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

Description of contents

(1) Box no. 3081

(2) Folder title/number: (12)
Information from Other Regions

(3) Date: Dec. 1947 - Dec. 1950

(4) Subject:

Classification	Type of record
021, 810	c, d

(5) Item description and comment:

(6) Reproduction: (Yes) No

(7) Film no. Sheet no.

(Compiled by *National Diet Library*)

j-556

268

G.E. OFFICER

Report of the

SECOND UNITED STATES EDUCATION MISSION TO JAPAN

*

Submitted to the Supreme Commander

for the Allied Powers

Tokyo, September 22, 1950

LETTER FROM WILLARD E. GIVENS,
CHAIRMAN OF THE MISSION,
TO GENERAL MacARTHUR

22 September 1950

General Douglas MacArthur
Supreme Commander for the Allied Powers

My dear General MacArthur:

The members of the Second United States Education Mission to Japan submit herewith a report on Japanese education supplementary to the one made to you on March 30, 1946.

We have had the benefit of a most helpful briefing by the excellent staff in your Civil Information and Education Section and by certain members from other sections of your Headquarters Staff.

We have had the benefit of conferences, with able and outstanding members of the Japanese Educational Reform Council, with the Minister of Education and his staff and with the Education Committees of both Houses of the Diet. The privilege has been ours to visit many Japanese schools, colleges and universities and to see firsthand the remarkable educational progress being made.

The reforms in education being worked out by the Japanese people under your wise leadership are helping materially in democratizing Japan. Japan is rapidly developing an educational program which will help her to become a member of the family of nations dedicated to the promotion of world peace through respect for fundamental human rights.

We are impressed with the phenomenal change which has taken place in Japan during the past five years. We agree with you that the democratization of Japan may be more important to Asia and to the World than was World War Two.

We are grateful for the opportunity to return to Japan to continue our study of her educational progress and to make suggestions which we hope will be helpful.

Most respectfully yours,

s/ WILLARD E. GIVENS

for
Second United States Education
Mission to Japan:

Harold Benjamin
George W. Diemer
Frederick G. Hochwalt
Pearl A. Wanamaker
Willard E. Givens --Chairman

CONTENTS

Page

LETTER TO GENERAL MacARTHUR

I. INTRODUCTION 1

II. ADMINISTRATION OF EDUCATION AT THE PRIMARY AND SECONDARY LEVELS 3

III. TEACHING AND THE EDUCATION OF TEACHERS 9

IV. HIGHER EDUCATION 15

V. SOCIAL EDUCATION 21

VI. LANGUAGE REFORM 25

VII. SOME OTHER IMPORTANT ASPECTS OF EDUCATION. . . 27

TEACHER ORGANIZATION 27

VOCATIONAL EDUCATION 27

PRIVATE EDUCATION. 28

MORAL AND SPIRITUAL EDUCATION 28

INTRODUCTION

On March 5, 1946 the United States Education Mission to Japan arrived in Tokyo at the invitation of General Douglas MacArthur, Supreme Commander for the Allied Powers. The 27 members of this Mission spent a month in Japan studying the situation, consulting educators, and discussing with many people the problems facing education.

The members of the Mission submitted a report to General MacArthur on March 30, 1946, in which they outlined what they believed might well be done through the educational program of the schools and colleges to help in democratizing Japan.

On August 27, 1950 the Second United States Education Mission to Japan arrived in Tokyo. The five members of this Mission had all participated in the work of the 1946 Mission. They came again upon the invitation of General MacArthur and spent a month studying the progress and results of the recommendations which they had made in 1946. The report of this last visit covers only those educational problems which, they believe, need further consideration.

The past five years have been significant ones in the democratic development of Japan. A great change is taking place. The remarkable accomplishments of General MacArthur and his staff working with the Japanese people and through their established Government are rapidly developing a democratic nation.

The educational program outlined by the United States Education Mission to Japan in 1946 is working out successfully. The 6-3-3-4 organization has been established in form. The school program is being carefully evaluated and changed in ways which will help develop a democratic educational program.

As a part of the reorganization of education in Japan school boards are being elected at local and prefectural levels. A nationwide association of parents and teachers is being organized. Both of these are playing important parts in developing a program of democratic education throughout the nation.

Japan now needs to strengthen greatly its finances for a program of democratic education. It must spend increasing amounts of money upon the education of its youth. The real wealth of any nation is determined by the level of education of all its people. Money spent for public education is the best investment that can be made by any free nation.

Japan's teachers must be among her ablest people. They must be paid in keeping with the importance of their work. They must have classrooms, equipment and supplies. They must receive recognition and social standing, both of which are difficult to maintain without sufficient income to provide a decent standard of living.

The members of this Mission believe that there is a great potentiality for freedom and for individual and social growth in every girl and boy in Japan. They believe that the educational program in a free country should constantly increase respect for the dignity of human personality and the final sovereignty of human rights. They believe that the program of education should help to develop representative and responsible self-government by arousing a sense of social responsibility for matters of public concern.

Democracy is more than a form of government. It is a way of life. Properly developed it should be the symbol of freedom for every man. Ideals of democracy must be translated into living. Students, teachers, principals, superintendents, boards of education parents, and citizens need to work cooperatively in planning the educational program for Japan.

The Mission is confident that the educators of Japan will do their part in helping to make their country one of the great peace loving nations of the world. The people of Japan, deeply interested in the welfare of their children, must and will secure the funds needed to carry on this vital program of education for their country.

ADMINISTRATION OF EDUCATION AT THE PRIMARY AND SECONDARY LEVELS

The strength of democracy rests in large measure upon the strength of public elementary and secondary schools. The future of Japan is intimately connected with the success of its public education system.

The new Constitution of Japan guarantees equal educational opportunity for all the people and free compulsory education. The Fundamental Law on Education and the School Education Law both enacted in 1947, the Boards of Education Law enacted in 1948, the Ministry of Education Establishment Law in 1949 and the Law for Certification of Educational Personnel (1949) have made significant structural changes in educational organization. These changes provide the framework for decentralization and for development of a democratic system of education.

Many things remain to be done that will insure the real substance of a democratic educational program. There will never be a time when the people and educators of Japan can sit down and say that the task is finished. It should be stressed that a democratic educational system continually reviews research, evaluates experience, improves techniques, and modifies procedures. This keeps the structure and the curriculum dynamic and geared to the present rather than merely a reflection of the past.

The Japanese people should, without hesitation, provide sufficient funds to carry out fully the 6-3-3 program. This should be the responsibility of the national, prefectural and local governments.

School expenditures are an investment and affect the national economy in giving employment to professional people and workers in school construction and in manufacturing, selling, and distributing equipment and supplies. These expenditures flow into the nation's economy and augment the national income materially. There is a definite relationship between the education level of the people and the purchasing power and high standards of living in a community.

The public elementary and lower secondary schools must be absolutely free to all the children of all the people of Japan. This should include free textbooks and materials. Parents should not have to pay a large part of the expense of compulsory education by so-called voluntary contributions through the Parent-Teacher Association. The upper secondary schools should be free to all who wish to attend. Japan's public education system must provide opportunities for the youth of each succeeding generation.

When we consider Japan's problems today we must recognize the basic role which education plays in the democratization of the country and in strengthening this way of life. A sound approach in fiscal planning must be first to determine the needs and then to decide how these needs can be met most effectively. Japan today faces basic challenges in the support of its public school

system. These problems should be carefully studied and solved.

One Basic Problem Is That of Providing Adequate School Housing

Japan faces a critical school housing shortage. Replacement of buildings destroyed during the war has lagged behind replacement of other public buildings. There has been serious deterioration because of lack of upkeep and more damage has been caused by such catastrophes as typhoons, tidal waves and earthquakes. Of all the funds used for public works projects after the war only 6.9 percent have been made available for educational facilities. The Ministry of Education's survey indicates that millions of Japanese children are going to school in sub-standard classrooms. Halls, corridors, and makeshift rooms of all kinds are being used and many children are getting only half or in some instances only a third of the education to which they are entitled. On this problem we recommend:

1. Accelerated school house construction so as to give full effect to the compulsory school program.

2. Study and research on types of buildings

   a. To meet needs of a curriculum that will encourage independent thinking, initiative, and creative experiences.

   b. To withstand earthquake and typhoon damage.

3. Full responsibility for school house construction by the board of education with authority to employ the architect and let the contracts.

4. Careful planning of attendance areas for school buildings to be constructed so that there will be no financial waste in duplication or overlapping.

5. Teacher, administration, community and board of education planning of a functional school building.

6. Professional leadership from the Ministry of Education in suggestions for developing plans and use of materials.

Maintenance of Buildings

Lack of financial support and wartime conditions have led to neglect in the upkeep of buildings. We recommend that this should be remedied as soon as possible through a program of in-service education of those responsible for the maintenance of school buildings

Critical Teacher Shortage A Major Problem Throughout Japan

A school is more than a mere building. Good teaching is the first requirement of a good school. There is a teacher shortage

in Japan. Japan must increase its supply of qualified elementary and secondary school teachers to meet present needs and future needs brought about by an increased school population. Classroom teacher loads should be reduced as soon as additional classroom space becomes available. This will mean additional teachers. To secure sufficient well-qualified teachers, every effort should be made to raise teachers' salaries. They are not high enough to attract able young men and women to the teaching profession. We recommend that teachers' salaries should be established by the board of education on a basis of qualifications, experience, and responsibility without regard to sex, marital status, or dependents. Teachers should be important members of every community with compensation commensurate with their great responsibility in properly educating the children as citizens of a free, democratic nation.

Extended Educational Oprortunities
and Additional Services

The problems do not stop with the need for additional school buildings and the teacher shortage. Educational opportunities for physically and mentally handicapped children--those thousands of children with permanent or remedial defects must have opportunities to have special education, while at the same time sharing as far as possible in the regular school program. Special schools should be provided only when institutional care is necessary and should be operated by the board of education.

Nursery schools and kindergartens should be established as part of the elementary school.

Junior colleges, vocational programs and social education also are part of the responsibility of school districts.

Safety and sanitation are important in safeguarding the lives of children. Both need careful attention in the everyday living of the children in the home, in the school and in the community.

The school lunch program where the children in some of the elementary and lower secondary schools get a good hot meal should be considered a part of the regular school program of every school. Care should be taken in the preservation and preparation of foods.

Outdoor education will give girls and boys opportunities to understand the importance of natural resources to the future of Japan as well as giving them the opportunity to work, to study, and to play together in life situations.

Recreation programs for the months when school is not in session and for before and after school, together with a camping program are some positive measures which will prevent juvenile delinquency.

The educational program, if it is to give opportunity for maximum development consistent with the ability of each individual, must be by necessity diversified, administered efficiently and well-taught.

Organization

National - The Ministry of Education should be kept free and independent, and not consolidated with any other agencies. Those educational functions now being carried on by other Ministries shoul be transferred to the Ministry of Education.

Progress has been made in the decentralization of the Ministry of Education. There must be continual watchfulness on its part to be certain that dynamic leadership is given. The strength of the Ministry of Education lies in assisting school boards, teachers, principals and superintendents, to develop independence, initiative and the ability to study and solve their own problems.

Prefectural and Local - In a democracy schools must be kept close to the people and must be of such size and be so organized that they will be able to give a complete program of education.

At present in Japan, the local districts maintain elementary, lower secondary and some upper secondary schools; the prefecture also maintains some upper secondary schools. This presents overlapping jurisdictions and taxing areas. We recommend that this be changed so that all elementary, lower secondary, and upper secondary schools are operated under one school board. This will involve a study of the whole school district organization of Japan. There should not be two different authorities operating similar schools in the same area. This leads to confusion, waste, and lack of correlation of the school program.

Guiding Principles in School District Organization

School districts should be set up around a natural community center as far as possible. This may include several villages, towns or cities. It is important to have a large enough area with population and tax resources to provide facilities and services for the new education system and for enriched and extended educational programs.

Responsibility of School Boards

School board members generally are respected and influential men and women in the communities. They should be elected on a non-partisan ballot by free choice of the people. They should not be self-seekers nor those with axes to grind or representatives of selfish interest groups. There is need to build a community tradition of high standards for school board selection. The school board gives continuity and stability to the program of education. It is responsible for over-all policy making and is not expected to possess special or professional qualifications for school administration. The board needs to rely on professional leaders with their technical knowledge and skill to carry out its policies. The school board in its understanding of the community may interpret community needs and reactions to the professional staff, and at the same time understanding the educational system may interpret educational practices to the public and community.

Fiscal Independence

The board of education has the responsibility for the program of education. It must therefore have fiscal independence. At present in Japan, the prefectural assembly and the local assembly have discretion to modify school board budget requests downward. Where this is the case services may have to be reduced or eliminated. Thus we have a vicious circle,--lack of funds, reduced services--loss of public confidence in the 6-3-3 program--and an unfavorable reaction towards efforts to secure more funds.

We recommend that school boards have fiscal independence--with full responsibility for the budget and for setting the tax levy necessary to carry out that budget without approval of local assembly or prefectural assembly. All equalization grants for financial support of education should be worked out by means of an objective formula and should become a part of the total revenues for support of the educational program. Education should have first claim on public funds. In this way, the Japanese people who have always held education in high esteem may be able to provide the education necessary in a democracy.

Instructional Materials Center

Adequate supplies of library books as well as other instructional materials should be found in every school. A school library should not only have books but should have materials prepared by teachers and pupils with that rare artistic talent of the Japanese. Instructional materials in forestry, for example, might include samples of wood, pictures of present ways of cutting trees, and pictures of desirable tree farms, all of which would cost a relatively small amount. Slides and motion pictures may be added as more money is provided.

The school library as an Instructional Materials Center should be the heart of the school with the librarian helping and guiding students.

TEACHING AND THE EDUCATION OF TEACHERS

The Work of the Teacher

As are the teachers so are the schools. As are the schools so will be the nation. These statements were never more true than today in a world of scientific knowledge and skills and complicated human relationships. The recruitment and the selection of teachers are, therefore, major problems of the Japanese people. This fact must be recognized by the Japanese Government, the administration and teachers of universities, the Ministry of Education, boards of education, school administrators, teachers themselves, and the thinking people of Japan generally. A well-qualified individual in every classroom and administrative position in Japan must be the goal.

The good teacher must, first of all, have those qualities of character and personality which will exert a positive influence on boys and girls. He must have the aptitudes, the knowledge and the understanding essential in teaching. He must have the professional insights and skills which are necessary in the leading of boys and girls in their learning activities. He must be interested in every boy and girl in the class and must recognize individual differences and needs. He must know how to guide his pupils so that they will be self-controlled and to help each pupil to develop the qualities of ethical character and good citizenship. He must each each child that for every right enjoyed by the individual in a democracy there is a correlative responsibility. He must know the homes and the communities from which the boys and girls come and know how to work with the parents and the community in promoting the educational interests of the boys and girls. He must recognize that education is a complicated process that includes all of the interests and activities of the child in school and out of school. To motivate the child to have wholesome, worthy purposes and activities is a major responsibility of the teacher.

Progress in Teacher Education

Much progress has been made in the improvement of teacher education in the four and one-half years since the first United States Education Mission to Japan made its recommendations.

> The normal schools have been amalgamated into universities with the education of teachers as a major function. Departments of education have been established in national universities. In-service education programs for the teachers of Japan have been inaugurated. Certification requirements have been extended. Democratic relationships have been set up in the schools and teachers now have a very important part in the formulation of policies, the organization of courses of study, the determination of methods of teaching, and in the leadership and guidance of pupils.

These and other steps forward are to be highly commended and indicate the earnest desire of the Japanese people for good educational opportunities for their boys and girls. Also, it indicates

the vision and the qualities of leadership of the professional educators of Japan.

Unsolved Problems and Their Solution

While much progress has been made many problems remain unsolve and the program of reorganization and improvement is only well begu

Teacher Education in New Universities

The new national and public universities, with at least one established in each prefecture to prepare teachers, are not fully organized and lack the facilities, the faculties, and the program essential to the highest grade of work. Likewise, these new universities are not attracting students in sufficient numbers. There is, therefore, a serious shortage of students preparing to teach, entirely inadequate to meet the needs of the schools of Japan.

If Japan is to educate properly her rapidly increasing population it should continue to develop its teacher education universiti Until such time as the teacher shortage is relieved enrollments in the two-year courses should be encouraged.

In most instances branch schools should be consolidated in one location as soon as adequate buildings can be erected. To do so is in the interest of improved educational programs, better facilities and economy.

Further attention should be given to improving the preparation of the staff in the teacher education universities. Advanced study in Japan and abroad should be promoted and funds provided for the purpose.

The physical plants of the teacher education universities shou be modernized both as to buildings and to equipment. Adequate libraries should be available at every university and up-to-date book periodicals, and instructional materials should be available to professors and students. Well-equipped shops and science laboratories should be provided.

Departments of Education

The great national universities of Japan have not yet fully recognized their responsibilities in the field of teacher education Departments of education have been set up to train staff members of colleges and universities and educational leaders for Japan. However, for various reasons including the lack of sympathetic understanding of many of the administrative officers and professors of these universities and due to insufficient budgets, these departmen of education are entirely inadequate to meet the needs for which th have been established.

Strong departments of education including graduate work should be developed at the national universities. Special attention shoul be given to the preparation of staff members for colleges and

universities, of educational leaders as represented by superintendents, directors, and principals and to the training of research specialists in education.

Japan has many good private colleges and universities which have prepared many of the teachers for the public schools. These institutions should be encouraged to continue and to improve their teacher education functions.

In-Service Education

In-service education programs have been inaugurated, including summer sessions, workshops, institutes, conferences, extension and correspondence courses, demonstrations and exhibits. These have been widely attended by teachers. The program has been limited because of lack of qualified staff to promote the programs and low salaries for teachers which have made it difficult for teachers to meet the required expenses of participation in the program.

All of the universities should recognize more fully their responsibilities for the in-service education of teachers. Comprehensive programs of summer schools, extension and correspondence courses, workshops and conferences should be developed in such a manner that the opportunity to participate in these programs will be easily accessible to all of the teachers of Japan. Superintendents and teachers should organized local conferences, institutes, demonstrations and workshops.

Certification of Educational Personnel

Certification requirements have been raised. In order to hold a first class certificate the teacher must be the equivalent of a college graduate and have specified credits in general education, specialization in his field of teaching, and professional preparation in terms of psychology, education, and practice teaching.

For the first time in the history of Japan, all educational personnel of the public schools are required to have professional training and to hold certificates. However, there has been much opposition to the Certification Law, coming from two groups. First, there has been opposition from teachers on the grounds that they were unable to finance the cost of further education to meet the requirements because of low salaries; and second, many people including some educational leaders have not recognized the importance of professional requirements for teachers. If Japan is to have good teaching in her schools she must recognize that teaching is a profession and that the teacher must be a well-educated individual and be broadly prepared for the complicated problems which teaching involves.

Certification standards as provided in the present law should not be lowered but should be maintained and improved.

Curriculum in Teacher Education

Progress has been made in the reorganization of the curriculum in teacher education. Three areas have been recognized: General education for all teachers, specialization in subject fields for secondary schools, and professional preparation for all educational personnel. A continuous study needs to be made of the curriculum in general education in order that every teacher may have the broadest possible preparation in the humanities, social sciences with special emphasis on human relations, and science including biological and general science. The tendency has been to over-specialize in all curricula to the neglect of broad general preparation. Grea er emphasis should be given to hygiene and health education, both from the standpoint of the physical well being of the teacher and a background knowledge and understanding in the teaching of children. Greater emphasis needs to be given to individual growth and develop ment and the attached and cooperating schools should be used for directed observations of the way in which the child grows and learn Nursery schools and kindergartens should be maintained in connectio with the attached elementary schools and used for the observation of child development and for student participation and teaching in the preparation of kindergarten teachers. The teacher wishing to specialize in nursery school and kindergarten should also be prepared to teach in lower primary. Further study needs to be made of laboratory experiences, including observation, participation, and student teaching. These laboratory experiences should not only include the school room but the playground and the community activities and relationships of children.

The parent-teacher organizations in Japan need the encouragemc and assistance of the teacher-education institutions. Courses shou be offered to prepare for leadership in parent-teacher organization and in parent education.

Facilities for Teacher Education

Some of the teacher education universities have good facilities. Many of them lack minimum requirements of buildings, gymnasiums, libraries, scientific and visual equipment. Sanitary condi- tions in many of the buildings are very bad due to inferior plumbing, and lack of maintenance and janitorial service. The universit which prepares teachers should be a demonstration at all times of the quality and standards of buildings and equipments, of maintenance and repair service, and of administration and teaching, whi should be recommended to superintendents, principals, and teachers in the primary and secondary schools of Japan.

Recruitment of Students

As previously stated, the number of students enrolling in the universities of education is insufficient to meet the needs for qualified teachers. This is due in part to the financial inability of the parents to pay the cost of sending their boys and girls to college. The National Government has offered scholarships to teach- er training students but the amount of the scholarship is entirely

inaeequate to take care of the cost. Another factor affecting enrollment is the lack of prestige which the normal schools formerly had. The newly organized universities have greater prestige than the old normal schools but still do not have the recognition of the old national and private universities and colleges. Teachers have been poorly paid and hence teaching has not been regarded as an attractive occupation for young people. The profession itself has not encouraged young people to go into teaching. In order that a larger number of capable young people with aptitudes for teaching may enroll in the teacher-training universities the standards of these institutions must be raised. A greater amount of money should be offered in scholarships. Salaries of teachers must become adequate to attract able people. However, much can be accomplished through recruitment programs carried on by the teacher-training universities in cooperation with the principals and teachers of the upper secondary schools. Capable young people should be led to recognize the advantages, culturally and socially of teaching and the satisfactions which come to the teacher from rendering a service to boys and girls and to the nation.

Minimum Standards for Accreditment

Improvements in teacher education may be greatly accelerated by the setting up of standards for accreditation. Some progress has been made through the University Accreditation Association in the setting up of minimum standards for membership in the association. However, any standards set up by the university association must be largely general standards having to do with the adequacy of financial support, buildings, equipment, library, and other facilities, and the qualifications of administrative officers, instructors, librarians, and other personnel. In addition to these general standards, teacher-education institutions with the assistance of certification agencies should develop their own standards for accreditment of teacher-education programs. Such standards should be liberal and chiefly in terms of principles that would encourage each institution to develop its own program of education in accordance with the needs of its service area. Teacher-education faculities, educators in the public schools, the Ministry of Education, and professional groups such as the Japan Association of Colleges for Teacher Education, should do continuous study and research in an effort to improve programs for the preparation of teachers.

Voluntary Professional Organizations

Much progress has been made in the setting up of professional organizations in the field of teacher education. The Japan Association of Colleges for Teacher Education and its three affiliated sections for administrative heads, professors, and attached schools, is a highly professional organization which is exerting a fine influence in the development of the universities of education and their attached and affiliated schools. The Association has made some progress in the formulation of standards but much yet reamins to be done. This Association can be of tremendous influence in

raising the prestige of teacher education in Japan, in promoting professional growth within the educational personnel of these institutions, and in encouraging financial support for teacher education. This organization and its affiliated sections should have the support of all of those interested in better teachers for the boys and girls of Japan.

Conclusion

The comprehensive program in teacher education on a university basis is making considerable progress. To implement fully the philosophy and objectives of such a program will take time, popular support and adequate budgets. If there is full cooperation and support, Japan has the opportunity to develop one of the outstanding programs of teacher education for democratic purposes to be found in any country in the world.

HIGHER EDUCATION

In making recommendations on higher education, the first United States Education Mission to Japan devoted most of its attention to desirable improvements within the framework of the existing institutions. In attempting to reform these institutions, however, the Japanese have thought it necessary to reorganize the total system of higher education. They have carried out the external phases of this reorganization in a rapid and sweeping fashion.

In 1946 Japan had 18 national universities; by 1950 she had 71 institutions bearing that name. From three "public" (i.e., prefectural or municipal) universities in 1946, the country moved to 33 such institutions in 1950. The number of private universities during the same four-year period grew from 29 to 118.

This great increase was brought about chiefly by doing away with three classes of schools of higher secondary and college type, the koto gakko, the semmon gakko, and the normal schools. Some of these higher schools were amalgamated with old universities, others were combined to form new universities, and still others were made individually into universities.

The second United States Education Mission's main concern with higher education is therefore an evaluation of these changes and their accompanying developments. The Mission's comments thereon are given below in attempted answers to the four following questions:

1. How much higher education does Japan need?

2. What kind of higher education should Japan have?

3. How may higher education in Japan be most efficiently organized and directed?

4. Can Japan afford the higher education she needs?

How Much Higher Education Does Japan Need?

It is generally agreed that many of the country's new higher education institutions are universities only in name and that they lack the necessary physical equipment and qualified staff to attain true university status.

In examining this situation, it is first of all desirable to see whether the number of institutions can be reduced in order to use available resources to best advantage with the remaining colleges and universities. At present Japan has more than 220 four-year higher educational institutions. Is this too large a number?

If many of these institutions are going to give inadequate preparation for professions already overcrowded the number is of course too great. If on the other hand the present number or even more institutions can be developed to give all the kinds of higher education needed for the economic, social, political, and spiritual

progress of a new Japan, greater than ever before in her history, the number is certainly not too great. A nation of 84,000,000 people, crowded into narrow insular confines, needs top-level quality of higher education for the maximum possible number of its young men and women. No country requires more and better education of advanced character than does Japan. No country has a better opportunity to demonstrate dramatically the power of a great higher educational system to meet great national and world needs.

The people of Japan must decide for themselves whether they are going to carry out this task with any particular number of higher educational institutions. To determine the exact number will be a minor problem, relatively easy to solve, if the quality and content of higher education can be satisfactorily developed.

What Kind of Higher Education Should Japan Have?

If Japan is to live the prosperous and democratic life to which the industry and intelligence of her people entitle her, she must give a rich and varied higher education to her ablest young people. She must avoid the traditional concepts of uniformity along academically "respectable" lines which severely handicapped higher educational progress in much of the western world and in pre-war Japan. She must set up new higher educational institutions as Japanese as Fujiyama and as modern as her National Constitution.

To set up such institutions, the Japanese educators must study intensively the activities, past, present, and desirable in the future of their people. That means the people being served by a particular college or university, the profession for which a particular faculty is preparing entrants, the communities to be served by the graduates of the institution, and the specific phases of regional, national, and international problems which the college or university chooses for its main job.

Under this practice of diversification, every higher educational institution is unique and, ideally, is just as important as any other, for it is doing a job no other institution can do.

It is probable, for example, that for the time being Japan can give all the post-graduate work she needs for the preparation of prospective university teachers in 25 or 30 centers. It is also probable that she needs many more colleges of the so-called junior type than she now has to give a varied higher educational preparation for the semi-professions. One of these jobs is just as important, and no more important, than the other. They both need to be done, and they need to be done well. They will not be done well by institutions which are yearning to be something they should not be and longing to do something they need not do.

The kind of uniqueness which will go a long ways toward giving real distinction to a college or university is well supported and developed by taking the higher educational institution's services directly to the people of its area. This activity, variously

called extension, social, community, off-campus, or university adult education in several countries, required the institution to study the needs of its area, to determine the research, instructional, and service tasks which are not being done by other institutions, and to select those which it has the skills or can acquire the skills to perform. Any higher educational institution which follows this course cannot avoid greatness. It will be forward-looking and distinguished in spite of all obstacles.

Thus every faculty of law or of letters, every school of engineering or of education and every large national university or small community college in democratic Japan will have its own peculiar personality and character. It will follow its own philosophy within the framework of the total task of higher education in the country. It will have unique objectives and unique programs and will thereby make its distinctive contribution to national and international progress.

The modern university or college not only offers an instructional program uniquely adapted to its people but also gives counselling and guidance services to each of its students as a unique personality. Such services will need to be developed in Japanese higher educational institutions far beyond their present range.

The final character of the country's higher education must be determined by the kinds of highly educated people needed to carry out the national objectives. It may be that Japan now trains more members of particular professions than she needs. If so, the facts should be ascertained and the programs restricted accordingly.

At the same time, there are many other professions which need university and college trained people in much larger numbers than are now available. Does Japan educate as many engineers, industrial designers, and artists as are needed by a country which to survive must export technical and artisitic products on a tremendous scale? Does she educate enough physicians, nurses, social workers, and ministers of religion as the physical, moral, and spiritual needs of her millions of people would indicate? Do her future business and political leaders need to be in universities and colleges today? Does she have potential poets, novelists, dramatists, and composers who require higher education? Does she have enough teachers properly educated to play their great role in a society that would dream of greatness?

The higher educational institution and its people together must study such questions as these most carefully. When they do so, they will not need so much help from central authorities as in the past to decide what kind as well as how much higher education is needed in this area.

How May Higher Education in Japan Be Most Efficiently Organized and Developed

To develop and operate the kind of higher educational institution suggested above will require new patterns of organization and

administration. It will mean giving to higher education a kind of freedom which has been relatively foreign in the past not only to the Japanese university but also to the practice of higher education in many Western countries. Universities are usually operated in their details of instruction and research by men whose business it is to search for order in the physical universe and in the world of ideas. Perhaps this is why they often have a tendency to become obsessed by a growing desire for order, rule, regulation, uniformity, and standards. The search for truth sometimes becomes unfortunately a search for sameness and conformity.

Thus universities and higher educational systems commonly die in an orderly, standardized hardening of their academic arteries. Most of these dead institutions remain unburied and continue automatically to go through "respectable" university motions.

The new higher educational system of Japan, like every other one concerned about its health, must fight this degenerative control tendency unceasingly. Universities and colleges must have direction and standards, however. The real problem is how to direct them intelligently and make the standards contribute to the improvement rather than to the stultifying of higher education.

It is axiomatic in a democracy that higher education should be controlled by representatives of the people and that standards should be set and applied in accord with the policies of the people. There are various ways to do this. All of them in practice will break down and become unsatisfactory unless subjected to continuous criticism and adjustment.

In Japan at present, higher educational institutions are controlled largely by their faculties and to a considerable degree by their students. In the national universities an over-all control is exercised by the Ministry of Education. In the public universities and colleges a similar control is sometimes exercised by an official board of representatives of the supporters of the institution. In all of these cases, however, the main direction of the university is in the hands of its professors. Administrative officers are commonly elected by professors. The policies of the institution are set and executed by professors.

The Mission believes that this system of professional control should be modified to improve higher education in Japan. It recommends that every higher educational institution should have a policy-making board of men and women, representative of the university or college's supporting population, most if not all of whom would be unconnected with the institution in any other official capacity.

Standards for higher educational institutions in Japan are now enunciated by an organization, composed mainly of university professors and administrators, called the University Accreditation Association. The standards are applied to particular institutions by another organization, closely allied to if not dependent upon the Ministry of Education, called the University Chartering Committee.

This system of accreditation has not been in effect long enough to estimate its probable results. The Mission recommends that the University Accreditation Association give careful consideration to the possibility of providing for a variety of accrediting committees in the various professional fields, with strong representation of members of the professions concerned, through their own voluntary organizations.

Can Japan Afford the Higher Education She Needs?

The answer to this question was given in the first chapter of this report. It is necessary only to add here that higher education in a democracy is owned and operated by the people, and that the people can afford all the higher education they have energy and intelligence enough to want.

As a practical matter, of course, it is customary for people in any country to describe the amounts of energy and intelligence they are willing to expend on higher education, or on any other community task, by speaking of financial problems, the poverty of the country, the burden of taxes, and similar monetary matters. These are all very concrete difficulties in themselves, but they keep a people from having higher education only to the extent that the people want them as barriers to developing colleges and universities.

For higher education, as much as any level of schooling, does not involve prodigal expenditure of funds but only their investment in the country's one true resource, its people. Of course money can be wasted on poor education. The small sums spent for poorly supported systems of education are often thus wasted. But money spent to build great and daring systems of education is repaid many times over; first, though least important, in the material wealth which money symbolizes; and second in national achievements of humane and gracious living which no money can buy.

The people of Japan will need practically to hunt for funds to develop their colleges and universities. They will need even more to search unceasingly for the sources of popular belief in higher education and popular passion for its improvement. One research achievement in a field like agriculture or optics may, and probably will, add as much to the annual productive income of Japan as the combined budgets of many higher educational institutions. Extensive research and instructional achievements will be needed to do a similar but much more important job on the people's understanding of their universities and colleges and confidence in their future.

SOCIAL EDUCATION

The first United States Education Mission to Japan set down the principle that a broad program of adult education is essential to any society that looks toward the highest development of its human resources. Since that statement was made a far-reaching adult or social education program has been undertaken in Japan. Both public and private agencies are sponsoring a wide variety of cultural, recreational and educational activities designed to bring about a better understanding among the Japanese people of their rights and responsibilities as citizens in a democratic society. Many programs and activities calculated to develop leadership in adult education have been carried out including institutes, training courses for consultants, summer colleges for workers, training conferences for leaders of parent-teacher organizations, and managers of citizens' public halls. An important private organization, the Social Education Federation, which functions in the field of adult education, has been organized, and attempts have been made to protect this and other organizations from government control. Encouragement has been given to the activities of local radio listening groups. All of these activities represent steps in the right direction. There is every indication that more desirable advances are about to be made.

The adult education program in Japan is now handicapped by a number of shortcomings. There is a lack of trained leadership in the field, a dearth of real substance in the program itself, and too little financial support. Perhaps the most acute need is an overall plan that will eliminate unnecessary duplication, and guarantee that good leadership, useful materials, and a continuing program with soundly established follow-up procedures will be available for all areas. To secure such a unified approach might very well be the responsibility of a national advisory council composed of representatives of the Ministry of Education, universities and schools, labor organizations, and the Social Education Federation, and others. Overall plans developed by such a council should be merely suggestive in nature, and should be designed to serve rural as well as urban needs. The council, by its activities, should encourage local agencies and communities to exercise more initiative in improving the content and effectiveness of their own program instead of relying too much on outside sources, for it is only at the community level that the real substance of a good continuing program of adult education can be provided.

There are two great sources of strength for the adult education program that ought to receive special encouragement. These are the Parent-Teacher groups and the UNESCO Associations. Both can make a remarkable contribution to the future of Japan and teachers and educators should encourage participation in and understanding of the purposes and programs of these organizations.

In all of its phases the adult education program must continue to lay stress on democratic citizenship. Faith in human nature, in the integrity and worthwhileness of individual men and women is

the necessary basis for free government. Where it is absent fear rules supreme, and fear fashions for itself instruments of oppression. It seeks to justify itself on the assumption that people cannot be trusted, that they are stupid and incapable of self-government. One of the greatest weapons against Communism in the Far East is an enlightened electorate in Japan. It is the people who will determine for the next generation whether or not present reforms are real, and in the end it is they who will determine the kind of education which their children will receive.

Libraries

A broad program of adult education cannot be carried on without strong library resources. In its original report the Education Mission pointed out that the roots of a library system already exist in Japan. It was recommended then that the system be enlarged and that free access to books be granted to all.

It is true that the library system is now free but it is likewise true that it has not grown appreciably. There are only about 1,550 free libraries, public and private, and public libraries are found in only about 12 percent of the cities, towns and villages spread throughout the country. Only 229 of these libraries possess more than 3,000 volumes.

In response to the Mission's suggestion that Tokyo should have a great central public library with branches throughout the city, the National Diet Library Law has made the services and collections of the National Diet Library available to the people of Tokyo and to the people of Japan either directly or through prefectural libraries. In addition the Ueno National Library, together with all existing libraries of the executive and judicial branches of the Government, are at present branches of the National Diet Library. Plans are under way to transfer the Ueno National Library to the Government of Tokyo, which proposes to develop it as a great central municipal library.

The Japan Library Association is developing into a closely knit professional organization of librarians which publishes a monthly bulletin and sponsors an annual meeting of librarians, together with other needed services. Its work ought to be encouraged in every way. It is reported, also, that a Library Training Institute will be sponsored by the American Library Association in the near future. This commendable activity should be followed by other similar projects.

Library facilities in Japan should be expanded just as quickly as the necessary funds can be procured. An equal priority, however, should be granted to school libraries which in the main are unsatisfactory from both a teacher and a pupil point of view. There is still a notable gap in Japanese children's literature. Educators and writers must be encouraged to meet this need.

The Japanese people have welcomed improvements in their library system. Where model libraries have been established, or made available, the response has been most satisfying. This is indeed a hopeful sign in establishing a democratic well-informed society.

Museums

The first report of the United States Education Mission to Japan noted that public museums provide another opportunity for adult education. The National Museum in Tokyo and its Nara branch have begun active participation in public education. Public exhibitions are more numerous, while special exhibitions for children, and lectures and seminars have been added to the regular schedule.

In all there are but 235 museums and associated facilities throughout Japan. Most of these are greatly handicapped by financial difficulties and some are petitioning to become Government institutions with an annual subsidy.

It is recommended that the Ministry of Education study the plight of museums and make the necessary recommendations for their preservation and extension.

LANGUAGE REFORM

In 1946 the United States Education Mission to Japan recommended a drastic reform of the Japanese written language. The Mission was well aware of the profound implications of such a step and in defense of its position pointed out that the needed linguistic reform had long been recognized in Japan. In brief, the Mission proposed that some form of Romaji be brought into common use by all means possible and that this goal be realized by the creation of a special commission composed of Japanese scholars, educational leaders and statesmen.

More than four years have passed since these recommendations were made. During this interim period some progress has been made in the study of language reform. The Ministry of Education reported in August 1950 that 84.3% of the elementary schools and 48.1% of the lower secondary schools are now giving instruction in some form of Romaji. Other studies of language simplification have been completed or are well under way.

In 1946 the National Language Deliberation Council prepared a restricted list of Kanji characters aimed at the efficient and easy use of Kanji in daily activities. To facilitate reading and pronunciation of these Kanji characters an official list of pronunciations was presented by the Council and adopted by the government in 1947. A further simplification reduced the list of Chinese characters to 881 as the basis for compulsory education in the schools. Kana, Japanese syllabic signs were likewise reformed and simplified according to an agreed plan.

Since the war, then, an effort has been made to improve the national language. Kanji has been restricted, theoretically at least, Kana usage correlated, and the use and instruction in Romaji has increased. Colloquial language has been adopted for use in official documents. But the Japanese people themselves realize that much remains to be done. They have given impetus to further study and reform by creating the Institute for National Language Reform. This Institute was founded to inaugurate scientific research in language and in the relation between the language and life of the Japanese people. Upon mature reflection, however, what has been accomplished in these post-war developments is both incomplete and inconsistent. Current reform tends to end in the simplification of Kana and character writing without touching the real simplification and rationalization of the language itself. Many Japanese people realize that if they cannot rebuild their language into a simple, clear and genuine one, the reform of the system of Kanji and Kana writing will yield no lasting results. All language reform must consider as its basic problem the weakness of the spoken language. The marked difference between the written and the spoken language is a great handicap and merits intense study by the best scholars.

Concerning language reform the following recommendations are offered:

1. Study the means by which a single system of Romaji can most easily be adopted by common usage.

2. Provide for the teaching of Romaji in the regular curriculum of the primary school.

3. Undertake research in Romaji at the university level, thereby providing an opportunity for teachers to study the problem and methods of Romaji as part of their teacher preparation.

4. Encourage writers and scholars to adopt and use the limited Chinese characters and the revised Kana spelling as an initial step in language simplification.

SOME OTHER IMPORTANT ASPECTS OF EDUCATION

There are four important educational problems, not discussed in the preceding sections of this report, which the Mission thinks necessary to mention in conclusion. These problems are by no means the only important aspects of education in Japan which might be considered here, but they seem to the Mission to bear crucial relationships to the whole pattern of educational effort in the country. They are: (1) the question of teacher organization, (2) vocational education, (3) private education, and (4) the persistent and primary issue of moral and spiritual education.

Teacher Organization

The leading democratic countries of the world have well organized, independent, voluntary, all inclusive organizations of educators. The first obligation of such an organization is to help develop the finest educational program possible for all the children, youth, and adults in the country.

Such a program cannot be fully developed unless all of those serving in the field of education have good working conditions, adequate pay, social standing, recognition as citizens, and the kind of freedom which encourages them to develop themselves personally and professionally.

Increased salaries, smaller classes, more and better classrooms and adequate equipment and supplies are badly needed in Japan. All of these must be provided if the country is to have the kind of an educational program for all her children and youth which a democratic country must have if it is to be effective in a free world.

Japan should have an independent, voluntary organization of educators which can and will work cooperatively with all other organizations for the education of children and youth, but which is free to oppose any organization that tries to keep from the youth of Japan the kind of education to which they are entitled and which the best welfare of Japan demands.

Vocational Education

A democratic country must have a strong well financed system of schools and colleges. A high level of general education is vital to a democracy. Accompanying this general and cultural education must be a strong program of vocational education. Japan needs skilled hands as well as educated minds to make her a self-supporting industrial nation. There can be no better guarantee for democracy in Japan than a large body of skilled, employed, and well-informed workmen.

The present program of vocational education in schools, colleges and universities needs to be greatly strengthened.

Private Education

Education under private auspices has long made a worthy contribution to the educational life of Japan. At present private education occupies no small part of the cultural life of the nation. With continued encouragement and understanding it can help weld Japan into a great nation of free people.

A mutual sympathy must exist between leaders of public and private schools because together they are educating the leaders of the nation.

Private education must meet the same high standards required of public institutions, and on the other hand equal recognition for service in public office ought to be accorded to the graduates of all schools that meet the national standards.

Moral and Spiritual Education

We have heard it said, many times since coming to Japan that the new education in the new Japan has failed to give to the nation that moral and spiritual stamina which is essential to its all around development. Parents and teachers who arrive at this conclusion seem to have forgotten that peace and contentment are born of a self discipline which they must help their children and youth to achieve. We are agreed, undoubtedly, that human improvement means total improvement--the betterment of the whole person. We cannot successfully concentrate on one phase of the life of the individual to the neglect of other phases. Since we are human beings our moral fibre is strengthened or weakened by the way we earn our living and our personal integrity is measurable in terms of our social conduct.

Moral and spiritual values are all around us; we find them in our home life, in our school life and especially in those moments we dedicate to religious observance. Good teachers, good parents and good religious leaders seek to identify these values and help young people to find a place for them in their daily expereinces. There are many times throughout the school day when the teacher can indicate that the pursuit of learning and the cultivation of the arts not only develop intellectual faculties but likewise perfect the moral powers. The student can learn that he must not only love his parents and his brothers and sisters but that his love for his neighbor is designed to advance the common good and promote the public interest. From the family circle and from the circle of friendship these duties widen out to include a love for the Constitution, and a respect for law and order. From the home, from the school and from other agencies the youth of any land must learn that a good society is one in which men live freely in unity, loving one another, cooperating with one another, acquiring social virtue by practicing it. It is indeed vain to think that moral education can come from the social studies alone. Moral education must be emphasized throughout the entire curriculum and, moreover, it cannot be separated from the training youth receive at home and from religious and social agencies. Democratic training is an ideal social

order. No other system can compare with it when it comes to giving schooling in personal development. It promotes the atmosphere of freedom in which virtue flourishes best.

AA

F268

FIVE-DAY SCHOOL WEEK IN THE PUBLIC SCHOOLS OF JAPAN

Rollin C. Fox
Kanto MG Region

1. Definition: The five-day school week is a system in which school is in session of five consecutive days per week during the school year, thus reserving the sixth day to be used in a variety of ways to improve teaching and the educational program. In the five-day school week, schools are in session five full and complete days each week except during recognized vacation periods. This means an end to the common but unwise practice in Japan in which principals dismiss school or teachers dismiss classes for part of a day, or for a full day, or longer for any one of a number of reasons which are hardly justifiable.

2. Purposes: There are two primary objectives in the five-day school week: (1) to give teachers time to become better teachers -- to build and improve courses of study, to improve teaching methods, to develop teaching materials, to acquire a greater knowledge of their teaching subject area, to study boys and girls and their learning habits and abilities, to participate in study groups, to attend educational conferences and workshops, and to engage otherwise in professional study and activities --, and (2) to enable students to receive the benefit of a better education -- stimulated and enthusiastic teachers, better teaching, better courses of study, better and more teaching aids, time for individual study, and regular days of school uninterrupted by frequent and irregular dismissal of classes.

3. Does the Five-Day School Week Fulfil Time Requirements for School Session? The yearly minimum school time requirements established by the Mombusho are given below. These are, of course, only standards, and many schools will feel the need to enlarge upon them. The minimum requirements can be met easily in the five-day week either by a 35-week or a 40-week school year as is now being demonstrated not only in numerous communities but in entire prefectures which have the five-day school week in operation. The following data demonstrate how this can be done.

Grade	Mombusho Required Yearly Hours* Minimum		Maximum	Hours Per Week 35-week Year		Hours Per Week 40-week Year	
1	770	-	850	22	- 25	20	- 22
2	840	-	925	24	- 27	21	- 24
3	875	-	960	25	- 28	22	- 24
4	980	-	1050	28	- 30	25	- 27
5-12	1050	-	1190	30	- 34	27	- 30

*Allows for an approximate ten per cent variation

If these time requirements are to be achieved, schools must be in session on a regular schedule, and only an extreme emergency should cause an inter-

ruption in the school program. Any time lost due to an emergency dismissal of school should be made up by having shorter vacation periods and not by holding school on Saturdays or Sundays. For those schools which cannot meet the time requirements in 35 weeks due to transportation and other difficulties, a 40-week school year is recommended as the most practical in the present day situation in Japan.

4. Advantages of Five-Day School Week:

a. In school administration: The five-day week is simpler to administer than the six-day week, especially on the secondary school level where classes in a large number of subjects meet five times a week. The five-day week permits these classes to meet regularly at the same time every day. The present practice of having classes in the same subject meet at different times of the day on different days of the week should be changed so that these classes meet at the same time each day on a simplified regular schedule. The problem of schedule making is thereby greatly simplified. Furthermore, principals are able to locate and identify classes in their school buildings more readily and teachers and students are not confused in where and when their classes meet. The making of pupil programs also becomes a simple matter.

b. In regular school attendance: During the six-day week innumerable activities are interspersed in the classroom program to such an extent that classes are frequently interrupted or even dismissed. Such events as athletic field days, excursions, festivals, movies in the theatres, PTA meetings, agricultural work, teacher staff meetings, and teacher union meetings are often the cause of school being dismissed. By adoption of the five-day week, it should be the goal to reserve Saturday, or some other non-school day, or vacation periods, or time after school, for such activities as are listed above. This will make it possible for school to be in full session on five-day each week. Such regular attendance will enable teachers and students to progress uninterruptedly with the planned school program.

c. In teaching effectiveness: Teachers, if they are to become better teachers, need time, opportunity, and incentive to improve their teaching and to improve themselves professionally. Teachers should have time on Saturdays to devote to: lesson planning, course of study revision, development of teaching aids and materials, preparation of testing materials, reviewing written work of students, records, and reports. The acute scarcity of teaching materials in Japan places an added burden on Japanese teachers in developing many of their own materials, and for this purpose a time must be found in the teachers' busy week. If teachers can rely on having some Saturdays available for this work, there is reason to believe that they will improve their effectiveness as teachers.

d. In in-service teacher training: The present hit-and-miss plan of holding periodic teacher -in-service meetings which interrupt the school program should be replaced by a systematic program to be held so far as possible at times when school is not in session. Saturdays are ideal for such a program. The in-service teacher conferences, workshops, and other meetings now being held during the school year are invariably held at times

which necessitate the absence of the teacher from his teaching duties. If one or two Saturdays a month can be utilized, except during vacation periods, for such in-service training, a broader, long-range program can be planned and carried out so as to include conveniently all teachers at a time when they are free from teaching duties.

e. In teacher organization activities: It is common to find that meeting of the teacher unions are being held at times when teachers are expected to be in their classrooms. It is strongly recommended that with a five-day school week that such meetings be held on Saturdays or at other times when schools are not in session.

f. In pupil activities: It is in accord with good educational practice that such activities as athletic events, excursions, festivals, and field trips be held on days and at times when classes are not to be in session. The week-end and vacation periods are the best times for carrying on these activities. In the five-day week older boys and girls will be free on Saturday to engage in numerous wholesome activities, many of which are family responsibilities, and some of which are optional recreational or work opportunities. Among such activities are the following:

Secondary school age (grades 7-12)

A. Work with or without pay, such as

1) work in small shops or markets
2) Selling and delivering newspapers and magazines
3) Caring for younger children for neighbors or friends of the family
4) Running errands for neighbors
5) Serving tea in office buildings
6) Work in the community library

B. Work in the family, such as

1) Home gardening
2) Helping on the farm
3) Help with the work about the home
4) Taking care of smaller sisters or brothers
5) Helping with family business

C. Recreation activities, such as

1) School playground activities
2) Camping trips
3) Fishing trips
4) Swimming
5) Hiking
6) Picnics
7) Organized athletics
8) Scouting
9) Hobbies: coin collecting, stamp collecting, model building, wood carving, astronomy, painting
10) Reading
11) Music

12) Amateur theatricals
13) Movies (selected with care as suitable for boys and girls)
14) Dancing (in proper places and under proper supervision)

Primary school age (grades 1-6)

A. Assistance to the family, in such areas as

1) The family garden
2) The farm
3) The home
4) The family shop or store

B. Recreational activities, such as

1) School playground activities
2) Camping and hiking
3) Swimming
4) Picnics
5) Reading (for older children)
6) Hobbies

It is to be emphasized that during the week-end parents have the major interest in their children, that when children are not in school the parents are duty bound to know of the activities of their children and to provide for their being wholesomely occupied. In this, the cooperation of various groups is necessary: parents, PTA's, women's organizations, men's organizations, local governments, and other community groups; in reality, such cooperation is essential. A committee which is representative of these groups can very well develop a program to meet the particular community needs. However, individual organizations should feel free to sponsor some definite activity for boys or girls, or both.

g. In meeting economic and transportation difficulties: In these difficult economic times school children can be of material assistance on Saturdays in the family business, be it agriculture or a small shop or store, and they can be helpful at home while the parents are securing their rations, or are in search of food and other family necessities, or are engaged in other personal business. Furthermore if schools are not in session on Saturdays, children will have one less day each week of the tortures of riding on buses and trains, and of long bicycle rides or long walks to and from school. The transportation expense saved the family as a result of having school only five days a week is also to be considered.

6. Factors to be Considered in Adopting the Five-Day School Week: The adoption of the five-day school week is of concern to the school, the teachers, the parents, the pupils, and the community. It is necessary that the purposes, advantages, and functioning of the five-day week be fully explained to all groups concerned, and it is highly desirable that these groups give their approval before the system is put into effect.

There are several important factors to be taken into consideration before a school abandons the conventional six-day week. These should be fully con-

sidered so that a common understanding of them prevails.

There is the problem of whether pupils and teachers who travel by train will be able to reach school on time in the morning and get home conveniently in the afternoon. There is also the problem that arises if one school in a community continues on the six-day plan while another adopts the five-day system. In this connection it is recommended that all schools in the community adopt the five-day plan so as to eliminate difficulties within the family and among schools when some schools are in session on Saturdays and some are not. Especially important is the fact that if some schools in a prefecture continue on the six-day plan, the advantage that might result for in-service teacher training to teachers in those schools would be nullified. Moreover, some children would have the advantages of the better program while others would not. There appears sound reasoning for putting all schools within a prefecture on the five-day system so as to give all teachers and pupils the same opportunity in a better educational program.

These and other matters deserve careful evaluation so that full advantage can be taken from the very beginning of the benefits of the five-day-a-week plan, and so that many of the otherwise resulting problems can be avoided.

R H. — You may wish to use at one time or another.

Civil Education Survey for all Regions & Teams

1. School population by 6-3-3 level.
2. Number of teachers and number of principals, 6-3-3 level.
3. Number of 6-year primary schools without attached secondary schools.
4. Number of branch primary schools.
5. Number of 3-year lower secondary schools in their own buildings.
6. Number of 3-year lower secondary school in primary schools.
7. Number of 3-year lower secondary schools in upper secondary school buildings.
8. Number of branch lower secondary schools.
9. Number of 6-year secondary schools under one principal.
10. Other placements of lower secondary school pupils and explanation of such placement.
11. Number of 3-year upper secondary schools with a general (college preparatory) curriculum.
12. Number of 3-year upper secondary schools with a vocational curriculum, with a list of types of such schools by number and name.
13. Number of 3-year upper secondary schools with a comprehensive (2 or more choices of major curricula) curriculum.
14. Number of upper secondary schools with co-education (boys and girls in the same class)
15. Number of upper secondary schools with boys and girls in separate classes.
16. Number of Upper secondary schools which are districted.
17. Higher education reorganization: Name and type of college: Type management (Mombusho, prefecture, city, private); Plans for request on accreditation; Indication of which colleges are trying to amalgamate into universities, and which are planning to become Shinsei Kotogakko.
18. How many new type PTA organizations by type of school, 6-3-3?
19. How many democratic student governments by type of school, 6-3-3?

20. How many CPH's are in active operation?

21. What percentage of the prefectural job goes to education?

22. List all gun and cities in the prefecture and indicate:

    a. Number of formal school inspections made todate.

    b. Number of school inspections made during the last 6 months (Since November 1, 1947)

23. List totalnumber of schools, pupils, and teachers for each of the following types of institutions:

    a. Old Kotogakko, Daigaku, Normal School, Technical College, Higher Normal School, etc.,

    b. Also list miscellaneous schools by number.

KANTO MILITARY GOVERNMENT REGION
Civil Education Section
APO 201

Education Projects

30 July 1948

SUMMER VACATION ACTIVITIES FOR SCHOOL BOYS AND GIRLS

Concern is widespread in Japan that school boys and girls during the summer vacation period will not have enough wholesome activities to keep them profitably occupied. Below is given a number of such activities which are usually available in most communities.

Many teachers as well as parents are accepting the thought that the school should assume some responsibility for children during vacation periods. If teachers and principals are to be free to participate in in-service training and to engage in individual study and planning in preparation for the reopening of school in September, it is imperative that they as a group have only incidental school responsibilities during the summer vacation. Some teachers naturally will desire and find time to engage in recreational and other desirable activities with pupils during the period when school is not in session; in fact, there are justifiable circumstances in which teachers may even be paid to do so in an organized program.

It is to be emphasized that parents have the major interest in their children, that when children are not in school the parents are duty bound to know of the activities of their children and to provide for their being wholesomely occupied. In this, the cooperation of parents, PTA's, local governments, school and community groups is greatly to be desired; in reality, it is essential. A committee which is representative of these groups can very well develop a program to meet the particular community needs. Suggested activities for boys and girls are as follows:

Secondary school age (grades 7-12)

A. Work with or without pay, such as

1) Work in small shops or markets,
2) Selling and delivering newspapers and magazines,
3) Caring for younger children for neighbors or friends of the family,
4) Running errands for neighbors,
5) Serving tea in office buildings,
6) Work in the community library,

B. Work in the family, such as

1) Home gardening,
2) Helping on the farm,
3) Help with the work about the home
4) Taking care of smaller sisters or brothers,
5) Helping with the family business,

C. Recreation activities, such as

1) School playground activities,
2) Camping trips,
3) Fishing trips,
4) Swimming,
5) Hiking,
6) Picnics,
7) Organized athletics,
8) Scouting,
9) Hobbies: coin collecting, stamp collecting, model building, wood carving, astronomy, painting,
10) Reading,
11) Music,
12) Amateur theatricals,
13) Movies (selected with care as suitable for boys and girls),
14) Dancing (in proper places and under proper supervision),

Primary schools age (grades 1-6)

A. Assistance to the family, in such areas as

1) The family garden,
2) The farm,
3) The home,
4) The family shop or store,

B. Recreational activities, such as

1) School playground activities,
2) Camping and hiking,
3) Swimming,
4) Picnics,
5) Reading (for older children)
6) Hobbies

Aids available in the summer vacation program for school children:

1. Movies available through the MG Information Section:

1. Children's Supervised Play, 16 mm, Japanese dialogue, 14 minutes.
2. Baseball Instruction, (1 copy) 16mm, Japanese dialogue, 11½ minutes.
3. Let's Play Baseball, 16mm, no dialogue(silent), 17½ minutes.
4. A Day in School, 16mm, Japanese dialogue, 15 minutes.

2. One set of 19 slides(in color) and 6 film strips(in color) entitled Summer Vacation Activities for School Boys and Girls. The slides and film strips cover identical material.
3. Any picture or illustrative material to be used with stereopticon projectors.
4. Posters available from MG Information Section.
5. Books for leaders available in CI & E reading room.

KANTO MILITARY GOVERNMENT REGION
Civil Education Section
AIO 201

Education Projects

30 July 1948

SUMMER VACATION ACTIVITIES FOR SCHOOL BOYS AND GIRLS

Concern is widespread in Japan that school boys and girls during the summer vacation period will not have enough wholesome activities to keep them profitably occupied. Below is given a number of such activities which are usually available in most communities.

Many teachers as well as parents are accepting the thought that the school should assume some responsibility for children during vacation periods. If teachers and principals are to be free to participate in in-service training and to engage in individual study and planing in preparation for the reopening of school in September, it is imperative that they as a group have only incidental school responsibilities during the summer vacation. Some teachers naturally will desire and find time to engage in recreational and other desirable activities with pupils during the period when school is not in session; in fact, there are justifiable circumstances in which teachers may even be paid to do so in an organized program.

It is to be emphasized that parents have the major interest in their children, that when children are not in school the parents are duty bound to know of the activities of their children and to provide for their being wholesomely occupied. In this, the cooperation of parents, PTA's, local governments, school and community groups is greatly to be desired; in reality, it is essential. A committee which is representative of these groups can very well develop a program to meet the particular community needs. Suggested activities for boys and girls are as follows:

Secondary school age (grades 7-12)

A. Work with or without pay, such as

1) Work in small shops or markets,
2) Selling and delivering newspapers and magazines,
3) Caring for younger children for neighbors or friends of the family,
4) Running errands for neighbors,
5) Serving tea in office buildings,
6) Work in the community library,

B. Work in the family, such as

1) Home gardening,
2) Helping on the farm,
3) Help with the work about the home
4) Taking care of smaller sisters or brothers,
5) Helping with the family business,

Summer vacation activities for School Boys & Girls

夏期休暇中における学校生徒の諸活動

関東軍政部教育課

生徒達が夏休み中有益で健全ないろ〳〵の活動を持っていないということについての関心は國内に高まっているが左に示すものは大概の地方で容易に行はれ得る活動の例である

生徒の親達はもちろん多くの先生達も学校は休暇中といえども生徒に対して何等かの責任があるように考えている。もし校長や先生達が自由に講習会に参加したり自分で研究したりあるいは九月の学期再開に備えて準備の計画を立てたりするとすれば何か特別なる柄でもない限り休暇中は教員としての生徒に対する責任は免かれるといふことも已むを得ないのである先生達の中には休み間生徒達と娯楽的な又は他の有益な活動をやりたいと思ひその暇を見付ける者もおちろんあるだらう。

実際組織的な計画のもとで先生のそうした活動に対して俸給が支拂われてもいゝとさえ思われる場合もあるのである。

つぎに述べることは特に強調されねばならないる柄であるが子供達に特別関心を持つのは実にその親達であり子供達が登校しない時のその行動については親達はそれを知っている義務があり子供達をして健全な活動をさせるように仕向けるのも親のつとめである。

これについては一般父兄ヤ下A地方官庁学校その他の団体の協力が望ましいこれは非常に大るなことでこれらの諸団体を代表する委員会はそれぞれ地方独特の必要を充たすような計画を立てることが出来よう。

A 中等学校生徒（七学年から十二学年まで）

(1) 賃仕事又は手傳仕事

(2) 小さい店又はマーケットで働くこと

(3) 新聞雜誌の販賣又は新聞配達

(4) 近所や知り合いの家の幼児の世話やお手守り

(5) 近所の人々のために使いを取り使い

(6) 其の他の給仕

(1) 家の手傳い

(2) 家庭菜園の手入れ

(3) 田畑の仕事

(4) 家の廻りの雜事ないし仕事

(5) 幼い弟妹の世話

(6) 家業の手傳い

B

(1) 娯樂的活動

(2) 校庭での遊技

(3) キャンプ

(4) 釣り

C

(1) 校外の娯樂的活動

(2) 校庭での遊技

(3) キャンプ

(4) 釣り

(5) 釣り

(4) 水泳
(5) ハイキング
(6) ピクニック
(7) 組織的運動競技
(8) スカウト
(9) 趣味　古銭集め　切手蒐集　模型建築　木版彫り　天文研究　絵画
(10) 讀書
(11) 音樂
(12) 素人演劇
(13) 映画（少年少女に應しいものを注意深く選択する必要がある）
(14) ダンス（適当な場所で適当な監督のもとに）

小学校児童（二学年から六学年までの）

A 家ろみの手傳い
(1) 庭の手入れ
(2) 田畑の手入れ
(3) 家の廻りの雑用
(4) 自分の家の店での手傳い

B
(1) 校庭での遊技
(2) キャンプ[illegible]

(2) [illegible]ナイキンク
(3) 水泳
(4) ピクニック
(5) 讀書
(6) 趣味

生徒の夏期休暇計画の一助として

一、映画フィルム
軍政部情報課を通じて入手可能
(1) 指導下に於ける児童の遊技（十六ミリ 日本語版 十四分間）
(2) 野球指導（巻一）（十六ミリ 日本語版 十一分半）
(3) 野球をしよう（十六ミリ 注釈なし 十七分半）
(4) 学校での一日（十六ミリ 日本語版 十五分間）

二、幻燈スライド
関東軍政部教育課を通じて入手可能
生徒の夏期休暇活動（着色スライド 一組（十九枚）着色フイルム六本）

三、絵画

四、ポスター

五、図書

F

~~[illegible]~~ Sec'l

Both Boys Girls Regions

KANTO MILITARY GOVERNMENT REGION
Civil Education Section
APO 201

30 July 1948

SUMMER VACATION ACTIVITIES FOR SCHOOL BOYS AND GIRLS

Concern is widespread in Japan that school boys and girls during the summer vacation period will not have enough wholesome activities to keep them profitably occupied. Below is given a number of such activities which are usually available in most communities.

Many teachers as well as parents are accepting the thought that the school should assume some responsibility for children during vacation periods. If teachers and principals are to be free to participate in in-service training and to engage in individual study and planning in preparation for the reopening of school in September, it is imperative that they as a group have only incidental school responsibilities during the summer vacation. Some teachers naturally will desire and find time to engage in recreational and other desirable activities with pupils during the period when school is not in session; in fact, there are justifiable circumstances in which teachers may even be paid to do so in an organized program.

It is to be emphasized that parents have the major interest in their children, that when children are not in school the parents are duty bound to know of the activities of their children and to provide for their being wholesomely occupied. In this, the cooperation of parents, PTA's, local governments, school and community groups is greatly to be desired; in reality, it is essential. A committee which is representative of these groups can very well develop a program to meet the particular community needs. Suggested activities for boys and girls are as follows:

Secondary school age (grades 7-12)

A. Work with or without pay, such as

1) Work in small shops or markets,
2) Selling and delivering newspapers and magazines,
3) Caring for younger children for neighbors or friends of the family,
4) Running errands for neighbors,
5) Serving tea in office buildings,
6) Work in the community library,

B. Work in the family, such as

1) Home gardening,
2) Helping on the farm,
3) Help with the work about the home
4) Taking care of smaller sisters or brothers,
5) Helping with the family business,

C. Recreation activities, such as

1) School playground activities,
2) Camping trips,
3) Fishing trips,
4) Swimming,
5) Hiking,
6) Picnics,
7) Organized athletics,
8) Scouting,
9) Hobbies: coin collecting, stamp collecting, model building, wood carving, astronomy, painting,
10) Reading,
11) Music,
12) Amateur theatricals,
13) Movies (selected with care as suitable for boys and girls),
14) Dancing (in proper places and under proper supervision),

Primary schools age (grades 1-6)

A. Assistance to the family, in such areas as

1) The family garden,
2) The farm,
3) The home,
4) The family shop or store,

B. Recreational activities, such as

1) School playground activities,
2) Camping and hiking,
3) Swimming,
4) Picnics,
5) Reading (for older children)
6) Hobbies

Aids available in the summer vacation program for school children:

1. Movies available through the MG Information Section:

   1. Children's Supervised Play, 16 mm, Japanese dialogue, 14 minutes.
   2. Baseball Instruction, (1 copy) 16mm, Japanese dialogue, 11½ minutes.
   3. Let's Play Baseball, 16mm, no dialogue(silent), 17½ minutes.
   4. A Day in School, 16mm, Japanese dialogue, 15 minutes.

2. One set of 19 slides(in color) and 6 film strips(in color) entitled Summer Vacation Activities for School Boys and Girls. The slides and film strips cover identical material.
3. Any picture or illustrative material to be used with stereopticon projectors.
4. Posters available from MG Information Section.
5. Books for leaders available in CI & E reading room.

FIV[illegible] SCHOOL WEEK IN THE PUBLIC SCHOOLS OF JAPAN

Rollin C. Fox
Kanto MG Region

1. Definition: The five-day school week is a system in which school is in session on five consecutive days per week during the school year, thus reserving the sixth day to be used in a variety of ways to improve teaching and the educational program. In the five-day school week, schools are in session five full and complete days each week except during recognized vacation periods. This means an end to the common but unwise practice in Japan in which principals dismiss school or teachers dismiss classes for part of a day, or for a full day, or longer for any one of a number of reasons which are hardly justifiable.

2. Purposes: There are two primary objectives in the five-day school week: (1) to give teachers time to become better teachers -- to build and improve courses of study, to improve teaching methods, to develop teaching materials, to acquire a greater knowledge of their teaching subject area, to study boys and girls and their learning habits and abilities, to participate in study groups, to attend educational conferences and workshops, and to engage otherwise in professional study and activities --, and (2) to enable students to receive the benefit of a better education -- stimulated and enthusiastic teachers, better teaching, better courses of study, better and more teaching aids, time for individual study, and regular days of school uninterrupted by frequent and irregular dismissal of classes.

3. Does the Fi[illegible]Day School Week Fulfil Time Requirements for School Sessions? The yearly minimum school time requirements established by the Monbusho are given below. These are, of course, only standards, and many schools will feel the need to enlarge upon them. The minimum requirements can be met easily in the five-day week either by a 35-week or a 40-week school year as is now being demonstrated not only in numerous communities but in entire prefectures which have the five-day school week in operation. The following data demonstrate how this can be done.

Grade	Monbusho Required Yearly Hours* Minimum	Maximum	Hours Per Week 35-week Year	Hours Per Week 40-week Year
1	770	850	22 - 25	20 - 22
2	840	925	24 - 27	21 - 24
3	875	960	25 - 28	22 - 24
4	980	1050	28 - 30	25 - 27
5-12	1050	1190	30 - 34	27 - 30

*Allows for an approximate ten per cent variation

If these time requirements are to be achieved, schools must be in session on a regular schedule, and only an extreme emergency should cause an interruption in the school program. Any time lost due to an emergency dismissal of school should be made up by having shorter vacation periods

and not by holding school on Saturdays or Sundays. For those schools which cannot meet the time requirements in 35 weeks due to transportation and other difficultics, a 40-week school year is recommended as the most practical in the present day situation in Japan.

4. Advantages of Five-Day School Week:

a. In school administration: The five-day week is simpler to administer than the six-day week, especially on the secondary school level where classes in a large number of subjects meet five times a week. The five-day week permits these classes to meet regularly at the same time every day. The present practice of having classes in the same subject meet at different times of the day on different days of the week should be changed so that these classes meet at the same time each day on a simplified regular schedule. The problem of schedule making is thereby greatly simplified. Furthermore, principals are able to locate and identify classes in their school buildings more readily and teachers and students are not confused in where and when their classes meet. The making of pupil programs also becomes a simple matter.

b. In regular school attendance: During the six-day week innumerable activities are interspersed in the classroom program to such an extent that classes are frequently interrupted or even dismissed. Such events as athletic field days, excursions, festivals, movies in the theatres, PTA meetings, agricultural work, teacher staff meetings, and teacher union meetings are often the cause of school being dismissed. By adoption of the five-day week, it should be the goal to reserve Saturday, or some other non-school day, or vacation periods, or time after school, for such activities as are listed above. This will make it possible for school to be in full session on five-days each week. Such regular attendance will enable teachers and students to progress uninterruptedly with the planned school program.

c. In teaching effectiveness: Teachers, if they are to become better teachers, need time, opportunity, and incentive to improve their teaching and to improve themselves professionally. Teachers should have time on Saturdays to devote to: lesson planning, course of study revision, development of teaching aids and materials, preparation of testing materials, reviewing written work of students, records, and reports. The acute scarcity of teaching materials in Japan places an added burden on Japanese teachers in developing many of their own materials, and for this purpose a time must be found in the teachers' busy week. If teachers can rely on having some Saturdays available for this work, there is reason to believe that they will improve their effectiveness as teachers.

d. In in-service teacher training: The present hit-and-miss plan of holding periodic teacher in-service meetings which interrupt the school program should be replaced by a systematic program to be held so far as possible at times when school is not in session. Saturdays are ideal for such a program. The in-service teacher conferences, workshops, and other meetings now being held during the school year are invariably held at times which necessitate the absence of the teacher from his teaching duties. If one or two Saturdays a month can be utilized, except during vacation periods, for such in-service training, a broader, long-range program can be planned and carried out so as to include conveniently all teachers at a time when they are free from teaching duties.

e. In teacher organization activities: It is common to find that meetings of the teacher unions are being held at times when teachers are expected to be in their classrooms. It is strongly recommended that with a five-day school week that such meetings be held on Saturdays or at other times when schools are not in session.

f. In pupil activities: It is in accord with good educational practice that such activities as athletic events, excursions, festivals, and field trips be held on days and at times when classes are not to be in session. The week-end and vacation periods are the best times for carrying on these activities. In the five-day week older boys and girls will be free on Saturday to engage in numerous wholesome activities, many of which are family responsibilities, and some of which are optional recreational or work opportunities. Among such activities are the following:

Secondary school age (grades 7-12)

A. Work with or without pay, such as

1) Work in small shops or markets
2) Selling and delivering newspapers and magazines
3) Caring for younger children for neighbors or friends of the family
4) Running errands for neighbors
5) Serving tea in office buildings
6) Work in the community library

B. Work in the family, such as

1) Home gardening
2) Helping on the farm
3) Help with the work about the home
4) Taking care of smaller sisters or brothers
5) Helping with the family business

C. Recreation activities, such as

1) School playground activities
2) Camping trips
3) Fishing trips
4) Swimming
5) Hiking
6) Picnics
7) Organized athletics
8) Scouting
9) Hobbies: coin collecting, stamp collecting, model building, wood carving, astronomy, painting
10) Reading
11) Music
12) Amateur theatricals
13) Movies (selected with care as suitable for boys and girls)
14) Dancing (in proper places and under proper supervision)

Primary school age (grades 1-6)

A. Assistance to the family, in such areas as

1) The family garden
2) The farm
3) The home
4) The family shop or store

B. Recreational activities, such as

1) School playground activities
2) Camping and hiking
3) Swimming
4) Picnics
5) Reading (for older children)
6) Hobbies

It is to be emphasized that during the week-end parents have the major interest in their children, that when children are not in school the parents are duty bound to know of the activities of their children and to provide for their being wholesomely occupied. In this, the co-operation of various groups is necessary: parents, PTA's, women's organizations, men's organizations, local governments, and other community groups; in reality, such cooperation is essential. A committee which is representative of these groups can very well develop a program to meet the particular community needs. However, individual organizations should feel free to sponsor some definite activity for boys or girls, or both.

g. In meeting economic and transportation difficulties: In these difficult economic times school children can be of material assistance on Saturdays in the family business, be it agriculture or a small shop or store, and they can be helpful at home while the parents are securing their rations, or are in search of food and other family necessities, or are engaged in other personal business. Furthermore, if schools are not in session on Saturdays, children will have one less day each week of the tortures of riding on buses and trains, and of long bicycle rides or long walks to and from school. The transportation expense saved the family as a result of having school only five days a week is also to be considered.

6. Factors to be Considered in Adopting the Five-Day School Week: The adoption of the five-day school week is of concern to the school, the teachers, the parents, the pupils, and the community. It is necessary that the purposes, advantages, and functioning of the five-day week be fully explained to all groups concerned, and it is highly desirable that these groups give their approval before the system is put into effect.

There are serveral important factors to be taken into consideration before a school abandons the conventional six-day week. These should be fully considered so that a common understanding of them prevails.

There is the problem of whether pupils and teachers who travel by train will be able to reach school on time in the morning and get home conveniently in the afternoon. There is also the problem that arises if one school in a community continues on the six-day plan while another

adopts the five-day system. In this connection it is recommended that all schools in the community adopt the five-day plan so as to eliminate difficulties within the family and among schools when some schools are in session on Saturdays and some are not. Especially important is the fact that if some schools in a prefecture continue on the six-day plan, the advantages that might result for in-service teacher training to teachers in those schools would be nullified. Moreover, some children would have the advantages of the better program while others would not. There appears sound reasoning for putting all schools within a prefecture on the five-day system so as to give all teachers and pupils the same opportunity in a better educational program.

These and other matters deserve careful evaluation so that full advantage can be taken from the very beginning of the benefits of the five-day-a-week plan, and so that many of the otherwise resulting problems can be avoided.

FIVE-DAY SCHOOL WEEK IN THE PUBLIC SCHOOLS OF JAPAN

Rollin C. Fox
Kanto MG Region

1. Definition: The five-day school week is a system in which school is in session on five consecutive days per week during the school year, thus reserving the sixth day to be used in a variety of ways to improve teaching and the educational program. In the five-day school week, schools are in session five full and complete days each week except during recognized vacation periods. This means an end to the common but unwise practice in Japan in which principals dismiss school or teachers dismiss classes for part of a day, or for a full day, or longer for any one of a number of reasons which are hardly justifiable.

2. Purposes: There are two primary objectives in the five-day school week: (1) to give teachers time to become better teachers — to build and improve courses of study, to improve teaching methods, to develop teaching materials, to acquire a greater knowledge of their teaching subject area, to study boys and girls and their learning habits and abilities, to participate in study groups, to attend educational conferences and workshops, and to engage otherwise in professional study and activities —, and (2) to enable students to receive the benefit of a better education — stimulated and enthusiastic teachers, better teaching, better courses of study, better and more teaching aids, time for individual study, and regular days of school uninterrupted by frequent and irregular dismissal of classes.

3. Does the Five-Day School Week Fulfil Time Requirements for School Sessions? The yearly minimum school time requirements established by the Monbusho are given below. These are, of course, only standards, and many schools will feel the need to enlarge upon them. The minimum requirements can be met easily in the five-day week either by a 35-week or a 40-week school year as is now being demonstrated not only in numerous communities but in entire prefectures which have the five-day school week in operation. The following data demonstrate how this can be done.

Grade	Monbusho Required Yearly Hours* Minimum	Maximum	Hours Per Week 35-week Year	Hours Per Week 40-week Year
1	770	850	22 - 25	20 - 22
2	840	925	24 - 27	21 - 24
3	875	960	25 - 28	22 - 24
4	980	1050	28 - 30	25 - 27
5-12	1050	1190	30 - 34	27 - 30

*Allows for an approximate ten per cent variation

If these time requirements are to be achieved, schools must be in session on a regular schedule, and only an extreme emergency should cause an interruption in the school program. Any time lost due to an emergency dismissal of school should be made up by having shorter vacation periods

and not by holding school on Saturdays or Sundays. For those schools which cannot meet the time requirements in 35 weeks due to transportation and other difficulties, a 40-week school year is recommended as the most practical in the present day situation in Japan.

4. Advantages of Five-Day School Week:

a. In school administration: The five-day week is simpler to administer than the six-day week, especially on the secondary school level where classes in a large number of subjects meet five times a week. The five-day week permits these classes to meet regularly at the same time every day. The present practice of having classes in the same subject meet at different times of the day on different days of the week should be changed so that these classes meet at the same time each day on a simplified regular schedule. The problem of schedule making is thereby greatly simplified. Furthermore, principals are able to locate and identify classes in their school buildings more readily and teachers and students are not confused in where and when their classes meet. The making of pupil programs also becomes a simple matter.

b. In regular school attendance: During the six-day week innumerable activities are interspersed in the classroom program to such an extent that classes are frequently interrupted or even dismissed. Such events as athletic field days, excursions, festivals, movies in the theatres, PTA meetings, agricultural work, teacher staff meetings, and teacher union meetings are often the cause of school being dismissed. By adoption of the five-day week, it should be the goal to reserve Saturday, or some other non-school day, or vacation periods, or time after school, for such activities as are listed above. This will make it possible for school to be in full session on five-days each week. Such regular attendance will enable teachers and students to progress uninterruptedly with the planned school program.

c. In teaching effectiveness: Teachers, if they are to become better teachers, need time, opportunity, and incentive to improve their teaching and to improve themselves professionally. Teachers should have time on Saturdays to devote to: lesson planning, course of study revision, development of teaching aids and materials, preparation of testing materials, reviewing written work of students, records, and reports. The acute scarcity of teaching materials in Japan places an added burden on Japanese teachers in developing many of their own materials, and for this purpose a time must be found in the teachers' busy week. If teachers can rely on having some Saturdays available for this work, there is reason to believe that they will improve their effectiveness as teachers.

d. In in-service teacher training: The present hit-and-miss plan of holding periodic teacher in-service meetings which interrupt the school program should be replaced by a systematic program to be held so far as possible at times when school is not in session. Saturdays are ideal for such a program. The in-service teacher conferences, workshops, and other meetings now being held during the school year are invariably held at times which necessitate the absence of the teacher from his teaching duties. If one or two Saturdays a month can be utilized, except during vacation periods, for such in-service training, a broader, long-range program can be planned and carried out so as to include conveniently all teachers at a time when they are free from teaching duties.

e. In teacher organization activities: It is common to find that meetings of the teacher unions are being held at times when teachers are expected to be in their classrooms. It is strongly recommended that with a five-day school week that such meetings be held on Saturdays or at other times when schools are not in session.

f. In pupil activities: It is in accord with good educational practice that such activities as athletic events, [illegible]ons, festivals, and field trips be held on days and at times when classes are not to be in session. The week-end and vacation periods are the best times for carrying on these activities. In the five-day week older boys and girls will be free on Saturday to engage in numerous wholesome activities, many of which are family responsibilities, and some of which are optional recreational or work opportunities. Among such activities are the following:

Secondary school age (grades 7-12)

A. Work with or without pay, such as

1) Work in small shops or markets
2) Selling and delivering newspapers and magazines
3) Caring for younger children for neighbors or friends of the family
4) Running errands for neighbors
5) Serving tea in office buildings
6) Work in the community library

B. Work in the family, such as

1) Home gardening
2) Helping on the farm
3) Help with the work about the home
4) Taking care of smaller sisters or brothers
5) Helping with the family business

C. Recreation activities, such as:

1) School playground activities
2) Camping trips
3) Fishing trips
4) Swimming
5) Hiking
6) Picnics
7) Organized athletics
8) Scouting
9) Hobbies: coin collecting, stamp collecting, model building, wood carving, astronomy, painting
10) Reading
11) Music
12) Amateur theatricals
13) Movies (selected with care as suitable for boys and girls)
14) Dancing (in proper places and under proper supervision)

Primary school age (grades 1-6)

A. Assistance to the family, in such areas as

1) The family garden
2) The farm
3) The home
4) The family shop or store

B. Recreational activities, such as

1) School playground activities
2) Camping and hiking
3) Swimming
4) Picnics
5) Reading (for older children)
6) Hobbies

It is to be emphasized that during the week-end parents have the major interest in their children, that when children are not in school the parents are duty bound to know of the activities of their children and to provide for their being wholesomely occupied. In this, the co-operation of various groups is necessary: parents, PTA's, women's organizations, men's organizations, local governments, and other community groups; in reality, such cooperation is essential. A committee which is representative of these groups can very well develop a program to meet the particular community needs. However, individual organizations should feel free to sponsor some definite activity for boys or girls, or both.

g. In meeting economic and transportation difficulties: In these difficult economic times school children can be of material assistance on Saturdays in the family business, be it agriculture or a small shop or store, and they can be helpful at home while the parents are securing their rations, or are in search of food and other family necessities, or are engaged in other personal business. Furthermore, if schools are not in session on Saturdays, children will have one less day each week of the tortures of riding on buses and trains, and of long bicycle rides or long walks to and from school. The transportation expense saved the family as a result of having school only five days a week is also to be considered.

6. Factors to be Considered in Adopting the Five-Day School Week: The adoption of the five-day school week is of concern to the school, the teachers, the parents, the pupils, and the community. It is necessary that the purposes, advantages, and functioning of the five-day week be fully explained to all groups concerned, and it is highly desirable that these groups give their approval before the system is put into effect.

There are serveral important factors to be taken into consideration before a school abandons the conventional six-day week. These should be fully considered so that a common understanding of them prevails.

There is the problem of whether pupils and teachers who travel by train will be able to reach school on time in the morning and get home conveniently in the afternoon. There is also the problem that arises if one school in a community continues on the six-day plan while another

adopts the five-day system. In this connection it is recommended that all schools in the community adopt the five-day plan so as to eliminate difficulties within the family and among schools when some schools are in session on Saturdays and some are not. Especially important is the fact that if some schools in a prefecture continue on the six-day plan, the advantages that might result for in-service teacher training to teachers in these schools would be nullified. Moreover, some children would have the advantages of the better program while others would not. There appears sound reasoning for putting all schools within a prefecture on the five-day system so as to give all teachers and pupils the same opportunity in a better educational program.

These and other matters deserve careful evaluation so that full advantage can be taken from the very beginning of the benefits of the five-day-a-week plan, and so that many of the otherwise resulting problems can be avoided.

FIV[illegible]Y SCHOOL WEEK IN THE PUBLIC SCHOOLS OF JAPAN

Rollin C. Fox
Kanto MG Region

1. Definition: The five-day school week is a system in which school is in session on five consecutive days per week during the school year, thus reserving the sixth day to be used in a variety of ways to improve teaching and the educational program. In the five-day school week, schools are in session five full and complete days each week except during recognized vacation periods. This means an end to the common but unwise practice in Japan in which principals dismiss school or teachers dismiss classes for part of a day, or for a full day, or longer for any one of a number of reasons which are hardly justifiable.

2. Purposes: There are two primary objectives in the five-day school week: (1) to give teachers time to become better teachers -- to build and improve courses of study, to improve teaching methods, to develop teaching materials, to acquire a greater knowledge of their teaching subject area, to study boys and girls and their learning habits and abilities, to participate in study groups, to attend educational conferences and workshops, and to engage otherwise in professional study and activities --, and (2) to enable students to receive the benefit of a better education -- stimulated and enthusiastic teachers, better teaching, better courses of study, better and more teaching aids, time for individual study, and regular days of school uninterrupted by frequent and irregular dismissal of classes.

3. Does the F[illegible]-Day School Week Fulfil Time Requirements for School Sessions? The yearly minimum school time requirements established by the Monbusho are given below. These are, of course, only standards, and many schools will feel the need to enlarge upon them. The minimum requirements can be met easily in the five-day week either by a 35-week or a 40-week school year as is now being demonstrated not only in numerous communities but in entire prefectures which have the five-day school week in operation. The following data demonstrate how this can be done.

Grade	Monbusho Required Yearly Hours* Minimum	Maximum	Hours Per Week 35-week Year	Hours Per Week 40-week Year
1	770	850	22 - 25	20 - 22
2	840	925	24 - 27	21 - 24
3	875	960	25 - 28	22 - 24
4	980	1050	28 - 30	25 - 27
5-12	1050	1190	30 - 34	27 - 30

*Allows for an approximate ten per cent variation

If these time requirements are to be achieved, schools must be in session on a regular schedule, and only an extreme emergency should cause an interruption in the school program. Any time lost due to an emergency dismissal of school should be made up by having shorter vacation periods

and not by holding school on Saturdays or Sundays. For those schools which cannot meet the time requirements in 35 weeks due to transportation and other difficulties, a 40-week school year is recommended as the most practical in the present day situation in Japan.

4. Advantages of Five-Day School Week:

a. In school administration: The five-day week is simpler to administer than the six-day week, especially on the secondary school level where classes in a large number of subjects meet five times a week. The five-day week permits these classes to meet regularly at the same time every day. The present practice of having classes in the same subject meet at different times of the day on different days of the week should be changed so that these classes meet at the same time each day on a simplified regular schedule. The problem of schedule making is thereby greatly simplified. Furthermore, principals are able to locate and identify classes in their school buildings more readily and teachers and students are not confused in where and when their classes meet. The making of pupil programs also becomes a simple matter.

b. In regular school attendance: During the six-day week innumerable activities are interspersed in the classroom program to such an extent that classes are frequently interrupted or even dismissed. Such events as athletic field days, excursions, festivals, movies in the theatres, PTA meetings, agricultural work, teacher staff meetings, and teacher union meetings are often the cause of school being dismissed. By adoption of the five-day week, it should be the goal to reserve Saturday, or some other non-school day, or vacation periods, or time after school, for such activities as are listed above. This will make it possible for school to be in full session on five-days each week. Such regular attendance will enable teachers and students to progress uninterruptedly with the planned school program.

c. In teaching effectiveness: Teachers, if they are to become better teachers, need time, opportunity, and incentive to improve their teaching and to improve themselves professionally. Teachers should have time on Saturdays to devote to: lesson planning, course of study revision, development of teaching aids and materials, preparation of testing materials, reviewing written work of students, records, and reports. The acute scarcity of teaching materials in Japan places an added burden on Japanese teachers in developing many of their own materials, and for this purpose a time must be found in the teachers' busy week. If teachers can rely on having some Saturdays available for this work, there is reason to believe that they will improve their effectiveness as teachers.

d. In in-service teacher training: The present hit-and-miss plan of holding periodic teacher in-service meetings which interrupt the school program should be replaced by a systematic program to be held so far as possible at times when school is not in session. Saturdays are ideal for such a program. The in-service teacher conferences, workshops, and other meetings now being held during the school year are invariably held at times which necessitate the absence of the teacher from his teaching duties. If one or two Saturdays a month can be utilized, except during vacation periods, for such in-service training, a broader, long-range program can be planned and carried out so as to include conveniently all teachers at a time when they are free from teaching duties.

e. In teacher organization activities: It is common to find that meetings of the teacher unions are being held at times when teachers are expected to be in their classrooms. It is strongly recommended that with a five-day school week that such meetings be held on Saturdays or at other times when schools are not in session.

f. In pupil activities: It is in accord with good educational practice that such activities as athletic events, excursions, festivals, and field trips be held on days and at times when classes are not to be in session. The week-end and vacation periods are the best times for carrying on these activities. In the five-day week older boys and girls will be free on Saturday to engage in numerous wholesome activities, many of which are family responsibilities, and some of which are optional recreational or work opportunities. Among such activities are the following:

Secondary school age (grades 7-12)

A. Work with or without pay, such as

1) Work in small shops or markets
2) Selling and delivering newspapers and magazines
3) Caring for younger children for neighbors or friends of the family
4) Running errands for neighbors
5) Serving tea in office buildings
6) Work in the community library

B. Work in the family, such as

1) Home gardening
2) Helping on the farm
3) Help with the work about the home
4) Taking care of smaller sisters or brothers
5) Helping with the family business

C. Recreation activities, such as:

1) School playground activities
2) Camping trips
3) Fishing trips
4) Swimming
5) Hiking
6) Picnics
7) Organized athletics
8) Scouting
9) Hobbies: coin collecting, stamp collecting, model building, wood carving, astronomy, painting
10) Reading
11) Music
12) Amateur theatricals
13) Movies (selected with care as suitable for boys and girls)
14) Dancing (in proper places and under proper supervision)

Primary school age (grades 1-6)

A. Assistance to the family, in such areas as

1) The family garden
2) The farm
3) The home
4) The family shop or store

B. Recreational activities, such as

1) School playground activities
2) Camping and hiking
3) Swimming
4) Picnics
5) Reading (for older children)
6) Hobbies

It is to be emphasised that during the week-end parents have the major interest in their children, that when children are not in school the parents are duty bound to know of the activities of their children and to provide for their being wholesomely occupied. In this, the co-operation of various groups is necessary: parents, PTA's, women's organizations, men's organizations, local governments, and other community groups; in reality, such cooperation is essential. A committee which is representative of these groups can very well develop a program to meet the particular community needs. However, individual organizations should feel free to sponsor some definite activity for boys or girls, or both.

g. In meeting economic and transportation difficulties: In these difficult economic times school children can be of material assistance on Saturdays in the family business, be it agriculture or a small shop or store, and they can be helpful at home while the parents are securing their rations, or are in search of food and other family necessities, or are engaged in other personal business. Furthermore, if schools are not in session on Saturdays, children will have one less day each week of the tortures of riding on buses and trains, and of long bicycle rides or long walks to and from school. The transportation expense saved the family as a result of having school only five days a week is also to be considered.

6. Factors to be Considered in Adopting the Five-Day School Week: The adoption of the five-day school week is of concern to the school, the teachers, the parents, the pupils, and the community. It is necessary that the purposes, advantages, and functioning of the five-day week be fully explained to all groups concerned, and it is highly desirable that these groups give their approval before the system is put into effect.

There are serveral important factors to be taken into consideration before a school abandons the conventional six-day week. These should be fully considered so that a common understanding of them prevails.

There is the problem of whether pupils and teachers who travel by train will be able to reach school on time in the morning and get home conveniently in the afternoon. There is also the problem that arises if one school in a community continues on the six-day plan while another

adopts the five-day system. In this connection it is recommended that all schools in the community adopt the five-day plan so as to eliminate difficulties within the family and among schools when some schools are in session on Saturdays and some are not. Especially important is the fact that if some schools in a prefecture continue on the six-day plan, the advantages that might result for in-service teacher training to teachers in those schools would be nullified. Moreover, some children would have the advantages of the better program while others would not. There appears sound reasoning for putting all schools within a prefecture on the five-day system so as to give all teachers and pupils the same opportunity in a better educational program.

These and other matters deserve careful evaluation so that full advantage can be taken from the very beginning of the benefits of the five-day-a-week plan, and so that many of the otherwise resulting problems can be avoided.

FIVE-DAY SCHOOL WEEK IN THE PUBLIC SCHOOLS OF JAPAN

Rollin C. Fox
Kanto MG Region

1. Definition: The five-day school week is a system in which school is in session on five consecutive days per week during the school year, thus reserving the sixth day to be used in a variety of ways to improve teaching and the educational program. In the five-day school week, schools are in session five full and complete days each week except during recognized vacation periods. This means an end to the common but unwise practice in Japan in which principals dismiss school or teachers dismiss classes for part of a day, or for a full day, or longer for any one of a number of reasons which are hardly justifiable.

2. Purposes: There are two primary objectives in the five-day school week: (1) to give teachers time to become better teachers -- to build and improve courses of study, to improve teaching methods, to develop teaching materials, to acquire a greater knowledge of their teaching subject area, to study boys and girls and their learning habits and abilities, to participate in study groups, to attend educational conferences and workshops, and to engage otherwise in professional study and activities --, and (2) to enable students to receive the benefit of a better education -- stimulated and enthusiastic teachers, better teaching, better courses of study, better and more teaching aids, time for individual study, and regular days of school uninterrupted by frequent and irregular dismissal of classes.

3. Does the Five-Day School Week Fulfil Time Requirements for School Sessions? The yearly minimum school time requirements established by the Mombusho are given below. These are, of course, only standards, and many schools will feel the need to enlarge upon them. The minimum requirements can be met easily in the five-day week either by a 35-week or a 40-week school year as is now being demonstrated not only in numerous communities but in entire prefectures which have the five-day school week in operation. The following data demonstrate how this can be done.

Grade	Mombusho Required Yearly Hours* Minimum	Maximum	Hours Per Week 35-week Year	Hours Per Week 40-week Year
1	770	850	22 - 25	20 - 22
2	840	925	24 - 27	21 - 24
3	875	960	25 - 28	22 - 24
4	980	1050	28 - 30	25 - 27
5-12	1050	1190	30 - 34	27 - 30

*Allows for an approximate ten per cent variation

If these time requirements are to be achieved, schools must be in session on a regular schedule, and only an extreme emergency should cause an interruption in the school program. Any time lost due to an emergency dismissal of school should be made up by having shorter vacation periods

e. In teacher organization activities: It is common to find that meetings of the teacher unions are being held at times when teachers are expected to be in their classrooms. It is strongly recommended that with a five-day school week that such meetings be held on Saturdays or at other times when schools are not in session.

f. In pupil activities: It is in accord with good educational practice that such activities as athletic events, excursions, festivals, and field trips be held on days and at times when classes are not to be in session. The week-end and vacation periods are the best times for carrying on these activities. In the five-day week older boys and girls will be free on Saturday to engage in numerous wholesome activities, many of which are family responsibilities, and some of which are optional recreational or work opportunities. Among such activities are the following:

Secondary school age (grades 7-12)

A. Work with or without pay, such as

1) Work in small shops or markets
2) Selling and delivering newspapers and magazines
3) Caring for younger children for neighbors or friends of the family
4) Running errands for neighbors
5) Serving tea in office buildings
6) Work in the community library

B. Work in the family, such as

1) Home gardening
2) Helping on the farm
3) Help with the work about the home
4) Taking care of smaller sisters or brothers
5) Helping with the family business

C. Recreation activities, such as:

1) School playground activities
2) Camping trips
3) Fishing trips
4) Swimming
5) Hiking
6) Picnics
7) Organized athletics
8) Scouting
9) Hobbies: coin collecting, stamp collecting, model building, wood carving, astronomy, painting
10) Reading
11) Music
12) Amateur theatricals
13) Movies (selected with care as suitable for boys and girls)
14) Dancing (in proper places and under proper supervision)

Primary school age (grades 1-6)

A. Assistance to the family, in such areas as

1) The family garden
2) The farm
3) The home
4) The family shop or store

B. Recreational activities, such as

1) School playground activities
2) Camping and hiking
3) Swimming
4) Picnics
5) Reading (for older children)
6) Hobbies

It is to be emphasized that during the week-end parents have the major interest in their children, that when children are not in school the parents are duty bound to know of the activities of their children and to provide for their being wholesomely occupied. In this, the co-operation of various groups is necessary: parents, PTA's, women's organizations, men's organizations, local governments, and other community groups; in reality, such cooperation is essential. A committee which is representative of these groups can very well develop a program to meet the particular community needs. However, individual organizations should feel free to sponsor some definite activity for boys or girls, or both.

g. In meeting economic and transportation difficulties: In these difficult economic times school children can be of material assistance on Saturdays in the family business, be it agriculture or a small shop or store, and they can be helpful at home while the parents are securing their rations, or are in search of food and other family necessities, or are engaged in other personal business. Furthermore, if schools are not in session on Saturdays, children will have one less day each week of the tortures of riding on buses and trains, and of long bicycle rides or long walks to and from school. The transportation expense saved the family as a result of having school only five days a week is also to be considered.

6. Factors to be Considered in Adopting the Five-Day School Week: The adoption of the five-day school week is of concern to the school, the teachers, the parents, the pupils, and the community. It is necessary that the purposes, advantages, and functioning of the five-day week be fully explained to all groups concerned, and it is highly desirable that these groups give their approval before the system is put into effect.

There are serveral important factors to be taken into consideration before a school abandons the conventional six-day week. These should be fully considered so that a common understanding of them prevails.

There is the problem of whether pupils and teachers who travel by train will be able to reach school on time in the morning and get home conveniently in the afternoon. There is also the problem that arises if one school in a community continues on the six-day plan while another

adopts the five-day system. In this connection it is recommended that all schools in the community adopt the five-day plan so as to eliminate difficulties within the family and among schools when some schools are in session on Saturdays and some are not. Especially important is the fact that if some schools in a prefecture continue on the six-day plan, the advantages that might result for in-service teacher training to teachers in those schools would be nullified. Moreover, some children would have the advantages of the better program while others would not. There appears sound reasoning for putting all schools within a prefecture on the five-day system so as to give all teachers and pupils the same opportunity in a better educational program.

These and other matters deserve careful evaluation so that full advantage can be taken from the very beginning of the benefits of the five-day-a-week plan, and so that many of the otherwise resulting problems can be avoided.

HEADQUARTERS EIGHTH ARMY
United States Army
Office of the Commanding General
APO 343

OPERATIONAL DIRECTIVE)
)
NUMBER 57)

25 October 1948

JAPANESE VISUAL EDUCATION PROGRAM

1. References.

a. "Basic Post-Surrender Policy for Japan," Far Eastern Commission, 19 June 1947 (previously distributed to military government units).

b. Operational Directive 57, this headquarters, 16 August 1947, subject: "Civil Information Activities."

2. To promote the reorientation objectives set forth in reference 1a, further implement the provisions of paragraphs 7c (4) (b) (c) and (e), reference 1b, and aid in the establishment of a Japanese visual education program designed to reorient and reeducate the Japanese people, the Supreme Commander for the Allied Powers will lend to Japanese civic institutions and organizations available information equipment and materials. This will include motion picture projectors, film strip and opaque projectors, screens, motion picture films, film strips and such other materials as are deemed necessary for the proper operation of this program. The equipment lent will be utilized to encourage the fullest development of local autonomy by the using agencies, civic and private. Complete responsibility for all phases of planning, supply and implementation of this program will ultimately rest with the Japanese agencies concerned.

3. The Japanese agencies entrusted with the implementation of this program are the National Ministry of Education and the Social Education Section of the Bureau of Education of each prefecture. Participation in this program by the Japanese is voluntary; however, continued participation and support by the United States Army is dependent upon conformity by the Japanese agencies to the organizational setup and operating procedures set forth herein.

a. Each prefecture has established voluntarily and will support financially a film library unit, normally located in the prefectural library. The prefectural film library will be autonomous with respect to all agencies other than the prefectural government. It will be subject to military government supervision, but is to be guided by operational procedures published by the Japanese Government. The Social Education Section of the prefectural Bureau of Education will designate a Visual Aid Officer for the prefecture. He will be responsible that proper liaison is main-

tained with the prefectural military government unit, and that the operations of the prefectural film library conform to the operating procedures published by the Japanese Government.

b. A regional equipment and service center has been established in each Japanese political region, which is supported financially by the prefectures within the region that participate in this visual education program. The equipment and service center is subordinate to the prefectural film libraries which it serves and exists only as a distribution and service agency. A regional film library committee, composed of representatives from each prefecture concerned, will select a responsible head for the regional equipment and service center, to be titled the Regional Service Officer. The Regional Service Officer so selected will be responsible that proper liaison is maintained with the regional military government unit, and that the operations of the regional equipment and service center conform to the operating procedures published by the Japanese Government. He shall be an individual not connected with any prefectural film library activity, and shall be responsible only to the regional film library committee.

c. The Ministry of Education has published operating procedures in Hatsusha No. 103, attached as inclosure 1. It has assisted in the establishment of the regional and prefectural agencies and will furnish guidance and assistance on a continuing basis, particularly in such matters as program planning, utilization methods, sources and priorities for supplies and equipment to be procured by the Japanese agencies.

4. To provide supply channels that parallel the Japanese grouping of prefectures, Tokyo-To, Niigata and Kanagawa prefectural film libraries will be served by the Kanto service center. The Shizuoka film library will be served by the Tokai-Hokuriku service center.

5. It is desired that commanding officers of military government units take the following actions with respect to the Japanese visual education agencies on their respective levels:

a. Maintain surveillance, provide guidance and insure compliance with the operating procedures set forth in inclosure 1 hereto.

b. Exercise reasonable care in assuring that the equipment loaned is used to best advantage in the conduct of authorized activities. Formal accounting of subject equipment is not required but acknowledgment in writing of the receipt of materials by Japanese agencies is mandatory.

c. Transfer all films, projection equipment and screens, distributed under the provisions of Operational Directive 37, this headquarters, 26 May 1948, and now in the possession of military government units, to Japanese visual education agencies for integration with existing stocks.

The procedure for transfer is set forth in inclosure 2. Subsequent withdrawal of projection equipment by military government units from prefectural film library stocks, whenever needed and for such a period as is deemed necessary, is authorized.

d. Facilitate the transportation of equipment, via 3d Transportation Military Railway Service or other military agencies, to and from military units.

e. Report to his headquarters those deficiencies and inadequacies which cannot be solved at local levels.

6. Allocations of equipment to regions and recommended allocations to prefectural film libraries have been established by this headquarters and are listed in inclosure 6 to Hatsusha 103 (Incl 1). Limited revision of these allocations by the regional film library committees, with the approval of the regional military government team, is authorized. This headquarters will be notified when such revisions are accomplished. No machines will be transferred from one region to another without prior approval of the Supply Officer, Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers.

7. Military government personnel will authenticate express receipts for 3d Transportation Military Railway Service shipment from the service center to the film library and vice versa, and verify receipt of all equipment. Transportation to and from 3d Transportation Military Railway Service shipping points will be provided by the Japanese agency concerned. Transporting equipment by means other than 3d Transportation Military Railway Service is authorized, provided maximum security is maintained for equipment in transit. Projection equipment and films will be shipped between film libraries and regional centers via military agencies to the extent available. Transportation between film libraries and requesting agencies is a Japanese responsibility. Expense incurred in shipment by means other than military agencies will be assumed by the Japanese agency concerned.

8. All equipment and materials received from military agencies will remain the property of the United States Army.

a. Within ten days of loss or destruction of items of equipment, through fire, theft or other mishaps, the circumstances of such loss will be reported in detail by Japanese visual aid officials to the prefectural military government team. Reports will be prepared in English and will be investigated and substantiated by military government units, after which they will be transmitted direct to the Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers, APO 500. Upon approval, these reports will become the basis for automatic replacement of lost or destroyed equipment by General Headquarters, Supreme Commander for the Allied Powers.

b. Regional military government headquarters and prefectural military government teams will check and certify semi-annual inventories taken by the service center and film library, respectively, as outlined in paragraphs 8g and 5c of Hatsusha 103 (Incl 1).

c. Military government units will ascertain that adequate packing is provided by Japanese agencies for transportation of equipment.

9. Visual education equipment will be used only for the reorientation and reeduc tion of the Japanese in furtherance of Occupation Force objectives and in accordance with existing policy.

a. Use of this equipment is not authorized for the training or entertainment of Occupation Force troops or Japanese agencies other than those approved by the film library.

b. Military government units will review all requests for extended loan of equipment to Japanese institutions and organizations. Preference in the approval of extended loans will be given those agencies concerned with military government priority programs.

c. The prefectural military government team will review all advance exhibition schedules as prepared and submitted by the visual aid officer.

d. Failure of a prefectural film library to submit required reports, to conduct the affairs of the library in accordance with the procedures outlined above, to prevent abuse of the equipment, or to properly utilize equipment will result in the withdrawal of equipment by this headquarters.

10. Direct communication between military government teams and Educational Film Unit, Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers, is authorized in regard to the following matters only:

a. Shipment and distribution of films or additional prints.

b. Matters pertaining to shipment and receipt of equipment and replacement parts.

c. Transmittal of reports received from Japanese agencies.

11. Operational Directive 37, this headquarters, 26 May 1948, subject: "Equipment for use by Military Government Units in Connection with Civil

Information Activities," is rescinded.

BY COMMAND OF LIEUTENANT GENERAL WALKER:

M. B. HALSEY
Major General, GSC
Chief of Staff

OFFICIAL:

Schanze

SCHANZE
G-4

2 Incls:
1. Hatsusha No. 103
(w/11 inclosures).
2. Transfer Procedure.

(MG-CI)

DISTRIBUTION:
"B" plus "X"
Each Mil Govt Region and Team (4)
MB Section, Hq Eighth Army (12)
CI&E Section, GHQ, SCAP (4)

Hatsusha No. 103
DATE: 26 October 1948

From: Vice-Minister of Education

To: Prefectural Governors

Subject: Reception of 16 mm Sound Projectors and Films Loaned by GHQ

SECTION I - GENERAL

1. With a view to effecting the enlightenment of the Japanese people in the world situations and democratization of Japan, GHQ is going to loan the 16 mm sound projectors and films to each prefecture. As such action will surely do much to our people in their efforts to keep pace with the world and democratize Japan, it is most urgent and important to facilitate the perfect utilization and satisfactory operation of these implements of visual education. You are highly required to make quick and effective arrangements to receive these implements, according to the following points, so that the desired aim may be surely attained.

SECTION II - RECEPTION AND UTILIZATION OF 16 MM SOUND PROJECTORS AND FILMS LOANED BY GHQ

2. Aim of the Loan of Projectors and Films. The Japanese people were kept from the knowledge of the international situation during the war by the pressure of militarism and ultra-nationalism; hence they had no correct concept of democracy, not to speak of the world's situation. GHQ has decided to loan 16 mm sound projectors and films to every prefectural government with a view to enlightening the Japanese people in the world's situation as well as the democratization of Japan through visual education in accordance with the provisions of the Potsdam Declaration. It is required, therefore, to ensure adequate arrangement for receiving these implements so that you may facilitate the perfect utilization and satisfactory operation of these implements of visual education.

3. Responsibilities in the Reception and Utilization of the Tools.

a. The Japanese agencies to be entrusted with the implementation of this program are the National Ministry of Education and the Social Education Section of the Bureau of Education of each prefecture. Participation by any prefecture is voluntary but continued participation is dependent upon adherence to the operating procedures set forth herein. The operation of this program by each prefecture will be autonomous in respect to other prefectures.

b. The prefectural government authorities shall be responsible for the planning, distribution, exhibition, and repair of these 16 mm sound projectors and films in close contact with and under the supervision of the prefectural military governments.

c. The Education Ministry will furnish aid and guidance to prefectures particularly in such matters as program planning, utilization methods

Inclosure 1 to OD 57, Headquarters Eighth Army, 25 October 1948.

and sources and priorities for supplies and equipment to be procured by the Japanese agencies.

4. Preparation for receiving them to be made in each prefecture.

a. Visual Aid Unit in Prefectural Governments.

(1) The prefectural authorities should establish the "Visual Aid Unit" in the Social Education Section. The Social Education Section shall appoint one full-time chief (Visual Aid Officer) and any other necessary personnel.

(2) The Visual Aid Unit in each prefecture will receive the supervision of the prefectural military government.

(3) The responsibility of the prefectural Visual Aid Unit shall be the planning and utilization of film and equipment. (The Visual Aid Unit shall form the plan in cooperation with the prefectural film librarians so that the loaned visual educational implements can be best utilized.)

5. The Visual Aid Officer:

a. The Visual Aid Officer is responsible that proper liaison is maintained with the prefectural military government and for the preparation of utilization projects to employ the loaned films and equipment.

b. The Visual Aid Officer will prepare advance film exhibition schedules for special CIE information programs and will report requests for extended loan. This information will be contained in the monthly report of operations and will be submitted to the prefectural military government for review. In granting extended loan periods he will ensure that:

(1) Key civic groups whose memberships are small are not to be discriminated against.

(2) A minimum of twenty daily showings per month will be made with any machine issued on extended loan.

c. The training and licensing of projectionists will be the responsibility of the Visual Aid Officer only.

(1) New licenses will be issued annually, effective from 1 January of each year. Such licenses will not authorize the licensees to operate motion picture projection equipment other than that used as described herein for the reorientation and re-education of the Japanese. Sample attached as inclosure 11.

(2) License forms will indicate the period of validity, and will be recalled upon the issuance of new licenses.

(3) Licensees will be required to take proficiency tests, as established by the Visual Aid Officer, prior to the annual issuance of new licenses.

(4) Any adult member of a civic institution or organization shall be eligible for training and licensing upon request to the Visual Aid Officer.

6. Prefectural Film Library

a. Each prefecture participating should establish, within the Central Library of the prefecture, a film library unit. Each prefecture will support financially a film library unit. However, Kencho facilities may be used temporarily in the event that prefectural library facilities are inadequate. Relocation of the film library unit in the prefectural library will be accomplished at the earliest possible date.

b. The prefectural library will furnish, at least two full-time service members, one of whom shall be a librarian and the other shall be in charge of the booking business, both responsible to the head librarian. The prefectural library will furnish tools and equipment necessary for the maintenance of film library unit operations, as specified in inclosure 1.

c. The film library will remain open for a minimum of forty hours per week and will be easily accessible to the public. Exhibition schedules and film information will be available and displayed prominently. All bookings must be made by the film librarian. In case of conflict decision will be made by the Visual Aid Officer. The film library unit will be responsible for all details of shipment, booking and record keeping.

d. Equipment inventories will be taken on 10 January and 10 July. All projection equipment and serviceable spare parts receipted for by the film library will be listed, to include the location and condition as of the inventory date. The inventory will be checked and certified by the prefectural military government on the dates indicated above. The inventory will be made in two copies.

(1) The original will be forwarded to the service center, to arrive not later than 15 January and 15 July.

(2) The duplicate will be retained in the files of the film library.

e. Failure of any prefecture to submit required report, to conduct the affairs of the library in accordance with operating procedures as outlined herein, abuse of equipment, or failure to properly utilize equipment will result in the withdrawal of equipment.

f. The film showing report, copy attached as inclosure 2, will be prepared in one copy by the projectionist after each showing and submitted to the film library. A film showing report will be submitted for each film shown. The information contained therein will be used by the film library as the basis for the weekly consolidated report of film showing, inclosure 3.

g. The weekly consolidated report of film showings will be prepared by the film library in two copies. A report will be submitted for each film title in circulation during the period with which the report is concerned.

(1) The original will be transmitted direct by prefectural military government to the Educational Film Unit, CIE, SCAP, APO 500.

(2) Duplicate will be retained in the files of the prefectural film library.

h. The booking record, inclosure 4, will be maintained by the film library. A record sheet will be prepared for each title in circulation. The loaning agency and the length of loan, to include time allotted for shipment, will be indicated in the space provided below the date.

i. A cataloging card system will be maintained in the film library. Samples of the cards to be used in the establishment of cross reference files are attached as inclosure 5.

j. Each film library and Visual Aid Officer will prepare a joint monthly narrative report of operations in English. This report will be prepared in three copies and be submitted to the prefectural military government by the fifth of each month. The report will include information concerning utilization projects, training of projectionists, number of licenses issued and to whom, suggestions and information concerning proposed advance exhibition schedules and complete justification of all loans proposed for longer than a daily period.

(1) The original will be transmitted by the prefectural military government directly to the Civil Information and Education Section, GHQ, SCAP, APO 500, to arrive by the tenth of the month.

(2) The duplicate will be retained by the prefectural military government for review of advance exhibition schedules and extended loans.

(3) The triplicate will be retained in the files of the film library.

7. Regional Film Library Committee.

a. A regional film library committee, composed of representatives from each prefecture concerned, shall be responsible for the activities of the Regional Equipment and Service Center and shall select a responsible head to be titled the "Regional Service Officer".

b. Regional Service Officer so selected is responsible that proper liaison is maintained with the regional military government, and that the operations of the regional equipment and service center conform to the operating procedures published herein. He shall be an individual not connected with any prefectural film library activity, and shall be responsible only to the regional film library committee.

8. Regional Equipment and Service Center

a. The prefectural authorities shall establish a regional equipment and service center in cooperation with the other prefectures of their respective region.

b. Regional Equipment and Service Center shall be established in conformity with the location of the Eighth Army Military Government Teams. Therefore, they shall be located in the following eight places: Tokyo, Kyoto, Nagoya, Takamatsu, Fukuoka, Kure, Sendai, and Sapporo. Tokyo-to, Niigata and Kanagawa prefectures are served by the Kanto service center. Shizuoka prefecture is served by the Tokai-Hokuriku service center.

c. The regional equipment and service center shall receive the supervision of the military government of the region. The service center shall be subordinate to its supporting prefectural film libraries and shall exist only as a distribution and service agency for the prefectural film libraries.

d. The duty of the regional service center shall be the repair and maintenance of equipment, the distribution of film and equipment, and the maintenance of a regional film library.

e. The payment of the expenses needed by the regional service center such as the personnel expenses, the cost of supplies, construction of the warehouse, repair of workshop, and the pay to carriers for transportation shall be shared by the prefectures belonging to that region.

f. The service center will furnish tools and equipment necessary for the maintenance of operations, as specified in inclosure 1.

g. The service center will comply with the following operating procedures:

(1) A consolidated inventory will be taken on 10 January and 10 July. All projection equipment and serviceable spare parts on hand in the service center will be listed, as of the inventory date, noting the operating condition of each machine. The inventories received from the film libraries will be consolidated with items of service center equipment, to provide a complete accounting of all projection equipment and spare parts in the region, as of 10 January and 10 July. The consolidated inventory will be checked and certified by the regional military government on the dates indicated above. Consolidated inventories will be completed by 20 January and 20 July in two copies.

(a) The original will be transmitted by the regional military government directly to the Civil Information and Education Section, GHQ, SCAP, APO 500, to arrive not later than 1 February and 1 August.

(b) The duplicate will be retained in the files of the service center for a period of one year, then destroyed.

(2) An adequate accounting system for film projection equipment and spare parts will be maintained, subject to inspection by the regional military government.

(3) All repair of equipment forwarded by the film libraries will be accomplished.

(4) Unserviceable lamps, tubes, and spare parts will be returned via regional military government to the Supply Officer, CIE, GHQ, SCAP, APO 500 and will provide the basis for new issue. Items for return will be segregated and packaged separately as follows:

(a) Projection and exciter lamps.

(b) Vacuum tubes.

(c) All unserviceable spare parts will be listed by part number and nomenclature on the outer wrapping to the return package. Parts will be tagged or marked "Unserviceable."

(5) Itemized shipping lists will be prepared in three copies, listing all unserviceable material returned. Shipping lists will be countersigned by a representative of the regional military government.

(a) The original will accompany the shipment to the Supply Officer, CIE, GHQ, SCAP, APO 500.

(b) The duplicate will be retained in the files of the service center.

(c) The triplicate will accompany requests for repair parts or replacement equipment. Repair or replacement parts will be requisitioned once monthly, between the 1st and 5th, from the Civil Information and Education Section, GHQ, SCAP, APO 500 via regional military government. Emergency orders on dates other than those indicated will be submitted only with military government approval.

(6) For the assistance of repairmen, and to facilitate the requisitioning of spare parts, a series of photographs of available replacement parts for the Natco 16mm

projector have been supplied. Photographs include nomenclature printed in English and Japanese. Operating manuals, printed in Japanese, will accompany each 16 mm Natco projector and projection equipment PH-132-C issued.

(7) Each service center will prepare a monthly narrative activities report, in English. This report will be prepared in three copies and submitted to the regional military government by the fifth day of each month. The report will include a resume of repair activities listing the nature and number of all repairs; the number and disposition of all prints distributed by the service center, and a report on the loan of all permanently assigned films to film libraries.

(a) The original will be transmitted by the regional military government to Civil Information and Education Section, GHQ, SCAP, APO 500, to arrive by the tenth day of each month.

(b) The duplicate will be retained by the regional military government, to provide the basis for future parts stockpiling recommendations.

(c) The triplicate will be retained in the files of the service center.

(8) A cataloging card system will be maintained in the service center. Samples of the cards to be used in the establishment of cross reference files are attached as inclosure 5.

9. Notes for the Reception of Equipment

a. The allocation of equipment to regions and recommended allocation to prefectural film libraries are listed in inclosure 6. Retention of a regional reserve will provide a source of replacement machines during repair operations. Limited revision of these allocations by the regional film library committee, with the approval of the regional military government, is authorized. No machines will be transferred from one region to another without prior approval of the regional military government. Records of the prefecture and the region involved will be corrected for such changes.

b. Upon receipt by the service center from the Supply Officer, CIE, GHQ, SCAP, equipment will be uncrated, checked for operating condition and marked as indicated below:

(1) All equipment will be stenciled "Property of the U.S. Army" in letters one inch high, stenciled with the name of the region and numbered consecutively from one up.

(2) 16 mm projectors will be stenciled on the top of the machine cases, parallel to the carrying handle. The top of the amplifier will be stenciled in a like manner. Projectors and amplifiers will be maintained and accounted for as complete units and will be assigned duplicate numbers.

(3) Projection equipment PH-132-C will be stenciled on the upper part of the metal projector housing, in the space provided on either side of the ventilation louvres. The units will be numbered consecutively from one up, with the letter "P" preceding the assigned number, e.g. P-1.

(4) Screens will be stenciled on the metal screen container. Irrespective of size, they will be numbered consecutively from one up, with the letter "S" preceding the assigned number, e.g. S-1.

c. A master list of the serial numbers of all equipment in the region, with assigned regional numbers, will be kept on file at the service center. Copies will be furnished to the regional military government to be transmitted to the Educational Film Unit, CIE, GHQ, SCAP.

d. Upon completion of operation checks and stenciling by the service center, allocated equipment will be delivered to the film libraries. A hand receipt, sample attached as inclosure 7, will be obtained from each receiving film library. Such receipts will be reproduced locally by the service center and amended as necessary. Copies of the completed receipt will be retained by the film library and the prefectural military government verifying the receipt. The original will be forwarded through military government channels to the service center within four days after receipt of shipment.

e. Military government personnel will authenticate express receipts for RTO shipment from the service center to the film library and vice versa, and will verify receipt of all equipment. Transportation to and from RTO shipping points will be provided by the Japanese agency concerned. Transport of equipment by means other than RTO is authorized, provided maximum security is maintained for equipment in transit. Projection equipment and films will be shipped between libraries and regional centers via military agencies to the extent they are available. Transportation between film libraries and requesting agencies is a Japanese responsibility. Expense incurred in shipment by means other than military agencies will be assumed by the Japanese agency concerned.

f. Within ten days of loss or destruction through fire, theft, or other agency of items of equipment, the circumstances of such loss will be reported in detail by the Visual Aid Officer.

Such reports will be prepared in English and will be investigated and substantiated by prefectural military government. Reports will be transmitted by military government directly to the Civil Information and Education Section, GHQ, SCAP, APO 500.

Upon approval, these reports will become the basis for automatic replacement of lost or destroyed equipment by the Supply Officer, CIE, GHQ, SCAP.

g. One projector and exciter lamp and one of each type vacuum tube used will accompany each Natco 16 mm projector loaned to a requesting agency.

(1) Preventive maintenance and repair, confined to the replacement of vacuum tubes and lamps, lubrication, and the cleaning of operating surfaces, will be provided by the film library. All other repairs will be made by the service center.

10. The Distribution of Films

a. Film prints are allocated on the basis of one print per subject for each film library, except that the Hokkaido film library receives two prints of each subject.

b. Prints will initially be circulated for a period of six months. To coordinate the exhibition of films with military government activities, a release date is established for each subject. Release dates are indicated on the film shipment receipt, copy attached as inclosure 8.

c. Each film library has been assigned a number, in accordance with the allocation of CIE print numbers, copy attached as inclosure 9. Each subject released is marked with the film library number on the trailer and leader.

(1) To expedite the maintenance of records and the identification of lost prints, prints will be referred to by title and print number. Permanent prints assigned to the service center will be distinguished by the letter "P" preceding the print number.

d. Film shipments will be made from the Educational Film Unit, CIE, SCAP, to the service center, in care of the commanding officer of the regional military government, via RTO. Films will be transmitted by the regional military government to the service center. Three copies of the film shipment receipt, inclosure 8, will accompany the shipment. This receipt will be completed by a representative of the service center and verified by the military government.

(1) The original will be transmitted by the regional military government directly to the Educational Film Unit, CIE, SCAP APO 500.

(2) The duplicate will be retained by the regional military government, if desired.

(3) The triplicate will be retained by service center.

e. Film shipments will be made from the service center to the film library via military agencies. Shipments will be addressed to the film library,

in care of the commanding officer of the prefectural military government.

(1) Two copies of inclosure 8, prepared locally and amended as necessary, will accompany the shipment. This receipt will be completed by a representative of the film library and verified by the prefectural military government.

(a) The original will be transmitted to the service center for files.

(b) The duplicate will be retained by the film library.

f. Prints will be returned to the Educational Film Unit, CIE,SCAP, via military government, for renovation and reissue, at the completion of the six months' circulation period. The return date indicated in the film shipment receipt must be complied with. The film return receipt, copy attached as inclosure 10, will be prepared in three copies by the service center and verified by the regional military government.

(1) The original will be transmitted by the regional military government directly to the Educational Film Unit, CIE, SCAP APO 500.

(2) The duplicate will accompany the shipment.

(3) The triplicate will be retained in the files of the service center, to be destroyed, when the completed receipt has been returned by the Educational Film Unit, CIE, SCAP.

g. Films deemed satisfactory for continued ciruclation will be reassigned to the service center on a permanent basis after renovation. Such films will be circulated to prefectural film libraries on request.

11. <u>On the Traveling Showing of the Films</u>

a. The prefectural authorities shall put into practice the traveling showing of the films. Since 35% to 50% of the Japanese people is secluded from the picture house, this program is especially important.

b. The traveling showing shall be planned for by the prefectural visual aid unit and conducted with the approval of military government. The number of traveling showing groups in each prefecture:

5 groups in a large prefecture
3 " medium-sized prefecture
2 " small prefecture

12. <u>Notes on the Operating Procedures</u>.

a. All equipment and materials received from military agencies will

remain the property of the U. S. Army.

b. Military government will review all requests for extended loan of equipment to Japanese institutions and organizations. Preference in the approval of extended loans will be given to those agencies concerned with military government priority programs.

c. All reports, receipts and requests submitted by Japanese agencies will be transmitted through military government channels.

d. Projection equipment will be accompanied and operated only by a licensed projectionist. Necessary transportation and billeting for operating personnel will be provided by the requesting agency.

e. The formation of exhibition circuits among schools in the daytime hours will be encouraged.

f. Admission fees will not be charged for any program of films or other materials which the requesting agency has obtained without cost, whether from military government or Japanese sources. Admission fees may be charged on a non-profit basis, to defray costs incurred by requesting agencies in the procurement of materials on exhibition. The film library will secure the approval of the prefectural military government prior to the assessment of such admission fees. A complete financial report will be submitted to the prefectural military government not later than five days after such fees have been collected.

g. Educational and documentary films of Japanese origin may be exhibited with the equipment by borrowing agencies, with the approval of military government. Such approval will be limited to films consistent with occupation objectives and appropriate for inclusion with any CIE films shown on the same program.

h. It is desirable that suitable Japanese educational films should be purchased to be used with the CIE films. The Japanese educational films should preferably be those that have passed the evaluation of the Educational Fims Reviewing Committee of the Education Ministry.

11 Incls:
1. Minimum Regional Center and Prefectural Film Library Requirements
2. Film Showing Report
3. Weekly Consolidated Report
4. Booking Record
5. Sample Catalog Cards
6. Equipment Allocations
7. Sample Equipment Receipt
8. Film Shipment Receipt
9. Allocation of CI-E Print Numbers
10. Film Return Receipt
11. Sample Operator's License

MINIMUM REGIONAL CENTER AND PREFECTURAL FILM LIBRARY REQUIREMENTS
TO BE FURNISHED BY THE JAPANESE

SERVICE CENTERS:	Personnel	(Labor - Security Guard)
	Space	(Dependent on number of machines)
REPAIR SHOP:	Personnel	1 Projector repairman 1 Sound repairman Other personnel as needed
	Space	12' x 12' Working area 1 Sound bench 1 Machine Bench Note: Two long benches will be required, the machine bench 8" lower then the other.
	Facilities	Drill press, circuit tester, tube tester, voltmeter, hand tools including soldering iron and electrical pliers.
FILM LIBRARIES:	Personnel	Librarian (Catalog (Schedule bookings (Film record card 1 Film inspector and shipping clerk
	Space	Double room - storage - shipping and inspecting 12' x 12' for interviews - records Shelving (2 sections)
	Facilities	1 pair rewinds and film flange 1 hand splicer 1 large can film cement 1 inspection desk or table (lighted glass) Scissors Voltage regulators (step-up type - 2000 watt capacity)

Incl 1 to Incl 1, Operational Directive 57, Hq Eighth Army, 25 October 1948.

FILM SHOWING REPORT
映画公開報告書

(This report must be filled out after each showing and returned to the library with the film.)
此ノ報告書ハ各映写毎ニ記入シ上フヰルムト共ニライブラリーニ必ス返却ノ事

_____ Prefecture Film Library
(Name of Prefecture) 縣フヰルム ライブラリー
縣名

1. CIE Film No. _____ Copy No. _____
民間情報教育部フヰルム番号 コッピー番號
Title of Film _____

Kind of Projector Used _____ Projector No. _____
使用映写機ノ種類 映写機番號

2. Organization or Group _____
団体名
Date Shown _____ No. of Times Shown _____
公開日時 公開ノ回数
Attendance _____ Place Shown _____
會衆 公開場所

3. Condition of Film:
フヰルムノ狀態
When Received _____ When Returned _____
受取月日 返却月日
Particulars of damage of film on machine during loan period, for example, sprocket holes torn, scratches, lamp burned out, etc. _____
借受期間中フヰルム映写中破損詳細例令ヘバスプロホール破損擦傷消燈等

4. Audience Report:
觀覧者報告

Was there a discussion of the film after the showing?
映写後本映画ニ付キ何カ意見アリシヤ

What criticism, if any, was offered?
若シ批判アリセバ如何ナル批判アリシヤ

What other activities were motivated by the film?
本映画ニ依リ何カ他ニ活動ヲ生セシヤ

Indicate any other subject areas in which this group might be interested
此ノ団体ノ興味ヲ喚起スル他ノ題目ヲ指示セラレタシ

Signature of Operator
映画者署名

Certificate No.
證明書番號

Signature of Representative of Organization
団体代表者署名

Date
年月日

Incl 2 to Incl 1, OD 57, Hq Eighth Army, 25 October 1948.

WEEKLY CONSOLIDATED REPORT
OF FILM SHOWINGS

上映·映畫の各週報告

_____
Prefecture
府縣名

Date ____ _____
日附

CIE Film Number _____ Copy Nos. _____
シー・アイ・イー
フイルム番號　　複製番號

Title of Picture _____
映畫の題名

Total Attendance _____
觀覧者總數

Breakdown by Group
団体による内訳

Citizens' Public Halls _____
市町村公民館

Youth Organizations _____
青　年　団

PTAs _____
父母と先生の會

Schools _____
學　校

Others _____
其　他

_____

_____

Summary of Comment on Film _____
映畫の概評

_____

_____

SIGNED _____
Prefecture Visual Aid Officer
署名　府縣視覺教育係官

(This report must be compiled weekly by the Prefectural Visual Aid Officer and transmitted to the Information Officer of the Local Military Government Team.)

Incl 3 to Incl 1, OD 25, Hq Eighth Army, 25 October 1948.

BOOKING RECORD
貸出記入簿

CIE-10 米國國立圖書館

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JAN 一月																															
FEB 二月																															
MAR 三月																															
APR 四月																															
MAY 五月																															
JUNE 六月																															
JULY 七月																															
AUG 八月																															
SEPT 九月																															
OCT 十月																															
NOV 十一月																															
DEC 十二月																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Incl 4 to Incl 1, OD 57, Hq Eighth Army, 25 October 1948.

Main Catalog Card
(filed by title)
題名カード

CIE 10

米國々立図書館
American National Library
22 Min. Sound
二十二分 発声

The democratic heritage of the U.S. portrayed in the contents of the U.S. Library of Congress, Washington, D.C. Shows various activities of the library.

合衆國民主々義ノ傳統映写
首都ワシントンニオケル國會図
書館ノ内容
図書館ノ各種活躍

Subject Card
基本カード

図書館
LIBRARIES

CIE 10

米國々立図書館
American National Library
22 Min. Sound
二十二分 発声

The democratic heritage of the U.S. portrayed in the contents of the U.S. Library of Congress, Washington, D.C. Shows various activities of the library.

合衆國民主々義ノ傳統映写
首都ワシントンニオケル國會
図書館ノ内容
図書館ノ各種活躍

Shelf List Card
棚リストカード

CIE 10

米國々立図書館
American National Library
22 Min. Sound
二十二分 発声

The democratic heritage of the U.S. portrayed in the contents of the U.S. Library of Congress, Washington, D.C. Shows various activities of the library.

合衆國民主々義ノ傳統映写
首都ワシントンニオケル國會
図書館ノ内容
図書館ノ各種活躍

EQUIPMENT ALLOCATIONS

	16-mm Projector	PH-132-C Projector	Screen 50" x 67"	Screen * 120" x 120"
CHUGOKU				
Tottori	8	5	7	
Shimane	17	10	16	
Okayama	19	12	17	
Hiroshima	27	16	26	
Yamaguchi	18	11	17	
Region Reserve	4	2	0	9
TOTAL	93	56	83	9
SHIKOKU				
Tokushima	14	8	12	
Kagawa	14	8	12	
Ehime	18	11	18	
Kochi	16	10	16	
Region Reserve	2	2	0	6
TOTAL	64	39	58	6
KANTO				
Tokyo	40	24	35	
Kanagawa	16	11	16	
Yamanashi	13	8	12	
Saitama	22	13	21	
Chiba	23	14	22	
Ibaraki	27	16	25	
Tochigi	18	10	17	
Gumma	15	9	14	
Nagano	28	17	28	
Niigata	33	21	32	
Region Reserve	12	7	0	26
TOTAL	247	150	222	26

	16-mm Projector	PH-132-Q Projector	Screen 50" x 67"	Screen * 120" x 120"
TOHOKU				
Fukushima	31	19	28	
Yamagata	21	13	19	
Miyagi	19	12	19	
Iwate	23	14	22	
Akita	19	11	18	
Aomori	20	12	20	
Region Reserve	7	4	0	14
TOTAL	140	85	126	14
HOKKAIDO	75	46	68	13
TOKAI-HOKURIKU				
Aichi	27	16	25	
Gifu	20	12	19	
Ishikawa	17	10	16	
Mie	19	12	18	
Shizuoka	25	15	24	
Toyama	14	9	12	
Fukui	14	9	13	
Region Reserve	5	3	0	12
TOTAL	141	86	127	12
KYUSHU				
Fukuoka	24	15	24	
Saga	10	6	9	
Nagasaki	17	11	16	
Kumamoto	22	14	21	
Oita	17	10	16	
Miyazaki	11	7	9	
Kagoshima	20	13	19	
Region Reserve	5	3	0	13
TOTAL	126	79	114	13
KINKI				
Hyogo	28	17	28	
Kyoto	17	10	16	
Nara	14	9	12	
Osaka	21	12	20	
Shiga	12	8	11	
Wakayama	17	10	15	
Region Reserve	5	3	0	12
TOTAL	114	69	112	12

*Screens 120"x120" will be distributed to using agencies on a permanent loan basis by the service center, based on the recommendations of film libraries.

_____
(Visual Education Agency)

_____, Japan

Date:

SUBJECT:

TO: _____
(Visual Education Agency)

_____, Japan

Item No.	Nomenclature	Regional No.	Unit	Quantity
1	Equipment, Projection Motion Picture Natco 16-mm, complete with 1 ea projector 1 " amplifier 2 " book instruction 1 " set spare parts	1 thru 13	ea	13
2	Screen, Projection, 50" x 67"	___	ea	13
	LAST ITEM			

I have received the above listed items of equipment in good condition, except as noted. This equipment and associated parts, as listed, is the property of the United States Army and is issued on a loan basis. All equipment is subject to recall upon receipt of proper notice.

_____
Name and Address of Visual Education Agency

_____
Signature of Japanese National (Representative of Visual Education Agency)

I certify that the Japanese National whose signature appears above has received the above listed equipment, except as noted.

DISTRIBUTION:
Original -

Duplicate -

Triplicate-

_____
Signature and Rank of Military Government Representative

_____
Location of Military Government Team

Incl 7 to Incl 1, OD 57, Hq Eighth Army, 25 October 1948.

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

Date:

SUBJECT: SCAP CIE Film Shipment Receipt

TO :

No. of Prints	mm.	Inclusive Print Copy Nos.	CIE No. and Film Title	Running Time	Release Date	Return Date

I have received the films listed above, in good condition, except as noted. These films, reels and containers are property of the United States Army and are issued on a loan basis.

NAME AND ADDRESS OF VISUAL AID CENTER

SIGNATURE OF JAPANESE NATIONAL

I certify that the Japanese National whose signature appears above has received the films except as noted.

Incl 7 to Incl 1, OD 57, Hq Eighth Army, 25 October 1948.

SIGNATURE AND RANK OF MILITARY GOVERNMENT REPRESENTATIVE

DISTRIBUTION:
Original - Return to Educational Film Unit, CIE, GHQ, SCAP, APO 500
Duplicate - File Copy Regional MG Team
Triplicate- File Copy Japanese Regional Equipment and Service Center

Incl 8 to Incl 1, OD 57, Hq Eighth Army, 25 October 1948.

CIVIL INFORMATION AND EDUCATION SECTION
Educational Film Unit
APO 500

Allocation of CIE Print Numbers

REGIONS	INCLUSIVE PRINT NOS	PREFECTURE & PRINT NO. ASSIGNMENT
Hokkaido	1-2	
Tohoku	5-11	Niigata..... 5 Yamagata..... 6 Fukushima..... 7 Iwate..... 8 Aomori..... 9 Akita.....10 Miyagi.....11
Kanto	12-18	Chiba.....12 Ibaraki.....13 Tochigi.....14 Yamanashi.....15 Gumma.....16 Nagano.....17 Saitama.....18
Tokai-Hokuriku	20-25	Aichi.....20 Gifu.....21 Ishikawa.....22 Mie.....23 Toyama.....24 Shizuoka.....25
Kinki	27-33	Fukui.....27 Hyogo.....28 Kyoto.....29 Nara.....30 Osaka.....31 Shiga.....32 Wakayama.....33
Chugoku	35-39	Hiroshima.....35 Okayama.....36 Shimane.....37 Tottori.....38 Yamaguchi.....39

Allocation of CIE Print Numbers (Cont'd)

REGIONS	INCLUSIVE PRINT NOS	PREFECTURE & PRINT NO. ASSIGNMENT
Shikoku	41-44	Ehime.....41 Kochi.....42 Tokushima.....43 Kagawa.....44
Kyushu	46-52	Saga.....46 Nagasaki.....47 Kumamoto.....48 Kagoshima.....49 Miyazaki.....50 Oita.....51 Fukuoka.....52
Tokyo	54	
Kanagawa	57	
Okinawa	A-B-C	

Educational Film Unit 3-4-19-26-34-40-45-53-56

_____
(Visual Education Agency)

_____, Japan

Date:

SUBJECT: Film Return Receipt

TO : Educational Film Unit, CIE, SCAP, APO 500

No. of Prints	MM	Inclusive Print Copy Nos.	CIE No. and Film Title	Return Date

The above listed film subject prints, reels and containers, property of the United States Army, are forwarded in compliance with due date of return to the Educational Film Unit, CI&E, SCAP.

Name and Address of Visual Education Agency

Signature of Japanese National (Representative of Visual Education Agency)

I certify that the film subjects, as listed above, are being shippped via RTO to the Educational Film Unit, CI&E, SCAP, this date_____
(Date)

DISTRIBUTION:
Original - Return to Visual Education Agency
Duplicate- For file, Educational Film Unit, CI&E, SCAP
Triplicate-Retained in Files of Service Center

Signature and Rank of Military Government Representative

1st Ind.

Educational Film Unit, CI&E, SCAP, APO 500

TO:_____

c/o_____MG Team

Receipt is acknowledged for subject films returned.

Incl 10 to Incl 1, OD 57, Hq Eighth Army, 25 October 1948.

Chief, Educational Film Unit

CE

TRANSFER PROCEDURE FOR EQUIPMENT HELD BY TEAMS

The following procedure governs the transfer to Japanese visual aid agencies of all 16-mm Natco sound projectors, projection equipment PH-132-C, screens and films distributed under the provisions of OD 37, this headquarters, 26 May 1948, subject: "Equipment For Use by Military Government Units in Connection With Civil Information Activities."

a. Prefectural military government teams will transfer all equipment noted above to the prefectural film libraries. A locally prepared receipt form, sample attached as Inclosure 7 to Inclosure 1, amended as necessary, will be completed in 3 copies. This receipt will be made to the appropriate service center.

(1) The original will be forwarded to the regional military government team and will be used to clear the accounts of the prefectural team with the regional team.

(2) The duplicate and triplicate copies will be retained in the files of the prefectural film library and prefectural military government team, respectively.

b. Regional military government teams will transfer all equipment noted above to the regional service center. Coincident with the transfer of equipment to the service center, the regional team will turn over the receipts received from the prefectural teams, as noted in a(1) above. The service center will prepare a consolidated receipt form in 3 copies. This receipt will be made to the Supply Officer, Civil Information and Education Section, General Headquarters, Supreme Commander for the Allied Powers, and will consolidate all equipment transferred to the regional service center and prefectural film libraries from regional and prefectural military government teams.

(1) The original will accompany a consolidated property turn-in, WDAGO Form 447, made from the regional team to Civil Information Branch, Military Government Section, this headquarters. The property turn-in slip will list all equipment transferred by regional and prefectural teams to Japanese visual aid agencies. Form 447 will be returned when completed and will serve to clear the accounts of the regional team with the Civil Information Branch, this headquarters.

(2) The duplicate and triplicate copies of the consolidated receipt will be retained in the files of the regional military government team and regional service center, respectively.

OPERATOR'S LICENSE

_____Prefecture No.___Date Issued_____

This is to certify that the bearer -

Watanabe Taguchi
(English) _____ (Japanese)

has qualified as an operator of the Natco 16 mm motion picture projector and is licensed to operate same in connection with CIE, SCAP Film Programs.

Signed:_____
Visual Aid Officer

This expires 1 January 194__.

Incl 11 to Incl 1, OD 57, Hq Eighth Army, 25 October 1948.

F

323

HEADQUARTERS
MIYAZAKI MILITARY GOVERNMENT TEAM
APO 24, UNIT 2

CFB/ss

28 May 1948
48/CE/SE/#2

SUBJECT: Use of American Batteries by Primary & Lower Secondary Students in One City of This Ken

THRU : Commanding Officer, Kyushu Mil Govt Region, APO 020
(Attn: Civil Education Section)

TO : Commanding General, Headquarters Eighth Army, APO 343
(Attn: Civil Education Section)

1. Reference Miyazaki Mil Govt Activities Report, Annex E-1, for the period ending 30 April 1948, an outline of the activities of a science club formed to develop extensive use of American batteries is submitted.

2. The first meeting of all science (rika) teachers was held in the middle of last December and a club formed with 13 schools participating in the experiments. A local chemical company (Asahi Kasei Kabushiki Kaisha) showed friend cooperation by furnishing each schoolwith approximately 2 lbs of 98% sulphuric acid. Frequent meetings were held for discussion and evaluation of methods and results. Experiments have been reproduced and distributed to all schools in this ken.

3. Copies of the specific experiments are enclosed in Japanese and a brief summary of some follow in English. Batteries used were:

BA80	1	BA40	1
BA27	2	BA37	4
BA23	3	BA70	1
BA38	6	BA35	2

a. Primary Schools

(1) Some students bought a set of motor parts and assembled model motors using batteries as motive power. By placing a magnet or piece of iron close to the rotator, stator or magnetic field of the motor they discovered, the fundamental theory of the motor and of magnetism -- i.e. attraction and repulsion, generation of magnetism byacoil and how to construct a simple dipole motor.

BASIC: Ltr, Hqs Miyazaki MGT, dtd 28 May 48, subj "Use of American Batteries by Primary and Lower Secondary Students in One City of This Ken" cont'd.

2 pole, 3 pole and polypolo motors were also built by the students. Batteries of 1.5 to 4.5 volts were used.

(2) In other schools all boys and girls build miniature houses of paper cartons and other materials easily obtainable. Girls made windows of colored celophane and decorated the houses. A large map of the city was made showing the hydroelectric power plant, steam power plants and substations. Map was spread on a large table and the houses glued to the surface. Flash light bulbs were installed in each building and transmission poles (chopsticks) erected and wires strung. Batteries were placed in hydro-electric and steam power plants and resistors in each substation so that any boy or girl could control power transmission to any section of the town. All students cooperated in the development of this project and could visualize how power is generated, transmitted to substations, furnished to consumers and why and how electric conservation is effected druing dry seasons.

(3) Experiments with electric shock were conducted to familiarize students with the dangers of electricity, to reduce unnecessary fear and to obtain an understanding of the conductivity of the human body. Students touched both poles of a 103.5 battery simultaneously which is approximately the equivalent of light lines in homes. They realized that a shock of this degree is not dangerous if understood and handled with care. Various types of insulation were used, paper, pencil lead, nails, needles, iron and copper wire. 5 or 6 pupils held hands and contact was made and broken. Both wet and dry hands were used and the reason for not touching electric wires or utencils with wet hands was quite apparent to all.

(4) Baby light bulbs (3V) and 1.5V batteries were used in different connections and variations in brightness obtained by the use of resistors.

(5) Some boys built single-tube, battery-driven receiving sets with ordinary regenerative circuits after they succeeded in building crystal detectors.

(6) Various experiments with bells and buzzers were carried on to discover how to ring more than 2 bells with one switch, and how to connect many bells and switches together using only one battery. Battery driven bells were used during school-plays, Kamishibai, etc.

(7) Model railway signal arms were built and remotely controlled.

(8) Resistance experiments were tied in with home fuzes. Students realized why it is dangerous to use make-shift fuzes at home. It was found that electricity can generate heat as well as light and motion through the use of resistors. Simple hot plates, irons and heaters were made. Cooper plating was tried on various materials using copper sulphate and batteries. They discovered that not all materials can be plated and that battery voltage affected the rate.

(9) Difference of magnetism was demonstrated by changing the coil winding, diameter of the core and by using batteries of various voltage.

(10) Telegraph keys and receivers were constructed and the principle of wireless telegraphy demonstrated.

(11) The difference between large and small batteries of the same voltage was shown by the following illustration: Large and small buckets with the same size hole drilled in the bottom were filled with water and picked up by students. The water in the larger bucket took a larger time to drain just as the electricity in a larger battery lasts longer. In Japanese a battery is called "Denchi" which literally translated means "Pond of Electricity" for this very reason.

b. Lower Secondary Schools

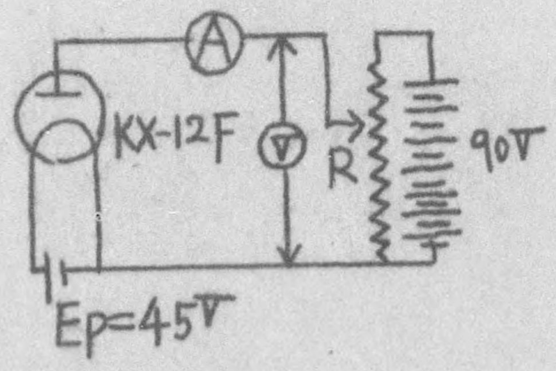
Nobeoka Junior High School, Agata, Nobeoka

(1) Filament voltage is kept constant, while anode voltage (Ep) is changed by means of the potentiometer (R), and anode current (Ip) is checked by the Ammeter (A). The results follow:

(a) When Ef (Filament voltage) was 4.5V constant,

Ep (volt)	0	10	25	30	40	60	90
Ip (mA)	0	2.5	10	11.2	12	12	12

(Fig 1)



(b) When Ef was 3V constant,

Ep (volt)	0	5	10	25	60	90
Ip (mA)	0	0.8	2	2	2	2

BASIC: Ltr, Hqs Miyazaki MGT, dtd 28 May 48, subj "Use of American Batteries by Primary & Lower Secondary Students in One City of This Ken" cont'd.

(2) Ef is kept constant at 5 volt, while grid voltage (Eg) is varied by the potentiometer-B2 but not that it will exceed negative: and the variation of anode current, Ip, was checked by the Ammeter, A. The result was as follows: (Fig 2)

(a) When Ep was 90 volt, constant,

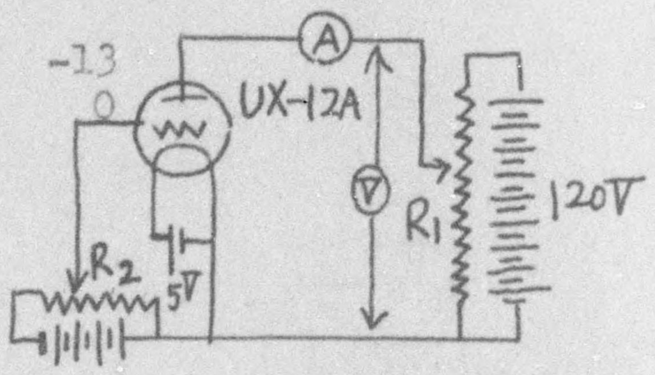
Eg (volt)	0	-2.5	-5	-8	-10
Ip (mA)	15	10	5	3	1

(b) Ep was 135 volt, constant,

Eg (volt)	0	-5	-10	-15	-20
Ip (mA)	25	15	6	2	0

(c) Ep was 180 volt, constant.

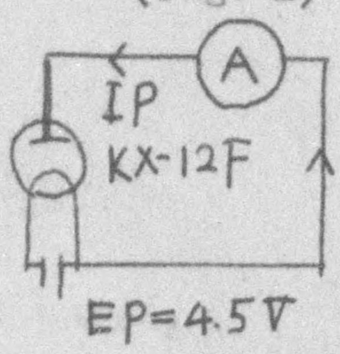
Eg (volt)	-7	-10	-15	-17	-20	-30
Ip (mA)	25	17	8	5	4	0



(3) Experiment of "Edison" - Effect.
One KX-12F tube and a 4.5 volt battery were used to demonstrate Edison-Effect during "Jiyu Kenkyu" (free study) hour which helped students understand the function of a radio tube.

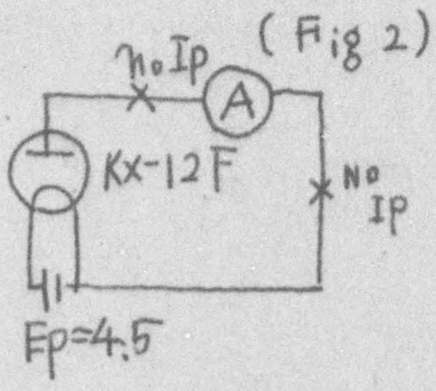
(a) When we gave positive tension to the anode in the connection of Fig. 1, the plate current, or anode current, Ip, was 2.4 mA.

(Fig. 1)



(b) When, however, the negative pole of the battery was connected to the anode as in Fig. 2, there was no anode current.

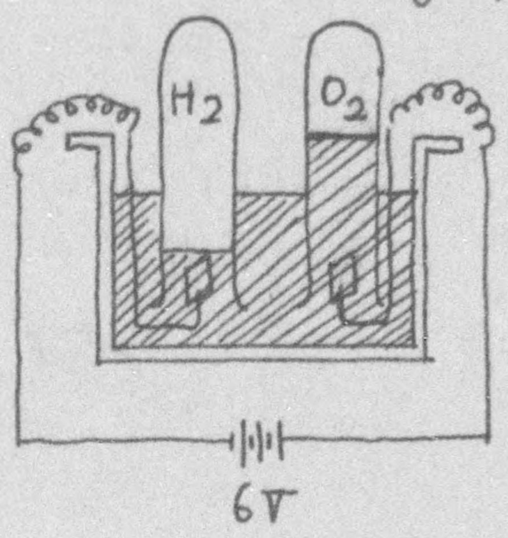
(Fig 2)



(4) Experiment of water-electrolysis.

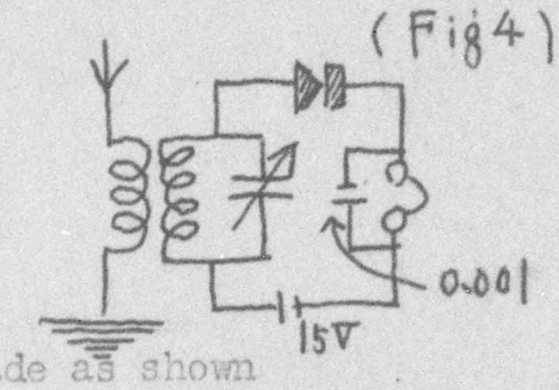
One 6 volt battery was used in such an apparatus as shown in Fig. 3. When a small amount of sulphuric acid was added to the water the electrolysis progressed faster. The ratio of oxygen to hydrogen available by this experiment was about 1 to 2 in volume.

(Fig 3)



(5) One crystal detector set was made. A 1.5 volt battery was connected as in Fig. 4, but there was not much difference in its sensitivity.

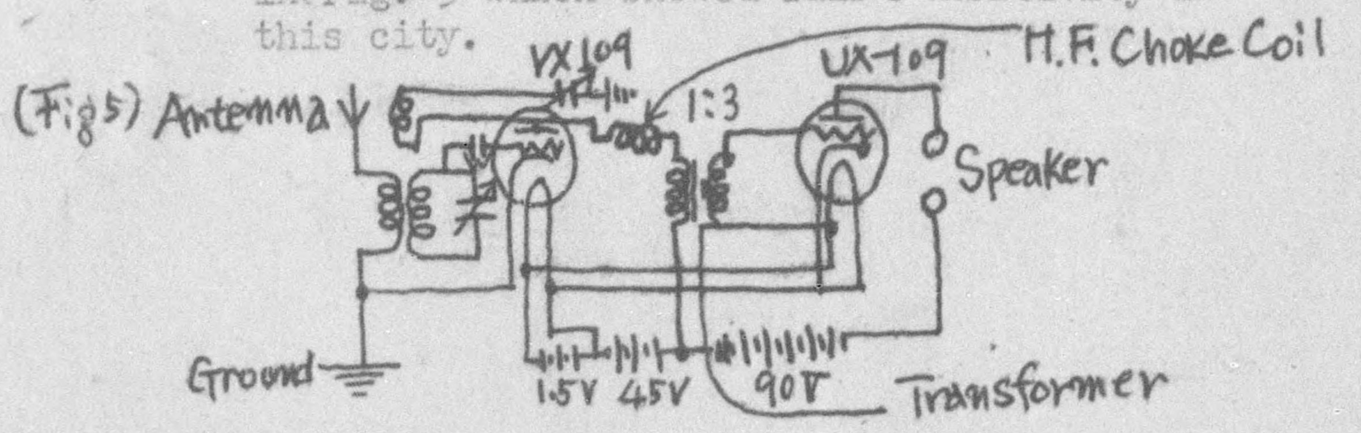
(Fig 4)



(6) Battery-driven 2 tube receiver

A receiving set with 2 tubes was made as shown in Fig. 5 which showed fair sensitivity in this city.

(Fig 5)



(7) Beside the above experiments small motors. telegram transmitters were built by the students which were driven by batteries of 6 V, 22.5 V. etc.

1 Incl:
1. Battery Experiments in Japanese (40 copies)

Distribution:
20-8th A
12-1 Corps
8-KSMG

ESTELL A. HUTCHENSON
Major CMP
Commanding

COPY