agriculture group - 35 students were learning petals of flowers, vegetables manner heap, poulty-culture, etc.

i. Physical education group - 28 students were studying physical strength.

j. Calligraphy group - 50 students were practicing freeling on various kinds of papers.

k. Mathematics group - 20 students were making many activities centerig draughtman slip.

1120 - 1220 All the teachers, participated, were divided into 8 groups and studied and discussed on each subject in the form of workshop.

1. School administration and formation of curriculum

2. How to test intelligency and how to apply it to.
What form of learning guidance is to be adopted?

3. Student association and club activities.

4. Management of home room and Dean system

5. Logs of daily lives and guidance of leisure hours.

6. Occupation guidance and vocational homemaking course.

7. How to make health guidance.

8. A problem of making experimental equipments for science by themselves.

1220 - 1300 Lunch

1300 - 1340 Demonstration of student club activities
(Recreation program)

Brass-band, piano, violin
Chorus, xylophone
Learning English by heart

13.40 - 1550 Announcement and evaluation

1. Announcement by the principal on policy of administration

2. Report of the experimental school from the head teacher.

3. Evaluation from a teacher consultant, Mr. Inagaki

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a. I was deeply inpressed by the earnestness of the principal and the teachers and a good cooperation of the community.

b. This is a good experimental school with a characteristic of a model school.

c. Curriculum has been made, but its extention is a problem in the future.

d. Science is greatly valued, it is good.

e. It is good that the teachers are making efforts to let students learn autonomously.

f. It is recommendable that they are trying to complete school-building, facilities, etc, especially I admire they are making the equipments for science by their own hands.

g. Home-room,students association, club activities, etc are properly planned and organized. I hope for the further effort and I want to see more progressed student association.

h. It is good that they are making efforts to improve the school as a community school, but in the future, I want to have them not to be proud of the native place only, but to look at the education from the world wide point of view.

i. Evaluation is well done. It is admirable to adopt evaluation of teachers, students, their families, people in the community and others.

j. How to go ahead in the future. Teachers and students have worked too hard for preparation of demonstration so far, but from now, such demonstration should be every day lesson. Education is a record of every day's efforts. I hope your furthermore efforts for the improvement of Kitajima-cho.

4. Evaluation of the Itano Local office, Mr. Watanabe:

a. The result of two years' efforts was published. I am very glad to know that it has had a great influence upon the education of the whole gun. I think it will work as a propelling power of education in Tokushima-Ken.

b. Every child in this school is happily educated, in comparison with many other schools which have only one part experimental classes in a school.

c. The teachers have great interest in study, and make efforts, especially in making science machines.

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d. Improvement of libraries is needed.

e. Auditorium should be constructed.

5. Greetings: President of the Prefectural Education Association
Principal of the Tokushima Lower Secondary School
President of P.T.A.

My Impressions (Matsuura)

1. It is praiseworthy that principal and every teacher were in a good cooperation to get a good result of lower secondary education.

2. It is admirable that they made many experimental machines of science.

3. Every student belongs to any club, and is making some activities everyday.

4. 500 teachers and about 200 students (from neighbourhood schools) come attended today's demonstration. It is desirable to have many students to such a demonstration meeting, but it seemed to be too many and too noisy.

5. It is very good that the principal has been studying in cooperation with good lower secondary schools in Kagawa, Hyogo, Osaka, Aichi, Shizuoka, Kanazawa, and Tokyo.

The guidance section of Tokushima Prefecture intend to study new education by workshop in the future. This school shows the direction of guidance of school education in Tokushima-Ken.

Seno

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Tokushima University Survey

29 December 1949

By Mr. M. Wada

Tokushima University is consisted of three departments, Liberal Arts Faculty, Engineering Faculty and Medical Faculty. The Liberal Arts Faculty and the Engineering Faculty are located at the eastern part of Tokushima City together, but the Medical Faculty is located at the western part of Tokushima City, very far separated.

1. Name: Tokushima University Liberal Arts Faculty

2. Main Curriculum: See the attached papers. Courses are as follows:

Liberal Arts Faculty

The four year system - a. Primary school course
b. Lower secondary school course
c. Other course

The two year system - d. Primary school course
Lower secondary school course
e. Vocational home making course
f. General course

3. Statistics:

Number of students (Now, the 1st year grade only)

Men	292
Women	61
Total	353

Number of students in each course		Men	Women
The four year system --	Primary school course	39	1
	Lower second. sch. course	64	5
The two year system --	Primary school course	110	32
	Lower second. sch. course	79	23

Tuition

No tuition, but one who does not wish to be a teacher pays ¥3,600 a year.

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4. Are there separate institutions?

Main school: 1-chome, Minami Josanjima, Tokushima City

Naruto Branch School: Hamada, Minami-hama, Muya-cho, Naruto City

Wadajima Branch School: Wadajima, Sakano-cho, Naka-gun

Vocational home-making course are mainly taught at the Naruto Branch School. (The former youth normal school.) They are planning to establish a special study-room of the seas at the Wadajima Branch School (the former barracks of Navy Air Squad.)

Is there any attempt being made to have a central institution?

President of Liberal Arts Faculty said, "It is very inconvenient to have vocational home-making course in Naruto, so we are attempting to have a central institution in or after 1950 as soon as possible. However, we can not be helped to be patient for some time on account of financial circumstances. The Wadashima Branch School is expected to establish a special study room of seas, so it can not be far away from the sea-shore. They have an ambition to establish the Fisheries Faculty there in the future." Head of the Naruto Branch School said, "Our opinion is that the vocational course should be more valued from now on for the development of Japan's business. It is very bad that the Mombusho decided the vocational course to put on the same level with music and physical course. The Mombusho should bring it up to the same level with general education course. It seems that the vocational course system is well arranged, but it is not really carried out as same, Japan's business reconstruction would not be achieved in such a circumstances. The university authorities is making plans to put the branch schools together into the Liberal Arts Faculty. However, the facilities are very poor, so it is of no use. We would like to have the vocational course in some place in Tokushima City separately, because it needs special facilities. It seems probably impossible, so we wish to have the vocational course in Naruto for the time being as it is now.

5. Check the following:

a. Is it co-educational?

Yes, it is co-educational.

b. What number of credits and courses are required for graduation?

(1) Four year system

Primary school course	132 - 135 units
Lower secondary school course	132 units

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Two year system

Primary school course	73 units
Lower secondary school course	73 units

c. Are courses 2 or 4 credit units?

Two or four units

d. Are similar courses given by any of the various divisions or branches of the institution?

The similiar course for general education course is given at the Liberal Arts Faculty, Vocational Homemaking and Medical Departments.

e. What courses are offered in general education?

Four year system course.

(1) Cultural science course

Philosphy, Ethics and Theology, Psychology, Japanese literature, Chinese literature, Descriptive Georgraphy, English, German, Arts.

(2) Social science course

Japanese history, Foreign history, Jurisprudence politics, socialogy, statistics.

(3) Natural Science

Mathematics, Physics, Chemistry, Biology, Physical geography, Science, Public sanitation.

Two year system course

(1) Cultural science course

Phylosophy, Japanese literature, Chinese literature, Descriptive geography, English, German, Arts.

(2) Social science

Japanese history, Foreign history, Jurisprudence politics, Economics.

(3) Natural science

Mathematics, Biology, Chemistry, Physics, Physical geography, Science, Public sanitation.

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6. Teacher Education Division.

a. Are there 2 and 4 year curricula -- where given?

Yes, there are both of them. The two year and four year curricula are given at the main school and vocational curricula of two year system is given at the Naruto branch school.

b. List of the main courses given in each -- what are required and what are electives?

See the attached papers.

c. What new courses have been introduced in education?

No, it is not adopted.

d. What does faculty do in the way of educational leadership in teacher conferences, workshops, social education, etc.?

Presidents' conference shall be held on every Friday, professors' conference shall be held on every Tuesday, teachers' conference on every Saturday, and School Affairs Committee conference on every Wedensday. Study meetings shall be held at any time. In November, announcement meeting on kindergartens, the attached primary and lower secondary schools was held. As to social education, professors of the Faculty go out and make lectures by request of communities.

7. Student activities.

a. What is the situation as to student self-government?

The student association of the Tokushima University Liberal Arts Faculty is organized.

(1) Import of the association:

The purpose of the association is to make and develop a good and sound school customs through students autonomous activities. It is the supplementary function for the education of university from another side of the Liberal Arts Faculty.

(2) This association is organized with teachers and students of Liberal Arts Faculty, Normal School, and Youth Normal School.

(3) This association has General Affairs Section, Cultural Section and Physical Education Section. The students shall belong to the Cultural Section or Physical Education Section.

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The members of Cultural Section study Science and Arts, Fine Arts, and Religion and announce their opinions, so that they become the center of cultural activities. The members of the Physical Education Section train their techniques and sportsmanship so that they can renovate physical education. President of the Faculty shall be the president of the association. Chairman and vice-chairman shall be elected from among the students. Chief of each section shall be mutually elected from among the members of the section. The committee members of each section shall be elected one each from the classes.

b. What are main special curricula activities?

Main special activities are in the fields of special courses culture, and sports.

c. What are their main problems?

It is desirable to have better arranged facilities.

d. Are there political cells or groups?

No, there is none. It was once rumoured that there were two or three cells of Communist in school. The school authorities is paying careful attention about it so there is no positive activities of such a group.

8. Problems of school administration

a. What are the main problems in the administration of the institution?

The organization of the university is not yet well arranged. So, the early completion of the university is the most important problem.

b. Are equipment and supplies adequate?

It is not yet sufficient. It is being filfilled by and by under the plan of the Mombusho.

c. What new construction is actually under way?

The rooms of chemistry and domestic science are being constructed in the main school.

d. Other important matters in achieving a better institution?

Equipments are in shortage. It is difficult to get foreign books, too.

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9. The all-Shikoku University Coordination Committee.

No, but another group, Japan Education University Association Shikoku Branch is expected to be established in January 1950. (See the Kagawa University Liberal Arts Faculty reports)

10. Miscellaneous date.

a. Chief of the Liberal Arts Faculty said:

"Instructions of the new system university are mainly centered on general education in 1949 and 1950. Professional education is given in 1951 and 1952. Therefore, I hope that the expenditure given from the Mombusho for the new system university shall be concentrated upon the Liberal Arts Faculty or Education Faculty Engineering Faculty or Economics Faculty should be considered next.

b. People of the Naruto Branch School said:

The presidents of the Faculties decide every thing at the Presidents' Conference, so the teachers have no chance to express their opinions.

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List of Subject

Tokushima University
Liberal Arts Faculty

18 January 1950

4 years system course of lower secondary, upper secondary school.

The 1st year grade

I. General Educa.

Culture Science

Phylosophy
Psychology
Japanese
Japanese literature
Chinese literature
Descriptive geography
English
German
Arts

Social Science

History
Foreign history
Jurisprudence politics
Economics

Natural Science

Mathematics
Physiology
Chemistry
Biology
Physical geography
Science of living
Public health

The 2nd year grade

I. General Educa.

Culture Science

Ethics & theology
Japanese literature
English
German

Social Science

History
Foreign history
Jurisprudence politics
Sociology
Statistics

Natural Science

Mathematics
Physics
Chemistry
Biology

II. Physical Educa.

III. Special Educa.

A.
History
Mathematics
Domestic science
Agriculture
Fisheries

The 3rd year grade

I. Special Educa.

A.
Jurisprudence politics
Sociology
Economics
Japanese history
Oriental & western history
Descriptive geography
Psychology
Ethics
Public health
Physics
Chemistry
Biology
Physical geography
Agriculture
Physiology
Hygiene
Family relation
Housing
Domestic science
Food
Nourishment
Care of child
Home nursing
Clothing
Outline of industry
Agriculture
Industry
Commerce
Fisheries
Vocational guidance

The 4th year grade

I. Special Educa.

Same with those of the third year grade

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II. Physical Educa.

Unit	
General educa. 6 subjects	24
Physical educa.	2
Foreign language	4
Special educa.	0
Professional educa.	4
Total	34

B.
Japanese literature
Mathematics
Music
Fine Arts
Calligraphy
German
English
Pedagogy
Educational Psychology
Method of teaching guidance
Youth psychology

Units	
General educa. 4 subjects	16
Physical educa.	2
Foreign language	4
Professional educa.	8
Special educa.	4
Total	34

B.
Japanese Philology
Japanese literature
Chinese literature
Calligraphy
Mathematics
Statistics
Surveying or measurement
Vocal music
Instrumental music
Theory of music
Musical history
Appreciation
Drawing
Industrial arts
History of physical education
Physical admini.
Physical physiology
Individual and public health
Physiology
Bacteriology
Immunology
Dietetics
School health administration
History of fine arts
Industrial arts

II. Professional Edu.

Teaching practices
Educational evaluation

II. Professional Edu.

Teaching practices
Educational evaluation
Educational history
Educational socialogy

Unit	
Special educa. for low. and upp. sec. school	
A.	15
B.	10
Professional educal	8
Total	31

III. Primary School

Special education

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Unit

Special educa. for low. and upp. sec. school

A. 15
B. 12

Professional educa. 4

Total 31

4 year system primary school course

The 1st year grade	The 2nd year grade	The 3rd year grade	The 4th year grade
1. General educa.	1. General educa.	1. Special educa.	1. Special educa.
Same with those of the 1st year grade of low and upp secondary school course	Same with those of the 1st year grade of low and upp secondary course	a. Primary school course Japanese literature Descriptive geography Jurisprudence politics Economics Sociology Japanese history Oriental history Western history Physics Biology Chemistry Mathematics Music Fine arts Physical educa. Domestic science Study of teaching materials	a. Primary school course Same with those of the 3rd year grade
2. Physical educa.	2. Physical educa.		
3. Professional edu. Pedagogy	3. Professional edu. Child psychology Educational psychology Method of teaching guidance		
	4. Special education Music Fine arts Calligraphy Domestic Science	b. Low and upp sec school course B. Japanese Mathematics	b. Low and upp sec school course B. Same with those of the 3rd year grade

Unit

General edu. 6 subjects	24
Foreign lang.	4
Special educ.	0
Profes. educ.	4
Physical edu.	2
Total	34

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Unit	
General educa. 4 subjects	16
Foreign language	4
Special educa.	4
Professional edu.	10
Physical educa.	2
Total	36

Music
Drawing handicraft
Public health
Physical edu.
Foreign language.

c. Low and upp sec school course

Social study
Science
Domestic Science
Vocational course

II. Special education for teachers

Educational practices
Educational measurement and evaluation
Curriculum

Unit

Special educa. primary school course 12

Special educa. low and secondary school B 10

Special education for teacher 10

Total 32

II. Special education for teachers

Educational history
Educational socialogy
Educational administration

Unit

Special education primary school course 12

Special education low and upp secondary school
A 15
B 12

Special education for teacher 6

33 or 30

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2 Years system Lower and Upper Secondary School

The 1st year grade

1. General education

Cultural Science

Phylosophy
Japanese litarature
Chinese classics
Descriptive geography
English
German
Art

Social Science

Japanese history
Foreign history
Jurisprudence politics
Economics

Natural Science

Mathematics
Physics
Chemistry
Biology
Physical geogrophy
Science of Living
Public health

2. Physical education

3. Special education

a. History
Phylosophy
Mathematics
Domestic science
Agriculture
Fisheries

b. Japanese
Mathematics
Music
Fine arts

The 2nd year grade

1. Special education

a. Jurisprudence politics
Sociology
Economics
Japanese history
Oriental history
Western history
Descriptive geography
Geography
Philosophy
Ethics
Public health

Physics
Chemistry
Biology
Physical geography
Agriculture
Physiology
Hygiene

Family relations
Domestic Science
Housing
Food
Dietetics
Care of child
Nursing
Clothing

Outline of industry
Agriculture
Industry
Commerce
Fisheries
Vocational fuidance

Educational method and curriculum
Educational practices

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Calligraphy
German
English
Pedagogy
Youth psychology

b. Japanese
Philology
Japanese literature
Chinese classics
Calligraphy

Mathematics
Statistics
Measurement

Vocal music
Instrumental music
Theory of music
Musical history
Appreciation

Drawing
Industrial arts
Fine arts history

Theory of physical education
Administration of physical edu.
Practices of physical education
Physiology
Individual and public health

English
Philology
English literature
Foreign literature

Vocationa course

Educational method and curriculum
Educational practices

Unit	
General education	20
Physical education	2
Foreign language	4
Special education	4
Special education for teachers	8
Total	38

Unit	
Special education	
A	15
B	10
Special education for teachers	10
	35

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2 Year system Primary School Course

The 1st year grade

1. General education

   Same with those of the 1st year grade of lower and upper secondary school course of the 2 year system.

2. Physical education

3. Special education

   Music
   Fine arts
   Japanese
   Domestic Science

   Theory of pedagogy
   Child psychology

The 2nd year grade

1. Special education

   a. Japanese literature
      Descriptive geography
      Jurisprudence politics
      Economics
      Sociology
      Japanese history
      Oriental history
      Western history
      Physics
      Biology
      Chemistry
      Physical geography
      Mathematics
      Music
      Fine arts
      Physical education
      Domestic science
      Study of materials

   b. Japanese
      Philology
      Japanese literature
      Chinese classics
      Calligraphy

      Mathematics
      Statistics
      Measurement

      Music
      Instrumental music
      Theory of music
      Musical history
      Appreciation

      Drawing
      Industry arts
      Fine arts history

      Theory of physical education
      Administration of physical edu.
      Practice of physical education
      Athletic physiology
      Individual and public health

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Phigiology
Bacteriology
Immunology
Dietetics
School health administration

English
Philology
English literature
Foreign literature

Vocational course
Educational method and curriculum
Educational practices

Unit	
General education	20
Physical education	2
Foreign languages	4
Special education	8
	38

Unit	
Special education	
A	15
B	10
Special education for teachers	10
	35

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

Rec'd
cy
D

Inspection at the Nakamura Lower Secondary School, Kochi Prefecture

June 29, 1950
by S. Matsuura
Translated by H. Seno

Date of inspection: June 14, 1950

Place: Nakamura Lower Secondary School, Hata-gun, Kochi Prefecture

Interviewer: S. Miyazaki, principal

School statistics:

Number of students 505 boys 251 girls 254

Number of Home Rooms 11

1st year grade 4
2nd year grade 3
3rd year grade 4

Number of teachers 17 men 12 women 5

Clerk 1 Messenger girl 1

School building:

The new building is located at the east of the Nakamura Primary School with 7 rooms. Besides, the lower secondary school is using 5 rooms of the primary school. It is scheduled that 8 rooms will be constructed this year, and the auditorium and the play-ground will be completed after next year.

Administration of Home Room:

The 1st period of every Monday is scheduled for the period of guidance to have individual interviews.

Besides, they have special period of guidance for 40 minutes, twice a week to talk about Democracy centering upon the following 3 points.

1. Responsibility in daily life.

2. Reason why people have to live independently.

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3. Relations between personal characters and behavours.

Student Association:

Student association is divided into 3 groups, the student assembly, Kyosei-kai and Executive Dept. They are shared with the duties, 1. making rules, 2. punishing the violators, and 3 executing the rules.

One boy and one girl from each Home Room, totalling 22 shall be elected to make necessary plans to be decided at the general meeting.

The officers of the general meeting shall be elected at the general meeting.

Kyosei-kai shall supervise and give guidance to the students on discipline and clearning.

The Executive Dept, (Cultural Dept and Athletic Dept) make student activities during school hours and after school.

PTA:

400 members (payable dues ¥ 30.- monthly)
250 special members having no children at school pay ¥ 100.- yearly.

Budget, 1950 is ¥ 169,000. Which is equivalent to 27,4% of the expenditure from the town authorities to school excluding salaries for teachers.

Statement of accounts of PTA in 1950 is as follows:

Income:

¥ 155,680	Dues
1,874	Carried over
8,096	Miscellaneous (Profits at the athletic meeting, and Festival of the Hachiman Shrine, etc)
¥ 165,650	

Outgoing:

¥ 14,308	Physical education
5,004	Sanitation
2,804	Books, magazins, newspaper
49,015	Subsidiary for teachers' study

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¥ 5,026	Books for teachers' study
4,937	Subsidy for poor children
19,860	Facilities (library etc)
12,002	Sending champions
7,102	Athletic meeting
15,671	Printing of school newspaper
5,802	Office expenses
7,000	Housing of teachers
1,860	Assembly expenses
17,914	Presents to teachers when leaving school
¥ 169,108	

Deficit ¥ 3,458

School library:

There is no library now. They make plans to buy books with ¥ 100,000 from the town authorities and ¥ 15,000 from PTA in this year, 1950

Study of teachers:

1. Study on subjects

They are making curriculum centering upon daily life.

2. Study on each year grade

They should demonstration at one class of each year grade. Teachers visit the demonstration class and study how to teach or guide.

3. One teacher per each subject, (science, English, physical education, social study, music, calligraphy) is appointed and making special study.

License Course:

Almost all teachers are expected to attend the course to be held at Nakamura-cho for sixty days from the beginning of July. The details are not decided at the Ken Government yet.

Desires:

This school has agriculture course only in the Vocational Homemaking

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Course. They want to add Commercial Course too.

In addition, they want to have English as an elective subject and to add abacus and national language as elective subjects, too.

Impression:

I inspected the amount of the outgoing of this PTA to find a considerable amount of ~~expense~~ spent for teachers' study.

I found out many points to be improved in teaching and guidance.

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F Rep

Inspection at Kubokawa USS in Kochi Prefecture

June 17, 1950
by S. Matsuura

Date of inspection: June 13, 1950

Place : Kubokawa-cho, Takaoka-gun, Kochi Prefecture

Interviewer: K. Maeda, Principal

Statistics: Full-time - Agriculture 94 (94 boys, 0 girls)

General education 303 (170 boys, 133 girls)

Part-time - Agriculture 25 (17 boys, 8 girls)

Number of class-room

Full-time		Part-time	
3rd year	3		
2nd year	4	2nd year	1
1st year	6	1st year	1
Total	13	Total	2

Number of teachers

23 (20 men, 3 women)

School building:

This school is the former Kubokawa Agricultural Upper Secondary School which was established in April 1942. At that time the town authorities promised to contribute the school site and construction expenses to the prefectural authorities. Mean-while, all the school building was burned down by the fire which occurred in April, 1946. Being unable to construct a new building, that school have used the building of Kubokawa Branch of Kochi Prefectural Industrial Laboratory.

The school site which was burned down belongs to the town authorities. Most part of it is being used by the lower secondary school and one part by this school. As above mentioned, most part of this school is in the former Industrial Laboratory. They are using sericulture rooms, attached buildings and office-room.

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29 May 1950
(Date)

NOTICE OF ARRIVAL

Miss Irene Wilson, GS-3
Miss Lorene Baier, GS-3
(Name) (Rating)

CPC & C-3
(Office)

is expected to visit Shikoku Region arriving 28 May 1950
(Date & Time)

Will remain until 30 May 1950

Purpose of visit Recreation

Above information received by Miss Cartier X
(Phone or letter)

From:

Billets assigned X

Rations X Transportation X

Copy to
Chief
Executive
Adjutant
Personnel
Mess Sgt
Motor Sgt
Miscellaneous

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Therefore, the building is no good for a school, because the ceilings are very low and corridors and stairs are too narrow. Many parts of the building need to be repaired. There is a farmers' house in the school-site who was an employee of the former Industry Laboratory which is one of the troubles interfering the school activities.

Farming fields for practice:

Paddy field	1.33 acre
Orchards	1.54 acre
Dried fields	4.16 acre

Forest for practice:

Forest, 59.4 acre which belongs to the town is opened for the school with 5 years' contract. The dimension is too large. The school uses half of it, and the remaining half is left to the prefectural government. The school authorities is negotiating with the town authorities and the prefectural authorities to get the ownership of the forest. At present 6,000 cryptomiria and sun-trees were planted. They intend to plant 3,000 trees every year from next year.

Administration of Home Room:

Short time - 10 minutes every morning
(Roll-call, reports)

Long time - 4th period, every Wednesday
(consultation)

Program committee makes every weeks' schedule. There is no other special facilities.

Student association:

3 representative from each Home Room shall be selected to organize the assembly. The matters decided at the assembly are to be approved at the general meeting. General meeting shall be held at the 1st period every Monday, when the committee members reports the matters which were decided at the assemblies they make discussions, appreciate movies, have recreation, play dramas.

Home project:

The students of the agriculture course are making plans for Home Project of cultivating vegetables, fruit-trees, flowers and stock-breeding.

Dues of P.T.A.:

¥150 - per one student monthly
Income in a year ¥760,000

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Miscellaneous

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Club activities:

The 6th period is opened for the club activities every day.
Club dues - ¥70 -- monthly (¥10 for books)

School library:

After the fire, in 1946. they bought only 500 books,very poor facilities.

Teachers' special study:

K. Okamoto, teacher is a capable teacher who is studying specially archaelogy.

Desires from the school authorities:

1. There are no special room for music, drawing, handicraft, and science. They want to get the facilities, equipments and materials for these.

2. They want to have new houses for farming tools, hen-huts, stock-breeding-huts.

3. They want to establish commercial course.

My (Matsuura) impression:

This school is situated in a mountainous town a little west from the centre of Kochi Prefecture. The students are honest and simple.

Learning and club activities are comparatively dull and passive. They do not study new education so eagerly, somewhat inactive.

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29 May 1950
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Purpose of visit Recreation

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(Phone or letter)

From:

Billets assigned X

Rations X Transportation X

Copy to
Chief
Executive
Adjutant
Personnel
Mess Sgt
Motor Sgt
Miscellaneous

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

F

Inspection at the Nakamura USS, Kochi Prefecture

June 21, 1950
By S. Matsuura
Translated by H. Seno

Date: June 13, 1950

Place: The Nakamura USS, Hata-gun, Kochi Prefecture

Interviewer: K. Okamoto principal

Statistics:

Number of pupils:

Full-time	880	boys 450	girls 430	
Part-time	113	boys 99	girls 14	
Branch school	150	boys 146	girls 4	besides, 75 girls take the short-period clothing course.

Number of Home Room:

Full-time	8	(1st year grade)
	9	(2nd year grade)
	8	(3rd year grade)
Part-time	3	
Branch school	6	

Number of teachers:

Full-time	37
Part-time	14
Clerk	5
	56

School-building:

The former Nakamura Boy's USS and the former Nakamura Girls' USS

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were combined into one school in July, 1949 that is the Present Nakamura USS. They call the former boys' school, the north building and the former girls' school the south building. The distance between them is about 300 m. At present the 1st year grade and the 3rd year grade are studying at the north building. The 2nd year grade is studying at the south building, Special rooms for Domestic Science, Biology and Music are in the south building.

Physics, Chemistry, drawing and handicraft are given at the north building. The students have to go and back thses two buildings. So they often become greatly confused. There is an auditorium in each building, but they are too small, to take all the pupils in. (these auditoriums are being usually used for the athletic hall (south building) and for playing pingpong (north building).

The part-time school uses the south building only. The south building has equipments for broadcasting, but not at the north building, the school library is in the north building, but not even a book in the south building. Many concerned wish to reorganize these two buildings together.

Branch school:

There is a branch school in Okata-cho in Hata-gun. They use the former youth school building during day time only. This branch school has extension course, extension course is given at YMCA once a week. Domestic science course is given at school.

Special course is given for the villagers especially for young people centering on current topics in cooperation with CPH activities, during their holiday seasons, new year days, the bon seasons, and the annual festivals.

~~School library~~ After reorganization, two school libraries were combined. It is budgeted, ¥ 100,000 from PTA and ¥ 10,000 from the student association for the library in 1950.

This is one of the schools designated by the prefectural government for the study of library administration.

It is scheduled that this school will hold the meeting to announce the results of study on library administration some day in this year.

At present, they use the shelves' system for their library so that any one can take out any book freely.

About 30 committee members are managing the library. There are

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many old broken books which need repairs.

Further study for school administration is necessary.

Student Association:

They have 6 departments as follows;

Physical education, culture, domestic science, science, welfare and library.

These departments are separated into 35 small clubs. One hour per every week is scheduled in the required hours, and besides, they make club activities after school every day.

Every student pays dues of the student association, ¥ 70.- every month, but hereafter they are considering to collect dues ¥ 20.- from every student per month for the student association. Besides, other actual expenses shall be collected from the club members of each club separately whenever necessary, so that each club shall become independent. The officers shall be elected by all the members at each Home Room. The general meeting shall be held for all the members to discuss together.

Student guidance:

They think that guidance should be given only for the students who enter universities; or employment after graduation and for those who needs supplementary education after school.

Teachers' certification training course:

The 1st period of teachers certification training course for Kochi Prefecture is to be held from July 10 to September 7, 1950. The course for the teachers of USS is to be held at Kochi, Aki and Nakamura, this town.

This school has a domitory, 14 rooms of 18 mats for boys and 4 rooms of 40 mats for girls. The teachers who attend the course can stay at this dormitory if they can not attend from their homes. If the prefectural government starts to negotiate for it, they are ready to say "yes".

(At present, 24 boys and 27 girls are boarding at this dormitory.)

Impressions:

Hata-gun is located at the western-south part of Kochi prefecture

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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:

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which is a very inconvenient district. The education in this district seemed comparatively left behind. For instence, they misunderstand the meaning of guidance as instructions given after school.

This school has correspondence course with 300 students in all up to date. The 1st course was started in June, 1948. The 2nd course was started in November last year.

At present, they are receiving applicants for the 3rd class. (110 students have applied as of today)

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Inspection at Nakamura Primary School, Kochi Prefecture

June 24, 1950
by S. Matsuura

Date: June 14, 1950

Place: Nakamura Primary School, Nakamura-cho, Hata-gun, Kochi prefecture

Interviewer: M. Okimura Principal

School statistics:

Number of students: 1105 boys 560 girls 545

Number of classes:

	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
classes	5	4	5	4	3	3

Total 24

Average number of pupils in a class 46

Number of teachers:

Teachers 28 men 13 women 15 school nurse 1

Clerk 1
Janitor 1
Errand boys 2
} Employees paid by the Nakamura town

School building:

The school building was broken down by the earthquake in December 1946. They constructed new building every year and have completed the whole building.

Number of PTA members: 670 (parents of students)
570 (other people besides parents)

Dues: ¥ 20.- per one parent per month
¥100.- per one member, besides parents, per year special

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PTA budget for 1950 ¥ 268,000. Expenditure for the primary school except salary for teachers and staff members ¥ 620,000.
Ratio 43%

Student Association:

1. Class assembly: will be held every Monday

2. Bloc representatives assembly: at each class

   The district is separated into 30 blocs. One boy representative, elected by each bloc hold assembly meeting once a month to talk mainly on guidance out of school.

3. Bloc assembly: all the students in each bloc hold general meeting once a month to discuss guidance in each bloc.

School Library:

All books were lost by the earthquake and flood-disaster in 1946. They have bought new books every year, but still very poor. They have a plan to make a better arranged school library with the budget ¥ 20,000 from PTA and ¥ 54,000 from the town expenditure. Besides the school library, they have class library furnished with reference books and magazines in each class with ¥ 1,000 or ¥ 4,000 budget. The teacher and the pupils consult together and buy books, at each class.

Audio-visual education:

They have a plan to have broadcasting facilities at school in 1950 with the budget ¥ 50,000 from the town expenditure and ¥ 80,000 donation by the citizens.

If it is completed, school broadcasting and students' broadcasting will be heard. They have only one majic lamtern apparatus at school. They study no special visual education.

School lunch:

School lunch is given to all the pupils every week days except Wednesday and Saturday.

2 full-time cooks are working for it under the guidance of teachers. School lunch costs ¥ 35.- per one pupil a month. They did not know yet that milk for school lunch is being distributed free of charge.

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Teachers' certificate training course:

The 1st period of Teachers' certificate training course shall be held at 19 places in Kochi Prefecture from the middle of July for 60 days. Hata-gun is a very large gun, transportation is very in-convenient. Therefore, the training course is to be held for teachers of primary and lower secondary schools at 6 places in Hata-gun as follows;

Nakamura-cho	Shiratagawa-mura
Sukumo-cho	Tokawa-mura
Shimizu-cho	Emi-cho

The matter desired by the principal:

"I wish Board of Education settle some regulations on "Teachers' duties""

Impressions:

I thought the school administration was well done.

They had neither special study subject nor special facilities.

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

110 Mrs J cj
Mr D D
Mr It RM

Summer Vacation of Primary, Lower and Upper Secondary School in Ehime

1 September 1950
by S. Matsuura

Date of Investigation: Aug 22 - 24, 1950

Place: Primary and Secondary Schools

1. Minami (south) Low Sec School, Saijo City
2. Nyugawa Primary School, Myugawa-cho, Ochi-gun
3. Kita (north) Upper Secondary School
4. Nishi (west) Upper Secondary School
5. Minami (south) Upper Secondary School
6. Kume Primary School, Kume-mura, Onsen-gun

Period of summer vacation: July 25 - Aug 25, 1950

School activities during summer vacation:

1. School authorities gathered the students to school and gave advices to them on their health and study at home.

   a. The students of Saijo Minami Low Sec School and Nyugawa Primary School attended the schools two days during summer vacation. Besides, the students of each class attended the schools on different days one day each during summer vacation.

   b. Those of Kume Primary School went to school three days during summer vacation. Besides, those of each class attended the school ONE day during the vacation on different days. Those of each year grade of the Imabaru Kita Upp Sec School went to school separately one day during vacation.

2. The Kume Primary School had classes for six days during summer vacation. Because they want to have more holidays during busy seasons for farmers.

3. Teachers of Saijo Minami Low Sec School, Nyugawa Primary School, Kume Primary School are leading the students advising them to use Summer Vacation Book for their study at home.

4. The members of 7 clubs of the student association, played basket ball, foot-ball, pingpong, swimming, etc. They camped at school for five or seven days.

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Revised: 17 Mar 50

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

NUMBER 905

Takamatsu, Shikoku
15 May 1950

SUBJECT: Travel Orders

TO: Mr. Douglas P. Campbell, GS-12
Shikoku CA Region
APO 1050

You are ~~directed~~ authorized ~~required~~ to proceed:

FROM: Takamatsu, Shikoku, Japan

TO: Osaka, Honshu, Japan

o/a: 17 May 1950 For Approx: Four (4) days

For Purpose of: Legal & Government Conference

Upon completion will return to proper organization and station. Travel by government mtr, wtr and/or rail authorized. The use of emerg billets and rats and reimbursement for the cost thereof in yen auth when govt facilities are not available. Indiv auth reimbursement in yen not to exceed 1800 yen per day per indiv for advance payment only. Upon compl of dy reimbursement will be made for reasonable actual expenditures covered by adequate receipts, PAC Sec IX Weekly Dir 76 Hq 8th A 50. TDN. 0118-5-040-433-02. A copy of this travel order will be presented to RTO Clerk for issuance of necessary ticket. Auth for Trans: Sec II. Weekly Directive 44, 8th Army, dated 9 July 1949, & Letter, Headquarters Eighth Army, AG 300.4, 30 November 1949.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION

OFFICIAL:

Ernest H. Schechinger

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

DISTRIBUTION:
6 DAC Concerned
3 Personnel
1 File

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5. Saijo Minami Low Sec School: Members of three clubs of Athletic Dept came to school and played for five or eight days. Imabari Minami Upp Sec School; members of ten clubs played for seven or ten days.

6. Swimming: The pupils higher than the 4th grade of the Nyugawa and Kume Primary School had one day of swimming.

7. Teachers of Imabaru Minami and Imabaru Nishi Upper Secondary Schools made trips to several communities and had PTA conferences.

Imabaru Minami Upp Sec School:
8 or 10 teachers had PTA conferences together at 8 communities.

Imabaru Nishi Upp Sec School:
4 or 6 teachers had PTA Conferences together at 13 communities.

8. Kume Primary School: Community conferences were held at 9 communities with the attendance of 2 teachers to make schedules for summer vacation.

9. Special classes were opened for those who want to enter universities and for those who got poor marks at the end of the last semester. English, Mathematics, National language, Chemistry, Physics and social study for 3-7 days at the Imabaru Nishi Upper Secondary School, National language, Social study, English, Mathematics, for 5-7 days at the Imabaru Minami Upp Sec School.

10. Students' special study and activities.

a. Climbing Mt. Ishizuchi yama about 100 students of the Saijo Minami Low Sec School climbed mountain for 3 days. About 30 students of the Imabaru Kita Upp Sec School climbed mountain for 3 days.

b. Collecting insects and plants. Students of each school year of the Saijo Minami Low Sec School made specimens.

c. Inspection of quality of water: Students of science of Imabaru Kita Upp Sec School inspected water at Sakurai-cho.

d. Study of weather in details: Students of Physics Dept of Imabaru Nishi Upp Sec School and Imabaru Kita Upp Sec School studied weather.

e. Making a boat: Students of Handicraft Dept of Imabaru Nishi Upp Sec School made a boat.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

Revised: 17 Mar 50

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

NUMBER 907

Takamatsu, Shikoku
16 May 1950

SUBJECT: Travel Orders

TO: Mr. James M McKneelen, GS-2
Shikoku CA Region
APO 1050

You are ~~directed~~ authorized ~~herewith~~ to proceed:

FROM: Takamatsu, Shikoku, Japan

TO: Kobe, Honshu, Japan

o/a: 17 May 1950 For Approx: Three (3) days

For Purpose of: Obtaining cash at the Bank

Upon completion will return to proper organization and station. Travel by government mtr, wtr and/or rail authorized. The use of emerg billets and rats and reimbursement for the cost thereof in yen auth when govt facilities are not available. Indiv auth reimbursement in yen not to exceed 1800 yen per day per indiv for advance payment only. Upon compl of dy reimbursement will be made for reasonable actual expenditures covered by adequate receipts, PAC Sec IX Weekly Dir 76 Hq 8th A 50. TDN. 0118-5-040-433-02. A copy of this travel order will be presented to RTO Clerk for issuance of necessary ticket. Auth for Trans: Sec II, Weekly Directive 44, 8th Army, dated 9 July 1949, & Letter, Headquarters Eighth Army, AG 300.4, 30 November 1949.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION

OFFICIAL:

Ernest H. T. Schechinger

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

DISTRIBUTION:

6 DAC Concerned
3 Personnel
1 File

E-19

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

11. Special study of teachers:

a. Mr. Matsuura, a teacher of Imabaru Kita Upp Sec School studied the status of agriculture in Ehime in Neiji Era.

Comments: It seemed that teachers have not done so good special activities during summer vacation. They had no License Training course.

2. They held only three conferences of Technical course for the preparation of workshop which is to be held in October. Secretariat has a schedule to have a conference on Sept 4 and 6, 1950 to discuss how to administrate workshop with group leaders and participants.

3. Matsuyama Higashi Upp Sec School won at the All Japan Upper Secondary School Baseball Tournament came back to Matsuyama City on August 24. They held a big celebration party for the champions. They made a parade with lanterns.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 113013

Revised: 17 Mar 50

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

NUMBER 902

Takamatsu, Shikoku
13 May 1950

SUBJECT: Travel Orders

TO: Mr. Fred Carr, GS-12
Shikoku CA Region
APO 1050

You are ~~directed~~ authorized ~~invited~~ to proceed:

FROM: Takamatsu, Shikoku, Japan

TO: Tokushima, Shikoku, Japan

o/a: 15 May 1950 For Approx: Five (5) days

For Purpose of: Welfare Consultation

Upon completion will return to proper organization and station. Travel by government mtr, wtr and/or rail authorized. The use of emerg billets and rats and reimbursement for the cost thereof in yen auth when govt facilities are not available. Indiv auth reimbursement in yen not to exceed 1800 yen per day per indiv for advance payment only. Upon compl of dy reimbursement will be made for reasonable actual expenditures covered by adequate receipts, PAC Sec IX Weekly Dir 76 Hq 8th A 50. TDN. 0118-5-040-433-02. A copy of this travel order will be presented to RTO Clerk for issuance of necessary ticket. Auth for Trans: Sec II, Weekly Directive 44, 8th Army, dated 9 July 1949, & Letter, Headquarters Eighth Army, AG 300.4, 30 November 1949.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION

OFFICIAL:

Ernest H T Schechinger

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

DISTRIBUTION:
4 DAC Concerned
1 Personnel
1 File

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

F

705

School Nurse in Ehime

Letter from Guidance Section

6th October 1950

School nurse with qualification are 181.

Those without qualification are 76.

The former will take Teacher's Certificate Training Course as same as general teachers. (Summer Training Course of Teachers' Certificate for school nurse has been postponed for the present as same as for the general teachers.)

For the latter, Board of Education will not manage to have them take Training Course.

But we are trying to recommend them to take it by their own wishes.

31th October 1950

Reiko Mori

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

学校保健の事につきましては いつもいつも お世話になります

さて 市照会の件 本県の有資格者は一八一名 無資格者は七六名

となって居ります 前者に対しては一般教員と同じように 認定講習を受講す

る事になって居ります（夏季認定講習は一般教員と同じように一時延期になって居りますが）

後者に対しては教育委員会で養成講習の一せい受講措置はとらない つもり

です

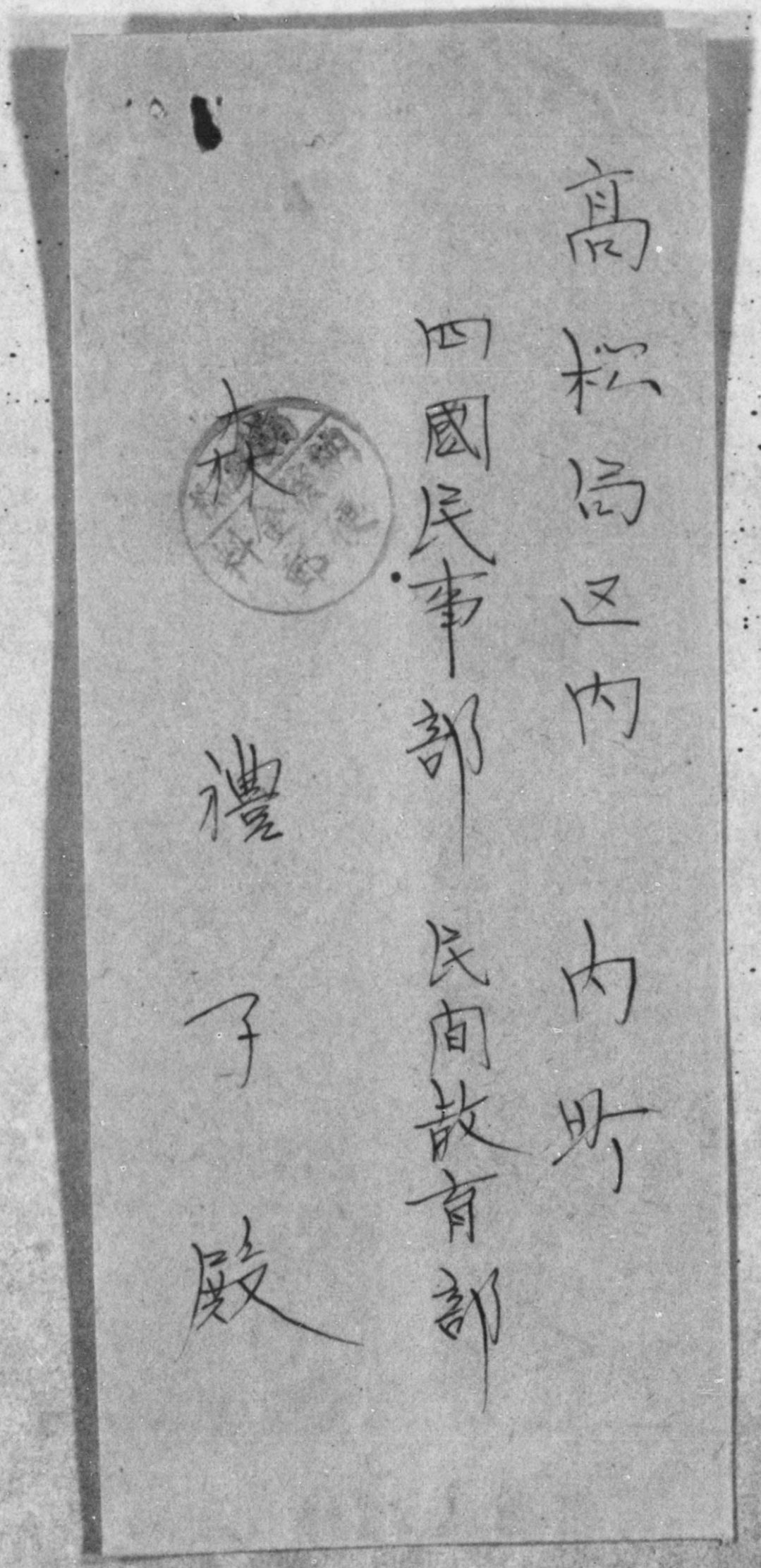
但し各自の希望によって受講するよう しようようにして居ります

左とりいそぎ 返事迄。

十月廿六日

唐津秀雄

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175013



DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175013

愛媛縣教育委員會事務局學校教育課

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175613

F
705

Visiting Guidance Section
(Kochi)

30 December 1950
Reiko Mori

13 December 1950

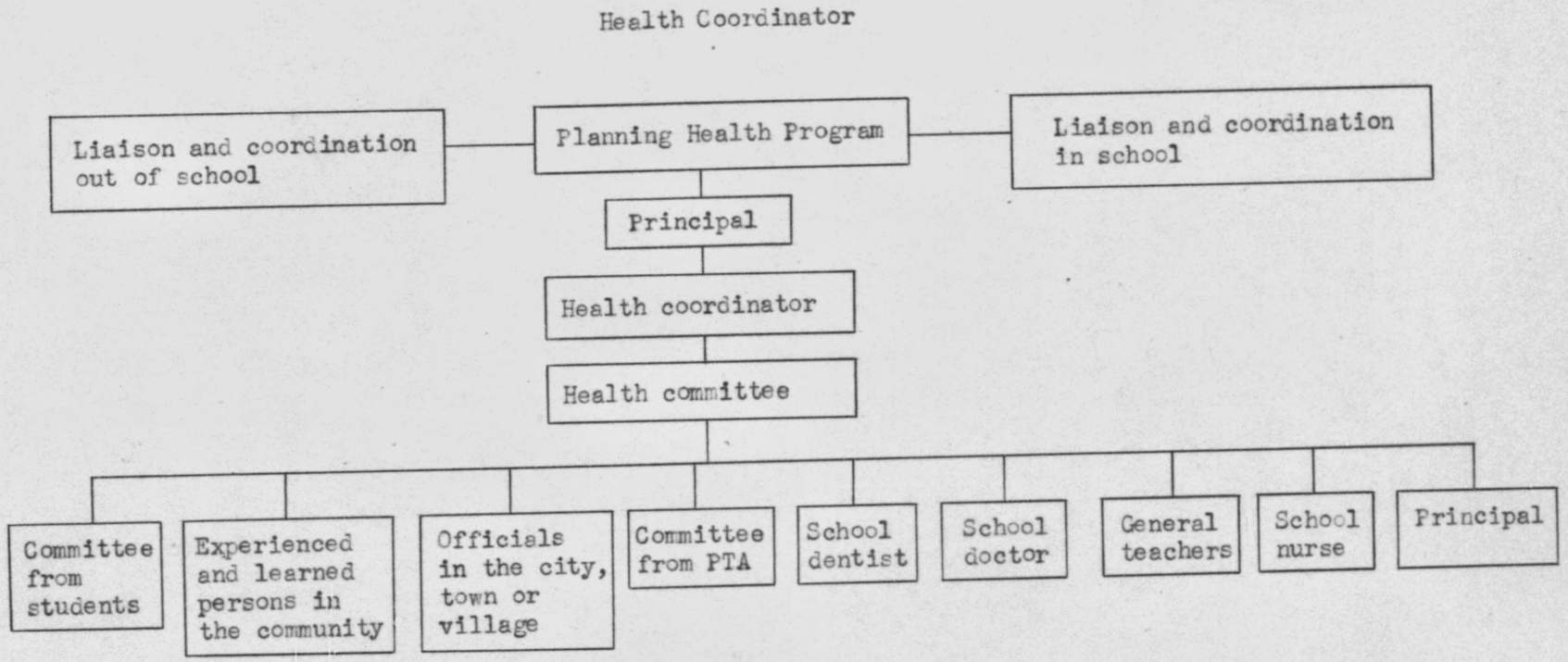
Re School Nurse

There are seventy nurses in Kochi who got school nurses' certificates on 30th August 1949.

Forty-four among them and some others who do not have certificates are working at present in the primary schools in Kochi.

Mr. Chikamori, the teacher's consultant, who is holding now and then the training course for health education, showed me the attached chart and other materials with which he is explaining at the course the work of the health coordinator and school nurses.

Mr. Chikamori said that in schools which do not have school nurses yet public health nurses in those districts are helping the schools under the regulation which will be enforced from 25th August 1950.



DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 115015

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

F

705

Visiting Guidance Section, Ehime

Reiko Mori

20th December 1950

School Nurse

Mr. Okabe, the teacher consultant, was not there because he was away on a trip to Tokyo. I talked with Miss Sugahara who has been experienced in the work of school nurses for a year, and who is now working with Mr. Okabe.

According to Miss Sugahara's talk, 255 school nurses are working at present in the schools in the prefecture. 180 among them, got the certificate by 30th August 1949. 75 persons who were not graduated from high school missed the chance to get the certificate.

The training course for health coordinaters and other people in charge of health education at school including school nurses is being planned by the guidance section and it will be started from April 1951.

Home project

I talked with Mrs. Sugimura, who is the teachers' consultant and a teacher of home-making at a upper secondary school in the city.

She is very enthusiastic to support the Home Project in the belief that there is no other way to advance the home-making course than putting the Home Project into practice.

And all upper secondary schools in the prefecture are practicing the Home Project though there are some difficulties to carrying it out under the present conditions.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

Visiting Guidance Section

Kochi Board of Education Secretariat

Reiko Mori

20th Feb 1951

Re Health Education

Mr. Chikamori, the teacher's consultant is in charge of sanitation and Mr. Tajima is of physical education. This day Mr. Chikamori was out and I talked with Mr. Tajima.

Trial School

Seven schools in the prefecture, one lower secondary school, two primary schools and four upper secondary schools, are appointed by the prefectural office to be the trial schools in 1951. Those seven schools and the two primary schools, Nagahama and Kure which were also the trial schools in 1950, were being well managed operating on helth education, because their principal and PTA's are understanding and are striving for its improvement.

But generally speaking, health education at other schools is still neglected.

School Lunch

Complete school lunch:

All primary schools in Kochi city recently have became to supply the complete school lunch. The children's families are very glad, but as for the children themselves, not all of them are pleased with the complete lunch, because the qualification is not safficient. Moreover, the calorie is not enough, that is, albumin is lacking in it, because of scarce materials and poor budget now. But they are trying to make the complete lunch improve.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

Branch No.____ Count Sheet No: _____

INVENTORY COUNT SHEET

Retail Mdse. _____ Cost Mdse. _____ Location: _____
(Check one) (Whse, Sub-branch No. Counter #)

Department _____ Code No. _____
(A, A1, B, C, etc.) (Major) (Minor)

Item - Nomenclature: _____

_____

Unit: _____
(ea., doz., box, can, etc.)

Inventory Date	Quant.	Unit Price $	Exten.	Counted By	Count verif By	Ext. By	Ext. verif By	Trans to Re-port

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

Milk:

In the country districts, children are being supplied milk four days of a week and sometimes vegetable; too. There are some children at special burakus who can not drink milk because of their families' bad living condition.

Reporters opinion

Next time I want to visit one of the trial school to see the actual state.

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Branch No.____ Count Sheet No: _____

INVENTORY COUNT SHEET

Retail Mdse. _____ Cost Mdse. _____ Location: _____
(Check one) (Whse, Sub-branch No. Counter #)

Department _____ Code No. _____
(A, Al, B, C, etc.) (Major) (Minor)

Item - Nomenclature: _____

_____

Unit: _____
(ea., doz,, box, can, etc.)

Inventory Date	Quant.	Unit Price $	Exten.	Counted By	Count verif By	Ext. By	Ext. verif By	Trans to Re-port

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

F
600

Present Situation of Adult Education in Ehime Prefecture

27 January 1950
by M. Wada

I visited the Social Education Section, Ehime to investigate the subject matter. I talked with Mr. H. Nakajima who is in charge of adult education regarding the past one year's condition, his evaluation and the future schedules. Then I visited two or three towns and heard from the people in charge there. The following is the summary description:

The process of the last one year:

1. Board of Education Secretariat received some materials from the I Corps in February, 1949. The materials were printed and 600 copies were ready for the text-book. At the same time, we got the guide-book of "How to conduct a course" from Ehime M.G.T. We reprinted it, too.

2. Board of Education sent instructions to the head of each city, town and village to meet together and have a conference for the preparation of establishing the adult education course.

The participants were representatives of local officers, chief of C.P.H. and his assistants, representatives from Teachers' Union, representatives from P.T.A., Women's Associations, Youth Associations, and other democratic organizations, and capable people of the communities.

3. As a result of this conference, it was decided that each town and village shall establish one adult education course. (several courses in a city) Two leaders were appointed for the course in each course. The course was established at 262 places with 524 leaders in Ehime Prefecture.

4. The above mentioned text-books were handed to these leaders. The leaders training course was held from March 25 to July 21, 1949. The community which finished the leaders training course first started the adult education course, and the next community followed to it and then the next. Thus, it is scheduled to finish the course within this fiscal year (until March, 1950).

Present condition:

Name of gun	Number of communities which have the course	Finished as of December	Expected to finished course Jan. - Mar.
Onsen-gun	27	26	1
Shuso-gun	16	12	4

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Uma-gun	21	15	6
Kamiukena-gun	11	9	2
Iyo-gun	14	12	2
Kita-gun	25	24	1
Nishi uwa-gun	17	8	9
Higashi uwa-gun	20	18	2
Minami uwa-gun	8	8	0
Kita uwa-gun	29	8	3 (9 not yet established)
Matsuyama city	10	10	0
Imabari city	4	4	0
Uwajima city	4	4	0
Yawatahama city	4	4	0
Saijo city	4	4	0
Niihama	3	3	0

As above mentioned, the courses in the cities got good result, but the inconvenient districts, that is farming village, mountaineous villages, and fishing villages, have very low culture, so it seems not so successful there, or rather impossible to carry it out. Especially, the Kita uwa-gun is bad because the district is very mountaineous. Board of Education urged the nine villages which have not started the course yet as often as six times. They are making efforts to let them finish the course within this fiscal year.

Statistics of the participants:

1. Number of participants

gun	maximum	60	minimum	40
city	"	65	"	45

2. Sex

gun	men	52%	women	48%
city	Men and women are almost same in number.			

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3. Age

Less than 20	men	12%	Women	8%
20 - 30	"	43%	"	38%
30 - 40	"	38%	"	43%
More than 40	"	7%	"	11%

4. Occupation

Farmer	8%
Laborer	15%
Businessmen, manufacturer	2%
Others	3%

5. Expenses

Maximum ¥20,000 - for one place
Minimum ¥ 2,400

82% of it is paid for traveling expenses, and rumuneration to the lecturers.

Remarks:

The following is the impressions, and demands which I heard from the people concerned:

1. Difficulties

a. We had the Mothers' Class before the war, and the parents' class in 1947, and now adult education course, and so we are somewhat puzzled in choosing the proper participants for adult education. And C.P.H. became the centre of the adult education, so, the towns and villages which have no C.P.H. feels difficult, because such towns and villages have to use inconvenient class-rooms of some schools. At present, there are 233 towns and villages in Ehime Prefecture, and less than half of them have C.P.H. Therefore it can be said that most towns and villages are carrying out the adult education, overcoming difficulties.

b. We feel difficult in finding good lecturers, because the quality of the lecturer gives a great influence upon the course. There may be many good lecturers in cities and the surrounding towns and villages, but extremely difficult to find good lecturers in mountaineous and isolated places. We can not easily find good lecturers for the courses of politics, labor and economics, though there are many good lecturers for education and public health.

c. Each town and village is in difficulties in getting the expenses for the course, we have poor expenses for adult education. So most of the expenditure is paid for the lecturers.

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d. Time is limited to use film and magic lantern, which we want to utilize more freely.

2. Demands from towns and villages

a. Text-book was very useful as a kind guide. It made the participants pretty well understand what is Democracy. We want to have the adult education continued in the future.

b. The contents of each text-book seem to be somewhat stiff for us because it is same throughout the country. We want to have the text-book which is more adaptable to each community.

c. We want to have the specific subjects for women in the text-book (many requests).

d. We want to have Board of Education make the programs for it, and let the people of the towns and villages decided how to carry the programs out.

3. Request from Board of Education

a. We would like to have at least two films instead of one film.

b. We feel rather difficult and somewhat stiff on the text-book.

c. There is a tendency in each town and village office to avoid adult education, because they have to pay the expenses with the expenditure of each town and village. Board of Education is always encouraging them. We wait for the independence of the officers. The big problem of adult education is the expenses, after all.

Other remarks:

It is scheduled that the concerned people will have a conference at the end of the fiscal year to talk the next years' program, together.

Seno

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GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Civil Affairs Section
APO 500

23 JAN 195[illegible]

333.1 (23 JAN 195[illegible])CAS-CE

SUBJECT: Reports of Field Trips to Shikoku, Chugoku, Kyushu and Kinki

TO: Chief
Shikoku Civil Affairs Region
APO 1050
(Attn: Civil Education Officer)

1. Forwarded for your information are copies of reports of field trips by staff members of CI&E, SCAP, to the areas listed in the inclosures.

2. The materials forwarded are not to be construed as directive nor as granting any additional authority.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

RECORDED
J. A. O'BRIEN
CWO USA
Adm Off

6 Incls
1. Rpt of Trip to Fukuoka, Hiroshima, Matsuyama, Takamatsu, Osaka, Kobe and Kyoto
2. Rpt of Trip to Kumamoto, Takamatsu, Tokushima, Kochi and Matsuyama
3. Rpt of Trip to Kumamoto, Fukuoka, Takamatsu, Tokushima, Kochi and Matsuyama
4. Rpt of Trip to Fukuoka, Okayama, Uno, Kyoto and Takamatsu Pier
5. Rpt of Trip to Hakata, Kure, Takamatsu Pier, Kochi and Kyoto
6. Rpt of Trip to Kumamoto, Takamatsu, Tokushima, Matsuyama and Kochi

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

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

30 December 1950

FROM: Susan G. Akers

TO: Chief, Civil Information and Education Section

SUBJECT: Report of Field Trip to Fukuoka, Hiroshima, Matsuyama, Takamatsu, Osaka, Kobe, and Kyoto

1. In compliance with paragraph one of AG Order No. L0319-31, 30 November 50, undersigned proceeded to Hakata. Departed from Tokyo 2018, 8 December, arriving in Hakata 2223, 9 December; departed Hakata 1905, 12 December, arriving in Kure 0207, 13 December; departed Kure 1200, 16 December, arriving in Takamatsu 2005, 16 December; departed Takamatsu 1525, 17 December, arriving in Matsuyama 1925, 17 December; departed Matsuyama 1547, 18 December, arriving in Takamatsu 2145, 18 December; departed Takamatsu 1530, 19 December, arriving in Kyoto 2118, 19 December; departed Kyoto 2028, 25 December, arriving in Tokyo 0640, 26 December.

2. Names and titles of personnel with whom contact was made:

a. Fukuoka, 10-12 December:

Names of CAR personnel and Japanese officials

1) CAR personnel

Colonel Bergheim, Mr. Alvin Lucci, Miss Marion Craig

2) Japanese officials

Mr. Sobe Nakao, Superintendent of the Board of Education, Fukuoka Prefecture

Mr. M. Kikuchi, Chief Librarian, Fukuoka Prefectural Library

Mr. Furuno Kiyoto, Professor of Science of Religion, Director of the Kyushu University Library

Mr. Iwasaru, Assistant Librarian of the University Library

b. Hiroshima, 13-16 December:

Names of CAR personnel and Japanese officials

1) CAR personnel

Colonel Bailey, Miss Margaret Groth

Mrs. R.T.Cardwell, Librarian, CIE Information Center Library

2) Japanese officials

Professor Shisei Iino, Director, Hiroshima University Library

Mr. Nanamura, Chief Librarian, Hiroshima University Library

c. Matsuyama, 17-18 December:

Names of CAR personnel and Japanese officials

1) CAR personnel

Colonel Seckinger, Mr. Robert Hager, Mr. B. Dobbins, Miss Carmen Johnson

~~2) Mr. Tsuneo Sugino, Chief, Board of Education~~

2) Japanese officials

Mr. Tsuneo Sugino, Chief, Board of Education

Mr. Kanno, School Consultant, School Education Section, Board of Education

Encl 1

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

d. Takamatsu, 18-19 December:
Names of CAR personnel and Japanese officials
1) CAR personnel
Colonel Seckinger, Mr. Robert Unger, Mr. B. Dobbins, Miss Carmen Johnson, Miss E.Boylan, Librarian, CIE Library
2) Japanese officials
Mr. Kenichi Kobayashi, Chief, Prefectural Social Education Section
Mr. Eiichi Kubota, Chief, Board of Education, Kagawa Prefecture
Mr. Masao Wada, Assistant Educational Official, Shikoku Civil Affairs Region
Mr. Masafume Oriishi, Director, Prefectural Library Associa - tion, Kagawa Prefecture

e. Kyoto, 19 - 25 December
Names of CAR personnel
Miss Sara Head
Osaka: 20 December
Japanese officials
Mr. Shigemasa Hamada, Superintendent of Schools, Osaka Prefecture
Mr. Y. Hayashi, In charge of Teacher Consultants, Osaka
Mr. Tetsuo Yoshikawa, Social Education Section, Osaka Prefecture
Mr. Masaaki Sugino, Social Education Section, In charge of Libraries, Osaka
Mr. Jutaro Saito, Chief, Cultural Division of Osaka Municipal School Board
Mr. Matsuo Imuro, Chairman, Kishiwada School Board
Mr. Uchida, Superintendent of Public Schools, Kishiwada City
Mr. Seiichi Kitera, Librarian, Faculty of Science, Osaka University

Kobe: 21 December
Japanese officials
Mr. Shinichi Takahashi, Prefectural Government Official
Mr. Kakuro Shichi, Director, Kobe City Library

Kyoto: 22 December
Japanese officials
Mr. Shintaro Kitamura, Social Education Section, Kyoto Prefectural Board of Education
Mr. Toshitake Amano, Superintendent of Schools, Board of Education, Kyoto Prefecture
Mr. Eiichi Akashi, Assistant Librarian, Kyoto Prefectural Library
Mr. Chikao Ogura, Assistant Librarian of Kyoto University Library
Mr. Miyogo Ohsa, Business Manager, Kyoto Liberal Arts College Library

3. Purposes of the trip:

The purpose of the trip was to give talks on library organization and services to librarians and educators interested in the development of libraries; to discuss special library problems with smaller groups of librarians and interested educators and government officials; and to visit different kinds of libraries in the places visited.

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4. Report:

10 December this U.S. Consultant attended a short conference preparatory t o the meeting and conference of prefectural librarians and school librarians on Monday, December 11, in Fukuoka.

11 December, during the forenoon the consultant visited the CIE Information Center Library in Fukuoka and met the Librarian, Mr. Leeper. In the course of the brief tour of the Library some suggestions were made for the improvement of the physical set-up of the corner for the use of children. Following this visit the Consultant attended the meeting of 29 persons, representing public and school librarians from the different prefectures in Kyushu, at St. Xavier's Memorial Hall. The public librarians described their problems with students using their libraries and the school library representatives spoke of the needs of their school libraries. The consultant then spoke for an hour, commenting on the problems presented and suggesting some solutions to them. The problems emphasized were: how to secure better cooperation from the teachers, how to teach the pupils to use the library, and reading guidance.

During the afternoon the Consultant spoke for about 15 minutes on Social Education and Libraries at a meeting of about 150 people at the Social Education Hall. This brief talk was one item on the social education program, which had to be hastily arranged as Dr. Cologne, who was expected to work with the group was ill and had not been able to come from Tokyo.

Following the Social Education Meeting the Consultant met with seven prefectural librarians in the office of the Librarian of the Prefectural Library and answered their questions about the organization and work of state library agencies in the United States. Mr. Kikuchi, who presided at both the library meetings had shown the Consultant through his Library rather hastily in the morning.

12 December, the Consultant, accompanied by Mr. Miyahara, Adviser to the Librarian of the CIE Library who had served as interpreter, and a member of the Prefectural Library Staff, visited the Meinohama Elementary School Library and talked with the Principal of the School and the Teacher-Librarian. The school building and the library were very clean. The library was made by removing the partition between two classrooms and is a large, sunny room on the second floor. One of the teachers has been assigned to the Library as full time librarian. The pupils were reading in the library, a few were at the Loan Desk getting a box of books to take to their classroom, and two children were serving as assistants at the Loan Desk. There was more evidence of use of the library by the pupils than is usually found in Japan. The principal stated that he had become interested in fixing up the library to help reduce the amount of juvenile delinquency in the neighborhood of the school.

In the afternoon the Consultant and Mr. Miyahara visited the Kyushu University Library. The Library was depressing, unheated, ill-kept, though it apparently has many valuable Western books, some first editions, important reference sets. In response to an inquiry it was stated that they did not have sufficient staff to do reference work as yet - deplorable in a university library. Gathered in the librarian's office the Director and Assistant Librarian graciously answered questions regarding their

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

classification system, cataloging, use of books - to whom the book stacks are open, length of loan period for books, etc. - departmental libraries, interlibrary loans.

HIROSHIMA:

13 December the Consultant accompanied Mrs. R.T.Cardwell, Librarian, CIE Information Center Library of Hiroshima to Eta Jima, where Mrs. Cardwell had some errands in connection with a Christmas library party for the children. This trip afforded an opportunity to discuss the meetings planned for the 14th and 15th at the CIE Library and the phases of library work which needed to be emphasized.

14 December the Consultant spent the morning at the meeting of 169 representatives from public, school, and university libraries, in the CIE Library.

During the afternoon the Consultant spoke at the meeting on Cataloging and Classification of Libraries, spending the latter part of the afternoon answering questions.

15 December the Consultant during the forenoon talked on Reference Materials, Service and the Qualifications of Reference Librarians to the same group to which she had spoken on the previous day; answered their questions on reference work, then spoke very briefly on Library Training and Friends of the Library.

At 11:30 the film, Library Without Bars, was shown to the audience.

At 1300 the Consultant and the Reference Librarian, Mr. Nabuo Osaki, who served as interpreter during the Consultants' stay in Hiroshima, visited the Hiroshima University Library. Prof. Shisei Iino took them through the Library, showing the book stacks, reading rooms, and loan desk area. There was no time for any comments or real appraisal of the library.

From 1400 to 1600 the Consultant met with a group of 22 librarians, chiefly university librarians , to discuss the relation of departmental libraries to the main university library and the use of departmental libraries by students from other departments.

MATSUYAMA:

18 December, during the forenoon the Consultant talked at the Matsuyama Higashi Upper Secondary School Auditorium to about 150 representatives of school libraries on library quarters, equipment, books, audio-visual materials, free access to books and other materials, loan systems, classroom libraries, and the qualifications of the school librarian.

During the noon hour the Consultant visited the CIE Information Center Library, where Miss Evaleth, Librarian showed her over the building. This library has only been open about two months, but it is already building up a good clientele.

During the afternoon there was a Round Table Conference of 30 of those who had been present at the morning meeting to discuss with the Consultant their specific library problems.

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Akers GHQ, SCAP, CIE 30 December 1950

TAKAMATSU:
19 December, during the forenoon the Consultant spoke at a meeting of approximately 100 public and school librarians in the Kagawa Prefectural Assembly Hall on the general topic: Libraries, emphasizing library service to all people within the area, free access to the books, reference service, and cooperation between libraries.

During the afternoon there was a Round Table Conference where the following topics were discussed: hours public libraries should be open; schedules for staff members which would give them some of their leisure time when their friends had theirs; and other topics of special interest to the group.

OSAKA:
20 December the Consultant visited the main prefectural library in the morning, being shown the books near the loan desk which are open to readers, the book stacks, and how it was planned to expand the building. Following this visit the Consultant spoke briefly on the principles of library science to a group of 23 representatives of prefectural libraries, primary and secondary school libraries, municipal libraries, and university libraries.

In the afternoon the Consultant met with this same group, plus a few others, to answer their questions, which were on a variety of library matters. Following this confetence there was a short visit to the Branch Library of the Osaka Prefectural Library, a large building on the edge of Osaka.

KOBE:
21 December in the forenoon the Consultant with Mr. Seikan Tachibana of the Osaka Institute for Educational Research, who served as interpreter throughout the Osaka, Kobe, Kyoto visit, went to see the Kobe Municipal Library. Because of transportation difficulties the visit was too short to do more than go through the various departments, without any time for discussion of what was seen.

In the afternoon the Consultant talked at the YMCA building to a group of about 25 representatives from school, public, and university libraries. Most of the questions were on cataloging and classification.

KYOTO:
22 December the Consultant and a group of about 25 representatives of public, school and university librarians visited the Kyoto Prefectural Library, seeing among other things the boxes in which they send out selected books to deposit stations - this is the first time the Consultant heard or saw any boxes of books which go out to deposit stations, though Japan has other libraries with deposit stations. The visits also included the two branches of the library, one in the basement of a large department store in the center of the city, where 50 % of the readers are students; and one in the outskirts of Kyoto on the second floor of a bank building.

During the afternoon the Consultant met with 26 public librarians and answered their questions on pupils' use of public libraries, bookmobiles, cataloging, and teaching pupils how to use the library.

Following this conference the Consultant went to Kyoto Uniovesity Library to meet with 40 members of the Library staff to discuss questions of catalog-

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ing and classification.

5. General Comment on the Trip

The Consultant was pleased to find evidence here and there in different kinds of libraries, of growth in ideas of what library service can be; of an awakening to the idea that books are for use not just objects to be preserved; instances showing that books on library work in foreign languages are being read and the ideas set forth in them are being considered.

The need for some form of heat in winter for libraries, especially for reading rooms and work rooms for the staff, is very great. The buildings, especially the university and public library buildings need to have trained janitors to keep them clean; funds for redecoration and furniture repair are badly needed. Better use of space would demonstrate that, in most cases at least, there is no need for larger buildings.

Among the limited number of Japanese libraries which the Consultant has visited the school libraries, one room in a school building, are more attractive than the bleak university and public library buildings.

I wish to express my appreciation of the careful planning that was done by the Civil Affairs officers and the Japanese officials for the meetings and conferences and for their many courtesies to me during my stay in Fukuoka, Hiroshima, Matsuyama, Takamatsu, Osaka, Kobe, and Kyoto.

Susan Grey Akers

Susan Grey Akers

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

30 Dec 50

FROM : Lester D. Crow

TO : Chief, Civil Information and Education Section

2

SUBJECT: Report of Field Trip to Kyushu - Kumamoto
Takamatsu
Shikoku - Tokushima
Kochi
Matsuyama

1. In compliance with Letter Order No. IO 319-29, 30 Nov 50, the undersigned proceeded to the places listed above. Departing Tokyo on 8 Dec 50, arriving in Tokyo 24 Dec 50.

2. —

3. CA officials contacted in Kyushu were Mr. Lucci and Mr. Bonforte. Mr. Bonforte accompanied us to Kumamoto. Japanese leaders were:

Dr. Fukada, President, Prefectural Board of Education
Mr. Yoshida, Charge of Program Guidance Section
Mr. Yokota, Supt. of Schools in Prefecture.

Interpreter - Mr. Kuriya

CA officials contacted in Shikoku were Mr. Hager and Mr. Dobbins and Miss Johnson. Mr. Dobbins was with us at Kochi and Mr. Hager was with us at Matsuyama. Japanese leaders were:

Mr. Yoshida, Teacher consultant, Takamatsu
Mr. Sugihara, School consultant, Tokushima
Mr. Yasucka, Chief of Guidance Section, Kochi
Mr. Kawaguchi, Education Section Chief, Board of Education, Matsuyama

Interpreters - Takamatsu - Mr. Matsuoka
Tokushima - Mr. Mori
Kochi - Mrs. Inagaki
Matsuyama - Mrs. Inagaki

4. The purpose of the trip was to help inculcate the democratic spirit into the education process by meeting large groups of teachers and educational leaders and discussing with them ways in which the boys and girls can be helped to become the kind of citizens who will be able to think for themselves and make decision in terms of their own as well as the best interests of the members of the group.

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5. Report.

KUMAMOTO. We spent three days with the group in Kumamoto. There I spoke for 12 solid hours on the following topics to an interested group of about 140 educators.

Applying Educational Physchology to Education
Meeting the Problems of Teenagers
The Place and Function of Guidance in Education
Applying Mental Hygiene to Education

Excellent plans had been made for these conferences by both the Civil Affairs people and the Japanese. The members of the group showed keen interest throughout the three days that we met. I believe that some good may result from these meetings.

TAKAMATSU. I spoke to about 320 persons in the Public Hall here in the morning session. The audience consisted of teachers or counselors in the secondary schools and some primary teachers. In the afternoon, I spoke to a group of school people interested in guidance. In this group were about 50 counselors. Topics discussed:

A.M. Applying Educational Psychology to Education
P.M. Guidance in Education

TOKUSHIMA. Here I addressed about 330 teachers and educational leaders. The general plan of procedure was somewhat the same as reported for Takamatsu. Topics discussed:

A.M. Applying Educational Psychology to Education
P.M. Guidance in Education (Group of about 60)

KOCHI. Here I spoke to a smaller group in the morning than at the other places - about 80. There were about 60 present for the guidance meeting in the afternoon. The chief of the Guidance Section and the teacher consultant of the Kochi Board of Education made a special effort to express their appreciation of my comments on guidance.

MATSUYAMA. There were more than 300 teachers and guidance counselors in the morning group and about 80 in the afternoon group on guidance. It was a pleasure to speak to these groups since they showed a deep interest in the problems being discussed.

It was gratifying to work with the Civil Affairs people at both Kyushu and Shikuku. They did everything in their power to make our stay on their island easy and comfortable for us. I enjoyed every minute of it in spite of the fact that I contracted the flu while on the trip. I am hopeful that a few of the ideas that we tried to implant will take root and make our efforts fruitful. Time alone will give the answer.

Lester D. Crow
LESTER D. CROW
Visiting Expert
Lester D. Crow

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175015

29 December 1950

FROM : Dr. John B. Dougall

TO : Chief, Civil Information and Education Section

SUBJECT: Report of Field Trip to Kumumoto, Fukuoka, Takamatsu, Tokushima, Kochi and Matsuyma

1. In compliance with par 1 of AG Order No. LO 319-29, dated 30 Nov 50, under signed proceeded to Fukuoka (Hataka) 8 Dec 50, arriving in Tokyo 26 Dec 50.

2.

3.

4. The Purpose of the trip was CIE TDY activities.

5. Report.

In compliance with Travel Orders LO 31929, I proceeded with three other consultants to Fukuoka (Hataka) were we were billeted for the night of 9 Dec. The CIE Directors, Mr. Luchii and Mr. Bonforte, CIE representative, had arranged for transportation the following day to Kumumoto City where a three-day workshop conference had been arranged. The arrangements for the conferences were planned with the CIE directors and the Japanese representatives of education. The billets were located at Camp Woods, some five miles from the center where the conferences were held. The representatives had a well-planned program which began with opening exercises under the direction of a chairman who represented the board of education when the consultants were introduced. The four consultants were assigned to certain sections of the upper secondary school for their conferences.

My assignment covered the subject, "Organization and Administration of Secondary Education." We met in a large auditorium where there were some 350 principals of upper and lower secondary schools, secretaries of boards of education and school consultants who came from a large number of cities and and towns on the island of Kyushu. The morning sessions consisted of two one-hour lectures on the subject, "Administration and Supervision of Secondary Education." I endeavored to show the differences between the American and Japanese practices as well as answer some questions which had been submitted by members of the group. These lectures were interpreted by a Mr. Omyiama, an educator who thoroughly understood secondary education and was of great help in summarizing the conclusions of our lectures at the end of the conference.

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During the luncheon period, members of the group submitted questions to be discussed at the afternoon session. These questions were directed to the consultant who endeavored to help in their solution. They concerned such subjects as the 6-3-3 organizations, supervision of instruction, the matter of revenue for education through taxation, and the best means of coordinating the work of the elementary and secondary education. These afternoon conferences were very profitable as they involved a sharing of experience by all of the members which gave an opportunity for guidance by the consultants. The entire conference was quite worth while and produced results from the point of view of the consultant as well as the participants.

The second part of the TDY trip was held on the island of Shikuoku with the city of Takamatsu as a radiating center. The four participants, Dr. Crow, Dr. Morehart, Dr. Young and I, were assigned in pairs to cover four centers located in remote parts of the island of Shikuoku. These centers were Takamatsu, Tokushima, Kochi and Matsuyma. I conducted my work in the field of administration and supervision of secondary education. We travelled long distances by train and jeep in order to appear for a one-day lecture and conference at the centers which have been mentioned.

I usually addressed from 300 to 400 educators who were congregated in a secondary school where they could be assembled for the purpose of a one-day conference. The conferences were so short and the opportunity for discussion so limited in one day that it was impossible to determine results. It is true, however, that we were able to meet a large number of Japanese educators located in sections of Japan where their problems were quite similar to those which are found in the city of Tokyo. (Mr. Hager or Mr. Dobbins, Directors of CIE, travelled with us during our conferences. They endeavored to arrange living quarters in each town if such were available. I must say, however, that the billets provided in the Castle at Takamatsu were all that could be expected. Miss Carmen Johnson, assistant to Mr. Hager, is a woman with considerable ability as an organizer as well as a leader of Japanese educators. Most of our interpreters were selected from the four cities where we appeared. Some of them were competent and helpful in presenting a good program for the day.)

It occurred to some of us that a workshop conference should continue for at least three days at which time the conclusions could be prepared which might be helpful for the participants in future meetings of this character. The entire TDY gave much first-hand information of the many problems which the Japanese are meeting in order to adjust to a more democratic program of education.

John B. Dougall

JOHN B. DOUGALL
Visiting Expert

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 175013

FROM : William R. Young

TO : Chief, Civil Information and Education Section

SUBJECT: Report of Field Trip to Fukuoka, Okayama, Uno, Kyoto and Takamatsu Pier

1. In compliance with paragraph 1 of AG Letter Order No. 319-30, 30 Nov 50, undersigned proceeded to Fukuoka, Okayama, Uno, Kyoto and Takamatsu Pier, departed 2015 on 8 Dec 50, arriving in Tokyo 26 Dec 50.

2. Additional persons making the field trip were: Dr. J.B. Dougal, Dr. Lester R. Grow and Dr. Grover Moreshart, Visiting Experts of CIE.

3. CA and Japanese officials with whom contacts were made were:

Mr. John Bonforte, Youth Activities Officer, Civil Education Section, Kyushu Region
Mr. Alvin Lucchi, Civil Education Section, Kyushu Region
Mr. Robert Hager " " " Shikoku Region
Mr. B. Dobbins " " " " "
Miss Carmen Johnson " " " " "
Dr. Fukuda, President, Kumamoto Prefectural Board of Education
Mr. Yokota, Supt. of Schools, Kumamoto Prefecture
Mr. H. Yoshida, Principal, Dai Ichi Girls School, Kumamoto Prefecture
Mr. S. Yoshida, Guidance Section, Board of Education, Kumamoto Prefecture
Mr. Tsuruta Tsunekichi, Dean of Teachers College, Univ. of Tokushima
Mr. Michiaki Murai, Prof. of Teachers College, Univ. of Tokushima
Mr. Nobori Asaji, Prof. of Tokushima University and Educational Official
Mr. Tominosuke Matsusaki, President, Liberal Arts Dept., Kagawa Univ. and Chief Director of Correspondence Education
Mr. Masamichi Fukunishi, Chief Clerk, Correspondence Education Dept., Kagawa University
Mr. Tsugio Doi, Asst. Prof., Liberal Arts Dept., Kagawa Univ.
Mr. Yasuo Kokudo, Certification Official, Kagawa Prefectural Board of Education
Mr. Manji Fujimoto, President, Ehime University
Mr. Miyahisa Inoue, Dean, Teachers College, Ehime University
Mr. Kozaki, Chief Clerk, Correspondence Education Section, Ehime University
Mr. Noboru Kawaguchi, School Education Section Chief, Ehime Prefectural Board of Education

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Mr. Kanazawa, Officer of Education Dept., Kochi Univ.
Mr. Sakurai, Dean of " " " "
Mr. Oka, Teacher of English " " " "
Mr. Yoshimura, Lecturer " " " "

4. The purpose of the trip was to conduct short intensive workshops in the field of Correspondence Education at Kumamoto, Tokushima, Takamatsu, Matsuyama, and Kochi.

5. Under local orders issued to Mr. John Bonforte, travel from Fukuoka to Kumamoto was performed 10 Dec 50, following which a planning conference was held by the Japanese officials, Mr. Bonforte, the four visiting experts and their interpreters. Th s planning conference, after preliminary introductions, divided into four separate group conferences. In the Correspondence Educati n group, the visiting expert conferred with Messrs. Takashi Shiraki, Takeo Umeno, and Kyoichi Mizuzaki, who are graduates of the 1950 Correspondence Education IPEL Workshop, and Messrs. Sakae, Otani, and Yuji as a committee to develop the program. The consultation revealed that the participants would consist of three IPEL graduates and four other Correspondence Education Administrators, three Correspondence instructors, nine Social Education Officers, and four persons who are Teacher Consultants and Correspondence Supervisors, two lower secondary teachers, two upper secondary teachers, one upper secondary principal and one representative from the school superintendent office. The Correspondence Schools represented are located in Fukuoka (441 enrollment), Kumamoto (378 enrollment), Miyazaki (530 enrollment), Saga (370 enrollment), and Oita (386 enrollment). All these schools were started in May or June 1948. They all use the correspondence course study guides developed by the Monbusho (Japanese Language, Algebra, Physical Geography, and Human Geography). Several courses in other subjects are based on materials written and published by the schools.

The program for 11 Dec 50 began with lectures by the undersigned on the "Development of Correspondence Education," in the morning and "Administration of a Correspondence School" in the afternoon. On 12 December 50, the morning lecture was "Correspondence Instruction" and the afternoon lecture "Supervised Correspondence Study." All lectures were followed by discussion periods during which the participants raised questions to be answered by the lecturer. Since many of the participants were not engaged in correspondence education, the lecture on administration was given in general terms rather than strictly correspondence school administration. Similarly, under the subject of supervised correspondence study, the organization of adult correspondence study groups was stressed.

The correspondence school at Fukuoka is using visiting professors who travel around the prefecture to visit as many correspondence students as possible. It was suggested that, after some experience, a report be written on the effectiveness and cost of this activity so that other prefectures might be able to appraise its value.

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On 13 Dec 50, there was a summary talk and then all groups met for a closing ceremony. The IPEL consultants then travelled from Kumamoto to Fukuoka. Colonel Jas. H. Burgheim, Chief, Civil Affairs Officer, Kyushu Civil Affairs Region and Major Thomas J. Cockrell, Deputy Chief, were not available during the short time scheduled in Fukuoka and were not visited. The consultants boarded the train at midnight and spent the entire day of 14 Dec 50 travelling to Takamatsu with arrival at 2005.

On 15 Dec 50, Dr. Morehart and the undersigned travelled by automobile from Takamatsu to Tokushima where the undersigned met with 14 men connected with the correspondence education program of Tokushima University. This University teaches five courses for which the materials were prepared by Mombusho. The correspondence instruction began in November, 1950, when the course materials became available. There are ten part-time instructors. The enrollment is "Growth and Development" 664; "Adult Psychology and Its Teaching" 552; "Education Curriculum" 408; "Teaching Methods" 571; "Pupil Guidance in Secondary Schools" 293; total 2,488.

After a preliminary conference with the University officials, the undersigned lectured for one hour covering the general field of correspondence education with emphasis on instruction. After lunch, there was a question period for one hour followed by a one-hour tea party during which the questions and answers were continued. All questions covered phases of correspondence education, which were not answered during the morning lecture. The consultants then travelled back to Takamatsu.

16 Dec 50 was spent at Kagawa University with a group of 20 persons, three from Marugame Higher School, three from Takamatsu High School, three from Kagawa Prefectural Board of Education, and 11 from Kagawa University. The meeting was held in the morning only for two and one-half hours. The University officials presented no English translation of statistical information and the consultant decided that time could better be spent in discussion than in collecting statistical information. After presenting a very brief outline of the development and purposes of correspondence education, the participants presented major questions which were answered at considerable length. The questions all concerned the administrative problems and the principles of correspondence teaching.

Sunday, 17 Dec 50, was devoted to travel under local travel orders leaving Takamatsu at 1525 and arriving at Matsuyama 1927.

Ehime University was visited on 18 Dec 50. Three University officials and eight correspondence instructors met with the consultant in informal discussion. In this prefecture, the teachers' union is boycotting the Correspondence Education Section of the University and the enrollment is very small. One of the professors, Mr. Shichiro Miyamoto, attended a two-day workshop in Tokyo in November and heard the undersigned lecture on "Methods of Correspondence Instruction." On his return to Matsuyama, he prepared a "Guide for Instructors." This guide included the essential items discussed in the above lecture and his own ideas, all applied to their program in a well organized manner. The consultant considered this the best work observed

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on the trip. A cumulative instructor's record of individual student is being used and appears to be an excellent form for the purpose. The seven courses prepared by Mombusho are used, but the University has prepared additional instructions in which the written task of the student is reduced. The consultant abandoned his plan to talk on methods of instruction and after a brief summary of that subject spoke on the principles of preparing study guides. There were constant interruptions to ask questions and the entire time was spent in such discussion.

The entire day of 19 Dec 50 from 0958 to 1925 was required to travel under local orders from Takamatsu to Kochi.

On 20 December 50, Mr. Oka of Kochi University met the consultant at 0900 and explained the two-hour program planned. From 1000 to 1200, the consultant met with 12 University officials and correspondence instructors. For the first 40 minutes, one of them described what they are doing. The enrollment by course is, Educational Psychology, 190; Child Psychology, 115; Adolescent Psychology, 99; Curriculum, 100; Teaching Methods, 169; Lower and Upper Secondary School Student Guidance, 109; and Educational Sociology, 109; total 831. The individual enrollment is 553 with about one-half the students being enrolled for two courses. This university plans to send a professor to each of seven cities shortly before the date of the final examinations to give personal guidance and instruction to the students.

The principal points discussed after a brief preliminary talk were methods of encouraging correspondence students to study and the development of supplementary course materials.

21 Dec 50 was devoted to travel under local orders from Kochi to Takamatsu.

On 22 Dec 50, all consultants gave verbal reports to Lt Col Seckinger, Chief, Civil Affairs Officer, Shikoku Region, and then travelled to Kyoto. Departure from Kyoto was made 25 Dec 50 with arrival in Tokyo 0640, Tuesday, 26 Dec 50, completing the travel under AG IO No. 319-30.

William R. Young

WILLIAM R. YOUNG
Visiting Expert

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GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
CIVIL INFORMATION AND EDUCATION SECTION
EDUCATION, DIVISION

28 Dec 50

FROM : Mildred B. Stanton

TO : Chief, Civil Information and Education Section

SUBJECT: Report of Field Trip to Hakata, Kure, Tokamatsu Pier, Koshi and Kyoto

1. In compliance with par 1 of AG Orders No. 10 319-31, undersigned proceeded to

8 Dec	Left Tokyo	2018
9 Dec	Arrived Hakata	2223
12 Dec	Left Hakata	1905
13 Dec	Arrived Kure	0207
16 Dec	Left Kure	1200
	Arrived Tokamatsu Pier	2005
17 Dec	Left Tokamatsu	1525
	Arrived Koshi	1925
18 Dec	Left Koshi	1547
	Arrived Tokamatsu	2145
19 Dec L	Left Tokamatsu Pier	1530
	Arrived Kyoto	2118
25 Dec	Left Kyoto	2028
26 Dec	Arrived Tokyo	0640

2. -

3. Hakata (Fukuoka)

Civil Affairs
Col Bergheim
Mr. Alvin Lucchi
Miss Marion Craig
Mr. John Benfeih

Japanese Officials
Mr. Sabei Nakao - Supt., Prefecture Board of Education
Mr. T. Kise - Principal, Oita Prefecture School for Deaf
Mr. Ishuin - Principal Kagashima School for Deaf
Mr. Irie - Principal, Fukuoka Prefecture School for Deaf

Kure (Hiroshima)

Civil Affairs
Col Bailey
Miss Margaret Groth

Japanese Officials
Mr. H. Kajikowa - Supt. Hiroshima Prefecture Board of Education

(Con'd next page)

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Mr. K. Misawa - Chief, Guidance Section, Hiroshima Prefecture Board of Education
Mr. M. Veki, Teacher-Consultant Hiroshima Prefecture Board of Ed.
Mr. S. Hasegawa - Teacher-Consultant Hiroshima Prefecture, Board of Ed.
Mrs. Tsuji - Principal, Shinonome Branch of Hiroshima University
Mr. T. Yashizi,- Engineer, Hiroshima Prefecture
Mr. Y. Soto - Director of Facilities Hiroshima Prefecture Board of Ed.
Mr. Kyabe - Ministry of Education, Tokyo
Mr. Inomoto " " " "

Takamatsu
Col Beckmeer
Mr. H. Dobbins
Miss Carmen Johnson

Mr. Kobaku - Supt. of Prefectural Board of Education
Mr. Matsuoka - Teacher Consultant Prefecture Board of Education
Mr. Kamana - Principal Prefecture School for Deaf
Mr. Goto - Principal, Prefecture School for Deaf
Mr. Takagi - Principal, Kochi Schools for Deaf and Blind

Kyoto
Miss Sara Head

Mr. Takahi - Director, Guidance
Mr. Naka - Principal, Kyoto School for the Deaf
Mr. Iwashita - Principal, Kyoto School for the Blind
Mr. Kayama - Editor, Braille Newspaper and Braille Books

Osaka
Mr. S. Hamada - Supt., Schools, Osaka Prefecture
Mr. Y. Uchido - Supt. of Schools, Kishiwada City
Mr. Y. Hayashi - Director of Teacher Consultants, Osaka
Mr. R. Iimure - Chairman, School Board, Kishiwada City
Mr. T. Nyasse - Teacher-Consultant, Osaka City
Mr. J. Kobe - Teacher-Consultant, Sakai City

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Hyogo Prefecture - Kobe & Akashi City
Mr. S. Maekawa - Chief, Guidance Section
Hyogo Prefecture
Mr. A. Takeshita - Teachers Consultant,
Hyogo Prefecture
Mr. Nishimura - Teacher-Consultant,
Akashi City
Mr. Yamamoto - Teacher-Consultant
Akashi City

4. Purpose of Trip - To promote Special Education

Fukuoka 10,11,12 December

Following a brief planning meeting with Mr. Nakoo and Miss Crai:, there was an informal meeting with principals of schools for the deaf and blind, guidance directors and teacher-consultants -- approximately 25 people in attendance. We discussed the need for improved case-finding techniques, and better diagnosis and medical follow-up, improved facilities and better trained teachers.

With the exception of a brief meeting with a group of about 150 people in the Social Education group, 11 December was spent at the Fukuoka School for the Blind. A group of teachers from other prefectural schools for the blind visited this school, and this observation formed the basis for group discussion in the afternoon. The afternoon discussion centered on the importance of well-trained teachers, adequate equipment, and general appearance of buildings.

Excursions and other means of providing real experiences for the blind were emphasized. There was a lively exchange of ideas on methods of setting up arithmetic computations - the complexity of such a device as the Taylor Arithmetic Slate - and the degree to which mental arithmetic should be used.

The question of proper placement of the partially sighted was raised but no agreement reached as to whether these children should be in schools for the blind or in special classes in regular public schools.

Some time was given to six principals of special schools who were primarily concerned with problems of finance, improving public relations, and in developing standards for buildings for deaf and blind schools.

The Fukuoka school was attractive and clean. Children's work was well displayed and was given attention proper seating of partially sighted children. Home-making for the girls was much better than in many Japanese schools for the blind.

The next day, which was spent at the Fukuoka School for the Deaf, followed much the same pattern - visitation and discussion with teachers and administrators. Here again, financial matters, attitude of the general

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public, and the need for better equipment were uppermost in the minds of the administrators. The teachers were more concerned with teaching methods, particularly with the ever-present controversy over signing (gesture language).

Six parent- and six teacher-representatives of the PTA of this school met for an hour of informal discussion. All were concerned over the need for education of the young deaf child and, as is usually the case, the parents sought advice concerning their own children.

As noted earlier, I spoke briefly to a Social Education Group on the need for public understanding and support of the Special Education program, the part which Special Education, the PTA and other groups might play in bringing about such an understanding. We mentioned the value of good public health programs as a preventive measure and suggested the possibility of organized lip-reading classes for deaf and hard of hearing adults - and for the need for an over-all program of rehabilitation for handicapped adults. This brief talk was an attempt to help meet the emergency created by Dr. Cologne's illness.

Kure 13, 14, 15 December

At Hiroshima, I was asked to take part in the ten-day workshop on Special Education which was then in session. I met with six groups of participants; an elementary and a secondary group in the education of the blind, the deaf, and the mentally handicapped. These groups had been working for several days and each group had prepared a series of well thought out questions for discussion. Those people working with elementary school children were most interested in methods, equipment, and curriculum. They were also concerned over the need for nursery school education for the blind and deaf. Those in the secondary school groups were interested in vocational guidance, job opportunities and vocational training, employment conditions, marriage, etc.

I worked briefly with Mr. Miyabe and Mr. Inomoto of the Ministry of Education on their lectures on methods of teaching the deaf and the blind.

Mr. Judson and I also conferred with prefectural officials on building plans for the Hiroshima School for the Blind. Several changes were suggested which would give more space for learning activities and provide more efficient utilization of building and play space without increasing building costs.

Takamatsu Pier 17, 18, 19 December

At Kochi, I visited the schools for the deaf and the blind in which Mr. Takagi, a member of the Fifth ERL, is principal. The buildings are new, well-cared for, and the classrooms were very attractive. The dormitory is old, having been used previously by the Normal School. Every effort has been made to make the best of these facilities. The spirit of the children and teachers is excellent and one senses a remarkably fine administrator-teacher-child relationship. The deaf school has the first barber shop I

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have seen in a Japanese school and appeared to be doing a good business. The work in clothing - both Western and Japanese - seemed particularly good, and the older boys were turning out good furniture. Following a visit to each class, I met with the staff of the two schools and talked informally with them. The teachers of the deaf were most eager to know about equipment and methods which would speed the development of vocabulary and improve the quality of speech. Teachers of the blind talked of problems inherent in working with blind and partially-sighted children in the same class.

The program at Takamatsu was similar to that at Kochi. A visit to the schools for the blind and deaf, followed by an informal meeting with the staff of the two schools. General discussion was much like that at Kochi.

While occupational opportunity for the blind is limited to massage, there is a more diversified offering for the deaf. The boys were doing excellent work in wood carving and some lacquer work. The finished products are of good quality and should find a ready market.

Kyoto 20-21-22 December

Osaka

A group of approximately 30 principals of schools for the deaf and blind, teacher-consultants - both public and private schools - were represented.

Questions in the areas of deaf, blind, and mentally handicapped had been prepared in advance and we attempted to allot one-third of the time to each area. Equipment, methods of selection of children for special classes (particularly in relation to the mentally handicapped), the place of the school nurse in special education, oral vs. manual method with deaf, use and limitations of hearing aids were all discussed. We also considered the matter of better integration of all groups logically connected with special education-teachers, administrators, physicians, public health nurses, and parents.

Kobe and Akashi City

A brief visit to the two classes for mentally handicapped children at the Hotomaru Elementary School in Akashi was followed by a brief conference with the teacher-consultant, principal and the two teachers. One serious problem here is the need to develop standards for admission to such classes. Several of the children were of such inferior mental ability that it is doubtful that they benefit from attendance, and the inclusion of such children prevents the development of good special classes. A similar problem is apparent throughout Japan.

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Kobe

In the afternoon, a group of about 40 teacher-consultants, principals, teachers, and members of boards of education from Hyogo Prefecture met at the YMCA to discuss special education. After a brief presentation of the scope of special education the meeting was given over to general discussion. Problems centered on parental attitude toward placement in special class, attitude of general public toward handicapped and lack of occupational opportunities for handicapped. We emphasized the need for local study to discover what work the handicapped could do and to work to interest prospective employers.

Kyoto

Kyoto School for the Blind, approximately 50 in attendance, teachers and principals of near-by schools for the deaf and blind and public school people interested in the mentally handicapped made up this group.

Both morning and afternoon sessions were devoted to discussion of problems raised by the participants. These included causes and prevention of handicapping conditions, suitable recreational activities for the deaf and blind, kindergartens for the deaf and blind, occupations for all handicapped (again stressed need for local initiative) oral vs. manual method for the deaf, school placement for partially sighted - (urged sight saving classes).

Throughout this trip, I was impressed with the enthusiasm and sincerity of those working with handicapped children and their eagerness to improve what is now being done. All expressed concern over the attitude of the general public toward the handicapped and the resultant reluctance to give adequate support to special education. All of the schools which I visited need more and better equipment.

The whole problem of vocational opportunities should be explored locally and guidance and training programs should be developed in relation to the local situation. The teaching of wood carving at the Takamatsu School for the Deaf is an example of training boys to do a kind of work for which the community is well known.

While some blind school graduates do well with massage and accapuncture, it is absurd to limit all blind to this field. There are many things which the blind can do. The girls need much more experience in home-making activities.

The disastrous fire at the Okayama School for the Deaf and Blind points up the imperative need to study the dormitory situation in all such schools fire hazards must be reduced to a minimum and there must be adequate adult supervision.

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In each of the Civil Affairs Regions, I was impressed with the careful planning which had been done by the Civil Affairs people and by the Japanese officials. Not only were all the endless details inherent in organizing meetings well taken care of, but these very busy people added the role of most gracious host and hostess. I hope that I may have been of some service and feel sure that the next IPEL group will profit from the many experiences which I had on this visit.

Mildred B Stanton

MILDRED B. STANTON
Consultant
Special Education

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

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December 28, 1950.

FROM: Grover C. Morehart

TO: Chief, Civil Information and Education Section

SUBJECT: Report of Field Trip to Kyushu-Kumamoto; and, Shikoku-Takamatsu, Tokushima, Matsuyama and Kochi.

1. In compliance with Order No Lo-51 8-29, Nov. 30, 1950, undersigned proceeded to the Cities Kumamoto, Takamatsu, Tokushima, Matsuyama and Kochi, departed from Takamatsu dec. 22, arriving in Tokyo Dec. 24.

2. Dr. Lester Crow, Dr. John Dougall and Professor Willia m Young, all members of the American IFEL Staff.

3. At Kumamoto contacts were made with CA officials Mr. Lucci and Mr. John Bonforte. Among the Japanese contacted were Dr. Fukada, and Mr. Yokota, President and Supt. of Prefectural Schools respectively; also, Mr. Fujiwara and Ohashi, teacher consultants of Kumamoto Board of Education. Mr.Kiyoshi Muto was the interpreter.

On Shikoku our CA contacts were Mr. Hager, Mr. Dobbins and Miss C. Johnson. Of Japanese, I met with the four prefectural Boards of Education, with all seven members present; the four Supts. of School s and the Chiefs of Staff.

4. The purpose of the trip was to hold short workshop meetings.

5. At Kumamoto, I gave five two-hour lectures on Educational Sociology. These lectures presented a bird's-eye view of the outline prepared for the fifth IFEL group, followed by an expansion of the phases of Educational Sociology which I knew would be of greatest interest and use to the group, such as the present function of the subject, the case study from the sociologist point of attack, group process and group dynamics methods. After each lecture, questions were asked, mostly elemental. The interpreter told me that the group preferred to hear me lecture. It was a new subject for many which accounts in large measure for their interest.

In each of the cities, Takamatsu, Tokushima, Matsuyama and Kochi, I spent one half day each with the Chiefs of Staff and with the Boards of Education. In each City the Superintendent spent some time with us in one or the other of the groups. I came to believe that real reason was that he was on better terms with the group with which he joined. In each of these groups, to break the silence, I would make some remarks on the function of a staff of department heads, or boards of education as I saw it.

In the cases of the Chiefs of Staff we were able to develop a creditable discussion on the nature and purposes of such assistants in the educational organization. They acknowledged help in public relations, function, authority and responsibility of their respective areas outside of the capital office. These men impressed me as the

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most alert professionally of all the Japanese that I met on the whole trip.

I am sorry that I cannot commend the Boards of Education. I used the same technique with them as with the Chiefs of Staff. They seemed to have little concern about the underlying philosophy of the board of education as an institution. They have the idea that fiscal independence of the board would solve all the problems. When I raised the question of responsibility that goes with fiscal independence, they gave me the impression that they had no conception thereof. Of the 28 members of the four Boards, I would judge that four or five realized the implications of fiscal independence.

I doubt if any of these members realized that I doubted the competency of the present personnel to assume the responsibility of fiscal independence. Nor did they seem to realize that fiscal independence entails implementation of an adequate accounting system, before any Board can expect to have large sums of revenue turned over to them.

As for myself, I have had the best evidence that a salaried Board of Education, viz. the plan in operation, is fundamentally wrong.

In Kochi I was held over and extra day to give two lectures on Educational Sociology. They were of necessity concentrations from my lectures at Kumamota on the subject, as described above.

Finally, I want to say that our trips and our schedules were exceedingly well planned and executed. We had complete information, in so far as it could possibly be given, from the Tokyo authorities. Then upon reaching the areas of our operation, we found specific plans to make it possible for us to make our very best contributions to our groups. The success of the mission, and our satisfaction from it, is due in very great part to the officials of IFEL and of Civil Affairs.

Grover C. Morehart.

Grover C. Morehart.

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GENERAL HEADQUARTERS
SUPREME COMMANDER FOR THE ALLIED POWERS
Civil Affairs Section
APO 500

333.1 18 JAN 1951)CAS-CE

18 JAN 1951

SUBJECT: Reports of Field Trips to Shikoku and Chugoku Regions

TO: Chief
Shikoku Civil Affairs Region
APO 1050
(Attn: Civil Education Officer)

1. Forwarded for your information are copies of reports of field trips by staff members of CI&E, SCAP, to the areas listed in the inclosure.

2. The materials forwarded are not to be construed as directive nor as granting any additional authority.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

J. A. O'BRIEN
CWO USA
Adm Off

RECORDED

2 Incls
1. Rpt of Trip to Shikoku Island (dup)
2. Rpt of Trip to Kochi Prefecture and Hiroshima

Extra copies Incl 1 Shikoku Island

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FTP

p 3, 12

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

28 December 1950

FROM : Maude Williamson, Educationist (Home Economic Vocational)

TO : Chief, Civil Information and Education Section

SUBJECT: Report of Field Trip to Shikoku Island

1. In compliance with paragraph 1 of IC Order No. 320-22 of 1 December 1950, undersigned proceeded to Matsuyama on 9 December, departed on 13 December for Takamatsu, leaving Takamatsu on 15 December for Tokushima. She left Tokushima on the 18th for Kochi, leaving Kochi on the 21st, arriving in Tokyo, 23 December.

2. Miss Ukawa, interpreter accompanied.

3. People with whom contacts were made:

a. Japanese -

Matsuyama

Mr. Tsujimori, Superintendent of Education, Ehime Pref.
Mrs. Sugimura, Teacher Consultant of Homemaking
Mr. Mukai, Principal of Lower Secondary School, Matsuyama
Mr. Kikuchi, Teacher Consultant in Agriculture
Mr. Senba, Principal of Upper Secondary School
Mr. Kono, Dean of Education, Ehime University
Miss Iwai, Ehime University
Miss Doi, Ehime University
Mr. Kawaguchi, Chief of the Guidance, Ehime University
Mr. Imamura, Liaison

Takamatsu

Miss Watanabe, Homemaking Teacher Consultant, Kagawa Pref.
Mr. Matsuzaki, Dean of Education, Kagawa University
Mr. Sasajima, Director of the Zentsuji Branch of Kagawa University
Mr. Iwase, Mayor of Yamada Village

Tokushima

Mrs. Ota, Homemaking Teacher Consultant
Mr. Yuasa, Chief of School Affairs, Prefectural Board
Mr. Mori, Chief of Teacher Consultants
Miss Inoue, Vice President of the Kagawa Home Economics Association

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Mr. Miki, Principal of Jonan Upper Secondary School
Mr. Tsuruta, Dean of Education, Tokushima University
Mr. Asaji, Professor of English, Tokushima University
Mr. Noguchi, Professor of Home Economics
Miss Yamamoto, Professor of Home Economics

Kochi

Mr. Sugimura, Superintendent of Education, Kochi Pref.
Mr. Komatsu, Board of Education
Mr. Shimomura, Teacher Consultant in Vocational Education
Mr. Okamoto, Principal of the Kochi Prefecture Upper Secondary School
Mr. Yasuoka, Chief of Guidance Section
Miss Fukase, College Teacher of Home Economics

b. Americans -

Col. Schneidinger, Shikoku Civil Affairs
Mr. Hager, Education Officer, Shikoku Civil Affairs
Miss Carmen Johnson, Shikoku Civil Affairs
Mr. Dobbins, Shikoku Civil Affairs
Mr. Luta, Extension Agent, Shikoku Civil Affairs
Capt. Krajnak, CIC at Matsuyama
Cpl. Corcoran, Liaison Officer at Matsuyama
Miss Everleth, Librarian, CIE Library at Matsuyama
Mr. Gillett, Principal, Mission Upper Secondary School at Matsuyama
Miss Randolph, Public Welfare, Shikoku Civil Affairs
Sgt. Shawhan, Liaison Officer, Tokushima

4. Purpose of the trip was to participate in conferences of elementary lower secondary and upper secondary teachers of homemaking in Kagawa, Ehime, Tokushima and Kochi prefectures, also to participate in a conference of university instructors in homemaking and university administrators of the Shikoku Island.

5. GENERAL APPRAISAL OF THE TRIP

During this trip Educationist, Homemaking visited all four prefectures, meeting with elementary, lower secondary school and upper secondary school homemaking teachers, with teacher consultants, superintendents, and university teachers and administrators.

On the whole, the trip was very satisfactory. There was evidence of progress in homemaking education in all prefectures except Kochi. All the university people who were met were interested in and looking ahead toward the development of university homemaking education.

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At every conference, evidence was seen of the effectiveness of the IFEL programs for teacher consultants and university people. The most forward looking prefecture, Tokushima, has a new teacher consultant appointed last April, who was a member of one of the IFEL groups of 1949. A college homemaking professor was a member of the IFEL group in the fall of 1950. Both of these women are showing excellent leadership.

Kochi prefecture has no teacher consultant in homemaking and is served only by a teacher consultant of vocational education who seemed to have little interest in Homemaking and in fact seemed little interested in problems of any phase of vocational education. There were many evidences of a democratic way of working with teachers in all of the prefecture except Kochi. In Tokushima, all of the teacher consultants are working together cooperatively with weekly meetings for reporting and planning together.

COOPERATION OF THE SHIKOKU CIVIL AFFAIRS

The best possible cooperation was met by the undersigned from all of the education officers of Shikoku Civil Affairs. Miss Carmen Johnson seemed to be general manager of arrangements and planned so effectively that all meetings, train schedules, transportation were effective and passed off without a hitch.

The undersigned had a conference with Mr. Dobbins and Mr. Lutz, relative to the possible overlapping programs of 4-H clubs and homemaking future farmer course. This will be reported upon more in detail later on. The undersigned also had a conference with Mr. Hager before leaving, reporting to him concerning situation which she thinks can profit by follow-up by the education officers of Civil Affairs.

EHIME PREFECTURE

Educationist Homemaking spent part of the first day in Ehime prefecture at a mission upper secondary school of which Mr. Gillett is president. His wife, Mrs. Gillett is a graduate in home economics in one of the good home economics schools in the United States, Simmons College. However, she was ill and the undersigned was unable to meet her.

This school has about 400 girls, all of whom are taking homemaking. The equipment is modern, clean, attractive and orderly. Half of the foods laboratory has unit kitchen and the other half is equipped according to the usual Japanese foods laboratory. Three model home kitchens had been equipped for three income levels. While this school has a name of being a mission school, it is really a private school as it has no income except from the dues of the students with the exception of $2,000 which have been granted for the re-building of buildings destroyed during the war. Excellent

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ideas have been used for the new building and the credit for this can be given to Mr. and Mrs. Gillett.

Educationist Homemaking visited a lower secondary demonstration school which seems to be very good. In this school, pupils, teachers and parents are satisfied with the lower secondary vocational program. Teachers are experimenting with home projects in the 9th grade. The equipment in this school seems to be good.

Educationist homemaking visited the new CIE library under the guidance of Miss Everleth, the librarian. This library is attractive, well arranged, well equipped and very well supplied with magazines and books in English. The building was built and paid for by Ehime prefecture and Matsuyama City. When asked what use would be made of the building after the occupation, they told the undersigned that no specific plans have been made up to this time. It was hoped that the city will take it over and make it a city library. It seems that the city has many thousands of books in Japanese but at the present time does not have an adequate Japanese library building. Miss Everleth is working hard to increase the use of CIE library and hopes to increase the circulation of books to 1,800 for this month.

Educationist Homemaking met with elementary lower secondary and upper secondary teachers of homemaking of Ehime prefecture in one of the upper secondary schools in Matsuyama. Some 400 teachers were present. The meeting was devoted to the progress of homemaking education in Japan and educationist homemaking told of the progress being made toward the goals for better nutrition, for decrease of drudgery in the homes, and increase in influence of the schools on the home conditions. She suggested that a back-to-school night might be an excellent project for Matsuyama since the rooms and equipment in this school were superior.

The physical equipment in this new upper secondary school was one of the best which educationist homemaking has seen in Japan and the rooms were well lighted, well planned and attractive. A good use of color had been made in painting walls, cabinets, etc. Here one laboratory is being made to suffice for both western and kimono clothes, with hinged wall drop tables for kimono sewing. There were several very good centers of interest and good arrangements of storage space. Only one improvement might have been made had educationist homemaking been in contact with this school before the building was completed. The foods laboratory is now arranged in the usual Japanese foods laboratory tradition. It might very easily without any additional expense, have been arranged as unit kitchens thus giving more effective work and experience for girls.

The afternoon meeting at Matsuyama was made up of a free discussion period participated in by a select group of 40 teachers together with parents and members of the prefectural board. The questions raised for discussion by the group concerned the problem of uniform for school girls, teacher's load, boys in homemaking, interrelation of social and homemaking education in family relations.

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Educationist explained that in the states, school girls did not wear uniform but it was a matter for every school and every community to decide for themselves. The group was surprised to learn that American homemaking teachers have loads of 25 to 30 work hours per week. However, the undersigned explained that the American homemaking teacher did no janitor work and has classes with 35 as a maximum. In relation to teaching family relations, Educationist homemaking expressed her opinion that there was so much to teach in this that there was plenty for both social studies and homemaking teachers. The two groups should sit down together and divide the area between them.

Following the meeting of teachers, there was a meeting of a select group with representatives from three homemaking clubs in Matsuyama. Three mothers were present at this meeting. It seemed that last year there was one homemaking club but this year under the reorganization of upper secondary schools the members of this club were assigned to three schools so the girls started homemaking clubs in their own schools. There are now three homemaking clubs in upper secondary schools in Matsuyama. Members of these clubs visit each other and the three clubs have had one joint meeting. There seems to be a fine spirit of cooperation and friendliness among these schools and educationist homemaking received the opinion that the club situation in this city was making good progress.

At a conference with Miss Iwai, professor of Ehime University, she learned that a new building is to be erected for homemaking education. Plans have been made by the university and submitted to the M/E, Facilities Division. The M/E refused to approve part of the plan and required a full length corridor to be built along the entire wing which was a first-floor wing. University authorities wished to combine part of this corridor into two end rooms thus increasing the size of the rooms. This raised the question as to who controls the specific plans for any building to be erected by a university.

Educationist homemaking attended a small evening meeting composed of the superintendent of Ehime Prefecture, several principals of secondary schools, several college teachers, teacher consultants and representatives of the school board and upper, lower and elementary schools. This was a free discussion evening and talk was general about questions raised by the group. One principal made a remark which was very interesting, namely, "After the war, the Japanese accepted everything which the Americans proposed, the time has now come to consider and evaluate". Another principal said it would be nice for once to receive a salary comparable to an American teacher or about ¥72,000 a month. Educationist homemaking explained, this seems like a big salary but living costs in the states were very much greater than those here. She told how the members of the IFEL groups in homemaking lived on ¥3500 for one month but in the states, a student would need to be extremely carefully to live on $100.00 a month.

KAGAWA PREFECTURE

At Takamatsu, the undersigned met with between 150 and 200 homemaking teachers of elementary and lower, upper secondary schools.

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These groups were representatives of schools in the prefecture. Again the meeting was devoted to the discussion of progress in homemaking education in Japan and the goals which are developing.

Emphasis was placed on the progress of school-home relations, improved teaching methods through home projects, influence of unit kitchens on home conditions, better teaching of nutrition, and homemaking clubs.

In the afternoon, a group of 40 selected persons met for a discussion period. The questions raised indicated the trend of thinking, therefor, they are included here: 1) The M/E gives general homemaking in the 10th and 11th grade. If a 12th grade pupil wants it, can she take it? Answer: The prefecture and local school decides such questions. The recommended answer is yes. 2) Can social studies be given for less than five credits? Answer: Same as above but the superintendent of should be consulted. 3) What is the status of elementary homemaking? Answer: Educationist homemaking reported that a committee under the sponsorship of the M/E is now working on the content of education for home living in the elementary schools. 4) How can boys be taught cooking and table manners? Educationist homemaking explained how this is done in the states and showed pictures of boys and girls together in homemaking classes. 5) How can we teach ethics and personality now that the Emperors Rescript is abolished? This question was poser to Educationist homemaking but she explained that in a democratic situation, each person must learn to decide for himself what is right or wrong and not base his decision on an edict of some one person in the position of authority. In America, right or wrong, fine manners and so forth are taught in school classes, school and community activities and in homes. No one class alone can do the job. 6) Should home projects be attempted in the lower secondary schools? Answer: Home experiences and shared home responsibility should be encouraged. It is probably advisable to have rather simple home projects in the 9th grade. 7) Girls want to make clothes for them-selves and not for others. Is this true in the states? Answer: Yes. That is just human nature. Adolescent girls are interested in themselves and they want clothes for themselves. Through making these, they learn how to make clothes for others. 8) What should be the equipment for clothing laboratories? Educationist homemaking described the new clothing laboratory of Matsuyama and recommended that anyone who could, should go to see that situation. 9) How does the teacher's load in Japan compare with that in the states? Answer: Educationist homemaking answered this as she has done in former cases. Namely, American teachers have longer teaching hours but smaller classes and no janitor work.

Educationist homemaking had the opportunity to visit the demonstration lower secondary school at Yamada. She saw the school in action with no set program for her visit. The school has about 490 students with half of them girls. She met with the teachers in a discussion hour and spoke to the pupils in the loud speaker since

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there was no auditorium. She was the first American women to visit the school and the first American to talk to the pupils. The building was new, attractive and good use have been made of color. The girls were working in foods and clothing laboratories and the boys were making brooms and tieing knots in ropes in their vocational classes. These classes were small and teacher were interested. The mayor of the village was present. The teachers want unit kitchens and a model farm home. The undersigned suggested that they might find a farmer in the neighborhood who would cooperate with the school, allowing the students to study his home. The boys and girls might together work with the farmer to remodel the farm kitchen. The farmer might then have a demonstration day for his neighbors. It was suggested that each school needs to study the needs of the entire community. It was also suggested that an adult class might be held in the near-by part-time school. Only 30% of the pupils in this area go on to upper secondary schools.

The undersigned described this situation to the education officer of Shikoku Civil Affairs and suggested that he can help this lower secondary school so that it might become a real community centered school.

Kagawa prefecture has 26 upper secondary schools with 26 using home projects. There is one unit kitchen in the prefecture and one homemaking club. The teacher consultant is a very pleasing person but it seems to the undersigned that after two years, the program in the prefecture should have developed more than it seems to have done, therefor, she questioned the extensiveness of the influence of the teacher consultant and her organization ability.

The undersigned spent a short time at Kagawa University and met with the dean of the school of education, director of the Zentsuji Branch and homemaking college teachers. She discussed the advisability of combining the homemaking departments of the two branches into one strong department, and also the importance of developing one person in the faculty so that she could lead in the up-grading of teachers in the area. She should be helped in securing a degree and thus raise the status of home economics and of women teachers in the university. The dean agreed with this point of view. Later the undersigned learned that he approved having Mrs. Takashima attend the second IFEL but when the question was placed before the faculty for approval, the faculty voted it down. The only reason which the undersigned can find for the action is one of jealousy and of certain feeling against women.

TOKUSHIMA PREFECTURE

In Tokushima prefecture, the undersigned again met with homemaking teachers of the elementary, lower and upper secondary schools with about 300 percent. The afternoon was again given to

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free discussion. This prefecture has a new teacher consultant, Mrs. Ota who was appointed only last April. She was a member of the Kyoto IFEL, a group with which the undersigned had considerable contact last winter. The influence of that IFEL experience was evident. Great progress had been made in this prefecture within the last few months.

At this meeting, questions had been collected in writing. With one exception, they dealt with conditions in the United States, vocational education in the states, classification of teachers, percent of girls taking homemaking, sex education, boy in home economics, clothing, kind of equipment and home projects. The one exception had to do with evaluation.

The question concerning evaluation of students seems to have arisen because of a movement in the prefecture to have each teacher give grades so that they are distributed according to the normal distribution curve or as they put it, 5-25-40-25-5. Educationist homemaking explained about the normal distribution curve, how it is only valid for grades when large numbers are involved. It is not a valid measure to use for individual classes. It can, however, be used to advantage as a check on a teacher's own judgment; how at the end of the year, a teacher might check on the grades she had given in all classes. They should fit the distribution curve fairly well. The undersigned received the impression that an ill advised movement is underway in the prefecture in this regard. She explained how a teacher should evaluate pupils in the terms of goals or aims of the class. The pupils should know these goals and should help plan them, and should know that evaluation would be based on progress those goals. Considerable discussion, several illustrations and some graphic blackboard work were needed to obtain a fair understanding.

The building of this school is fair and the homemaking department fair. However the principal is much interested and had made some very good cartoon type of drawings, illustrating education for home living. A later conference with him showed that he was conscious of college entrance problems and felt that a shortage of homemaking teachers might develop in the future. Nineteen percent of the girls completing the work in this upper secondary school went on to a college or university.

In Tokushima prefecture, there are 51 upper secondary schools with homemaking classes. Of these 20, are using home projects, 11 have unit kitchens, 10 have homemaking clubs and the other 10 are in the process of organizing clubs. In Tokushima city, girls from one club have visited other clubs and various clubs in the prefecture have exchanged letters. Elementary education in homemaking in this prefecture seems to be progressing broadly. A copy of the course of study from Detroit, Michigan is being studied and permission has been secured to translate it into Japanese.

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Educationist homemaking spent an hour attending weekly meeting of teacher consultants under the leadership of Mr. Mori, head teacher consultant for Tokushima prefecture. A fine cooperative spirit was evident. Each teacher consultant reported on his activity for the past week and plans for the coming week. The consultants were working together and understanding each others work. At this particular meeting, they were making plans for the secondary workshop for 1951. All of them seem to be interested in homemaking but were questioning the vocational program of lower secondary schools. The undersigned suggested that two or three experimental centers might be set up for lower secondary schools. These centers might try out various programs and could studied carefully and evaluated at the end of four or five years.

Educationist homemaking had a very interesting opportunity to meet representatives of a number of women's organizations. She was asked to tell about the major goals and progress of homemaking education in Japan. She urged them to study the homemaking work in Tokushima, to cooperate with teachers and principals and help particularly with the homemaking clubs and their development. This meeting was held in a new home in which the undersigned was shown a new home kitchen. This kitchen had been well planned and was another evidence that the idea of better and more sanitary kitchens in private homes is developing, and is without doubt, a result of the influence of the programs in the secondary schools.

Educationist homemaking spent one day at a conference of university homemaking teachers and administrators, discussing problems of higher education in homemaking. This meeting was at the Gakugei Department of Tokushima University. The dean of education is very much interested in the education of women and in homemaking education. Discussion centered around the philosophy and progress of homemaking education in the secondary schools and the resulting needs for teacher training. Some discussion was devoted to university organization, problems of accrediting and certification, a need for a broad program, need for teacher trainers and the importance of a university faculty understanding and working with the secondary schools.

In the group was a professor of English in the university. He stated the belief that it was impossible to train good homemaking teacher without their understanding the English language. The educationist homemaking took the opposite view. She said she recognized that home economics in America has gone further than in any other country and that the U.S. had many books which would be of value to Japanese educators. She explained that these could be translated into Japanese. The professor of English said that took too much time. The undersigned said that it would not take as much time as for hundreds of girls try to read the books for themselves or to teach hundreds of girls to read English easily. The professor of English then made the statement that "you are narrow" at which every-