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

Description of contents

(1) Box no. 3068

(2) Folder title/number: (13)
100: Correspondence with Boards of Education on and before 30 June, 1951

(3) Date: May 1950 - Nov. 1950

(4) Subject:

Classification	Type of record
9810	a, c, e

(5) Item description and comment:

Shikoku

(6) Reproduction: (Yes) No

(7) Film no. Sheet no.

(Compiled by *National Diet Library*)

Letter to 2
The Board of Education
Kochi Prefecture
Kochi City

3 The Board of Education
Tokushima Prefecture
Tokushima City

CIVIL EDUCATION SECTION
SHIKOKU CIVIL AFFAIRS REGION
Takamatsu, Shikoku

4 The Board of Education
Ehime Prefecture.
Matsuyama City

F

14 November 1950

1
The Board of Education,
Kagawa Prefecture,
Takamatsu.

Dear Sirs:

I have recently called the attention of several mayors of cities in Kagawa Prefecture of the desirability of organizing an adult school program in their communities in 1951. Such schools have been very successful in various cities and towns in the Kanto Region and since they serve definite needs of citizens in these communities have been enthusiastically supported.

I am enclosing some information concerning these adult schools as well as data on the Utsunomiya Citizens' School as a sample of these institutions. These schools would need the personnel and facilities of the prefectural upper secondaryschools, the use of which I trust you can satisfactorily arrange with the municipal authorities in each case. It is hoped also that out of the 1951-1952 budget for social education, funds will be allotted by you for the support of such adult schools in conjuntion with funds budgeted by the individual cities.

The establishment of these schools early in 1951 would be instrumental in setting a pattern for other communities in Kagawa prefecture to follow in later months. In cooperating with the cities to bring this program to actual realization, your office and staff would be contributing to the welfare and progress of many citizens in various communities and thereby gain many influential friends for education who would be helpful in ~~furthering~~ the regular school program. getting more financial support for education. working with you to improve

Yours very truly

2 Incls.
1. Information Concerning Establishment of Adult Schools
2. Utsonomiya Citizens' School.

Robert M. Hager
Civil Education Officer

CIVIL EDUCATION SECTION
SHIKOKU CIVIL AFFAIRS REGION
Takamatsu

15 November 1950

SUBJECT: Petition Regarding Lower Secondary School District

TO : Mr. T. Sugino, Superintendent of Education,
Ehime Prefecture,
Matsuyama City

1. Transmitted herewith is the petition of J. Toda, representative of the Yokoguro bloc, Tsuitachichi, Saijo City, regarding the situation at the Kita Lower Secondary School and alleged unfair treatment accorded the children from the above-mentioned bloc.

2. I would appreciate your investigation of the situation there and a report as to the facts in the case as soon as possible.

Robert M. Hager
Civil Education Officer

Incls.
Petition of J. Toda, Yokoguro bloc,
Tsuitachichi, Saijo City.

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

3 November 1950

To: Superintendent of Education, Ehime Prefecture
Superintendent of Education, Kochi Prefecture

1. Reference is made to two letters from this headquarters, dated 18 September 1950 and 21 October 1950 respectively, subject of both: "Job Chart of Social Education Section." The letter dated 21 October 1950 referred to paragraph 3 of the first letter.

2. Job descriptions have not been received by this section. Job descriptions should state specifically in brief form the work done by all concerned. A job chart simply lists the name and specific responsibilities of each person.

3. It is requested that job descriptions be submitted to this section by 15 November 1950.

Robert M. Hager
CE Officer
Shikoku Civil Affairs Region

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

21 October 1950

TO: Superintendent of Education, Ehime Prefecture
" " " , Kagawa Prefecture
" " " , Kochi Prefecture
" " " , Tokushima Prefecture

SUBJECT: Job Chart of Social Education Section

1. Reference is made to letter from this headquarters, dated 18 September 1950, subject: "Job Chart of Social Education Section," paragraph 3.

2. To date, these job descriptions have not been received by this section. Request job descriptions be submitted by 31 October, 1950.

Robert M. Hager
CE Officer
Shikoku Civil Affairs Region

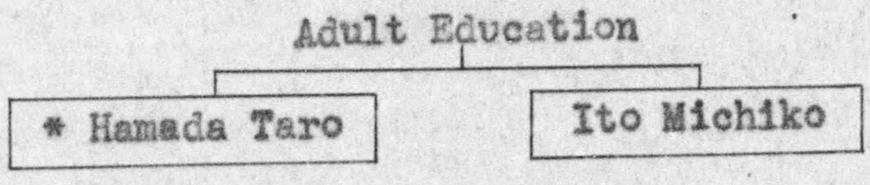
SHIKOKU CIVIL AFFAIRS REGION
APO 1050

18 September 1950

TO: Superintendent of Education, Ehime Prefecture
" " " , Kagawa Prefecture
" " " , Kochi Prefecture
" " " , Tokushima Prefecture

SUBJECT: Job Chart of Social Education Section

1. Because there have apparently been recent changes in personnel in Social Education Sections, you are requested to submit to this section in English a chart showing responsibilities of officials in Social Education Sections. If an official shares responsibilities with other officials, please so indicate. If several officials are working in the same field but one official is chiefly responsible, please so indicate. For example, two officials may work in Adult Education, but one is the responsible official. This may be shown as illustrated below.



* Responsible official

2. It is desired that clerks and other workers in the Social Education Section also be given in the chart.

3. It is also requested that job descriptions be submitted for all employees of Social Education Sections.

Robert M Hager

Robert M. Hager
CE Officer
Shikoku Civil Affairs Region

F 103

Second Anniversary of Founding of School Boards

The occasion of the second anniversary of the founding of boards of education in Japan provides the opportunity for a frank and honest appraisal of their present status. The result is not encouraging if we compare the public interest and enthusiasm shown in the school boards election campaigns of two years ago with the public apathy and indifference displayed at the present time. The Minister of Education in a recent newspaper article lays the blame for this on the lack of interest in education on the part of the people. Actually the low public esteem in which school boards are held results from various provisions in the school board law which must be amended in the Diet if school matters are to be run in an efficient and democratic manner.

Firstly, the school board law makes not providing the boards with financial independence, making of them more petitioners who must plead with prefectural and local assemblies for necessary funds for education. The Second United States Education Mission to Japan in its recent report urged that the boards be given financial powers and if necessary the right to add to the tax levy for the support of education. It cannot be expected that prominent persons in the prefecture or community will serve on school boards in their present impotent status.

Secondly, the school board law fails to recognize that the position on the school board is one of public service. Instead the law sets up a remuneration for board members which puts them in the same category as government officials in the lower pay brackets, which is harmful to prestige. Board members should receive no salary or remuneration and should receive as compensation only the expenses incurred while on necessary board business.

Thirdly, the public has been lead to believe by teacher union groups that only teachers or persons having had teaching experience can administer public education with the result that boards of education have a preponderance of teacher union personnel. In their report the United States Mission stated that board members are not expected to "possess special or professional qualifications for school administration". The Mission feels that in Japan a high type of public-spirited and professional person should be selected on school boards. These members would carry out the broad policies of education, leaving the details of execution to professionally trained superintendents and secretariat personnel. Education needs the support of successful professional persons in many fields who have the willingness to devote a part of their time to serve the community.

Fourthly, whereas superintendents and their secretariats have made good progress in the effective administration of their duties, the language of the board of education law allows board members considerable

authority in the execution of educational affairs. The powers of the board should be clarified so that board members will not duplicate functions now being performed by the secretariat staff.

These revisions in the school board law which will revitalize prefectural and local school boards can only be accomplished by Diet representatives. It is necessary therefore that the public through its various organizations which should include parent-teachers associations, women associations, youth associations, teachers' unions and other teacher organizations, should bring these matters to the attention of their Diet representatives and demand that the proper changes be made. Unless this is done, educational matters will continue to be decided politically in the prefectural and local assemblies and boards of education will be such in name only.

This is no time for discouragement. Instead it is a time when the friends of education will respond to the need for some definite action. Only by working together for the promotion of needed reforms can we achieve a better and more democratic educational system for Japan.

Robert M. Hager
Civil Education Officer
Shikoku Civil Affairs Region

Sept 5, 1950

To : Chief of Education Section
Shikoku Civ Aff Region

From : Superintendent, Kagawa B.E.

Subject: Designation of the schools to distribute released food stuff for school lunch

I beg to inform you that we have selected the following primary schools and designated to get released food stuff for school lunch during the 1st school term, 1950.

Saida-ono Primary School	Mitoyo-gun
Saida-Middle Primary School	Mitoyo-gun
Shimotakaoka Primary School	Kita-gun
Fuchizaki Primary School	Shozu-gun
Sogisho Primary School	Ayauta-gun

Revised: 17 Mar 50

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

NUMBER 831

Takamatsu, Shikoku
19 April 1950

SUBJECT: Travel Orders

TO: Miss Rae Kakurai, GS-3
Shikoku CA Region
APO 1050

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

FROM: Takamatsu, Shikoku, Japan

TO: Kobe, Honshu, Japan

o/a: 21 April 1950 For Approx: Three (3) days

For Purpose of: Medical Examination

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

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION

OFFICIAL:

Ernest H. Schechinger

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

DISTRIBUTION:
6 DAC Concerned
3 Personnel
1 File

CIVIL EDUCATION SECTION
SHIKOKU CIVIL AFFAIRS REGION
APO 1050

7 September 1950.

Mr. Kubota,
Superintendent of Schools,
Kagawa Prefecture

Dear Mr. Kubota:

It has been reported to me that in the present election campaign for Governor, teachers under instructions from the Teachers' Union are conducting activities which are in violation of present laws, which include Article 8 of the Fundamental Law of Education, Article 137 of the Public Election Law and certain regulations of the Personnel Authority Law. Outstanding violations include the visiting of homes for the purpose of influencing the votes of parents, bringing into the school megaphones with the candidate's name inscribed thereon and otherwise influencing their students. Teachers are also being used by Teacher Union leaders to spread fales rumors concerning the other candidates as part of the general strategy of that organization.

The public esteem of the teachers of this prefecture has already fallen on account of their partisan activities in the House of Councillors election in June. It is suggested that your office issue instructions to all school personnel that they abide by existing regulations and that they consider carefully their activities in this campaign in order that they may maintain the respect of their students and their community.

Very truly yours,

Robert M. Hager
Civil Education Officer

Sanyo-shimbun

15 October, 1950

Ministry of Education's announcement:

On Oct. 13, 1950, Mr. Amano, Ministry of Education expressed his opinion at the Educational Committees' conference on the problems of teachers' political activities and the purge of red teachers as follows:

1. I deeply regret that some teachers made political activities too much. At the governor's election in Kagawa, Shikoku Civil Affairs Region issued a notification regarding with the profibition of teacher's election campaigns. Adopting that notification as a reference, I intend to issue some notifications to each Board of Education throughout Japan.

2. The purge of the red teachers will be carried out as decided. We will start the investigation from November.

(3) Printed material on "Model Farmers Cooperative Associations" had distribution during the period which should be helpful.

c. Agricultural Extension: Agricultural Improvement Sections in coordination with prefectural PIO's were active during the period in publicizing certain phases of this program. Short instruction lecture courses for farmers given by agricultural specialists and round-table discussions were frecuent in all areas. "Potato Planting and Cultivation", "Soil Improvement", "Fertilizer Preparation", "Insect and Rodent Control", "4-H Club Development" were subjects included. Appropriate films and visual materials were utilized to advantage at these meetings. Local radio contributed many broadcasts during the period toward the development of this program. Press coverage was adequate.

d. Fisheries: Strengthening the economic status of fisheries cooperatives was the publicity theme employed in the promotion of this program during September. Lecture meetings for the purpose of training key people in the fishing communities were held in Kochi for a period of 5 days under the direction of the prefectural Aquatic Section. Techniques of information were also explained to these groups by the PIO. Similar meetings were sponsored in Ehime from 21 to 23 September. Special radio programs on "Fishing Boat Insurance" and "Financing of Fisheries Coops" were broadcast from Station JOHK.

e. Forestry

(1) The training of local forestry extension agents, although delayed in some areas because of the typhoons, is receiving full cooperation of information officials. In Ehime the Prefectural PIO chief lectured to agents on information techniques, advised the use of newspaper question-and-answer columns to publicize their programs, and offered the use of the section information service car.

(2) During September publicity was given to the importance of forests in flood control. Newspapers published details of typhoon damage, and stressed the added need for afforestation. Dissemination meetings on temporary reforestation measures are being held in all areas in Kagawa. In Tokushima, where flood caused by typhoon Jane did great damage to forest land, a fullscale enlightenment program is planned to help minimize the results of such catastrophes in future.

(3) Miscellaneous forestry problems such as forest fires, plant diseases, the storing of seeds and pine bark beetle control were publicized through press and radio. Wall newspapers, slogans, and classroom instruction to children also gave impetus to the program.

(4) Publicity is under way for the Forestry and Agriculture Festival to be held at the Kochi Prefectural Agricultural Experiment Station in October. Posters, leaflets and signboards are being prepared to urge farmers to attend, and newspapers and radio are publicizing the event.

F
103

Desirable Characteristics for School Board Members

On November 10th there will be an election for the purpose of selecting three members to serve on the prefectural board of education for four year terms. In the previous school board election held in October 1948, there was not sufficient time to inform the voting public concerning the functions of the school board under the new board of education law and concerning the desirable types of persons to be elected to boards of education. Hence many erroneous ideas arose which ideas still persist in the minds of the average voter today. These ideas must be changed if the caliber and influence of school boards in Japan are to be improved by the voters in the November election. The cause of public education would, therefore, be greatly aided if the voter would carefully consider and vote on the basis of the following:

1. That men and women who are actively and successfully engaged in business or other professional careers, make better board members than teachers or officials whose experiences are in limited fields.

2. That members of the school board are elected to manage public education for all the people and that therefore it is bad policy to elect any candidate who represents a certain political or pressure group.

3. That an efficient board of education decides on matter of educational policy and leaves the execution of these decisions to a responsible Superintendent and his Secretariat, who are selected because of their professional abilities.

4. That board members through their record of success in public or professional life are able to gain the respect and cooperation of prefectural and local government officials and thereby gain needed financial support for public education.

It has been the experience of the various States which compose the United States and which have been electing boards of education for many years, that the intelligence and abilities necessary to successfully manage public education are similar to the intelligence and abilities necessary to successfully manage a business or profession. Hence the voters in these States generally elect prominent business men, merchants, farmers, doctors, lawyers, engineers, women with professional or public experience, and other to their school boards. It is erroneous to believe that only teachers, principals or retired educators can properly serve on school boards. Sound judgment gained through years of experience in business or professional life is a great asset to a board of education which decides on the allocation of public money for educational purposes.

Since the position on the school board is essentially a public service and not one for the benefit of the board member, the inclusion of politics in a school board election is a serious error. Board members are elected to represent all the people and therefore these elections should be free of political partisanship. The election of a candidate who is mainly supported by a partisan or pressure group is dangerous since he represents only a minority group and his decisions will be guided by the knowledge of his indebtedness to such minority group. For school board positions, it is desirable that the office seek the man or the woman rather than that the person seek the office. In other words, public-spirited citizens with abilities to manage public affairs are induced and sometimes "drafted" by their friends or by the community to run for a position on the school board and they respond not because of a desire for personal gain but because of a sincere desire to serve the public.

An efficient school board does not both decide on educational policies and execute such policies. The execution of its decisions is a full-time job which the board leaves to the Superintendent and the Secretariat, who are specifically hired because of their qualifications for this purpose. Hence it is unnecessary for board members to spend more than a few hours per month in fulfilling their functions and hence unnecessary that they be awarded remuneration over their actual expenses.

Since boards of education are not financially independent in Japan, but must submit the educational budget to the Governor for his consideration and finally to the assembly for passage, it is essential that board members gain the cooperation of these officials in the common task of working out a sound educational budget. Such cooperation is much easier to obtain if board members have the respect of these officials because of business ability, professional skill, prominent position in the community, a desire to render public service and generally fine personality traits. Unless a board is elected the membership of which can gain the respect and confidence of other public officials as well as of the community, the securing needed financial support for the schools becomes an increasingly difficult task.

In October 1950, school boards will have existed in Japan for a two year period. What have been the outstanding weaknesses of these boards during this period?

First: Fifty per cent and in some case more than fifty per cent of the membership of school boards in Japan is composed of ex-Teacher Union members or officials. Since they owe their positions on the board to the partisan campaign waged by the Teachers' Unions, in many instances they represent in their decisions the wishes of the unions and have been prone to forget that they are representatives of all of the people.

Second: These ex-teacher or ex-teacher union officials had to resign from their positions upon becoming candidates for board positions. As a result they are dependent for their livelihood upon the remuneration and travel expenses they receive as board members. In addition since they have no regular occupation, they have a lot of time on their hands which in their opinion should be spent in supervising educational affairs. As a result, they often interfere with the work of Superintendents and the Secretariat, who have been hired and are paid to perform tasks sometimes undertaken voluntarily by board members. Tax payers in paying remuneration to board members are therefore paying twice for certain services.

Third: Persons with backgrounds of experience only in education, lack the business acument and managerial ability to handle public education which is a large enterprise. For this reason the ex-teachers and ex-teacher union officials fail to impress government officials with their knowledge and thus fail to gain their respect and confidence. As a result they often fail to gain the support of the Governor and the members of the prefectural assembly in securing adequate funds for public education. Even though boards in Japan have been staffed largely by former Teacher Union members, these persons have in the past year been unsuccessful in materially improving the financial status of the teaching profession.

The desirable characteristics for school board members can be briefly summarized as follows:

1. Actively engaged full-time in a successful private business or profession;
2. Representative of all the people and therefore non-partisan and not under obligation to any particular group;
3. Accepting the position on the board as an opportunity for public service rather than for financial gain or political advancement;
4. Excellent character;
5. Interested in improving educational opportunities in all levels of schools;
6. Interested in improving the professional standards and the remuneration of qualified school personnel;
7. Introduce business methods in managing public education, namely, selecting a competent Superintendent and staff and holding them accountable for desired results;
8. Have the ability and personality to command the respect and cooperation of government officials in the financial support of education.

If the selection of board members in the November election is based on the points mentioned above, the result should be an improvement not only in better management of school affairs, but also in raising the

public prestige of school boards in the eyes of people generally and the government officials in particular. In order however for the voters to select the right type of board members, it is essential that these desirable types be induced or even "drafted" to run for the vacant offices. Otherwise the choice of the voters is limited to the same types of candidates as were offered them in the 1948 election. It is suggested therefore that responsible citizens give this matter their serious consideration and as representatives of their associations or other groups in the community request that desirable candidates file their candidacies in time for the November election. It is important that public education be put under the management of public-spirited and able citizens. If this is to be effected it is necessary that the important task of selecting the candidates be started immediately.

[redacted],
Shikoku Civ Aff Region
August 1950

(Note: Candidates file between 10-30 October.)

教育委員として
望ましい人物の特質は

十一月十日には、縣教育委員會の選挙が行われ、任期四年の委員三名が選ばれる。この前の一九四八年十月の教育委員選挙のときは、新しい教育委員會法のもとで、教育委員会はどんな働きをするか、とか、教育委員に選ばれるには、どんな型の人物がよいか、とかについて、投票者の皆さんにお知らせする充分な時間がなかった。そのため、色々間違った考えが起こったし、それは今でもまだ、普通の投票者の頭にこびりついている。今度の選挙で投票者が、全国の教育委員會の重みと力とを増そうとする以上は、この間違った考えを改めてかからなければならない。そうして、投票者が慎重に考え、次の四つに基いて投票するとすれば、公共教育の本源に大いに力を貸すことになるであろう。

一、實業やその他の職業に活潑に従事して成功を收めている男女の方が、經驗が狹い分野

F103

に限られる教員や官吏よりも、優れた教育委員になれること

二、教育委員は、全ての人々のための公共教育を司るために選ばれるのであり、従って一定の政治的集団や圧力集団を代表する候補者を選ぶのは悪い方針であること

三、有能な教育委員会というものは、教育方針に関する事項を決めるのであり、この決定の執行は、それぞれ専門的能力に基いて選任せられた責任ある教育長および事務局員に任されるものであること

四、教育委員は、公的生活や職業的生活において成功を収めたという実績を通じて、尊敬や市町村当局側の協力とを得ることが出来、そうすることによって、公共教育のために必要な財政的支持を得られるものであること

合衆国のあちこちの州で、永年にわたって教育委員を選出して来たところでの経験によると、公的教育をうまく運営するのに必要な知性と能力とは、何が

必要な知性と能力とは、

の職業を営んで行くのに必要な知性や能力と

似ている。こういう州の投票者は○概して優れた実業家・商人・農業者・医師・法律家・技師或いは専門的な経験のある女性、その他を教育委員会に送るのである。教員や校長、退職した教育者などだけが、教育委員として適任であると考えるのは誤りである。実業や職業生活の多年の経験によって身につけた堅実な判断力こそ、公金を教育目的などのように配分するかを決める教育委員会のにとって、一つの大きい財産である。

教育委員会での立場というものが、本質的に公の奉仕であって、委員個人の利益のためのものでない以上は、政治問題を持ち込むことは、重大な誤りである。教育委員は、全国民を代表するためではなくて、この選挙は、政治的党派とは無関係であり、従って党派的集団や圧力集団によって支持される候補者を選ぶことは危険である。というのは、その人は単に少数集団を代表する

だけであり、その人が物をきめるのも、このような少数集団に對する自分の義務という意識に左右されるだろうからである。教育委員という職責にそうては、人が椅子をもとめるのではなくて、椅子が人を求める方がよいのである。いい換えれば、公の事柄を司る能力のある市民をその友人なり地域社會なりが説得し、ある場合には「推薦」して教育委員の候補者として立たせようとするのであり、この人々は、個人的利得を望んでではなく、公共に奉仕しようとする眞剣な願いから、これを受けるのである。

有能な教育委員會というものは、教育方針の決定と、その實行とを、兩方を行うものではない。委員會のきめたことの實行は、教育委員會が教育長や事務局に任せる專任の仕事である。こういう目的のために、その資格があるからこそ、わざわざ雇われているのか、即ち教育長や事務局員なのである。だから教育委員がその機能を果すために、毎月數時間以上の時間を費すな

うなことは不必要であり、無駄、無費以上の報酬をもらうことも不必要である。

教育委員会は日本では財政的に独立していないのであるから、教育予算を知事に提出して審議を受けねばならず、結局は議会で通過してもらわなければならないのである。

教育委員が、当面者の協力を得て、堅実な教育予算を作り上げるという共同の仕事にたずさわることが必要である。教育委員が実業家的能力、専門的練達、地域社会で占める卓越した地位、公の奉仕をしたい願望、一般的に言って、優れた個性によって、当然の尊敬を得ておれば、上記の協力は容易に得られるのである。一般の公務員や地域社会から尊敬と信頼とをかち得るような人々で出来た教育委員会が選ばれるのでなければ、学校における所要の財政的援助を確保することも、益々難しい仕事になって来る。

今年の十月で、この教育委員会が生れてから丁度二ケ年になる。この期間中、教育委員会の特に目につく弱点としては、どういうものが

つたのであろうか。

第一、日本では、教育委員会の構成は、五十パーセント、場合によっては、それ以上が、前の教員組合員、或いは役員である。この人々が教育委員になれたのは、教員組合の行った党派的運動のお蔭であるから、この人々は、何か決定をする際、組合の希望を代表したことが屢々で、自分が国民全部の代表であることを忘れ勝ちであった。

第二、この前教員や前教員組合役員は、教育委員の候補者となった途端にその職を去らねばならなかった人々である。その結果この人々の生計は、教育委員として受ける報酬と旅費とに依存する。その上、この人々は正規の職業をもっていないから、充分の時間があり、この時間を教育事情の視察に費すべきだというのが、この人々の意見である。その結果、この人々は屢々教育長や事務局員の仕事に干渉することになる。教育長や事務局員というものは元来、時として教育委員がほしいまゝに行っているような仕事を遂行するために、雇われたものであり、給料をもらっているのである。だから、教育委員に報酬を支拂えば、それは納税者が一定の仕事に

対して二重掛っていることになるのである。

第三、教育界だけの経歴しかない人々は、一の大企業に外ならぬ公共教育を取扱うべき事務的鋭敏さ、管理的能力を欠いている。そのため、前教員や、前教員組合役員は、政府当局者に自分の学力を印象ずけることも出来ず、当局者からの尊敬や信頼をかち取ることも出来ない。その結果は、公共教育のための適切な資金を確保するに際して屢々知事や県議会議員の支持を得ることに失敗するのである。日本の教育委員会(に)は、元の教員組合員が多数入っているにも拘らず、この人々は今までのところ、教育という職業の財政状態を事実上改善する点では成功を収めていない。

教育委員として望ましい人物の特質は、簡単に次のようにまとめることが出来る。

一、成功している私的企業が、職業に、活潑に事念している人

二、国民全体の代表者、従って非党派的

であり、どのような特定の集団にも義務を負っていない人

三、教育公務員という地位を、財政的利得や政治的進出の機会としてでなく、公的奉仕の機会として受けること。

四、すぐれた人格

五、すべての程度の学校の、教育上の機会の改善に関心をもつこと

六、有資格教職員の、専門的水準と報酬との改善に、関心をもつこと

七、公共教育の運営に、即ち有能な教育長と事務局員の選任や、その人々をして達成すべき業績に責任をもたせることなどについて、当局者の尊敬と協力とを得るにたる能力と人格とを持つていること

八、教育の財政的支援について、当局者の尊敬と協力とを得るにたる能力と人格とを持つていること

十月の選挙で、教育公務員を選ぶについて、上にのべたことが基礎となれば、その結果は、たし

かに改善の跡を示すであろう。それは、
学校の仕事の運営の改善だけでなく、
教育委員会の公の権威を、一般には国民
全体の、特には当局者の眼に、より高く映し
出すことになるであろう。多論、投票者が
正しい型の教育委員を選ぶためには、こうい
う望ましい型の人を説得あるいは「按擢」して
立候補させることも勿論必要である。さもなければ、
一九四八年の選挙当時、投票者の前におかれ
たのと同じ型の候補者の範囲で、誰を選ぶ
かというだけの問題になってしまう。それ故、
責任ある市民が、これを慎重に考慮することを
勧めるし、又その人々が自分の団体やその他地域社会
の集団の代表者として、十一月の選挙に間に合うよう
候補者として望ましい人が立候補の届出をするよう要求
請するよう勧めるのである。（届出期間は十月十日より三十日迄）

公共教育を、公共心あり、有能な市
民の管理の下におくことを、勿論肝要なのである。こ
れを実現しようとする以上は、候補者を選ぶ
という大切な仕事を、今すぐ始める必要が
あるのである。

（以上）

F 1432

Suggested Regulations Concerning Political Activities in the Public Schools

Terms:

The term "school" should include: the school as an institution, the personnel employed by the school, and the official acts of these personnel. It should include activities carried on directly or indirectly in the name of the school or through one's influences as an employee thereof. It should include school buildings, school grounds owned or used by school, any school function wherever held in the name of or sponsored by the school or the school authorities, principals and teachers and other school employees while performing their assigned duties or while representing the school, pupils and students while in attendance at school or present on school property or participating in functions sponsored by the school or being held in the name of the school, and all education personnel paid in part or in full from public funds.

The term "education authorities" are boards of education, mayors, headmen for the prefectural and public schools in the prefectures, and administrative officials duly appointed by and authorized to act for education authorities as provided by law.

1. Political education in the schools is authorized and should be a part of the curriculum as outlined in suggested social studies courses prepared by Mombusho and boards of education and appearing in school textbooks approved by the boards, in accordance with the Board of Education Law. However, this education is not to be confused with political activities. The schools are places of learning and are not to be considered places for political indoctrination or partisan struggles. It becomes the responsibility of the school authorities, principals and teachers to insure that instruction and discussion of political topics and doctrine are purely non-partisan in character. The following are among those which should be construed as consisting of political activities if occurring in the school, on school property, at extra-curricular activities, under sponsorship of the school, in the name of the school or in the name of the school authorities and therefore illegal according to these regulations:

   a. Advocating a partisan political doctrine or asking those present to join a partisan political organization.

   b. Distributing partisan political literature or exhibiting partisan political materials or kamishibai

   c. Advocating the election of or defeat of a particular political candidate.

d. Attending meetings or visiting homes to advocate partisan politics while using one's relationship to the educational system as the primary personal influencing factor.

e. Requiring or influencing students, as part of their school program or otherwise, to engage anywhere and at any time in any partisan political activity.

2. Student associations and school special curricular activities wherever and whenever held, are an integral part of the school program and should be at all times under the supervision of teachers delegated to such duty by the school principal.

3. Teacher meetings called by order of the principal, or the school administrator or his superiors during hours of duty or held on public school property are not places for partisan political activities. No official teacher meetings should be conducted except in accordance with regulations of the school authorities and for purposes approved by the school authorities.

4. Teacher union meetings and education association meetings should not be held during duty hours of teachers unless authorized by the school authorities, and if held during duty hours or on public school property, they should not be scenes for political activities of any nature.

5. Individuals or representatives of any organization, political or otherwise, should not be permitted to visit schools or attend school functions to engage in political activities or advance political ideologies.

6. Branches, often called "cells", of political parties, in the schools or sponsored in the name of the school are contrary to the laws and regulations as are other partisan political organizations in similar activities.

7. The use of all school buildings, or adjuncts thereof, or school grounds, under control of the board of education is prohibited for the holding of partisan political meetings or other partisan purposes. Non-partisan political meetings called by government agencies such as community election committees or those meetings for general informational and educational purposes may properly be held in public school buildings. Likewise schools may properly be used as polling stations in any public elections.

8. It is recognized that each adult, including all school personnel, has the right to vote ashe chooses, to join the party of his choice, to attend and speak at public political meetings, to petition his government and to engage in other political activities not prohibited by law or regulation. However, all school personnel are employees of all the people, paid from taxes assessed against all of the people, and should so conduct themselves politically and otherwise so as to avoid the censure of the community. While teachers and principals ~~are to be given~~ have

personal political freedom, they should follow a self-imposed code of ethics which will demonstrate to parents and others that they recognize their primary duty and position as that of educators rather than that of political party workers. Therefore they will give up their right to be active party workers knowing that in carrying on active partisan politics they impair their ability to remain politically impartial in the academic program and that hence their usefulness in public education has come to an end.

9. Violations of these regulations should be reported at once by principals, teachers, students, parents and others and an immediate investigation should be conducted by the school authorities to ascertain the truth or falsity of the reports. Violators should be warned, or suspended or dismissed, as the circumstances justify.

10. Assemblies, mayors, and headmen of local public bodies having authority over schools or school facilities in cities, towns and villages are requested to sponsor the adopted program of the board as heretofore stated so that there will be uniform regulations in all prefectural and public schools.

Superintendent of Education,
Tokushima Prefectural Board
of Education, Tokushima City,
Shikoku, Japan

Date : August 20, 1950

From : Masamichi Kawano, Superintendent of Education,
Tokushima Prefectural Board of Education

To : Mr. Hager, Shikoku Civil Affairs Regoin

Subject : Activities after the Trip in America

On the activities, especially on the report-making speeches and conferences after returning home to Japan from the trip in America, I shall make their report in the following papers.

Masamichi Kawano
Superintendent of Education,
Tokushima Prefectural Board
of Education

Subject	Place	Date	Attendant	Number
Education in America	B/E	June 3	Teachers	About 80
Educational Administration in America	B/E	June 13	Secretariat officials	110
Educational Administration in America	Naruto city	June 16	Superintendents of Education in Shikoku and officials	50
Education in America	Naruto city	June 16	Lower Secondary School Principals	240
Society and Education in America	Pref. Govt.	June 19	Women leaders	200
Educational Association in America	Tokushima Education Association	June 20	Representatives of Education Association	25
School and Education in America	Mugi Civic Public Hall	June 22	Teachers and Parents of Kaigu-gun	500
Education in America	Tokushima University Technical College	June 24	Professors and Students of the College	500
American Culture	Kamojima Culture Club	June 25	Members of Club	280
Social Enterprises in America	Mikita	June 26	Teachers and those concerned with Civic Public Hall	200
Report-making on Trip in America, Educational Administration in America	Pref. Assembly Hall	June 27	Members of Pref. Assemrly Section Chiefs, and Representatives of Organizations	100
Elementary School in America	Uchimachi Elementary School	June 28	Elementary School Principals	250

Educational Supervision in America	Ikeda Upper Secondary School	June 29	Teacher Consultants in Shikoku	30
Education and Society in America	Ikeda Upper Secondary School	June 29	Teachers and Women in Miyoshi-gun	500
Education in America	Gakushima Village	July 1	Teachers, Women P.T.A.	500
Education in America	Ikuhina Village	July 3	Students of Part-time Schools, Teachers, Parents.	300
Social Education in America	B/E	July 4	Social Education Advisory Committee	30
Education in America	Handa Elementary School	July 5	Teachers	300
School Education America	Takara Village	July 19	General Public	200
Education in America	Dumb School	July 26	Counselors of Secondary Schools	120
Education in America	Kokufu	July 27	Teachers and General Public of Myodo-gun	450
Modern Education	Komatsushima Youth Organization	July 29	Young Men and Women	500
Modern Education	Tsutsui Thread Company	July 31	Employees and Staffs	280
Education in America	Matsushima Branch School	July 31	Teachers and Students	500
Education in America	Tomioka Elementary School	August 11	Parents and Teachers of Naka-gun	400

Total	Number of Conferences	27
	Number of Attendants	7.045

Addition

Students Activities in American High School	Josei U.S.S	August 17	Students and Advisory Teachers	80

Whole Total	Number of Conferences	28
	Number of Attendants	7.125

Rus

104

8 Sept 1950

To: Each Principal of Each Public School

From: Superintendent, Kagawa Board of Education

It seems that the purpose of the notification dated Sept. 7 addressed to each principal in some-what misunderstood by one part of teachers, and citizens.

I hope you will inform every teacher of your school thoroughly that that notification is not for the purpose of prohibiting or restraining any ~~reasonal~~ reasonable election campaigns of teachers.

Revised: 17 Mar 50

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

Takamatsu, Shikoku
16 May 1950

NUMBER 909

SUBJECT: Travel Orders

TO: Mr. E. P. Ninneman, GS-9
Shikoku CA Region
APO 1050

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

FROM: Takamatsu, Shikoku, Japan

TO: Tokushima, Shikoku, Japan

o/a: 16 May 1950 For Approx: Three (3) days

For Purpose of: Inspecting Forestry & Fisheries

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

Authorized to go by jeep.

BY ORDER OF THE CHIEF, SHIKOKU CIVIL AFFAIRS REGION

OFFICIAL:

Ernest H. Schechinger

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

ERNEST H T SCHECHINGER
Lt Col CAC
Adjutant

DISTRIBUTION:

4 DAC Concerned
1 Personnel
1 File

104

~~27. August 1950~~
7. September 1950

Mr. R.M. Hager
Chief of Education Section,
Shikoku. C.A.R.
Takamatsu
Kagawa-prefecture

Dear Mr. Hager:

Thank you for your kind letter on the film I asked your aid. I have misunderstood at all your situations, but understand now quite clearly.
The reason I asked your aid is that: Mr. Kanematsu, the President of Hata-Gun Youth Organization, wanted the film "Yearling" last year to have it appreciated by old people in Hata-Gun. But at that time they could not obtain any American technical colour film in the remote place like Hata-Gun, and so he asked for the aid by Commander Officer of Kochi C.A.T.. Coloner Axelson, moved with the wonderful plan, gave him a letter asking to lend the film. Mr. Kanematsu went to the Central Film Co. Ltd. with this letter and got it easily. I rembered this story and thought that Mr. Chiya would be able to obtain the film if he could get your aid.

But, how silly I was to forget the situation of C.A.R.! Please forgive my silly request to you, Sir. We Japanese easily want to obtain the other's aid without any trying. I'm ashamed very much.
I will express about the situation of C.A.R. to Mr. Chiya and advise him to secure the film through the regular channel, however difficult it may be.

Hoping your good health and thanking for your kindness.

Truly yours,

Yoshinari Honda.

Mr. R.M. Hager and Mr. Dobins

4

7. Sep. 1950

Shikoku CAR.
CIE Section,

dear Mr. Hager and Mr. dobins:

How are you getting along? I was very happy to see Mr. dobins the other day.

Today, I recieved a letter from Social Education Section informing that I am unworthy to get new job. I telephoned to Mr. maeda asking the reason. He told me that I was decided ~~not~~ to be unworthy through CIC's investigation. But I cannot understand why CIC cut out me. Todate, I have endeavoured myself to let the people understand America and to democratize them. I have served for America.

When I saw Mr. dobins, I was very happy expecting that I might get new job and lead young people after the guidance of CIE Section, because I heartily respect and love America.

But I am now very sad to know CIC's decision. I want to know the reason why I am unworthy. Nothing can be more sad than not to be believed by the one whom I love. I will go to CIC and clearify myself.

perhaps, some feaudalistes, who do not like my democratiging activities, might say evil of me to CIC, because I ~~am~~ have done my best to let the C.P.H regularly manage. They don't like to manage C.P.H. regularly manage and want to change it to commercial theatre. If CIC decide me unworthy, I will never be able to go to America for study! This is a vital matter for me!

Thank you for your kind information of the reason. I hope you will believe me.

Hoping your ~~health~~ good health and kind education of Japanese poor people,

sincerely yours, Yoshinari Honda

F

Dear Mr. Hager

I am very happy to introduce you Mr. Chiya, the member of Nakamura Church.

He is intending to establish a Evengelical Agricultural School at the new cultivated field and to be the Center of 4H Clubs in Hata-gun.

His plan is a wonderful one from the point of education of farmer in Hata-gun. But, they are at a loss for the luck of money. If they will be fail to establish it for the luck of money, they will be distressed very much. All good-will people should help them and let them penetrate their wonderful plan.

Mr. Chiya and other member are going to get money by circulating Hata-gun with technical colour movies, because Hata-gun people have had seldom chance to see technical colour movies.

We talked about what kind of movies should we select and resulted in to borrow the film title "little women" from the educational, artifical and humanitical point of view.

But we must ask Civil Affairs help in order to borrow the film.

Please help and lead them by suggesting to Central Film Co. Ltd. to lend the technical colour film "little women".

Sincerely yours,

Yoshinari Honda

Nakamura Hata-gun,
Kochi-Ken.

F

The purpose of raising for the foundation of the Rural Evangelical School.

It is acute necessity to cultivate the rural life with practical love for God, Man and the Land. To correspond this desire, we, the Christians, have planned to establish the Rural Evangelical School. Of course its leading idea for the training is rooted upon Christian Love and the life of prayer. And this school shall send many pioniers to the impoverished rural culture.

Now, this movement is developing in whole Japan. But in this District we have neither such a plan nor school but ours. So we are trying earnestly to proceed our plan of founding the school, of which position is very distant from city and civilization.

But we meet with a difficulty of shortage of money. We desire to fill this shortage by the circulating cinema.

The Account of Raising	¥	200,000.
" of Shortage	¥	70,000.

August 20th. 1950

Responsible Person

Ikuo Chiya

Nakamura-cho, Hata-gun,
Kochi.

July 13 1950

To: Mr. Robert M. Hager.

From: Superintendent of Kagawa Board of Education

Subject: Qualification of a Board of Education Candidate and the procedures of candidacy

1. Qualification:

   1. To be a Japanese
   2. To be more than 25 years of age
   3. To have lived for more than 3 months in the community.

2. Not to be qualified:

   1. Interdict
   2. Those who have been sentensed to/imprisonment heavier than
   3. Those who have been sentensed to imprisonment and are in suspended sentense or parole.
   4. Those who were sentensed due to the violation of the election law.

3. Those who are not directly/limited the right of candidacy been but actually been limited are as follows:

   1. Those who are applicable to the No 1 of Imperial Ordiance issued in 1947.
   2. The people concerned in election offices.
   3. National and local public servants exculuding special people.

----------O----------

Procedures of a candidacy:-

1. Candidatcy;
   1. He or she who intends to be a Board of Education member.
   2. People who recommend another man to a Board of Education member.

2. Period of candidacy

   From the date when the chief of the Election District announced the election date until the date 10 days berore the election date.

3. Documents of a candidacy and its procedures:

   Application should be done with documents in any case.

   a. The documents needed for a candidacy

      1. Application of a candidacy
      2. Certificate of Deposit

HEADQUARTERS
SHIKOKU MILITARY GOVERNMENT REGION
APO 1050

FILE

DAILY BULLETIN)
NUMBER 51)

Takamatsu, Shikoku
16 April 1949

#9

1. Hqs Detail: The following officers are OD on dates indicated:

Capt E. L. MISENER	0830 18 Apr - 0830 19 Apr	PHONE 4217
Capt C. H. BACH	0830 19 Apr - 0830 20 Apr	PHONE 4215
Lt J. L. MIKKELSEN	0830 20 Apr - 0830 21 Apr	PHONE 4233
Lt GRANT JONES	0830 21 Apr - 0830 22 Apr	PHONE 4237

2. Economic Section: The following was received from I Corps via telephone and forwarded for your information.

a. Special Goods and Special Material Investigation on Ministry of Transportation and General Railroad Board will be made by regional Hoarded Goods Civision of the EIB. Investigation will begin in Sapporo, Sendai and Fukuoka from 20 April to 19 July 49 and continue in Tokyo, Nagoya, Osaka, Hiroshima and Takamatsu from 15 May to 14 Aug 49. EIB will notify local M.G. teams of non-inventorial materials.

b. Jikatabi Investigation - Administrative inspector on production and distribution of Jikatabi is being conducted by regional EIB, of Fukuoka, Hiroshima, Sendai and Sapporo. Investigation began 10 April 49 and will continue through 20 May 49.

c. Fish Distribution Enforcement Program conducted by EIB has been extended from 1 April to 15 May 49. Upon termination of this program a continuous year round program of constance surveillance of marine products control will be put into effect. - P.D. Enforcement Memo will follow.

BY ORDER OF COLONEL COUGHLIN:

R. J. ROSENKRANZ
1st Lt FA
Adjutant

OFFICIAL:

R. J. Rosenkranz

R. J. ROSENKRANZ
1st Lt FA
Adjutant

3. Certificate of payment for/public facilities for election campaigns. using
4. Certificate of his or her party (if applicable)
5. Certificate of rendering resignation of his or her position of a public servant. (if applicable)

b. The documents needed for people who want to recommend somebody :

1. Application of recommendation
2. Document of approval by the candidate
3. Certificate/ which proves the register in the roll of the people who want to recommend a candidate)
4. Certificate ofDeposit. using
5. Certificate of payment for/public facilities for election campaigns.
6. Certificate of his or her party (if applicable)
7. Certificate of rendering resignation of his or her position of a public servant (if applicable)

Seno

SUBJECT: Daily Activities of 2 August 1949

TO : Commanding Officer

FROM : Civil Information Section

A. CONFERENCES:

1. None

B. COMMUNICATIONS:

1. None

C. VISITS:

1. None

D. ROUTINE:

1. Preparation of monthly activities report

2. Office routine

For L. SMITH
Civil Information Officer

29 May 1950

Subject: Summer Holidays for Harvest Season

To : Chief of Education Section
Shikoku Civil Affairs Region

From : E. Kubota, Superintendent
Kagawa Board of Education

Date : 23 May 1950

I beg to inform you that we sent the notice on the subject matter to each primary school, lower and upper secondary school.

Notice:

1. Holidays for harvest season shall be given for the applicable students for less than 7 days during the harvest season from June 1 to July 5, 1950. Principal should decide the date.

2. No student except the children of farmers can not be given holidays for harvest season.

3. In consideration of Teachers' License Training Course, holidays for harvest season should be lessened as possible.

4. The primary and lower secondary school which intend to have holidays for harvest season should send the program to each local office, and the upper secondary schools to the administration section of Secretariat.

Prefecture	Cases heard	Revo-cation	Suspen-sions	Turned to procurators	Warnings	Establishments closed & sealed
Kagawa	161	1	55	58	108	23
Tokushima	24	2	7	9	11	0
Ehime	48	0	27	36	9	9
Kochi	92	3	36	0	24	11

c. Incentive Goods and Fertilizer Distribution.

(1) Progress in the distribution of fertilizer as of 30 April on a regional basis is as follows:

Allocations	Amount (metric tons)	% of Allocation
Jan - July	122,446	
Received by Kodan	88,114	72%
Distributed to retailer	49,814	41%
Received by Farmers	46,697	38%

(1) The lag between the Kodan and the consumer is due to the following: (a) farmers not in immediate need of fertilizer are slow in securing their allotments and (b) Shortage of operational funds on the part of the retailers. Receipt by farmers of fertilizer is expected to increase in late May when the farmers actually need the fertilizer for their land.

(2) In accordance with a confidential cabinet decision reported to have been reached on 30 March 1950, measures have been taken by the prefectural receiving agencies to return remaining cotton textile goods worth approximately ¥ 70 million, including trousers, towels ("tenugui"), and similar items received as incentive goods for 1949 rice and sweet potato crops. The return of these textile goods will alleviate to a degree financial difficulties of the agriculture co-operatives, especially in Ehime and Tokushima.

d. Staple Food Rationing.

(1) During April in compliance with PD 40, 601 warehouses in this region were checked by EIA with special emphasis on staple food inventories.

(2) The program is being intensified in some areas to eliminate the ghost population; for example, in Kochi City the municipal police uncovered a sugar ghost population case in which the city chief of commerce and industry and the city chief of the marine products section and 3 of their subordinates, as well as 3 registered sugar retailers were involved. The officials concerned have been discharged and the case is now under investigation by the Kochi local procurator's office. A total of over 1,420 pounds sugar had been illegally distributed.

二五発教委第三三九号
昭和二十五年五月二十三日

香川県教育委員会教育長 久保田 英一

四国民事部教育課長殿

夏季農繁期休業日について。

標記の件について、県下公立高等学校長並びに中・小学校長に対し、左記の通り通牒したから報告します。

記

一、農繁休業、昭和二十五年六月一日より七月五日までの間において、とる日以内で、学校長の定める日とする。

一、農繁休業の趣旨にかんがみ、非農家の生徒児童は、休業としない。

一、なお本年度は、教員免許法による、認定講習受講等を勘案し、農繁休業日は、最少限度に短縮して、授業日数確保に努められたい。

一、農繁休業実施校は、その計画書を中小学校は、各出張所に、高等学校は、直接学校管理課あて提出せられたい。

F

Public servants Election Law (Extracts)

Article 137

The educators (principals and teachers regulated in article 26 of School Education Law, 1947) can not make any election campaigns utilizing their posts which are for the students or pupils at school.

(Campaigns of beforehand, taking advantage of their posts, and visiting house to house are restricted for the educators, which means violations of the law).

Article 239

He who violates the law shall be imprisoned for less than one year or be imposed a five with less than ¥ 15,000.

The Law for Partial Amendments to the Ministry of Education Establishment Law

18 May 1950

TO : Chief of Education Section, Shikoku Civil Affairs Region

FROM: E. Kubota, Superintendent of Kagawa Board of Education

Re political activities and religeous activities at public schools

We beg to report you the following decisions which were made at the Board of Education Meeting held on May 16, 1950.

1. Political Activities:

With regard to political activities we already sent out the notice on July 22, 1949 that is: "Board of Education, Hatsugaku 300 - Explanation of Article 8 of Basic Education Law" We do not think it is necessary to send the notice again now. However, Public Servants' Election Law has been put into practice since May 1, 1950. Therefore, we will distribute the concerned laws and explain the meanings of them to the principals at the Principals' conference (U.S.S., L.S.S. and Primary school) so that the teachers will perform perfectly fair and conscientionsly.

Remarks: We already explained it at the principals' conference (U.S.S., L.S.S.) We intend to explain it at the Principals' conference (Primary school) to be held on May 19, 1950.

2. Religious activities:

We will submit the original bill to the next Board of Education Meeting to be held on May 29, 1950.

Encl: Extract of the concerned laws both for political activities and religions activities at public schools.

Glenn

Chart "C"

Five-Year Road Program

	KAGAWA	TOKUSHIMA	KOCHI	TOKUSHIMA	KAGAWA
Major equipment being used	Road rollers Concrete mixers Crushers Trucks(Ord.) Dump truck	Road rollers Motor grader Concrete mixers Trucks(Ord.) Dump trucks Crushers	Road rollers Motor grader Concrete mixers Trucks(Ord.) Dump trucks	Road rollers Concrete mixers Trucks(Ord.) Dump truck	Road rollers Motor graders Concrete mixer Trucks(Ord.) Dump trucks
Equipment needed to accelerate the road program	2 Bulldozers 3 Graders 3 Mixers 3 Rollers 3 Dump trucks 3 Crushers	3 Crushers	2 Bulldozers	1 Bulldozer 6 Graders 3 Dump trucks	5 Bulldozers 9 Graders 6 Dump trucks 3 Mixers 6 Crushers 3 Rollers
Progress of completion of road project during FY 1949 in relation to overall 5-year road program					
(Improvement)	2.1%	3%	6%	4.5%	3.9%
(Repair)	9.2%	19%	11.7%	3.5%	10.8%
Length of road completed(Unit: meters)					
Improved gravel rd.	3,085	4,534	2,653	3,427	13,699
Repaired gravel rd.	102,700	141,440	157,650	267,841	669,731
Repaired Paved(sq)	27,981	16,175	11,156	9,477	64,789
No. of bridges completed	1	8	6	19	34
Total Cost(Unit: ¥1,000)					
Improved gravel rd.	17,000	31,600	16,800	23,500	88,900
Repaired gravel rd.	18,120	22,500	27,000	115,375	182,995
Repaired paved rd.	12,150	10,650	7,200	14,582	44,582
Bridge replacement	8,000	7,400	2,900	26,000	44,390

四國民事部教育係官殿　　昭和25年5月18日

香川縣教育委員會教育長久保田英一

公立學校における政治活動、宗教活動について

標記の件に關し、去る五月十六日の委員會に於て左記の通り決定したから御報告する。

1. 政治活動に就て　二十四年七月二十二日

政治活動については既に「二四教委発学第300號、教育基本法第八條の解釈について」を以て通牒もしているから、此の際改めて通牒を出すことは差控える。

然し新に五月一日より公職選挙法も施行されたことであり、教員として、夫々良識に従い遺憾なきを期するよう、高、中小學校長會議に於て特に関係條文を配布し、これが趣旨の徹底に関し説示する。

備考

高等学校長会、中学校長会に於ては説示終り小学校長に対しては十九日開催の校長会において説示する。

2、宗教活動について

次回の委員会（五月二十九日）に事務局として原案を提出する。

F
103

SHIKOKU CIVIL AFFAIRS REGION
APO 1050

24 May 1950

TO: Members of the Boards of Education on Shikoku

I have not had the occasion to address a letter to you since my message on the occasion of the New Year. At that time I directed your attention to eleven problems which I believed were important since on their solution depended the establishment of a sound educational system in each of your prefectures. A review of these problems shows that whereas progress has been made on some, much remains to be done on others, particularly on the dissemination of the work of the Board, Superintendent and Secretariat to the public, the improvement of facilities and instruction in the secondary schools and the extension of effective adult education.

Last week at Matsuyama, all four of the boards had an opportunity to agree on a policy with regards to one of these problems namely, the elimination of all political activities from the public schools. I believe that this problems had been considered by each board for some months past. The only issue on which this question can and should be decided is this: "Is the elimination of political activities from the public schools for the best interests of school students and for education generally?" Unfortunately other considerations such as political expediency and the personal feelings of members, so I am told, caused this matter to be once more postponed.

I must say to you frankly that when you represent only a small minority or special interest group or when you put your own personal considerations above that of the general welfare of education, you are betraying the public trust imposed upon you as members of the school board. Also when a school board dodges an issue for political reasons it lowers rather than enhances its reputation. Members of school boards must learn to face each issue squarely on its own merits as related to the progress of education. I believe that with regard to policies on both political and religious activities, each board can announce its own policies without restricting any present rights of teachers, pupils or other school personnel.

As members of school boards, it is essential that you not only know the functions of your office but that you live up to a high standard of professional ethics since you are representatives of and responsible to the general public. In any of your activities as members, you represent at all times the board and not yourself as individuals. Unless specifically empowered therefore by a majority of the board members in

a regular board meeting so to do, it is not proper for you to engage in investigations, conferences or any work which properly should be left to the Superintendent and his staff. In our visits to education offices in the various prefectural capitals, members of the Civil Education Section have observed on numerous occasions that some board members spend many days when the board is not even in session, in work which obviously should be left to the Secretariat, which is hired to work on school affairs. It is not necessary that members personally investigate school affairs. An efficient school board instructs the Superintendent on what facts, figures or other materials from investigations are needed in order to make adequate decisions and then expects the Superintendent to present this material at the next meeting of the board. An especial case in point is where six members of a board recently engaged in a series of visits to upper secondary schools to see at first hand, conditions after the reorganization. Such visits even by one member must be regarded as unnecessary and not undertaken except in rare circumstances. When six members go in a group, it can only be regarded as a sort of pleasure trip and an unwarranted expense on the taxpayers. Prefectural school boards must establish and maintain a high standard of ethics which will serve as an example to future local school boards in this region. That present boards have not enhanced the reputation of public bodies is shown in the attitude of not only educators but also municipal officials in the cities eligible to elect school boards in 1950. These persons oppose the election of any school boards until such action is required by law and according to local reports, there will be no local school boards elected in 1950. Representatives of these cities state that they are unwilling to support boards of education which under present laws cannot accomplish an effective education program, which are political in character and which through numerous board meetings and travel expenses will cost the cities large amounts of money.

I have written this rather frank letter, not with a view of destructive criticism, but rather with the hope that members who feel that it applies to them or their board, will reappraise their standards and will resolve to more truly represent the public whom they are supposed to serve. There is much that you have done for educational progress but much more remains to be accomplished. I hope that you will always regard your position as one of public trust and that you will economically and without political considerations, work with your Superintendents and Secretariat to accomplish what needs to be done as far as finances permit. By living up to a high standard of ethics which considers at all times only the welfare of education, you can serve as an example to other public bodies and gain the confidence of the public whose educational program you have been chosen to lead.

Robert M. Hager

Robert M. Hager
Civil Education Officer

F

3 May 1950

TO OUR RETIRING COWORKERS IN EDUCATION:

It gives me a great deal of pleasure on behalf of the Civil Education Section of the Shikoku Civil Affairs Region to express our appreciation of the many valued contributions and services you have rendered to the cause of education during the past years. It is always with regret that we view the retirement from active duty of persons like yourselves who have so ceaselessly and unselfishly worked for the welfare of youth and of the community. We trust that even though you are severing your connection with actual school instruction, you will continue to find many other useful ways to serve your communities in the field of education. Your services are particularly needed in the field of social education where much remains to be done to educate the adults to a better understanding of their present duties and responsibilities as well as of their rights as citizens of the new government in this country. As contributing members of many of our social organizations you can not only help those associations achieve their various aims but also to keep before the membership the need of democratic participation in civic affairs and the maintainance of our present way of life. And so you are not really retiring: you are merely stepping out into new and interesting fields of service. Many congratulations for your splendid efforts of the past and much success to all you in your new endeavors of the future.

2 copies

3 May 1950

COWORKERS

TO OUR RETIRING ~~VETERANS~~ IN EDUCATION:

It gives me a great deal of pleasure on behalf of the Civil Education Section of the Shikoku Civil Affairs Region to express our appreciation of the many valued contributions and services you have rendered to the cause of education during the past years. It is always with regret that we view the retirement from active duty of persons like yourselves who have so ceaselessly and unselfishly worked for the welfare of youth and of the community. We trust that even though ~~that~~ you are severing your connection with actual school instruction, you will continue to find many other useful ways to serve your communities in the field of education. Your services are particularly needed in the field of social education where much remains to be done to educate the adults to a better understanding of their present duties and responsibilities ~~as citizens~~ as well as of their rights as citizens of the new government in this country. As contributing members of many of our social organizations you can not only help those associations achieve their various aims but also as ~~respected counsellors~~ to keep before the membership the need of democratic participation in civic affairs and the maintainance of our present way of life. And so you are not really retiring : you are merely stepping out into new and interesting fields of service. Many congratulations for your splendid efforts of the past and much success to all you in your new endeavors of the future.

Robert M Hegg

Please write a
message for the
Commemoration Ceremony
for former teachers who
resigned at the end of
March after worked for
more than 30 years and
done many meritorious
deeds.
Date:
May 3. 1950
Place:
Education Hall.

ON/SH

EDUCATION BOARD
KAGAWA PREFECTURE

April 22, 1950

SUBJECT: Invitation

TO : Chief of Shikoku C.A. Region

From : Kagawa Prefectural Board of Education

Sir,

I have the honor to extend our invitation to you to a ceremony of rewarding some teachers who retired in March last after distinguished services of more than thirty years in the field of education in this prefecture which is to be held by this Board as scheduled below.

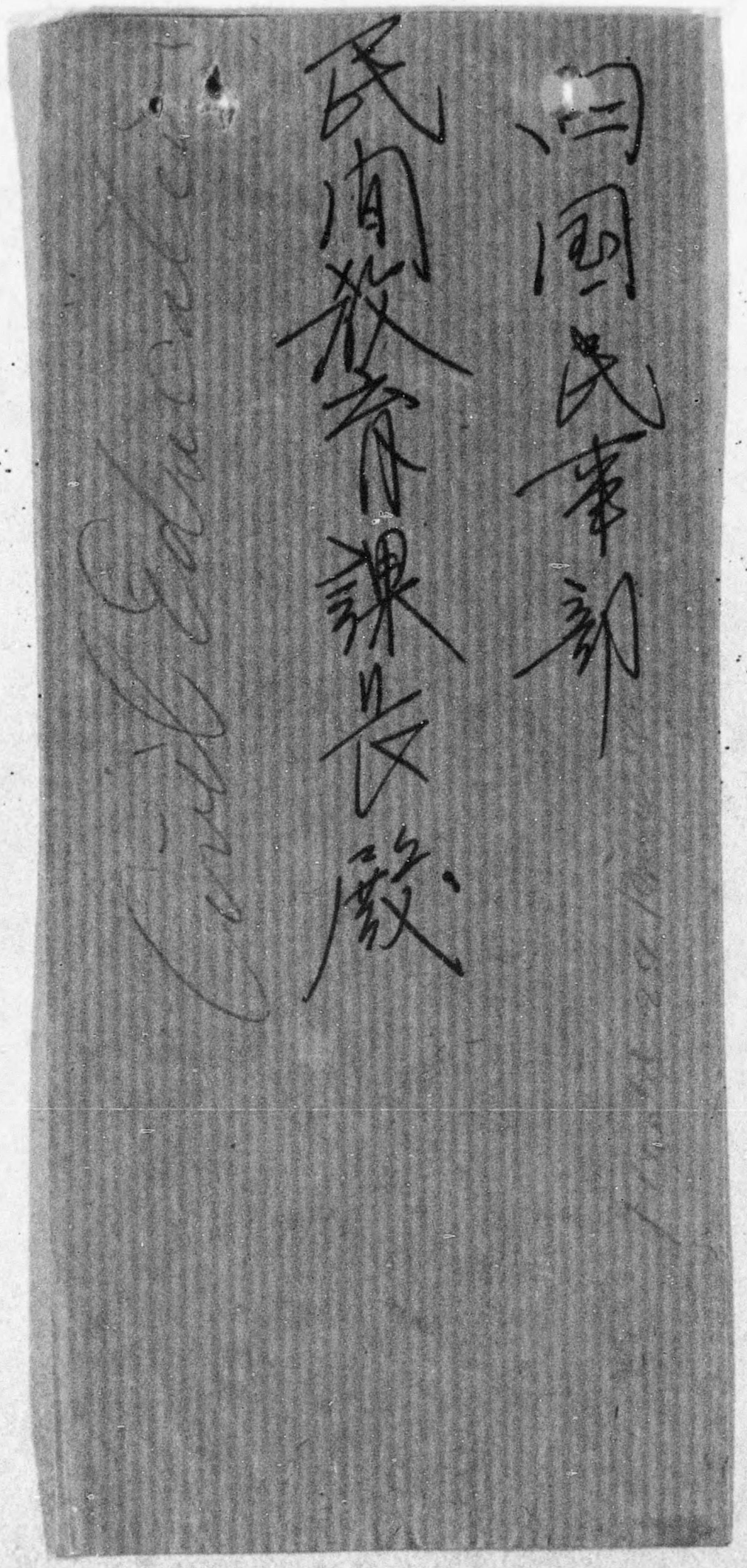
We shall be much obliged to you if you will be so good as to favor the ceremony with your kind attendance.

Date and Hour : May 3, 1950 from 10 a.m.

Place : Education Hall,
Tenjinmae, Takamatsu.

SUPERINTENDENT
EDUCATION BOARD
KAGAWA PREFECTURE

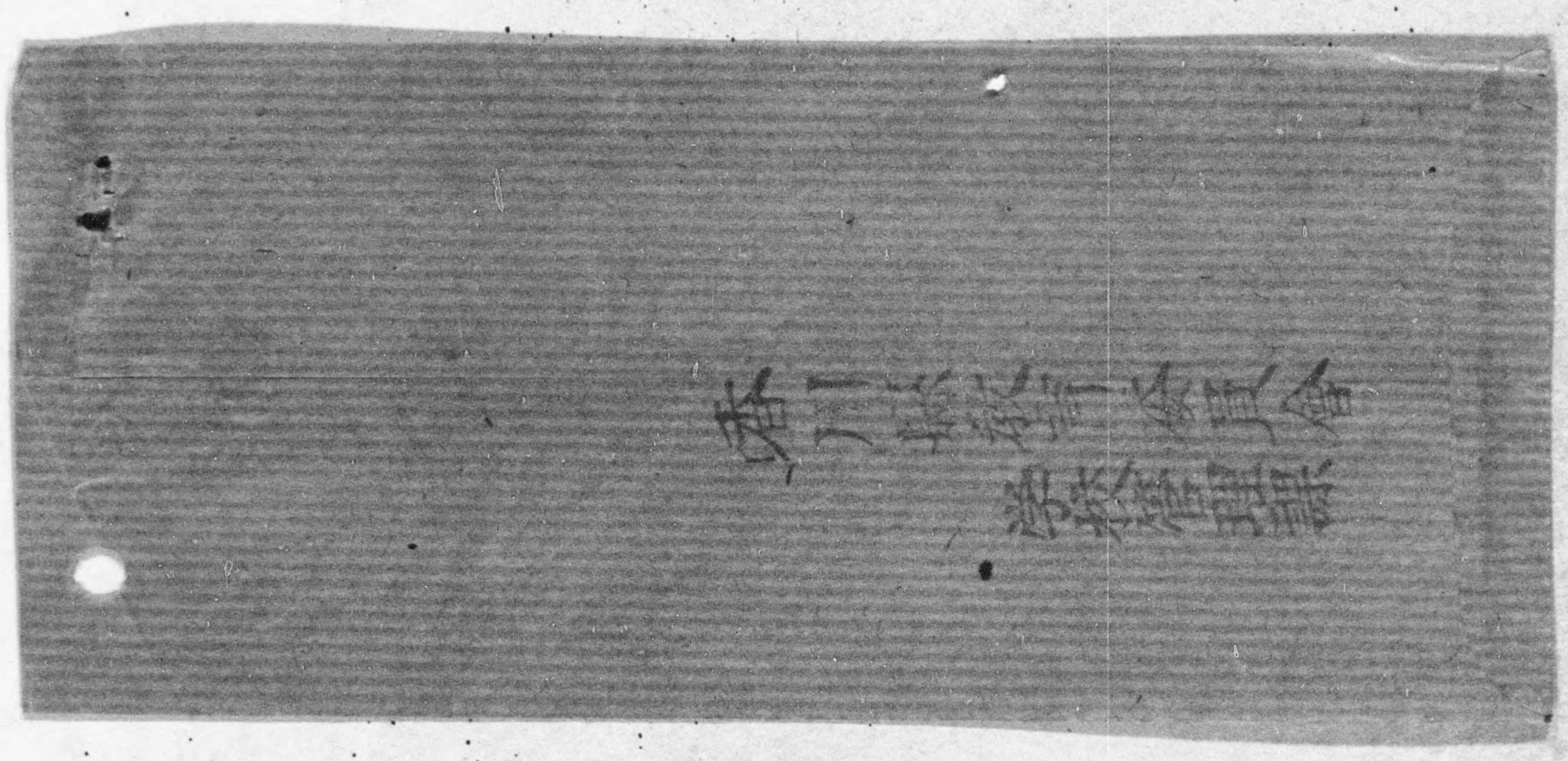
Mr. I. Monzuki
for Mr. E. Kubota



四國民事部

民間教育課長殿

Civil Education



CIVIL EDUCATION SECTION
SHIKOKU CIVIL AFFAIRS REGION
Takamatsu City

20 March 1950

To: Mr. Sugino, Superintendent, Ehime Prefecture
Mr. Kubota, Superintendent, Kagawa Prefecture
Mr. Sugimura, Superintendent, Kochi Prefecture
Mr. Shima, Superintendent (Acting), Tokushima Prefecture

Subject: Payment of Teachers' Travel

It has come to my attention that during the current fiscal year there have been some irregularities in regard to the payment for teachers' travel by the Secretariat office. Taxpayers complain that in some cases, travel vouchers were issued to pay for travel when in fact the teacher did not make the trip for which he was paid. Also, where the trip was made, teachers allege to their PTA that no funds for travel are available and that they should be reimbursed from PTA funds. In these days when taxpayers are already heavily burdened, it is readily seen that fraudulent actions such as those stated, are against the law, bring discredit on the teaching profession and are unfair to those supporting public education. In the interests of sound and economical administration, an administrator cannot overlook such irregularities if they exist.

It is recommended, therefore, that you take proper steps to insure that such fraudulent activities will be eliminated in your prefecture. It is suggested that before payment is made for travel the teacher be required to sign a statement to the effect that the travel was actually performed on the date or dates specified and that payment for such has not been received from other sources. Publicity should be given to actions which will result if fraud is discovered in connection with these payments, these actions to include prosecution in the courts and dismissal from school positions. PTA and other organizations should be informed as to the amount of public money allotted for teacher travel and warned against making any further allotments.

Your cooperation in regard to the above will in my opinion do much eliminate this problem in the next school term.

Robert M. Hager
Civil Education Officer

F 103

HEADQUARTERS
SHIKOKU CIVIL AFFAIRS REGION
APO 1050

30 December 1949

TO: Members of the Board of Education:

On the occasion of the dawning of the New Year, I wish to take this opportunity to address this letter to you.

A New Year, regardless of what has gone before, always strikes a note of optimism and enthusiasm to both individuals and to organizations. The difficulties and shortcomings of the year just ended are always forgotten in the anticipation of future successes and achievements in the year that lies ahead. Just as the new canvas inspires the artist and the blank pages of a manuscript inspires the author, so we are inspired to fill the unknown days ahead with worthwhile endeavor. I congratulate you therefore not only for having labored faithfully during the past year in the face of difficult problems to advance the cause of education, but for having the opportunity in the year that lies ahead to write some glowing pages of accomplishment in the history of education for your prefecture in 1950.

Persons such as you in public office and those particularly laboring in the field of education cannot entirely forget what has gone on before. Many of your problems of the past year still remain to be solved and their solution is imperative if education is to be materially advanced. The following I believe to be some of the more important of these problems which will need your earnest attention as well as the attention of your Superintendent and the Secretariat.

1. A wide dissemination of the work of the Board, Superintendent and Secretariat to the common people so that they can appreciate your work and give it intelligent support;

2. A better method of arriving at educational budgets through thorough studies of school needs, conferences with interested officials, and especially public hearing where citizens can be heard;

3. A scientific method of arriving at school costs and making these known to the public;

4. Taking the public into your confidence with relation to the inadequacies of the present educational laws, particularly with regard to the limited financial powers of the board, and urging them through their organizations to support movements in the revision of the laws;

5. Preserving your independence by resisting undue influence on the part of government officials, local assemblies, teachers unions and other special interest groups which have their own interest in view rather than the interest of the public;

6. Preserving the freedom of the schools from any political influence whatsoever;

7. The establishment in every upper secondary school district of a school or combination of schools which will offer the students of that district the several types of courses which we call a comprehensive education;

8. The establishment where necessary of consolidated lower secondary schools which have a broad curriculum and measure up to the standards set for this type of school;

9. The use of experimental schools or demonstration schools as effective means in teacher in-service training;

10. The inclusion of experts, including women, in the ranks of the teacher consultants to develop programs in the following fields: home economics, vocational training, guidance and student activities;

11. Emphasis of the social education program on the developing of independent women's and youth groups as well as expansion of the program of adult education for democracy to include the common working classes throughout the prefecture.

I wish to assure you that the Civil Education Section of the Shikoku Civil Affairs Region is watching your progress with great interest and is ready to lend you any assistance towards the development of a sound and progressive educational system in your prefecture. If we can be of help in the solution of any educational problem kindly feel free to call on us. However you must remember that you were elected by the people to plan educational programs on their behalf and the making of decisions and being responsible therefore, cannot be delegated to any other individual or groups. I trust that the fine spirit of harmony and cooperation that have characterized your past relations with us will continue so that in this New Year of opportunity we can make new gains to benefit children of the prefecture.

Kindly accept my best wishes to you individually for a most happy and prosperous New Year.

Very sincerely yours,

Robert M Hager

Robert M. Hager
Civil Education Officer

F103 長尾正良
New Year Message to Boards of Education 1 Jan 1950

教育委員の皆さんへ

新しい年の始めに当って、私は皆さんに
この年紙を差上げたいと思います。新年
というものは、昨日までの出来事にはお構いな
く、個人に對しても、きつと團体に對しても、
繼續と發奮との活を入れて呉れるものなのです。
今年こそうまく行くぞ必ず仕遂げて見せるぞ
という期待で。去年一年の苦しかつた事・ま
ずかつた事も忘れ去られるのが常なのです。
丁度新しい画布や新しい原稿用紙に向えば
画家や作家が元氣百倍するように、吾々も、これか
ら先の一日一日甲斐ある努力を傾けようとに
元氣百倍するのです。ですから私は、
皆さんが過去一年困難な色々の問題に面し

2、

つい、教育の本原を進めるために、忠實に努力せられた事を、お祝い申上げると共に、皆さんがこれからの一年間に、皆さんの縣の一九五〇年度の教育史上、輝しい業績の幾ページを残す機會を持たれることを、お祝い申上げる次第です。

皆さんのように公教育に携わる方々、別して教育部門で働かれる方々は、過去の經緯(イキサツ)を全くは忘れて了うことは出來ません。皆さんの昨年の課題のうち多くのものは未解決のままであります。しかも、教育にして實質的に進歩すべきものである以上、これらの課題の解決こそ絶對的のものであります。これらの課題のうち、より重要と信ずるもの幾つかを次に擧げます。これは皆さんのみでなく教育長や事務局員の切なる顧慮を必

要とする事柄であります。

一、教育委員会・教育長・事務局の仕事を一般の人々に広く理解せしめること。これはこの人々に皆さんの仕事の値打を判ってもらい、それに賢明な支持をうけるためなのです。

二、学校の所要経費の十二分な研究・関係官吏との合議・それから市民の意見を聞き得るところでは特に公聴会、これらを通して教育予算を纏め上げるためのより良い方法を樹てること。

三、学校費を纏め上げ、これを一般に知らせるための科学的な方法を樹てること。

四、現行教育法規の缺点、特に教育委員会の財政上の権限の制限に関する皆さんの確信に、一般の人々を同調せしめ、その人々が自分たちの団体を通じて法規改正の運動を

支持するように仕向けること。
五、政府官吏・地方議會・教員組合・その他公衆の利害よりも自分だけの利害を念頭に置くような特定の利害團体、これらの側からの不当な働き掛けを拒否すること。
六、學校が如何なる政治的勢力からも災いされない自由を保持すること。
七、一校で、又は数校が連繋して、綜合制教育と呼ばれる幾種類かの教科を、区内の生徒に與えるような學校を、一切の高等學校々区に設けること。
八、必要のあるところには、統合制中學校を設けること。これは、こういう定められた準則に基いて、広汎な教科課程と広汎な教育基準を持っているものです。

九、教員の現職教育の有効な手段として
実験学校（デモンストレーション・スクール）や学校を活用すること。

一〇、家事経済・職業講習・指導（ガイダンス）・学生活動の部門での教育計画を展開するために、指導主事には、婦人を含む専門家をも採用すること。

一一、自立的な婦人・青年団体を発展させるために、社会教育計画を望んでいること。同時に、民主々義のための成人教育を拡張して県市一般の労働階級をも包含するようにすること。

四国民事部民間教育課が異常な関心をもって皆さんの進歩を見守っており、皆さんの県に健全で進歩的な教育制度を発達させるために、何かなんの時でもどのような援助

をも惜まないものであることを、はっきり申上げておきたいと思います。もし何か教育上の課題の解決について お役に立つ場合があれば、どうか心置きなくお訪ね下さい。勿論皆さんは、国民によって、国民のために教育計画を樹てるように、選ばれた方々であります。従って決定をすることと、その決定に責任を負うこととは、皆さん以外の如何なる個人にも又集団にも任し得るものではないのであります。融和と協同という立派な精神が、皆さんの吾々に對する今までの関係の特色でありましたが、この精神がやはりそのまま績りまして、希望新たな今年も亦吾々が皆さんの県の学生のためになるような業績を更に挙げることが出来るものと信じます。

皆さんお一人一人に幸福で望多い新年を

寿ぐ私の心からの願いをどうぞお受け
下さい。

年月日

敬具

ロバート・エム・ヘイガー
民間教育官

Local Governments

	KAGAWA	EHIME	TOKUSHIMA	KOCHI
Governor	MASUHARA Keikichi	AOKI Shigeomi	ABE Goro	MOMOI Naomi
Vice-Governor	KANEKO Masanori	MIYAUCHI Wataru	KAGEYAMA Shigeto	HIROKI Saburo
Chief of General Affairs Dept.	AGAWA Junichi	TOGO Ichiro	HAMAJIMA Toshio	HAYASHI Toshiyoshi
Chief of Economic Dept.	ONO Motoi	TAMAYANAGI Minoru	YAMAMOTO Takao	HOSOKI Sio
Chief of Public Welfare Dept.	TAKAHASHI Tomoatsu	MATSUMOTO Sadamiru	TAMAMA Shigumoto	HASHIDA Mitsuaki
Chief of Civil Engneering Dept.	FUJITA Munemitsu	AOZASA Keisaburo	TAKANO Taro	HIRAI YUtaka
Chief of Farmland Dept.	IDA Michijiro	NOMURA Uma	GOTO Fujimitsu	NAKAYAMA Kenkichi
Chief of Sanitary Dept.	YAMAGUCHI Hide	KIMURA Shozo	SATO Taro	HIJINARI Minoru
Chief of Labour Dept.	TAKAHASHI Tomoatsu	KAIDA Takayuki	YONEMURA Hidehiko	HAYASHI Toshiyoshi
Chief of Liaison Sect.	MURAYAMA Kiyoshi	ONO Takenosuke	KITA Ichiro	TSUJI Yoshimi
Chief of N.R.P.	MATSUMOTO Syogo	TAMAMURA Shiichi	HATANO Akira	HIRAI Manabu
Chief of Public Safety Commission	HOSOTANI Sojiro	HIRATA Yoichiro	ONISHI Katsuhei	YAMAMOTO Toyokichi
Superintendent of Education	KARATSU Shizuma	ARE Kimimasa	INOUE Masao	TAKENURA Genjuro

Central Government Agencies

Agency	Name of Chief	Location
Chief of Takamatsu High Court of Justice	TOSHINA Eiji	Takamatsu
Chief of Takamatsu High Public Procurator's Office	ASUKADA Kiichi	Takamatsu
Director of Takamatsu National Taxation Bureau	YANANAKA Ichiro	Takamatsu
Director of Okayama Farmland Bureau	SHIGEMASA Yasunori	Okayama
Director of Shikoku International Trade and Industry Bureau	OCHI Minoru	Marugame
Director of Kochi Forest Bureau	OKANO Hiroshi	Kochi
Director of Takamatsu Land Transportation Office	ANZAI Masamichi	Takamatsu
Director of Shikoku Marine Transportation Office	NAGAI Katsushiro	Takamatsu
Director of Matsuyama Postal Administration Bureau	MURATA Minoru	Matsuyama
Director of Shikoku Telecommunications Bureau	UTO Eiichi	Takamatsu
Director of Takamatsu Local Price Control Bureau	KATSUMOTO Asao	Takamatsu
Director of Takamatsu Local Economic Investigation Office	OBOKATA Saichi	Takamatsu
Director of Takamatsu Finance Bureau	MIZUHASHI Takehiko	Takamatsu
Director of Takamatsu Local Economic Stabilization Bureau	ISHIBASHI Minosuke	Takamatsu
Director of Shikoku Liaison & Coordination Office	TAKASUGI Noboru	Takamatsu

Agency	Name of Chief	Location
Chief of Takamatsu High Court of Justice	TOSHIMA Eiji	Takamatsu
Chief of Takamatsu High Public Procurator's Office	ASUKADA Kiichi	Takamatsu
Director of Takamatsu National Taxation Bureau	YAMANAKA Ichiro	Takamatsu
Director of Okayama Farmland Bureau	SHIGEMASA Yasunori	Okayama
Director of Shikoku International Trade and Industry Bureau	OCHI Minoru	Marugame
Director of Kochi Forest Bureau	OKANO Hiroshi	Kochi
Director of Takamatsu Land Transportation Office	ANZAI Masamichi	Takamatsu
Director of Shikoku Marine Transportation Office	NAGAI Katsushiro	Takamatsu
Director of Matsuyama Postal Administration Bureau	MURATA Minoru	Matsuyama
Director of Shikoku Telecommunications Bureau	UTO Eiichi	Takamatsu
Director of Takamatsu Local Price Control Bureau	KATSUMOTO Asao	Takamatsu
Director of Takamatsu Local Economic Investigation Office	OBOKATA Saichi	Takamatsu
Director of Takamatsu Finance Bureau	MIZUHASHI Takehiko	Takamatsu
Director of Takamatsu Local Economic Stabilization Bureau	ISHIBASHI Minosuke	Takamatsu
Director of Shikoku Liaison & Coordination Office	TAKASUGI Noboru	Takamatsu