

RELATION OF THE SCHOOL BOARD TO EMPLOYEE ORGANIZATIONS IN THE UNITED STATES
(Summary taken from "School Boards in Action")

For nearly a century boards of education and professional organizations of teachers have been striving for the same objectives. Only within the last ten years did teachers and other school employees become eligible for membership in the American Federation of Labor and the Congress of Industrial Organization. About five percent of them joined union groups while the rest belong to various education associations.

Professional Education Associations

Membership of school employees in professional organizations has tremendous value for the school district. In a small school district the association keeps the isolated school informed of new thought and procedures of education. Local organizations help the board recruit new teachers and assist these teachers to learn about the educational program and the people of the district.

The purposes of the National Education Association (NEA) are "To elevate the character and advance the interest of the profession of teaching and to promote the cause of education." The NEA has greatly influenced the development of professional standards among teachers and the promotion of sound educational legislation. School board members can obtain a general view of the program by reading the NEA Handbook. Associate membership in the Association is available to school board members.

Of special interest to board members is the work of the American Association of School Administrators--the national professional association of superintendents of education. School board members can be associate members (without vote) by paying the annual fee.

Teachers also belong to local and state education associations affiliated with the NEA. The programs of these associations make for higher professional standards and morale. There are national groups organized in terms of special interests, such as, principals, social studies, science, research, health, and school secretaries. School employees should be free to belong to any of these groups.

Unionization of School Personnel

Sometimes school personnel may decide to join unions and bargain collectively with the board regarding salaries, hours, and working conditions. Because union bargaining methods are usually built on militant principles, there is danger of conflict and antagonism arising. The board should make every effort to show attitudes of fairness, interest in the welfare of employ-

ees, and willingness to discuss any problems concerning employees, and the union should reciprocate by considering the welfare of the pupils as a prime factor in all decisions. Generally teacher unions and the public do not approve of strikes by teachers.

There are two general types of unions: teachers' unions and unions of janitors and other school custodial employees. The total membership of teachers in the American Federation of Teachers does not exceed five percent of the teachers in the United States.

Both labor unions and professional education associations support the expansion and improvement of education, more emphasis on teaching democracy, equal pay for equal work, adequate salaries, academic freedom, tenure, and pensions. The teachers and custodial unions usually frown on strikes as a method of achieving their objectives because theirs is a public service, but strikes have occurred to the detriment of pupils. Boards should recognize that the right of industrial employees to strike is a cherished right of workers, and when public employees, such as teachers, waive this method of securing their objectives, they expect in return fair consideration of their interests.

General Principles in Dealing with Employees

1. Any employee should be free to join any lawful organization but he should exercise the responsibility that goes with leadership.
2. Employees or their representatives should be free to discuss with the school administration any matters pertaining to employment, salaries, working conditions, improvement of teaching, or public relations of schools.
3. The right to work in a school system should be dependent upon preparation, ability, and effectiveness, not upon membership or non-membership in any organization.
4. As a general principle school personnel are entitled to receive salaries and working conditions which are comparable to those which prevail for other employees in the community doing similar work, and having similar preparation, responsibility, hours, and working conditions.
5. Whatever decisions are agreed upon should be in written form so as to prevent misunderstanding.

In a school system with good morale board members, administrators, classroom teachers, non-professional employees, pupils, parents, and citizens in general are all partners in an attempt to build a sound educational foundation for democracy.

アメリカ合衆國に於ける教育委員会と教職員団体との関係
(スタイルボドイン・クミンソンより抜粋)

凡そ一世紀の間教育委員会と教職員団体とは一つと同じ目的に向つて努力して来ましたが、教職員が A F L や C I O の組織組合の会員として参加する資格を持つようになったのは、最近十年來のことであり、それとして全教職員の約五パーセントが組合組織に属し、残り九五パーセントは、種々の教育委員会に属して居ります。

教育委員会

教職員が教育委員会の会員になつてゐるといふことは、個々の以て正しく、非常に大きな価値があります。小さな学区においては教育委員会は、僻地の学校に対して教育上の新らしい思想や方法について情報を提供してくれます。また地方教育委員会は、教育委員会を助けて、教員の補充にも、また新規採用教員が学校の教育計画や土地の人々について勉強する上にも援助を與えてくれます。

全国教育委員会の N E A の目的は、「人格の向上を計ると共に、教職に對する興味を増進し、教育の振興のために盡す」とこととあります。全国教育委員会は従来、教員の職業水準を高め、堅実な教育法規の制定に對して非常な力がありました。教育委員会は、委員連は、全国教育委員会のハンドブックをよむことによつて教育委員会の計画の概要を知ることができるようです。なお教育委員会は、教育委員会の選挙員になることができようになっています。教育委員会は、特別に興味のあるものにより、アメリカ学校行政官団体、即ち全国教育長団体、仕事があります。教育委員会は、会費を納めることにより、投票権を持つ権利を得ることとすることができます。

教職員は、全国教育委員会に加入して、地方教育委員会も州教育委員会にも属して居ります。これらの教育委員会の計画は、より高い職業水準と士氣の向上のために貢献して居ります。この外に、全国的な団体で特別の関心を持つ人々の団体があります。たとえば、校長、社会科担当教員、研修、保健及び学校書記などの団体であり、教職員は、これらの団体のいずれにも属することも、それは自由とされて居ります。

教職員の組合運動参加

時には、教職員が組合に属し、奉給勤務時間労働条件に關して教育委員会に對し、団体交渉を望むこととあるかも知れません。大抵、組合の交渉方法は闘争の原則の上

に立てられて信りますので教育委員会と教職員組合の間は平等及び感が起るを得る危険があり得ます。それ故教育委員会には当りて凡ゆる努力を惜まらば公平な態度で教職員の福祉のために深く関心をもち教職員の福利を考慮するべきであります。その代り、教職員組合は凡ての決定事項に於いて生徒の福祉を第一義としなければならないことを明らかにしておくべきであります。概ね教職員組合及び一般社会は先づ教育のストライキはこれを認むべからざるべしと見做すべきであります。

教職員組合には一般的に二種あり得ます。即ち教職員の属する組合と学校作業員組合の二種であります。前者は組合の二種であります。全国教職員組合連合会員は全血外國全教職員の五パーセントを越えて居ります。

教職員組合の改革は教育月会と云ふ其の教育月会の主張改善を支持しなすお民主教月会の徹底力力を注ぎ同一賃金適正な俸給学問の自由在職年限恩給等に關しては其の力を合せて支持します。

教職員組合の職は組合員組合の目的達成のため、ストライキを行はざるに對しては、大抵顔をし、かゝるやむを得ず。それと、その後、後手の務めは公務であるからであり得ます。これに拘らずストライキは生徒に甚大な被害を及ぼしつづつて居ります。これを擧げんとてストライキは抜本的な力であり、教職員組合の公的公務員がその目的達成のためこれを放棄した場合、この代りに強硬な態度を執らざるに充ちた方々も居り得ることを期して居らざるべしと、事実上教育委員会には、これを認識し居らねばなりません。

教職員取扱に關する一般原則
 一、あらゆる教職員も合法的団体に属することは自由であるべきだが、指導的主張は主としてその責任は自ら負ふべきである。二、教職員は其の代表者は学校行政関係者と同じ地位俸給労働条件教授法改善学校の対外関係に關する如何なる事柄に關しても協議することは自由であるべきです。

三、学校組織の中において權利は団体は属しているとか、いたいとかによるのではなく、その能力及び実力によつて決定されるべきであります。

四、一般的原則として教職員は同じ社会に於いて似たような仕事をし、同様の経費、責任、勤務時間、労働条件を持つて居るべきである。これを比較し、相應の俸給と労働条件を持つて居るべきである。

五、如何なる決定事項といふことも、凡て文字上において誤解を避けるべきであり得ます。

明るく抱負を持つた健全な学校組織には、教育委員会、教職員組合、教職員、生徒、父母、及び一般市民は各々其の責任を盡すために健全な教育月会を築くべきであります。

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File: School Boards

One wonders whether those operating the thousands of school meetings in rural areas today are as aware as those active 20 years ago that something is radically wrong. What is wrong, it is clear, is that popular control of education that is not enlightened control is a farce. Prudential considerations are gradually hemming it in with state regulations. Only a local structure permitting employment of expert guidance will restore democratic control.

The following section deals with the exercise of such leadership. But what that section has to say is meaningless for those vast areas where the structure itself denies the leadership.

POLITICAL DEMOCRACY AND OPERATION OF SCHOOLS

The structure is important in keeping the door open for democracy. As a matter of fact, it comes pretty close to being a moral law that no generation has the right to barter away the democratic structure -- the machinery of democratic government. But the structure can only ensure the opportunity. The exercise of democracy is dependent upon the hard work of persons/ otherwise it lapses into a dormant state. The price of the ability to live democratically is eternal vigilance in molding democratic forms. The price of living democratically is eternal hard work in feeding the democratic spirit. It is easier to live as a slave than as a free man.

The democracy criterion applied to the work of the school administrator may be expressed as follows: The operation of any function should be such that the participation of the public in forming decisions shall be as great as possible. Local or state superintendents should set the stage so that their boards of education, state or local, can participate.

POLICY FORMATION

Writings on school administration have held consistently that school boards should formulate a policy and the paid staff should execute it. They state or assume that the superintendent shall have a large part in assisting the school board in its formulation of policy so that this becomes a joint enterprise of staff and board. But this is not sufficient to meet the demands of democracy. The formulation of policy may be widely shared with the public. This is not easy. We have been content to report to the public. We have not been very diligent in seeking ways of giving the public channels of expression. Possibly the explanation is that one suggested earlier, the feeling that education has become too complex for the lay mind. By the same token the key that will unlock this door of despond is the realization of the essential simplicity of all educational effort when considered in terms of the two prime objectives.

Many important decisions that are made are unnecessarily cast in such a form that nobody but professional workers can possibly make them. It is the job of the administrator to trace these decisions back to the ultimate basic objectives on which persons who will take the trouble to enlighten themselves can really exercise a valid judgment. For example: the decision as to whether to have a number of special guidance officers in a high school or to leave the guidance function to home-room teachers with the help of a supervisory specialist is one which a layman would find it difficult to make intelligently. But back of this policy is the real objective of serving the needs of children. An analysis of the problem will reveal the kinds of services to be performed and the relative adequacy expected of the two organizations. The layman then becomes qualified to determine whether he wants for his children and his neighbor's children the kind of results the guidance system is planning to give and whether or not he is willing to pay any additional costs that might be involved in the plan which promises to give superior results.

A vast proportion of the decisions made in the formulation of most school budgets are not analyzed to the point where the layman can exercise intelligent judgment. Where such analysis is not made, decisions are essentially autocratic rather than democratic even though they may be justified in terms of other criteria. Ideally, all that we do in education bears upon objectives we have for growth of individual boys and girls -- what it does to them as persons and as members of society. When reduced to this level, the judgment of the lay public is quite as valid as that of the professional worker. The professional worker must be depended upon to know the results that may be expected from a given action, but the decision as to whether or not a given result is desired is one which can be participated in widely. The professional worker's realm is comparable to that of the engineer who can tell what it will cost to build a bridge and on whose decisions, with respect to the stress and strains on various parts of the bridge, action will be taken. But it is not for the engineer to decide whether or not the bridge is to be built. The engineer who keeps in his place has tremendous influence on ways and means, but his decisions flow from objectives in the determination of which he may have had only a minor role.

Principles of School Administration by Paul R. Mort;
P. 126-127, 128-129; McGraw-Hill Book Co, Inc. 1946

SCHOOL BOARDS IN THE UNITED STATES

The concept of a school board is one entirely new to Japan. But since there will probably be school boards elected all over Japan very soon, it is necessary that the Japanese people understand something about them. The following material is an attempt to give a brief explanation of what the American school board is and what the theory behind it is. The Japanese school board may not be the same as the American school board, but it may be interesting and valuable to Japanese to learn something about school boards in the United States. Without some advance knowledge on school boards and their functions, the Japanese people will be unable to meet the responsibilities and obligations which this new system imposes upon them.

In the early history of the United States, every citizen took direct part in the managing of schools. The early town meetings in the American colonies considered all school matters. As towns grew larger, however, it became impossible for all the citizens to take active part in school affairs and the responsibility for schools was put into the hands of a few men who represented all the citizens. After this, special school committees were chosen to manage school affairs and eventually the school board came into existence.

The elected school board in the United States is a typical organ of democracy. The theory behind it is that the people have the right to run their own schools. But since this cannot be handled directly, school boards composed of representative citizens of the community are elected to handle the job. Going a bit deeper into the subject, in the United States each state has the right to run its own educational system. Most administration and supervision of the school systems, however, is delegated by the states to local school boards, or boards of education, as they are also called. This is because Americans believe that true democracy is only possible by decentralization of education and a minimum of official interference. It works like this: The state sets standards and describes general rules and laws, but allows local communities to work out their own problems. While this system is more difficult and demands more of the individual citizen, it is democratic and probably the only way in which democratic education can flourish.

WHAT IS A SCHOOL BOARD?

A school board is a group of public-minded citizens elected by the community to administer school affairs in the community. It meets once a month, or even more often as business requires, at a regularly stated time and place--usually at a school building--and these meetings are open to the public. School boards used to be quite large numbering up to thirty and even more members but in recent years they have become much smaller. Most experts think the small board of five to nine members is best for efficient work. In the United States, seven is the number most used and most advocated. This is because seven people can sit around a table and conversationally discuss and settle problems in a relatively short time--problems it would take a larger body much longer to settle.

Truel

QUALIFICATIONS OF SCHOOL BOARD MEMBERS

No definite rules can be given as to what qualities a school board member should possess, but in general it may be said that a board of education should be made up of persons who possess ability in private and public affairs, excellent character, good education, interest in education, and convinced of its great importance. They should also be representative of the community. That is, they should not all be teachers or all business men or all politicians. Rather, they should represent various occupations. They must be willing to give time and energy to their duties as school board members, and they must be cooperative-minded. Naturally, it is probably more desirable for a school board member to have children in school. And he should be able to discuss school affairs in an intelligent manner. All this presupposes that he clearly understands the function of the school board as a legislative body and his duties as a member of it. The consensus of enlightened opinion in the United States is that the electing of school board members is an extremely important and serious duty of all citizens.

SELECTION OF SCHOOL BOARD MEMBERS

Several methods for selecting school board members have been used in America. These boil down to appointment and election, but American authorities, however, generally favor election, the method now most used in American cities. Election is favored because people will take more interest in school affairs and because it is more democratic; it puts education more into the hands of the people. Also, if handled properly, election prevents political machinations by officials who seek power through their appointive power. But with election it is most important to have good people run for the school board. It is the duty of everyone to encourage good people to run for the school board, and it is the duty of these people to accept nomination and election.

SCHOOL BOARD ELECTIONS

It is generally accepted that school board members of a city should be elected from the city at large and not from districts separately (district representation). This is because the school board members would be too engrossed in the affairs of their own locality and would lose the perspective necessary in the conduct of the affairs of the whole city.

American authorities also say that the election of school board members should be at a special school election and not during a political election. The reasons for this are obvious. If school board members are voted for during a political election, the voters will not be as careful as they should be in voting for people to run their schools. They might vote for school board members because they represented some particular political faith rather than because they might make good board members. Board members should not be elected with any consideration given to their political affiliations.

School board members should probably be nominated by petition of qualified electors. In this way, qualified people will be nominated who otherwise might shrink from campaigning for the job.

SERVICE OF SCHOOL BOARD MEMBERS

It is a fairly well-established principle that school board members should serve without pay. There are always public-spirited citizens in every community who consider it a duty and an honor to serve and who will never be deterred from such service by lack of a salary for the work. On the other hand, if there is pay for board members, less desirable people might seek the office merely for the money entirely neglecting the principle of civic service.

In order to give a board fair trial of its policies, board members should have long terms--four or five years is considered best. But this may vary with communities and with local needs. Also, terms of different members should overlap. That is, the terms of office of all the members should not expire all at once. Rather, the terms of one or two members only should expire at the same time. In this way, a settled, continuous administrative policy is assured.

THE FUNCTION OF SCHOOL BOARDS

What the school board is determines the quality of the education of any community. What the school board is determines the quality of the future citizenry of a community. This means, of course, that the school board is very important and has very important powers. School boards in the United States usually have the following powers:

- To formulate educational policy in the community.
- To appraise the execution of its policy and to determine the efficiency of the school system.
- To appoint teachers, supervisors, administrators, and other educational employees.
- To acquire school sites and to maintain them.
- To adopt courses of study.
- To purchase supplies.
- To build schools.
- To levy taxes or to submit estimates to some other body.
- To make rules and regulations for the management of the schools.
- To keep the people of the community informed on public education, its value and needs.

The first and second of these are the most important. But a point that should be strongly emphasized is that school boards, according to the best authorities, are policy-making bodies and not executive bodies. The board makes policy and the superintendent of schools executes these policies. The board then appraises this execution to see if it conforms to the policy laid down and if it does not conform finds out why not. Quoting an American publication, "In order to function efficiently a board of education should act as a policy forming body and in an inspectorial or judicial capacity rather than in an executive capacity." In other words, the function of the board of education is not to run the schools but to see that they are run. Examples of policy-making would be: Making a decision whether to establish night schools; whether to hire extra teachers; whether to build a new school house; whether to change textbooks.

It should be pointed out that in the United States the state is the source of all power in educational matters. Education is an obligation and responsibility of the state (shū). But the states have delegated most details of administration to counties, cities, towns, and villages. School boards, then, are agents of the state (shū) for carrying out the educational policy of the state and are always subordinate to the state even though the state has granted broad powers to the boards.

CONCLUSION

It will be seen from the foregoing that school boards are extremely important bodies in the United States. They are the instruments through which the people of a democratic country run their schools. They are public bodies one evidence of which is the fact that school board meetings are open to the public. They control, in a very real sense, the future of a country because the policies they formulate will affect the future citizens of the country. It is considered an honor, and rightly so, to serve on a school board. It is certainly a very great responsibility, a responsibility which is public service in the highest kind and which should never be tainted with personal ambition and self-seeking.

Miss Corn
Education

Standards for candidates

教育委員の資格

法律で定められた資格のほか、教育委員は次に
しるすような資格がなくてはならない。

- 一 教育や子供のことに心をむけている人。
- 二 新しい教育がわかり、のり気になっ改革しようとする人。
- 三 学校や地方の財政の状況がわかる人。
- 四 實際に役立つやり方で学校の問題の討議できる人。
- 五 教養があつて、よみ書きがよくできる人。
- 六 税金を納めている人。
- 七 社会の尊敬をうけている、道徳的にリッほ人。
- 八 コミュニティー・プライド 社会的な誇りのある人。とくに学校において。
- 九 政治的団体又は人をおさえつけるような団体の指導者でない人。
- 一〇 どんな会合にでも出席のできる時間と気力のある人。

——うらへつぷく——

一 他人と協力する人。人の先に立ったり、ひとり立ちの
できないゴム印みたいなる人ではならぬ。又、教育
委員会を自分の思うままにしたという頑固
者であってはならない。

二 中央適格審査委員会や縣適格審査委員
会というようなる、相当した適格審査委員の
審査を通らなければならぬ。

以上

SCHOOL BOARD

Education Board of America

From bureaucratic administration of education to democratic administration.

Not only the management of lot of properties disbursement of plenty of money and employment of millions of teachers and personnels, but also the very right to educate billions of boys and girls, are entrusted to the Board of Education by the general public.

These rights are to be prescribed by district laws, but are not to be controlled by any administrative organ.

Each individual has no right in person. It is an important matter committees should be selected among the persons who will have public spirit and good common sense. Each individual of committee has not any right in person and must work without getting any reward, but the necessary expenses used in official works can be paid back. As a rule, the committee is formed with five or seven members.

None interferences of committee to actual educational performance. The education committee is the organ which is to make resolutions, especially the resolutions of the schedules of local education administrative policies. And the executive organ is the superintendent which is to be appointed by committee meeting. Education committee has the attitudes of the superintendent.

Selection, term and officer of education committee. Committees should usually be chosen by the method of selection. Committees should be the men who will be chosen by selection, and be controlled by nobody else, and has not any particular advantage or harm and be able to make the decision of education policies for the aim of selfare of school education.

The term of committee is generally 5 years. In large cities, it will be from 4 years to 7 years. The committee which one or more members is changed every year is 70 percent, and every two years is 27 percent. There will be no committee which all members are changed at one time.

Eighty-nine percent of them have their meeting halls, and eleven percent of them haven't. They usually have eleven times of regular meeting a year. Eighty-nine percent of them hold the meeting after dinner, and ten percent in the afternoon and 6 percent in the morning.

Board of education has the officers such as chairman,

vice-chairman, head-clerk, and accountants. In the city of 30 thousand or more populations the president of superintendent will not hold the post of head clerk and other person is appointed to head clerk.

As a rule, committee should not have the standing sub-committee, because committee must act as a body in any case if something special investigation is necessary, they can ask for some specialist. But in large cities, half of committees have the standing committee in accordance with its scale of constructure.

Relations between committee and superintendent.

If the harmonious and perfect team works between committee and superintendent can be maintained under their mutual recognition of right and responsibilities, the outcomes of education will be wonderful. The superintendent must make various kinds of reports as well as annual reports and submit the materials of reports such as the outcomes of performance and the requisitions of management.

The modern education will need the further special techniques. In connection with this, it is one of the most important duties of committee to appoint and keep the able superintendent. So that the term of superintendent is not settled and is subject to by mutual agreement. And its selection should be made most carefully. Special selection committee is formed for this purpose, and they will make every kind of investigation of many candidates through every kind of concerning channels of letter, reference, communications and interview, and then they decide a few excellent candidates, among whom one superintendent will be chosen by the whole committee.

An education committee's articles of faith to superintendent authorities:

1. We support the superintendent to be responsible for school administration.
2. We have the liberty of giving the superintendent proper rights as well as responsibilities.
3. We expect the school to be managed by the most excellent specialist.
4. We won't appoint any employees without recommendation of superintendent.
5. We won't participate to the council, unless we have made full considerations on the recommendation of superintendent and the superintendent submitted me sufficient materials necessary for recommendation.

6. We expect the superintendent to submit the proper knowledges and materials to committee meeting in oral or letter.

7. We expect the committee meeting to use more times rather in educational schedule than in enforcing business.

8. We take the honor of making friendly advices and suggestions to the superintendent. We advocate that all discontents and complaints should be reported to the personnel in charge, or should be submitted to committee meeting.

10. We will entrust the criticism of personnels to the superintendent.

11. We will give certain certification to the superintendent in order that he and concerning clerks may fulfill their functions to full extent.

What kinds of work does an educational committee do?

The principle of rules of education committee is just one thing. It is usually based upon the law of state, but, sometimes the law of city or united nations. If the rule itself is out of ideal of education, the committee should try to reform the rule at their best. And it is one of the duties of committee to make the detailed regulations for the enforcement of the rule. The committee meeting may be opened for the observation of general public. Of course, it can be held in secret if necessary. The regular meeting will have the discussion on essential items only. Prior to the opening of meeting the subject, the items of business and recommendations items should be notified to each members; after the meeting, the procedure and resolution of the meeting must be reported.

Though the regular meeting is a formal one, it will need happy, cheerful and democratic atmosphere too.

The records of proceedings should be valuable every time. The committee meeting room must be close to an educational library. And it may need the services of a legal advisor, devoted or not.

a. Education finance

It must be recognized by general public as the responsibilities of their own that too poor finance will prevent to achieve the ideal of education and mission of school. The education committee should make the active financial policies, such as issuing the education bonds, and the collection of constructing funds, under the fair judgement on the other hand, they must make the request of subsidy to state authorities and make the schedule of annual budget. Of course, the

execution of budget and management of finance should be carried out by the superintendent.

b. Personnel affairs of education

The education committee should endeavour to make pupils happier and happier. In connection with this, it is one of important duties of them to employ the excellent teachers and other personnels, and it is quite natural to guarantee the economic conditions of personnels in order that they may promote their special techniques further more. They should show that they believe it is the democratic school management to consult with teachers on the personal affairs willingly and friendly. It must be the first object of education committee to employ the good teachers who will be respected by pupils, and have healthy intelligence and emotion with them. It is the best way for the maintenance of good atmosphere of teachers to establish an objective standard under a certain direction. Especially in establishing the salary standard, it must be made in accordance with the level of culture, experiences, physical power, responsibility or types of position of teachers.

And sufficient guarantee to instructing-rights is indispensable for teachers. The committee should be ready to hold a conference for the benefit and happiness of all employees under the fair viewpoint, if teachers association, educator's union or employees union wanted to make some request or any thing else.

c. Planning of education

The establishment of education schedules should be made under the democratic conference between the committee and superintendent, prominent men in public, group of teachers or students associations.

The modern education has a special object and a vast estents. And the detailed plans should entrusted to the teachers who were released from their responsibilities of class management. Furthermore, the re-education of teachers should be enforced urgently. Nowadays, the main point of education plans should include provisions for audio-visual education methods which includes excellent school buildings, perfect libralies, radio and movies. Out-school-educations should be planned too, for instance museum, factory, park, farm-garden and camping etc. Under the frequent connections with other regional committees, they should try to expand the extent of education to include a study of the community and into the field of adult education.

1. Committee must understand what kind of plans are the good education procedure. what are the

2. Committee must understand what kind of plans are being enforced by school, or what are the best plans which are being made in other regions.

Honorable responsibilities, entrusted by general public.

Only through the education committee, the plans of today will be able to be realized tomorrow. Admirable education committee will be critical, constructive, progressive, and yet not excessive, sharp but moderate. In view of its lofty responsibilities which were entrusted by people, the committee should make up the best plans so as to contribute to the culture of the country. The committee will lead the education policies, on the other hand it will be instructed by people. The committee stands at the top of the current of educational thoughts and the committee should try to let educational specialist to reach up to the current ideas.

Committee has a duty to endeavour to evaluate and improve the outcomes of enforcing the various plans of school.

Activities of information and propaganda. The public opinion is one of the most powerful and reliable things. A committee which is responsible for general public should understand the trends of public opinions and try to contact with them. And yet, the general public have many confused factors such as egoism and tolerance, prejudice and good understanding, ignorance and wide knowledge, terror and hope idleness and diligence, and so on and a committee should have close relations with many other group in person or in public so as to exchange mutual opinions and grasp the general tendencies of public opinions.

At the same time, committee should practise the publication of committee discussion and various kinds of reports, and try to enforce the popularization of education policies and encouragement of school observing through the means of newspaper or radio broadcast. Especially PTA, which has large concerns with school education, the committee must go ahead with the intimate cooperation of them. Of course, PTA has not any legal right to interfere to school performance, but it is a good cooperater of committee and looks like a clearing-house at which the proposals of education plans are discussed.

*File: School Boards*HEADQUARTERS
OSAKA MILITARY GOVERNMENT TEAM
APO 25

17 January 1949

SUBJECT: School Board Meetings

TO: Commanding Officer

1. Due to pressure of duties it is not possible for the Civil Education Officer to attend school board meetings. Nor is it desirable since such action would tend to limit the independence and responsibility of elected members. However, it is necessary for us to be informed of all action taken in order to perform our duties with judgment.
2. It is requested that a copy of the secretary's minutes of each meeting of all school boards be sent to the Civil Education Section. Also that each month an itemized list of all expenditures authorized for expenses of board members be reported to the Civil Education Section.

*OK
PC**Paul S. Anderson*
PAUL S. ANDERSON