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WHAT IS P.T.A. ?

(How to reorganize parents' associations,
school supporters associations, etc.)

Foreword: This pamphlet intends to be a supplement to the guidance notes attached to the minimum constitution of P.T.A.. The emphasis will be placed on the clarification of differences between the new P.T.A. and former parent organizations in the following explanations, in the hope that this may help you in reforming such old organization.

The underlying ideas of the said minimum constitution are as follows:

(1) Educational in its objective;
(2) Active in its program;
(3) Democratic in its organization and operation; and
(4) Combination of individuals.

These are the guiding principles which differs fundamentally from those of former parents' associations, etc. Let me explain these point one by one.

1. PTA is an educational organization to develop the democratic education, having child welfare as its goal.

In the new education, the place of education is found not in the school, but also in the home and the community. Therefore, PTA is one of the important products of the new education system, its purpose being purely educational. PTA aims at fostering and developing such attitude and atmosphere in the community as are favorable to the carrying-out of the policies and programs set by the school board or teaching staff. Particularly, it is of importance to enlighten the parents themselves. Accordingly, the activity should be started with the acquirement of new educational principles by the teachers and its thorough-going diffusion among the parents.

2. Financial support of the school is only of secondary importance.

It is true, that under the present circumstances there are many cases, where the PTA has to shoulder a lot of expenditures for reconstruction of damaged school building or supply of equipments, but this should be regarded as temporary help. PTA is rather an organization that insists that needs of school of such kind should be met by public treasury. Otherwise, the development of compulsory education as well as the equality for educational opportunity will never be accomplished.

3. The membership is voluntary.

Since PTA is a spontaneous, democratic organization, no one is forced to join it. It is formed voluntarily by those individuals, who are interested in its objective. The relationship between the member parents and non-member parents is similar to that between the member students of athletic club of a high school and other students. Exactly as the athletic club is formed by the students who are interested in sports so is PTA formed by the parents who have concerns with education. Consequently, the size of PTA is mainly

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determined by extent or degree of interest in education among the people of school district, but not by the student population of that schools.

4. The organizational unit is not a family (household), but an individual.

PTA is formed only by such individuals who take part actively in its activities. The attitude of the individual who enters PTA should be similar to that of people who enter a Haiku society. There are such organizations as neighborhood sanitation, association, whose membership is based on the family, merely because collection of fees is easier than otherwise. The former one is a group of interested persons in literature while the latter is a money collection machinery. PTA is far more similar to "Haiku" society than to the neighborhood sanitation association. A mother can be a member of PTA just as well as a father. Both parents can be the members at the same time. There may be cases where also elder brothers or sisters join PTA from the same family.

The psychology of having one member from each family stems from the attitude to regard a membership in an organization as an unwelcome obligation. PTA must be an organization joined by voluntary individuals who are interested in education.

5. The expenditures will be gladly paid also by non-member parents.

PTA insists that the school expenditures should be paid not only its members but also by entire community as public taxation. Nevertheless, as the matters stand, the parents assume as their moral responsibility necessitated by the present conditions in Japan to pay regularly so much amount of money which they have been to pay as the members of former parent organizations. This necessity and moral responsibility are now accepted by one and all to such extent that would better be called a common sense. This rather should be regarded as a great accomplishment or bequest of the former parent organizations. Since PTAs are supposed to carry on temporarily the task of financial support to the school, not a few PTAs will have to inherit this great bequest of the predecessors.

When the members decrease markedly as the result of voluntary system, it would be a most practical step to request periodical contributions from the parents at large to make for the deficit of monthly revenue. To take the example of the high school athletic club once more, the difference between the member of athletic club and the non-member student does not lie in whether he pays his fee or not, but in whether he takes part in the training or not. In the same token under the present circumstance, the difference between the member and non-member parents lies not in the payment of dues, (or money) but in the participation in the PTA activities.

6. PTA follows majority rule.

The majority rule is one of the basic character of democracy. In our minimum constitution this principle is provided for the stipulations on "quorums". Although we often hear criticism that the "quorums" provided by the constitution is too high, but such criticism reflect the fact that the meetings are so dry and unattractive that they can not keep the members interested

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in them. This is the very area where the activities of the entertainment committee should produce desirable outcomes. Another cause of low degree of attendace, which is of more importance, is the former practice of admitting all the parents automatically into the PTA, where the parents were regarded merely as a source of income, but lacked thorough understanding of the purpose of the organization. Therefore, it is of utmost importance to try to effect perfect understanding amont the parents, when you urge the recruiting.

Some of the new PTA's intend to allow proxies for the absent members in order to circumvent the stipulation on the "quorum", but that would be called as unfair practice, inasmuch as they disregard that the PTA is a union of individual men and treat it in a similar way as a meeting of share-holders. If we allow the practice of representation by proxies, then a minority group of influential people can brandish a large voting power by collecting as much proxies as they like. In such a case, PTA will fall prey to the control by bosses, and the principle of majority rule will be completely undermined.

7. Member parents invited cordially non-member parents.

The members of athletic club make exercises every day on the track and field. Since all members know very well each other and are familiar with everything concerning the club, the election of champions as well as officers are made on an impartial basis, and future programs are set on a reasonable basis. But when they are going to have inter-school or intra-school matches, the club advertises about the events and request the cheering and participation of the entire school. The non-member students do not participate in daily exercises, but most of them attend willingly to such athletic meetings. In such a manner the club members request the support of the non-members, and the latter offer encouragement to the former. The interest in sports grows among the entire school that way, so that applicants for the athletic club increase.

In exactly the same manner, the members of PTA meets, on the one hand, as frequently as possible to discuss educational programs, to choose officers, or to carry out programs of their organization, but they send invitations to the non-member parents on the other hand whenever they are going to have general meetings, lectures or other important meets. And such occasions, where a large number of non-members assemble, attempts are to be made to increase the membership by explaining the purpose of PTA. The door of PTA must always be open to those who wants to join it.

At such events as mentioned above, many non-member parents,will be willing to be present. Particularly in rural areas, it is a custom that such meetings are attended by all family member including grand parents and small children. Since the non-members have no right of vote, they will not participate in elections or decisions at such meetings. But it is most desirable for PTA that they be present at the discussions as observers, attend lectures or take part in recreation.

8. PTA should offer a sound basis for the development of new School Board System.

The School Board will shortly take the place of Education Department of Prefecture, City or gun in order to act as an independent administrative agency to cover educational affairs. It will be charged with setting up of

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education policies and curriculums, appointment of teachers, and decision of pay schedule. The members of this Board will be elected by the entire community. It shares the common objective of democratization of education with PTA. However, whereas the nature of the School Board is official and administrative, that of PTA is private and co-operative. Nevertheless, we should not forget that establishment of good School Board is only possible where a sound PTA movement is well along.

9. How to start the PTA ?

Although PTA is an organization analogous to the former Parents' Association or Supporters' Association, it has many points distinctly different from those predecessors. A thorough understanding of those differences is the prerequisite for reorganization. Therefore the first thing the promoters should do are to acquire support from the local education authorities and to enlighten as many parents as possible on the cause of PTA movement. Lacking such precautions, a sound growth of the PTA will never be accomplished.

Some people inclined to retain the former organization intact even after they have formed the PTA. The result will be the co-existence of two organizations in a same school. This often happens when the PTA is formed rashly without adequately propagandizing its purpose previously. It is a sort of a child born prematurely. In order to know how to start the organization, I advise you to read the leaflet "Ikuyu-kai no hassoku no shikata" (How ot organize Ikuyukai).

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Progress of PTA Reformation as of 30th July

Locality	Elementary School	Junior High School	Senior High School	Total
Fukuoka	0	2	4	6
Moji	1	1	0	2
Kokura	0	2	1	3
Tobata	0	1	3	4
Wakamatsu	8	3	3	14
Yawata	0	0	2	2
Nogata	1	0	0	1
Tagawa	0	0	1	1
Iizuka	0	0	1	1
Kurume	3	0	0	3
Omuta	3	1	2	6
Chikujo	1	4	0	5
Miyako	0	1	0	1
Onga	0	0	0	0
Kurate	0	0	0	0
Tagawa	1	1	0	2
Kaho	0	0	0	0
Munakata	1	0	0	1
Kasuya	1	1	1	3
Chikushi	0	0	0	0
Itoshima	4	2	1	7
Asakura	1	1	0	2
Mii	0	1	0	1
Ukiha	1	0	0	1
Yame	5	2	0	7
Mizuma	0	1	1	2
Yamato	2	2	1	5
Total	33	27	21	81

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父兄会 Parent-Teacher's Association

公立學校制度は一國の最大の事務的團体の一つである。消費者としての父兄は學校の目的、方針、組織及び管理に最も直接的な關係を有する人々である。

民主的社會秩序の下に於ては學校、管理者及び教師は教育委員會に責任せられては居るが結局に於ては父兄及び市民に對して學校、經營の責任を負ふものである。

兒童の進歩に對する、責任は父兄、教師が分け持つ、兒童生活に於ける此の二の重要なる影響は出來る限り、相互に結び合ひ且教師及び父兄は兒童各自の特殊能力を發揮させる上に於て相協力しなければならない。此の事を成就は、相互に知り合ひ父兄が兒童の綜合教育上最も貢獻し得る點を理解する事に依てのみ成さすことが出來る。

兩者は兒童の家庭生活、學校生活及び共同生活を改善する爲に協同して働き得る、方法を理解する必要が有る。父兄會はかゝる諒解、及び協力を增進する爲の有效なる話合の場所でなければならない。父兄會は最下部組織は勿論、父兄會各學級に設けられなければならない。

最上部組織されればならない。

その基礎的單位は一の學校の校區及び其の學校に通學する兒童迄の父兄より成る一のグループでなければならない。會員は勿論絶對的に有志でなければならない。

教師も當然勿論其の會に屬する。

地方的父兄會は其の地方の山林の欲する計劃を實行し得る自治を有する自治的組織でなければならない。

父兄會は父兄及び教師の何れかの主唱に依て組織されるが一般的には後父兄のそれを認めるのは校區でなければならない。

併し此を加入するのは校區でなければならない。

多くの父兄會では規約により（父兄會には通常規約がある）教師が會長副會長、幹事、會計係、其他の執務委員となることを禁じて居る。其他の父兄會は、委員は教師父兄の双方より選出し得ることを規定して居

る。

父兄會の組織の順序は次の様である。

一、ある學校の教師が全兒童の父兄を招待して相互の問題を協議する。此の手續きは或程の共同組織に依ても收られるが實際には大抵教師に依てなされる。

二、選ばれた教師が、父兄會の目的及び明らかに施された活動を討議する。出席した總の父兄の入會が勸誘される。

三、此の第一回は會合に充分な父兄が出席すれば此が又結成大會となることもある。

通常は次の會合に於ては教師（又は共同團體の一員）が臨時議長となる會長に對する指名が放認され、そして正式が行はれる。

副會長、書記、會計係、企劃係の地位が充されて行く。

三、全兒童の父兄を入會させる爲の勸誘が行はれる。

四、目的、活動、手續、役員の資格をはつきり述べた規約の制定委員を會が選任する。

此は第二項に擧げた事項より先にもなす事が出來る。

五、父兄會の最初の活動の一つは法的の手續きを研究することとである。

事務打合會、非公式協議會を右集する、組織された手續の必要なる場合もある。

六、集會の確實な日取が決定される。

米國に於ては從て活動的な父兄會は每週集會を開催するが普通は每月集會を開く。

七、次に父兄會の細則に從て執行委員（會長、副會長、書記、會計委員宣傳委員その他を含む、各種委員會が設けられる。

執行委員は多くは選擧されるが他の委員は屢々執行委員の承諾を得て會長に依り指名される。會員は全部活動的でなければならない。

八、父兄會は市、町、郡、府縣全國的父兄會の團體とに加はらればならない。

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日本に於ては學校單位以上の單位が初めは存在しないので此は實行し得ないであらう。

(二)範圍の主體的な學校單位の組織が存在すると次の段階は市町村父兄會の組織である。此は府縣組織そして最後には全國的な組織が從ふ從ふ。

(三)米國に於ては全國的父兄會は各種の研究委員の外每月の計畫表を實行する。

地方父兄會が此の使用するか否かを選ぶがよいに自由である。若し此が使用される際には其の示された計畫の周知される前に地方的事務の討議に集會の時間が充てられる。

米國の全國的父兄會は多くの主體づけをなす資料を有する兒童心理、兒童勞働法等の研究に當つて有益なる計畫を實行する。

父兄會が社會的影響を與へ且地域の經濟の同樣に依り實行に參加し得る、學校及び社會的事項の中には次の如きものがある。

一、共同社會的

(イ)教育のための資金の調達方法の改善

父兄會等に小町村に於る父兄會の第一の計畫の一は學校の改善のための資金の調達である。

例へば會員の入會金を取り其の資金を以てなに必要な圖書備用の書籍、蓄音機、映畫機、運動用具、ラジオ受信機、映畫機等の購入に充當する等である。

(ロ)會兒童に中等教育に進學する機會を與へる事を助ける。

(ハ)男女共學及び再組織に關する討論情の普及。

(ニ)教育の民主主義的方法の社會的認識を深くすること。

(ホ)公共衛生改善方法の探求。

(ヘ)兒童安全手段の改善

(ト)然るべき當局の承認を必要とする學校施設の公共的な使用に對する適な方針

(チ)父兄教育改善を目的とする成人教育委員の創設兒童心理及び兒童の進歩等の題目につき研究する。

(ロ)父兄は教師に快適なる社會生活を營み得るよう援助する
(ハ)學校税法の研究

二、學　校

(イ)兒童の學校及び家庭生活の調和
父兄會存在の第一の理由は父兄をして學校の目的方針及實踐に精通させることである。學校長及び教師は父兄會の會合の際新教育法を父兄に良た知らせる。
(ロ)教師目的を共同して研究する。
(ハ)學生自治會の目的價値等課程外の活動の研究。
(ニ)必要な場合には童食教育、金銭の一つとして學校給食、實施を援助する。
(ホ)校舍及び敷地の施設。
(ヘ)兒童に對する醫療施設の提供。
(ト)各種の職人を入會せしめ、机、椅子、其他の學校設備の製作を計畫する。
最大は學校長に出した事項に就て有益なる指導をなす事に依り補助出來る。
各種の職業のグループの人達は職業教育に於て援助する事が出來る。
(チ)父兄及び教師の向人的協議を奨勵する
(リ)共同各の兒童に對し校外感安計畫を立てること

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J N McElhaney

EDUCATION OF FREE MEN

IN JAPANESE DEMOCRACY

All of the material appearing in these pages has been taken from "The Education of Free Men in American Democracy" Education Policies Commission, N.E.A. of U.S. and Nat'l Association of School Administration, Washington, D. C.

Outline

I. The Tides of Freedom and Despotism

II. Totalitarian Strategy and Dynamic Democracy

III. Democracy as a Great Social Faith

IV. The Quality of Democratic Education

V. The Loyalities of Free Men

VI. The Knowledge Necessary for Free Men

VII. The Discipline of Free Men

VIII Freedom and Control

IX Government, the Teacher, and the People.

I. The Tides of Freedom and Despotism have had many rises and falls. Since men first caught the vision of a life of liberty and dignity for all, the struggle to realize this vision has been waged with varying fortunes through the centuries. At times it has moved from success to success and has even seemed on the eve of general and lasting triumph. In its most glorious moments it has filled the whole earth with promise and touched the hearts of men with a sense of universal kinship. At other times it has suffered disaster after disaster and has even appeared to be lost forever.

1. During the period from 1914-1918 the nations of the world were

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at war and great numbers of men and women realized that the destinies of popular rule and freedom were in some way at stake. At the end of the war the collapse of the ruling dynasties of Europe, the liberation of European peoples and the forming of new democratic governments gave hope that all men might be independent and free.

2. The Tide of Despotism in the year 1933 was felt as Hitler came into power. Dictatorship began to replace "decadent democracy" in various parts of the world.

a. In some places Communism professing devotion to the cause of democracy, actually has abolished civil liberties, and established a rule of dictatorship.

b. Fascism developed in Italy and Germany with no clear philosophy or body of doctrine; the state dominated the individual.

c. Hopes of democracy were practically gone in Europe 20 years after the close of World War I, and despotism was threatening the world.

II. Totalitarian Strategy and Dynamic Democracy will be explained.

1. The success of totalitarian assaults upon free institutions has been made possible by the stress and strain generated by deep-seated and chronic maladjustments in Society. A democratic people must realize that totalitarian states have developed because of the weakness and failures of those who profess but do not practice the democratic ideal.

a. The eight elements of Totalitarian Strategy are:

(1) The organization of a disciplined party

(2) The formulation of a "grand program"

(3) The Appeal to idealism and heroism

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(4) The cultivation and utilization of human weaknesses

(5) The undermining of social solidarity

(6) The creation of confusion

(7) The arousing and spreading of terror

(8) The exploitation of the very processes and virtues of democracy.

2. The democratic ideals are not on trial. It is the people who profess democratic ideals who are on trial. Democratic peoples must practice and defend the ways of Democracy.

3. Democracy in Japan must achieve the following four objectives if it is to be an effective force to oppose Despotism. It must achieve:

(a) A greater measure of equality and security in economic condition and opportunity among the people.

(b) Sharper attention to the general welfare and the long-time interests of society.

(c) A bold, honest, and dynamic leadership.

(d) A substantial measure of popular agreement on essential values, principles, and procedures.

III. Democracy is a Great Social Faith.

1. There are four fundamental conceptions of democracy which are widely held in America; Political, freedom of enterprise, an unstratified Society, and a moral idea in which the individual is the center of things.

2. Although the boundaries of Democracy are elastic and changing the following articles must be included:

(a) The individual human being is of surpassing worth.

(b) The earth and human culture belong to all men.

(c) Men can and should rule themselves.

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(d) The human mind can be trusted and should be set free.

(e) The method of peace is superior to that of war.

(f) Racial, cultural, and political minorities should be tolerated, respected, and valued.

IV. The Quality of Democratic Education can be understood as:

1. The appeal to Education.

The American people are fond of regarding universal education as one of the most characteristic expressions of their genius. For generations they have led the world in equalizing educational opportunities and particularly in opening the doors of secondary and higher institutions to all desiring and able to attend. It is believed that the preservation and perfection of the democratic form of Government and Society can not prosper without a great Prefectural State school system.

The guarding of democracy must establish a sound economy, put the unemployed to work, release the energies of technology, conserve the national resources, and give to all a sense of security. It, in addition, is a moral and spiritual question - a question of the values and ideas to be defended and applied to life. In a word, the Japanese school, through its life and program, should proceed deliberately to foster and strengthen all those physical, intellectual, and moral traits which are the substance of democracy - to incorporate into the behavior of boys and girls and youth the great patterns of democratic living and faith.

V. The loyalities of Free Men must include a number of concepts.

1. The continued existence of any society depends on the presence among its members of common and appropriate loyalties. Democracy as well as dictators require loyalties of a different type. The free man should be loyal to:

(a) To himself as a human being of dignity and worth.

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(1) The school should extend to every child the opportunity to grow to his full physical, intellectual, and moral stature as a responsible and valued member of a society of equals.

b. to the principle of human equality and brotherhood.

(1) This means that a fraternal and friendly spirit should prevail as fully as possible throughout the organization and conduct of the work of the school and that a condition of equality, sympathy, and kindliness should be established everywhere.

c. The free man is loyal to the process of untrammelled discussion, criticism and group decision.

(1) From the life of the school, loyalty should be transferred from the priceless guarantees of the Bill of Rights, to the great liberties of thought, belief, speech, press, assemblage, petition and organization for which free men have always fought and whose changing fortunes record the rise and fall of the democratic spirit and faith.

d. The free man is loyal to the ideal of honesty, fair mindedness, and scientific spirit in the conduct of the democratic process.

(1) Schools should teach the youth of the nation that the exercise of the democratic liberties should always be attended by a sense of responsibility to the doctorine of truth and decency. The schools should also inculcate a healthy skepticism toward all final and complete solutions to social problems and generally cultivate a deep regard for the method and spirit of science in the realm of human

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affairs.

e. The free man is loyal to the ideal of respect for and appreciation of talent, training, character, and excellence in all fields of socially useful endeavor.

(1) The school should keep a perpetual inventory of the abilities of the younger generation, provide the best possible training for those abilities, and impress upon the young the necessity of recognizing and placing in posts of public concern and responsibility, persons of the highest talent, training and virtue.

f. The free man is loyal to the idea of the obligation and the right to work.

(1) The pupil should be required to carry his share of the common load in every department of the program.

(2) The popular prejudice that education should furnish an escape from the world of toil, that the educated man is morally entitled to ride on the backs of the untutored, should be thoroughly rooted out of both school and society.

(3) A comprehensive system of vocational training, closely linked with the several branches of the economy, which would be designed to equip the entire younger generation for earning a livelihood.

g. The free man is loyal to the idea of the supremacy of the common good.

(1) To accomplish this purpose the school should also take the leadership in extending to children and youth the opportunity of participating in community activities. The

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school should organize its resources for the purpose of rearing a generation eager to serve community, nation, and mankind- able fearless, incorruptible and loyal.

h. The free man is loyal to the obligation to be socially informed and intelligent.

(1) The obligation to know must therefore be one of the deepest and most universal loyalties in a free society. The excuse for ignorance, when the opportunity for knowing exists, cannot be tolerated in a democracy. The free man if he is to remain free, must command the knowledge necessary to guard his freedom.

2. To develop these loyalties in school the role of the teacher is obviously crucial. Besides being an excellent technician, he must be a person to command respect, evoke the enthusiasm, and even cultivate the affection of the pupil. If the teacher perpetually violates the democratic loyalties, if he has no convictions for which he is prepared to fight, if he is timid and vacillating in the presence of powerful personages and groups, if he himself is not a free man, he can scarcely be effective in rearing a generation of free people. Second, the intellectual foundation of all loyalties should be made clear.

VI. The Knowledge Necessary for Free Men.

1. Without knowledge men can not be free; without knowledge men are incapable of distinguishing friends from enemies; without knowledge men can be led into slavery shouting the battle cry of freedom: without knowledge men can not rule themselves; without knowledge men are blind. The long history of mankind shows that free men again and again have lost their liberties simply because they did not know the consequences of the choices which they were making or accepting. Democracy must make provision for the

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enlightenment of the people.

2. The free man today is familiar with certain great patterns or bodies of social knowledge and thought:

a. He has knowledge of the nature of man in society.

b. He has knowledge of the history of mankind.

c. He has knowledge of the long struggle to liberate the human kind and civilize the human heart.

d. He has knowledge of the nature of the present crisis (World War II).

e. He has knowledge of the weakness of democracy.

f. He has knowledge of the promises, the methods, and the achievements of the totalitarian movements.

g. He has knowledge of the resources achievements, and promise of democracy.

The giving of such knowledge is a responsibility of democratic education. If the school fails in this, it will betray the faith of the founders of the great system of public education.

VII. The discipline of Free Men.

1. To the Champions of Authoritarian rule discipline and liberty are contradictory terms. Friends of democracy must perceive that the problem of discipline is real and inescapable. It involves the subordination of the present to the future, of the lesser to the greater good. It involves the restraint of the impulse of the Moment, the regulation of desire, the postponement of satisfaction, the sacrifice of immediate comforts and pleasures, the choice of the harder way when the easier way is open. Even the more modest success, whatever the standards of judgement,

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requires labor and sacrifice, the restraint of impulse, and the intelligent coordination and direction of energies toward some chosen goal.

2. How Can Democratic Discipline Be Achieved?

The achievement of democratic discipline in the young requires the correction of those deficiencies which are altogether too widely present in Japanese life and character.

The chief of these deficiencies are:

a. Misunderstanding of the nature of democracy,

b. Ignorance of social realities,

c. Lethargy and indifference regarding the general Welfare,

d. Devotion to individual success,

e. Susceptibility to demagogy,

f. Absence of common loyalties,

g. Weakness of democratic loyalties,

h. Undemocratic practices and dispositions inherited from the past,

To correct these deficiencies the school should demonstrate and reveal that social discipline is required of its members, that responsibility for great decisions rests with the people, that people enjoying security and comfort should develop a feeling of personal responsibility for participating actively in making, obeying, and enforcing social and community decisions, that too few men place society above or on par with their personal fortunes, that there are dangers from demagogy and pupils should be trained in the hard discipline of knowledge and truth; that a society marked by racial, national, religious and class differences may degenerate into a melee of warring factions, and that the school should give a body of loyalties out of which

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common action may be established on a national and just foundation. This means a body of loyalties which guard the interests of all and require the exploitation of none. The school should create a compelling vision of democracy and relate its program to the realization of this vision. Men will be tempted in times of crisis, to exchange the hazards and responsibilities of freedom for the security and submission of despotism.

3. The teaching of Discipline:

Personal liberty and discipline are not in conflict. Man is not evil by nature nor good by nature but becomes evil or good according to a given set of standards, as he grows to maturity in a given society or culture. To teach discipline in school requires a school environment and a school life to give students experience in democratic living. Above all it requires the influence of a teacher who in his activities in both school and community practices the discipline of a free man.

VIII. Freedom and Control.

Control of Education is a crucial problem. Political control over the process of intellectual and moral development suggest the negation of freedom. Six characteristics of a democratic education will reveal the conditions that the control of democratic education will be expected to establish and maintain.

1. It is frankly an education deliberately and systematically designed to defend, strengthen, and more completely realize in America the articles of the democratic faith, to rear a generation of free men equipped with the loyalties, the knowledge, the discipline necessary to enable them to maintain their heritage of freedom and to transmit that heritage in full and

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giving vigor to their children.

2. Since the teacher-pupil relation is the vital element in all education, it is imperative that this relationship be marked not only by complete integrity and honesty but also by a spirit of mutual confidence, respect, and even affection.

3. Democratic education, is sensitive and responsive to the changing conditions of life. The free man must be prepared to defend and advance his liberties in the world in which he lives. Amid the profound and bewildering changes of the age schools should help their pupils to find in the great heritage of human freedom a stabilizing force, and abiding factor, a source of hope, a kind of a lode star to give direction and purpose to their lives.

4. Democratic education does possess an independence, a quality, an integrity of its own. It must seek to enlighten, to view in perspective, to keep alive the spirit of reason and understanding, to cultivate the method and outlook of science.

5. Democratic education is sensitive and responsive to the changing hopes, ideals, and problems of a people. A point of central interest here is that teachers, realizing the dynamic quality of the age, should keep themselves in the stream of history, refuse to become a class apart, identify themselves fully with the life of the community, and relate the educational program to the interests of all the people.

6. Though sensitive and responsive to the changing hopes, ideals, and problems of the masses of the people, democratic education cannot permit itself to be drawn into the service of any private person or group. It must be free from the immediate domination of any and every minority

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class, party, church, sect, or organization bent on using the school or the teacher to promote its special purposes or its special conception of public purpose.

7. Adequate provision in the modern age for freedom and control is utterly impossible through reliance upon private enterprise and resources. At present the ordinary Citizen possesses no adequate conception of the complex body of relations envolved in the establishment and maintenance of a program of education dedicated to the realization of the democratic faith. The control of such a program must express a delicate adjustment among the agencies of government, the profession of teaching, and the people.

IX. Control of Democratic Education should be lodged with the Government, The Teacher, and the People.

1. The government should:

a. establish a special authority for the general conduct of the public school.

b. provide generous and sustained financial support of the educational undertaking.

c. insure the broad, thorough, and democratic training of the teacher.

d. safeguard the integrity of the teacher.

e. refuse deliberately to make full use of its own power over the school.

2. Responsibilities and Obligations of the Teacher.

a. Maintain a steadfast loyalty to the democratic faith.

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b. Achieve and sustain high professional competence.

c. Participate actively and intelligently in shaping educational policy.

e. Establish and maintain a condition of mutual trust, undertaking and sympathy with the people.

3. The Major Responsibilities and Obligations of the people are:

a. to achieve a more adequate understanding of the nature of democratic education.

b. to guard public education against attacks from powerful and interested minorities.

c. to establish and maintain a condition of mutual trust, understanding, and sympathy with the teacher.

4. To meet the current threat of dictatorships from abroad and to remove the underlying conditions encouraging the growth of despotism at home will require a deep and sustained moral awakening on the part of the Japanese people. From this awakening, government, the teacher, and the citizen should derive inspiration and unity of purpose in the control and direction of the entire educational undertaking.

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OPEN FORUM

Possible Questions and

Answers.

1. Question: Is the tide of Freedom rising at the present time?

   Answer : A majority of the world population is self governed.

2. Question: Is there economic stability in a democracy?

   Answer : Industrial crisis do appear in a democracy resulting in closing of plants, unemployment, bankruptcy. These may appear two or three times during a generation and the impact of these crisis make it necessary to reorganize and lay new foundations for economic security.

3. Question: Is there danger of one group in a democracy to focus their attention on the economic aspect to the detriment of other groups?

   Answer : Some groups tend to make the political aspects supreme; others the economic; others the personal liberties. An endeavor to properly balance the political economic, personal liberties are necessary.

4. Question: Is the teaching of democracy in school a difficult task?

   Answer : Democracy is not natural and is more difficult to teach and learn than reading, writing, arithmetic, technical skills and processes, and of the arts and the sciences. Democracy exists only in the patterns of behavior, feeling, and thought of a people.

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5. Question: Is the school the best place to teach democracy?

Answer : The teacher should be among the first to sense violations of the principles of democracy, to keep alight the lamps of reason, to champion the interests of the underprivileged and the downtrodden, to combat the forces of totalitarianism, whether domestic or foreign origin - to make democracy work.

6. Question: Who controls democratic Education?

Answer : Control in democratic education belongs - to the government, to the teacher, and to the people - and to each belong appropriate responsibilities and obligations.

7. Question: How is democratic discipline achieved?

Answer : Living for years according to the ways of democracy, having a knowledge insight and understanding necessary for free men. School environment must be organized deliberately to give boys and girls experience in democratic living.

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TOKAI - HOKURIKU MIL GOV HQ

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

File: PTA

To Kai Hokuri Ku
Mil. Govt.
CI&E Sect.

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

RSA/mth 1-85
D-4

15 December 1947

AG 000.8 - BA

SUBJECT: Parent-Teacher Associations

TO: See Distribution

1. Reference: Annex E paragraph 5, I Corps Military Government Plan - 15 November 1947 to 15 February 1948, dated 7 November 1947.

2. The present parents' and supporters' organizations surrounding each school are in general undemocratic, moribund, and boss-ridden. They are inefficient in their operation since as many as 2 or 3 often exist around the same school with similar or overlapping functions. They are unpopular because they have no positive program. In order to enable the C&E Officer to guide consolidation of the several parents' associations surrounding each school into a "single, strong democratic PTA" as stated in the I Corps Mil Govt 3 months plan, the following pamphlets have been prepared by this headquarters, and are inclosed herewith:

a. How to Start a PTA (Incl 1)

b. Why is a new PTA Necessary for Post-war Japan? (Incl 2)

c. Suggested Constitution of an Elementary School PTA (Incl 3)

d. Program Planning for PTA (Incl 4)

3. If the PTAs in your prefecture claim that they have already organized on the basis of the PTA constitution sent out from this headquarters some months ago, the C&E Officer can check on the democratic nature of existing PTAs by using the questionnaire on page 9, (Incl 3). Note also that the suggested schedule for the year 1948 in the latter part of inclosure 4 calls for a program starting in January. It is important, therefore, that the enclosed materials get into the hands of the Japanese as soon as possible.

4. The above pamphlets have been prepared from American materials and were privately printed at no profit by a Kyoto firm, the Ishida Taiseisha, Nakatamachi, Ogawa Nishi-iru, Kyoto City. It is suggested that the C&E Officer make them available to key educational personnel in his prefecture. They can be the basis for an information program on PTAs in local journals and newspapers. They may be immediately reprinted by any

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organization as long as they are not sold at profit, or they may be purchased direct at the abovementioned address at the following prices:

Inclosure	1	¥ 1.00	per copy
"	2	1.00	" "
"	3	1.00	" "
"	4	8.00	" "

Complete translations of the pamphlets are enclosed (Incls 5-8) for the guidance of the Civil Officer in presenting this program to the appropriate Japanese officials.

5. It is hoped that the resultant parent-teacher associations, called Ikuyukai (literally, "building up friendly association"), will become strong, democratic substitutes for the old supporters' associations. Further, they will perform some of the necessary functions of the recently disbanded neighborhood associations, and in doing so will serve as a stimulus to community cooperation for the betterment of school and home.

BY COMMAND OF MAJOR GENERAL WOODRUFF:

C.C. CARTER
Col, AGD
Adj General

Incls:
Japanese PTA Pamphlets
(as indicated)
English translations of
Japanese PTA Pamphlets
(as indicated)

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PTA Pamphlet No. 1. (Ikuyukai Hassoku no Shikata)

HOW TO START A PTA

Anv parent, school principal or teacher - or, in fact, anv interested person may take the first steps toward organizing a PTA. But under the present circumstances it is desirable that the school principal shall take the initiative and offer opportunities to everv parent and teacher to understand the real nature of the new PTA and opportunities to know each other before any definite steps be taken.

The First Step

Because the future effectiveness of the new association depends on getting off to a good start, careful planning is essential. The persons interested in organizing a PTA should discuss with the principal the PTA's role in the community. At this stage it is advisable to obtain information necessary for understanding of a democratic PTA from CI & E division of Mil. Gov't.

The Second Step

This organizing group then takes charge of the following details, each detail may be delegated to the various members of the group.

1. Arrangement of the time and place of organization meeting.
2. Issuing the call for the meeting.
3. Obtaining publicity.
4. Reception of members.
5. Bylaws and Constitution (see suggested sample appended hereto)
6. Program of the organization meeting.

The following suggestions will aid the actual work on the details:

1. A meeting held in the evening, at a time that permits both men and women to attend, is preferable to an afternoon session. The schoolhouse is the logical meeting place.

2. A notice or call of the meeting should be distributed to all parents and to all teachers well in advance of the meeting. This notice should give the exact date, place, hour, and purpose of the meeting and should be signed by the principal and the chairman of the organizing group.

3. Advance publicity should be given to the meeting through newspapers, bulletin boards, public bath-houses and by means of personal calls and telephone invitations urging citizens to attend.

4. A special hospitality committee should make all comers feel welcome.

5. The group should study the suggested constitution and by-laws provided by Mil. Gov't carefully and select what they think suitable for the type of organization they want to have. For instance, the day

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of the month for the regular meeting, membership fee and other necessary matters should be decided and then the drafted constitution and bylaws should be, if possible, mimeographed for distribution at the organization meeting.

6. It is well to avoid too long a program. It is important not to give the impression that the whole matter is being forced or hurried. The program should include a talk on the purpose and value of PTA work by a well-informed person, the discussion and adoption of Constitution, a short interval during which those who wish to become members may pay their dues, and the PTA pamphlets may be distributed. If at this stage the parents and teachers are not acquainted with each other, another meeting or two should be suggested for nomination and election of officers and the meeting should be closed with some amusement or social activity.

The Organizing Meeting (Specific procedure)

1. The meeting should be opened on time by the person who signed the call.

2. The temporary chairman is elected by voice.

3. The temporary chairman takes the chair and calls for election of a temporary secretary.

4. The chairman states the purpose of the meeting and introduces the speakers.

5. Short talks on the PTA's necessity.

6. The temporary chairman then says "A motion to organize a PTA of.... school is now in order". When the motion has been made and seconded from the floor, the chairman restates the question allowing ample time for discussion before the vote is taken.

7. The suggested Constitution and bylaws are then presented by the constitution committee. After the motion to adopt the constitution has been made and seconded each article of the suggested bylaws is read separately and the chairman asks, "Is there any amendment to this article?" If one is offered, the amendment is discussed and voted upon immediately. If no amendment is offered, no vote is taken upon the separate articles as they are read, but all are adopted at one time, by one final vote, as the official bylaws and constitution of this ..... school PTA.

8. There should be an intermission to enable those present to pay the dues, as stipulated in the adopted bylaws. The temporary secretary takes the dues and keeps a list of names and addresses of the members.

9. There should be a recreational hour with music or tea party.

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10. In case it is preferable to adjourn the meeting at this point a motion may be made to postpone the nomination and election of officers until another date.

Election of Officers

1. Officers may be nominated from the floor, as stipulated in the bylaws. Members from the floor will nominate one person at a time stating the reasons. The chairman repeats each name as it is proposed and then writes it on the blackboard. The chairman inquires if there are any further nominations. If there is no response, he declares the nomination closed.

2. When there is more than one nominee for an office, election should be by ballot. If there is only one candidate, election may be by voice.

3. If election is by ballot, tellers are appointed by the temporary chairman to distribute the ballots, collect them after voting, count the votes, and report the results to the chairman. Written report must be filed with the secretary.

4. The temporary chairman announces the results of the election and introduces the newly elected president and the newly elected secretary, who take their places immediately as presiding officer and secretary.

5. The newly elected president calls for further business and announcements. Announcements should be made of a short meeting of the newly elected officers to be held immediately after adjournment or as soon as possible and of other necessary arrangements such as a plan for enrolling additional members and the date of the first regular meeting.

6. On motion to adjourn, the president puts the question and adjournment is declared. The president says, "If there is no objection, the meeting will adjourn". The president pauses and, hearing no objection, says, "It is adjourned".

7. Then the meeting may turn into a social period, during which time the parents and teachers become acquainted. This part of the meeting must be planned and under the guidance of the hospitality committee who have the responsibility of seeing to it that newcomers and strangers are introduced around.

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II. WHY IS A NEW PTA NECESSARY FOR POST WAR JAPAN?
(Naze Ikuyukai wa Sengo no Nippon ni Hitsuyo ka?)

1. In order not to sacrifice our children for war purposes again.

2. In order not to let a few politicians control the education of all youth.

3. In order that parents and teachers may join hands for the improvement of education, and to affect the reforms in education.

4. In order to make our voice heard to our gov't demanding more funds and better facilities for our children's education.

5. In order to select for the Education Board those interested citizens who are really capable of bringing about a democratic educational system.

6. In order to decentralize educational control.

WHAT IS THE NEW TYPE PTA LIKE?

1. PTA is not an association whose primary purpose is to raise money. When such a thing is necessary it is accomplished by benefit sports events, dramatic performances, or bazaars.

2. PTA's membership is voluntary, and open to all regardless of wealth or social position.

3. PTA's members are those who are not egoistic but who are willing to contribute to the group's efforts for the good of all the children, for unless all children of the school are well and happy, no child can be well and happy.

4. With unstinted services PTA members have as their goal the betterment of the environment for their children in the school and the community.

5. PTA brings the school and the home together to improve the welfare of children on a single principle, that of democracy.

6. PTA affords an opportunity for all groups regardless of class, social position, or sex to get together in a happy, healthy atmosphere of mutual cooperation and recreation.

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PTA Pamphlet No.3 (Ikuyukai Kiyaku Oyobi Fusoku)

A[illegible]ED CONSTITUTION AND BYLAWS
FOR A [illegible] SCHOOL PARENT-TEACHERS ASSOCIATION
(Prepared by Kinki MG, CI & E)

CONSTITUTION

Article 1. The name of this association shall be _____ PTA.

Article 2. The object of this association shall be to unify and strengthen the forces promoting child welfare in the home, school and community, to merge all previous parents, supporters, mothers and similar associations into one inclusive organization which will carry out a dynamic program for democratic education in and out of school. It aims eventually to join forces with the same sort of association attached to each public school of a city, and to form a city-wide organization which may eventually form a prefectural-wide federation, so as to enable us to carry on larger and longer-range projects for democratic education.

The organization is strictly educational, therefore, non-religious, non-commercial, and non-partisan. It shall encourage political participation by its members, but shall never endorse an individual candidate.

This association shall not seek to direct the administrative activities of the school or to control its policies.

Article 3. Goals of the association:

a. Family responsibility: We believe that family life is basic in the development of personality of children. PTA will enable parents and teachers to study the improvement of family life which will aid parents in fulfilling their responsibilities to their children. PTA will also provide a basis for [illegible] cooperation between parents and teachers for the benefit of the children. For this purpose we will carry out a strong program of parent's education on the following lines:

(1) The democratic ideal of respect for each individual personality.

(2) Principle of co-education; especially boys will be taught to have consideration for girls and women at all times.

(3) World citizenship should be the first object of education.

(4) Use of simple, equal language rather than too many honorifics or insolent words.

(5) Correct dicipline in the home, child psychology, detection of problem children, supervision of play.

(6) Health and safety habit making in the home.

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b. Community responsibility: We realize the center of influence and interest is rapidly passing from the home to the community, therefore we will help make the school the community center where opportunities for wholesome development of boys and girls are offered. For that purpose we will advocate:

(1) Improvement of the mental and physical health and well-being of the community.

(2) Raising the public morale of the community by setting up and promulgating international standards of good manners, especially healthy contact between two sexes, and equal treatment of both sexes in home, school, and community.

(3) Cooperation with and assistance in the functions of such social institutions in the community as Juvenile Courts, City Dispensaries (Hokensho), Children's Welfare Institutes (Jido-in), Homeless children's Asylum, Public Safety and police activities, and Employment Agencies.

c. Better Schools - Our responsibility: The PTA will enable the parents to fulfill their duties to school through the following means:

(1) To advocate provision by local government of funds for school expenditures, instead of compulsory membership fees or donations by parents.

(2) Such school expenditures may cover wages for such personnel as welltrained school doctor and school nurse and janitors whose duty is to clean the halls, and lavatories.

(3) To support higher standards of teacher training and improvement of teachers wages and working conditions.

(4) To help create an intelligent public opinion for the election of Education Board which is to come to reality to prevent educational system of Japan from being exploited for militaristic or ultra-nationalistic purposes, and set up criteria for worthy candidates for said Board.

(5) To urge schools to initiate a strong program of vocational guidance and keep in close contact with parents. We will urge the school to keep cumulative records of every child which will guide the direction of his future career toward happiness and success.

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Article 4. Members are of the following classification:

(a) Parents or guardians of the students enrolled in the primary school, and teachers of the same, who will join the association voluntarily.

(b) Any person other than the above mentioned may become a special member upon recommendation of any three members and the payment of dues, and will have the rights and privileges of active members, except the special arrangements stated in this constitution.

Article 5. The officers of this organization shall be a president, vice-president, an advisor, a secretary and two treasurers. The officers shall be elected by secret ballot, and by majority vote at each annual meeting, (April) on the following basis:
President ... preferably a parent, Vice Pres.... parent, Advisor.... principal, Secretary.... teacher or parent, and Treasurers ..... Teachers and parents.
Officers shall assume duties on May 1 and serve for a term of 1 year.
There shall be an equal number of male and female officers.
No person shall hold the same office for more than 1 term consecutively.
No person shall be eligible to occupy more than 1 office at the same time.
No person who was a member of IRRA or leaders of any other wartime political organization may be eligible for holding office.

Qualifications of Officers are as follows:

1. Parents and Teachers who were not leaders of wartime organizations, in school or community.

2. Those who are spokesmen of the people.

3. Those who have thorough understanding of Democracy.

4. Those who are progressive and who recognize social changes.

5. Those who have humanitarian ideals.

6. Those who are ready to make reforms.

7. Those who have ability to draw ideas from members.

8. Those who have certain background and understanding of education caution. It's not necessary to be people of means to become officers.

Article 6. The annual business meeting will be held on _____ and shall be for the purpose of electing officers and for any other business that may arise. _____ percent of the members will constitute a quorum at the annual meeting.

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BY-LAWS

Article 1. The dues of the association shall be _____ and will be payable twice a year, in April and September.

Article 2. Duties of officers' will be as follows: The president shall preside at all general meetings, and represent the association. He can call the meetings of committees when necessary. He receives reports from all sub-meetings, of committees of each classroom or district groups.

The vice-president shall assist the president and act as, and instead of the president in his absence.

The secretary shall keep the record of all meetings and all activities of the association, and send out all notices of meetings.

The Treasurers shall keep an accurate account of all receipts and disbursement of funds, shall present a written semi-annual report to the general meeting for approval, and the books shall be open to examination by the membership at all times.

Article 3. Meetings: General meetings of all the membership shall be held at least once a month. Special meetings may be called by the President, and shall be called upon the request of _____ percent of the membership. Sub-meetings of groups by district, or by classroom may be called in addition to the regular meeting upon the agreement of the members of each unit.

All meetings should be conducted strictly according to parliamentary procedure.

All major decisions should be made at the General Meeting.

Article 4. Committees: The following committees may be appointed. These committees are responsible to the association officers and through them to the members of the association.

a. Classroom Committee. consisting of 2 representatives from among the parents or guardians of the pupils of each classroom. They assist the treasurer and secretary in their duties. These representatives are responsible to the classroom group and in addition encourage participation of members in association activities. When the members of this committee do not cover all sub-divided areas of the district the residents of the area not represented shall be added.

b. Program Committee, appointed by the president, plans program in accordance with the purpose of the association. These programs are to be so arranged as to attract and interest the membership. In a large organization this committee may be sub-divided into, or supplemented several committees to cover all interests of the association such as:

(1) Entertainment Committee

(2) Educational Campaign Committee

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(3) Physical and Mental Hygiene Committee

(4) Relief Committee

(5) Vocational Guidance Committee

(6) Health and Sanitation Committee

c. Auditing Committee, consisting of three people, appointed by the president, to audit quarterly the treasurers' reports.

Article 5. Amendment to the constitution and the by-laws shall be made at general meetings by a two-thirds vote, provided notice was given at a previous meeting.

No person can be elected to more than one type of committee at the same time.

* * * * * * * * * *

QUESTIONNAIRE ON PTA

All applicants for [illegible] PTAs must submit the following information to Civil Affairs Officer of the local Mil Govt Team:

1. Name of School _____ Level of School _____
2. Is the organization the only one attached to your school? _____
3. How did your members become acquainted with one another? _____
4. How many nominations were made for your officers elected? _____

(a) President _____ Vice Pres. _____

(c) Secretary and/or Treasurer _____

5. How were officers elected? _____
6. Who are the officers?

	(Name)	(Age)	(Sex)	(Occupation)	(Qualifications)
President					
Vice-President					
Secretary					
Treasurer					

7. How often do you hold meetings of all members? _____
8. Is membership entirely voluntary? _____
9. What is your membership fee? _____
10. Is the school receiving any monetary donations from any person or any other organizations than PTA? If so, who and how much-- [illegible] what purpose?

_____

5

11. In what way does your PTA raise money for its activities?

_____

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PTA Pamphlet No.4 (Ikuyukai no Puroguramu no Tatekata)

PROGRAM PLANNING FOR PTA (IKUYUKAI)

This pamphlet has been compiled in order to meet the needs of Japan's special problems of education, and in order to show how a democratic association should enlist member participation, using the worthwhile materials of American PTAs.

I.- Steps in Program Planning.

1. The appointment of the Program Committee:

The program committee should be appointed after the election of the new officers. The president may consult the class committee members in the selection of the committee which should be well balanced, but not too large. The personnel may include the school principal or a teacher, a father, a mother, and any others who can contribute from their experience. The chairman of the committee should make himself well versed in PTA objectives, the general purposes of education, the program of education for home and family life, the plans of the school, and the needs and interests of the community. He should be a person of sound judgment, well respected and liked and should have the ability to work well with others.

2. Program Information and Materials:

A program book is an essential tool. This is a note-book passed on from one program chairman to the next. It should contain a record of past programs, with details of the arrangements and evaluation of the success of each program; list of available speakers; and helpful publications, party ideas, etc. This should be kept up to date by the program chairman.

3. Meetings of the Program Committee.

a. Selection of Goals and Projects.

The first step in preparing the program for the year is to select one long-range project for the year, then to select themes for each month. The suggested program which follows should be amended to suit the needs and interests of the community. In some instances, a questionnaire may be circulated among the members to elicit suggestions. School administrators and other public officials may be consulted.

In the rural areas the PTA will probably become a community-wide meeting. Its programs must, therefore, be designed to appeal to all ages.

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The urban association will probably be so large that it may be advisable to hold several meetings in different sections so as to keep the size of the meeting small and enable some degree of participation. Such sub-meetings will probably concern themselves with the problems the members are facing daily; study of child growth and development, the importance of cooperation between home and school, health and nutrition, provision for the under-priviledged children of the school.

b. Approach to Goals

(1) Monthly Meetings
Monthly meetings are necessary to keep up group interest in the activity and to establish correct attitudes toward the problems in question, and to stimulate desirable activities. Also, monthly meetings are designed to offer opportunities for friendship, and mutual assistance among the members through recreational programs.

(2) Study Groups
Smaller groups of members who are selected because of their special interest or ability in a certain field will investigate their subject in detail, bring in the opinion of experts, and guide the activities of the whole membership in certain fields.

(3) Activities
Special projects may be undertaken by the association to improve local conditions, bring in new services, support legislation, or in any other practicable way approach the goals selected.

(4) Benefit Performances, such as music or sports events, dances, movies, exhibitions and sales may be held for raising funds for the necessary expenses of the organization.

4. Approval of the Officers and Other Committees.

The program committee will present its recommendations for desirable goals and proposed plan for attaining these objectives to the officers for approval. The program plan should be tested with the following criteria in mind:

a. Does it fall definitely within the legitimate scope of PTA activity?

b. Does it answer a clearly felt need or interest?

c. Does it meet with the approval of the school administration?

d. Does it fit the limitations of time, space, and personnel within which the group must work?

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e. Are the suggested activities suited to the interests and capacities of the members who must carry them out?

f. Is the plan feasible in regard to its demands upon the group treasury?

5. Final Program Outline.

A printed or mimeographed program for the year, distributed at the first meeting or when the annual dues are paid, will interest members in the topics to follow and will be a constant reminder of the date of each meeting and the subject for discussion. Often these programs can be prepared in the school, the students contributing the art work and doing the printing or mimeographing as a class project. Advance arrangements should be made with the principal, however, before the matter is suggested to the teacher or the students.

Prepared in booklet form, the program should bear the name of the association, the period covered by the program, the theme for the year as well as the topics assigned to each meeting. The program for each meeting should be given, with the place, date, and hour clearly indicated. Names of new officers and members of each committee may be added. There should be sufficient flexibility in the program plans so that they may be modified to meet changing conditions, interests, and needs.

6. Arranging the Program for the Monthly Meeting

a. The program committee should check in advance on all details of the special features of the meeting. It should plan cooperatively with other committee chairman in arranging these details and should assign responsibility to them as far as possible.

b. If young children accompany their parents to the meeting, it is advisable to arrange with the hospitality chairman to have some responsible person present to take care of them on the playground or in some other room. Youth Group girls may render this service as a part of their activity.

c. Material should be prepared for the publicity chairman, giving full details of the plans for the meeting, correct information concerning the speaker of the day, and the topics to be discussed.

d. Such speakers as are necessary should be selected and invited to participate as early as possible. They should be given a definite assignment, with a specific topic, an indication of the points that should be brought out, an explanation of the place of this particular presentation in the general plan for the year, and a statement of the amount of time that may be devoted to it. They should be met at the door upon arrival and seated or escorted to the platform.

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e. The committee should prepare for the presiding officer of each meeting a legible copy of the program, the names of the participants, and the amount of time assigned to each portion of the program. The officer should be told something about the speakers, their professions, the organizations they represent, and their attainments in their chosen fields, so that he may properly introduce them to the group. A note of appreciation should be sent to the speaker within a few days after the meeting.

II - Methods of Presenting the Program at Meetings.

1. The Lecture

An outside speaker brings a fresh point of view and can often give technical information not available in the group itself. The speaker should know what is expected of him, the amount of time allowed for the talk, and the relation of his topic to the general program plan for the year. He should know the relationship of his topic to the activities of the association, and he should have some familiarity with the objectives and policies of the parent-teacher movement.

A simple way of securing a measure of participation from the audience is to supplement the lecture with a period devoted to questions and answers. Any method that will inspire the members of the group to think and work on the problem with which the program deals is desirable. The danger of depending primarily upon a lecture is that the speaker is doing most of the thinking, and although the audience may enjoy what he says, they will rarely be moved to act on the matter unless it has become a part of their own thinking through discussion.

2. Group Discussion

People accustomed to being talked to may at first find group discussion difficult, but this is the only method likely to result in effective action. Everyone who takes part in group discussion, contributing his own observations and assisting in the framing of plans for common action, is giving a practical demonstration of democracy.

3. The Panel

This consists of a small group of persons representing various points of view on a controversial issue. The members usually seat themselves around a table to give the appearance of an informal conversational group. The chairman guides the discussion, calling upon individual members of the panel for opinions on specific points. There are no set speeches. No member of the panel should speak for more than two or three minutes at a time. At the close of the discussion the leader sums up the points that have been made. It is advisable for

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the panel group to hold a preliminary meeting, so that the members may become acquainted and learn each other's points of view. They will decide upon the general scope of the discussion and the points to be brought out. If some of them have not appeared on panels before, they may need instruction on the approved panel technique.

See CI&E News Digest, No. 5, Section III, "Panel Group Discussion" and accompanying Japanese translation entitled "Panel Discussion no Teisho".

4. The Symposium

The symposium consists of several brief talks by various speakers, each of whom gives his point of view or makes some special contribution to the topic under consideration. These talks are followed by questions and discussion from the floor.

5. The Forum

The forum is a combination of lecture and discussion. The speaker of the occasion presents his material, followed by general informal discussion from the floor.

6. The Question Box

This technique is especially valuable when members are too shy to rise and ask questions from the floor. The questions are written on slips of paper and placed in the box. They may be answered by the person conducting the program or by members of the group. The object is to give information rather than to test the knowledge of any individual.

7. The Demonstration

The educational and entertainment value of a classroom demonstration should not be overlooked. Parents would rather be shown what their children are doing in school and the methods used in teaching and learning than listen to a specially prepared program of set "pieces". The demonstration, however, should be planned to illustrate actual accomplishment and should not be regarded as an opportunity for either the children or the teachers to "show off".

An "open house" at which time the whole school is thrown open to the public for inspection provides an opportunity for the teachers to meet the parents, explain the objectives of the course, and answer questions.

8. Dramatization

Short plays or skits, written and acted by members of the association, are excellent means of promoting interest in various phases of parent-teacher work and establishing a cordial

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feeling of friendl[illegible] and of esprit de corps. However, only plays dealing with subjects within the range of parent-teacher activity are suitable.

9. Motion Pictures

Educational films provided by military government or the Social Education Section of the prefectural office or other appropriate motion pictures agencies may be substituted for the lecture as a preliminary for group discussion. 16 millimeter projectors for educational films are also available for loan at Military Government Offices. Some groups have used effectively a brief portion of a motion picture drama as the basis for a discussion of certain human relations, especially the parent-child relationship. A discussion period should be held at the end of a meeting, featuring this type of program.

10. The Exhibit

This is used in most cases as a supplementary type of presentation. Parents are usually interested, for example, in an exhibit of school work, a hobby show or a display of posters, paintings, or photographs made by students.

III - Suggested Program for a Year (Urban PTA)

Such big themes as "Tomorrow's Education" or "Improvement of Environment for Democratic Education" would make a good project for a year. Each theme should be treated from different angles so that each month's activity contributes to the year's goal. Below is a suggested plan of a year.

Theme of the year 1948: "Promotion of Community Understanding of Democratic Education".

January - Theme: Basic Techniques of Democracy.

Topics for discussion:

a. The meaning of democracy, and advantage of democratic methods for this community.

b. Techniques of parliamentary law, secret ballot, and free discussion in a meeting. (Suggest demonstration by student body leaders).

c. Proceed to nominate and select officers for the year.

February - Theme: Theory and Aims of the New Education"

Material to be presented by the principal from the Mombusho publications:

a. Guide to New Education in Japan, Vol I, Part 2 - "Fundamental Problems of the Establishment of New Japan" and

b. "Tentative Suggested Course of Study, General, 1947"

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March - Theme: The New Education as Applied to This School.

Activity: "Open house" at school at time of Commencement, demonstrating new-type teaching, as well as the products of children's work.

April - Theme: A Better Family Life Should Begin with Correct Discipline.

Topics of discussion:

a. Sharing of responsibility in the home.

b. Deference to the opinion of others in the home.

c. Equal treatment of boys and girls.

d. Father and mother should agree on general principles of discipline.

e. Problem of punishment in home and school.

May - Theme: Better Health and Physical Fitness

Scientific information in the field of housing, safety, nutrition, preventive medicine, sanitation and personal and social hygiene may be provided through various methods.

Topics of discussion:

a. What health facilities are available in the community?

b. Are they being used by those for whom they are intended?

c. If needed facilities are not available, or available only to a limited few, what can be done to obtain or extend them?

d. What action can the association take on this matter?

June - Theme: Better School Listens to Opinions on Education Reforms.

Topics of lectures or discussions:

a. Co-education and equal treatment of sexes, healthy contact of sexes.

b. Standard of personal conduct and how these can be taught in school, home and community.

c. Simplification of Japanese written language and why it is necessary for Democracy.

d. Is there any child who cannot attend school? If so, how should this situation be corrected?

Activity: Petition to local government to cover school expenses by tax.

Hiring of janitors to clean latrines.

July - Theme: World Citizenship.

Topics of lectures and discussions:

Exhibitions or Symposiums.

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a. Work of the United Nations, the UNESCO.

b. Discussion of specific current international issues.

c. How to develop, through school and home education, tolerance, understanding, and mutual trust between neighbors and nations.

Activities: Encourage the development in the school of curricular materials or extra-curricular activities that will improve pupils' understanding of other nations and their peoples.

Observance of world Good Will Day through sponsoring forums or music, art, dance, and science program of the world.

August - Theme: Cooperation of Home, School and Community for Better School & Students.

Activities:

a. Children's Summer Round-Up. A committee should be assigned who would sponsor:

(1) Visits to parents of children entering school the following spring,

(2) a pre-school examination by physicians and dentists of such children. Parents and teachers should see to it that all children entering school are physically and mentally ready (free from anti-social habits) to take full advantage of the school education. Health Centers, Doctors Societies, Dentists Societies, Health Education Bureaus of the Community may be invited to contribute their services and cooperation. Arrangements for the treatment of indigent children in coordination with the local health centers should be made.

b. School Clean-Up Day. All classroom committee members may sponsor a school clean-up day prior to the opening of the fall term. In the morning all members are urged to come to school and contribute their labor. Those who would like to give materials for repair, glass panes, paint, trees to plant, may do so. The afternoon should be devoted to recreation and features so that this day will prove to be a big social event of the year.

September - Theme: How Can School Supplies be Made Available to All Children?

Activities: A sale or bazaar of school supplies and worthwhile books or clothing with the aim of collecting money to furnish needy children with school supplies.

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Topics of discussion:

a. What is the government's responsibility regarding school supplies?
b. What is the responsibility of each local PTA?
c. What can this PTA do toward solving these problems?

October:- Theme: Prevention of Juvenile Delinquency.

Activities:

a. Sports Events (Field Day).
PTA may cooperate with the school in the annual field day program and make it significant by encouraging healthy recreation for the children and youths of the community, by planning a permanent supervised play program, or by sponsoring training of leaders for extra-curricular activities.

November - Theme: Parents' Education and Recreation

Activities:

a. Benefit performance: Music or Drama of some educational value.

b. Parents and teachers classes on Child Psychology, First Aid, or Current World Events.

December - Theme: Vocational Guidance

Activity:

Since all people are busy this month the activity should be limited to those committee members who are responsible for vocational guidance. They should get material from Employment Agencies and work with specific cases.

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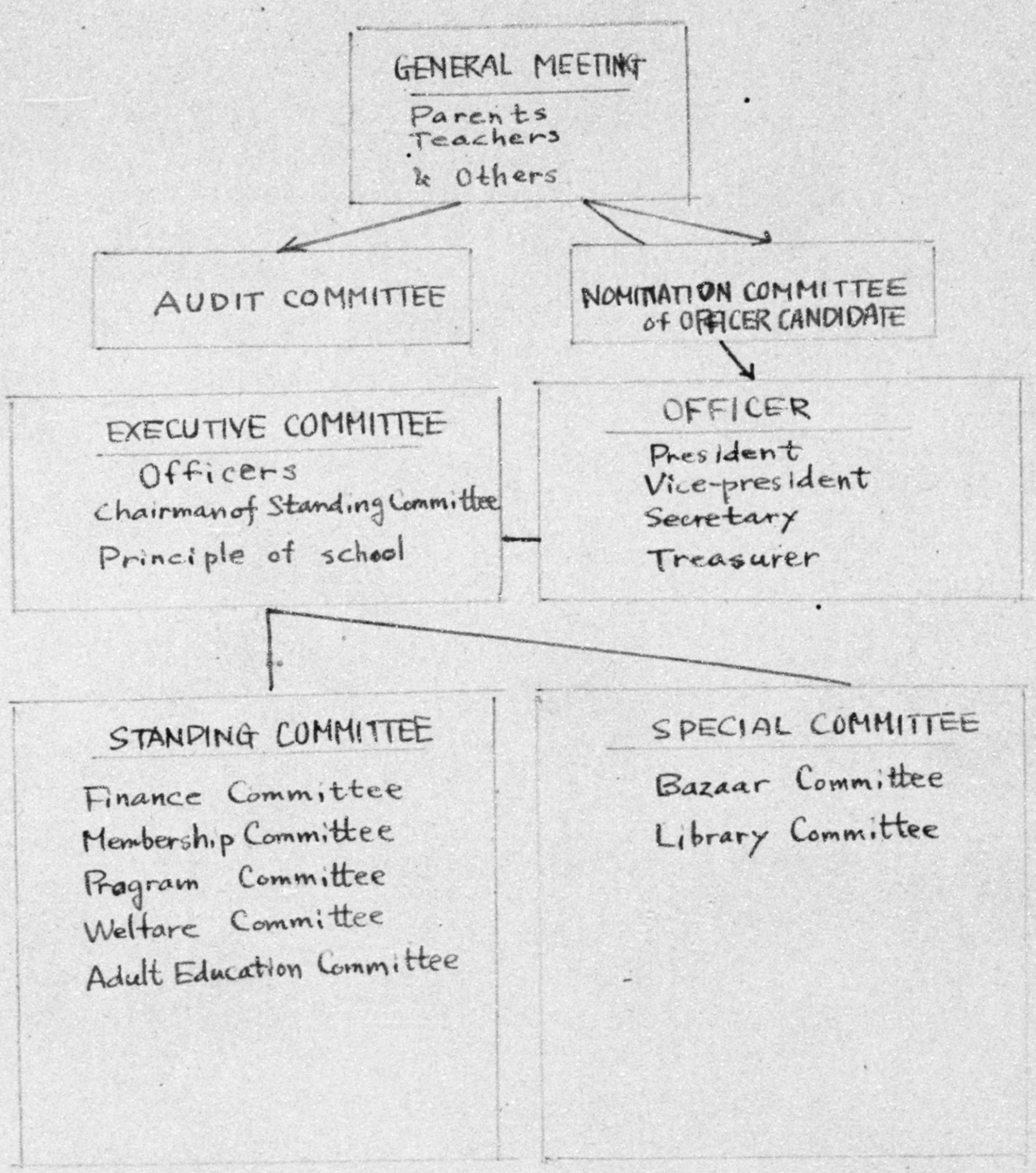
CHART OF PTA SYSTEM

by Kyuma Ninomiya



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PTA 27 Oct 1948

A suggested "model" constitution for local Parent-Teachers Associations in Japan, completed after a three-month work period by a Japanese committee consisting of parents, teachers, a school principal, and Ministry of Education officials, will be distributed in the near future to schools and Citizens' Public Halls throughout Japan.

The document is not official but is considered to be an excellent example of an appropriate constitution for Japanese PTA's. It contains provisions for dealing with those problems encountered by Japanese PTA's which do not confront similar groups in the United States.

Translation of the document is as follows:

CONSTITUTION AND BY-LAWS FOR LOCAL PARENT-TEACHERS ASSOCIATION

ARTICLE I. NAME

Section 1. The name of this organization shall be the _____ (name of school) Parent-Teachers Association.

ARTICLE II. OBJECTS

Section 2. The objects of this association shall be as follows:

1. To promote the welfare of children and youth in home, school, and community.

2. To promote adult education for parents for the purpose of raising the standards of home and community life and for the purpose of bringing about an understanding of the rights and responsibilities of citizens in a democratic society.

3. To improve the understanding of the new democratic education and to develop it.

4. To bring into closer relation the home and school so that parents and teachers may cooperate intelligently in the training of children.

5. To develop among parents, teachers, and the general public such united efforts as will help children and youth grow up soundly in physical and mental conditions.

6. To improve the educational environment of the school.

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7. To help secure and put into practice adequate laws for the care, protection, and welfare of children and youth.

8. To help secure adequate government financial support for public schools in accordance with proper legal procedures.

9. To assist in promoting social education in the community.

10. To work for a family of nations.

ARTICLE III. POLICIES

Section 3. This association shall act as a democratic organization whose main purpose is education.

Section 4. This association is noncommercial, nonsectarian, and nonpartisan. It shall not allow its name to be used to endorse any commercial enterprise or to support any candidate for office whether public or private, nor shall the names of its officers in their official capacities be used in any connection with a commercial concern or with any sectarian group or with any partisan politics or for any purpose other than the regular work of the association.

Section 5. This association shall cooperate with other social organizations and agencies acting for the welfare of children and youth.

Section 6. This association is autonomous and independent and shall not be governed, controlled, or interferred with by any other organization.

Section 7. This association shall discuss school problems with teachers, principal, and board members and offer opinions and reference materials to assist their activities, but shall not interfere with the management of the school nor the personal affairs of teachers.

Section 8. This association shall work toward securing an adequate budget for education on the national, prefectural and community levels.

Section 9. This association shall have no direct responsibility for the financial maintenance of the school nor for the subsidy of teachers' salary and living expenses.

ARTICLE IV. MEMBERSHIP

Section 10. The parents or the acting parents or students attending this school (hereinafter referred to as parents) and its principal and teachers (hereinafter referred to as teachers) may become members. All members have

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equal rights and responsibilities. Any persons living in the community who are specially interested in education shall be admitted to membership if they so desire.

ARTICLE V. FINANCE

Section 11. The expenses of the association shall be paid by dues, income from enterprises and voluntary contributions. The approval at a general meeting by secret ballot and by majority vote shall be required to decide on amount for membership dues; kinds of money-making activities; and to ask for contributions from members or outsiders.

Section 12. The monthly membership dues shall be_____yen per month for 12 months or_____yen per year and shall be paid monthly or yearly. (The monthly dues shall be determined by each local PTA.) Make PTA matter on all expenditures.

Section 13. The moneys and properties of the association shall not be paid or used otherwise than to attain the objects as stated in Article II.

Section 14. The budget year of the association begins on 1 April, and ends on 31 March the next year. No discussion

ARTICLE VI. ELECTION OF OFFICERS

Section 15. The officers of this organization are:

1. a president ..... a parent
2. a vice-president ..... a teacher or parent
3. a secretary ..... a teacher
4. a treasurer ..... a parent

These officers shall hold office for one year. They may be re-elected for only one additional year. I suggest only 1 year.

Section 16. Election of officers and their installation shall be held as follows:

1. The nominating committee shall consist of seven members.

   a. Four parents elected as follows:
      (1) Parents of each class elect a representative by majority vote.
      (2) These representatives meet and elect by majority vote four parents.

   b. Two teachers elected by teachers.

   c. One person elected by the executive board.

2. The consent of each candidate must be obtained before his name is placed in nomination, either by

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the nominating committee or by persons nominating from the floor.

3. The nominating committee shall select more than one candidate for each office and inform members of them at least 10 days before the election.

4. The names of the members of the nominating committee are announced at the January general meeting.

5. Additional nominations may be made from the floor at the election meeting.

6. Officers shall be elected at the February general meeting by secret ballot and by majority vote.

7. The newly elected officers shall be installed at the March general meeting.

Section 17. No person shall hold more than one office in the PTA at the same time.

ARTICLE VII. QUALIFICATIONS AND DUTIES OF OFFICERS

Section 18. Any member shall be elected an officer in accordance with provision of Article VI who is not purged from public offices or schools, to whom Cabinet Order 15 is not applicable, who loves children and youths, and who has some understanding of democracy and education.

Section 19. The duties of officers shall be as follows:

1. The president shall preside at the executive board meetings and the general meetings; shall appoint with the approval of the executive board the chairman of all committees except the nominating committee and auditing committee; and shall be a member ex-officio of these committees except the nominating committee and auditing committee. He or someone designated or appointed by him shall represent the association at various meetings where the PTA has been asked to send a representative.

2. The vice-president shall act as aide to the president and shall perform the duties of the president in the absence of that officer.

3. The secretary shall keep a correct record of the general meetings and executive board meetings, and shall send announcements of these meetings.

4. The treasurer shall keep an accurate record of receipts and expenditures; shall present at each general meeting a report of expenditures and receipts. The final statement of accounts after proper auditing shall be presented at the general meeting at

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the end of the school year. The statement shall have been audited by a committee or public accountant.

ARTICLE VIII. MEETINGS

Section 20. General and executive board meetings shall be held at least once a month; committee meetings, class meetings and study group meetings shall be held at any time convenient for members.

Section 21. The following business general meetings shall be held every year:

April meeting:	Report of the new members, plans for year's program presented by program committee, discussion and approval of the budget and any other important business.
January meeting:	Election of nominating committee.
February meeting:	Election of officers for the next school year and auditing committee.
March meeting:	Acceptance of treasurer's annual report after it has been audited, installation of new officers.

Section 22. The date, place, and subject of the general meeting shall be announced at the previous general meeting.

Section 23. One-fifth of the members shall constitute a quorum at the general meeting. A resolution shall be made by the agreement of the majority in attendance.

Section 24. A special general meeting shall be called by the president with consent of one-fifth of the membership when the executive board finds it necessary.

ARTICLE IX. DUTIES OF EXECUTIVE BOARD

Section 25. The executive board shall consist of the officers of the association, the chairman of the standing committee and the principal of the school or his representative.

Section 26. The duties of the executive board shall be:

1. To approve committee chairmen selected by the president.
2. To study and discuss committees' plans of work.
3. To prepare the report to be presented at the general meetings.

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4. To create special committees when needed.

5. To transact the necessary business entrusted by the general membership.

Section 27. The regular meeting of the executive board shall be held at least once a month during the school year, the time to be fixed by the committee at the first meeting of the year. Additional meetings may be called by the president.

Section 28. A majority shall constitute a quorum for the executive board. Special business meetings of the executive board shall be called by the president or by a majority of its members.

ARTICLE X. SELECTION OF COMMITTEES

Section 29. The association shall have four kinds of committees: standing committees, special committees, nominating committees, and auditing committees.

Section 30. The chairmen of committees, except nominating committee and auditing committee, shall be appointed by the president with the approval of the executive board and serve one year. They may be reappointed for only one more year.

Section 31. Members of the committees except nominating committee and auditing committee shall be selected by each chairmen of the committees. The principal shall be a member of the program committee. The membership committee shall consist of members representing each year class.

Section 32. Standing committees shall be budget and finance, program, membership, welfare, and adult education. Others, if needed, shall be created by the executive board.

Section 33. The chairmen of the standing committees shall be appointed by the president with the approval of the officers and principal. The members of the standing and special committees shall be selected by each chairman of the committee.

ARTICLE XI. DUTIES OF COMMITTEES

Section 34. The budget and finance committee shall help the treasurer make an annual budget and manage sound finances.

Section 35. The program committee shall plan programs which carry out the objects of PTA according to the ability of the association.

Section 36. The membership committee shall work to increase the membership of the association and interpret the real meaning of PTA.

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Section 37. The welfare committee shall sponsor projects as part of the PTA program which contribute to the welfare of children.

Section 38. The adult education committee shall sponsor Parent Education programs and cooperate in promoting the Social Education program as part of the PTA program.

Section 39. The nominating committee shall elect officer-candidates to be present at the general meeting for election.

Section 40. Special committees to work on special projects shall be created by the executive board.

Section 41. An auditing committee consisting of three or more members shall be elected at the February general meeting by majority vote of the membership.The committee shall audit the accounts of the year, and make a report at the last general meeting of the school year.

Section 42. Standing committees and special committees shall discuss their plan of work with the executive board.

ARTICLE XII. AMENDMENTS

Section 43. The constitution and by-laws may be amended at any general meeting by a two-thirds vote of the members present, providing notice of the proposed amendment has been given at the previous general meeting.

# # #

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REDRAFT

A SUGGESTED CONSTITUION AND BYLAWS
FOR A PRIMARY SCHOOL PARENTS-TEACHERS ASSOCIATION

RSA/ckw

CONSTITUTION

Article 1. The name of this association shall be _____PTA.

Article 2. The object of this association shall be to unify and strengthen the forces promoting child welfare in the home, school and community, to merge all previous parents, supporters, mothers, and similar associations into one inclusive organization which will carry out a dynamic program for democratic education in and out of school. It aims eventually to join forces with the same sort of associations attached to each public school of Kyoto City, and to form a city-wide organization which may eventually form a prefectural-wide federation, so as to enable us to carry on larger and longer-range projects for democratic education.

The organization is strictly educational, therefore, non-religious, non-commercial, and non-partisan. It shall encourage political participation by its members, but shall never endorse an individual candidate.

Article 3. Goals of the association.

I. Family Responsibility:

We believe that family life is basic in the development of personality of children. PTA will enable parents and teachers to study the improvement of family life which will aid parents in fulfilling their responsibilities to their children. PTA will also provide a basis for a close cooperation between parents and

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teachers for the benefit of the children. For this purpose we will carry out a strong program of parents' education.

(a) The principle of co-education will be encouraged in home, school, and community. Boys will be taught to have consideration for girls and women at all times.

(b) The democratic ideal of respect for each individual personality will be the theme of this society.

II. Community Responsibility:

We realize the center of influence and interest is rapidly passing from the home to the community. Therefore we will help make the school the community center where opportunities for wholesome development of boys and girls are offered. For that purpose we will provide:

(a) Recreational facilities

(b) Trained leaders

(c) Coordinated community programs for the community's children and youth.

(d) Facilities for physical and mental hygiene and care of the delinquents.

(e) Cooperation with other agencies in the community to help promote welfare of children.

III. Better Schools - Our Responsibility:

The PTA will enable the parents to make their wishes known in the selection of the new Education Board.

The PTA appreciates the teachers' importance and the need for a sufficient number of adequately paid, well-trained

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teachers, in order to afford a good education for the children of the community. It will therefore support legislation raising the standards of apy of the profession, and provision for job security.

We will urge schools to initiate a strong program of vocational guidance and keep in close contact with parents. We will urge the school to keep cumulative records of every child which will guide the direction of his future career toward happiness and success.

Article 4. Members are of the following classification:

(a) Parents or guardians of the students enrolled in the primary school, and teachers of the same, who will join the association voluntarily.

(b) Any person other than the above mentioned may become a special number upon recommendation of any three members and the payment of dues, and will have rights and privilages of active members.

Article 5. The officers of this organization shall be a president, vice-president, an advisor, a secretary and two treasurers. The officers shall be elected by secret ballot, and by majority vote at each annual meeting, (April) on the following basis:

President...Preferably a parent, Vice Pres. ...parent, Advisor... principal, Secretary...teacher or parent, and Treasurers....Teacher and parent.

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Officers shall assume duties on May 1 and serve for a term of 1 year. There shall be an equal number of male and female officers.

No person shall hold the same office for more than 1 term consecutively.

No person shall be eligible to occupy more than 1 office at the same time.

No person who was a member of IRRA and Keibo Dancho or any other wartime political organization may be eligible for holding office.

Article 6. The annual business meeting will be held on _____ and shall be for the purpose of electing officers and for any other business that may arise. _____ percent of the members will constitute a quorum at the annual meeting.

BY-LAWS

Article 1. The dues of the association shall be _____ and will be payable twice a year, in April and September.

Article 2. Duties of officers' will be as follows: The president shall preside at all general meetings, and represent the association. He can call the meetings of committees when necessary. He received reports from all sub-meetings, of committees or each classroom or district groups.

The vice-president shall assist the president and act as, and instead of the president in his absence.

DECLASSIFIED E.O. 12065 SECTION 3 482/NNBS NO.

The secretary shall keep the record of all meetings and all activities of the association, and send out all notices of meetings.

The Treasurers shall keep an accurate account of all receipts and disbursement of funds, shall present a written semi-annual report to the general meeting for approval, and the books shall be open to examination by the membership at all times.

Article 3. Meetings: General meetings of all the membership shall be held at least <u>once a month.</u> Special meetings may be called by the President, and shall be called upon the request of _____ percent of the membership. Sub-meetings of groups by district, or by classroom may be called in addition to the regular meeting upon the agreement of the members of each unit.

Article 4. Committees: The following committees may be appointed. These committees are responsible to the association officers and through them to the members of the association.

a. <u>Classroom Committee</u> consisting of <u>2</u> representatives from among the parents or guardians of the pupils of each classroom. They assist the treasurer and secretary in their duties. these representatives are responsible to the classroom group and in addition encourage participation of members in association activities. When the members of this committee do not cover all sub-divided areas of the district the residents of the area not represented shall be added.

b. <u>Program Committee</u>, appointed by the president, plans program in accordance with the purpose of the association. These programs are so arranged as to attract and interest the membership.

DECLASSIFIED E.O. 12065 SECTION 3 NND/NRS NO.

In a large organization this committee may be sub-divided into, or supplemented by several committees to cover all interests of the association such as:

(1) Entertainment Committee

(2) Educational Campaign Committee

(3) Physical and Mental Hygiene Committee

(4) Relief Committee

(5) Vocational Guidance Committee

(6) Sanitation Committee

c. Auditing Committee, consisting of three people, appointed by the president, to audit quarterly the treasurers' reports.

Article 5. Amendment to the constitution and the by-laws shall be made at general meetings by a two-thirds vote, provided notice was given at a previous meeting.

No person can be elected to more than one type of committee at the same time.

DECLASSIFIED E.O. 12065 SECTION 3 402/NNSS NO.

Required Qualifications of Try-out PTA (Suggestion)

1. A try-out PTA should be the only organization attached to the school whose purpose is to assist the education of the school and the community.

2. At least half of the officers should be mothers.

3. The association should not force any monetary donation on the part of the parents, the membership should be optional.

4. The association should be financed by the money raised through the effort of the members sponsoring educational or recreational and social programs or conducting a consumers co-operation in the community or any other program designed to promote welfare of the children and democratic education of our community.

5. The membership dues must be lower than 30 yen per term.

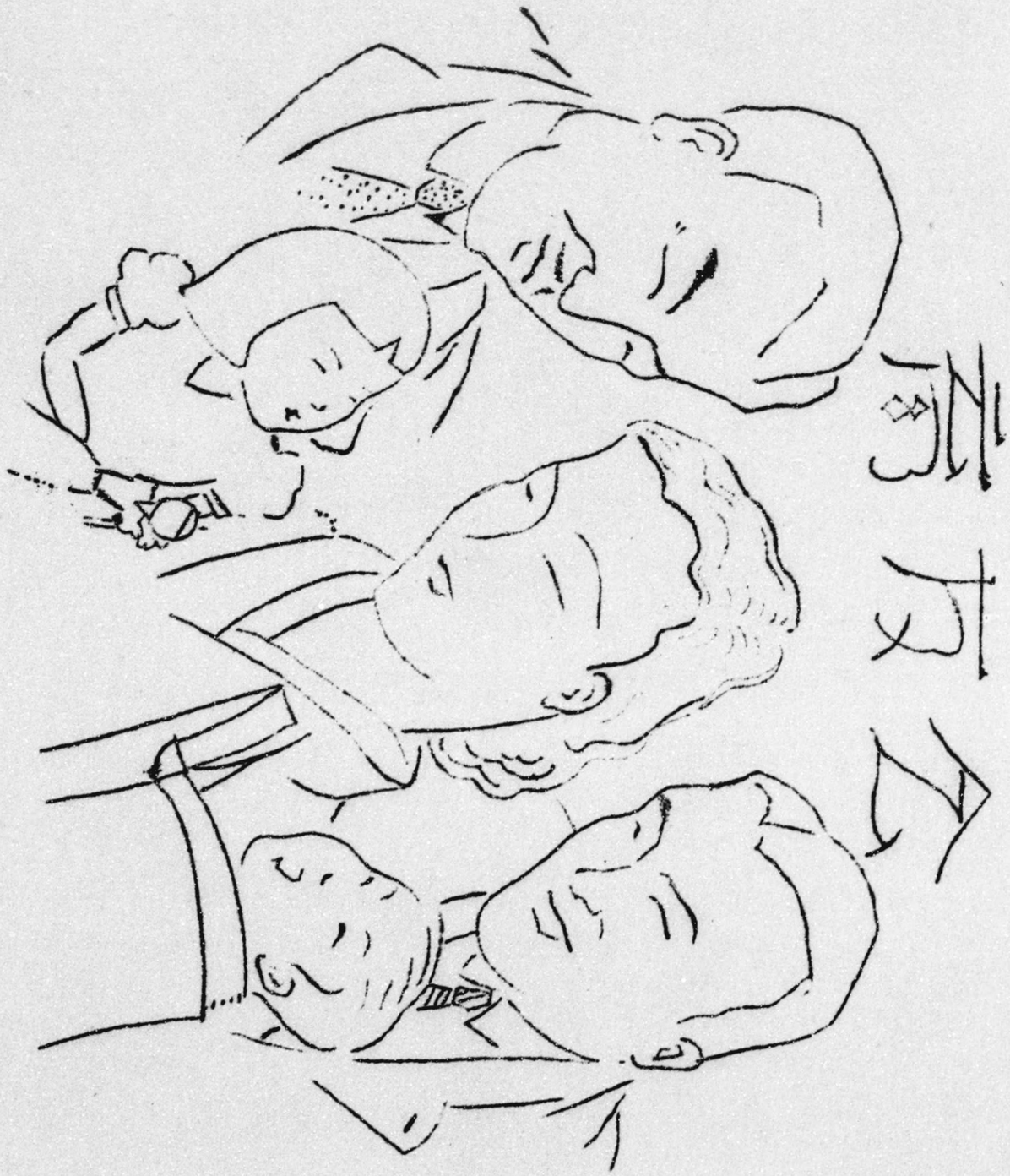
6. The association should provide opportunities for all parents to exchange opinions with one another and with the teachers, Problems of common interest should be taken into considertion and be solved through the association's activities.

7. The association should maintain friendly relationships and cooperate with neighboring primary schools' PTA

8. The association should cooperate with CI & E in the effort for democratic education.

9. The association should aim to carry on activities for the good of larger geographical area than merely its own.

10. The association should have elected its officers on a democratic basis.



DECLASSIFIED E.O. 12065 SECTION 3-402/NNDB No.

DECLASSIFIED E.O. 12065 SECTION 3-402/NND NO.

両親と教師の會「假称青友会」規約及附則

（第一軍團軍政府民間情報教育課推奨）

規約

第一條　本會は　ーーーー青友會と呼びます

第二條　本會の目的は從来の保護者會、父兄會、母の会、後援会等を合同して家庭と學校と區内に於ける子供の福祉を增進しやうとするすべての精力を糾合した強力な一体となし、動的なプログラムによって民主的教育を推進するにあります。本會は市内各小學校々下の同じ團体と協力して將来は、市・府又全国的運動となしより広くより永續的な民主教育の設計をするつもりです。

本會は嚴密に教育的な團体ですから宗教や政党の色彩はありません又営利事業を目的としません。各会員の政治的参与を奨励しますが決して個々の候補者を支持しません。

第三条　本會の主張

1. 家庭に対する責任。我々は子供の人格涵養が家庭生活に基礎づけられることを信じますので青友會は家庭生活の改善を研究し親が子に対する義務を果す根本をたてます　そのため次の方針の下に両親教育と親と教師の協力を推進するプログラムを行ひます。

イ、男女共學の精神を家庭・學校及区内に浸透させます、特に男の子はつねに女の子や幼人のために意を用ひる習慣を養成事。

ロ、民主主義精神による各個人の人格の尊重を実生活に移し、封建的な慣習の打破につとめます事

2. 社會に対する責任。子供の環境はすみやかに家庭から社會にうつってゆくのであります。我々は小學校を社會生活の中心となし、青年女の健全な発達に備へ、よき影響を及ぼし、興味の温床となるやうな様々の機会を提供することに努力します。この為次のやうな便宜を備へたいと思ひます。

イ、娯楽的設備

ロ、熟練な指導者

ハ、調和のとれた社會教育機構

ニ、心的及体的・衛生設備と要保護・不具者の善導

ホ、學区内の市内の他の兒童福利施設との提携

3. 學校をよくする責任。

育友會は新しく生ずる教育問題の人員の選出に対して両親の希望を披瀝し得る機関となります。

ロ. 教員の仕事の重要性を認め、子供によい教育を与える為是非必要な、訓練された先生のあがることを欲します。故に先生の月給の標準を高くし就職の安定をはかる法律を支持します。

ハ. 育友會は學校が両親と協力して職業指導の面に活潑な計画を実施するやう主張します。各子供の将来に幸福な方針をたてる為にくわしい知能、技能、性格の内容を記録して科学的に方針をたてることを要求します。

第四條　本會の會員は次の二種です

1. 學校に在籍する児童の両親及保護者と學校に勤務する校長教師を正會員とします

2. 右以外の人で學正門に住み、入會したい人は正會員三名の推薦により會費を納めて特別會員となり、正會員と全じ権利義務をもつことができます。

第五條　本會の役員は次の如くです。

1. 會長　一名　一両親から一

2. 副會長　一名　一會長が父親の場合はなるべく母親

3. 顧問　　學校長

4. 書記　二名　教師又は親

5. 會計　二名　教師一名と親一名

役員は秘密投票により多数決で選出し毎年四月總會で行ひます。

役員は五月一日より就任し任期は一ケ年とします。

役員は男女同数であります

一期以上　同一人が同じ役目をつづけることはできません。

二人の人が同時に一つ以上の役目につくことはできません

大政翼賛会に関係のあった人、警防團長であった人、其他戦時の政府に置かれた團体の指導者は役員になれません

第六條　總會、毎年事務的の總會を一回　一月に開き、役員選挙と其他の緊急事項を取りあげます　總會の出席　一割を以て決議権を認めます

以上。

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DECLASSIFIED E.O. 12065 SECTION 3-402/NARS

附則

第一條　本會の會費は――――とし四月と九月の二期に分納します。

第二條　役員の任務は次の通りです。

會長は總會を司會し、外界に対して会を代表します。各委員會を必要に応じて召集します。凡ての委員會及學級別集會の報告をうけます。

副會長は會長を補佐し會長不在の時代理をつとめます

書記は凡ての會合、會の活動状況を記錄し各会合の通知を発送します。

會計は凡ての支出、収入の記錄と領収書を保管し會計ボは何時でも會員の閲覧に供へる一方半年毎に總會に報告して承認をうけます。

第三條　會合

全會員の集合を毎月壱回開きます。臨時集會は會長又は會員――割以上の要求によって開くことができます。

學級別又は地域別の小集會は各單位會員の同意によって随時開きます。

第四条　委員

次の委員を設けることができます。之等の委員は会の役員に対し、且役員をとほして各會員に対し責任を負ふものです。

1、學級委員、各級の兩親及保護者から二名づゝ選出して組織する

この委員は書記と会計の仕事に助力します　各委員は自分の属する學級の會員がよく權利と義務を全うするやうにつとめます。本委員が各地域をもうけない為に不便のある時は更に代表のない地域から選出して参加してもらってもよろしい。

2、プログラム委員は會長が任命し會の目的に応じて会員の興味をひくやうに企画をします。會が大きい時はプログラム委員を更に次のやうに分類又補足します。

イ、娯楽部委員
ロ、教育運動（保主教育の促進）委員
ハ、心身衛生部委員
ニ、厚生救済委員
ホ、職業指導委員　（等）

一人が同時に一種類以上の委員に任命されてはなりません。

3、會計監査委員、會長が三名を任命します。一年に四回会計の報告をします。

第五條　規則及附則は總會で三分の二以上の賛成により改正することができます。

但し前回の總會で通告をしておく必要があります。

以上。

××××

猶新しい役員のために詳しい手引きを本課で用意して居りますから御遠慮なく市申出て下さい。實驗育友會の要件も當課にて規定いたして居りますから市承知下さいませ。

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDS NO. [illegible]

file PJA

INFORMATION re P.T.A.

Federation

None at present but in preparation. Some federation is expected at the beginning of next school year.

Kind of conference of P.T.A. presidents or executive officers for the sake of liaison, occasionally, separately in various districts.

Ex. The Nagoya Liaison conference of primary and Jr. High School P.T.A.'s.

* * * * * * * * * * *

Monthly fee a pupil	Lowest	Highest	Average
Primary School	¥ 2.50	¥100.	(¥18.78)
Junior High School	0	¥101.40	(¥26.85)
Senior High School	¥50.00	¥250.00	(¥147.37)

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

In Nagoya alone	Lowest	Highest	Average
Primary School	¥ 10.00	¥100.	(¥48.00)
Junior High School	12.80	101.40	(¥64.00)
Senior High School	80.00	200.00	(¥151.00)

EXPENDITURE

	Average			Highest
	Elementary School	Jr High School	Sr High School	
Welfare for Children	39.8%	45.59%	39.18%	93.0%
Adult Education	9.62%	5.94%	2.58%	41.0%
General Affairs	7.58%	7.02%	8.72%	63.0%
School Equipments	21.7%	24.24%	15.95%	82.0%
Supplementary Assistance for Teachers	13.14%	11.35%	22.8%	63.8%
Miscellaneous Items	8.16%	5.85%	10.4%	29.9%

DECLASSIFIED E.O. 12065 SECTION 3 402/NND

DECLASSIFIED E.O. 12065 SECTION 3 402/NNSS NO. [illegible]

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

080 20 JAN 1951) CAS-CE 20 JAN 1951

SUBJECT: Parent Teacher Associations

TO: Chief, Chugoku Civil Affairs Region, APO 182
Chief, Hokkaido Civil Affairs Region, APO 309
Chief, Kanto Civil Affairs Region, APO 500
Chief, Kinki Civil Affairs Region, APO 15
Chief, Kyushu Civil Affairs Region, APO 1105
Chief, Shikoku Civil Affairs Region, APO 1050
Chief, Tohoku Civil Affairs Region, APO 547
✓Chief, Tokai-Hokuriku Civil Affairs Region, APO 710
(Attn: Civil Education Officer)

1. Development of National PTA Congress:

a. Reports to this division from region civil education officers and Japanese concerning the establishment of a National PTA Congress are controversial and confusing. It is evident from notes taken at meetings of the PTA Congress Preparatory Committee held during 1949 and 1950 and from the proposed constitution for the National PTA Congress that some of the main aims and objectives have been disregarded.

b. Investigation concerning the status of the PTA National Congress Preparatory Committee is being conducted. Decisions reached concerning the future policy in regard to the establishment of a National PTA Congress will be transmitted to regions.

c. Region CE officers will continue to give advice and encouragement to the establishment of democratic unit PTAs.

d. "Development of PTA Movement in Japan," written by the Ministry of Education, is attached (Incl 1).

2. PTA Radio Hour:

a. The aim of the PTA Radio Hour beginning 1 April 1951 will be to give recognition in the program of representative PTA activities which will serve to counteract "behind the scene maneuvers" of groups

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080 (20 JAN 1951) CAS-CE
Subj: Parent Teacher Associations

who wish for selfish reasons to seize the power of the PTA at the national level. The programs will be planned to do two things. To point out desirable future activities for PTAs and to seek out things being carried on at present which are worthy of emulation. NHK (Japan Broadcasting Association) and Ministry of Education have prepared a list of "Desirable Activities for PTAs" to be used as a basis for program planning. This list will make it possible to visualize program material in specific areas of activity. Examples of PTAs carrying on these activities will be sought for and dramatized. A list of these activities is attached (Incl 2).

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

J. A. O'BRIEN
CWO USA
Adm Off

2 Incl
1. Development of PTAs in Japan
2. List of PTA Activities

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDS NO.

C. E.

File

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

000.77 (8 FEB 1951) CAS-CE 8 FEB 1951

SUBJECT: Three Months Radio Program for Parent Teacher Associations

B-231

TO: Chief, Chugoku Civil Affairs Region, APO 182
Chief, Hokkaido Civil Affairs Region, APO 309
Chief, Kanto Civil Affairs Region, APO 500
Chief, Kinki Civil Affairs Region, APO 15
Chief, Kyushu Civil Affairs Region, APO 1105
Chief, Shikoku Civil Affairs Region, APO 1050
Chief, Tohoku Civil Affairs Region, APO 547
Chief, Tokai-Hokuriku Civil Affairs Region, APO 710
(Attn: Civil Education Officer)

1. Reference letter, this headquarters A-602, subject, "Parent Teacher Associations," dated 20 January 1951.

2. In conjunction with PTA activities listed in above reference a three months "PTA Radio Hour" program has been developed. Beginning 1 April 1950 this program will be broadcast by NHK (Japan Broadcasting Company).

3. Forwarded for your information is a copy of the PTA Radio Hour Schedule for April, May and June 1951.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

1 Incl
PTA Radio Hour Schedule

J. A. O'BRIEN
CWO USA
Adm Off

DECLASSIFIED E.O. 12065 SECTION 3 402/NNBS NO.

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

000.77 (8 FEB 1951) CAS-CE 8 FEB 1951

SUBJECT: Three Months Radio Program for Parent Teacher Associations

TO: Chief, Chugoku Civil Affairs Region, APO 182
Chief, Hokkaido Civil Affairs Region, APO 309
Chief, Kanto Civil Affairs Region, APO 500
Chief, Kinki Civil Affairs Region, APO 15
Chief, Kyushu Civil Affairs Region, APO 1105
Chief, Shikoku Civil Affairs Region, APO 1050
Chief, Tohoku Civil Affairs Region, APO 547
Chief, Tokai-Hokuriku Civil Affairs Region, APO 710
(Attn: Civil Education Officer)

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FOR THE CHIEF, CIVIL AFFAIRS SECTION:

J. A. O'BRIEN
CWO USA
Adm Off

1 Incl
PTA Radio Hour Schedule

DECLASSIFIED E.O. 12065 SECTION 3-402/NNBS NO. [illegible]

COPY

PTA Radio Hour

APRIL 1951

Tues. (3rd)

I. Feature: "What are the aims of the PTA?"

II. Spot-light - Example of PTA creed used in Canada and U.S.A.
Tips to parents whose children enrolled in the grade school for first time.

Thurs. (5th)

I. "The PTA needs you!"
Welcome or Get Together party for new PTA members.

II. PTA membership Drive (Exp. Miyagi Pref.)
Application and membership cards should be used.
Tips to parents with children entering the lower secondary grade.

(10th)

I. "The success of your PTA depends on good program planning."

II. Do the aims of the PTA well coordinated with your program planning?
What is the best way to have every member understand what the program planning is all about?
Ques. & Ans. on program planning.

(12th)

I. "Let's compare notes."
Dramatize a joint meeting of Program Planning Committee members of several schools about the size of Tachikawa (10,000 pop.) for mutual aid.

II. Introduction of elementary and upper secondary schools whose program planning merit broadcasting.
Examp. of room for improvement.
Tips on school lunches (individual)
" " " " served hot in school.

Incl 1

COPY

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COPY

(17th)

I. "What about the Educational Budget?"

Talk - What school expenditures it should cover. The minimum standard of Educ. Budget.

II. What the PTA should do in case the Educ. budget is not enough to meet the needs of the schools.
Plug or slogan on.....

(19th)

I. "Is your PTA ready to submit the PTA budget?"

Drama: Budget and Finance committee, submits budget plan, to Executive Committee.
In case the Educ. budget is not enough, to what extent should PTA give help.

II. How to collect PTA dues
What is considered a reasonable amount

Ques. & Ans. - What to do about parents who cannot pay their PTA dues.

(24th)

I. "Home-School relations - let's make it work."

Talk - Take up many examples.

II. PTA News
Describe a liaison book
Give examples of how some schools have succeeded in home-school relations.

(26th)

I. "At School Day"

Drama - Visits to classrooms.
Exp. Omiya, Saitama Pref.

II. The parents' impression
" teachers' "
" childrens' "

COPY

DECLASSIFIED E.O. 12065 SECTION 3-402/NNBS NO.

COPY

MAY

Tues. (3rd)

Constitution Day
Holiday - no broadcast

Thurs. (5th)

I. "Children's Day"
Talk

II. Report on "Children's Day"
doings in various places.

(8th)

I. "For Stronger Healthy Bodies"
Interview. School doctor -
Health advice is sought by parents whose children are in the lower secondary. Their children are ready for sports and other concentrated activities.

II. Tuberculin tests and BCG's.
Combat round and tape worms.

(10th)

I. "What do you know about your child's health?"
Check results of last periodic health checkup of some school.

II. Report survey made on children's health conducted in the last ten years.

(15th)

I. "Why be troubled with pests?"
Talk.
Rural areas combat insects and other harmful factors.

II. Anti-flea, lice, fly, mice, insect eggs, and larvae drive.
Report of past successful drives made in various localities.

(17th)

I. "Are you satisfied with your school sanitary facilities?"
Drama. Actual improvements made by some school involving the principal of the school, parents, doctor, PTA Welfare committee member, village official.

II. Testing well water, classroom and toilet facilities. Lighting in classrooms.

COPY

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COPY

(22nd)

I. "Parents should study as hard as their children."
Discussion on adult education.

II. Local news of PTA adult education activities.

(24th)

I. "What's a Study Group?"
Drama.

II. Things we learned through the PTA activities.

(29th)

I. "Good books for good children"
Talk: Influence of reading matters on impressionable children.
Reading testes of present day children. Reading guidance.

II. Questions and Answers.

(31st)

I. "Our experiences in School Library
Discussion by elementary grade children.

II. Give list of recommended books.

COPY

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JUNE

Tues. (5th)	Thurs. (7th)
I. "Health in Rainy Season." Talk	I. "Indoor Games."
II. Ques. & Ans.	II. Home recreation PTA news

(12th)	(14th)
I. "How to raise funds." Finance and Budget Committee meeting. Educational and recreational budgets discussed.	I. "Fund raising." Bazar Several Examples
II. Spotlight various examples.	II. Spotlight examples.

(19th)	(21st)
I. "School Lunch" Talk	I. "Your Children's Diet." Discussion, Parents, dietician, school doctor.
	II. School lunch and balanced diet in the homes.

(26th)	(28th)
I. "Home Projects" Talk - Actual examples	I. "How to Improve Your Kitchen Facilities." Discussion, members of certain family
II. Ques. & Ans.	II. Actual examples Ques. & Ans.

COPY

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

C. F.

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

080 7 FEB 1951)CAS-CE 7 FEB 1951

SUBJECT: Establishment of Japan National Congress of Parents and Teachers

B-20

TO: Chief, Chugoku Civil Affairs Region, APO 182
Chief, Hokkaido Civil Affairs Region, APO 309
Chief, Kanto Civil Affairs Region, APO 500
Chief, Kinki Civil Affairs Region, APO 15
Chief, Kyushu Civil Affairs Region, APO 1105
Chief, Shikoku Civil Affairs Region, APO 1050
Chief, Tohoku Civil Affairs Region, APO 547
Chief, Tokai-Hokuriku Civil Affairs Region, APO 710
(Attn: Civil Education Officer)

1. Investigation by Civil Affairs Section, GHQ, SCAP and Civil Information and Education Section, SCAP as to the status of plans for a Japan National Congress of Parents and Teachers, is continuing.

2. The attitude of regular unit PTA members and unit and prefectural PTA officials in your region concerning the advisability of establishing a National PTA Congress at the present time and under the present set-up, is desired. Region CE Officers will obtain all possible information on this problem and report to CAS, CE Division by telephone, not later than 19 February 1951.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

J. A. O'BRIEN
CWO USA
Adm Off

Done on 9 Feb
by phone with Mr Tichy
in MT

DECLASSIFIED E.O. 12065 SECTION 3-402/NNBS NO:

File

HEADQUARTERS
TOKAI-HOKURIKU CIVIL AFFAIRS REGION
APO 710

EDL/hi

20 February 1951

SUBJECT: PTA Materials for Your Information

TO : SUPREME COMMANDER FOR THE ALLIED POWERS
Attention: Chief, Civil Affairs Section (Civil Education)
APO 500

Enclosed are PTA materials in answer to your telephone request.

~~FOR THE CHIEF:~~

CARLETON COULTER, JR
Colonel, Infantry
Chief

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDS NO. _____

THE DEVELOPMENT OF THE PTA SCHOOL PLAN IN TOKAI HOKURIKU CIVIL AFFAIRS REGION AS OF FEBRUARY 1951

1. On October 26-27, 1950, a conference was held of social education consultants working with PTAs, from all prefectures. Among the topics discussed at that conference, was a presentation of the PTA School plan by the Adult Education officer. A copy of this is attached. The plan which was presented as a basis of discussion, was based on the Yamanashi prefecture PTA School plan.

2. In the succeeding months following the above-mentioned presentation, the PTA consultants of each prefecture presented the PTA School plan to the prefectural PTA Federations and also to key groups of PTA leaders. PTA consultants knew where the plan would have a good chance of success, and encouraged it's initiation there.

3. The number of PTA Schools which have already been opened, or which have definitely been planned are as follows:

Aichi	2
Gifu	2
Mie	1
Fukui	Expect to have 4
Ishikawa	2
Toyama	2

4. In most cases the PTA School more closely resembles a conference. The explanation of this is probably that the conference-type plan is very familiar to them, and they hestitate to start anything as radical as a "School." In a few cases there will be a master conference and follow-up conferences.

5. The aspects of the PTA school plan which are not considered desireable or have been rejected in some cases are as follows:

a. Successive sessions for graduating many classes
b. Tuition
c. Evening classes
d. Examinations
e. Voluntarily letting PTA members sign up of their own initiative.

6. In some areas it is felt by the Japanese that Parliamentary Procedures have been taught on many occasions and do not need to be taught again. Of course, these poeple cannot

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actually practise parliamentary procedures correctly. Also, these people are often the same ones who come to all conferences because they have been selected, instead of coming on their own initiative. However, the PTA School curriculum may be adjusted to meet the requirements of the community, and the desires of the planning committee.

7. Since the original presentation of the PTA School plan, an additional suggestion from the CE section for the curriculum has been, "A study of the formation of the National Congress of Parents and Teachers." This could be studied in conjunction with a study of Federations.

8. There was no problem convincing PTA consultants or PTA members of the need for training. The reaction of many was that it should have been given long ago. The difference of opinion is on the point on methods to be used in giving the training.

9. Since the PTA Schools mentioned in Par. 3 have either been opened in January or February, or have not yet been started, it is impossible to evaluate their success or effectiveness, at this time. An attempt will be made in the future by members of the CE section, to evaluate the PTA Schools. However, the PTA members and PTA consultants are very happy about the apparent success of the PTA School terms which have been completed. In most cases evaluation sheets are passed out to all students to be filled out. These are then compiled and announced before the students leave. Also, these evaluation sheets will be used as a basis for improving or changing the next PTA School term.

10. The CE section is encouraging PTA Federations to sponsor the PTA Schools instead of the Social Education Sections. As a result many PTA Schools are sponsored by PTA Federations, however, in some cases both the Social Education Sections and the PTA Federations prefer to have the Boards of Education sponsor these Schools. Therefore in some places, co-sponsorship is the result.

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A Suggested Plan for A

P.T.A. SCHOOL

Purpose: To provide training for PTA members so that gradually as PTA is better understood by more members the quality of PTAs will be improved.

Attendants: Any PTA member or interested adult who will sign up for the course and pay the required fee.

Setting up the courses: Plan One

1) One and a half (1½) to two (2) hour periods
2) Two nights a week
3) Four weeks for the course

Plan Two

1) Two hour periods
2) Every night for one week

Plan Three

1) All day session
2) Three consecutive days

Continuous Course:

1) The course will start over again right away for a new set of "students"
2) More than one school can be set up in one pref. to accommodate more people.
3) Or, let the course run a number of times in one place and then remove to a different part of the prefecture. This plan is necessary when using the same instructors.

Subjects to be taught:

1) Organization problems including purposes of PTA, officers and their functions, constitutions, dues, etc.
2) Committees and their functions
3) How to conduct a meeting, how often to have meetings
4) Programs that would be valuable to PTA members and to the school
5) Projects which would assist in promoting the purposes of PTA; what percentage should be financial
6) How to attract new members, and how to keep members interested.

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7) How a federation should work. The value of having one
8) Miscellaneous - a. The difference between a supporting association and a true PTA
b. What printed material is available and how to use it

9) PTA influence on welfare of education.

Examinations: 1) A short examination could be given periodically to see how much the "students" have learned and remembered
2) Once a week for plan one; every other day for plan two; and every day for plan three

Certificate: The qualifications for receiving certificate would be as follows:

1) Attending all sessions. One absence would be permitted if there is an excellent reason. In case of plan three one half-day absences would be permitted if there is an excellent reason.

2) Passing all tests. There would be no exception here. High standards should be set such as three-forths of the questions answered correctly to constitute a passing grade.

Instructors: 1) Social education officials of prefectural or local offices
2) Outstanding PTA members who have a good understanding of PTA

Special training for instructors: 1) Instructors for the courses should be given training and assistance in advance of the PTA course
2) The PTA course director should know and approve the material to be presented by the instructors.
3) The entire faculty should meet together to go over all the material to be used by the course. Each instructor should be familiar with the material to be presented by other instructors.

Financial arrangements: A small fee to be paid by each person signing up for the course will probably defray expenses. For example, 150¥ per person could be the charge.

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TOYAMA

PTA SCHOOL TIME SHEET

	20th	19th
9:30	Meaning of PTA School by Miss Lee	Program of PTA
10:30	Adolescent Psychology	Constitution of PTA National Council
11:30	Recreation	Recreation
12:00	Lunch	Lunch
12:30	Parliamentary procedure	Various PTA Committee
1:30	Method of Discussion	Recreation
2:00		Finance of PTA
	Evaluation	
3:00		

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Rec'd 11 Dec.
Toyama Board of
Education

Program Of Setting Up The First PTA School In Takaoka City

1. Purpose: To study fundamentals on democratic running of PTA

2. Date & Time: Dec. 19, 20 (Tue. and Wed.)
09:30 - 15;00

3. Meeting Place: Kawara-cho Elementary School,
Takaoka city

4. Sponsorship: Toyama-ken Board of Education, Takaoka city Board of Education, Takaoka city PTA Liaison Council.

5. Attendant: Fourty representatives from elementary, junior high schools in Takaoka city

6. Subjects to be discussed:

(1) Significance of PTA School-Prefectural Social Education Consultant

(2) Orientation - Pref. Social Education Consultant

(3) Parliamentary procedure, election of officer - An officer of Takaoka city Fujinkai

(4) Method of discussion - Pref. Social Ed. Consultant

(5) Programs of PTA - " " " "

(6) Finance of PTA - " " " "

(7) Examining of PTA Constitution - "

(8) Committees of PTA - " " " "

(9) Adolescent psychology - Hasegawa, Kametaro
Toyama University Petagogy

(10) Recreation - Takaoka Social Education Section

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7. Schedule

	1st Day (19th)	2nd Day (20 th)
9:30	Meaning of PTA School Orientation	Discussion of PTA Constitution
10:30	Recess	Recess
10:40	PTA Committees	Adolescent psychology
11:40	Recreation	Recreation
12:00	Lunch	Lunch
12:30	PTA Program PTA Finance	Method of discussion
1:30	Recreation	Recreation
2:00	Parliamentary procedures Method of Electing Officer	Method of Discussion Test Evaluation Summary
3:00		

8. Materials

1. PTA check list
2. Classification of motion made
3. Constitution, year project plan
4. Explanation of motion and passing a motion
5. Explanation of discussion method
6. Plan of the constitution of National Study Association

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KANAZAWA PTA SCHOOL

(Sample of examination sheet given to student)

Please check which you think best.

1. Election of officers

   a. Voting (with name of voter)
   b. Secret voting?
   c. Appointment or nomination
   d. By lifting hands or standing up

2. In case nomination

   a. Agreement of the elected necessary or not necessary

3. Officer's double job

   Yes -
   No -

   For instance vice president has treasurers job.

4. 1st qualification of officers

   a. Political
   b. Rich
   c. High position
   d. Highly educated
   e. Man of public service

5. Term of service

   a. Better fixed
   b. Better not fixed

6. Re-education

   a. Yes
   b. No

Pannel discussion

How to elect officers	* How to make up budget
Play ground for children (CIE film)	* Activities of budget comm.
Activities of Welfare Committee	* About National Council
Adult Education	* Activities of membership
Protection of children	* committee (Paper play)
Discussion	* New Education (CIE film)

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Toyama-ken B/E Monthly Report (Jan. 1951)

The Birth of Japan PTA

Since January of 1950, Japan PTA in question, had preparatory meetings for organization, in February, April, July, and November, under sponsorship of CIE and Ministry of Education and made up constitution for organizing Japan PTA council, with an expectation of sending official representative to World PTA Assembly in August 1951.

The constitution plan is so complicated and vogue, that it's hard to grasp the character of the organization or to understand the various methods of operation.

Moreover, there exist some difficulties in relation with old organizations, so we expect some troubles in obtaining new members and reforming the old organizations, so, we shall try some explanations on these problems.

(1) When we notice the title of this organization, it will become clear itself that it means it is a National Conference of parents and teachers and not individual PTA, nor united body of those PTA, but it's direct joinship of individual members with the organization, quite different from various federations in its character.

Because it is a National Congress, and has quite different from federation or union in its meaning.

Consequently, we expect some instruction from the central organization, which demands our movement accordingly. So we must understand in advance, something might happen which we must fellow against our will.

(2) Secondly, we can anticipate it is very difficult to make join 15,000,000 members in whole Japan, with the central organization, therefore, it is advisable to divide them geographically, dividing the whole area into 51 districts, that is, five big cities, capital, Hokkaido and all other prefectures, setting up branches in each districts.

The members of National Organization are naturally members of these branches.

(3) In short, members of individual PTA, are also members of branch and members of National Council. Of course, this is free joinship, or voluntary application, so, individual member is not obliged to become National Council member. But on the contrary, those who became members of National Council are necessarily became the members of each branches.

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(4) Now, as to the dues, there are various opinions, such as ¥0.50 per year ¥1.00, ¥5.00, ¥10.00 - however, a big majority are expected to become members, ¥1.00 opinion seems most favourably supported by majority.

We are afraid that if the dues is too cheap it may the possible that each branch might pay the dues out of their income, without any good understanding of each members, thus, branch members will become National, without knowing it.

In case such would happen, National Council will be just a formal organization, and hundreds of members who know not the real objects, will be managed by a few officials. It means that this big organization will be managed by few officials in wrong way and majority members follow them blindly.

I explained the gist of constitution briefly, adding my private opinion, but wish to have next chance of explaining them article by article.

(by Miyata, Social Education)

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C.C.

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

080 20 JAN 1951)CAS-CE 20 JAN 1951

SUBJECT: Parent Teacher Associations

A-602

TO: Chief, Chugoku Civil Affairs Region, APO 182
Chief, Hokkaido Civil Affairs Region, APO 309
Chief, Kanto Civil Affairs Region, APO 500
Chief, Kinki Civil Affairs Region, APO 15
Chief, Kyushu Civil Affairs Region, APO 1105
Chief, Shikoku Civil Affairs Region, APO 1050
Chief, Tohoku Civil Affairs Region, APO 547
Chief, Tokai-Hokuriku Civil Affairs Region, APO 710
(Attn: Civil Education Officer)

1. Development of National PTA Congress:

a. Reports to this division from region civil education officers and Japanese concerning the establishment of a National PTA Congress are controversial and confusing. It is evident from notes taken at meetings of the PTA Congress Preparatory Committee held during 1949 and 1950 and from the proposed constitution for the National PTA Congress that some of the main aims and objectives have been disregarded.

b. Investigation concerning the status of the PTA National Congress Preparatory Committee is being conducted. Decisions reached concerning the future policy in regard to the establishment of a National PTA Congress will be transmitted to regions.

c. Region CE officers will continue to give advice and encouragement to the establishment of democratic unit PTAs.

d. "Development of PTA Movement in Japan," written by the Ministry of Education, is attached (Incl 1).

2. PTA Radio Hour:

a. The aim of the PTA Radio Hour beginning 1 April 1951 will be to give recognition in the program of representative PTA activities which will serve to counteract "behind the scene maneuvers" of groups

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080 20 JAN 1951 CAS-CE
Subj: Parent Teacher Associations

who wish for selfish reasons to seize the power of the PTA at the national level. The programs will be planned to do two things. To point out desirable future activities for PTAs and to seek out things being carried on at present which are worthy of emulation. NHK (Japan Broadcasting Association) and Ministry of Education have prepared a list of "Desirable Activities for PTAs" to be used as a basis for program planning. This list will make it possible to visualize program material in specific areas of activity. Examples of PTAs carrying on these activities will be sought for and dramatized. A list of these activities is attached (Incl 2).

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

J. A. O'BRIEN
CWO USA
Adm Off

2 Incl
1. Development of PTAs in Japan
2. List of PTA Activities

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Ministry of Education, Japan COPY
(Monbu-Sho)

THE DEVELOPMENT OF PTA MOVEMENT IN JAPAN

Parent-Teacher Associations or PTA's which had been started in this country with the newly reformed educational system just after the surrender have spread so wide and far that in every nook and corner of the land we hardly find anyone who never talks of PTA's. Indeed, nothing gives so great a pleasure.

On the other hand, however, the PTA's which have so widely popularized are not always making ideal progress as suggested at the very outset. They are finding themselves in a sad plight with heavy burdens of various problems they have encountered in these four years of experience. This is the actual state of present-day PTA's.

That is to say, the PTA's in present-day Japan have been facing various burning questions which remain untouched. These problems shall all be carried over to the next stage of development, but at the same time, we find it necessary to reflect back on these years of progress and realize that we must prepare for tomorrow's long strides. It will not be meaningless to retrace our vivid memory of PTA's historical record which is comperatively new. We refer to the following material by the Ministry of Education, Social Education Bureau, entitled "Development of PTA's Movement in Japan" for your information:

1946

Outline

This year may be called "the Period of Pregnancy" for PTA's. The Ministry of Education lost no time in studying this organization and on the other hand under the guidance of each military government team, the provinces did their best to this end. Consequently, many direct evaluations on supporting organizations such as parents' associations and guardians' associations were created and the appreciation of PTA's was gradually and positively accomplished. The burning desire for democratization of education paved the way for organizing PTA's.

Main Items

March 30	Necessary suggestions concerning PTA's were made by the American Education Mission to Japan in their reports of surveys.
May:	CI&E, GHQ, SCAP supplied the Ministry of Education with various materials on PTA's and gave suggestions upon them. Consequently, CI&E & Ministry of Education officers exchanged views on PTA's several times with the result that they decided to publish PTA guide books to be distributed to each provinces.

Incl 1

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October: At the conference of all Japan prefectural social education section chiefs, the Ministry of Education gave explanations of the principles of PTA's and suggested them on its positive spread on the provinces.

1947

Outline

This year may be called the "Dawning Period for Formation of PTA's." The rate of formation of PTA's in the latter half of the year showed a sudden increase as compared with the first half of the year. This marked tendency lay them open to public censure as mechanical and perfunctory. Most of them were found to have switched their former organizations into PTA's simply by name only. However this practical condition brought these organizations a fate in the next stage that enabled them to realize and self-examine many serious problems which had naturally arisen within themselves.

Main Items

March 5: Copies of "Parent-Teacher Association for Democratization of Education," pamphlets were distributed to each prefectural governor.

March 31: Fundamental Law of Education and School Education Law were promulgated and put into force.

April 10: Far Eastern Commission issued a directive on educational reformation in Japan which included recommendations and suggestions on PTA's.

May-July: At the first social education study conference which was held in 9½ places under the joint sponsorship of the Ministry of Education and each prefecture. PTA problems were discussed as the main subject. Since this conference here and there throughout the country many PTA's were gradually organized and especially after the summer the number of the organizations showed a large increase with a sudden curve. It may not be an exaggeration to say that more than half of the schools in the country organized PTA's by the end of the year.

October 19: In order to meet this situation the Ministry of Education organized the "Parent Teacher Association Committee" consisting of 25 members who are representatives of parents, teachers, men of learning

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experience, and the officials of the Ministry of Education in charge of affairs. This committee aimed to study and discuss measures for sound development of PTA's and to prepare necessary and reference materials for their management and activities.

December 4: The first meeting of the Committee was opened and it was decided to hold the meeting every month.

1948

Outline

This year is the one which we might call the 'Fruit-Bearing Period of the Formation of PTA's.'

On January 17 some volunteers held a preparatory meeting for the Japan PTA Federation at Meiji University, Tokyo. This was to be a sort of a liaison council that sought to unite all the PTA's throughout the country which were at the highest point of formation. Owing to their immaturity and the fact that each unit PTA was not realized yet, the meeting was adjourned without any decision.

However, each unit PTA has had its own internal problems which had come to the fore through its dearly bought experiences of management and activities since its setup. The problems are as follows:

1. Problems of PTA's donation to schools
2. Problems of PTA activities and taxation on them
3. Problems of PTA and bosses
4. Problems of PTA's financial support to teachers for their livelihood

These problems have been recognized within each unit PTA and directly became disturbances to its management, but on the other hand they gave rise to a controversy among the general public. For instance, in May of the same year a certain leading newspaper company in Tokyo (The Mainichi) conducted the first public opinion poll on PTA's to inquire the general public's interest and appreciation and to survey the actual state of their management. Many other papers and magazines came to call the subject on account.

Soon after this on May 27, 28, and 29 a nationwide PTA study conference was held at Kanda Education Hall in Tokyo for three days under the sponsorship of the "League of Educational Techniques."

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Problems dealing with PTA's attitude toward the campaign of the board of education members who were elected on October 15 for the first time gave rise to public discussion about the middle of July when the board of education was promulgated.

It will be worthy of our notice that in Kyoto at the end of October there was a case which created a sensation of news which reported that some PTA's which were already organized were ordered to dissolve and to reorganize into new associations. This is a positive evaluation given to PTA's.

On November 6 and 7 a PTA study conference was held at Waseda University under the sponsorship of Tokyo Bunri University PTA Research Institute.

Briefly, as was explained to us by these three study conferences, the PTA's which were formed widely throughout the country showed a tendency toward a federation this year but the criticism that it was too early to form a federation caused them to reevaluate their organization and to study proper management and to study problems and situations which they could not understand. As a result of this reevaluation the Ministry of Education published a suggested constitution for PTA's which relayed the "baton" for the next period--stage of development.

Main Items:

April 15: The Ministry of Education started a survey on actual status of PTA's throughout the country.

May-July: At the second social education study conference problems concerning PTA's were carefully studied and discussed.

July 15: The Board of Education Law was promulgated.

July 25: Miss Rose Cologne, Professor at Pennsylvania University came to this country to act as an adviser to CIE, SCAP and to give guidance to the PTA movement in Japan. Utilizing this opportunity the PTA committee in the Ministry of Education began their activities in full swing and organized the following committees.

1. Suggested Constitution Drafting Committee
2. Broadcasting Committee
3. 'Answers to Questions' Collection Committee
4. Committee for Compilation of PTA Materials in Japan
5. School Lunch Pamphlet Publishing Committee
6. Activities and Program Planning Committee
7. Committee for Compilation of Model PTA's.

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September 16: PTA Hour, broadcasting through NHK, was started and was planned to be broadcast every Thursday from 1530-1600.

October 5: PTA's participated in campaigns for educational work in various parts of the country prior to the first election of Board of Education members.

October 20: The suggested constitution which had been drafted by the PTA committee of the Ministry under the guidance of Miss Cologne was completed and copies were distributed to each PTA through the Board of Education of each prefecture and province.

December 20: Miss Rose Cologne left for home.

1949

Outline:

This is the year which we might call the 'Period of Evaluation of PTA's'. The evaluation movement which was a little shaky the preceding year was started in full swing with the distribution of the suggested constitution of PTA's. Because of strong appeals to this, from the beginning of this year there is a trend for close evaluation and analysis of PTA's already organized.

Consequently, many PTA's grounded on the suggested constitution as the basic standard tried to reorganize themsleves and at the same time to understand PTA's properly many study meetings and interested attempts were vividly made.

Each prefectural board of education often sponsored and held PTA study meetings and training courses under the guidance of each Civil Affairs Region. Sometimes they appointed model PTA's to give recommendations and suggestions, researches and surveys and prepared materials.

On the other hand, everywhere in the country workshops on PTA's were held in self-governing ways by villages, towns, cities and guns which did much toward popularizing and permeating the PTA spirit and training their good leaders.

In the latter half of the year the problem of organizing liaison organs for PTA's which had been deliberated during the preceding year but gave an impression of having been pigeon-holed for its immaturity, came to be discussed by each "gun", city, town, and village and local PTA federations or PTA liaison councils were set up here and there throughout the country. During this year about half of the prefectures had such federations formed. At the same time they came to recognize

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that the poverty of educational finances for public schools is one of the greatest disturbances to theproper progress of PTA's and it is worthy of our notice that many active movements were started to appeal to the local governments.

Main Items

May 1 — The 'Parent-Teacher Committee' in the Ministry of Education reelected the members to array for the forthcoming activities as follows:

1. Educational and Publicity Committee
2. Liaison-Structure Study Committee
3. Liaison and Adjustment Committee
4. Financial Committee
5. Parent Education Committee
6. Good Books Recommending Committee
7. Juvenile Delinquency Prevention Study Committee
8. Health and Sanitation Committee

May-July: — At the third social education study conferences they discussed PTA problems as in the preceding years.

June 10: — It is decided that with the promulgation of the Social Education Law PTA's came to be dealt with as one of the social education organizations as provided in the law.

July 5: — The "Social Education Advisory Council Law" was established in conformity with the Ministry of Education Establishment Law and accordingly, the Parent-Teacher Association Committee was renamed as "Parent-Teacher Association Advisory Sub-Committee of Social Education Advisory Council' which was consisted of 20 members.

August: — Studies on PTA liaison structure by the Advisory Council were done in real earnest.

1950

Outline:

The first half of this year, or the time up to the 'Development Stage of PTA's.' With the progress made during these two years in the past, deep self-examination and criticism, many attempts and efforts were exerted to deepen interest and appreciation of the members for PTA's proper structure, management, and activities. So long as this is concerned with the above matter it is a through activity and not an

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independent one. Together with this, however, they come to face the problem of organizing a nationwide structure of PTA's to be dealt with as quite a new one in this year.

The second problem in addition to this will be the pending question of PTA's cooperation in securing education finance.

PTA's in Japan will again deal with the Standard Compulsory Educational Expense Bill which was not laid before the Diet and concentrated their energies for its enactment.

Main Items

January: The "Parent-Teacher Association Sub-Committee" completed the publishing of the following four pamphlets as education materials for PTA's.

1. Suggested Constitution and its Explanation (¥30)
2. Collected Answers and Questions for PTA's. (¥40)
3. Collected Model Examples for PTA's. (¥60)
4. How to Organize a PTA and its Program Planning (¥60)

Publishers: Social Education Federation
c/o Education Hall Building
Kanda, Tokyo

January 31: As the result of the surveys on the actual state of PTA's made by the Ministry of Education it was made clear that percentage of PTA's organized is 87.7% and the total number of membership is approximately 15,000,000.

February 1-4: The first study conference of PTA's in Japan was held under the sponsorship of the Ministry of Education and they discussed the subject of organizing a nationwide and local liaison council of PTA's.

February 4: Mrs. A. Tokunaga of "Parent-Teacher Sub-Council of the Ministry of Education" left for America. Representing the PTA's in Japan she is expected to study PTA affairs in the United States for two months.

April 26-27: The second study conference of PTA's in Japan was held at Keio University, Mita, Tokyo under the

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apo	sponsorship of the Ministry of Education. Various problems were studied and discussed such as the problems PTA's are facing and affairs of a nation-wide liaison structure of PTA's as a fruit of the first conference.
May 2:	Mr. Hiromiya, administrative official of the Ministry of Education and Mrs. Yamamoto of Nagoya City PTA Federation start on a journey to study PTA's in the U.S.A.
June 1:	The Ministry of Education set about the second survey of the actual state of PTA's in Japan.
July 2:	Mrs. John Hayes, president of the National Congress of Parents and Teachers arrived in Japan to inspect and to give guidance to the PTA movement in this country.
July 17-19:	The third study conference of PTA's in Japan was held at the Kyoritsu Women's College, Kanda under the sponsorship of the Ministry of Education. At this conference the problem of organizing a nation-wide structure of PTA's mainly studied and discussed.

Such is the brief outline of the progress of our PTA's since its start and up to date. Whether the PTA, the greatest adult education organization whose total membership is 20% of the whole population of Japan may make a sound progress, both nominally and virtually or not, will play an important part that will judge the national possibility for democratization. We never think of present-day PTA's in Japan to have been well organized. If the pending problem of organizing the nationwide structure of PTA's were to be settled in the course of this year, it may be impossible to regard that our PTA's have their objectives obtained.

It may be one of our urgent business to settle various problems in a heap by our sincere efforts one by one.

Only those who reflect back correctly can assure the sure and steady progress in the future. When we think of our heavy burdens to fall on tomorrow we cannot help but consider the importance of meeting the situation well, with strict criticism of our traces in the past.

We are happy if this small note will do something to the PTA readers.

(On the day of the third nationwide conference of PTA's in Japan)

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DESIRABLE ACTIVITIES FOR PTA's

1. Administration Business

2. Home-School Relationships:

   a. Visits to Classes at work by parents

   b. Visits to homes of students by teachers

   c. PTA School News (Newspaper)

   d. Home-school liaison book explaining school activities

   e. Home-school liaison question box

   f. Home Projects:

      Upper Secondary (Homemaking
                      (Agriculture

      Adults in PTA (Homemaking
                    (Agriculture
                    (Carpentry
                    (Home Improvement
                    (Flower Gardens
                    (Room Decoration
                    (Furniture Making
                    (Sewing

3. Health:

   a. Spring roundup

   b. Exterminating round worms

   c. Testing well water

   d. Improvement of sanitary conditions in home, school and community (fly extermination, more light where the eyes need it)

   e. Dental hygiene

   f. Keeping children with infectious disease out of school

4. School Lunch

Incl 2

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5. Safety at home, school, in community

6. Juvenile Protection - Positive deterrents to juvenile delinquency

7. Local Committees to Publicize good books, films, radio programs, slides, Kamishibai for children. Special movie shows for children in out-of-school hours.

8. Scholarships

9. Financial and Moral Support to juvenile club activities. Caution against domination of older leaders.

10. Vocational Guidance and Improvement of education for the handicapped (blind and deaf)

11. Encouragement of pre-School Education

12. Parent Education

    a. Study groups

    b. World Citizenship

    c. Class meeting

    d. Neighborhood meeting

13. Family Life Education

14. Betterment of School Equipment

15. Establishment and Maintenance of School Libraries

16. Increase of Educational Budget at all levels with pressure for fiscal independence for education.

17. Legislation for Good Laws Affecting the Lives of Children

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