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Sheet no.

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File: *Teachers Union*

4 Nov. 1948

TO: Col Craig

For Information

Talk given at Memorial Services on Culture Day, 3 Nov. '48:

The heroes of peace often go unhonored and unsung. Many of us can name men whose greatness has been determined by their ability to destroy. Yet few of us can name those whose simple patient efforts has built those institutions that are a part of our daily life.

It has been said that once a king wanted to find the greatest man in his kingdom. One group suggested a poet whose work could stir the spirit of men. But other laughed at their suggestion and nominated a lawyer who had written much of the laws of the land. With long speeches they said, "Oh King, this is the greatest man in your land."

Still another group cried, "No, that is not the greatest. We think this physician who can heal the wounds of all is the greatest."

But another group said, "No, no!" This engineer who has built these tall buildings is the greatest."

And so they quarreled among themselves, one group suggesting another crying, "No". But during all this controversy the King noticed a little old man on the front row. Whenever anything good was said about a person, he was pleased; and when anything bad was said, he seemed disappointed. So the King asked, "Old man, why do you applaud all these men? Do you not have a favorite?" And the old man said, "Oh no, my King, I am proud of all these great men." The King looked puzzled, then he said, "And why are you proud?" And the old man answered, "I was their teacher--all of them were my students."

The King looked at the poet, the lawyer, the Doctor and the others, then he looked at the old man and said, "Come here, truly you are the greatest man in my kingdom."

PAUL S. ANDERSON

State Teachers Union

At the conference with the Teacher's Union, 15 September, the following decisions were reached.

1. The teachers union will not pay the salary of any teacher elected to the school board. Publicity will be given to this decision to correct any false rumors.

2. The 50 yen collected from each teachers will not be used for any union selected candidate but will be used for a general pamphlet concerning proper qualifications of a school board member. This will emphasize the fact that businessmen, professional workers, housewives etc., should be on the board. The union wants to correct the impression that they are opposed to the election of such individuals.

3. Teachers will be requested not to send nominating petitions home with children for signature.

4. The union has withdrawn support of the teachers endorsed by the Communist Party.

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File: Teachers Union

Osaka Teachers Union
Osaka City Branch
Osaka City Educators Union

18 Sept 48

STATEMENT

At the time of coming election of members of the education board, we are paying great concerns for democratization of education which is the foundation of the rehabilitation of our country and some interested persons among our union members are thinking out means of positive enlightenment and counter-measure for the election.

This statement is issued to clarify our fundamental attitude toward the election which they seemed to be misunderstood.

1. Our desire is to send at least one member to the education board from teachers who are presently holding that position. We have no desire to monopolize the education board by teachers now in active service because of nature of the education board. As much as we wish to see able people from all class of life to be elected, we have sincere desire to send at least one member to the board from teachers actually on job now to represent students, pupils, parents and citizens also, in broad sense, represent salaried men class.

2. It is very clear that if a teacher had been elected, his living is not guaranteed by the union members for he shall resign right after he is elected.

3. It is mistakenly rumored that the teachers union is collecting ¥ 50 from each member as election expense for their candidate. But this is the fund to be used to accomplish an enterprise which main business is enlightenment movement for the education board.

4. About the rumor that members of the union are using students and pupils in getting signatures, it is a plain mistake. We are strictly prohibiting using of students and pupils in any election campaign and we are sure that no members are doing such a thing.

5. The union, from its nature, never support any particular political party or does it move by its order. The union has no connection whatsoever, with any political party.

(over)

We are only looking for the democratization of education and its innovation and the advancement. But as far as we are concerned with the election of members of the education board, we will stick to the above mentioned fundamental attitude and try to obtain the object till the bitter end.

As I think that the existence of Teacher's Union will be critically detrimental for the sound development of Japanese education, I should like to mention my opinions about it. I shall be more than happy if you take them into consideration in making up the policies for the education of Japan.

a. Facism of the Union.

All plans are made and presented to the members of the union quite unexpectedly by the leaders who keep their plan completely secret from the members. The deliberation meetings are only formal in which the speakers are usually decided before hand, objection to their plan are vigorously oppressed and their original plans are passed forcibly.

In such cases where the secret ballots are needed, they replace secret ballots by named ballots only to lead the vote favourably for them.

Although they are such dictators and so far from democratic, the members dare not criticize nor oppose none of their plans fearing their power and organization.

b. The bosslike activities of the leaders.

1. They are trying to put the teachers personnel affairs at their disposal, that is to say, to get the power by which they may appoint and transfer principals and teachers in both Osaka city and prefecture freely according to their will.

2. The leaders are just like war-time generals of the Japanese army and the members, their men.

3. Even programs, and attendants of the conferences are chosen according to their judgement.

4. In debating upon the educational system they don't make the research work conscientiously nor make any investigation. First of all they are not interested in the education at all. The things which they care for are only their profits and advantages which they may derive from the issues, accordingly their discussions are based upon this mean ideas and nothing else and the conclusions which they want to lead the peoples to are of the political nature.

5. They pretend to be the democratic minded people and claim that everything they intend to carry out is solely for the education, however, this is their mask and camouflage.

6. One of the obvious evidences to prove that they are so-called boss of education is the fact that they have put the newly organized "Education Assoc.", under their command and made the whole education system feudalistic. There is the great fear that the education itself might be transformed completely according to their communism, totalitarianism and dictatorship.

c. The union leaders who care for nothing but their profits and gains.

1. The budget of Osaka Prefectural teachers union of this fiscal year is ¥4,500,000. No financial report has been made public. There is no doubt about the fact that they have and are now wasting the money of union.

2. They gain money from prefecture or city as their salaries, from the union and also from PTA.

3. At the end of last year, they made the members pay money saying that they would purchase charcoal from Tosa Prefecture through blackmarket channel and distributed it among the members. And no piece of charcoal has been delivered to us so far. This fact clearly show what their ideas are like and how their lives are lived.

4. There is no sense of politeness and courtesy about their attitude, when they negotiate with city and prefecture about teachers salary, which make the people doubt whether they are the educators or the gangs of the street.

5. The motive for their effort to interfere with educational personnel affairs of prefecture and city and to concern with the execution of the new educational system is only that they want to get the important position in the future.

6. They don't care at all to take days off, to come to school late and to leave their class early saying that they have got business of the union to do.

d. Remedy

1. Re-election of the committee.

2. Revise the way of electing top members of the union.

3. Take hand off from Education Association and leave it to the educational expert who fit to do the work.

4. Make out the regulation that the teachers who work for the union should leave the school and should not be allowed to become the principal for three years since they come back to school.

5. Publicize the annual report on the finance of the union and get approved of it by the members.

Dear Mr. Anderson,

We believe educational administration must always be fair and impartial. But a few leaders of Teachers Labor Union, Osaka-fu, are bossing the educational administration of Osaka-fu, disregarding public opinion of all members. CIE has repeatedly warned on this point, but they have not paid any attention to it at all. Because they have secret animosity against American policy, for most of them are communists or sympathizers. They receive all instructions from the communists party. In addition to it, some of them are receiving monthly political activity fund. And they are always endeavoring to realize their communistic policy in the education of Japan, keeping in touch with an officer of Educational Sect. Osaka-fu, who has been one of the communistic leaders of the Educational Labor Union, Osaka-fu, and was appointed to the post only a few months ago.

We elected these leaders only to promote our economic conditions, ~~so~~ and not to represent our educational opinions. Of course, we admit their fighting spirit, but we don't believe they have any superior educational opinion, talent or character. In spite of it, they interfere in every educational affairs in this prefecture. And they decide virtually all educational affairs, and thus they became

(for example; Nakanishi, Orkeuchi, Kitahara
and soon)

educational bosses. All teachers bow to the ground before them and even the prefectural officers are powerless in the face of them.

Besides, some of them, we hear, have impudent ambition to be appointed principal of senior high school. For that purpose, they are making wrong use of their power as leaders of the Union. It is a terrible danger that such communistic educational bosses have any chance to become principal. For it is the first step to Bolshefy the Japanese education. Moreover, they are not at all elected as fit persons for principals. There are many persons other teachers fitter for the post. The prefectural officers must do their best to look for the fittest person, independent of unlawful power of Labour Union bosses and communists.

I hope you would give them powerful assistance and good advice to democratize the Japanese education.

Yours sincerely

So and So

In-Service Training

Aug. 3rd. (M) Subt. ^{by} E. Baba

Osaka Prefectural Office, Education Division was being plan out the inservice training course for junior high school teachers starting Aug. 4th and requiring 280 teachers and instructors of the normal colleges, Senior High schools and junior high schools as leaders students. For this, the Osaka Teachers' Union is opposing to have the teachers participate it.

"Summer Vacation is for students or for teachers?" The Teachers' Union presume it for the teachers' too. But for this opposition the prefectural authorities is intending to force holding the training course from tomorrow.

Teachers are paid for a twelve months year. Even the school is not in session it has been the practice both in America & Japan to use vacation periods for school reorganization and teacher training. In America many schools require teacher attendance at summer school until a certain level of professional preparation has been reached - after that attendance is required once every three years for contract renewal.

The junior High Schools have been in existence since April 1948 - Any guidance the teacher receives will not only make the work easier but without it one of the major reforms in Japan will have little chance of success. Union tactics seem to be to postpone approval until too late.

With 4.2% interest.

No. 9. (")

Y 10,000 bill No. "ru" (5, 43, 125, 179, 190, 216, 223, - 7 pes)
 Y 1,000 " " "o" (4, 48, 118, 126, 142, 215, 224, 263,
 295, 338, 359, 366, 410, 421, 434, 507, 539,
 558, - 18 pes)
 Y 10,000 " " "wa" (20, 44, 46, 148, 179, 359, 373, 376,
 387, 390, 437, - 11 pes.)

No. 11. (")

Y 5,000 bill No. "ka" (37, 104, 117, - 4 pes)
 Y 1,000 " " "yo" (56, 72, 102, 144 - pes 4)
 Y 100 " " "sa" (27, 73, 225 - 3 pes)

No. 10. (")

Y 5,000 bill No. "ti" (120, 131, 134, 154, 180, 194, 257, 376,
 381, 401, 424, 469, - 14 pes)
 Y 1,000 " " "ri" (25, 30, 150, 107, 117, 171, 211, 256,
 243, 327, 345, 366, 376, 420, 495, 512, 516,
 519, 523, 590, 613, 637, - 22 pes.)
 Y, 100 " " "nu" (20, 32, 38, 54, 56, 75, 85, 109, 136,
 180, 189, 254, 273, 301 - 14 pes.)

No. 12 (")

Y 5,000 bill No. "o" (2, 23, 28, 39, 47, - 5 pes.)
 Y 1,000 " " "wa" (15, 33, 51, - pes 3)

No. 13. (")

Y 5,000 Bill No. "nu" (89, 93, 110, 115, 136, 146, 159, 217, 226,
 289, 302, 308, 335, 342, 405, 412, - 16 pes)
 Y 1,000 " " "ru" (7, 15, 156, 244, 290, 303, 353, 364, 394,
 436, 438, 465, 483, 538, 589, 613, 617,
 827, 878, 895, 900, - pes 31)

No. 14 (")

Y 5,000 bill No. "ka" (29, 63, 77, 82, 89, 103, 121, 122, 131,
 132, 133, 146, 155, 168, 169, 174, 177,
 182, 193, 198, 217, 219, 232, 233, 247,
 250, 266, 269, 274, 275, - 30 pes.)
 Y 1,000 " " "yo" (6, 14, 40, 63, 66, 76, 92, 112, 116, 125,
 138, 146, 157, 164, 170, 179, 193, 205,
 206, 219, 220, 237, 241, 254, 257, 262, 268,
 270, 275, 277, 282, 312, 318, 330, 321, 350,
 359, 363, 366, 380, 383, 393, 411, 412, 415,
 425, 429, 445, 457, 464, 466, 500, 509, 519,
 521, 523, 527, 543, 552, 572, 586, 589, 604,
 610, 612, 614, 629, 654, 664, 672, 688, 690,
 710, 713, 740, 743, 766, 796, 801, 807, 815,
 842, 845, 858, 870, 876, 882, 936, 946, 950,
 959, - 91 pes.)

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In such cases where the secret ballots are needed, they replace secret ballots by named ballots only to lead the vote favourably for them.

Although they are such dictators and so far from democratic, the members dare not criticize nor oppose none of their plans fearing their power and organization.

b. The baslike activities of the leaders.

1. They are trying to put the teachers personnel affairs at their disposal, that is to say, to get the power by which they may appoint and transfer principals and teachers in both Osaka city and prefecture freely according to their will.

2. The leaders are just like war-time generals of the Japanese army and the members, their men.

3. Even programs, and attendants of the conferences are chosen according to their judgement.

4. In debating upon the educational system they don't make the research work conscientiously nor make any investigation. First of all they are not interested in the education at all. The things which they care for are only their profits and advantages which they may derive from the issues, accordingly their discussions are based upon this mean ideas and nothing else and the conclusions which they want to lead the peoples to are of the political nature.

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6. One of the obvious evidences to prove that they are so-called boss of education is the fact that they have put the newly organized "Education Assoc.", under their command and made the whole education system feudalistic. There is the great fear that the education itself might be transformed completely according to their communism, totalitarianism and dictatorship.

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5. The motive for their effort to interfere with educational personnel affairs of prefecture and city and to concern with the execution of the new educational system is only that they want to get the important position in the future.

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S.C.

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5. Publicize the annual report on the finance of the union and get approned of it by the members.

私ハ教員組合ノ現状ガ将来我が國ノ教育ヲ根本的ニ破壊スルモノデアルコトヲ真覺ヒ、一日モ早クコトガ革正ヲ計ラナクテハナラヌト思ヒマスノデ、左ニ意見ヲ述ベヨウト思イマスガ、何卒公正ニ御批判下サリ、少シレデモ、採ルニ足ルトコロガアツタラ、採ツテ以テソレヲ御指令下サツタラ、日本函建ノタメ文ナル事一福デアリマス。

A、組合ノファツシヨ

一、一部幹部タケガ方針ヲ深ビ計畫ヲ建テ、突然ニ議題ガ組合員ニ示サレル。組人合員ハ勿論ソレマデニ經過ニツキ何等知ルトコロガナイ。只形式的ニ合議ラレテサリスルニナイ。而モコノ會議ニハ隊メ發言者ヲ内定シテオイト、

2

異ナル意見が出タ場合、ユレヲ強カニ封ジツツ、シヤニハ
原案ヲ押ス。原案決ナドモ、無記名タルバキ時モ、シバシバ
記名投票トシテ、索制ヲスル。

2. カカルレールローディングヲ以テ、スバテ組合幹部ノマア定レ
父盡ニハメテ、公明ト正大トヲ全ク顧ハナイ。

3. カク専制的テアルガ、ソノ權カト組織トヲ怖レテ、誰モ
眞剣ニ自由ナ討議ヲ主張シナイ。組合ソノモノノ批評
モ、後日ノ難ヲ怖レテ、ウツカリ出来ナイノテアル。

B. 幹部ノホス的存在

1. 市ノ教員ノ人事ニ容喙シ任免異動ヲ左右セントシテ
井ル。コレハ教職員ノイキノ根ヲオサエルコトデア
ツテ、教職員ヲオモオソレシメルモノデアアル。

2. 幹部ハ君臨シ、一般組合員ハ御無理御尤モト

3.

唯々諾々デアアル。コレハ戦前戦時ノ軍閥ノ存在ト同
シコトトナツタ。何か現代ニウツトウシイカト言エバ、組合ノ
存在デアアル。オソラク今後教育界ニ活躍セシトスルモノ
ハ、組合専任部ノ内諾ガナクテハ、田沼ニススヌナイニ
アロウ。

3. 講習ノ内容ノ決定、受講者ノ選定マデ關係シ、干渉
シテ居ル。専横ノ限リデアアル。

4. 教育制度ヲ討議スルトニテモ、予メ良心的ニ研究
スルワケデモ調査スルワケデモナイ。大体彼等ハ
教育ソノモノニ興味又ハ信念ガアツテノコトデアナイ。
人格的反省ノ乏シイ彼等ハ、何か私利私欲心ノ母貝
徹ニ見通シガツクトコロカラ立論シテ、政治的ニ
結論ヲ引キ出シテ居ル。

4

5、常ニ民主主義ヲ以テ自任シ、教育的ナルユトヲ立論ノ
根柢トスル如ク言ウガ、ソレ等ハ一種ノマスクデアリ、カ
アラジユデアル。

6、組合ガ新組織サレタ教育會ヲ乘取ツテ、又シテモソノ
實權下ニ封建能ハカニ逆轉セシメタハ、組合ノホス
的拡大運動ノ實證デアル。カク、如ク萬事組合ノ權
カ下ニ入ルトキハ、遂ニ神聖ナルベキ教育ソノモノヲモ共産化
シ去ルユトハ、火ヲミルヨリ明カデアル。

C、私利私慾ノ組合幹部

1、二十三年度大阪府教員組合ノ予算ハ四百五十萬円トイフ
驚クベキ大ナル額デアル。從來會計ハ一度モ組合員
ニ公表サレヌトガナク、ウヤムヤニ幹部ガ浪費シテ居
ルノデアルカラ、今年度モ同様ナトハ明白デアル。

圖ニ出テ居ルハテアツテ、教育界ノ重要ホルトノ山分ケテ
計畫シテ居ルハテアル。

b、組合ノ用事タトイッテ、遅刻早退欠席ハ天下御免ノ
ツモリテ、平氣サテアル。後ツテ教授ニ事念ヒテ居ルハコト
カ、急テテ居ル。

ロ、肅正意見

1、先ズ肅正ノ父メ委員等ノ改選ヲ行フ。此後選舉ノ現
行法ハヒラミット形テ、役員ヲ一度^{選挙}シ、ソ甲カラ上
級ノ役員ヲ互選シ、更ニソノ甲カラ上級ノ役員ヲ
互選スルヤリ方テ、^{地方}政廳カ幾重ニモ造ラレテ、
堅固ナ中心要塞ヲ守ルヨウニ出來テ居ルカラ、
ソノ權カハ強大デアリ、カズノ罪惡ヲ多カラシメル
原田トナル。今後ノ選舉手法ハ役員ヲ各段階

5

2. 彼等幹部、府縣市カラ俸給ヲ受ケテ居ル以外組合力
ヲ援目ナク諸結集ヲ受ケ、サラニPTAカラ天厚生金
ヲ取リ、三重取リニ私腹ヲ肥シテ居ル。

3. 去年ノ末土佐カラ赤山侯ヲ横流シテ購入シ、組合員ニ
頒布スルトイッテ前金マデトツタカ、トウトウ現品ハ未著
返却スルキ金ハ何カニ使ツテレマツテ、コノ結末ハ彼等
幹部ノ精神ヤソノ生活ガ如何ナルカヲ如實ニ物證
ツテ居ル。

4. 府市當局ニ団体交渉スルトキ、如キ、コレガ教育者
カト思ハシメル高慢無礼ナモノデ、全クゴロツキノ
態度デアル。

5. 幹部ガ人事ニ容喙シ教育制度ノ實施ニ關係セントス
ルハ、結局彼等自身ノ将来ノホストヲ獲得スル意

毎二一般組合員中カラソノ都度選出スルユウニシ、ソノ其ノ
役員ガソレヨリ一般組合員ニ直結シテ居ルヨウニア
ラシメ、民主化ハ密ニ徹底セシメル。

2、教員組合ノ給留問題唯一項ニ限リテ認メラ
レル。多クトモ精々狭意ノ原子生問題ニオイテノ
ミ認メラレ、一切ノ爭議的ナエトハ禁止サレルノスト

3、當然教育會ナドカラモ手ヲ引クハキテ、教育會ハ
教育研究ノ援助機関トシテ、ソノ道ノ專家・高識
ノ士等ニおせし。

4 組合事務ニ関係スルモノハ現職カラ離レルモノハ必要
テアリ、且ツソノ其ノ関係者ガ總学校ニ復歸スルト
キモ、三年間ハ校長ニシテ又モトヲ規定ス。

5. 組合ノ會計ヲハソノ收支決算ヲ毎年公表シ組
合員ノ承認ヲ得ル。

6. 組合ハロシテ的ニ隱密ナ陰ウツナ策動的ナ
トコロナク、從ツテ怖ラレナイ組合トシ、親シメ
ル明朗ナ組合、ワレ等ノ組合ト言ウヨウニ改
メル。

各地方ノ教員組合ニ對シ近頃イキ口是正ノ御指示ガア
ルニテラ新聞ヲヨミウレシク思ツテ居マスガ、先日マツカ
ーサー元帥ノ御書簡ガ巡發表サレ、マスマス心強ク感
謝シテキマス。私達ノ衷情ヲオ汲ミトリ下サツテ、文化マ
タマダ進マナイ日本ヲヨロシクオ導キ下サイ。

一九四八年

アンダーソン様

*File: Labor Unions
Teacher*

(Report dated 19 July 48 from the Osaka Pref Labor-chief)

Re: Eighth Ordinary Mass Meeting of Osaka Educators and Faculties Union

1. Name of the Meeting: The ordinary meeting of Osaka Educators & Faculties Union.
2. Date: 30 June 1948
3. Place: Auditorium of the Osaka First Normal School.
4. Principal object: To decide some important items concerning the managing policy of the Osaka Educators and Faculties Union.
5. Aspects of the meeting: Slogans:
 - a). Raise of commodity prices opposed.
 - b). Maintenance of minimum wage system.
 - c). Complete operation of 6-3 educational system, under the entire defrayment of the national treasury.
 - d). Democratization of private school.
 - e). Oppression on union-movement absolutely opposed.
 - f). Unification of labor front and amplification of the internal organization.
 - g). Renovation of labor agreement and complete execution of same.
 - h). Anti-democratic educational Laws are opposed.
 - i). Pay the marriage funds immediately.
 - j). Refrain from making discriminatory treatment between male and female.
 - k). Refrain from making discriminatory faculties under direct control of Educational ministry and those of local schools.
6. Attendants: About 650 representatives.
7. Condition:
 1. Greetings of chairman, by OKAZAKI, Saburo
 2. Election of Presidency.

President	NAKANO, Zenbei	TAKEUCHI, Tasuharu
	KAJITA, Sueko	

3. Greetings of President.

"I feel it a honor having been elected as the President of this Mass Meeting which decides this year's movement policy. I feel acutely this important duty and hope sincerely to be able to have your cooperation."

8. Reports of course of affairs:

Re: OEFU - by YAMAMOTO, Taneichi, Chief Committee.

Re: All Japan EFU - by ARAKI, Syozaburo, Chief Committee

9. Proceedings:

1. Re: Settlement of Accounts for the fiscal year of 1948

The report of Settlement of Accounts for 1948 was brought up as No.1 proceeding, however, as the welfare section was failed to settle the accounts yet, hundreds of questions were directed, and even non-confidence bill of executive quarters was likely to be presented. However, through the good office taken by SATO (6-3 middle school), the matter has been decided by the majority of 290 to 60, to approve the General Accounts only, pending the settlement of accounts of welfare section to be settled at the next Central Committee Meeting.

2. Re: General policy of the management of union.

Various items were brought up in block.

It has been decided by the absolute majority that the substantial problems are to be framed by the Executive quarters and to be decided by the Central Committee meeting.

3. Re: Revival of education and its democratization:

By means of democratization, to settle up a whole some educational administration not to be a burden of the masses, and must guranty a sound education of collegious, students and pupils and also the livelihood of educators.

4. Re: Improvement of treatment.

Must fight for the demand of ¥5,200 basis as a course towards the acquisition of the minimum wage system.

Q. TOYONAKA. The result of Executive quarters of last year was not sufficient. Realize the intention of the masses of union-members more extensively.

A. HIRAGAKI. The wage-basis decided by this Chapter is the

minimum living wage, and is technically same.

Q. MISHIMA (Municipal Primary School)

Why the retiring allowance has been taken up with the item of pay?

A. FUSHIMI. The retiring allowance is a separate question. But we are desirous to improve the current low amount.

Q. SATO. The payment of friendly society is not all satisfactory. What are the Executive quarters doing?

A. YAMAMOTO. Arrangement was made last year to pay quickest possible.

President. We have some other important proceedings, therefore want to take a vote now.

- Decided by the absolute majority -

Q. Pensioners have been acting to the raise of pension. As OEFU has not supported so far, I hereby propose to make support in future.

President. I shall take a vote.

The proposition has been approved with no objection.

5. Re: Cooperative living.

(Proposed by KOBAYASHI, Chief of welfare section)

The administrative Board has many desirous to get supply of those goods by means of an organization.

The decision was made to establish a subordinate organization.

6. Re: Labor Agreement:

It has been decided to conclude an individual agreement of OEFU immediately. The draft of new agreement is to be made out by the Executive quarters and to be decided by the Central Committee Meeting, it was decided.

7. Re: Educational and Labor Laws and Regulations:

Revision of Educational Laws, strict execution of the current labor codes and the opposition to disimprovement have been decided.

8. Re: Revision in a part of the Rules.

In the Art No.39, the wording of "Executive Committee Meeting" has been altered to "Central Committee Meeting."

9. Re: Dispute of Universities, Colleges and High Schools, by HORIE, Chief of University, College & High School section.

The treatment of educators of those under direct control of the Educational Ministry is worse than those of local educators, and it is hoped that the OEFU shall take up the dispute to abolish the above discrimination.

This proposal has been unanimously approved, and it was decided that the chief committee of OEFU should be going to despatch the instruction.

Urgency Motion.

1. Breakdown of Ashida Cabinet (resolved)
2. Holding national mass meeting.
3. Relief measure of earthquake disaster in Ishikawa and Fukui Prefectures.

The main object and the policy of movement in connection with motion (1), shall be carried out along the line of the all Japan OEFU.

Principal objects of the dispute.

- a) Maintenance of the living right.
- b) Protection of the rights already acquired.
- c) Democratization of education.

Policy of movement.

- a) Dispute at each district.
- b) Joint action.
- c) Movement at the Diet.

Strengthening of combination.

- a) Amplification of internal organization.
- b) Unification of labor front.

The executive quarters have decided to make every possible effort so that the above may not prove to be a dead letter.

Q. KIMURA. The movement hitherto exercised was too moderate. I feel discouraging the realization of joint action by the management of Central Committee Meeting, which opposed even to the release of Mr. Murakami.

A. YAMAMOTO. It is a duty of the Executive quarters, inasmuch as the matters should be carried on in accordance with the decision of Central Committee Meeting, which is the intermediate resolving machine.

Q. YAMURA. Can the present executive quarters exercise a sufficient movement?

A. YAMAMOTO. I think not sufficient, but must do.

Q. Joint action is much stressed, but I wonder only a minor number of union-members had attended to the national mass meeting in opposing to the evil taxes.

NOHARA. Agreed. I want to call for grave reflection of the members.

President. "I shall take a vote as to whether or not the general policy be supported."

Decision was made, by the greater majority.

Statement

The livelihood of laborers who are bound under low wages has been fallen down into the abyss of ruin. The Ashida Cabinet has still been sticking to its old administrative policy, and confronting to the labor unions which rose up for bridging over the hardships of livelihood, they have been taking the policy of disruption and also undue oppression. We, basing upon the general intention of 30,000 educators and faculties of this prefecture, have decided to take the necessary action to protect our rights, at the same time to exercise an extensive dispute in order to restore all the educational crisis caused from the Budget in connection with 6-3 system.

10. Closing address. 6:40 p.m.
by YAMAMOTO. Chief Committee

- end -

Translated by
R. Takayanagi

THE OSAKA MUNICIPAL OFFICE

Mr. Kondo's reply to the demand by Mr. Takeshi Nemoto, Chairman of Osaka Municipal Teachers' Union on July 10, 1948.

*O Kado
Com
File Union*

Referring to your demand dated June 30, our answers are as follows:

General Affairs.

- (1) Re necessity of previous agreement on personnel and labour contract.
- (2) Organization of the council for educational administration. We agree with you on the foregoing two points. The bill relating to the local board of education system was passed at the Diet the other day, and the said council is expected to be organized very soon. So, these problems are to be studied carefully.

Economic Affairs.

- (3) The payment of a study allowance of ¥ 1,000 per month. Under the prevailing strained financial circumstances, some money is appropriated for common research purposes for teachers, with an aim to raise the educational standards and efficiency through their incessant study. This money is intended for the common use by teachers, and not to be considered as allowances to individual teachers. Admittedly the current estimate amount is not enough, but, at any rate, we are in hope of your making the best and most of the money now available, by improving the method of research, etc.
- (4) Free municipal transport tickets. We are going to consider this matter in conjunction with the privilege to be given to general municipal employees.
- (5) Special allowance to those working in schools inaccessible by municipal transport services. The allowance in question is unpracticable under the present circumstances. For schools where shortage of teachers is felt on account of inaccessible location, living accommodations are to be found for prospective teachers.
- (6) Retirement allowances. We understand that the increase of the said allowances is now under discussion by the Governmental authorities. Meanwhile, we intend to make further study on this problem, from financial angle, etc.
- (7) Allowances for holiday and night duties. The allowances in question are paid by the Prefectural Treasury. Under the present pay system, it is unpracticable to establish similiar allowances besides those already existing.

THE OSAKA MUNICIPAL OFFICE

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(8) Allowances for clothing.

The payment of the said allowances is unpracticable as it involves a similar question with regard to general municipal employees.

Welfare.

(9) Teachers' hospital.

It is impossible to provide a hospital exclusively for teachers under the prevailing circumstances; but, it is advised to utilize existing medical facilities to the best advantage.

(10) Advances to members from the Welfare Fund.

Advances of the fund free of interest are unpracticable, for financial reasons, and, also, in the light of municipal employees having to pay interests on similar borrowings.

(11) Municipal dwellings.

We intend to take into full consideration the matter.

Educational Administration.

(12) The three teachers to two classes system.

We intend to make efforts to conform with your demand.

(13) The estimate for educational administration.

In the preparation of the estimate for educational administration for the current year, special efforts on our part were made for the increase of the estimate, in view of the general demand to attach more importance to educational work. Especially, adequate school expenses were provided for, in view of the result of investigation as to how much was contributed towards the maintenance expenses at each school by its individual parents and guardians association. However, your demand is reasonable, and we intend to endeavour to comply with it, though we have some financial difficulty to face.

(14) The Educational Research Institute.

We agree with your view, and intend to expand the said institution as best we can.

(15) A night university for teachers.

(16) Dispatch of selected teachers to universities.

We agree with you on the foregoing points and intend to put it into effect in so far as circumstances permit.

(17) Mutual exchange system of teachers between U. S. A. and Japan.

THE OSAKA MUNICIPAL OFFICE

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(18) Dispatch of selected teachers to foreign countries for study. The time is not ripe for its materialization as yet, but when we can do so in future, we shall make efforts to comply with your request.

Personnel.

(19) The reshuffle of personnel and reorganization of the Municipal Education Bureau.
We shall make further study in this matter.

(20) Abolition of vice-principals.
As vice-principal system was instituted from the necessity of running schools to best advantage and has proved effective, we have no intention of abolishing it. If current election method in this system leaves much to be desired, we are going to improve it apart from this question.

(21) Age limit system.
As you are well aware, we municipality have no age-limit system for teachers at present, nor have we any intention to establish it.

(22) Transference of teachers.
We intend to conduct the transference of teachers to comply with your view as much as possible.

Signed by

Hiroo Kondo
Mayor of Osaka City

THE OSAKA MUNICIPAL OFFICE

Mr. Kondo's reply to the joint demand by Messrs. Zenbei Nakano, chief executive of the Osaka Municipal Education Workers' Union, Shinroku Nakao, Head of the Osaka Municipal Middle School Teachers' Union, Orisaburo Wada, Chief executive of the Osaka Municipal High School Teachers' Union, and, Chairman of the conference of teachers' unions of Osaka Municipal Senior, Higher, Colleges and Universities, on July 10.

Referring to your demand dated June 28, our answers are as follows:

(1) Increased appropriation for education.

1. Increase of school expenses.

In the preparation of the estimate for educational administration for the current year, special efforts on our part were made for the increase of the estimate.

Especially, adequate school expenses were provided for, in view of the result of investigation as to how much was contributed towards the maintenance expenses at each school by its individual parents and guardians association.

However, your demand is reasonable, and we intend to endeavour to comply with it, though we have some financial difficulties to face.

2. Increase of study allowances, and expansion of educational research institute.

Under the prevailing strained financial circumstances, some money is appropriated for common research purposes for teachers, with an aim to raise the educational standards and efficiency through their incessant study. This money is intended for the common use by teachers, and not to be considered as allowances to individual teachers. Admittedly, the current estimate amount is not enough, but, at any rate, we are in hope of your making the best and most of the money now available, by improving the method of research, etc.

We are in accord with your contention that the existing educational research institute be expanded and improved to facilitate its full functioning as a research organ commonly available to teachers, and intend to endeavour to comply with your request.

3. Special allowances to those working in schools inaccessible by municipal transport services.

The allowances in question is unpracticable under the present circumstances. For schools where shortage of teachers is felt on account of inaccessible location, living accommodations are to be found for prospective teachers.

THE OSAKA MUNICIPAL OFFICE

- 2 -

4. Increase of allowances for research activities of teachers of municipal senior high schools, colleges and universities. It is unpracticable to comply with your request, for the same reasons mentioned in the foregoing answer 2.

(2) Radical improvement of education.

1. Full complement of school teachers to be maintained. We intend to endeavour to conform with your demand.

2. Abolition of the two shift system. Special efforts on our part have been made for this purpose, and, fairly good results have been achieved up to now. We intend to make further efforts for expediting the restoration of old school house buildings now being used by tenants for purposes other than educational, and also for the expansion and improvement of existing buildings, and the construction of new ones.

As you are well aware, we have to carry out the construction work with limited fund raised through public loans and subsidized from the national treasury, and also in strict conformity with the policy already set by the government authorities. Under these circumstances, it is unpracticable to solve this question at once.

3. Establishment of cultural facilities for young men and women.

a. Establishment of libraries, moving picture theatres, play grounds.

We agree with your view, but, the establishment of new facilities for pupils and students is unpracticable in these days when we are experiencing much difficulty to improve even facilities necessary for compulsory education. Such being the case, it is advised to utilize the existing facilities to best advantage.

b. Admittance of union representatives into the Municipal City Planning Committee.

We have no competence to answer, this question as it is handled by the Osaka Prefectural authorities.

4. Fair distribution of stationeries and text books. Stationeries are supplied through the legitimate channel of both wholesale and retail corporations handling them. Paper is allocated to the Education Ministry according to the approbation by G. H. Q.

Text books are made with the allocated paper by printing companies, and distributed to every school.

As far as the municipal authorities are concerned, we have nothing to do with this matter, but, at any rate, we shall endeavour to secure a fair distribution of text books, co-operating with you.

THE OSAKA MUNICIPAL OFFICE

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5. Feeding at schools.

Feeding at schools is being done by order of the Occupation and national government authorities. Foodstuffs now available are limited in their variety, and scope, and, besides, we can not procure any other necessary materials freely. Such being the circumstance, it is advised for each school to make efforts to utilize the allocated articles to better advantage.

Feeding at schools has a close connection with the current food problem, and is a question to be discussed on the nationwide basis.

It is unpracticable to solve this question just now, but we intend to make efforts to comply with your demand in conjunction with the appropriate authorities.

We also intend to review the situations with regard to the cooking equipments and personnel, in the light of financial and material phases.

(3) Welfare work for teachers.

1. Housing for school teachers.

It is unpracticable to construct new houses for teachers at present, but, every possible effort will be made to find living accommodations for them.

2. Working clothes for teachers to be supplied.

We deem it hard to put into practice your request, in view of financial circumstances and also difficulty of procuring the articles.

3. Free municipal transport tickets.

We are going to consider this question in conjunction with the privilege to be given to general municipal employees.

4. Hospital for school teachers.

It is impossible to provide a hospital exclusively for teachers under the prevailing circumstances, but, it is advised to utilize existing medical facilities to best advantage.

Signed by

Mr. Hiroo Kondo
Mayor of Osaka City

THE OSAKA MUNICIPAL OFFICE

File: Teachers
UnionAGREEMENT

We, the Osaka City authorities (hereinafter called the City) and the Osaka Municipal Teachers' Union (hereinafter called the Union) have agreed as follows:

1. On the appointment of specific school inspectors the City shall ask the opinion of the Union.
2. On the selection of principals the City shall ask the opinion of the Union.
3. The individual shifting of teachers shall be carried out with the mutual agreement of the principals concerned, as a principle. In this case, the principals must get the consent of the teachers in question.
4. In case the City carries out a general shifting of teachers it shall consult with the Union about its general policy.
5. As to the disciplinary shifting of teachers the City shall notify the Union of its intention informally before its execution.
6. As to the dismissal of teachers the City shall consult with the Union without exception.
7. An Education Board shall be organized as a deliberative organ between the City and the Union, with a view to democratizing education and school administration.

Dec. 12th, 1946.

Mitsuji Nakai,
Mayor of Osaka.

Hajimu Fukuda
Chief Executive of the Osaka
Municipal Teachers' Union.

N. B. The term "specific school inspectors" as provided in the first paragraph of the agreement shall mean half the number of the inspectors in charge of primary schools and kindergartens.

THE OSAKA MUNICIPAL OFFICE

Teachers Union

1948

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Teachers Union

Mr. E. R. Johnson

April 28, 1948

Dear sir,

I thank you very much for your kind instructions the other day.

As to the problem of the Teachers' Union, I expect to call on you on the 30th day in the morning.

Here I send you the outlines of my businesses.

Respectfully yours,

R. Ajioka

Osaka Municipal Noda Primary S.

Education in Grammar School in Osaka city and Teachers' Union

A. The characteristics of two unions of teachers in Osaka city.

	Osaka Municipal Educators' Union	Osaka Municipal Teachers' Union
Main office President	in Sylene Primary S. Genbei Nakano	in Haino Primary S. Yoshimatsu Takemoto
Number of membership Contents of membership	2,500 Mainly the graduates of 1st Normal School (Yushokai group)	1,500 Mainly the graduates of 2nd Normal School and partially those from other prefectures (Keritkai group, Shoshi group)
Upper System	Osaka Educators' Union Japan Educators' Union	none (Isolated)
Conditions of Activities	Acting with Participated in 2-1 Gen. Strike, 24 Hours Strike	Participating in democratization movement Protested against 24 Hours Strike

B. The reason of disunion

1. Protested against communistic activities in the old union.

- Main leaders of the old union were the communists and sympathizers and other persons instigated by them.

- Leaders of the union managed the union in communistic way.

2. Protested against the exclusive and monopolistic actions of the graduates of Osaka 1st Normal S. (the members of Yushokai group) in the old union.

- In electing the officers of the union, the posts of officers were occupied exclusively by them, using the letter of secret Order Number 1.

- At the time of electing the candidates of principals, they occupied 80 per cent of them.

- Main office of Yushukai Group and the main office of the union utilized the union for the advantage of the graduate group under the mutual cooperation.
- 3. Protested against the old union's leaders' bargaining maneuver with ~~exp~~ Capitalist
 - The leaders of the old union forcibly enforced their plan to establish the Central Publication Co. to take benefits by selling the books to pupils ~~by the~~ under the name of union.

These three points are the main reasons of disunion.

Resulting from the reason "number 2", the graduates of 1st N.S. belong to the old union, and the new union is formed with the graduates of 2nd N.S. and other prof.s.

And thus, the opposition of these old and new unions has developed to such an extent that ~~has~~ has concern with the historical opposition of those ~~two~~ two groups of the graduates to result the further difficulty of solving this problem.

C. Historical opposition of graduates' groups

1. The graduates of 1st N.S., 2nd N.S. and other N.S. have long been making troubles one another, due to the misunderstood loyalty for ^{their} native schools, which based on the insular spirit of Japan.

Above all, the graduates of 1st N.S. brought other graduates under their control, being superior than others in their overwhelming number and historical tradition.

Particularly when some of them became the chief of School Affairs section or the inspectors of Osaka pref., they made the despotic personal administration to result the graduates of other normal schools having uneasy impression with them.

2. At the general meeting of the graduates of 1st N.S., they made the negotiations and consultations regarding the personal affairs of teachers of Osaka in the main office of ~~the~~ their graduates group, under the slogan of monopolizing the education in Osaka by them alone.

3. As the teacher's union was authorized to appoint principal and inspector, the opposition of graduates' groups gradually

became the ~~major~~ internal problem of the union, to result the exclusion of union leaders and the manoeuvre in election.

At last, these internal problems of the union came to an stage of disunion of the teacher's union.

D. How was the education of Osaka city effected by the disunion?

1. The teachers of each school were divided into two blocs.

° As the teachers of both blocs in each school stand in opposition each other, the control of school is not maintained and the smooth development of education is disturbed.

2. The Osaka Municipal Education Bureau is lacking the decision, standing between two ~~unions~~ unions.

This is mostly due to the municipal authorities lacking the political ability and the courage to carry out the justice.

Besides this, however, it seems that the school boss is preventing them to enforce justice in background.

due to the above cited reasons, education in Osaka city is now in its retrogressive stage.

E. What is the fatal factor to prevent two unions from ~~combining~~ combining.

Fundamental factors are:

- a. Opposition of ideologies
- b. Monopolizing tendency of graduates ^{groups} for

1. Opposition of ideologies is the fundamental problem and cannot be harmonized.

But, the common view point in these two unions is that the majority of teachers are not supporting communist party.

However, the leaders of the old union intended to take part in the 2.1 general strike and participated the 24 hours strike by their initiatives.

In other words, they ~~are~~ are not true communists but something like the communist.

So long as these unsettled leaders will exist in the union, the members of new union who have quite different ideology from that of old union will never be able to combine with the old union.

The leader must be the reliable leader who will never be instigated by communists

2. The monopolizing tendency of the graduate's groups ~~is~~ can be said to have large concern with the problem of the personal affairs regarding Teachers.

This problem can be solved by removing the personal affair business from the union side to the fair personal affair committee.

And the ~~exclusion~~ exclusive tendency of the union may be avoidable by ~~sp~~ adopting the $\frac{2}{3}$ majority decision method in making resolution.

A. How the combination of unions can be attained?

1. The necessary conditions of the combination are as follows:

(a) General resignation of all leaders of both unions (not to run in election again)

(b) Formation of Personal Affair Committee (Union not to interfere in personal affairs)

(c) Democratization of union

(To make clear the anti-democratic attitudes)

2. The methods to realize the combination of unions.

(a) As the leaders of the union will not like to resign their posts, they will refuse to resign ^{their posts} under various kinds of pretence. And, the general members of the union ~~are~~ have not yet recognized

their duties, so that they will be unable to reach the final conclusion even by the method of general discussion. Therefore, a strong power is certainly needed.

- b. The personal affair committee must be organized with the representatives of graduates' groups or independent persons.
- c. Regarding the personal affairs of teachers, ~~test~~ ^{test} or other scientific methods must be adopted. The prescriptions concerning the anti-exclusion of union must be prescribed too.
- d. Regarding the democratization of union, suspicious points can still be found in the managements of the Japan Educators' Union ~~of~~ and of the Osaka Educators' Union.

In view of this fact, the newly organized union should examine its upper systems as the Third union.

3. Methods of Combination (Private plan)

a. A powerful leader is to make advice to both unions to combine each other.

b. The representatives of both unions are to make up a plan of the Third union (to eliminate the present leaders)

c. The plan regarding the formation of the Personal Affairs Committee is to be made up under the attendance of the representatives of both unions, each graduate's group and Municipal Education Board.

d. Weakened Municipal Education Board must be strengthened and developed.

c. The plans of the third union and Personal Affairs Committee are to be ^{consulted} ~~consultated~~ at the general meetings of both unions. If the plans will be approved at the meeting, ~~old~~ both unions are to be disunited ~~the~~ under the recognition of old leader's resignation, and the inaugurative meeting of new union is to be held.

As I have related above, the birth of new union will make good results in for the union members and for the education in Asaka city.

In this sense, the kind leadings of the educational and authorities and labour officials of OMCIT will be appreciated.

R. Ajisaka

Nada Primary School
(Narada)

拜啓

先日はいろいろ御指図をいただき有難うございました。
其時御願いいたしました教員組合の件につき

三十日午前中に御伺い致したいと存じますので
あらかじめ用件を文書にして御とどけいたします
から何卒よろしく御願申し上げます 敬具

四月二十日

大阪市立野田小学校教諭

味岡 良平

(R. Gieska)

大阪軍政部 C I E

ジョンソン様

侍史

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大阪市立男由小学校教諭

味岡 良平

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大阪軍政部 C I E

ジョンソン様

侍史

10.1

大阪市の小学校教育と教員組合

A. 大阪市小学校教員の二つの組合の特色

1947年10月24日 組合分裂により大阪市には次の二つの組合がある。

組合名	大阪市教育者組合 (舊組合)	大阪市教員組合 (新組合)
要項	Osaka Municipal Educator's Union (Old)	Osaka Municipal Teacher's Union (New)
本部及組合長	集英小学校内 中野善兵衛	大塚小学校内 竹本録松
組合員数 及び その内容	2500 主として大阪第一師範学校卒業生 *①	1500 第二師範学校卒業生 ^{*②} 及び 他府縣出身者其他 ^{*③}
上部組織	大阪教職員組合 日本教職員組合	なし (孤立す)
活動状況	産別の系統と行動を共にしている。 24時間ストに参加	総同盟の主唱する労組民主化連盟に参加している。 24時間ストに反対

註. { *① 第一師範卒業生の会 (友松会)
*② 第二師範卒業生の会 (瓊池会)
*③ 他府縣出身者の会 (同志会)

B. 分裂の理由.

1. 舊組合内の共産フラク活動に反対。
 - 旧組合は、共産黨員、シンパ 及び それにおどらされるものが主たる幹部に居っていた
 - 幹部の組合運営が共産党的であった
2. 旧組合内に於ける第一師範卒業生 (友松会員) の排他的独占的行動に反対
 - 組合役員選挙の時、秘密指令第1号という文書を流して ~~全幹事~~ 全役員を独占した。
 - 校長候補者の選挙にも策動し、その80%を独占した。

No. 2

○友松会本部と組合本部とは常に連絡し、同窓会の利益のために組合を利用した。

3. 舊組合幹部が資本家と結託したのに反対。

○幹部は資本家と結んで中央出版会社をつくり、その製品を組合を通じて児童に売りつけ利益を3割強行した。

以上の三つが主な理由であるが、その理由により

旧組合は第一師範卒業生、

新組合は第二師範卒業生及び他府縣出身者

となり、新旧組合の対立は歴史的な同窓会の対立となり

問題の解決を困難ならしめている。

C. 同窓会の歴史的な対立について

1. 第一師範卒業生、第二師範卒業生及び他府縣出身者は偏狭な島国根性を基とするあやまった母校愛のために多年にわたって争っていた。

その中第一師範卒業生は数も多く、歴史も古いので他を圧迫した。特にその中の二、三が学務課長や視学になっていた時は独占的な人事行政を行ったので、他の師範の卒業生はこれに反感をもっていた。

2. 第一師範学校卒業生大会に於て、大阪の教育は第一師範の卒業生で独占することをスローガンにかけ、その同窓会本部で種々な教員人事が相談され、私設教育局のよりになっていた。

3. 教員組合が自ら校長や視学を選ぶことが出来るようになってから、同窓会の対立は組合内の問題となり、組合幹部の独占や選挙に対する策動が行はれ遂に組合分裂となって表面にあらわれた。

No. 3

D. 組合分裂によって大阪市の教育はどうなったか。

1. 各学校の教員は二派に分れ円満にゆかない。
 - 各学校に於て両組合員は互に反対し合うため
学校として統一がとれず大へん教育の妨げとなっている。
2. 大阪市教育局は二つの組合にはさまれて何事にも決断力がない。
 - これは現在の市當局が正義を実行する勇氣と、政治的
能力が不足しているためであるが、
その背後には現在なお学閥ボスの力がはたらいて正義の
実行を妨害するからだと思はれる。

以上の理由によって大阪市の教育は大いにマイナスとなっている。
しかし二つの組合が一つになることは原則としてはすべての人の
望むところである。

E. 二つの組合の合同を妨げるものは何か。

合同の障害となる根本的なものは

- (a) イデオロギーの対立、
 - (b) 同窓会の独占的傾向、
1. イデオロギーの問題は根本問題であつてこれは妥協の余地
がない。
しかし教員の大部方は共産党には賛成していない。この点において
両組合は一致する。
ところが現在の旧組合の幹部は好むと好まざるにかかわらず
ふりセネストに参加せんとし、又、今回の24時間ストにも積極的に
参加している。つまり彼等は共産主義者でなくても、共産党に
おどろさせる実績をもっている人々である。
イデオロギーを異にする新組合員はこのよりに不安定な幹部の
居るかぎり合同はしなうであらう。
共産党におどろさせない実績をもつ信頼出来る幹部を付けては
ならない。

10.4

2. 同窓会の独占的傾向は主として教員人事の問題である。
これは組合から人事問題を切りはき、公正な人事委員会へ
うつすことにより解決出来る。
又、組合内部の決議も多数決制を採用すれば独占は
さげられる。

F. どうすれば合同出来るか。

1. 合同の条件として次の事が考えられる。

- (a) 両組合幹部の総退陣。(次の選挙には出ない)
- (b) 公正な人事委員会の構成(組合は人事問題に干渉しない)
- (c) 組合の民主化。(非共産党的態度を明かにすること)

2. 合同の条件を満足させる方法。

- (a) 組合幹部は総退陣を好まないから、種々の口実でこれを拒否
する。又、一般組合員はまだ充分自覚していないから大衆討議
にかけても必ずしも正しい結論が出ない。

総退陣が出来なければいつまでたっても合同出来ない。

そこで強力な力が必要である。

- (b) 公正な人事委員会は各同窓会より代表を送るか、
又は全然中立ばかりの構成する。

教員人事には試験其他の科学的方法を用いる。

又、組合内では独占排斥の規定をつくる。

- (c) 組合の民主化については、日本教職員組合、大阪教職員組合
のやり方には、なお疑点があるので、合同した新しい組合は
第三組合として一層上部組織を検討する。

3. 合同の方法(私案)

- (a) 強力な指導者の仲介によって両組合及び各同窓会に合同
の働きをする。

(b) 両組合代表によって第三組合のプログラムをつくる。(現幹部を除く)

- (c) 両組合、各同窓会及び市教育局代表出席の下に公正な
人事委員会の構成に関するプログラムを作る。

No. 5

- (a) 弱体化了市教育局を刷新強化する。
- (b) 第三組合及び人事委員会のプロセスを両組合の大会にかけ、決定すれば、旧幹部総退陣の確認の下に両組合を解散し、新組合結成大会を開く。

以上のように新しい一つの組合が誕生すれば大阪市の教育並に組合員にとって非常によい結果になると信じます。
この点に關し軍政部の教育部及び労働部の御指導を得たいと存じます。

大阪市¹³⁷野田小学校教諭 味岡良平

HEADQUARTERS
OSAKA MILITARY GOVERNMENT TEAM



Teachers' Union Headquarters News, 8 Mar. '48

Meeting with Mr. Johnson at 9:30 (reported already)

The right of dispute is given to you. M.G. said that they cannot change the schedule, but if they found no teacher on their inspection on the day of our strike they they cannot help it. Since the right of dispute is ours.

So please be assured and be prepared for the strike.

Nippon Newsreel Co. took our meeting of Strife Enlargement Committee the other day. If we will carry out our strike on 12th they will take it too. They took the Zentei strike also. The news-reel will show how orderly the strike is carried out.

Show our power of unity, orderly and unanimous !

Minnesota Chapter of American Teachers' Union sent a letter of encouragement to Mr. Araki, head of committee of Japan Teachers' Union, by air-mail.

Now our strife is going to be international!

Members of the Union, stand up courageously!

We have the support from our students.

We stand up for the common strife of the new Union.

The first step to the victory of the power of unity.

Kyoto Rally resolved to give Osaka its absolute support.

Hokkaido Union will go on strike on the 12th.

Nara Union will go on strike after the tenth.

All middle schools chapters are ready for the strike, in Osaka .

Prefectural middle schools are about ready too.

We hear that Kitano, Sumiyoshi, Tennoji middle schools are ready.

日本動員状況

情報部 第一課

北三の分シヨウソクソク氏
と會見(現報)

半議院は諸君に於て
の決定は変更出来な
い。が学校視察に行
くとして、丁度十二日
に天トが行はれ、も誰
も居なく、モヤモヤ
得ない。半議院は諸
君に手を取り、用てい
る。

確信をもつて万全の
態勢をとるに決意し

九日猛大斗争委員会
の獲得は日本ニース
にとり、十二日スト
が流行さるるとする
なり。当日日本ニ
エースは各方面の状
況をサツエイトり、と
のことである。全通
のストもニコトスに
取つた。このストは
川口に整然と行わ
れ、力の下あふかと

情宣部

下野明物教組連
ストライキ中
日教組荒木委員は、名
を激痛文を紙空便で
送した。今、中野明物
の斗争は、困難に
下り

組合員諸君の奮起を
要するもの。

組織部

新組合共同
斗争に起つ。
団結の力に
勝利の第一歩

★日教組

京師大会の名に於て
大阪を全團の
に、此後と
との決試あり

★北海道教組

★十二日

★奈良教組

★十日以後

★市内中等部

★市内府中教

北中、佐中、天中と
ソクノスト準備
通知入る

HEADQUARTERS
OSAKA MILITARY GOVERNMENT TEAM



Osaka Teachers' Union News Extra No. 2, dated on 7 Mar.

On 6 Mar. at 9 a.m. when we had our regular meeting with Mr. Johnson, head of C. I. & E. Section of O.M.G.T. we explained to him about our extraordinary Rally just as we did to Maj. O'Buckley on the 5th. Mr. Johnson seemed to understand our position very well. The righteousness of our demand is being proved everywhere.

The Gist of our talk

- Union: "We resolved on our Rally held on the 3rd that we would even go on strike. We should like to have your understanding on this point."
- M.G. : "The Union has the right of dispute and it is natural for the Union to go on strike. It is entirely your problem and Pref. Office's and I am not concerned. What sort of strike is it going to be? Will it last very long?"
- Union: "We will decide on that at the General meeting on the 9th. So we cannot say what shape it will take exactly now. But we have a plan on our mind, that is, to carry out 24 hrs strike on the 12th."
- M.G. : "24 hrs strike is not very effective, is it?"
- Union: "Perhaps you are right. However, we are going to prove our power of organization, unified orderly and at once."
- M.G. : "That's an idea. You are going to demonstrate your power of uniting, is that it?"
- Union: "Yes, that's about right. We hear that you have a program of teachers' re-education course at Takatsuki area of Mishima-gun on the 12th. If we carry out our strike on the 12th, there will be not a teacher attending the course. We should like you to consider this matter."
- M.G. : "I cannot alter my schedule. But if the strike will be carried out on that day and I shall find the place empty, I cannot help it. The Union is entitled to the right of dispute."

軍議性は組合の特権だから組合がストをやるのは当然である

争議は組合と雇の向題だから、自分の関與する所ではない

どんなストをやるのか、長期のストをやる種りか

組「ストの形態は九日の専員總會で定まる。これはなっているが、只今

は結論として云えなから、原案として一日ストを十二日にやること

を考えている。

軍「一日ストは大した効果は無い。だから、

組「成程其の通りかも知れませんが、然し我々が考えているのは、整然と

一斉に立ち上がり、組織の力を、雇の官側に表示したいのです。

軍「そのうう、オモ考えられぬ。團結力のデモンストレーションをやる

わけだね。

組「まあ、そのうう、このことになり、下ね

雇「所々に依ると十二日に三島郡高槻地区で先生の再教育講習

をやられる予定らしいが、若し十二日かスト法行のりと確定したら

此の講習にも影響するが、此の案は、ついで考慮願いたいと思つた。

軍「自分、スト、スト、ストは、要する、決には行かぬが、その日にストが行

われ、自分が会場へ行って、空っぽであつても止むを得ないと思つた。

争議権は組合の特権だからね。

大教臨時ニュース

昭和二十三年三月七日

三月六日午前九時軍政部にてE. ジョーンソン氏との定例会見の際
五日の労政課オーバフレイト少佐との會談の際と同様去る三月の臨時
大會の模様を傳えて諒解を求めた處 組合の立場をよく理解した
吾々の要求はあらゆる所でその正当性を証明されたものである。

會談の要旨

組去る三日の大會でストを辞せよとの決議が行われたが此の案に關し
諒解願いたし。

軍「爭議性は組合の特権だから組合がストをやるのは当然である。
爭議は組合と府の問題だから自分の関與する所ではない。

とんたストをやるか、長期のストをやる積りか、
組「ストの形態は九日の存続總會で定まることになっているので只今

は結論として云えないから原案として一日ストを十二日にやること
を考案している。

軍「一日ストは大した効果は無いけれどもいいかしら。
組「成程其の通りかも知れませんが、然し我々が考案しているのは整然と

一斉に立上り、組織の力を集中して官制に示したいのです。
軍「その通りかも知れませんが、組織の力を集中して官制に示したいのです。

軍「その通りかも知れませんが、組織の力を集中して官制に示したいのです。
組「その通りかも知れませんが、組織の力を集中して官制に示したいのです。

2 March, 1948.

teachers
Venice

To Mr Johnson, Chief of CI + E Section.

Re the Exhibit of Osaka Pref. on pictures of Gratitude to the United States.

We wish to ask your help and guidance on its opening.

Ever since the end of the war, we in Japan have been receiving both spiritual and material help from America and our hearts are filled with gratitude. Especially, the great work you have done in rebuilding the education system, in the democratization of schools, about the school lunches and the many presents of school equipment has been felt greatly by the pupils.

In October last year, the Japan Teachers' Union held a meeting and decided to represent the children's gratitude in pictures, and send them to the United States for the school children there. One object was to give thanks to the Americans and another object was to develop friendship between the 2 countries. Fortunately, this plan was heard of by Col. Neupert of the CI + E at SCAP and approved, so the Teachers Union of each prefecture are at work on them now. In May, the best ones will be selected from (over)

each prefecture and exhibited in Tokyo, in a national exhibit. After they are organized, they will be presented to General MacArthur.

Our Osaka Teachers' Union, with the help of the Education Times Press is going to hold the Osaka exhibit according to the following procedures. It will be shown to the general public to have them understand the object of the exhibit. In order to add significance to this, we wish to ask the kind assistance of your C I & E office.

Note.

I) Name of exhibit: Gratitude to America
Exhibit on pictures.
Osaka Pref. Exhibit.

II) Place: Children's Education Hall
Denryama Park.

III) Sponsors: { Osaka Teachers Union
Education Times

IV) Backed by: Keihanshin Electric Express Co.

8

V) Topics for pictures:

- (1) Pictures pertaining to gratitude to America
- (2) Pictures showing the democratized Japan.
- (3) Beautiful scenes of Japan
- (4) Pictures of beautiful animals and plants of Japan.
- (5) Pictures of customs, clothes and festivals of Japan.

VI) Collection and judging of pictures

- (1) To have each grade in each school choose 5 members from among themselves and have them draw the picture.
- (2) Exhibit the pictures in each school and have the parents in each school see them. (until the middle of March).
- (3) The pictures of all the prefecture of Osaka will be collected in the end of March by the head office and with a committee selected of members of each branch of the Union, they will be judged. and will be exhibited in the order of "heaven", "earth" and "man" according to their quality.

(over)

VII) Period: 1 ~ 30 April. for Osaka Exhibit.

VIII) Points in which we wish special assistance from Military Government.

- (1) We wish to ask your general guidance in holding the exhibit.
- (2) We wish to ask permission to use the term "guided by Osaka M.G.T. & C.I.E."
- (3) In order to add significance to this exhibit, we wish to borrow the following for reference.

None available

(a) works of the youth of America (pictures, handicraft and embroidery etc)

SCAP library

(b) appropriate material for introducing the school life & daily life of the American students (for example: a program of the life or 1 day in an American student's life, or a diorama or even pictures.)

Red Cross

(c) something sent by the Jr. Red Cross or some gifts sent by them.

SCAP exhibit

(d) Other material concerning school life which would attract the general public's interest.

(4) We wish to ask permission to use the "Johnson prize" on works which you thought especially good.

IX) Other Items

good

(1) From 1 ~ 31 May, we are planning to hold an exhibit, ^{centered} on Visual Education, Science Education, Try-Out-Schools, Model Schools at this Children's Educational Hall.

(2) The Keihanshin Electric Express Line which is backing this are trying to use Beiryome Park which they own, in everything to help out with the democratization of education and they are improving their installations based on this principle. This time they are ~~leaving~~ leaving the administration of the Children's Cultural Hall (about 50 tenbu) to the Education Times.

3 1/2 1/5
3 2 1/2 = 5 2/4

File: Teacher Union

實態生計費調査 (甲)

No.	内訳 月別	4月	5月	6月
1	赤字	2273.74	2580.64	2592.36
2	収入	4648.80	4648.80	5233.56
3	実支出	6922.54	7229.44	7825.92

実支出 内訳	(1)	飲食物費	4月	5月	6月
		内訳	主食費	2561.34	2865.89
		副食費	2284.44	2533.62	2737.38
	(2)	光熱費	761.48	650.44	706.70
	(3)	被服費	235.37	169.28	183.40
	(4)	文化費	27.69	32.20	35.00
	(5)	交際費	173.08	34.84	30.00
	(6)	教育費	551.85	46.00	50.00
	(7)	交通費	103.84	94.76	103.00
	(8)	雑費	223.45	812.36	882.00

備考 (1) 赤字は借金、物品、賣却等とする。

(2) 収入は繰越金、暫定追加支給等に

上記の実態生計費に基づき、本年4月か
を12月10日迄に支給すること。

teacher Union

調査 (甲地 2.5人家族 消費單位 2.1) 1948年11月16日調

6月	7月	8月	9月	10月	合計
2592.36	3588.20	5086.17	4521.73	4796.45	25433.29
5.233.56	5.233.56	5.233.56	5.233.56	5.233.56	35.465.40
7.825.92	8.821.76	10.313.73	9.755.29	10.030.01	60.898.69
5.835.82	6.058.86	6.814.33	6.223.43	6.347.89	41.515.67
3.098.44	3.821.29	3.862.75	3.375.78	3.443.29	23.028.78
2.737.38	2.237.57	2.951.58	2.847.65	2.904.60	18.496.84
706.70	776.50	700.70	1.297.51	1.323.46	6.216.79
183.40	361.40	692.70	232.85	278.42	2.153.43
35.00	67.00	165.00	89.50	107.40	523.79
30.00	30.00	190.00	65.00	78.00	600.92
50.00	58.00	85.00	55.00	67.00	912.85
103.00	215.00	106.00	164.00	167.28	953.88
882.00	255.00	1.560.00	1.628.00	1.660.56	8.021.37

大阪教職員組合調査部

等とする。

加支給等により浮動あるも平均給を採った。

本年4月から10月迄の生活補給金として 25433円(4.8ヶ月)