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# A MONOGRAPH ON THE OKINAWAN EDUCATIONAL SYSTEM



526<sup>th</sup> COUNTER INTELLIGENCE CORPS DETACHMENT  
RYUKYUS COMMAND  
APO 331  
15 MAY 1948

OFFICE OF THE AG. S. 4.2  
HQ RYUKYU COMMAND APO 331  
c/o POSTMASTER, SAN FRANCISCO,  
CALIFORNIA

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526TH COUNTER INTELLIGENCE CORPS DETACHMENT  
RYUKYUS COMMAND, APO 331  
% POSTMASTER, SAN FRANCISCO, CALIFORNIA

15 May 1948

G331-4305-48

SUBJECT: Letter of Transmittal

TO : Commanding General  
Ryukyus Command  
APO 331, % PM  
San Francisco, California

ATTN: A C of S, G-2, RYKOM, APO 331

Attached hereto, is "A Monograph on the Okinawan Educational System," a report covering the period ending 15 May 1948, compiled and edited by this detachment.

*Harold M. Frindell*  
HAROLD M. FRINDELL  
Major *H* MI  
Commanding

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The cover photograph of this report shows the devastation to a Southern Okinawa school building caused during the pre-invasion bombing of the island in the early summer of 1945.

Copy 2 of 25 Copies

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## P R E F A C E

Not so many decades ago, nations' national and international problems were judiciously handled by a group of somber and staid individuals whose background and training were specifically directed along their chosen lines. Educators were concerned primarily with the furtherance of their particular culture and politicians were mainly interested in the affairs of state. Relationship between these two fields of endeavor was cordial, yet in respect to unity of interests, they were poles apart.

It has long been recognized that through the medium of education, the whims and the policies of a nation's leaders could sway an entire populace. When used in such a way that the well being of a country is enhanced, it can prove highly beneficial. However, it would be folly to assume that this medium would be applied only to produce favorable results. When placed in the hands of tyrants and dictators, the application of this tool could wreak untold havoc not only on the living generation, but on several to follow. If education is to achieve its end, it must be for the ultimate benefit of society and not be used as an organ for unfavorable propaganda.

The early 1930's saw a decided change in phases of national existence. A concerted program of propagandizing adults and educating and organizing youth for the propagation of nationalistic ideas caused many conservative governments to give way to an ambitious group whose strength lay in the initiative and forcefulness of youth.

Taking judicial notice of the fact that the destiny of nations lays in the palm of her youth and that the educational system of a country is the most expeditious means of disseminating desired information, agents of the 526th CIC Detachment have conducted a survey of the current educational system of Okinawa, with a view to determining the degree of infiltration and/or influence of Japanese or other foreign ideologies. The conclusions of this report will present a hypothesis of the possible adverse effect of such infiltration or influence on the successful accomplishment of the U.S. occupation mission.

The information contained in this Monograph has been compiled from the files of the Education Department, Military Government; Education Department, Office, Civil Administration; and, by direct interviews with teachers, former educators, students and parents of currently enrolled students.

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% POSTMASTER, SAN FRANCISCO, CALIFORNIA

## A MONOGRAPH ON THE OKINAWAN EDUCATIONAL SYSTEM

15 May 1948

### TABLE OF CONTENTS

I	INTRODUCTION.....	1
II	THE CURRENT EDUCATION SYSTEM IN OKINAWA.....	1
III	DEGREE OF INFILTRATION BY POLITICS AND IDEOLOGIES PREJUDICIAL TO THE INTERESTS OF U.S. OCCUPATION FORCES.....	5
IV	CONCLUSIONS.....	6
V	ANNEX A - NORTHERN OKINAWAN SCHOOLS	
	ANNEX B - SOUTHERN OKINAWAN SCHOOLS	
	ANNEX C - AMERICAN SCHOOL FOR DEPENDENTS OF OCCUPATION PERSONNEL	
	ANNEX D - OKINAWAN SCHOOLS ABOVE SECONDARY SCHOOL LEVEL	
	MISCELLANEOUS PHOTOGRAPHS	

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### I INTRODUCTION

A program for the education of residents of Okinawa Shima was inaugurated by the Japanese Imperial Government during the period of their control of the Ryukyus Islands and consequently, the cultural background of the Okinawan is typically Japanese. Under their regime, the school system consisted of primary, secondary and technical and trade schools of secondary school levels. No colleges were maintained in Okinawa under Japanese control; however, advanced education in Japanese colleges were encouraged and facilitated by the Japanese government subsidizing a portion of the necessary tuition.

Teachers in Okinawan schools were both Japanese and Okinawan nationals. All teachers were required to have successfully completed a three (3) year course at a recognized Teachers' college prior to their securing an assignment.

During the Japanese regime, the educational curriculum of Okinawan schools consisted of Pedagogy, Philosophy, Physical Education, Chemistry, Physics, Geology, Geography, History (Okinawa-World), Mathematics (including arithmetic, algebra and geometry), Japanese Military Training, Japanese Literature, Music, Fine Arts, Handicraft, Agriculture, Civics, Chinese Classics, Japanese History, Judo and Kendo. (Kendo was the art of duelling with two-handed Japanese swords. Certain movements required in the duelling with this sword are reflected in Okinawan folk dances.) In addition, the teachings of Japanese ultra-nationalism was emphasized.

In accordance with Japanese customs, co-educational classes were permitted up to and including the second year of elementary schools. Beyond this grade, girls were educated on a lower academic plane with special emphasis being placed on the Domestic Sciences.

### II THE CURRENT EDUCATION SYSTEM IN OKINAWA

The present educational system of Okinawa, authorized and supported by the Office, Civil Administration, consists of Kindergartens, Elementary Schools, High Schools, Technical and Industrial High Schools, a Teachers' Training School, a Marine College, an Agricultural College and an English Language School. The number of authorized schools in each category is substantially as follows:

Kindergartens	138
Elementary Schools	142

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High Schools	13
Technical and Industrial High Schools	28
Teachers' Training Schools	1
Marine Colleges	1
Agricultural Colleges	2
English Language Schools	1

Kindergartens are similar in scope to schools of the same level in the United States. Elementary and high schools parallel, in general, the course of instruction presently offered in U. S. schools of the same academic level. Both the English and Japanese languages are included in the curricula from the first grade of elementary school through four (4) years of high school. Technical and industrial high schools require proficiency in the basic academic subjects; however, greater emphasis is placed on selected vocational subjects. The study of sciences in the high schools is severely handicapped by the lack of specialized laboratory equipment and supplies.

The Okinawan school system is currently utilizing the services of approximately 4,500 instructors. A large percentage of the present teaching staff are graduates of a recognized teachers' college who served as instructors during the Japanese occupation. Salary ranges for teachers are substantially as follows:

High School Principals	¥550 per Mo.
Technical High School Principals	¥420 " "
Elementary School Principals	¥363 " "
High School Teachers	¥316 " "
Elementary School Teachers	¥263 " "

The common fault of all nations in placing a low evaluation on the services of her educators is evident in Okinawa. In contrast to the pay range of teachers, an average salary of ¥450 to ¥500 per month is paid to bakers, fishermen and cashiers; telephone operators, file clerks and gardeners receive monthly salaries ranging from ¥325 to ¥375; and the lowly kitchen helper receives a monthly rate of ¥291. Considering the fact that six (6) years of study beyond the elementary level is required of

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teachers and little or no formal education is required of the majority of the foregoing listed occupations, the inequality of pay is more pronounced.

Interviews between agents of the 526th CIC Detachment, school principals and members of the Education Department, Office, Civil Administration, reveal that the inequality in pay and the fact that teachers have access to no legal income other than their salaries, has occasioned an alarmingly large number of resignations. Statistics made available to agents of this detachment, indicated that teachers were resigning at the rate of 150 per month. Due to the increased cost of living and the fact that no remedial action had been taken to raise the pay scale, this figure increased to an estimated 400 resignations during the first twenty (20) days of March, 1948. The continuance of this resignation rate will result in the curtailment of many school facilities during the coming year. Few replacements can be obtained due to the entrance rate of ¥180 per month. Interviews with school principals disclosed that the teaching ability and qualifications of replacement teachers is becoming progressively lower. Replacement teachers are generally drawn from personnel holding certificates of graduation from the teachers' training school, Gushikawa. The course of instruction for teachers at this school is limited to one year, and due to the lack of texts and research library, the quality of teachers is far below the standards of pre-invasion years.

An estimated 160,000 children are currently receiving instruction in the Okinawan schools compared with an enrollment of 107,000 during the Japanese regime. This figure represents an estimated ninety-five (95) percent of all children of school age in Okinawa.

Children not receiving formal instructions include those with physical and mental abnormalities requiring special facilities not available in the Okinawan school system, and children whose residences are too remote to permit attendance at school. Attendance for all children through the elementary school level is compulsory. Enrollment in either academic or technical high schools is compulsory for all youths of high school age who are unemployed. The increase in enrollment figures on Okinawa over the figure during Japanese control can be attributed to the establishment of schools at all major centers of population. During the Japanese regime, there were no schools above the high school level, a total of ten (10) high schools and a combined total of 170 kindergartens and elementary schools as compared with present authorized schools enumerated in a preceding paragraph.



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School buildings are, for the major part, adequate in Northern Okinawa while school buildings in Southern Okinawa are only approximately twenty (20) percent adequate. School buildings in the northern sector are usually frame structures with tile roofs, whereas, in the southern sector, buildings are either rehabilitated quonset huts, partially rehabilitated permanent buildings, thatched huts or tents built over wooden frames. Attached hereto, as Annex A to C inclusive, are photographs of school buildings in Northern Okinawa, Southern Okinawa and the American school for dependents of occupation personnel, respectively. Annex D, attached hereto, offers for comparison with other Okinawan schools; the Teachers' Training School at Gushikawa, the Marine College of Toguchi, the English Language school of Gushikawa and the Agricultural College of Nago. In many instances, the state of repair of the Southern Okinawan schools is such as to warrant the discontinuance of classes during inclement weather. The equipping of most of the schools has been made possible through the financial and material assistance of the parents of enrolled students. Assistance is contributed in the form of purchasing library supplies and the construction of desks and blackboards. During the Japanese occupation, schools were few and costly; therefore, the village elders, in a site now authorized to maintain a school, consider this authority to be an unusual honor and will exert every effort toward the perpetuation of the school. In certain areas, organizations, similar in scope and aims to the American Parent-Teacher Associations, have been organized for the advancement of the educational program. Educational films, books and magazines are now being made available to the public to assist in the education and indoctrination of Okinawan adults.

Text books and necessary library and laboratory supplies are wholly inadequate. In the majority of schools, only the teacher has a text book. As a consequence, instructions are accomplished by the lecture method supplemented, when possible, by mimeographed sheets produced by teachers from memory or extracted from old Japanese books. Numerous text books, subject of previous reports by this detachment, have been found to contain material prejudicial to the interest of the occupation forces. Of the supplies of chalk, paper, ink, pens, pencils and laboratory items requisitioned to meet current needs, only eight (8) percent of the articles are being received. Text books, now in use, are either pre-occupation printing or mimeographed texts produced by the teachers. Shortages in school supplies may be attributed to the fact that revenues are not being collected for the support of an educational program. Land titles have not yet been established on Okinawa and a large portion of lands that might be taxed as a source of revenue for schools, are being occupied by military units. Since the population of Okinawa is shifting to areas adjacent to military installations, school revenues must come almost entirely from income and excise taxes paid by persons

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employed by military units or Okinawan Civil Administration.

In comparison with the Okinawan schools, a school for dependents of occupation personnel operated at Awase consists of ten (1) large Butler-type buildings, in excellent state of repair. One (1) of the buildings is used as a messhall, where, for the sum of twenty-five (25) cents per day, the noon meal is served to enrolled students.

Eleven (11) teachers provide instruction for the prescribed courses at the Awase school. Every teacher is a graduate of a recognized American college and holds a minimum qualification of Bachelor in Education.

A total of 177 students are enrolled at this school in grades ranging through one (1) to twelve (12). The salaries of teachers are paid from regularly appropriated Army Relief Funds for Occupied Areas, Project 412. Cost of text books and library supplies necessary for the operation of the school are paid from non-appropriated funds secured through donations from clubs and individuals and a Command approved lottery. A nursery school is operated in conjunction with the American school. The salary of teachers and the cost of text books and supplies for the nursery school is borne by the before-mentioned Army Relief Funds and non-appropriated funds, respectively. It is interesting to note that the ratio of instructors to pupils in the American school is one (1) to sixteen (16) compared with an average of one (1) instructor to forty-five (45) students in the Okinawan elementary schools.

The courses of instruction at the American school is patterned after the educational system of the State of California. Text books and supplies prescribed by the California Board of Education are used and are available in sufficient quantities to provide one (1) for each student.

### III DEGREE OF INFILTRATION BY POLITICS AND IDEOLOGIES PREJUDICIAL TO THE INTERESTS OF U.S. OCCUPATION FORCES

Until 12 April 1948, this detachment was unable to determine any overt indications that Okinawan politics influenced or was influenced by the educators of Okinawa. It has been noted, with growing concern, that SHIMABUKU, Toshikazu, Principal of the Teachers' Training School at Gushikawa has joined forces with a group of politicians, including three (3) former Communist Party members during the Japanese occupation, to campaign for the immediate reform of the Okinawan Civil Government and for the holding of free elections to select government officials who would truly reflect the desires of the Okinawan people. Under the guise of effecting political reforms, this group is agitat-

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ing for the withdrawal of U.S. influence and the complete independence of the Ryukyus Islands. It is impossible to determine, at this time, the effect that the merger of Okinawan political leaders with a principal figure in the Okinawan educational system, will have upon either the political or the educational future of the island.

Due to the inadequate facilities and lack of sufficient, properly edited text books, the present system of instruction closely parallels the system in force during the Japanese occupation period. While such courses as Judo, Kendo and Japanese military training have been eliminated from the present curriculum, there are no means available to counter-act the Japanese culture instilled in the present teaching staff. An example of the extent of this Japanese culture is typified by the Principal of the Itoman High School, who stated, during an interview, that he thought boys and girls should be separated in classes because the latter retarded the progress of the class. His reasoning was that the girls were so occupied carrying water, cooking, sewing, taking care of children and other domestic duties after school hours, that they could not compete with the boys who were occupied only in playing or studying.

There is no evidence available to indicate that Communist propaganda and literature is being utilized by any of the teaching staff at this writing.

### IV CONCLUSIONS

That the present system of education is rendered ineffective by the lack of text books appropriate for the re-indoctrination of teachers and for the education of the younger generation.

That cognizance of the shortcomings of the educational system is essential, in that it may rebound and become the medium through which the American occupation mission will be undermined.

That as long as higher education is restricted to local teacher training institutions, many of which still bear the influence of the Japanese Imperial regime, the mental breadth of its graduates will be grossly limited and infinitely removed from the democratic principles that we hope to obtain through this medium.

That the interest of the Okinawans, as a whole, has been stimulated in the education system by the more or less complete coverage of the population by centrally placed schools.

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That the trend exists toward the unification in the immediate future of the political, economical and educational leaders of Okinawa in an attempt to secure reforms within the Civil Administration.

That there exists a group of individuals on Okinawa, as yet not proved to be organized, but whose training and past activities in the Japanese Communist Party are such that they represent a potential threat to the educational, economical and political rehabilitation of the island.

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ANNEX "A"



NAGO SENIOR HIGH SCHOOL

The Nago Senior High School, which was opened in January 1946, under authority of the Office, Civil Administration, consists of one (1) large two-story cement and wood constructed "U"-shaped building. The school was built in 1930 and has a total of 23 classrooms. During the early post-war period, the school was converted for temporary use as a hospital by American troops.

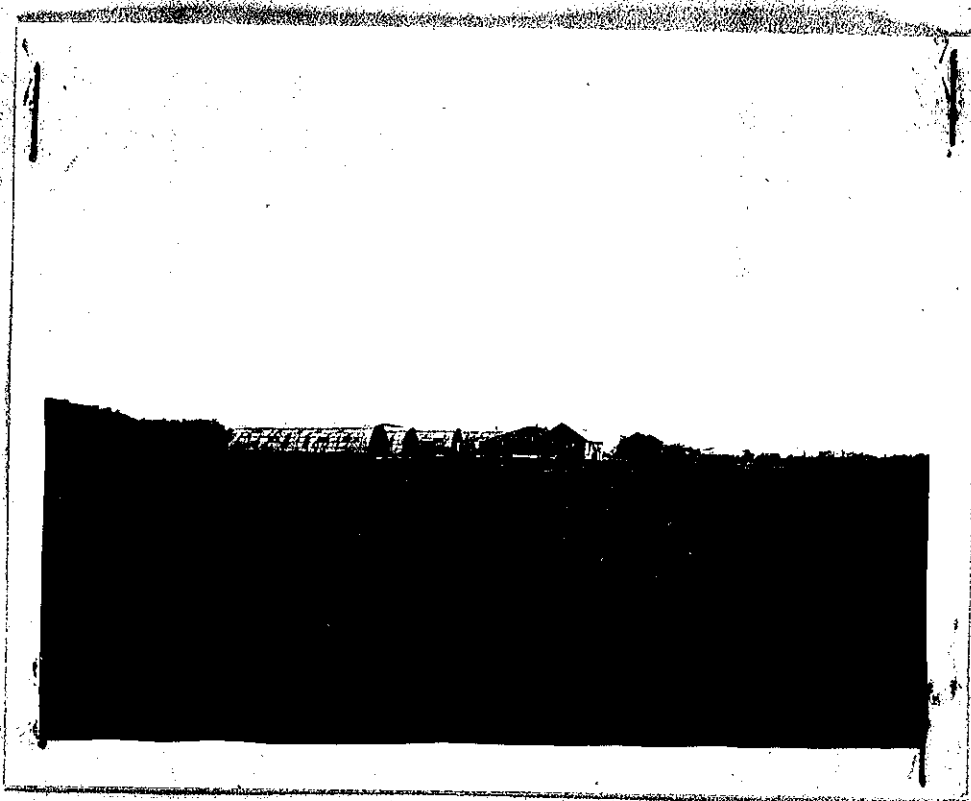
The entire cost of operating this school is subsidized by the Civil Administration, augmented by donations of desks, chairs, blackboards and repairs furnished by enrolled students and their parents which is invariably the case in all the schools being reported on in this monograph. The course of instruction at this school parallels, in general, the academic courses prescribed for American Schools of the same level and at present has an enrollment of 1115 students. The faculty consists of 42 teachers who provide the necessary instruction for the prescribed courses. Of this total, 19 have had pre-war teaching experience and four are graduates of the Gushikawa Teachers' Training School.

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ANNEX "A"



ISHIKAWA SENIOR HIGH SCHOOL

The Ishikawa Senior High School, whose facilities consists of five (5) newly constructed quonset huts, was opened on 3 November 1945, under the authority of the Office, Civil Administration.

The enrollment at the Ishikawa High School is at present 454 students and courses of instruction parallels that of U.S. schools of the same level.

A staff of nineteen (19) teachers provide the necessary instruction for the prescribed courses. Of this total, twelve (12) have pre-war teaching experience and the remainder are graduates of the Gushikawa Teachers' Training School.

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ANNEX "A"



GINOZA SENIOR HIGH SCHOOL

The Ginoza Senior High School, used as a primary school before the war, was opened on 10 February 1946, under the authority of the Office, Civil Administration. The cost of operation of this school, whose present enrollment is 454, is subsidized by the Civil Administration and donations from the citizens of Ginoza. The school facilities consists of one (1) long concrete and wood building and five (5) quonset huts. There is one (1) additional quonset being built for use as a messhall. Chairs and tables in use in the school have been constructed by the enrolled students.

Instruction in the prescribed courses is provided by a staff of twenty (20) teachers. Of this total, twelve (12) have had previous teaching experience, one (1) is a graduate of the Gushikawa Teachers' Training School, one (1) is a graduate of the Foreign Language School and the remainder are graduates of a Japanese college or university.

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ANNEX "A"

The curriculum of the senior high schools generally include the following subjects: Civics, Chinese and Japanese Literature, English, Geography, Algebra, Geometry, Arithmetic, World and Okinawa History, Physical Education, Biology, Music, Agriculture, Chemistry, Physics and Domestic Sciences.

The supply of text books available to the senior high schools are either of Japanese publication or mimeographed texts prepared from memory by the teachers. Due to the lack of text books, the assignment of homework to the students is practically non-existent.

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ANNEX "B"



KOZA SENIOR HIGH SCHOOL

The Koza Senior High School, whose enrollment is 504 students and which was opened on 7 October 1945 under authority of the Office, Civil Administration, consists of five (5) quonset huts.

A staff of twenty-seven (27) teachers provide the necessary instruction for the prescribed courses and all members of the staff are graduates of an approved teachers' college.

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ANNEX "B"



NAHA SENIOR HIGH SCHOOL

The Naha Senior High School, which was opened on 1 October 1947 under authority of the Office, Civil Administration, consists of a partially rehabilitated two-story structure of reinforced concrete. The building was used as a high school prior to the invasion and then converted for temporary use as a hospital during the early post-war period.

A total of 640 students were enrolled in the Naha High School for the 1947-1948 school term. A staff of twenty-three (23) teachers provide the necessary instruction for the prescribed courses, and all members of the teaching staff are graduates of an approved teachers' college.

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ANNEX "B"



ITOMAN SENIOR HIGH SCHOOL

The Itoman High School, which began classes on 16 January 1946 under the authority of the Education Department, Office, Civil Administration, consists of seven (7) wooden frame huts, with canvas roofs. The initial cost of construction of the huts was borne by the Civil Administration, but as a gesture of appreciation by the citizens of Itoman for having a senior high school authorized for their village, they have contributed greatly to improving the interior and exterior of the area. Its enrollment is 623 students.

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ANNEX "B," Page 3

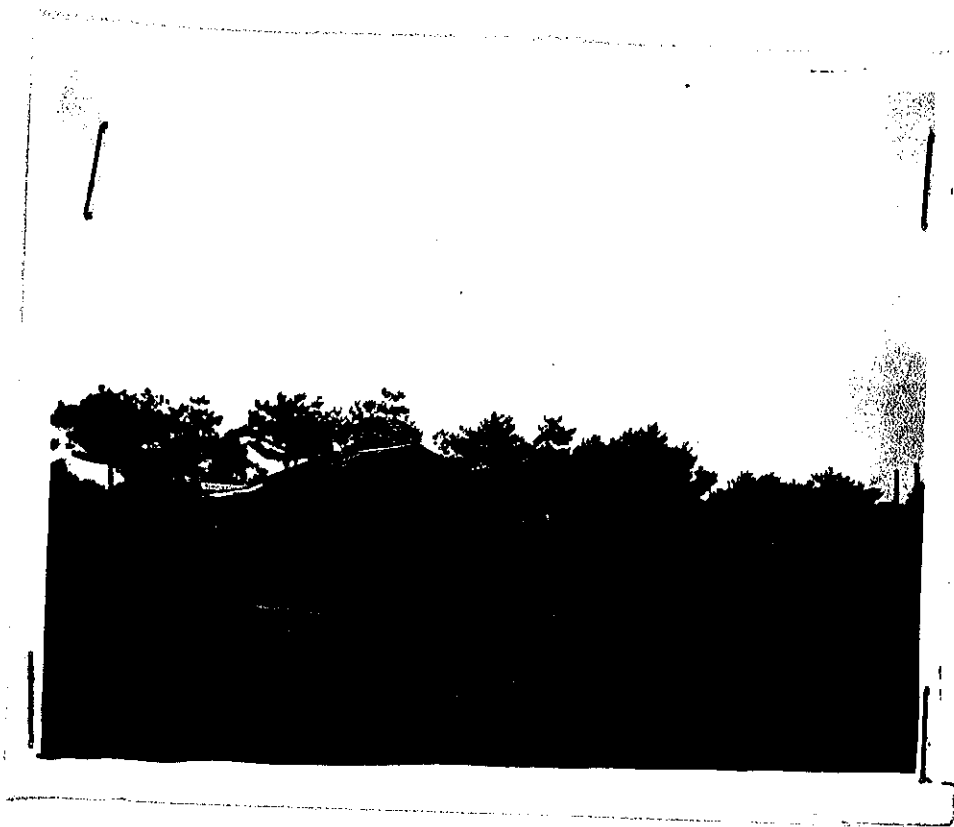
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## ANNEX "B"

The curriculum of senior high schools generally include the following subjects: Civics, Chinese and Japanese Literature, English, Geography, Algebra, Geometry, Arithmetic, World and Okinawa History, Physical Education, Biology, Music, Agriculture, Chemistry, Physics and Domestic Sciences. Painting and Architecture are planned for inclusion in the curriculum when teachers become available.

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ANNEX "B"



MUROKAWA ELEMENTARY SCHOOL

The Murokawa Elementary School, whose enrollment is 776 pupils, was opened in July 1945, under authority of the Office, Civil Administration.

A staff of seventeen (17) teachers provide the necessary instruction for the prescribed courses. Of this total, eight (8) have had pre-war experience as instructors. All teachers presently assigned are graduates of the pre-war Shuri Senior High School, but have no formal teacher's training in Japanese colleges.

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ANNEX "B"



GOYEKU ELEMENTARY SCHOOL

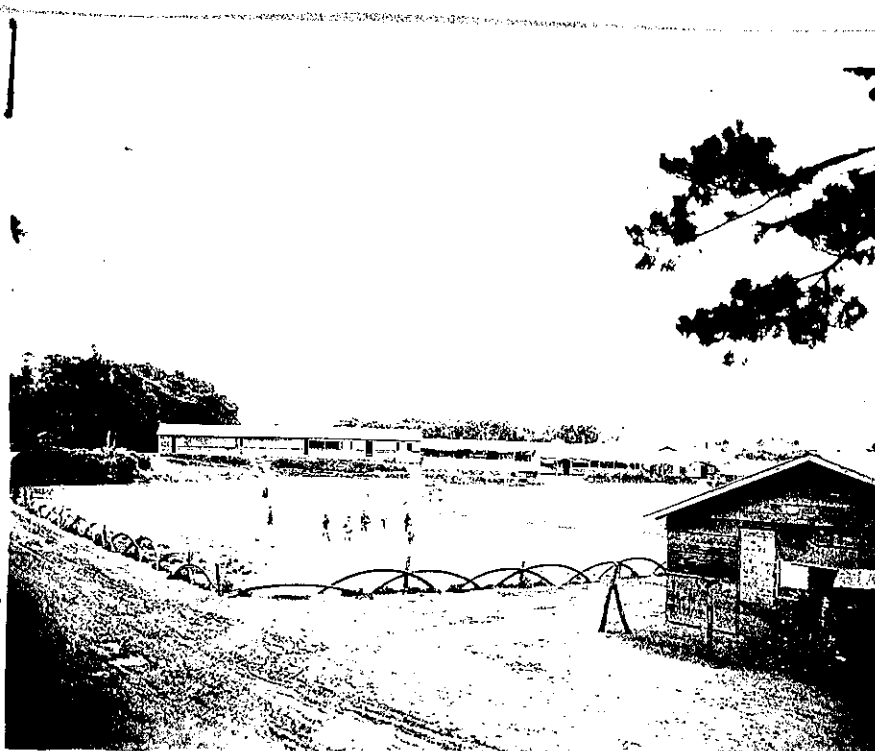
The Goyeku Elementary School, whose present enrollment is 699 students, was opened on 12 July 1945, under authority of the Office, Civil Administration.

A staff of seventeen (17) teachers provide the necessary instruction for the prescribed courses. Of this total, eleven (11) have had pre-war experience as instructors. None of the teachers presently assigned have received formal teacher's training; however, a few are attending specialized courses at the Gushikawa Teachers' Training School with a view to obtain their degree in education.

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ANNEX "B"



MOROMI ELEMENTARY SCHOOL

The Moromi Elementary School, which has an enrollment of 904 pupils, was opened in May 1946, under the authority of the Office, Civil Administration.

A staff of twenty (20) teachers provide the necessary instruction for the prescribed courses. Of this total, nine (9) have had pre-war experience as instructors. Only one (1) teacher is a graduate of the Gushikawa Teachers' Training School and the remainder have no formal teacher's training in either Japanese colleges or the post-war Okinawa Training School.

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The curriculum of elementary schools include the following subjects: Social Studies, English, Mathematics, Biology, Zoology, Music, Carpentry, Hygiene, Agriculture, Handicrafts and Domestic Sciences.

The supply of text books available for use in elementary schools is inadequate. All texts are furnished through the Education Department, Office, Civil Administration, and are copied by teachers to allow greater distribution whenever facilities will permit.

ANNEX "B," Page 8

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ANNEX "C"



AMERICAN SCHOOL FOR DEPENDENTS OF OCCUPATION  
PERSONNEL

The American school for dependents of occupation personnel at Awase was organized on 15 September 1947 under the supervision of the U.S. Army.

School facilities consist of ten (10) large Butler-type buildings, one of which is used for a messhall. The noon meal is served at the school for a charge of 25 cents per student, per day. The meals are furnished by the RYKOM restaurant and are served by native labor.

The enrollment of the school at the present time in all the twelve (12) grades totals 177 students. The number of students enrolled does not remain constant due to the transfer of personnel in and out of the theater. Courses of instruction being offered are patterned after the California standards of teaching and cover the same general academic material prescribed for that state.

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The faculty consists of eleven (11) teachers, all of whom have degrees from accepted American colleges. The regularly employed teachers receive a monthly salary of \$275.00 and substitute teachers receive the flat rate of \$10.00 per day for their services. Payment of required salaries is effected from Government and Relief Funds in Occupied Areas, Project 412.

The curriculum for the Awase school consists of the following subjects: Civics, World and American Geography, World and American History, Mathematics, Physical Education, Biology, French, Spanish, Latin, Japanese, Shorthand, Typing and English. Subject to the availability of funds in the amount of approximately \$4000, the school plans to construct a physics and chemistry laboratory. Text books are adequate in general; however, the need was expressed for work books in mathematics, shorthand and English.

The school year begins on the first Monday after Labor Day and continues until 28 May, for a total of 174 school days. The school day begins at 0900 and ends at 1515 hours. Transportation to and from all parts of the island is furnished, free of charge, to all students.

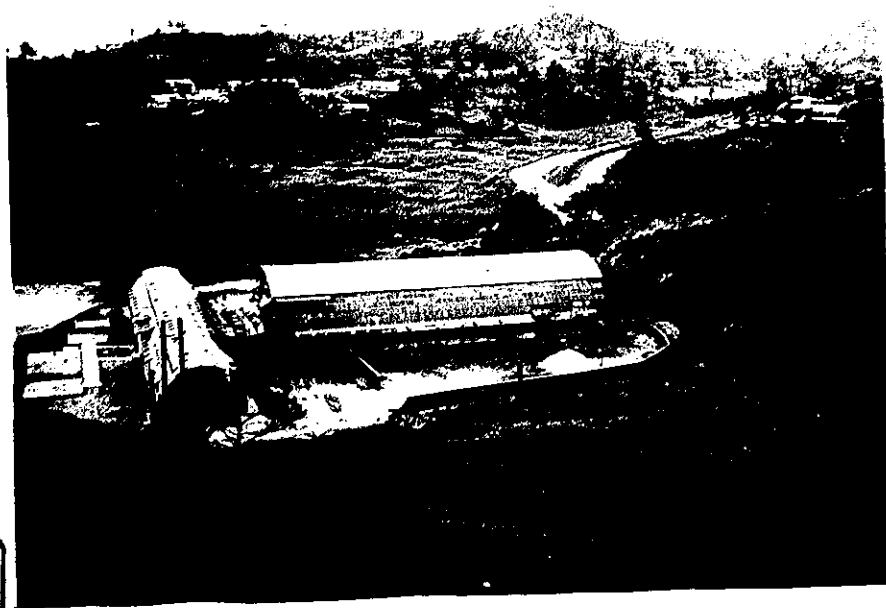
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ANNEX "C"

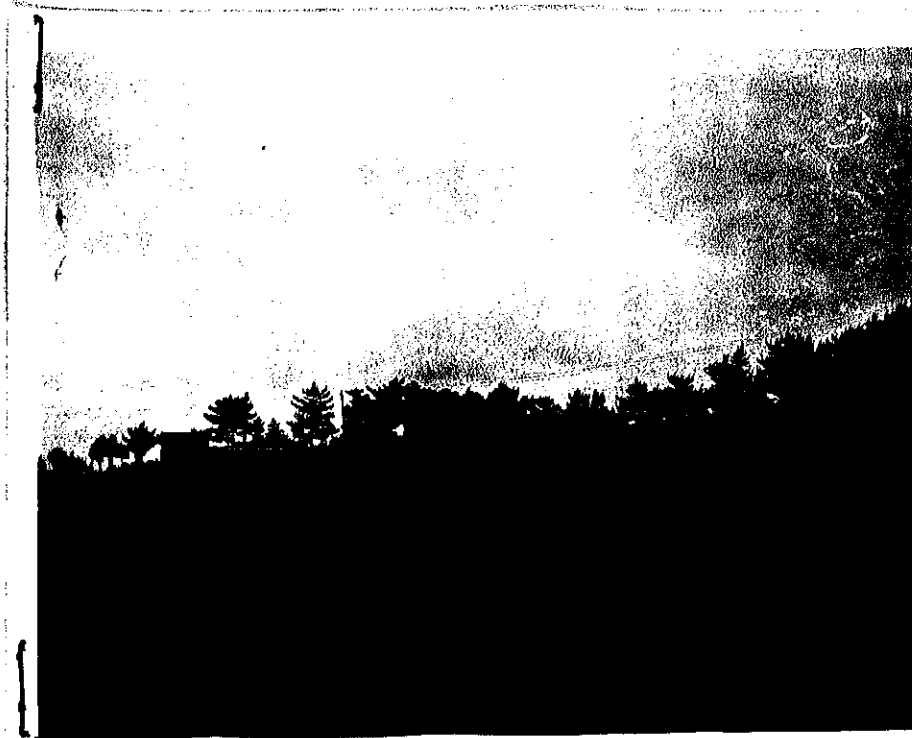


American Nursery School - Awase

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ANNEX "D"



GUSHIKAWA TEACHERS' TRAINING SCHOOL

The Teachers' Training School at Gushikawa, which was organized in October 1946, under the auspices of the Office, Civil Administration, consists of three (3) quonset huts and two (2) canvas covered frame structures. Approximately twenty-five (25) tents, built over wooden frames, are used as dormitory facilities for all students residing at a distance of over two (2) miles from the school. A charge of ¥80 per student, per month, provides for food, laundry services and miscellaneous expenses incurred in maintaining the dormitory area.

At present, there are 125 students enrolled in the school. Of this total, sixty-six (66) are pursuing the regular training course and fifty-nine (59) are completing such specialized courses as are necessary for their respective degrees. This group was assigned schools during the early post-war period without having the required educational qualifications. The regular teachers' training course is scheduled over a period of one (1) calendar year. The specialized course is scheduled

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ANNEX "D"

for a maximum period of six (6) months.

A faculty of sixteen (16) professors provide the necessary instruction for both courses. Each course is based on a thirty-four (34) hour class week and the distribution of class hours for the various subjects is as follows: Pedagogy, five (5) hours; Philosophy, two (2) hours; Physical Education, two (2) hours; Physics-Chemistry, two (2) hours; Geology, one (1) hour; History (Okinawa-World), one (1) hour; Mathematics, three (3) hours; Japanese Literature, three (3) hours; English, six (6) hours; Music, two (2) hours; Fine Arts, one (1) hour; Handicraft, one (1) hour; Agriculture, two (2) hours for males and one (1) hour for females; and, Domestic Sciences, three (3) hours for females.

All members of the teaching staff are graduates of a Japanese teachers' training school and all were employed as instructors under the Japanese rule.

The courses of instruction are handicapped by the complete lack of laboratory equipment and supplies, and the inadequacy of general school supplies, text books and a research library. Instruction is accomplished entirely by the lecture method, based on texts edited and published under the supervision of the pre-war Japanese educational system.

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ANNEX "D"



TOGUCHI MARINE SCHOOL

The Toguchi Marine School was organized in September, 1946, with a staff of seven (7) regular and four (4) part-time instructors. There is a total of 115 students currently enrolled in the school. The course of instruction is divided into two (2) calendar years of approximately thirty-five (35) weeks each, and its curriculum includes the following subjects:

<u>Subject</u>	<u>Hrs. per wk.</u> <u>1st yr.</u>	<u>Hrs. per wk.</u> <u>2nd yr.</u>
Literature	3	2
Civics	1	1
English	4	4
Mathematics	4	4
Physics	2	1
Chemistry	1	1
Biology	2	0
Physical Education	3	3

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## ANNEX "D"

<u>Subject</u>	<u>Hrs. per wk.</u> <u>1st yr.</u>	<u>Hrs. per wk.</u> <u>2nd yr.</u>
Engines	2	8
Navigation	4	5
Seamanship	2	3
Fishing	3	4
Maritime Laws	0	2
Manual Training	7	6
Mechanics	2	3
Shipbuilding	4	6
Mechanical Drawing	3	2
Dynamics	0	2

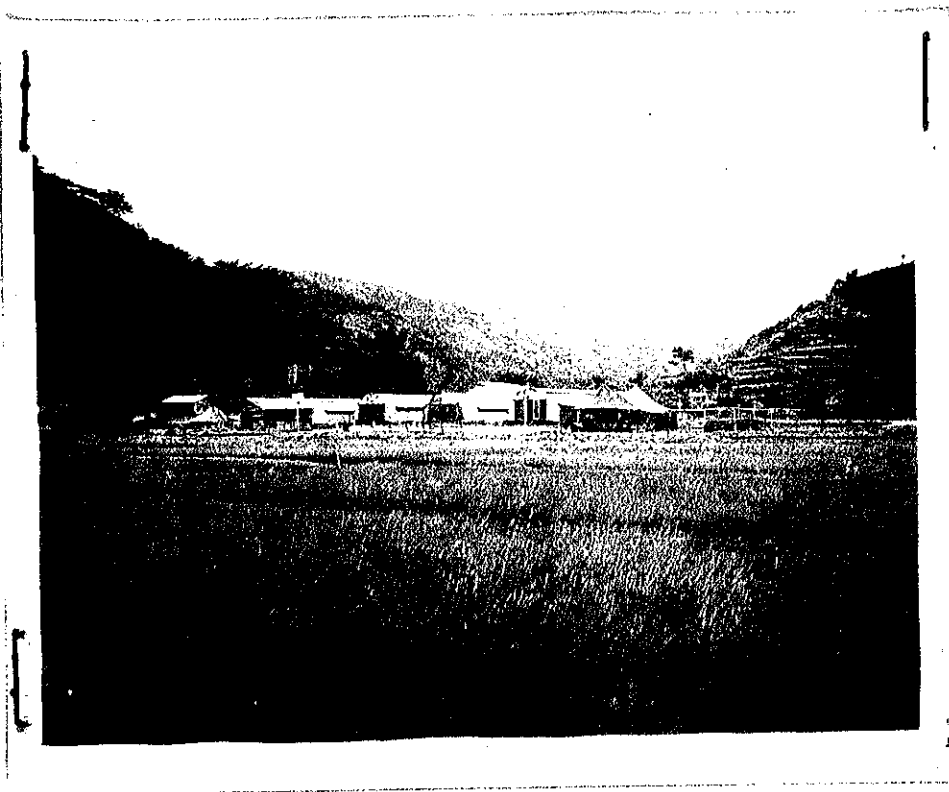
The facilities consist of two (2) quonset huts used as class and training rooms and a large and a small quonset used as dormitories.

The present staff of teachers consider themselves to be receiving sub-standard remuneration for their services and expressed the desire to establish a Teachers' Association to seek economic security through representation to the Civil Administration.

As in other schools surveyed on Okinawa, it was noted that the supply of text books and training paraphernalia necessary for a marine school was approximately 1/3 of the minimum amount required for efficient instruction.

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## ANNEX "D"



NAGO AGRICULTURAL SCHOOL

The Nago Agricultural School was opened on 28 January 1946 with a staff of thirteen (13) regular teachers, seven (7) part-time teachers and 120 enrolled students.

The curriculum of the school includes the following subjects: Literature, Civics, World History, English, Mathematics, Physics, Chemistry, Botany, Zoology, Music, Physical Education, Domestic Sciences, Handicraft, Cultivation, Gardening, Sericulture, Live-Stock Breeding, Agronomy, General and Special Produce and Forestry.

The courses of instruction at this school are divided into two (2) calendar years of thirty-seven (37) weeks each, with approximately thirty-nine (39) hours of instruction each week.

The present staff of teachers at the Nago Agricultural School are former educators under the Japanese rule, but for the major part, lack the initiative and aggressiveness noted in teachers of other schools.



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The supply of necessary text books, stationery, etc., is approximately 1/10 of the amount required for efficient operation. This meager supply is supplemented through the efforts of a "Parents' School Supporting Association," organized in the village of Nago.

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## ANNEX "D"



### GUSHIKAWA FOREIGN LANGUAGE SCHOOL

The Gushikawa Foreign Language School was opened 10 January 1945 under the authority of the Office, Civil Administration, and the entire cost of operating this school is subsidized by the Civil Administration.

The enrollment, at present, in the Foreign Language School is 111 students and due to the immediate need for English speaking personnel, English is the only foreign language taught at the present time.

The teaching staff of the school is composed of seven (7) teachers, of which three (3) have had previous teaching experience and four (4) are graduates of the school now employing them as teachers. The three (3) experienced teachers have all graduated from a Japanese College or University and one (1) has a degree in the highest qualification for English professorship. The average salary for the teachers is ¥342 per month. Vacancies exist for three (3) additional teachers on the staff as they become available.

The school facilities consist of three (3) quonsets that are used as classrooms, office, library and supply room.

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Nago Elementary School - Northern Okinawa



Oyama Elementary School - Southern Okinawa

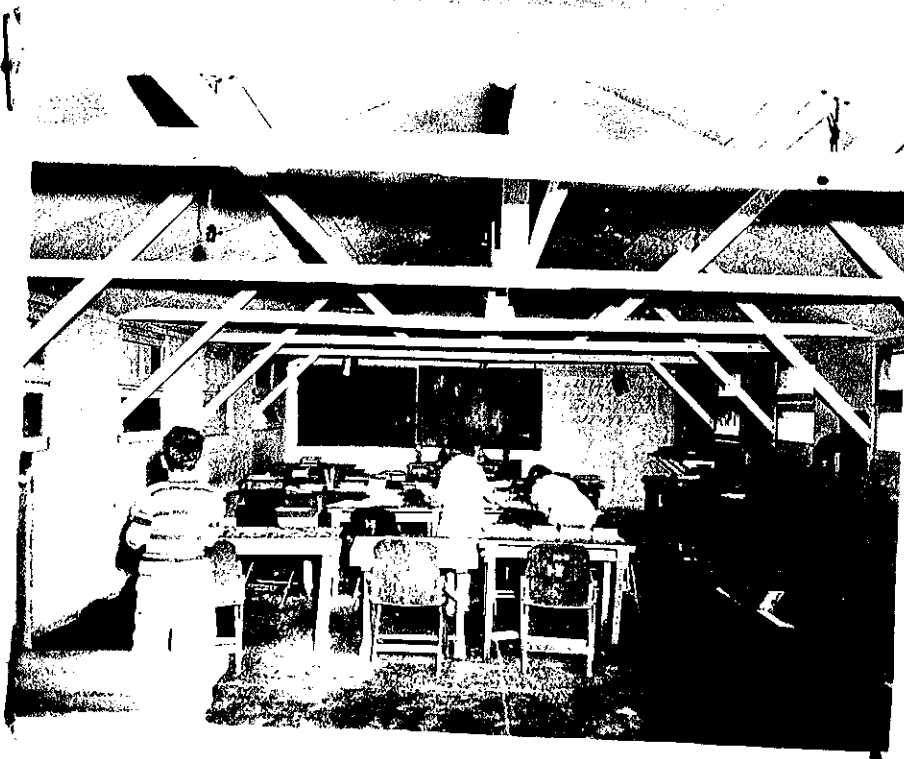
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Classroom, U.S. School, Awase



Classroom, Naha Senior High School

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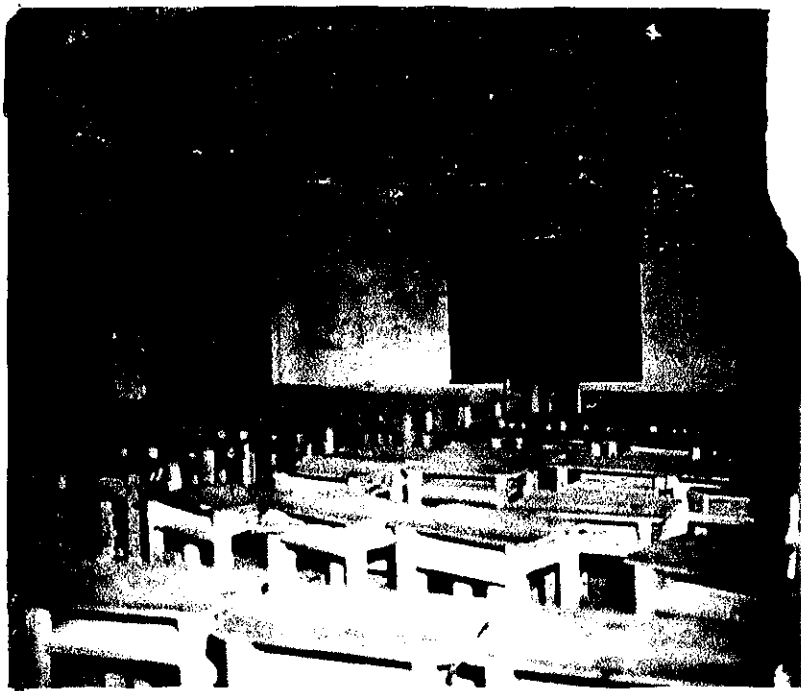
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Classroom, Gushikawa Teachers' Training School



Classroom, Naha Senior High School

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Awa Elementary School



Dormitory Area - Teachers' Training School

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