

You who are to graduate from the Ehime Normal School deserve congratulations for your faith in education which prompted you to spend years of study in preparation for one of the most important professions of the new society. Presumably you are all to become teachers during one of the most difficult periods of Japanese history. The future of the nation depends upon the excellence of today's educational system - of each of the schools to which you are to be assigned.

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

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

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

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

Particularly in relations with young pupils must teachers have a sensitivity to their needs and interests. In forming the classroom activities around these.

Increased attention is being given to the social studies in the program of elementary education. In growing from infancy to maturity, the individual is constantly in the process of adjusting to his physical and social environment. Broadly conceived, therefore, the world of nature and the world of man constitute the whole field of significant content for the school curriculum.

8 Since a fundamental purpose of education is social, the social studies have come to occupy a central place in the elementary school program. The major objective of the social studies is the development of the highest quality of citizenship. This purpose comes close to one of the major aims of all education. Hence the position of importance occupied by the social studies in the modern school.

9 Social studies: anthropology, economics, history, geography, political science, and sociology - embrace the knowledge and thought pertaining to all human relationships and include as well man's relationship to the physical environment in which he lives and works. The social studies are concerned with how man has made his environment satisfy his basic human needs. The social studies are concerned with the customs and institutions which have emerged in the process. The social studies are concerned with the problems corrently facing mankind.

10 The social studies is a field of many aspects. All that mankind has achieved through a hundred thousand years and more of striving, experiencing, and experimenting becomes the basic content from which the social studies curriculum must be selected. It is obviously impossible for a child in the years of his elementary school life to master all the facts and concepts involved in the cultural heritage. It would seem a defensible position, then, for the school to help children select, with intelligent guidance, what they need within rather broadly-defined areas. Such a ^{more} ~~formal~~ ^{factual} subject - matter program but it will be meaningful to children as they attempt to become one with and understand their world.

11 Thus we see the inadvisability of the old methods of instruction by teachers' manuals - it destroyed teacher initiative and was not made to fit the needs of individual children or communities. However there is another reason that such teaching aids will not be available. That is the current paper shortage. You may already be familiar with the unfortunate fact that only two permanent elementary school textbooks will be distributed by the beginning of the new school year. This and other problems will be a severe tax on principals, teachers, and students. But you have chosen this profession with the understanding that the work will be difficult and challenging. Your ~~renunciation~~ ^{resurrection} will not be excessive financially, but rather in the satisfaction of ~~having~~ contributed to the forward movement of world civilization. You are responsible to society and will serve it well.

There has been a great deal of confusion in the past regarding the relationship between the Ehime Military Government CI&E Section and officials of the Ken Education Section. This meeting has been called to help clarify the situation as well as offer constructive information and advice which, it is hoped, will aid in our common task of promoting educational advancement in this prefecture.

It is our desire to meet with education administrators frequently, both individually and in such groups as this. We will answer to the best of our ability questions concerning education, and hope that officials will also take this opportunity to exchange ideas among themselves. It is suggested that you take notes on any information you find applicable to your work, as CI&E is not in a position to furnish printed copies of these lectures.

At the present time we feel extremely fortunate in the selection of Mr. Sugino as Head of Education, and hope that the entire office can work in a spirit of cooperation towards the realization of some worthwhile long-range planning.

CI&E has three main objectives: to abolish state shinto in the schools, to set up and supervise adequate screening committees, and to stimulate maximum use by the Japanese of all educational facilities.

The first two of these are progressing rather satisfactorily, and we should like to turn a great deal of attention to the third. We hope to present some new ideas which officials of the Education Section can use in their new roles as educational leaders. The purpose of any ideas or suggestions will always be that of strengthening the Ehime school system through democratic progress. To do this the general public must regain confidence in its leaders, and the latter, in turn, must strive to make all their functions of office serve the public interest.

A present hindrance to the development and execution of new ideas is the lack of reading material by which public leaders can become informed of problems similar to theirs in other countries along with any possible solutions. CI&E has some fine educational works from the United States, but the task of translating them all would be tremendous. Consequently we often choose those portions which are applicable to a situation which we find here and pass them on as information to one of the school inspectors in private con-

ference. Please do not consider these as orders or even the original ideas of Military Government Officers, because they are most likely not. Think about them and if you are convinced of their worth, adopt them as your own concepts, gathered from the same vast fund of human experience from which we received them. If the Military Government were to leave tomorrow, and with it take all the progressive ideas heretofore suggested, then our past work would have been of no use. Japan must learn to stand on its own feet, and as a step in that direction the Education Section of Ehime Ken is going to learn to stand on its own feet. You are going to come to recognize the deficiencies of the present educational organization and take steps among yourselves to correct them--without any prodding from this office. We will always be happy to offer information, and if any glaring examples of undemocratic practices are evident, we shall try to convince you of the need for corrective measures.

Now it may be appropriate to comment on the reactions of one who has observed this prefectural education system from the standpoint of an American raised in a somewhat different system.

The Japanese nation has advanced a good deal in the establishment of a certain level of compulsory education whereby every member of the society receives some training from and for that society. But now it is necessary to advance a step further in our attitude towards compulsory education: If a child is required by law to attend school for one-half of his waking hours, then it is the responsibility of the law-makers (i.e. the people) to provide the child, during the time he is under public guidance, with the type of education which will best contribute to his individual growth and development. This means that the government (the people) must furnish in the schools 1) adequate facilities for maintenance and improvement of health, for filling the material needs of the curriculum, and for providing surroundings conducive to study; 2) teachers, who in addition to being well trained in their particular subjects, have a clear idea of the complete educational program and a desire to serve their students as a contribution to the individual and social development outlined therein; 3) An active administration which builds an educational program designed for the individual and social good, and adapts it to the changing needs of its beneficiaries.

Compulsory education demands adequate education.

Now there are many different ideas as to the specific

content of such a program and the best methods of executing it. Volumes have been written on the subject with no completely satisfactory plan submitted. That illustrates well one of the fundamental precepts of a democracy: that no one theory or the opinions of any one person can be considered universally, eternally, and immutably true. We all can and do make mistakes. Therefore it is best to accept the opinions of any person in the light of his background on the subject, and not be too quick to totally accept or reject any ideas, new or old. A plan which you or I propose as applicable today may be entirely outdated 10 years hence. Let us work with this in mind, each one trying to achieve what is right, but never assuming that he has found the answer.

It is, however, necessary for anyone who would lead education to form in his own mind a philosophy of education on which to base his planning. He should decide, at least tentatively, what are for him the objectives of education, to serve as a yardstick for measuring the value of his activities.

For instance one of the best-known statements of the objectives of secondary schools in the United States is referred to as Cardinal Principles of Secondary Education. It mentions the following objectives:

1. Health--Health needs cannot be neglected during the period of secondary education without serious danger to the individual and the race. The secondary school should therefore provide health instruction, inculcate health habits, organize an effective program of physical activities, regard health needs when planning work and play, and cooperate with home and community in safeguarding and promoting health interests.

2. Command of fundamental processes--Much of the energy of the elementary school is properly devoted to teaching certain fundamental processes, such as reading, writing, arithmetical computations, and the elements of oral and written expression. The facility that a child of fourteen may acquire in the use of these tools is not sufficient for the needs of modern life. This is particularly true of the mother tongue. Proficiency in many of these processes may be increased more effectively by their application to new material than by the formal reviews commonly employed in grades 7 and 8. Throughout the secondary school instruction and practice must go hand in hand.

3. Worthy home membership--Worthy home membership as

an objective calls for the development of those qualities that make the individual a worthy member of a family, both contributing to and deriving benefit from that membership.

This objective applies to both boys and girls.

Home membership as an objective should not be thought of solely with reference to future duties. These are the better guaranteed if the school helps the pupils to take the right attitude toward present home responsibilities and interprets to them the contribution of the home to their development.

4. Vocation--Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationship toward his fellow workers and society, and, as far as possible, to find in that vocation his own best development.

5. Civic education--Civic education should develop in the individual those qualities whereby he will act well his part as a member of the neighborhood, town or city, state, and nation, and give him a basis for understanding international problems.

6. Worthy use of leisure--Education should equip the individual to secure from his leisure the recreation of body, mind, and spirit, and the enrichment and enlargement of his personality.

This objective calls for the ability to use the common means of enjoyment, such as music, art, literature, drama, dance, and social intercourse, together with the fostering in each individual of one or more special avocational interests.

7. In a democratic society ethical character becomes paramount among the objectives of the secondary school. Among the means for developing ethical character may be mentioned the wise selection of content and methods of instruction in all subjects of study, the social contacts of pupils with one another and with their teachers, and, above all the spirit of service and the principles of true democracy which should permeate the entire school--principal, teachers, and pupils.

There we have one part of an educational philosophy which is developing in the United States. It may have some applicability here. But objectives as such have no value

Q: If the schools ~~to~~ try to finance themselves by charging people for athletic meets and raising fund by P.T.A., won't the school and the village hall cause friction or indifference between themselves?

A: Raising fund by P.T.A. is mainly for the P.T.A. itself. P.T.A. could be, should be, utilized to put pressure on the village authorities to increase funds for the school.

unless translated into instructional practice in the classroom, for there is the actual contact between teacher and pupil which is fundamental in the educational system. Books can give knowledge, but the love of knowledge can only be gained through personal contact.

In order to give this discussion definiteness several desirable changes are indicated:

1. The old question-and-answer method must be modified and supplemented by many other types of classroom procedure. Much has been said about conducting recitations in which the teacher questions the class on a few pages of material which all are supposed to have read. It is difficult to think of an exercise better adapted to dull intellectuality than a question-and-answer recitation of this kind. Yet it is the prevailing practice in most schools. It results in a minimum of learning of a few isolated facts which are naturally soon forgotten. The only intellectual stimulus afforded is the challenge to some pupils to outwit the teacher. It thus becomes a hindrance to the achievement of the aim of education.

2. Requirements should be commensurate with the ability of individual pupils. Those better qualified should be expected to accomplish more. Children in the upper elementary grades recognize the fact that individual differences exist, and class assignments can take this into consideration.

3. Children's interests should be followed as much as possible. No argument is being made for turning the school over to the pupils. Adult control is valuable and should be provided. However this does not mean that it is necessary to have adult domination when the same end can be better reached by guiding the spontaneous activities of children.

4. Opportunities for cooperative activities should be provided by such means as study groups with student leaders, room clubs in control of health activities and housekeeping, special interest clubs, a program of co-curricular activities, teams for intramural games, and auditorium and assembly programs provided by the pupils.

5. Opportunities for practicing self-control should be provided. Some situations where self-control can be practiced are: 1) passing in, out, and through the building; 2) leaving a class working when a teacher is out of the room; 3) safety work by patrol boys and girls; 4) non-supervised play periods. To be sure, the response to such

situations will not always be all that is desired. If it were, there would be no need for practice. Success can only come through repeated trials.

6. Leadership and "followship" should be developed. Any group activity requires leadership. But every leader must have followers. A series of activities which call for a variety of leadership qualities should be provided so that it may become evident that leadership is not restricted to the chosen few, and that in given situations it may be more desirable to follow than to lead.

7. Discipline should be by the group wherever possible. Group disapproval or approbation is more potent in controlling behavior than is the authority of the teacher. A self-disciplined school is necessary for achieving the objectives of education.

8. The school should be a source of pride to the pupils. It should be housed in an attractive building set in well-landscaped grounds. It should present a program which is mentally and physically hygienic. The whole school atmosphere should be such that it will create a desire on the part of the pupils to do what the schools wants done.

Did someone say it cannot be done? One knows what can be done only after he has tried it.

Although the responsibility for planning corrective measures rests with administrators, permanent improvement cannot be made without the backing of the community which supports the schools. The big task, therefore, is that of informing the public of the problems of education so that they will be able to intelligently offer the financial and moral support needed to sustain any such ambitious plans for reform as may be outlined by the Education Section. Abraham Lincoln once stated: "Sometimes that is mistaken for wisdom which is only knowledge, and that is mistaken for progress which is only change; true progress must have its roots in the hearts of the people."

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- ① We have been thinking about such meetings for a long time. This one was a success from the standpoint that the subjects were well arranged and well chosen.
- ② The general outline has been given at this meeting. So, succeeding meetings should be held to discuss on detailed subjects, according to the groups interested in specific fields.

③ "Leader" undesirable.

④

Coordinate school assignment with library

To T. Union
31 Jan. 1947

1) → The Military Government C I & E Section is watching with no little concern the activities of this union in the sincere hope that teachers' economic conditions can be improved without such harm to the educational system and the nation as would offset any gains achieved.

2) → However, there has been considerable disappointment expressed in many sources due to the fact that the teachers failed to include in their demands provisions for the improvement of education in addition to those directly concerned with their positions as employees. | While realizing that salary is a primary concern in anybody's existence, we should like to direct attention to a few educationally constructive measures which deserve consideration by the teachers of Ehime Ken. |

3) you
Explain
First it may be worthwhile to outline the organization of schools and teachers' unions in the United States so that we may understand the background of these recommendations. | As provided in the U.S. Constitution education in the 48 states is under the complete supervision and control of each state individually. The Federal Government does not interfere in these administrative units, altho at times it may appoint committees to make certain surveys with appropriate recommendations for educational improvement. | All of the functions of educational administration legally rest with the states, which elect or appoint Superintendents of Public Instruction with necessary assistants to fulfill that responsibility. | Actually, however, even the states do not directly supervise such a large unit. This authority is delegated to subordinate governments, usually counties (these correspond to guns), which conduct their own educational systems in compliance with minimum state standards. | Their functions briefly include construction of buildings, employment, payment, and supervision of personnel, establishment of basic curriculum, selection, purchase, and distribution of all school supplies including textbooks, and all related duties. | ✓

4
In most counties a school board is elected by the local voters and composed of representatives of various occupations in the community - farmers, bankers, fishermen, lawyers, doctors, businessmen, both men and women, all serving without pay. | This school board appoints, after thorough examination of many applicants, a qualified educator to act as superintendent of schools, and delegates to him all authority nece-

ssary to carry out his task - which means all those functions of educational administration mentioned above.

5 The chief and obvious advantage of this decentralization is that it enables the school system to remain attune to the needs of the community which it serves and awakens public interest in its schools because of the responsibility it places upon each individual to look after their well-being.

6 Such a system has, for the most part, obviated the necessity of teachers' strikes or other drastic measures to improve their living and working conditions; this in spite of the fact they are all too often among the lowest paid professional employees in their community. Unions have been formed for the purpose of improving teachers' economic status, effecting certain desirable changes in school administration, and improving educational methods.

7 In general such unions are made up of teachers, while principals are considered as belonging to administration. However these distinction is not a vital one.

8 In the majority of progressive school systems, tho, no one pretends that all the educational brains are to be found in the front office. Administrative leaders are anxious to enlist the aid of in forming their educational program. For those who have direct contact with the students only by the presentation of many ideas can the popular will be known and the most satisfactory methods discovered. Specific ways for teachers to aid and participate in administration will be cited later.

9 So with that brief sketch of American educational organization we will return to the problem in this prefecture.

10 In the past there has been expressed in the teachers' union a good deal of dissatisfaction with administrative policies and methods. In many cases this has been thoroughly justified and so is a good healthy sign of an awakening of interest in the overall educational program. However, it seems that the collective measure favored is an assumption by the teachers' union of those administrative functions which are improperly fulfilled by the Education Section. That means appears inefficient. In a smoothly running school system there is a clear distinction between administration and teaching. There are trained specialists for both fields and each does its duty in cooperation with the other. A teacher would be very much annoyed if she were

→ obliged to purchase textbooks for her class or arrange for distribution of classroom supplies or supervise repair of the schoolbuilding. Those are all routine functions of administration and trained specialists should be employed by the administrative department to carry them out. | If teachers are not satisfied with the results, they should point out deficiencies to the proper authorities. Rather than attempting to do these specialty jobs themselves they should help to see that capable officials are appointed to perform them properly. |

11 → The employment and supervision of personnel is an administrative function in any business and the same should be true in education. | If a teacher is found unqualified for his (or her) work it is to the advantage of the community that he be discharged. | Since fellow teachers would be justified in objecting to an arbitrary dismissal, such a situation should be investigated thoroughly before appropriate action is taken. | In any case a happier solution would be that of employing only those applicants for teaching positions who would without doubt be a credit to their profession; this would avoid the mutual embarrassment of a dismissal at a later date. |

12 Now, having stressed the separation of administrative and teaching functions, let us consider ways in which the two can co-operate for the development of democratic, progressive education. |

13 The new 6-3-3-4 organization of the School System will require a tremendous amount of planning and preparation on the part of the Education Section. | The tendency in the past has always been to wait for instructions from higher authority before taking necessary steps for reform. By so doing officials shirk their responsibility to the public which they serve as well as perpetuate their dependence on central control. | In including a new Japan communities must develop thru the strength of local independent leadership. Education officials must discover by themselves deficiencies in the school system of this prefecture and plan corrective measures immediately upon recognition of their need. |

14 They cannot do this alone, but will call on ~~all~~ teachers and principals for advice and aid. |

15 The following are a few problems which may deserve consideration by all educators. |

16 problem of 1. Attendance ~~department~~: In spite of individual hardship the absenteeism has apparently not been serious in this prefecture, but with the raising of the compulsory

school level, a large percentage of school-age children may by truancy or with legitimate reason not attend school as required. | The causes of non-attendance may be varied, but some of the most common are: (1) illness of pupil or member of his family, (2) great distance from school, (3) work at home, (4) death in the family, (5) slow progress thru school, (6) lack of clothing, textbooks, and other necessities. |

17 In order to reduce absenteeism we must attempt to overcome its causes. | One step would be that of a complete health program: adequate health education, correction of conditions in school which are detrimental to health in order to serve as a model for homes, development of habits which prevent spread of disease. | Another would be the teacher's task of making the pupil so interested in his schoolwork that he would not want to miss a day. | Another would be to make arrangements thru the local welfare office for indigent students to be provided the necessities which they lack and to aid their families so that they will not need to keep children out of school for work at home. |

18 At the present time teachers of each school are successfully investigating prolonged cases of absence and encouraging satisfactory attendance in their school. | However it is possible that the problem may become too big to expect teachers to handle it themselves. Furthermore it may become advisable to consolidate activities and results of attendance encouragement. |

19 For these reasons and others nearly all school districts in the United States employ an attendance officer and necessary assistants. They are competent educators and social workers with several schools under their jurisdiction. | Their duties are usually as follows:

20 (1) To check the enrollment at the beginning of the school year with the census and insure the enrollment of all pupils of school age. |

(2) To secure the cooperation of private schools in enforcing attendance laws. |

(3) To investigate promptly all cases of absence referred to him and make report on the causes of absence and action taken in each case. |

(4) To co-operate with welfare, social, and other

co-ed.
platoon system

agencies in promoting school attendance and the general welfare of the pupils. |

(5) To make case studies of habitual truants.

(6) To take court action against truants when all other means have failed. |

(7) To keep adequate records and make daily, weekly, monthly, and annual reports of their activities and services. |

21 2. There is another problem which has a good deal of connection with that of attendance. We mentioned one of the causes of truancy as being a loss of interest due to slow progress in school. | Individuals vary in their native abilities. Some have special talents in academic subjects, others in manual or fine arts. | A democratic education makes provision for these differences by providing atmosphere for development of individual abilities, without penalizing students for hereditary deficiencies. |

22 In academic courses students' progress can be divided roughly into normal, retarded, and superior. | It is advisable to stimulate each student to do his best but not to expect the benefits of education to be the same in all of the three groups. | Much of the subject matter taught in schools is of doubtful value to a good proportion of the future adults, and yet most students are capable of developing their own capacities a good deal more if given the proper guidance. |

23 Realizing this, a few schools in this prefecture have formed special classes for retarded pupils and are conducting research on methods of instruction which may be most satisfactory for that group. | It would be well for this experiment to be conducted on a large scale, with results measured scientifically so that they may be considered in future classroom organization and curriculum planning. |

24 But what about those students of superior ability whose range and level of educational experience must be restricted to those of the average? | The result of their neglect may be, in cases of psychological maladjustment, a discipline problem for the school; or in any case will be an adult who cannot be of maximum service to society because of undeveloped potentialities. | Superior students should be given extra work to hold their interests and stimulate their growth. Some thorough research on the development of curricula and instruction methods for this latter abnormal group may bear fruit. |

$$\text{Intelligence Quotient} = \frac{\text{M.A.}}{\text{C.A.}} = \frac{\text{mental age}}{\text{chronological age}}$$

25 Of course the separate class (homogenous grouping) plan would only be practical for large schools, but even in smaller ones a teacher can conduct her class with consideration for the individual difference which appear in it, and the results measured in pupil progress will surely be sufficient to reward the additional effort required. |

26 One caution: Methods for objectively determining the native ability of children have not been perfected even in the United States. In Japan, where an I.Q. test has never been developed, ^{you} we must be very careful ~~never~~ ^{not} to regard the apparent abilities of students, determined only by casual observation, as a reliable measure of their intelligence. |

27 *important*
3. Problem number three, seems in many ways rather superficial, but it has caused such discontent among students lately that its solution should be seriously considered, and quickly. When a society is trying to inhibit freedom it lays down many petty rules which tend to provide uniformity and discourage individual choice and expression. This is the background of various school regulations which provide for a certain manner of dress, a set hair-style, prohibition of warm clothing in winter, restrictions on personal adornments, and the determination of other minor matters which by rights belong to the individual. These cannot be abolished by official order but only by the decision of all groups concerned that individual expression should be encouraged. | Ask yourself these question: Does the enforcement of this particular regulation help achieve the purposes of education, or would those purposes be furthered by allowing the student to exercise his own choice? What does the length of a person's hair have to do with his learning capacity? Would not the students be better off physically if they were warm clothing in the winter to protect their health? |

28 4. The above problems of education should be of vital concern to all parents. But they are apparently not. One of the reasons teachers are having such a difficult time economically is the lack of public interest in education. | Not until each member of the school's community feels that the activities of that institution are of extreme importance to him will he vote taxes out of his own pocket into the school system and support his local school in drives for financial assistance. |

29
explanation

A way to awaken this interest is by developing an active Parent-Teachers' Association to inform all parents of the school educational program as well as particular classroom activities of their own children. This should meet at the school regularly - at least once a month and elect its officers from among the parents. Teachers, parents, and students - all should participate in its activities so that it becomes a community project for social education.

30

And so we have mentioned somewhat specifically matters which may serve as material for future planning. That by no means exhausts the list, and solutions suggested may not be the best ones under the circumstances. It takes the wholehearted co-operation of all concerned to meet and solve these problems. Perhaps it would be of great benefit to Ehime prefecture if the Education Section requested the teachers to form various committees and recommend appropriate plans for progressive action on any problem recognized as effecting the prefectural education program. These could be: language simplification, co-education, decentralization, curriculum improvement, health instruction, school building construction, PTA, school board, and many others.

31

Such co-operation would awaken in all educators a greater feeling of responsibility toward their work and towards the public which they serve. It would do much to abolish that undesirable practice of officialdom: subservience to superiors and irresponsibility towards subordinates. Would not your children, your professions, and your schools be better off if all educators participated in solving the problems which affect them?

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*Complement to
 Difficulten fürste, - ~~Dejclass~~*

Not long ago a woman representative of SCAP, C I & E Section had occasion to visit a certain Normal School in Shikoku. She found students in this school studying advanced mathematics: analytic geometry, calculus, theory of complex functions. Her first question upon discovering that was "What for?". The ~~teachers~~ ^{students} were preparing to teach in elementary and secondary schools by studying subjects which they could never use in their work.

It is a sad commentary on the normal school system of Japan that up to the present 5/6 of its emphasis has been on subject matter and the remaining 1/6 on the study and practice of teaching methods. Since it is apparent that a teacher cannot acquire enough information on any subject in elementary and secondary schools to satisfy her need for cultural and instructional background, no argument can be made for adoption by the Normal Schools of a course consisting entirely of elementary and secondary subject matter reviewed from the instructors standpoint. But remember that the job of teachers is first teaching, and knowledge which does not contribute directly to class room needs should be considered of secondary importance.

The factors chosen for a teacher training program should be those which are of top priority in teaching, so we shall try to build the discussion of these two days around such needs. In planning these short talks I have tried to touch on a few necessities which were apparent to me. Naturally I've not thought of all of them; so please bring up your own specific classroom problems or suggestions for discussion afterwards and this conference will be the more beneficial because of their consideration.

Classroom needs should fit pupil needs. What students learn in each subject should be that which they can best utilize in practical, every day experience. In that light important objects of the English study would be: (1) fluent conversational use of common vocabulary in intelligible sentences, (2) comprehension of written English of a somewhat higher level, and (3) mastery of that level of grammatical construction which will make it possible to express oneself in clear, concise English sentences.

Grammar has been given a place of tertiary importance for the following reason: The primary function of a language is to convey thought. On an elementary level it need not be complex or rhetorical. Thought content and logical expression must be emphasized more than adherence to rules of form.

Let us then see how the primary objectives can be achieved in the class-room. As a basis for these suggestions we must first realize the independence of individual instructors and the importance of their using their own initiative to develop their own instruction methods. Textbooks and teaching aids are issued as information material - as guides to simplify the ~~act~~ of teaching; they are not intended to inhabit the instructor. The courses of study outlined in them should be modified to suit local and individual needs, and improved thru the experience of those who use them. Of primary importance there is not just to follow the educational guides but to use them. (ant)

The new schedule of instruction for lower secondary schools calls for a minimum of 4 hours weekly English instruction (each school can add to this as it sees fit). The homework for such a course should require about an hour's study each day. On the basis of this we can outline the following suggested teaching plans:

List of common, useful English conversational phrases. Teacher as certain correct pronunciation. For first week or two assign memorization of 15 to 25 phrases a night.

Class Preparation:

Teacher say phrase - class repeat - teacher correct individuals.

Work~~d~~ should not be written in Katakana - does not represent ~~meaning~~ and is bad habit to depend on crutch.
pronunciation

Following day teacher say phrase to individual students who respond with answering phrases, or give Japanese and have students give English or vice versa.

All disconnected phrases - not logical, but ^spsychological - students learn necessary phrases and get used to reading English.
using

Method of memorizing vocabulary - Miss Caldwell's - should have system-count while walking along street-charts with irreg. vb. conj.

Students have got somewhat accustomed to use of Eng., so now start with basic sentence structure.

Vocabulary: 15-25 words/day; daily vocabulary test on 5

Class preparation: Parallel sentence construction

This is a box. This is a white box. This is a white box.
This is a book. This is a green book. This is a white book.
This box is black.

Vary the Concomitants

Build-up method:

Voc: I, you, he, she, it, they, we

Grammar: Conjugation of verbs hit, paint

hit, paint, box, ball, book, brush, pencil
with, in,

brush, with the brush, I paint the box with the brush
phrase (at night, when it is night)

- Homework: (1) translation of 10 or ²⁰ sentences -
E/J, J/E, answer questions in English
(2) memorization of following day's vocabulary

teacher add to exercises as necessary
↓
hand in daily for correction

No Kana in books

For following day: teacher prepare question for each student in class, using previous day's vocabulary and requiring its use in the answer (these can be made with cooperation of all teachers in an area) Sometimes students make question. *use English as much as possible*

Variety: (1) assign certain passage for approximate memorization to each student - give before class as pronunciation practice - class criticism. (2) jokes, (3) skits, (4) 3 min. talk on any subject. (5) *imaginary discussions*

Bi-weekly test of translation to cover vocab., grammar, sentence construction - should be made in meaningful paragraphs - complete thought units.

Alternate bi-weekly dictation tests - read paragraph slowly three times.

Oral examinations

General observations on tests - educational experience - consolidation of student's knowledge, show where teaching methods need revising.

Necessity for small classes.

Begin with 1st year

English teachers must teach consistently at present

class rooms insuff.

same teacher teach all English subjects

it store hot

if one week on each lesson

first test on vocab.

2nd homework

3rd study for test - sentence

✓ *should be elective in industrial schools*

✓ *where compulsory have two classes, regular & advanced at students' choice*

teachers supplement exercises in text

✓ *use reading material other than texts*

*Japan Times, Eibun mainichi
American magazines - written reports regularly*

✓ *same teacher for all phases of English*

write program of first three days with book

A B classes

division of total term grade

Homework: (1) translation of 10 or 15 sentences -
E.L. G.E. answer questions in English
(2) transcription of following day's vo-
caulary

It is books
for follow
student in
required
cooperation of
make question.
writer: (1) easier
more motivation to each
pronunciation exercises - less
(2) extra (4) 5 min. talk on any
bi-weekly test of translation to cover vocab. & grammar.
sentences construction should be made in meaningful parts -
simple - complete thought units.
Afterwards bi-weekly dictation tests - read paragraph
slowly three times.
General observations on tests - educational experience
- realization of students' needs. Also where teaching
methods need revising.
Recommend for all classes.

lot of this dull should
be in homework instead of class; spelling, comparison of adjectives, possessive
Economic use of class time;
grammar, pronunciation practice
Students do more reading, pronunciation practice