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

Description of contents

(1) Box no. 2984

(2) Folder title/number: (8)
References - PTA

(3) Date: ? - Jan. 1951

(4) Subject:

Classification	Type of record
811, 9811	e, p, r

(5) Item description and comment:
Kinki

(6) Reproduction: (Yes) No

(7) Film no. Sheet no.

(Compiled by *National Diet Library*)

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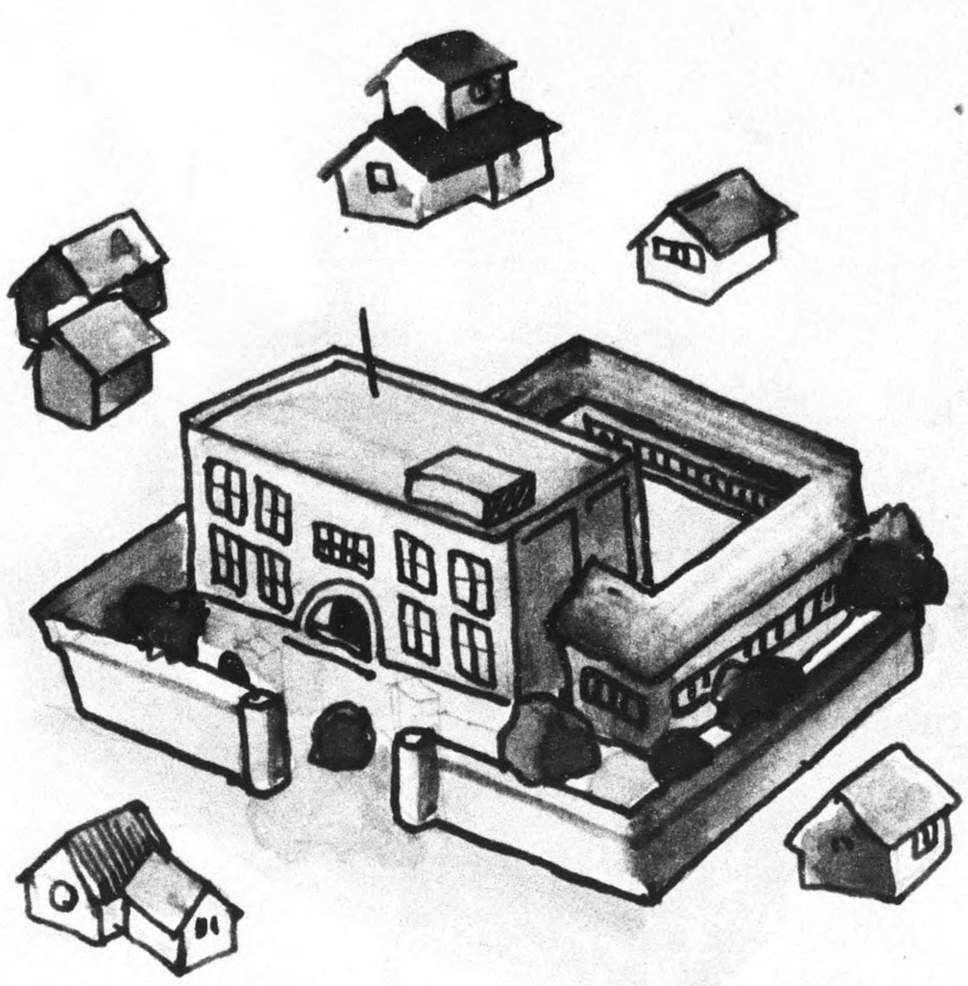
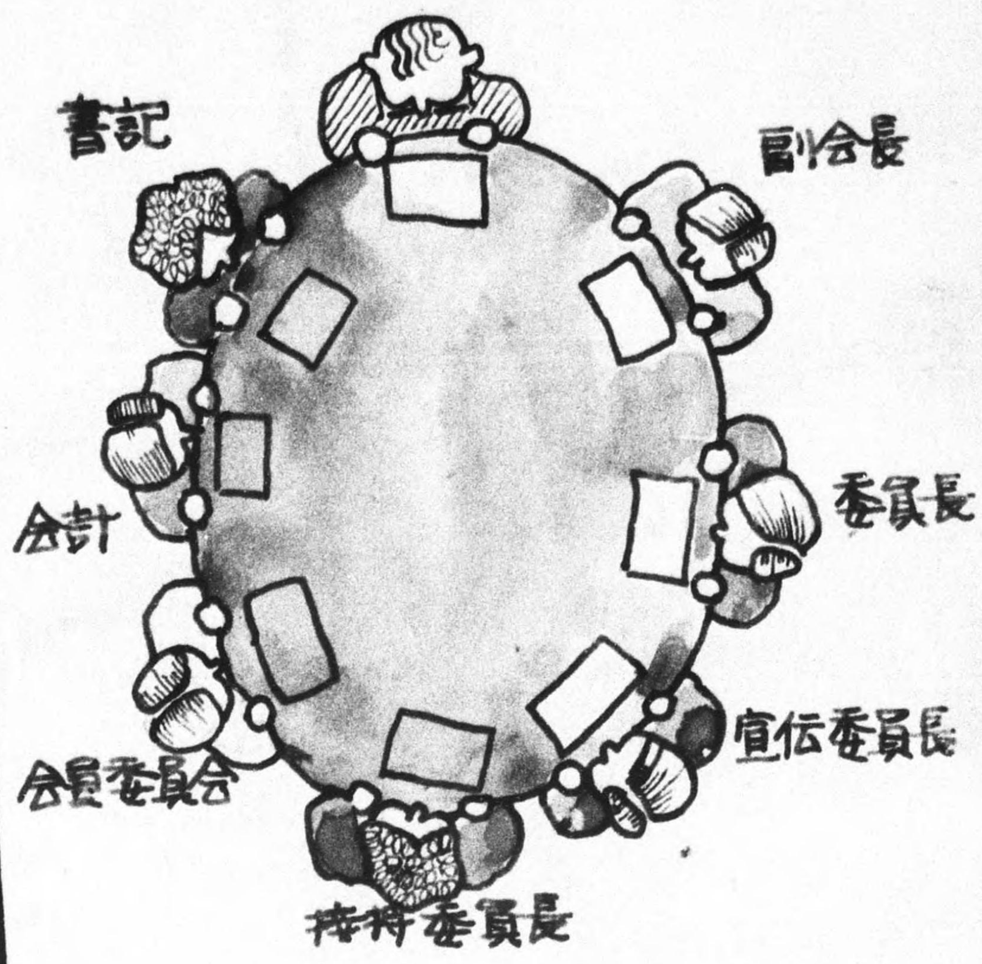
PTA

家庭と學校との関係は？

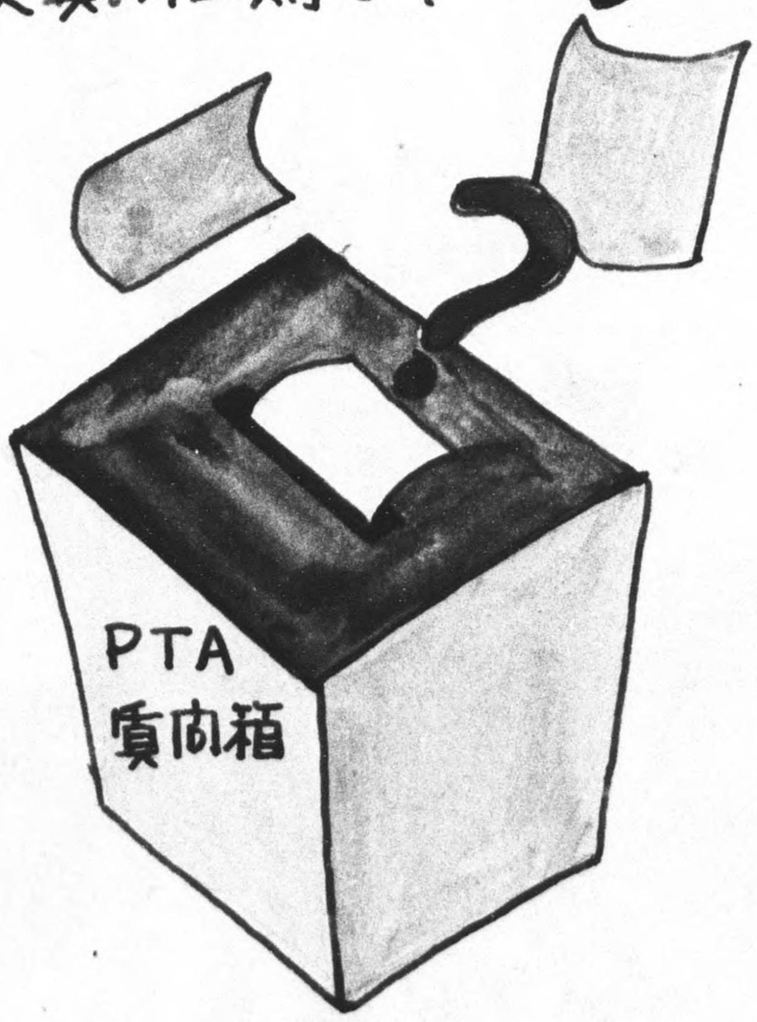


PTAの財政は？

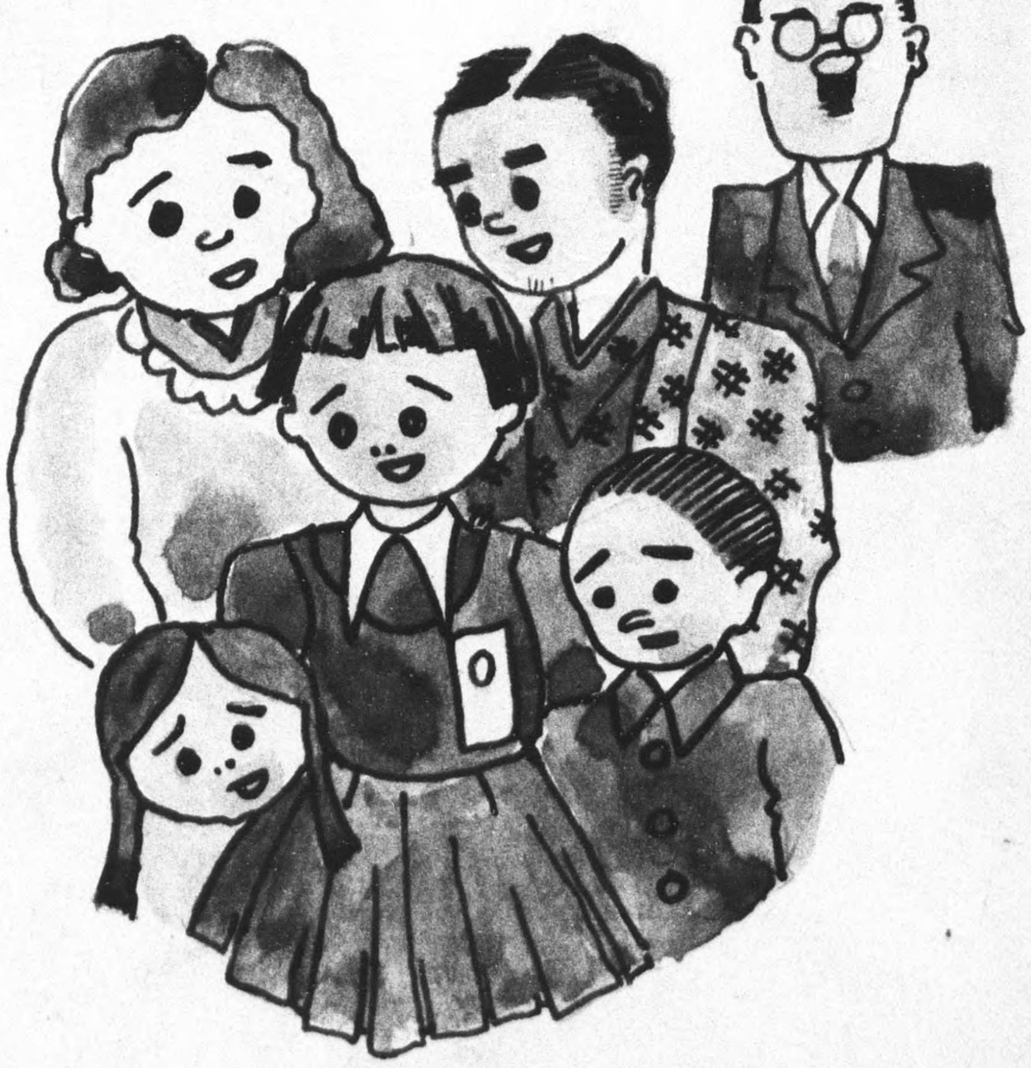


實行委員会とは？

役員の任期は？



会員の任務は？



P.T.Aと校長先生との関係は？

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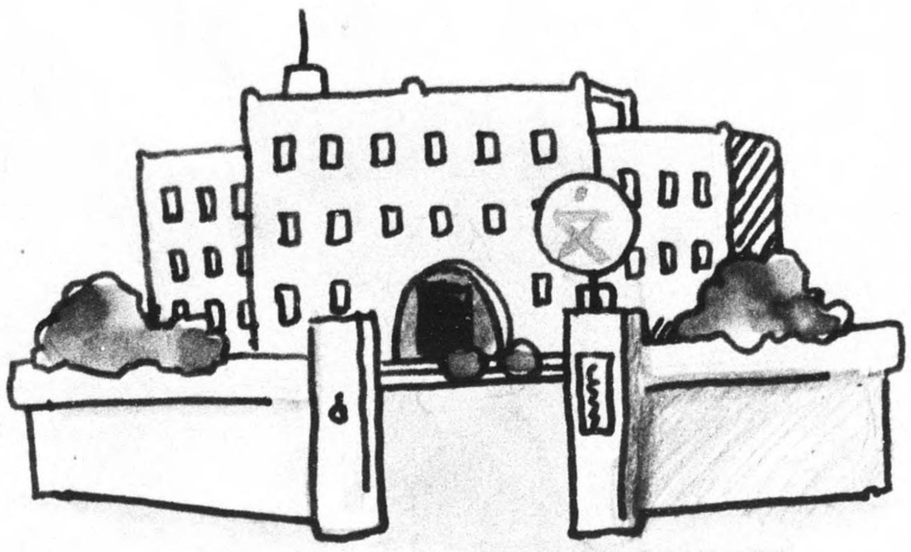
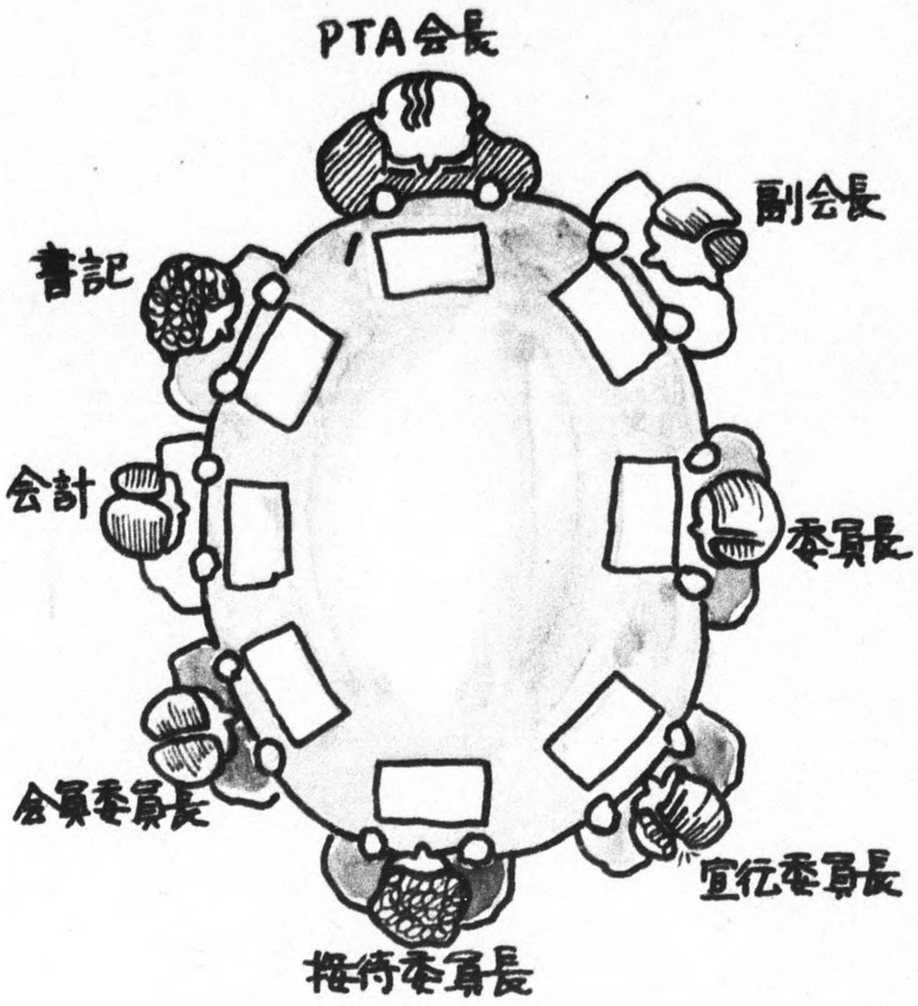
PTA

家庭や學校やの関係は？

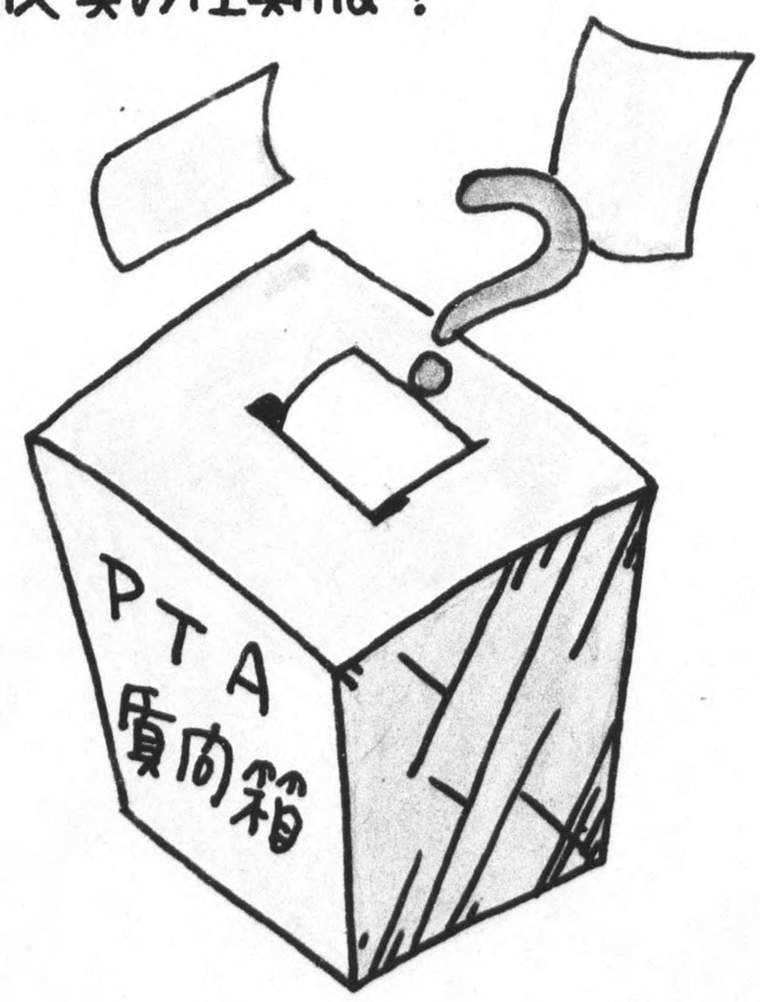


P.T.A.の財政は？



実行委員会とは？

役員の任期は？



P.T.A.や校長先生やの関係は？

会員の任務は？

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11084

May I have copies of reports for which these were made?

TL

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

080 (20 Jan 1951) CAS-CE 20 Jan 1951

SUBJECT: Parent Teacher Association

TO : Chief, Chugoku Civil Affairs Region, APO 182
Chief, Hokkaido Civil Affairs Region, APO 309
Chief, Kanto Civil Affairs Region, APO 500
Chief, Kinki Civil Affairs Region, APO 15
Chief, Kyushu Civil Affairs Region, APO 1105
Chief, Shikoku Civil Affairs Region, APO 1060
Chief, Tohoku Civil Affairs Region, APO 547
Chief, Tokai-Hokuriku Civil Affairs Region, APO 710
(Attn: Civil Education Officer)

1. Development of National PTA Congress:

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

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

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

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

2. PTA Radio Hour:

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

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080 (20 Jan 1951) CAS-CI 20 Jan 1951
Subj: Parent Teacher Association

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

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

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

J. A. O'BRIEN
CWO USA
Adm Off

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COPY

Ministry of Education, Japan
(Mombu-sho)

THE DEVELOPMENT OF PTA MOVEMENT IN JAPAN

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

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

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

1946

Outline

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

Main Items

March 30 — Necessary suggestions concerning PTA's were made by the American Education Mission to Japan in their reports of survey.

May: — CI&E, GHQ, SCAP supplied the Ministry of Education with various materials on PTA's and gave suggestions upon them. Consequently, CI&E & Ministry of Education officers exchanged views on PTA's several times with the result that they decided to publish PTA guide books to be distributed to each province.

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

1947

Outline

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

Main Items

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

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

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

May-July: At the first social education study conference which was held in 94 places under the joint sponsorship of the Ministry of Education and each prefecture, PTA problems were discussed as the main subject. Since this conference here and there throughout the country many PTA's were gradually organized and especially after the summer the number of the organizations showed a large increase with a sudden curve. It may not be an exaggeration to say that more than half of the schools in the country organized PTA's by the end of the year.

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

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

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

1948

Outline

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

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

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

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

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

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

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

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

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

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

Main Items:

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

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

July 15: The Board of Education Law was promulgated.

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

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

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September 16: PTA Hour, broadcasting through NHK, was started and was planned to be broadcast every Thursday from 15:30 - 16:00.

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

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

December 20: Miss Rose Cologne left for home.

1949

Outline:

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

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

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

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

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

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

Main Items

May 1	The "Parent-Teacher Committee" in the Ministry of Education reelected the members to array for the forthcoming activities as follows: 1. Educational and Publicity Committee 2. Liaison--Structure Study Committee 3. Liaison and Adjustment Committee 4. Financial Committee 5. Parent Education Committee 6. Good Books Recommending Committee 7. Juvenile Delinquency Prevention Study Committee 8. Health and Sanitation Committee
May-July:	At the third social education study conferences they discussed PTA problems as in the preceding years.
June 10:	It is decided that with the promulgation of the Social Education Law PTA's came to be dealt with as one of the social education organizations as provided in the law.
July 5:	The "Social Education Advisory Council Law" was established in conformity with the Ministry of Education Establishment Law and accordingly, the Parent-Teacher Association Committee was renamed as "Parent-Teacher Association Advisory Sub-Committee of Social Education Advisory Council" which was consisted of 20 members.
August:	Studies on PTA Liaison structure by the Advisory Council were done in real earnest.

1950

Outline:

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

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

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

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

Main Items

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

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

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

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

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

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

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

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sponsorship of the Ministry of Education. Various problems were studied and discussed such as the problems PTA's are facing and affairs of a nationwide liaison structure of PTA's as a fruit of the first conference.

May 2: Mr. Ninomiya, administrative official of the Ministry of Education and Mrs. Yamamoto of Nagoya City PTA Federation start on a journey to study PTA's in the U.S.A.

June 1: The Ministry of Education set about the second survey of the actual state of PTA's in Japan.

July 2: Mrs. John Hayes, president of the National Congress of Parents and Teachers arrived in Japan to inspect and to give guidance to the PTA movement in this country.

July 17-19: The third study conference of PTA's in Japan was held at the Kyoritsu Women's College, Kanda under the sponsorship of the Ministry of Education. At this conference the problem of organizing a nationwide structure of PTA's mainly studied and discussed.

Such is the brief outline of the progress of our PTA's since its start and up to date. Whether the PTA, the greatest adult education organization whose total membership is 28% of the whole population of Japan may make a sound progress, both nominally and virtually or not, will play an important part that will judge the national possibility for democratization. We never think of present-day PTA's in Japan to have been well organized. If the pending problem of organizing the nationwide structure of PTA's were to be settled in the course of this year, it may be impossible to regard that our PTA's have their objectives obtained.

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

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

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

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

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DESIRABLE ACTIVITIES FOR PTA's

1. Administration Business

2. Home-School Relationships:

   a. Visits to Classes at work by parents

   b. Visits to homes of students by teachers

   c. PTA School News (Newspaper)

   d. Home-school liaison book explaining school activities

   e. Home-school liaison question box

   f. Home Projects:

      Upper Secondary (Homemaking
                       (Agriculture

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

3. Health:

   a. Spring roundup

   b. Exterminating round worms

   c. Testing well water

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

   e. Dental hygiene

   f. Keeping children with infectious disease out of school

4. School lunch

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5. Safety at home, school, in community

6. Juvenile Protection - Positive deterrents to juvenile delinquency

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

8. Scholarships

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

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

11. Encouragement of pre-School Education

12. Parent Education

    a. Study groups

    b. World Citizenship

    c. Class meeting

    d. Neighborhood meeting

13. Family Life Education

14. Betterment of School Equipment

15. Establishment and Maintenance of School Libraries

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

17. Legislation for Good Laws Affecting the Lives of Children

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18. Desirable and Practical Ways of Raising Money for PTA Service other than by contributions. Educational and recreational.

19. Social Survey for Needs and Opportunities.

20. Recreation at PTA Meetings.

21. Special Activities for Rural PTAs.

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1. Letter of Invitation

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3. Lecture on Democratic Organization and Committee

4. Lecture on Comparison of Old Supporters Association and PTA

5. Lecture on Program and Parent Education

6. Lecture on Constitution

7. Lecture on Parents, Teachers, Principal Relation

8. Election of Officers

9. Lecture on PTA Finance

10. Words of Encouragement

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16 March 1950

Subject: Prefectural PTA Refresher Course for Kinki Region

The purpose of the course was to review the fundamentals of PTA organization and to have the members evaluate their present administration and to have them recognize and understand what is wrong and to encourage constructive changes wherever necessary.

Invitations were sent out through the Prefectural Social Education Section to interested parent member representatives of Ken-wide PTA's. The number was limited to 100 with as equal a number of men and women represented as possible.

The program was as follows:-

First Day

10:00-10:30	Democratic Organization by Miss O'Malley
10:30-11:00	Comparison of Old Supporters Ass'n. by Mrs. Hoshino
11:00-12:00	Free discussion with questions and answers
12:00-13:00	Lunch
13:00-13:30	CIE Films
13:30-14:00	Program and Parents Education by Miss O'Malley
14:00-14:30	Recreation
14:30-15:00	Constitution by Mrs. Hoshino
15:00-16:00	Free discussion

Second Day

10:00-10:30	Parents, Teachers and Principal Relation by Miss O'Malley
10:30-11:00	Election of Officers by Mrs. Hoshino
11:00-12:00	Discussion
12:00-13:00	Lunch
13:00-13:30	CIE Films
13:30-14:00	PTA Finance by Mrs. Hoshino
14:00-14:30	Recreation
14:30-15:00	Words of Encouragement by Miss O'Malley
15:00-16:00	Discussion

Mimeographed materials prepared for reference were:-

1. A listed comparison of Supporters Ass'n. and PTA.
2. Gregory Heights PTA financial report.
3. Oath of office.

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1. The first meeting was held in Osaka on 19 & 20th January. It was well planned and well carried out, showing the efficiency of the Social Education Section. Men and women were almost equally represented and they showed much interest and intelligence during the question and answer period. They seemed receptive to new ideas and were enthusiastic concerning the wide range of activities presented to them. This group, with their quiet intelligence, seemed the best in the Kinki Region. However, this may be attributed to the fact that one half of the attendants were from the City PTA's. A Girl Scout Troop Leader of Osaka coordinated by showing in what way PTA's can sponsor Girl Scout activities.

2. The second meeting was held in Kyoto on 23 & 24th January. There were a little less women represented than in Osaka. Here, too one half of the attendants were from the city but it was found that in Kyoto Municipal PTA's were far less active than the gun PTA's. There were still many PTA's within Kyoto City that had the old type of an executive committee, i.e., a group of managing directors and having only a program committee besides. Judging from the discussions and questions, the audience seemed rather critical and there were expression of much dissatisfaction in the way the Social Education Sections were handling the PTA's on the first day. At the end of the second day, expression of appreciation for the course was apparent as the members began to understand that PTA is not an organization forced upon them by the Military Government, an opinion which had been fairly prevalent before, and managed by the Japanese Social Education Section but an organization which should be built up by the wishes of the people on a voluntary basis with the full understanding of the meaning of democracy. Appreciation and desire to work to build a better PTA's were expressed and the meeting adjourned in a very congenial atmosphere. Girl Scout coordinated by giving suggestions for PTA to help promote Girl Scout program in schools.

3. The third meeting was held in Kobe City on 26 & 27th January. There were about 60 present representing the guns of Hyogo Prefecture and very few women were present. Their attitude was unreceptive, showing in words and in attitude that it was impossible to adopt new ideas which they consider are most unpractical and verging only on ideals. It seems that the local social education people are encouraging the formation of federations and feel that it is the only way to make active, the inactive PTA's. The fact that many left before hearing all the lectures showed that they considered our lecture meaningless, inferring that the Americans know very little of the actual situations in Japan. The reason for their seeming so unreceptive may be attributed to the fact that the participants were all from the guns and none from the city and partly that the audience contained as many as 1/3 principals and other conferees in Osaka and Kyoto had been mostly parents whose reactions would usually be more receptive to new ideas. This was the fault of the Hyogo PTA people who evidently did not follow our suggestions in issuing invitations. It is believed that if the composition of the audience had been like that of Kyoto and Osaka, the reactions would have been similar.

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Public Health Section coordinated by giving suggestions for including health programs in the PTA activities.

4. The fourth meeting was held at Wakayama with more than 100 representatives from both city and gun PTA's. Women were well represented. From the very beginning the audience showed much interest and enthusiasm. During the discussion period chairman was selected from among the audience to preside. The afternoon session of the second day had a lady chairman. The woman chairman showed better knowledge of parliamentary procedure. In Wakayama, federations in the gun and ken level have already been formed although there is still one gun (Kaiso-gun) that has not joined the ken federation for the reason that liaison meetings are enough to carry on their work at the present stage. The question period was especially good with less superficial type of questions.

Boy Scout Troop leader spoke on Girl Scout activities which may be a part of PTA activities.

5. The 5th meeting was held for Shiga in Otsu City Public Hall on 16 & 17th February. It was well planned and well represented. All PTA publications as well as educational pamphlets published by the Mombusho were displayed at the back of the room for the audience to see during the recess period. Although the reaction of the audience was not enthusiastic, the social education people of Shiga seem to be doing their best to educate the public. Otsu City has succeeded in obtaining a bigger education budget so that PTA's will have less financial burden and they will be able to carry on independent and typical activities of the PTA. It is said that in spite of the bigger education budget, the schools are asking the PTA's to give continued financial assistance.

6. The last meeting was in Nara on the 27 & 28th February. It was reported by the Social Education Section that PTA's in Nara were very poor and inactive but the attendants seemed no less backward than many of the other members in other prefectures, except that this was the only meeting where not one woman expressed her opinion or asked questions. It may have been that the Social Education man in charge of PTA's took pains to assemble representatives from active PTA's as we were told that the conferees were from the city and its neighboring guns and that the plan of the Social Education Section was to reach the other guns through follow up courses. Nara Social Education Section seem to be lacking in leadership and initiative. It is said that there is one PTA in Nara (Takata P.S.) where women members are very active and that most of the officer are women. It is hoped that others will learn from this PTA.

Questions that were asked at all the conferences.

1. Questions on activities of American PTA.
2. " on financial problems.
3. " on terms of office.
4. " on advisability of having political office holders and government officials holding PTA office.
5. How to work for better attendance.

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PTA TWO-DAY REFRESHER COURSE

First Day Program

TIME	AGENDA
9:30 - 10:00	Democratic Organization and Committees
10:00 - 10:30	Comparison of Old Supporters Association and PTA
10:30 - 12:00	Question and answer period
12:00 - 12:30	Lunch
12:30 - 13:30	GIE Film
13:30 - 14:00	Program and Parent Education
14:00 - 14:30	Recreation
14:30 - 15:00	Constitution
15:00 - 16:40	Question and Answer Period

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PTA REFRESHER COURSE

Second Day Program

TIME	AGENDA
9:30 - 10:00	Parents, Teachers, Principal Relation
10:00 - 10:30	Election of Officers
10:30 - 12:00	Question and Answer Period
12:00 - 12:30	Lunch
12:30 - 13:30	CIE Films
13:30 - 14:00	PTA Finance
14:00 - 14:15	Recreation
14:15 - 14:45	Words of Encouragement
14:45 - 16:00	Question and Answer Period

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PTA CONFERENCE

1st Day Program

Time	Group I (50) Miss O'Malley	Group II (50) Mrs. Hoshino
0930-1000	I. Democratic Social Organization and Committees: A. Committees a) Class Committees b) Executive " c) Publicity " B. PTA publications	I. Comparison of Old & New Organizations Attendance & Quorum ~~Duties of Officers & members~~ Duties of Committee Chairman
1000-1030	Mrs. Hoshino Comparison of Old and New Organizations	Miss O'Malley Democratic Organization and Committees
1030-1200	Miss O'Malley Free discussion	Mrs. Hoshino Free discussion
1200-1330	..... Lunch and Movies	
1330-1400	Miss O'Malley II. Program & Parents Education 1. Sample program 2. Planning of programs	Mrs. Hoshino II. Constitution How it is drawn up What should be included in the Constitution
1400-1430	..... Recreation	
1430-1500	Mrs. Hoshino Coustitution	Miss O'Malley Program and Parent Education
1500-1600	Miss O'Malley Free discussion	Mrs. Hoshino Free discussion

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DEMOCRATIC SOCIAL ORGANIZATIONS & COMMITTEES

You may wonder why we have combined the topics of committee activities, and an explanation of democratic social organizations into one topic. We do this because the full use and participation of committees and their members is an important factor in democratic organization functions. I hope that this point will become clearer as my talk unfolds.

In post-war Japan, the word "democracy" has been explained, discussed, analyzed to an unprecedented degree. It has often been misunderstood. And there have been attempts made, by organizations and individuals, to compromise with democracy. They attempt to cover the undemocratic spirit of their organizations with the outward appearances of democracy--fine constitutions which no one understands--elaborate election procedures which are so complicated that the membership cannot get their own choices elected. In other words, they give "lip-service" to democracy. All organizations are not practicising such outward democracy, of course. There are many groups in present-day Japan, including some PTA's, which are earnestly studying the spirit of unselfishness, the high regard for others, the desire to benefit the community through the group, which is real democracy. The forms are important, but the spirit, the <u>desire</u> to be democratic, is more important than "democracy-on-paper."

These are the identifying characteristics of democratic organization:

The group is operated thru the constitution, which has been formed by all the members, and which all the members are familiar with.

All members are considered constitutionally equal.

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All members will serve on committees or assist in other ways, when asked. This is their <u>duty</u> as members.

All members will be allowed to participate in various projects which interest them, and to vote their opinions on any matter which affects them. This is their <u>right</u> as members.

The officers owe their positions to the members who elected them.

Money belonging to the organization is the property of <u>all</u> the members, for it is <u>their</u> money.

Mrs. Hoshino will tell you about the characteristics of a good constitution. But you must realize that even the best, the most perfectly formed constitution, will not automatically insure a democratic group unless officers and members alike, understand and practice the democratic spirit which I have been discussing.

A few minutes ago I mentioned the importance of committee work in democratising organizations. This is so because committee work gives a member a real sense of participation in the organization. It helps train for leadership those members having no previous opportunity to lead. It gives a member a more real and practical opportunity to express their opinions on PTA matters. Every member is not able to express himself with ease in large groups of people. This is true everywhere in the world. Thru committees, a great many members will have a chance to take a personal part in the programs for the year, and human nature being what it is, all of these members will take a greater personal pride in their PTA.

Psychologists tell us that in every normal human being there is a desire for self-importance. I think a wise PTA president will capitalize on this very normal desire by encouraging large committees to include as many

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members as possible; by asking members to help with special tasks such as preparing ballots, leading the singing, entertaining the speaker of the evening, keeping the PTA library in order, etc. A well-rounded PTA has a place for the abilities of every member--even the most bashful housewife can find her place of importance on the refreshment committee, for example.

We cannot overestimate the importance of committees. The number you have will depend on the amount of activity in your group. The best PTA's may have as many as 20 committees, so that enthusiastic members may be carrying on simultaneously, several projects for family and child betterment. Every PTA, and let me emphasize EVERY, should have as a minimum a program committee, a finance committee and a membership committee. Those are the minimum. But surely every PTA represented here today has those committees already activated. Let me tell you the functions of these and other committees which are also highly important to efficient, interesting PTA's.:

The PROGRAM Committee will, prepare a tentative program for 1 school year's activities, and present it to the executive committee for approval. After their approval the program will be presented to the general membership, at a regular meeting, for discussion, suggestions and approval. This committee will also handle all arrangements, during the program year, for speakers, discussions, entertainment, singing, etc. The chairman of this committee acts as host-hostess for any outside persons who are taking part in the meeting. As the activities accomplished are the "heart" of the PTA, it is obvious that the functions of the program committee are extremely important. This committee should include your most imaginative, energetic and enthusiastic members, those who not afraid of new ideas, those who are

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willing to work hard, and those who understand the kind of projects, whether parent education or community betterment, which the PTA is interested in.

The FINANCE committee should be composed of people who understand the principles of accounting and budgeting. They have the grave responsibility of keeping the PTA's books in order, seeing that they are always in a check-able condition for anyone of the members who may care to see them. They see that each member receives, once a year, a clear and detailed financial statement of money received and spent during the year. They understand thoroughly the democratic principle that the money belongs to all the members, therefore all are entitled to know how it is being handled.

The MEMBERSHIP Committee can be of great assistance in clearing up one of the grave malfunctionings of Japanese PTA's. You often have impressive membership figures on your books, because there are many parents who even yet do not understand the voluntary nature of PTA. But an active membership committee, composed of well-liked people who will aggressively call upon their neighbors to explain the PTA, to invite "paper-members" to come to meetings and become true participating members, can be a most valuable help. They work closely with the publicity committee to advertise the PTA, and with the hospitality committee to make every member feel himself an important part of the PTA.

The NOMINATING Committee is being discussed by Mrs. Hoshino, so let me say briefly that they should be intelligent people who will select a slate of candidates representing both sexes, and a cross-section of the community, and not connected with political or economic factions.

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The HEALTH, HOME AND FAMILY LIFE, PARENT EDUCATION, STUDY GROUPS, RECREATION, AND SAFETY Committees are all important in a well rounded PTA. They will coordinate with the program committee, and with community agencies such as health centers, medical associations, Adult Education groups, Welfare departments, and the police, in order to further the PTA objectives, to do research on PTA projects, and to present the views of PTA parents. Perhaps the program committee will arrange to have each of these committees take over one monthly meeting, for the presentation of their topic.

A COMMITTEE ON PTA PUBLICATIONS would be most valuable in overcoming the complaint so often heard from your PTA's--that members do not understand the PTA. There are in many of your schools small libraries of PTA Publications. They are forbiddingly set in the bookcase in the principal's office, and for the most part are as untouched as the day they were printed. The Committee Publication C. on PTA P. could sift through the vast amount of PTA printed material now being circulated, weed out the good from the bad and the interesting from the uninteresting, and set up a comfortable and absorbing library of PTA materials. They can present to the finance committee suggestions for reproducing, locally and cheaply, copies of the best material for distribution to the members. Much of the materials for my talk was taken from one small pamphlet which is a masterpiece of concise, interesting facts. This I masterpiece believe has been translated into Japanese, and this and many other materials are available from Social Education Sections, libraries, and bookstores. You need a committee with intelligence enough to know where to look for the most interesting pamphlets, to make them available to members, and to set them up in a convenient place--perhaps in a shelf of the school library for after-hours use.

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The functions of a PUBLICITY committee are self-explanatory. Yours should use every local media available, announcements in local press, as many posters as possible posted in every place that will take one, announcement thru loud-speakers in theatres, Railway RR stations and over police systems, and any other methods which an enterprising committee can devise. You will be surprised how the people of the community will respond to an apeal for help in publicizing a good cause. We all know how propaganda is so successful--by using every media available. Borrow the methods of the propagandists--tempered of course by honesty and dignity--to publicize your PTA.

To repeat--the more members you have participating in committee work, the more members you will have with a very personal interest in the PTA. And the more committees you have functioning, the greater will be your PTA's impact on the community.

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CHARACTERISTICS OF THE OLD AND NEW ORGANIZATIONS

	Supporters Association	PTA Organization
1.	Purpose-financial support	To promote the welfare (in the fullest meaning) of children in home, school and community.
2.	Controlled by a few bosses.	All members have equal rights.
3.	No constitution.	Has Constitution drafted by the members.
4.	No committees or interest groups.	Committees and interest groups with programs built around new needs and interests of members.
5.	Officers appointed by principals and teachers.	Officers elected by members at general meeting by secret ballot.
6.	Meeting once a year or once every term.	General meeting once every month; committees weekly or as needed.
7.	Children's problems were not discussed at meetings.	Children's problems and needs are center of discussion.
8.	No recognition of individual judgment.	Respect, attention, opportunity given to individual opinions.
9.	Term of office of officers unlimited.	Limited to one year.
10.	Report method dominated meetings.	Discussion method dominates all proceedings.
11.	Individual responsibility suppressed.	Will not be a successful PTA unless active participation and responsibility by many members.
12.	No parent education.	Parent education stressed.
13.	No recreation.	Opportunity for recreation as well as work, at each meeting.
14.	No plans for evening meetings.	Evening meetings planned to give chance for busy parents to attend.
15.	Parliamentary procedures not observed at meetings.	Parliamentary procedures strictly observed.
16.	Officers autocratic.	Officers are the elected servants of the members; the chairman is absolutely neutral.

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COMPARISON OF THE OLD SUPPORTERS ASS'N AND THE NEW PTA ORGANIZATION

The term 'refresher course' is used to signify to revive, strengthen, to refresh one's memory. The reason why this term was used is because we realized that after an experience of about 3 years, many of the PTA's are still in the very first stage of development and are still straying far from the main motive of their existence. I think that you will realize, too, that in all our projects it is necessary to refresh our minds time and again to remind us not to stray from the main road. By comparing the old Supporters' Association and what PTA's should be, I think you will get a clearer view of the difference between the two as well as how near your present PTA is to what it should be.

The purpose of the old association, as the name implies, was a supporters' club, a club enjoyed by a few who had money enough to give to the school. A few leaders controlled the organization and it was the agent through which the school collected funds to help the administration of the school. It was an organ for financial support and therefore the parents of pupils who often paid a considerable sum of money for the school dominated and interferred with the administration of the school. The membership was large but there was no concern on the part of the officers to orient the membership on the need for active participation. The sole interest was the collection of funds. The members were seldom informed regarding disbursing and use of funds except vaguely that the money must have been spent for the school and therefore for the benefit of their children.

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Because the principal and the teachers had the last word to say in everything connected with the school, the parents dared not say anything or question anything except to give thanks for their "wonderful guidance." Very often the child of the parents who were too busy and too poor to come to school to offer thanks to the teachers would receive grades lower than what he or she deserved. I am afraid that this habit still prevails in some schools. It is your duty to do away with this kind of custom. There is no one now to stop you from voicing your opinion and there will be enough followers of right to back you up. On the other hand, teachers lived under perpetual fear of some influential members of the old association who made a practice of interfering in the affairs of the teachers, sometimes forcing the principals to dismiss teachers through personal reasons. You all know that the first thing that hinders school administration is PTA's interference with personnel of the school. PTA's insistence upon a particular individual prompted by private consideration in the case of the appointment or the dismissal of the principal or a teacher should be absolutely rejected. If necessary, the matter should be reported to the School Board. It is their legislative function to investigate, the result of which is reported to the Superintendent of Board of Education who has the official right to act on the matter.

Was there a Constitution in the old supporters' association? If there was, I for one never saw or heard of one. There were no committees except the executive committee or Board of Directors. The members of the ~~executive committee~~ Board of Directors selected by the principal and the teachers did all the planning and running of the association. The members met once a year or once every term

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at best to hear reports which were so general and vague that there was no danger of any questions arising and no time was ever given to discuss problems and need of the children. The members were expected to take everything for granted and individual judgment or opinions were hardly ever recognized unless it came from an influential individual. The term of office for the selected officers was unlimited so that the same members held the office until the graduation of their children. Now you have your Constitution, a Constitution which was drafted after each and every one of you had a chance to voice your opinion, a Constitution not to be put away and ignored but Constitution which must be followed by each and every member of the organization as the rules set by the will of the majority and to be amended only by the will of the majority of the members. The method of election of officers are set down explicitly in the Constitution and here again there is no vague wondering as to the qualifications of the officers. The new organization has placed the responsibility of elections in your hands and if you do not take advantage of it, it is your fault and your one little irresponsible action may become the cause of great evil, the influence of which will be borne on your children.

What then are the advantages of the PTA compared to the supporters' association?

1. It gives you an opportunity, each and every member, rich or poor, irrespective of social position or difference in sex, to cooperate and contribute in promoting the welfare of your children in school, in home and in community.

2. The social intercourse of parents and teachers on equal footing will give greater opportunity for both the parents and the teachers to discuss the children intimately.

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3. Close connection between families, schools, and the community will further the chance of the parents voices reflected in the purposes and policies not only of the school but also of the community.

4. The work of the PTA for the advancement of living conditions of children at home and at school will prepare a solid foundation in building up the children's character.

5. Participation in committees will mean a chance for a formation of a small interest group in which you can take active part.

6. PTA in its true form of democratic social organization should give you a superb opportunity to practice democratic living and to cast aside the old customs in order to reach the world wide level of etiquette.

What is it that makes cooperation between parents and teachers desirable? It is apparent that both groups have the welfare of children as their ultimate objective. Parents, however, are likely to think in terms of the welfare of their own children. Teachers on the other hand, are obliged to think in terms of the welfare of the entire group entrusted to them. Consequently problems are sure to arise. If parents were to settle these problems alone, the solution would be in terms of individual children. If teachers were to settle these problems alone, the solution would be in terms of the group and after the educational policy. In order that these somewhat conflicting points of view may be reconciled, it is important that neither group be permitted to determine policies without the other. Discussion, exchange of opinions and cooperative action are necessary. If it is important for the teachers to understand the problem of the home, it is almost equally important for the parent to understand the problem of the school. The question is,

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then, what can this generation do to prepare the next to live democratically. If we want children to grow-up able to maintain justice, we must see that each child has that capacity within him, that each child is given the feeling that he has contribution to make to life and that he is a necessary part of a society that wants him. No other task bears such a heavy responsibility as that a of guiding the lives of the children. This responsibility rests alike on parents and teachers.

In order that your new organisation does not fall back into the old form, active participation of members is abolutely necessary. The new organization asks for voluntary membership and if the members feel the imporrance of their membership, there should be very little trouble in attendance or quorum attendance in time of election of officers. Although poor attendance has become one of the biggest problems of the PTA's in Japan, you must realize that unless the percentage of quorum attendance for the election is kept high, it will mean that the officers are again as of old, being elected by the few and not by the majority. The best solution to the quorum problem is a revision of the membership lists, on a more realistic basis - e.g. there would be perhaps 250 members in a school of 500 children. But they would be real members, not figureheads. I realize that the PTA cashiers would not approve of such a revision of membership, but only if a PTA can accomplish this revision can they logically set the quorum high.

If PTA's with 500 children continue to list 1,000 members, then the quorum has to be lower if legal elections are to be accomplished. Remember that as a member of a new organization your purpose does not lie in indifferent attendance with just some financial obligations to fulfill but that you are responsible for working on bread and long range policies which will bring about the fulfillment of the aims of the PTA.

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CONSTITUTION.

Before we are ready to draw up a Constitution, we must have clearly in mind what constitutes a democratic organization.

1. Purposes must be understood by all the members.
2. The organization should be of small units in familier atmosphere.
3. General election of officers must be held by secret ballot.
4. Programs and activities must be representative of groups interest.
5. Committee system representative of total membership should be adopted.
6. Discussion method must dominate all proceedings.
7. Spirit of partnership and cooperation should dominate the group.
8. Purposes andmethods of achievement must be harmonious.
9. Sense of responsibility should be developed on part of each member to group, country, world.
10. Officers consider themselves the servants of the membership who elected them.

Constitution, then, of a democratic organization is not rules set down by a few members of the organization, but by the majority with the full realization that they are responsible for upholding the rules set down by themselves. It must not contain regulation after regulation of highest ideals beyond human attainment which no one has the confidence to follow. They must fit into living situations. They must not be laws set down never to be altered after once written, put away on a shelf for the dust to pile up on and never to be alluded again. The Constitution is flexible through amendments. Adhere to the the Constitution and if parts

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become unsatisfactory, change it legally, through amendment. The Constitution changes as conditions, situations, circumstances in life changes. It changes with time, it moves like times moves, it does not remain still. It grows in stature with the years. Constitution must be continually applied and both the officers and members should study the contents frequently. In fact, it is advisable to form a committee on evaluation, evaluation based on findings from a research of existing situations and conditions. Your Constitution should roughly include.

1. Name of your organization.
2. Objects such as
   a. To promote the welfare of children and youth in home, school, and community.
   b. To raise the standards of home life.
   c. To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
   d. To secure adequate laws for the care and protection of children and youth.
   e. To develp between educators and the general public such united efforts as will secure for every child the highest advantage in physical, mental social education.
3. Policies.
   a. The purpose of this association shall be educational and shall be developed through conferences, committees, and projects.
   b. This association shall be non-commercial, non-sectarian, and

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non-partisan.

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

d. This association may cooperate with other organizations and agencies active in child welfare, such as conference groups or coordimting councils, provided they make no commitments which bind their member councils, provided they make no commitments which bind their member groups.

4. Membership and Dues.

Any person who is interested in the objects for which this association is organized may become a member upon payment of dues as hereinafter provided.

The annual dues should be decided after consultation with all the members.

5. Officers and their Elections.

a. The officers of this association shall be a president, a vice-president, (one or more), depending on membership), a secretary and a treasurer. These officers shall be elected annually by secret ballot at the last regular meeting of the school year. The time of election need not necessarily be the last meeting of the school year. It is highly desirable, in democratic organization to elect officers not by oral vote, not by hand raising, or hand clapping but secret ballot only. Officers shall serve for a term of one year and shall remain in office until their successors are elected. No officer shall be eligible to the same office for more than one term. Be explicit. If the Constitution

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only states "the term of office is to be one year" without enlarging on the meaning of one year only, it may be taken to mean that they may be reelected any number of times.

b. Nominations for officers shall be made by a nominating committee of five members elected by the members at least one month prior to the election of officers. The nominating committee shall report at the next general meeting the names of two candidates for each office to be filled. Additional nominations may be made from the floor.

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

The number of officers in any given parent-teacher association varies with its size. In very small associations the work of the secretary and the treasurer is sometimes combined. Large associations in which the duties of the secretary are too heavy for one person may have both a recording secretary and a coresponding secretary. Large associations sometimes also have more than one vice-president. The bylaws should provide for as many officers as may be needed. Any member whose dues are paid is eligible to hold office under the provisions stated in the bylaws.

The method by which a nominating committee is elected and performs its duty should be stated in the bylaws. For democratic procedure the president should not appoint the committee or be a member of it. Nominations from the floor are always in order after the nominating committee has reported. The rules of parliamentary procedure should be observed in all matters pertaining to the elections

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6. Duties of Officers

Duties of president, vice-president, secretary and treasurer should be outlined for the officers to follow.

7. Meetings

Regular meeting of this association shall be held _____ (day of month and hour)_____unless otherwise provided by association or by the executive committee. (Insert Number)_____ days' notice shall be given of change of date. Special meetings may be called by the executive committee, five days' notice having been given.

Quorum for different meetings should be stated.

The association sets the day and hour and decides on the length of time of the meeting. At least an hour and a half is usually allowed to cover all features.

8. Committees

a. Executive Committee shall consist of the officers of the association the chairmen of standing committees, and the principal of the school or a representative appointed by him. The members of the executive committee shall serve until their successors are elected. Duties and tenure of the executive committee is to be stated.

b. Standing committees shall consist of the program committee, finance committee, publicity committee, hospitality committee, membership, etc. which shall be created by the executive committee as may be required to promote the objects and interests of this association. Standing committees continue for one year. The chairman of the

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standing committees shall be elected by the officer and the principal of the schoold or his representative. Their term of office shall be one year. Standing committees provide and excellent means for promoting the work of the association and for making use of the interests and abilities of the members. The number of committees needed for carrying on the work will depend on the number of members, the program and activities for the year, and the interests of the community.

The method of creating standing committees and electing the chairmens the terms of office of the chairmen, and the method by which their plans are approved are stated in the bylaws. When a chairmanship becomes vacant, the executive committee appoints a person to fill the unexpired term.

Each committee consists ordinarily of from five to ten members. The selection of members may be determined by one of various methods, according to the rules of the association. These are some of the methods used.

1. The president or the chairman may present names to the executive committee for approval.
2. The executive committee may choose the committee members. Some association pjovide guidance for the executive committee by having each member indicate his interests.
3. The association may choose the committee members.

e. Special Committees are those created to meet spetial needs and to be dissolved after its purpose has been fulfilled.

9. Amendments to Bylaws.

These bylaws may be amended at any regular meeting of the associa-

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tion by two thirds vote of the members present and voting, provided notice of the proposed amendment has been given at the previous regular meeting or whatever provision is in the Constitution, just so the legal provision is adhered to.

10. Rules of Order.

Parliamentary procedures.

11. Initiative and Referendum.

A committee of five or seven members should be selected by the members to draw up the Constitution. It may take one entire meeting to adopt the Constitution. There should be no hurry about it since the future of the organization depends on a good Constitution. The committee after studying a model constitution and frafting a Constitution report it at the general meeting. The secretary reads the proposed constitution article by article. The first paragraph is read and the Chairman asks if anyone wishes to change the way it has been written or if anyone disagrees with it entirely.

If there is disagreement, changes should be made accordingly, providing a majority of the assembly agrees on the change.

The Constitution is then read from beginning to end and the whole Constitution is open to change. When the Chairman thinks the Constitution has been modified to suit the wishes of the assembly and if no one has any more to say, vote is taken. If carried by majority vote, the proposed Constitution become the Constitution of the PTA. In voting, clapping of hands which is the most ambiguous way of voting should not be practiced. It should be done by raising of hands or by standing, in a way count can be taken except for officers' election which is done by a secret ballot.

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Observance of the bylaws adopted by the association is essential for orderly conduct of business. Officers and members should be equally familiar with the rules they have accepted.

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PARENT-TEACHER-PRINCIPAL RELATIONSHIPS IN PTA

In our visits to schools and our talks with PTA representatives, we often hear two apparently contradictory complaints: from the school faculties, that PTA parents are indifferent to PTA; from the parents, that faculties, and especially principals, are dictatorial and dominate PTA meetings. Both these statements are of course oversimplifications, but I feel there is an element of truth in the complaints of each side.

The very fact that PTA's often feel themselves divided into "sides" -- the expression "parents' side" and "teachers' side" is often heard -- indicates a serious break in the PTA structure, which should be healed and erased immediately. If this idea of two "sides" is allowed to establish itself firmly, much of the benefit to children, which after all is the PTA's first aim, will be lost sight of in the aimless wrangling over power between the two groups.

In any organization, there will be inevitable divisions based on human nature. There will be radicals and conservatives; there will be those who do more than their share of the work and those who do little or nothing; there will be those who wish to try new ideas and those who are interested only in traditional activities, there will be leaders and followers. But the division of PTA into parents and teachers' groups is illogical. Members of both are free or not to join PTA, as they wish. Members of both may be radical or conservative in their views on PTA activities, members of both groups may be on the finance committee, the hospitality committee, the activities committee, or wherever their interests lie. Members of both groups may or may not attend PTA meetings, may or may not pay PTA dues,

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depending on the varying degrees of their interest. My point is that parents and teachers should intermingle freely with each other in the various PTA projects, and there should be no "sides", either psychological or physical.

In order to accomplish this blending of PTA's into one harmonious unit, it will be necessary for each group to carefully and conscientously overcome the attitudes of indifference on the part of parents and domination on the part of faculties, where they exist. It is obvious, I believe, that the indifferences fosters the domination, and the domination tempts the dominated to indifference.

I have been asked if teachers should pay PTA dues, and if teachers should pay the same dues as parents, and the answer is, that if teachers join a PTA they are of course entitled to the same privileges, and owe the same dues and duties, as their fellow-members.

The title of "PTA Advisor" for the school principal is rather often an erroneous one. The principal, by virtue of his position in the school, is an automatic member of the executive council of the PTA. But the PTA is primarily a democratic, social organization rather than a professional education association. Therefore the principal does not necessarily know more about true PTA operations than does his fellow members. His knowledge of PTA is proportionate to the time he has spent in actual PTA study, and he may have spent less time than a fellow teacher, some of the officers or some of the regular members. I wish to emphasize that in the matter of advisors each case should be judged on its individual merits. In present-day Japan we are all in the stage of <u>learning</u> about PTA, and the term

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"advisor" implies an advanced knowledge of the topic, which the principal does not necessarily or automatically have.

The principal, as head of the school, and as an automatic member of PTA ex. comm., should of course be consulted on every PTA project. If the project concerns his school he has the right to approve or veto it. It is important that areas of responsibility for school administrators and PTA be clearly understood. The PTA is a CIVIC organization, to "promote the welfare and education of children and youth in home, school and community". Superintendents, principals and teachers are the professional educators. Therefore PTA parents do not attempt to interfere with the technical aspects of school administration, such as hiring and firing of teachers, classroom methods, etc. except in highly unusual cases.

PTA's, rather than attempting interference in such problems which are of a professional nature, had better spend their energies in attempting to educate the public for the need for the best qualified persons for Boards of Education. Such a long-range PTA program will eventually result in the solution of lonal problems thru the proper channels. However, you should know that, in a democratic society, there is always a way you can attempt recourse for wrongs. As I have said, it is generally inadvisable for the non-professional members of a PTA to attempt to judge the correctness of school administration. But when members feel that there is any problem to which attention must be given, then a special committee should be appointed. This committee may study the matter thoughtfully, factually and objectively. Sometimes this study alone may clear up the misunderstanding. If not, then the study may be presented to the local or Ken School Board.

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This is the adult and sensible way to handle such problems, rather than making a battle-ground of the PTA.

A matter that unfortunately requires mention at PTA conferences is the "bossism" problem. It is needless to say how completely reprehensible is the person who would use an organization devoted to the "welfare and education of children," to attain his own personal ends, whether those ends are money, prestige or votes. To speak quite frankly, if a PTA has such a "boss" who cannot be dislodged by democratic constitutional action, I would rather see that PTA disband. Such disbanding would in the long-run raise the prestige of all Japanese PTA's.

In closing I would like to mention some of the policies of PTA which have proven sound thru many years of experience. I believe that if the younger PTA's of Japan can study and accept these policies, they will be appropriating some wise advice which American PTA's have learned the hard way, thru more than 50 years of PTA growth.

THAT welfare of children is the PTA's sole purpose.

THAT a PTA is non-partisan, non-sectarian and non-commercial. Lists of PTA members should never be given to business houses or candidates for political office, and PTA officers should not be political office-holders or candidates. There should never be room for the suspicion that the PTA is being used as a jumping-off plane for politicians.

THAT financial support of the schools is a public matter. PTA monetary contributions, when necessary, must be regarded as temporary helps, on small items only. PTA members would make much wiser use of their energies in arousing public opinion to

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the schools' needs, through publicity, through petitions, through supporting legislation beneficial to the school system, and through supporting Boards of Education.

THAT PTA's cooperate with other community organizations.

THAT PTA's are free from individual and group control.

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ELECTION OF OFFICERS.

The work of the PTA includes a variety of activities. In selecting a member for a position of leadership the association expresses its confidence in him. The person who accepts such responsibility signifies a desire to contribute to the achievieving of PTA goals, a willingness to serve the group, and an interest in gaining a better understanding of the movement as a whole.

Let us consider some outstanding characteristics of candidates who might run for office.

1. Those who are spokesmen of the people.
2. Those with good understanding of the meaning of democracy.
3. Those who are agressive and who recognize social changes.
4. Those who have humanitarian ideals.
5. Those who are ready to make reforms.
6. Those who have the ability to draw out ideas from members.
7. Those who have certain background and understanding of education.

There is no reason that they should be rich.

Election of officers should be carried out according to the regulations set down in the Constitution. A nominating committee of about five is elected by the members at a general meeting. Although the members of the nominating committee may be chosen by the executive committee or the president, election of the members at a general meeting by the members themselves is highly recommended as this is the most democratic method.

For example, suppose that seven people have been nominated from the floor but only five are desired. The seven people are voted on from the floor in

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the order in which they were nominated. If any of these people receives a majority vote, he or she becomes a member of the committee. If anyone does not receive a majority vote, he or she is dropped and the next nominee is voted for until there are five people elected. If five of the seven do not get a majority vote, it will of course be necessary to have more nominations from the floor. In other words, the whole process will have to be repeated until five people have been elected to the committee. This sounds complicated but is the only way to insure democratic procedure. The people who were nominated the first time can also be nominated again.

The nominating committee brings in the names of the candidates to report at the general meeting with reasons for their recommendation. This should be done at least one month before the election so that the members will have time to get more information about the candidated and become prepared to vote. After the names have been read aloud and written out for the members to see, time should be allowed for full discussion and for added nomination from the floor. It is advisable to hold the election still a month later so that all the members of the PTA may become familiar with the voting procedures. A month in between would also allow a period for campaign during which time the members may acquire full information concerning the candidates and make up their mind whom to vote and vote intelligently.*

At the time of election, attendance must be checked to see that there is the necessary quorum for the election of officers as decided in the Constitution. All members vote on the nominees by secret ballot.

*This "campaign" would differ from the ordinary political campaign in that candidates would spend no money on their election, but all would use the equal facilities of the PTA meeting which comes between nominations and elections, to make a short statement on their PTA views.

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The PTA member who accepts an office or chairmanship:

1. Learns all he can about the PTA movement through the study of PTA publications.
2. Recognizes the importance of cooperation in achieving parent-teacher goals.
3. Discovers and makes use of the special interests and abilities of his fellow members.
4. Delegates responsibility; supervises and gives assistance whenever necessary.
5. Helps to establish right relationships among the members and to promote cooperative relationships between the PTA and other groups with similar interests.
6. Recognizes the importance of pooling ideas and encourages full and free discussion before decisions are made.
7. Appreciates and respects the attitudes of other people.

DUTIES OF OFFICERS.

The president is chosen by the members to direct the affairs of the association in cooperation with the other members of the executive committee for a term of office specified in the bylaws. The president delegates to officers and members the responsibilities that should be assumed by them. The success of the administration will be measured by the participation and cooperation secured, the sense of responsibility developed, and the harmony apparent in the association, as well as by the type of leadership developed

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among the members.

Presiding at meetings is one of the important duties of the president. Familiarity with simple rules of orderly procedure is essential.

The president as presiding officer:

1. Calls the meeting to order at the designated time and, if a quorum is present, proceeds with necessary business.
2. Preserves order throughout the meeting.
3. Follows the accepted order of business.
4. Refers to himself as "the chair."
5. States each motion clearly after it has been seconded and before allowing discussion; stands while stating the motion and sits during discussion; Stands while putting the question to vote and announcing the vote. Declares the result of every vote taken.
6. Takes no part in any discussion while presiding; refrains from expressing a personal opinion on questions before the house; avoid all personal bias when giving information to the association.
7. In order to protect his neutrality, the president ~~Calls~~ MAKE upon the vice-president to preside if he wishes to ~~speak to~~ a motion or to leave the chair, then has all the privileges of a member and addresses the presiding officer in the same manner as any other member.
8. May vote when the vote is by secret ballot, or in case of a tie, ~~or~~ to break ~~make~~ a tie.
9. Recognizes a member who has not previously spoken to the question in preference to one who has spoken; avoids recognizing only certain groups; tries to hear all dissenting opinions in the interest of good discussion.

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The president as administrative officer:

1. Studies information and material secured from his predecessor.
2. Holds a conference of the executive committee, regularly
3. Serves ex officio on all committees, except the nominating committee.
4. Appoints members of special committees if the bylaws so provide.
5. Consults with officers and chairmen before each meeting to see that all details of the meeting are ready as planned. This duty may be delegated to a vice-president or a chairman in charge of the program.
6. Signs all orders and vouchers as specified in the bylaws.

VICE-PRESIDENT.

The vice-president, who may be called upon at any time to assume temporarily the place of the president, ~~should~~ ma duties and responsibilities and be familiar with the work of the organization.

SECRETARY.

The secretary is responsible for keeping accurate records of the proceedings of the association. The prime qualifications, are promptness, accuracy, and acquaintance with PTA objects, policies and methods.

1. Makes a record of all business transacted at each meeting of the association and of the executive committee and presents his minutes for approval at the next meeting.
2. Counts the rising vote when requested by the presiding officer.
3. Acts as reading clerk. Reads the roll of members and the minutes of any previous meeting when called upon to do so by the presiding officer.

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4. Calls the meeting to order in the absence of the president and vice-president and presides until a chairman pro tem is elected.

5. Has on hand for reference at each meeting a copy of the club bylaws, minutes of the previous meetings and a list of all standing committees and such special committees as are in existence at the time.

6. Signs all orders on the treasury jointly with the president if this procedure is authorized by the association.

7. Conducts the correspondence of the association.

The minutes should be as brief as possible and should be reported in the order in which the business is presented at the meeting. What is done by the association, not what is said by the members, should be recorded. When approved by vote of the members the minutes should be entered in a bound book.

TREASURER.

The treasurer, the authorized custodian of the funds of the association, receives all moneys and disburses them as prescribed in the local bylaws or as authorized by action of the association. The bylaws should provide that the treasurer make a financial statement regularly to the association, monthly, bimonthly, or quarterly. This financial statement should be referred to the ~~auditor or~~ auditing committee, who should report to the association at such times as the bylaws may require. The treasurer is requested to deliver to the auditors: (1) the check book; (2) the bank statement of the balance; (3) the treasurer's book; (4) itemized statements of bills paid or any other material requested by the auditors. The treasurer's annual report and the auditor's report are filed after the association has formally adopted the auditor's report.

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1. Submits a statement at regular meetings of the association, including total balance on hand at the beginning of the period covered by the report.

2. Receives all moneys for all accounts, dues, contributions,etc.

3. Deposits all moneys in a bank approved by the executive committee of the association in the name of the association and not in the personal account of the treasurer.

4. Keeps an accurate and detailed account, in the treasurer's permanent book, of all moneys received and paid out.

5. Delivers to his successor, ~~unless the association has~~ all books, papers, and correspondence pertaining to the office of treasurer, including the audited books, approved and paid bills, canceled checks, plans and procedures.

6. Sees that each member receives a copy of year's financial statement.

DUTIES OF MEMBERS.

1. Know objects of the association.

2. Cooperate by active participation, joining interest groups and committees.

3. Good and prompt attendance.

4. Respect the opinion of others.

5. Know parliamentary procedures.

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OATH OF OFFICE

I believe in the HOME as the most significant institution developed by manking for the maintenance and development of social welfare.

I believe in the SCHOOL as the best agency yet created to serve the home. supplementing it and cooperating with it in the noblest work of the world, the building of human character.

I believe in the PARENT whose unselfish love for and interest in the child makes possible the fulfilment of the ideal.

I believe in the TEACHER whose faith in the future never dies: who places service to youth above all things material: whose love of the child transcends all save that of his mother.

I believe in the CHILD, the inspiration of to-day, the hope of to-morrow, the binding tie of parents, the soul of teaching.

I believe in LOVE manifested in sacrifice, the greatest power in the world.

I believe in the PARENT TEACHER ASSOCIATION, not as an organization of parents created to supplement the teacher in a task beyond him, nor as an organization of teachers created to lessen their burden but as an organization of parents and teachers created in the interests of their most princdess possession, the child.

I as one who believe in the creed of the PTA accept the post of President of this organization and now before God and the members of the organization who have elected me and placed confidence inme, to carry out my duties as President of .....PTA to the best of my ability.

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I aak the sympathetic help of those experienced in the work and the continued friendship and cooperation f those who have chosen me to serve them. It is my sincers desire to discharge my responsibilities so that all the children and youth within reach of our influence may benefit richly thereby. May we all work together to this end, truly and tirelessly representing to our community and to the world the immortal ideal upon which the PTA organization is founded.

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FINANCE

There are so many things a PTA wishes to do which are desirable and necessary for the vigorous growth of its organization that the question of how to get all the money to do them calls for studious thinking.

Up to now there has been undesirable practice of the principal and his subordinate teachers exclusively attending to the business of accounts. The money was spent solely for the benefit of the school. Now there is the finance committee, studyingand planning how to raise funds for the association. The finance committee must be consulted on every program planned or on every project to be undertaken by the association. The program should be planned in proportion to the association's financial ability. The finance of the PTA consists mainly of dues collected from the members and additions coming from free contributions and fund-raising projects. As every home, every government, every organization have a budget so must the PTA's have budgets. The activities of the PTA's will naturally be limited within thepossibility of its budget. When the budget is limited, need for such and such a program must be seriously weighed anddecision made to which program priority should be given. However, the PTA money should not be consumed only on one or two large projects but should be destributed in small amounts to encourage many different activities of interest groups. Refer to Gregory Heights PTA activity report and see in what various ways small amounts of money were utilized. Wise PTA members, in planning their work at the beginning of the year will consider carefully all that they wish to accomplish.

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Members should know from the beginning what funds they will need for estimated expense so that they can plan to raise the necessary amount. One or two big ventures carried through quickly will be far less burdensome than a constant drain upon members for little money raising projects. It is well to plan a money raising project in such a way that it need not be a continuous and absorbing venture. It must not crowd out the program of activity for the welfare of children and youth which is the real purpose of the PTA organization. It must be remembered that financial assistance being given to schools by the PTA's now is only a <u>temporary one</u> and must not be a continuous project whereby the PTA's program become limited to money raising activities. All the PTA's in Japan are suffering from the problem of finance. For the settlement of this, some PTA's are turning into promoters of amusement merely for getting funds, forgetting their real mission, and others are taking the method of compulsory contribution of a fixed amount from each member. In some places PTA's are said to be called BTA's meaning Beggars-Teachers Association.

Contributions for PTA should never be made through children. Instead they should be made by direct contact with parents. The practice of having children bring money causes much criticism because parents feel that it is a forced contribution, and it is embarrassing to the children whose parents cannot afford it. Also parents will give more freely if they know why money is needed and how it is to be spent. It is suggested, then, that the needs for money be carefully explained in the general meetings and that contributions be made on a voluntary basis. This should be done only after the approval of such needs has been given by a majority vote of the

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members. The use of money made by bazaars, carnivals, etc. should also be explained to members and the holding of such events should meet with the approval of all the members.

You know that it is not always the schools which have the most money that are the best schools. If people in a community cooperate and give their time and service to bring about improvements, much can be done with little money. This is a time when the PTA's need to use their funds to the best advantage. There should be no waste in this spending. There are still many indications that PTA funds are still being misused by some schools. Account of each PTA fund should be posted on a bulletin board at each general meeting so that all members may see how their money has been spent.

In the program of strict economy in Japan the educational budget has been cut. Although finances may be stringent, if the governmental authorities leave these problems up to the PTA to solve, it may lead to making the PTA a hot house for bosses.

One of the objects of the PTA is to secure adequate laws for the care and protection of children and youth. All the PTA's in Japan is being hampered for financial assistance from the related schools and because of this, the real purpose of the PTA seems almost forgotten. Here is a suggestion for legislation made by Miss Colletti which will lighten the financial burden of the PTA and which will make possible voluntary participation in the association. It is impossible to get bigger budget from the government if the government has no money. It is suggested, then, that parents having children of from six to fifteen who are receiving

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compulsory education pay a tax of about 600 yen a year as education tax. The money collected in this way is to be spent for the administration of the schools such as rehabilitations of school buildings, and teachers remunerations and to be specifically allotted for education. The 600 yen was estimated as about the minimum amount given by most of the parents as contributions to schools in some form or the other. So instead of giving contributions to the schools, this amount is offered as government tax for education with which money the government may have a bigger budget for education. Then the parents need not be continually pressed for money contributions for the support of their schools. If a need for such a legislation can be impressed upon the PTA members, or better upon the citizens of Japan and all worked to bring it about, the biggest problem, hindering the growth of the organization can be done away with. Then the parents who are really interested in the activities of the PTA may join the organization, pay a small amount of dues and take an active and interested participation in the organization PTA's must realize the strength of their organization and must plan to work to attain bigger things on a long range plans to achieve their goals.

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ENCOURAGEMENT

In retrospect, it seems that many of our remarks to you during these two days have been of a negative and critical nature. Americans, and Japanese who have lived in America, doubtless have a tendency to become impatient with the Japanese efforts to attain democracy. In the PTA field, for example, I must occasionally stop and remind myself that American PTA's have been 50 years in the process of attaining their present position of nation-wide prestige and accomplishment, as against less than 4 years in Japan.

In my time with CA, I have chosen to spend much of my effort in working with PTA, even ~~the~~ though there are other adult groups which stand in need of this type of discussion and guidance. I have done this because I feel that the PTA can be one of the most potent groups for Japan's democratization, when you have reformed yourselves as you will in future years. The PTA is potentially one of the country's largest adult groups: its members belong to an ideal age-group--old enough to have statures in their communities, young enough to be receptive to progressive ideas; the organization itself is a "school" for democracy--constitutions, honest nominations and elections, free discussion, equality of members, activities which benefit the community--all these and other characteristics of a good PTA will make better citizens of PTA members.

We are often asked questions such as: "Why don't the Americans lower the PTA dues?", "Why doesn't the occupation stop bossism in the PTA", and similar questions which indicate a desire for police action from the occupation into Japanese social habits. The mission of CA at present, and

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of the Social Education part of CA for sometime in the past, has been merely the dissemination of learning on democratic organizations, the giving of advice when asked, and the reporting of democratic or undemocratic trends to higher headquarters. We are not a detective agency. We give you the information--it is yours to make the best of, and we find that in many cases the Japanese people are receptive to these ideas and are putting them into practice, sometimes in the face of very discouraging struggles with their more feudalistic neighbors. But as you can see, it is up to you to utilize or fail to utilize the advice we give.

A conference like this one can only reach its maximum usefulness if those attending will take pains to disseminate the points discussed in their own home communities. I was happy to see many people taking notes, for I know that in some measure, our words will go farther, for discussion and we hope, for action.

If you wish, this material can be made available for your use, through our office or thru the social education sections. Or even better, perhaps when the conference is over a group of you may want to take action to obtain the material from us and arrange the details of distribution, by forming a "Temporary Publications Committee".

In conclusion, let me summarize the more important points we have mentioned on PTA: the facts which I hope you will remember from this conference, will take home and tell to all the people of your community.

A. <u>SUPPORT OF THE SCHOOLS IS A PUBLIC MATTER</u>.

It should be clearly understood by all your members that any monetary support given by PTA to the schools is a temporary expedient.

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Citizens in general, led by PTA members, must make public appeal for higher education budgets. It is foolish to continue pouring PTA money into school support.

B. STRIVE FOR QUALITY RATHER THAN QUANTITY IN YOUR MEMBERSHIP.

All eligible parents will not become the active and productive type of PTA members you want. Accept that fact now and save yourselves many disappointments. 200 active, interested members can accomplish more than 800 who are interested only in lectures, and who hold the group back by their very size.

C. Activities to further the WELFARE and EDUCATION of CHILDREN AND YOUTH, IN HOME, SCHOOL AND COMMUNITY, is the sole object of the PTA. Let this be your criterion for any proposed activities.

D. A WELL-DRAWN CONSTITUTION IS YOUR DEFENSE AGAINST MIS-MANAGEMENT.

90% of the questions which arise on questions of PTA mis-management could be answered by reference to the constitution, if the constitution states all procedures and policies specifically, and leaves nothing to the imagination.

E. DEMOCRATIC PTA'S ARE IN A PIONEER STAGE AT PRESENT.

Pioneers have always had to fight to attain their goals. If Japanese PTA's are to attain their goals, they will have to fight too. They will fight feudalism, dishonesty, disinterest. There will be discouraging times and there will be rewarding times. But when the time comes that PTA's are really democratic organizations, when PTA's are genuine forces for community and school good, then I'm sure you will feel has been worth-while.

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Kinki Region
2-day Conf
PTA

QUESTION	ANSWER
1. The Occupation Authorities have advised one year as the recommended term of office for PTA officers. However, projects begun by those in office often take more than a year to accomplish. How can any long term project be undertaken if officers change every year?	
2. Under the present economic situation, PTA's are forced to ask for high dues causing many of the poorest parents to fall away from the organization. Is there some way to raise enough PTA funds so that the poorest may join and remain in the organization?	
3. Do you think it advisable for officers who go out of office after one term to take another office if it is not the same, i.e. President becoming Treasurer?	
4. When there are only 50 members out of 300 attending the PTA meetings and there is a great shortage of leaders, is it recommended to have the former officers as Advisors?	

5. Is a problem involving the health of the students, such as, the well situated near the the toilet contaminating the drinking water, a kind of problem that should be taken up by the PTA?

6. Which is better, to form committees on basis of interest or to choose class representatives to do all the work of the PTA?

7. Is it true that in Kyoto PTA membership is absolutely voluntary and that there are only 5 or 6 parents from each class who are members? In our village all parents are forced into membership.

8. Should exchange of opinions concerning his or her like and dislike of teachers be carried on at PTA meetings?

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9. Does it not seem like waste of eligible members when the nominating committee must put up two or more candidates for each office and the defeated members are not given a chance to run for other office because the nominating committee nominates all the candidates for other offices at the same time?

10. Considering that there are very few people in Japan now who knows democratic organization, does it not seem more desirable to have officers stay in office two years instead of just one year?

11. Can the teacher members of the PTA be exempted from paying their dues if all the members have approved of this decision?

12. Should there be a different Chairman at each meeting of the PTA?

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13. When has the president the right to vote?

14. Can you give us a sample of a good agenda for a monthly meeting?

15. Could opinions of the members be asked through letters brought home by children when a special project is to be undertaken in order to minimize the trouble of calling a meeting?

16. What are some of the suggested activities for PTA with very little fund?

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17. Which do you think is more preferable to form a district PTA, a class PTA or a school PTA?

18. Can a PTA as an organization recommend a candidate for Board of Education?

19. Can teachers run as candidates for Board of Education?

20. When the president resigns for some reason, does the vice president take his place or is there another election of president?

21. How are committee chairmen and committee members elected. Are they appointed by the president?

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22. When there are two vice presidents and two secretaries in an organization must there be equal representation of men & women in these offices?

23. What is the position of the school principal in a PTA?

24. What was the idea behind the action of the Occupation Authorities in not making English compulsory subject in lower and upper secondary schools?

25. In view of the fact that PTA should not undertake any demoralizing entertainment for money raising project, what are some of your suggestions for good projects that will appeal to the public besides bazaars and movies.

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26. If in America only 15 to 25% of the parents become PTA members, what is the percentage of financial support given to the school?

27. Who are the officers? Are Committee members included among officers and what is their term of office?

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QUESTION	ANSWER
1. The Occupation Authorities have advised one year as the recommended term of office for PTA officers. However, projects begun by those in office often take more than a year to accomplish. How can any long term project be undertaken if officers change every year?	
2. Under the present economic situation, PTA's are forced to ask for high dues causing many of the poorest parents to fall away from the organization. Is there some way to raise enough PTA funds so that the poorest may join and remain in the organization?	
3. Do you think it advisable for officers who go out of office after one term to take another office if it is not the same, i.e. President becoming Treasurer?	
4. When there are only 50 members out of 300 attending the PTA meetings and there is a great shortage of leaders, is it recommended to have the former officers as Advisors?	

5. Is a problem involving the health of the students, such as, the well situated near the the toilet contaminating the drinking water, a kind of problem that should be taken up by the PTA?

6. Which is better, to form committees on basis of interest or to choose class representatives to do all the work of the PTA?

7. Is it true that in Kyoto PTA membership is absolutely voluntary and that there are only 5 or 6 parents from each class who are members? In our village all parents are forced into membership.

8. Should exchange of opinions concerning his or her like and dislike of teachers be carried on at PTA meetings?

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9. Does it not seem like waste of eligible members when the nominating committee must put up two or more candidates for each office and the defeated members are not given a chance to run for other office because the nominating committee nominates all the candidates for other offices at the same time?

10. Considering that there are very few people in Japan now who knows democratic organization, does it not seem more desirable to have officers stay in office two years instead of just one year?

11. Can the teacher members of the PTA be exempted from paying their dues if all the members have approved of this decision?

12. Should there be a different Chairman at each meeting of the PTA?

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13. When has the president the right to vote?

14. Can you give us a sample of a good agenda for a monthly meeting?

15. Could opinions of the members be asked through letters brought home by children when a special project is to be undertaken in order to minimize the trouble of calling a meeting?

16. What are some of the suggested activities for PTA with very little fund?

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17. Which do you think is more preferable to form a district PTA, a class PTA or a school PTA?

18. Can a PTA as an organization recommend a candidate for Board of Education?

19. Can teachers run as candidates for Board of Education?

20. When the president resigns for some reason, does the vice president take his place or is there another election of president?

21. How are committee chairmen and committee members elected. Are they appointed by the president?

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22. When there are two vice presidents and two secretaries in an organization must there be equal representation of men& women in these offices?

23. What is the position of the school principal in a PTA?

24. What was the idea behind the action of the Occupation Authorities in not making English compulsory subject in lower and upper secondary schools?

25. In view of the fact that PTA should not undertake any demoralizing entertainment for money raising project, what are some of your suggestions for good projects that will appeal to the public besides bazaars and movies.

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26. If in America only 15 to 25% of the parents become PTA members, what is the percentage of financial support given to the school?

27. Who are the officers? Are Committee members included among officers and what is their term of office?

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EDUCATION BOARD BACKS PTA MOVE

Urges Continued Opposition to 'Gay Quarters' in Ikegami District

Asahi Shimbun-Nippon Times

The Secretariat of the Tokyo Metropolitan Board of Education affirmed Monday afternoon that the PTA movement in Ikegami to oppose the establishment of "gay quarters' should be continued until the sponsors of the project abandoned it.

The issue arose when businessman proposed to build wine shops and restaurants in the Ikegami district near a number of schools. The education authorities raised objections that the existence of bars, cafes, "machiai" and the like was detrimental to the morals of the school children.

In order to prevent similar issues arising in the future, the Metropolitan Board of Education will meet on Wednesday to pass a resolution that the Board's Secretariat should be consulted hereafter in all designation of educational districts or authorization of building of cabarets.

Meanwhile, under pressure of mounting public opposition, officials of the Metropolitan Construction Bureau, the Board Of Education and Metropolitan Police Board are scheduled to meet Wednesday to make a final decision on the Ikegami case.

At Monday's meeting of the special committee of the Tokyo District Council of the City Planning Commission, it was decided that 76,280,000 tsubo of the metropolitan area should be turned into residential sections and building of factories, 'machia,' cabarets, dance-halls, theaters, movie houses and the like are not to be permitted in these sections.

The 10,000 tsubo Ikegami section included in this designation in Ota Ward had been originally designated as a business section but has been changed to a residential section.

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Osaka City Report

1. No. of P.T.A.'s Members and Students

Following is the comparison between the number of P.T.A. members and ~~member~~ no. of pupils.

Type of School	No. of Pupils	No. of Members	Comparison % of No. of Members & No. of Pupils
Kindergarten	4,651	9,183	197 %
Primary School	185,791	214,957	116 %
Junior H.S.	46,114	64,682	140 %
Senior H.S.	12,995	20,028	154 %
Special School	251	405	161 %
Total	249,802	309,255	124 %

This shows that in comparison to the time of the old parents' associations where membership was about 70 to 80% of the number of pupils, there is a general increase in interest and cooperation of the parents in education.

Following is the membership percentage of three kinds.

Kind	Kindergarten		Primary Sch.		Junior H.S.		Senior H.S.		Special Sch.	
	No.of Mem.	%	No.of Mem.	%	No.of Mem.	%	No.of Mem.	%	No.ofMem.	%
Parents	8,599	94	192,294	90	60,810	94	18,902	94	337	83
Teachers	135	1	4,526	2	1,713	3	804	4	61	15
Others	449	5	18,137	8	2,159	3	322	2	7	2
Total	9,183	100	214,957	100	64,682	100	20,028	100	405	100

It is only natural that in most schools the greatest number of membership consists of parents. However, there are some places where there are comparatively large number of membership of the general citizens.

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Officers

1. President

Sex		Education level O Graduate △ Withdrawal				Age				
Male	Female	P.S.	J.H.S.	S.H.S.	College	In 20-s	30-s	40-s	50-s	Over 60
279	3	60	101 △15	47 △2	55 △2	1	31	161	80	10

Occupation									Qualification	
Pub. Offi.	Co. Employ	Trade	Private Office	Manuf. Indus.	Teach.	Religious Occup.	None	Others	Yes	No
14	84	58	35	62	4	3	8	14	282	-

Note: Vacancy in one school.

2. Vice President

No. of V.P.		Sex			Education level △ Withdrawal				Age				
1	2	Male	Female	Total	P.S.	J.H.S.	S.H.S.	College	In 20-	30-	40-	50-	Over 60
138 schs.	145 schs.	133	295	428	107 △ 2	251 △ 7	43 △ 3	13 △ 2	7	127	229	55	10

Occupation									Qualification	
Pub. Offi.	Co. Employ	Trade	Private Office	Manuf. Indus.	Teach.	Religious Occup.	None	Others	Yes	No
5	35	67	11	32	8	4	238	28	427	1

Note: Not qualified 1 comes from having elected a teacher.

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3. Secretary and Treasurer

	No. of Sec. Treas		Sex			Teacher or Parent		Education level △ Withdrawal			
	1	2	Male	Female	Total	Teach.	Parent	P.S.	J.H.S.	S.H.S. Tech.	College
Secretary	201 schs.	79	146	213	359	237	122	25	149 △ 3	168 △ 1	13
Treas.	280	1	148	132	280	115	165	58	124 △ 5	83	8 △ 2

Occupation									Qualification	
Pub. Offi.	Co. Employ	Trade	Private Office	Manuf. Indus.	Teach.	Religious Occup.	None	Others	Yes	No
9	7	16	5	8	236	2	71	5	359	-
7	18	44	5	20	112	-	68	6	280	-

Note: Vacancies for both secretary and treasurer in three (3) schools.

(1) Comparison in number of male and female officers.

There are 706 male and 643 female which is 52:48 in comparison.

It is notable that the practice of democracy has brought about the advancement of women this far. In three schools, Tamatsukuri Kindergarten, Momodani Primary School and Higashiyodogawa Second Jr.H.S., there are women presidents who are ably carrying on the administration of the P.T.A. It is hoped that there would be more women elected to this office in the future.

(2) Education Standard of the officers.

There are 252 who have attended primary schools including those who withdrew before graduation. This is 19%.

There are 655 or 48% (including withdrawal.) who have attended the middle schools.

There are 347 or 26% (incl. withdrawal) who have attended technical schools.

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There are 95 or 7% (incl. withdrawal) who have attended college.

This probably shows the general education standard of the city middle class people.

(3) Age of President and Vice President.

	In 20's	30's	40's	50's	Over 60	Total
Comp.	1%	22%	55%	19%	3%	100%

In comparison to the old Parent's Associations period, this shows that the present P.T.A. officers are more than 10 years younger. Appearance of Presidents and Vice Presidents in twenties and thirties was something that was impossible to see before and this in itself shows a strong trend toward democracy.

(4) Occupation.

Kind of Occup.	Pub. Offi.	Co. Employ	Trade	Priv. Office	Manuf. Indus.	Teach	Reli. Occ.	None	Others	Total
No	35	144	185	56	122	360	9	385	53	1,349

The reason why there is so many under no occupation is that women who have been elected as vice presidents, secretaries and treasurers are housewives with no occupation.

The reason why there are so many teachers is that they have been elected as secretaries and treasurers as it is convenient to have teachers hold these offices.

4. Officers:

a. Kinds of Officers.

Program Committee	Class Committee	Member-ship Committee	Treasury Committee	Publicity Committee	School Lunch Committee	Distict Committee	Safety Committee	Facility Committee	Others	Total
274	121	256	277	250	13	11	16	13	52	1,283

b. President.

Male or Female			Last School (* Not grad.)				Age					Methods of Election	
Male	Female	Total	Pr.S.	Mid. Sch.	Higher College	Univ.	20-29	30-39	40-49	50-59	Over 60	Appointment	Election
1,119	158	1,277	459 * 1	524 * 40	159 * 3	83 * 8	6	170	636	426	38	239	49

Note: 6 schools have no chairman of class committee.

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The Program, Treasury, Publicity, Membership and Class Committees are necessary for the PTA administration. However, in the 283 schools shown in the above list there are

9 schools with no Program Committee
6 " " Treasury Committee
27 " " Membership & Publicity Committee
162 " " Class Committee

What is the meaning of this? Especially the absence of a Treasury, Finance Committee can only be regarded as lack of common sense.

Among those 162 which have no Class Committee, are some which having no Chairman of this Committee, have omitted to enter it on their list, but the importance of the Class Committee which plays a special part in the PTA in direct cooperation with the school should not be overlooked.

There are 11 schools with District Committees, at the present, the establishment of which is showing a tendency to increase in the future; the necessity of this committee as the part of the Program Committee, in which it plays a direct part in group activities is becoming re-organized more and more. However if the activities are limited to gathering contributions and new members it should be included in the Membership or Publicity Committee.

Schooling and ages of the Presidents differ little from the officers; the average is becoming younger in age.

However, it is a pity that there are so little women presidents. As there are so many women present at the General Assembly and the Committee Meetings, there should be more women presidents.

5. Election of Officers:

	Methods of Selection		No. of Candidates			Because of Changes		Dissension	
	Recommendation	Election	1	2	Over 3	Replacement	Vacancy	Had Diss	No Diss
President	15	268	46	101	136	6	1	0	283
Vice-president	14	269	35	89	159	6	0	0	283
Secretary	81	202	81	103	99	15	3	0	283
Treasurer	30	253	84	102	97	13	3	0	283

The majority put up candidates and held an election in a democratic manner, therefore no dissension arose after the election ended. It is hoped that the election for the next years officers will be based on even more democratic lines, and will show even more wonderful results.

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Whenever there is a vacancy, it should be replaced as quickly as possible unless there are any special conditions that require that it should be left open.

6. General Assembly:

No. of Times (per year)									General Ass. once a month		Per. of Attendance					
Over 10 Times	9	8	7	6	5	4	Under 3 Times	Total	Yes	No	Over 80%	Over 60%	Over 40%	Over 30%	Over 20%	Under 19%
15	26	42	62	35	45	24	34	283	180	103	13	62	83	64	43	18

Over one half of all the PTAs hold regular meetings once a month, but on the other hand there are as many as 103 which do not do so. This is not only an infringement of the rules but broods no good for the future of the democratization of the Japanese Education.

The ~~highest~~ most important meeting in the PTA is the general assembly, and the most important thing to respect are the opinions of the members at the said assembles. Even the Executive Committee cannot ignore the general assembly. No the Executive Committee receives its orders from the general assembly and executes their will, and it is also their duty to go over the contents of plans sent in by the various committees before they are submitted to the general assembly. That is why it is desirable to hold general assembly whenever a new program is going to be put on.

The average of attendance is over 40% in over half the cases which can be considered very satisfactory. It is possible to judge how many difficulties have been overcomed in getting these results.

7. Committee Meetings:

No. of Times							Stating Opinions		Submitting Plans			Time Used	
Under 10	Under 20	Under 30	Under 40	Under 50	Over 51	Total	Good	Not so good	School Author	Parents	Both	Largest	Short-est
21	83	84	46	28	21	283	244	39	66	106	111	8	0.5

As the above shows, committee meetings are held whenever occasions arises, giving actual evidence of a very good democratic methods.

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It is impossible to surmise what difficulties have been overcomed by the PTA presidents, principals and teachers in promoting attendance and administration of committees. However there are two points on which notice should be taken.

One is that it is not necessary to hold committee meetings at the school, and that the said meetings should not be just formal or end there. There has been no such time when parents are having the most difficulties with their children as the present. All problems and programs should be ones of interest to parents, and should be these on which they could easily work on.

What kind of preparations should the parents make in entering their children to school?

What methods should be taken aw to purchase these as cheaply as possible?

What methods should be taken for guidance in playing after school closes until they go to bed?

How should the children see a movie?

How should preparation and review for studies be done?

How should boys and girls associate with one another?

What methods should be taken to promote school development?

It is the duty of the committees to discuss and debate upon such problems as these. It is not necessary to use the school for this purpose, they can just as well gather at some house in the neighborhood and debate on the problems for an hour or two. The less people the better at a meeting like this.

The results are reported at the general assembly and after hearing various opinions, the program is amended and is ready for execution. If it does not seem to catch on, it is amended again. The committee should be one of always doing good, always or one that if you attend you will never fail to get something out of it.

The second point is recreation.

It is not hard to surmise what difficulties the PTA is having promoting attendance. The following details will be of some help if considered.

A. Programs should be arranged that everyone can take an active part in it, and not just participate passively.

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B. Not to invite a professional.

C. Display of children's activities should be limited to inspection of class work and not take up too much time for special performances.

D. Children should be changed whenever a new activity is put on, and a chance given to every children to participate.

E. Clothes of children participating in activities should be as simple as possible, and elaborate or special garments avoided.

F. Costumes should be simple and symbolical.

What about the longest time of holding a meeting listed as 8 hours? It can only be said that it is only natural that attendance is not good for this reason.

From the conditions in the city, it seems that an hour or two from 1 PM would be the most suitable time for a meeting. The principal and officers should state their opinions as freely as possible and manage the meeting so that it will end in the set time.

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8. Program

1. Parents' Education (280 schools participated)

Subjects	No.	Subjects	No.
Lectures	106	Conference	82
Research & Discussions	32	Home visitation	4
Classroom Visitations	79	Education consultation	7
Inspection & other sch. visitation	13	Introduction of good books	6
Publication of newspapers	28	Others	8
Pub. of pamphlets	6	Total	371

Education of parents is one of the most important works of the P.T.A. for which great emphasis should be made. Therefore, it is commendable that all the P.T.A.'s are cooperating in this program. However, there is still a tendency to think that education means "let hear, and let read".

Judging from the report, most of the program consists in listening to lecturers by famous people. There are even some P.T.A. that seem to think that this is the only way to educate the parents. Lectures are good but they are liable to end with just by being stimulated for the time only. It is better if the neighboring members would get together to take up the problems they wish to know better, to discuss and consult their troubles and to put into practice what they have together decided upon. Then by giving reports and again making studies of the result would lead to progress and happiness. This is the real education of the parents.

In order to lead this kind of discussion group, it would be a very good plan to invite teachers as well as school cooks, laundry men, shoe repairs and others of various occupation. Of course, it is necessary to have as leaders, those who are professionals but for the education of parents, it is even more necessary to have those who had experience. This is the way to raise the standard of Japanese culture.

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2. Social Cleaning (244 P.T.A.'s participated)

Kind of Program	No.
Cooperation with other organizations & social agencies	179
Coop. with youth guidance committee & guidance section out of school	108
Discussion and conferences	26
Lectures and cinema	19
Building recreation grounds & parks outside of school	17
Training of youth organizations & like organizations	11
Health consultation	4
Relief work & commendation	13
Recreation and Dance Party	20
Cleansing the community	18
Posters and advertisements	5
Others	38
Total	458

There is no need to mention that cleansing of society is necessary for the welfare of the children. It is good to have the P.T.A.'s trying in everyway to lend cooperation. At one time there was a certain mothers' association who did away with children's gambling and also to help out the good situation by trying to get the country people and the city people to help each other. This type of cooperation is lacking.

Some P.T.A.'s gives "having no school district" as an excuse for not doing this kind of work. However, every school has an important task of investigating long absence and non-attendance pupils. To carry out thoroughly the discipline of the pupils and to get cooperation from homes as well as the community; to make minute physical examination and to cooperate in what is to be done before and afterwards; to make children's bank and to cultivate their wish to save; to give guidance in the social intercourse of boy and girl students are all a plan for cleaning the society. The P.T.A.'s must become aware that their purpose is to work for the welfare of the children in coordination with home, school and community and to cooperate wholeheartedly in making a better society.

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3. Improvement of Schools (258 P.T.A.'s participated)

Kind of Program	No.
Rehabilitation of School building & ground	158
Supply Furnishings	60
Furnish library & books	24
Equipment for school lunch & sanitation	24
Equipment for school gardening & equipment storage	5
Research on teachers living condition & its improvement	18
Scholarship	3
Others	35
Total	327

All P.T.A.'s are doing their best to improve the conditions of their schools. The present situation of Japan after destruction cannot ask for an increase in the budget from the gov't. fund so that there is noway but to depend on the sympathy of the P.T.A.'s. However, it is difficult to get continuous contributions and if it is natural that the fate of a dfeated nation is poverty and hardship, all we can hope for is a warm attachment of parents, teachers, and the community and their cooperative effort in the healthy growth of the children.

There are some wonderful stories about parents of a certain P.T.A. who took turns every day to cleaned up the dirty school building; of those who cleaned up the shattered concrete playground so that the children can study and plan in a better condition and still another of parents lending their efforts in whatever they were capable of doing and thus repaired windows and even made 70 stoves for the cold season.

School does not belong to any gov't. agency or to anyone but to the citizens. Happy Osaka and good Osaka citizens will be born only after the making of a good school and excellent education.

4. Openning of School Facilities for Public Use

Place	No.	Place	No.
Playground	148	Ping pong room	13
Lecture Hall	74	Music room	10
Classroom	40	Conference room	4
Swimming pool	26	Sewing room	1
Library	16	Total	332

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Under the present situation, it is difficult to allow free use of the school building. The schools that have opened up their buildings for public use have much worries. However, most of the schools are allowing the use of the playgrounds under the supervision of their teachers with the permission of the school or through student gov't. There were some schools that put up window wiring on all the windows of the schools so that the children can make full use of the playground. This expense came from the parents and people around the school district. It is hoped that with the cooperation of the parents of the P.T.A. and the school, the children who are in need of playground may be given a place to play in by making the best use of its facilities in spite of its poor conditions.

5. Continuous Enterprise.

Type	No.
Education of the Community & parents	74
Equipping a library	40
Rehabilitation of School Building	30
Youth education	27
Rehabilitation of Playgrounds	14
School lunch	12
School paper	12
Equipment of furnishings	5
Movement to abolish part time course & to get more school ground	4
Health & sanitary education	4
Beautifying the school	3
Others	25
Total	250

It can be said that the P.T.A. is progressing in the right direction judging from the fact that education of community and parents is placed as the 1st priority and the library second. Its method and practice are as mentioned above. This continuous enterprise is commendable as it is in accord with the aim of the P.T.A.'s and it shows a trend toward the practice of new education.

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6. Special Enterprise.

Types	No.
Culture day & others	149
Bazaar	93
Sport events	74
Lectures & demonstrations	59
Rehabilitation & equipment	54
School cleaning service	12
Exhibition	10
School inspections and visitation	9
Others	61
Total	521

Although under the present situation, it is inevitable that the projects are mostly for recreation or for the purpose of raising fund, it is hoped that too much stress is not placed in trying to get too much profit at one project. Through former experience, it seems non educational to employ professional entertainers just for getting greater profit so that it is hoped that much thought be given in this respect. As some P.T.A.'s have been doing, it is better to hold bazaars on school entertainment day, commemoration and graduation day and to expect only a little profit and to give the money to the children as present from the parents and to have them buy books under the supervision of the teacher. It is a little thing like this that leads to the happiness of children.

7. Planned Projects.

Types	No.	Types	No.
Entertainment & Culture Day	136	Bazaar	24
Rehabilitation of facilities	91	Exhibition	24
Lectures and Discussions	89	Health Consultation T.B. Prevention	8
Building Extension	42	Others	41
Land	"	Total	481
Library	26		

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The above plans are all very good but it is hoped that more stress is made in the future to the contributions of small groups through whose voluntary cooperation the work could be advanced step by step.

9. Dues and Other Income

1. Dues

Items / Types of Schools	Amount (Monthly) ¥10	¥20	¥30	¥40	¥50	Teachers' Dues: Pay	Do not Pay	How the payment is made: Every Month	Every other Month	Every term	Twice a Year	How Collected: Thru Students	Thru Comm.
Kind.		3	19			18	4	21		1		21	1
Pr.S.	1	126	41	3	3	124	50	164	1	5	4	161	13
Jr.H.S.	1	11	47			42	17	59				58	1
Sr.H.S.		4	17		5	21	5	11	6	5	4	26	
Spec.S.		1	1			2		2				2	
Total	2	145	125	3	8	207	76	257	7	11	8	268	15

The monthly dues of 20 yen heads the list with 51%. The next is 30 yen with 44%. The raise in the dues may be inevitable considering the rising of prices but as there is a general decrease in income, the problem must be seriously considered. There are 27% of teachers who have not paid their dues. Those who do not pay their dues cannot be considered members so that it is unlawful to have them elected as officers or to give them the right to speak at the meeting. It is hoped that care be taken in the method of payment of dues so that the children will be given no trouble.

2. Special Dues.

Type of Schools	No. of PTA Taking Sp. Dues	Amount					Highest Am't	Method of Payment		Its Use							
		¥10	¥20	¥30	¥40	¥50 or More		Thru Stud	Thru Comm	Class fee	Equip. Expense	Library	Heating exp.	Welf. Research Remun.	Prog. Exp.	Administration	Others
Kind.	1	1					¥ 2		1	1							
Pr.S.	60	32	23	3		2	500	47	13	30	11	7	1	8	3	2	8
Jr.H.S.	24	9	11	3		1	50	19	5	13	7	7		5			4
Sr.H.S.	2					2	50	2						1			1
Spec.S.	0																
Total	87	42	34	6		5	500	68	19	44	18	14	1	14	3	2	13

3. Extra Dues.

Types of Schools	No. of PTA Collecting Extra Dues	Highest Amount	Lowest Amount	Its Uses						
				Facilities	Equip.	Library	Students Welfare	Welfare Research Remun.	Activities	Adminis. Aid
Kind.	8	¥2,000	¥25	3					3	1
Pr. S.	28	3,000	5	11	8	1		5	8	1
Jr.H.S.	6	1,000	10	3		1	1		1	
Sr.H.S.	1	100	100	1						
Spec.S.	0									
Total	43	3,000	5	18	8	2	1	5	12	2

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4. Income through Enterprise.

Type of Schools	No. of PTA	Type of Enterprise							No. of Times Carried Out			
		Bazaar	Culture Day	Exhibition	Cinema	Sport Day	Raffles	Others	2 Xs or less	3 Xs	4 Xs	5 Xs or more
Kinder.	19	13		6	3	1		6	18	1		
Pr.S.	163	90	16	76	40	22	6	49	82	42	19	20
Jr.H.S.	54	28	7	22	11	13		17	39	9		6
Sr.H.S.	21	10	9	3		4		4	21			
Sp. S.	2	1			1				2			
Total	259	142	32	107	55	40	6	76	162	52	19	26

Type of Schools	Total Income for 8 months	Its Uses					
		Facilities	Equip.	Teachers Research Welfare	Activities	Adminis. Aid	Others
Kinder.	496,389	11	1	1	1	6	
Pr.S.	9,518,976	51	26	18	15	68	13
Jr.H.S.	1,985,104	15	7	5	3	43	6
Sr.H.S.	774,405	2	7	3		8	2
Sp. S.	7,600						2
Total	12,782,474	79	41	27	19	125	23

Of 283 P.T.A.'s, there are 31% collecting special dues and 15% taking extra dues. 92% had income through enterprise. Total profit from enterprise is ¥12,782,474. However, this amount covers only 8 months from May to December so that amount of one year will be approximately ¥19,173,711. Also, as the highest special dues is 3,000 yen and highest extra dues is 500 yen, parents have much to pay.

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Supposed income thru enterprise for one month per member.

	One year Total (Supposed)	Per Month	Per member per month
Kindergarten	¥ 744,583.50	¥3,266	¥6.76
Primary School	14,278,464.00	7,300	5.54
Junior H.S.	2,977,656.00	4,595	3.84
Senior H.S.	1,161,607.50	4,610	4.83
Special School	22,400.00	475	2.35
Total	19,173,711.00	5,646	5.17

Average amount per school per month is ¥5,646 and each member is paying ¥5.15 per month besides the dues. Comparison of the income and expenditure must be made.

10. Expenditure

1. Living Subsidy.

Type of Schools	Total Expend. (1 yr.approx)	No. of Schools			No. of Teachers			Amount Used		
		Spending	Not Spend	Total	Receiving	Not Receiving	Total	Average am't.	Highest am't.	Lowest am't.
Kinder.	283,260	14	8	22	84	48	132	¥281	¥500	¥83
Pr.S.	15,884,244	154	20	174	3,968	541	4,509	344	1,100	65
Jr.H.S.	6,649,980	46	13	59	1,275	359	1,634	435	700	83
Sr.H.S.	2,571,252	22	4	26	675	118	793	317	1,108	70
Spec.S.	-	-	2	2	-	66	66	-	-	-
Total	25,388,736	236	47	283	6,002	1,132	7,134	353	1,108	65

Note: In Jr.H.S. subsidizing of teachers living was abolished in Jan., 1949. Above statistic was taken of one year ending Feb., 1948.

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2. Expenditure for Equipments.

Type of Schools	Total Expend. (1 yr.approx)	No. of School Spending	Responsible Amount (1 yr per sch)		
			Average	Highest Amount	Lowest Amount
Kinder.	1,600,373	22	72,744	200,000	17,959
Pr. S.	29,656,767	174	170,441	911,095	70
Jr.H.S.	10,158,642	59	172,180	421,613	9,230
Sr.H.S.	2,471,310	26	95,050	219,557	4,018
Spec.S.	40,947	2	20,474	23,180	4,118
Total	43,928,039	283	155,223	911,095	70

3. Consumption goods, correspondence, transportaion.

Type of Schools	Total Expend. (1 yr.approx)	No. of School Spending	Responsible Amount (1 yr per school)		
			Average	Highest Amount	Lowest Amount
Kinder.	1,433,333	22	65,152	150,000	3,000
Pr. S.	18,003,948	174	103,471	682,000	2,450
Jr.H.S.	3,009,487	59	51,008	198,239	1,450
Sr.H.S.	937,860	26	35,072	50,000	2,460
Spec.S.	4,388	2	2,194	2,925	2,925
Total	23,389,016	283	82,647	682,000	1,450