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5-1

ENCLOSURE 1

(English Version)

CONTENTS

A. Personal Data and Evaluation Sheet on Hyogo Prefecture School Board Members

B. Chart of Hyogo Prefecture Secretariat

C. Program Schedule of Orientation Course

D. Statistics on Information from Personal Data Sheet

E. Outlines of Lectures

F. Chart - The School Board and Public Relations

G. Examination

H. Sample Notice of Call to Board Meeting

I. Sample Board Calendar

J. Sample - Disposition of Board Action

K. Sample Board Minutes

L. By-Laws - Hyogo Prefecture Board of Education

M. Glossary of Education Terms

N. Requests by Board of Education Class

O. Translated Materials

Subject: Study of Boards of Education Hyogo Pref. dated March 10, 49

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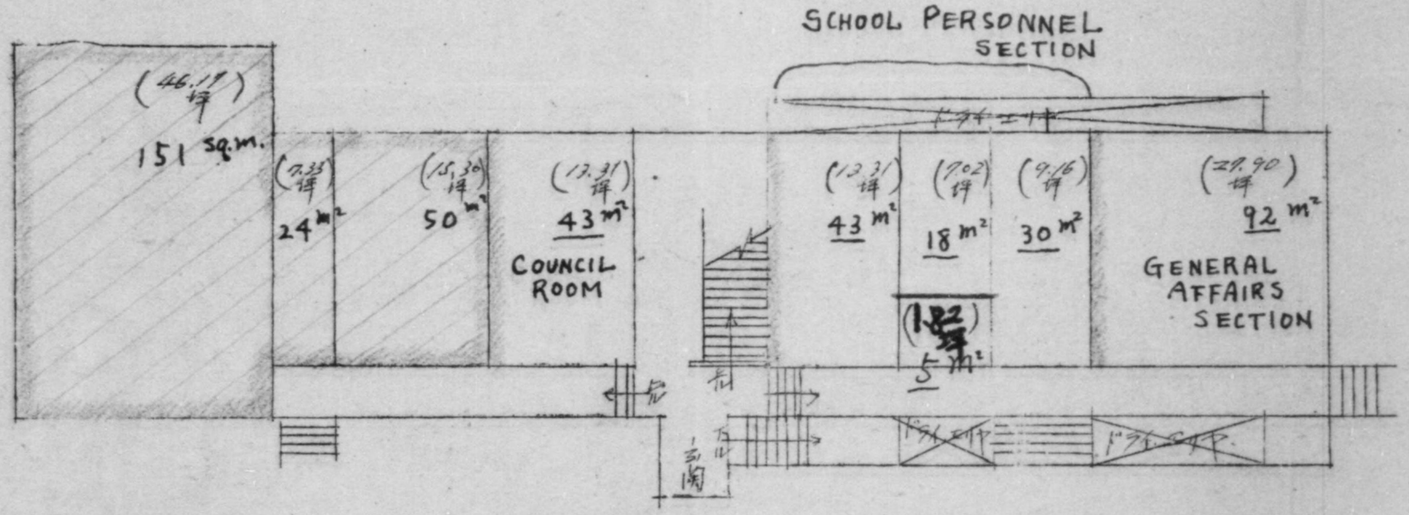
Pref. Sch. Board New Bldg.

Mr Kamishi, Please see me about filing this & Mr. Miwa's materials.

FIRST FLOOR

屯階平面図

Scale 縮尺 1/300



Actual Survey ..... 668.811 sq.m.

Total Number of Officials 183

668.811 ÷ 183 = 3.654 sq.m. a person

SECOND FLOOR

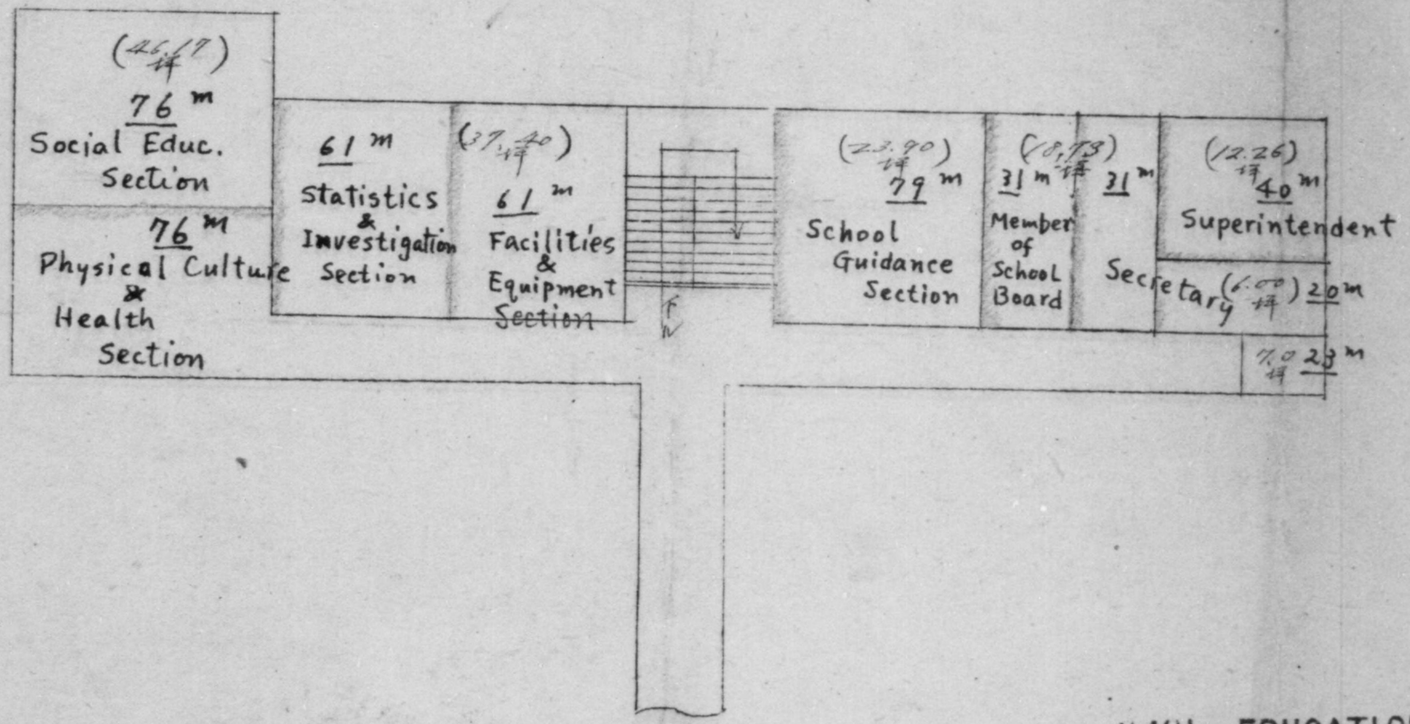
Actual Survey ..... 668.811 Sq.m.

Total Number of Officials 183

668.811 ÷ 183 = 3.654 Sq.m. a person

SECOND FLOOR

貳階平面図



CIVIL EDUCATION SECTION
JUL. 23 1949
RECEIVED

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDC NO. 77 5013

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A

NAME	POSITION OTHER THAN BOARD MEMBER	TRAINING	EXPE
Asada, Yahei	Director, Asada Chemical Industry Co., Ltd.	Tokyo University (Engineering)	Member Cabinet Plannin; Sangi Kan, Cabinet (Gi; Committee member, Japa; Promotion of Science; Lecturer, Engineering; Science Officer, Scien; Ministry of Education
Kasui, Sen	---	Tokyo Higher Normal School Studied in University of Chicago, U.S.A.	Principal of 3 Girls' ; Principal of 2 Middle
Mibai, Sugi	---	Kobe Jogakuin (Eng.Literature); Mills College - AB; Univ. of Michigan - MA. PH. D. Columbia University Western Reserve Univ.) Psych.	Prof, Dean of Women - ; Lecturer, Baika Girls' ; Volunteer Probation Of; Counselor of Women Sta; Reduction Co.; Advisor, CE Section,
Nagata, Ryoichi	Manager, Awaji Transportation Co.	Keio University (Economics)	Accountant; Teacher o; Yanagi Girls' High Sch; Cillage Chief; Vocational Training In
Shojaku, Shigeji	Member of Osaki Public Welfare Committee; Committee of Hyogo Branch of Japan Ikuei Kai;	Hyogo Prefectural Himeji Normal School	Clerk, Village Office; 4 Primary Schools, Mi; Ashiya Domestic Scien; Science Training Scho; Lecturer of Hyogo Norm; Member of Hyogo Prefec; Committee; Part-time worker of Hy
Tsuchiya Takeo	Member of Hyogo	Himeji-juku (Private Middle School)	Head of Ono-Village, H
Yasuhira, Fusaji	---	Hyogo Normal School; Nippon University, Osaka (Law); Kyoto University, (Philosophy)	Principal Lower Second

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PERSONAL DATA SHEET
HYOGO PREFECTURE SCHOOL BOARD MEMBERS

	EXPERIENCE	MEMBERSHIP IN SOCIETIES OR COMMUNITY SERVICE	
	Member Cabinet Planning Board (Science Dept.); Sangi Kan, Cabinet (Gijyutsu-in); Committee member, Japan Association for Promotion of Science; Lecturer, Engineering Dept, Tokyo University; Science Officer, Science Education Bureau, Ministry of Education	Shishu Kai (Kyoto-Osaka-Kobe Chemists Association)	Recei on St in "J Bulle
hool of	Principal of 3 Girls' High Schools; Principal of 2 Middle Schools	Higher School Physical Association in Hyogo Prefecture.	"The
erature); Psych.	Prof, Dean of Women - Kobe Jogakuin; Lecturer, Baika Girls' College; Volunteer Probation Officer, Osaka Juvenil Court Counselor of Women Staff, Sumitomo Aluminum Reduction Co.; Advisor, CE Section, Hyogo Mil Govt Team	American University Club Japan Association of College Alumnae Kobe Church	Ph.D. "An App
nics)	Accountant; Teacher of History & Director of Yanagi Girls' High School; Cillage Chief; Vocational Training Institute	Chairman, Awaji Community Chest Committee; Domestic Court Counselor, Sumoto City; President, Mihara Cultural Society, Awaji Marine Sports Association	"New
ji	Clerk, Village Office; Principal, Kindergarten, 4 Primary Schools, Mino-gun Sewing School, Ashiya Domestic Science Training School, Science Training School, Uozaki Youth School; Lecturer of Hyogo Normal School; Member of Hyogo Prefectural Election Supervision Committee; Part-time worker of Hyogo Pref Boys' Red Cross	Hyogo Normal School Alumni Association; Vice Chairman, Teachers Union; Chairman, Executive Board of Teachers Union.	"New S Stu
ddle	Head of Ono-Village, Hyogo Prefecture	Member of Democratic Political Club	
ppon Kyoto)	Principal Lower Secondary School	Formerly President of Kobe City Teachers' Union; Sec.,Hyogo Pref. T.U; Member of Kobe Mun. Edu'l Research Institute	"Coedu Social the Ed People

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EMBERS

P IN SOCIETIES OR COMMUNITY SERVICE	PUBLICATION	COMMENTS
oto-Osaka-Kobe Chemists ociation)	Received prize for "Report on Study of Alum" published in "Physico-Chemistry Bulletin"	A capable member, thought of as having a broader insight than other member. He is well liked for his democratic demeanor.
Physical Association in re.	"The New Chemistry"	A good conservative. His personality won him the distinction of being the most liked of Kotogakko principals in Kobe City. Considered to be a deep thinker and good administrator but old fashioned.
rsity Club ion of College Alumnae	Ph.D. Dissertation: "An Experimental Study of Apparent Movement"	Her training received in American schools gives her inestimable preparation for her position as board member. She is a good leader who fights against traditions, is frank in expressing her opinion and most progressive.
Community Chest Committee; Counselor, Sumoto City; re Cultural Society, Awaji; Association	"New Way of Living"	He shows enthusiasm and sincerity of intent. He tries hard, but gives the impression of being rather immature and weak.
hool Alumni Association; Teachers Union; tive Board of Teachers	"New School" (A Curriculum Study)	Considered to have good judgement and to be progressive minded. He is supported by the old Himeji Normal School group.
ratic Political Club	---	Not very educationally minded. Quite inactive. Politically-minded.
nt of Kobe City Teachers' o Pref. T.U; Member of Research Institute	"Coedu. & Curriculum in the Social Edu.Program"; "What do the Ethics of the Uncivilized People Teach Us?"	Stubborn and rather narrow minded. Formerly a powerful member of Teachers Union. Supported by the old Himeji Normal Sch. clique.

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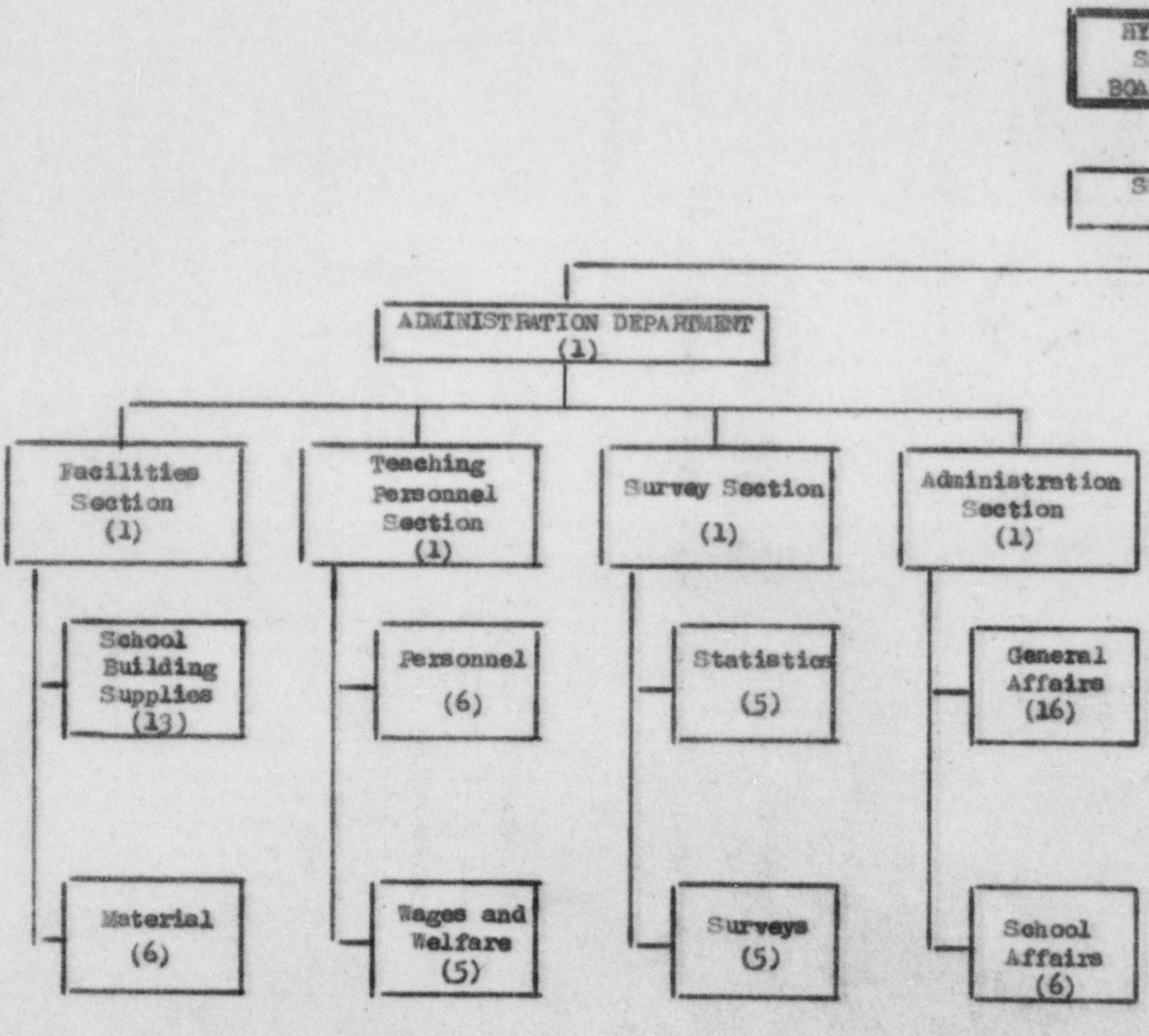
B



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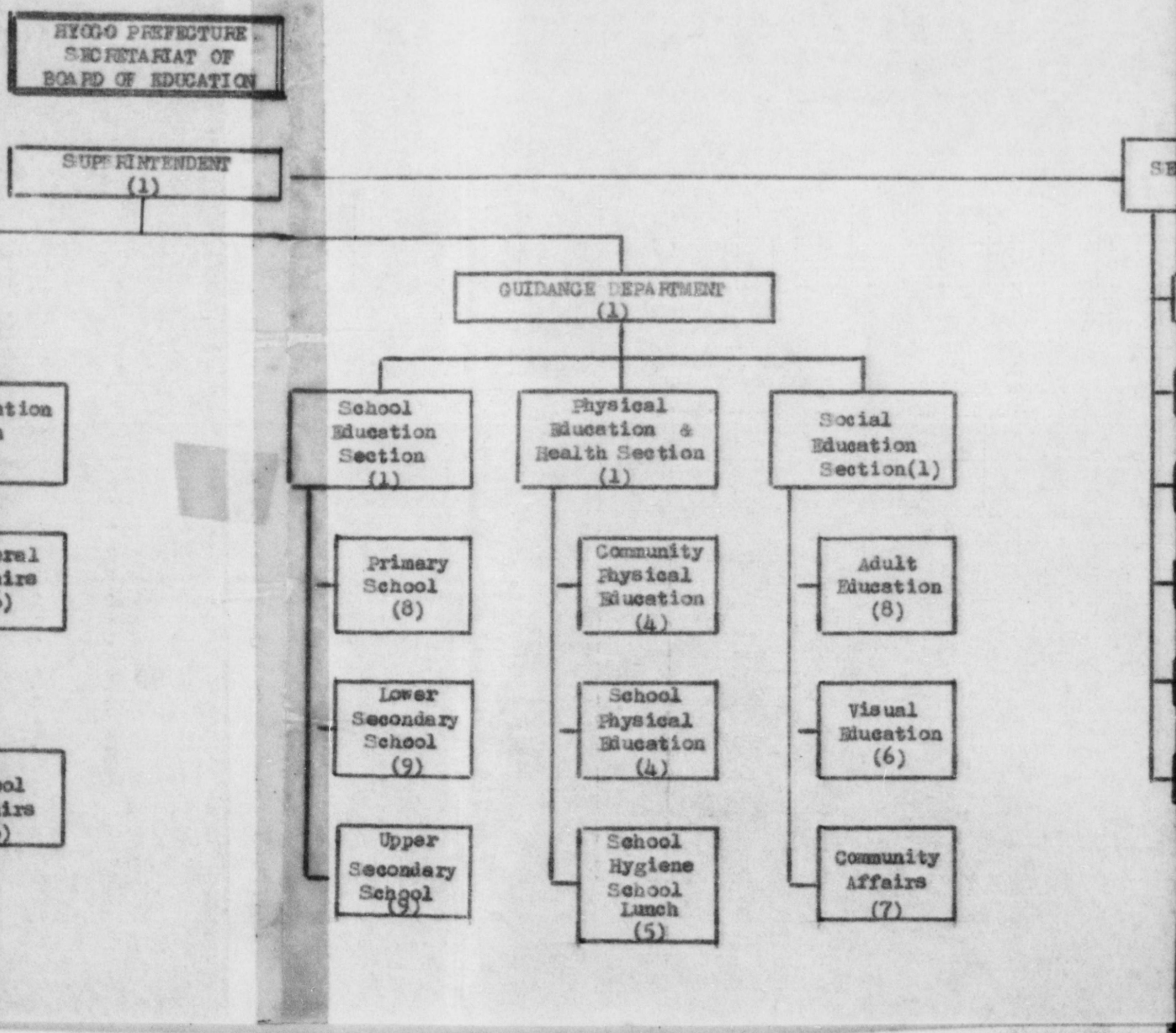

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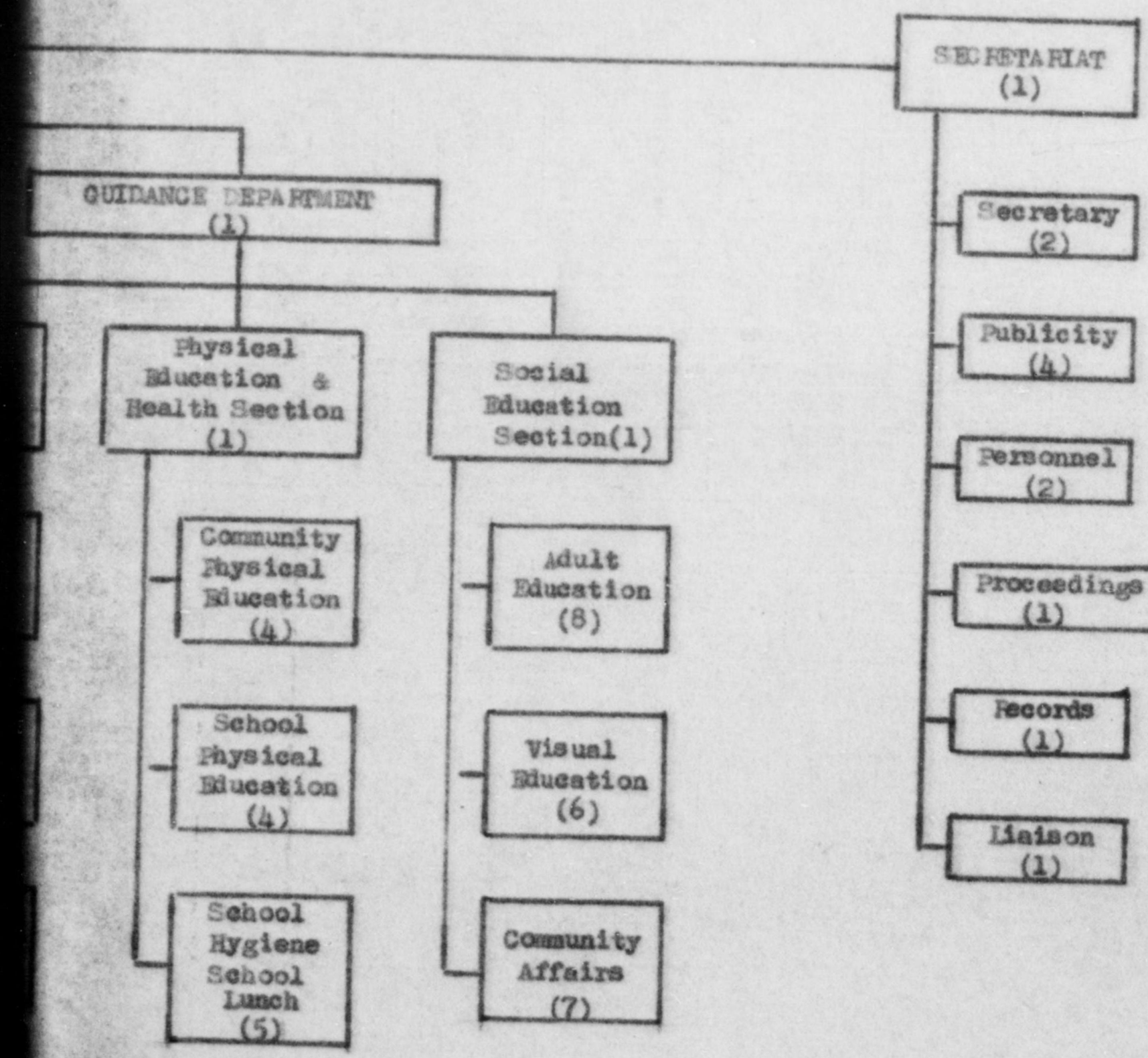

No. of Personnel Staff

Professional -- 77

Technician ---- 16

Clerical ------ 36
(Sr.Cl.)

15
(Jr.Cl.)

Total ----- 144

Figures in parentheses indicate personnel assigned to each section.

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PLAN FOR ORIENTATION COURSE TO EDUCATION OFFICIALS

At the suggestion of Military Government the following persons have been invited to attend a series of orientation conferences which will be conducted under the auspices of Kobe Municipal College of Foreign Languages:

Prefectural School Board Members.	7
Two members from each of the following School Boards	14
Kobe City	
Nishinomiya City	
Itami City	
Aioi City	
Kakogawa Town	
Miki Town	
Nanao Village	
Teacher Consultants	
3 from Kobe	
6 from Hyogo Prefecture (2 from each school level)	9
Delegates from following school levels (principals or head teachers)	9
Shogakko 4	
Chugakko 3	
Kotogakko 2	
School Superintendents	7
PTA Representatives	3
Mrs. Kobayashi	
Dr. Kaneko	
Mr. Hamautsu	

The course will consist of a series of 10 lectures, round table discussions, demonstrations, et al. for two one hour periods, every Wednesday 1000 - 1200. The first hour will be dedicated to the presentation of material by one of the Military Government representatives and the second hour to classroom discussion.

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PROGRAM SCHEDULE

Meeting Place: CIE Library for the first two conferences
Mil Govt Auditorium for the remainder of the course

Time: 1000 -- 1200

Day: Every Wednesday for 10 consecutive Wednesdays exclusive of holidays

15 Dec 48	Registration	Mr. Kaneda
	Introduction	Mr. Phillips
	Role of the Boards of Education in a Democratic Society	Mr. Phillips
22 Dec 48	Duties and Responsibilities of the Superintendent	Miss Colletti
5 Jan 49	The School Board and the Superintendent	Miss Colletti
12 Jan 49	The School Boards, the Superintendent and School Personnel	Miss Colletti
19 Jan 49	Working Procedures	Mr. Phillips
26 Jan 49	The Budget -- Annual Reports -- Investigations	Mr. Phillips
2 Feb 49	Problems of School Administration . .	Mr. Phillips
9 Feb 49	The School Boards and Public Relations (CI PH PW)	Miss Colletti Mr. Phillips Miss Casto Mrs. Gray Mr. Paul
16 Feb 49	Demonstration of a School Board Meeting	Miss Colletti
23 Feb 49	Symposium	Miss Colletti Mr. Phillips

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D

STATISTICS ON INFORMATION SUBMITTED ON PERSONAL DATA SHEET

GROUPS REPRESENTED	
Educators	
School Board	21
Superintendent	7
Principals	
Primary School	4
Lower Sec. Sch.	3
Upper Sec. Sch.	2
Teacher Consult.	9
PTA	
Dentist	1
Doctor	1
Businessman	1
	49

EDUCATIONAL BACKGROUND	
Senior Course of Primary School	4
Middle School	1
Normal School	12
Higher Normal School	6
College	6
University	11
YMCA	1
	41

EXPERIENCE	
Business	10
Education	25
Dentist	1
Doctor	1
Lawyer	1
Edu. Official	1
Secretary	1
Chemist	1
	41

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15/12/48
Conference
Mr. Phillips

ROLE OF THE BOARD OF EDUCATION IN DEMOCRATIC SOCIETY

*****

E

I. Introduction

It lies within the power of the Board of Education to make the schools of the community progressive and advance the educational level of the community.

II. Building Programs of Education to Meet Individual Needs

A. Goals of democratic education:

1. Full and equal access to education on part of all youth.

2. Academic and vocational educatioh.

3. General education:

a. Ability and practise of critical thinking, weighing evidence, and drawing valid inferences.

b. Common learnings and common body of mental habits.

B. Methods of democratic education

1. Structure

a. Location, distribution of schools, teachers, facilities

b. Financial provision for schools of all types

2. Educational Personnel

a. Adequate training

b. Adequate facilities for teachers: libraries, laboratories, etc.

c. Salary schedules

III. Building Programs of Education to Meet Broad Social Needs

A. Goals

1. Democratic society and world

2. Modification of inherited social institutions

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3. Invention of new patterns of human association.

B. Methods

1. Structure of school and community

2. Public understanding of the school system

3. Teaching methods

4. Facilities and institutions

IV. Board of Education and the Citizens of the Community

A. Represent the public to the schools and school administrators; represent the schools and educational system to the public.

B. It is the responsibility of the Board of Education to make the schools progressive and to advance the educational level of the community.

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DUTIES AND RESPONSIBILITIES OF THE SCHOOL SUPERINTENDENT

22 December 1948

1. The superintendent and the education laws
2. Essential qualifications of a superintendent
   a. A professional and civic leader
   b. A specialist in educational and business administration of public school.
3. Administrative functions
   a. Attendance at Board Meetings
   b. Preparation of materials for Board Meetings
      (1) Staff at Board Meetings
         (a) Law assistant
         (b) Stenographer
         (c) Other personnel
      (2) Board Calendar and Board Minutes
         (a) Compilation
            1. Collection of data
            2. Introduction of investigations
         (b) Distribution
      (3) Board Records
         (a) Personnel file
         (b) Up-to-date kardex file on personnel
         (c) General file
4. Executive Functions
   a. Supervisor of Educational Affairs
      (1) Teacher certification

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BASIC: Duties and Responsibilities of the School Superintendent, cont'd.

(2) Appointments, dismissals, etc.

(3) Research and Curriculum Improvement

(4) Student Activity

(a) Recreation and Health

(b) Occupational patterns

(c) Changes in population

(d) Cooperation with industrial and government programs

(e) Participation in prefectural educational planning

(5) Instruction and Special Services

(a) Child welfare

(b) Child guidance

(c) Organizations (Women's & Minors' Bureau)

b. Supervisor of Business Affairs

(1) Preparation of Annual Budget

(2) Administration of Adopted Budget

(3) Issues Directions on Accounting of School Funds

(4) Proposes Salary Scales for Various Types of Positions

(5) Preparation of Financial Report

5. General Functions

a. Custodian of School System Under Jurisdiction of that Board

b. Coordinator of Administrative Departments

c. Recommends Policies to Board

(1) Immediate Policies

(2) Long-term Policies

6. Public Relations

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BASIC: Duties and Responsibilities of the School Superintendent, cont'd.

7. Annual and Other Reports

8. Member Educational and other Associations.

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THE SCHOOL BOARD AND THE SUPERINTENDENT

5 January 1949

*****

I. Team work between School Board and Superintendent

II. Respective functions of School Board and Superintendent

A. Legislative functions of Board

B. Executive functions of Superintendent

III. Establishment of general policies in accordance with which the executives can carry on the work of the schools.

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THE SCHOOL BOARD, THE SUPERINTENDENT AND THE SCHOOL PERSONNEL

(12 January, 1949)

I. Employee Selection

A. Aim

B. Type of Services Needed

1. Professional Services
2. Clerical Services
3. Custodial Services

II. Personnel Policies

A. Classification of all Employees

B. Job Classification

1. Definition of Duties
2. Specification of Minimum Educational Requirements
3. Statement of Personal Qualifications

III. Evaluation of Personnel

A. Criteria

1. Training
2. Experience
3. Examinations

B. Employment Methods

IV. Promotion of Staff Efficiency

A. Salary Scale

B. Work Load

C. Tenure Privileges

D. Retirement, Provisions

E. Leaves of Absence

F. In-Service Growth

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WORKING PROCEDURES

1. Internal Organization of the Board

A. Election of officers and term of office

President
Vice President
Secretary
Treasurer

B. Secretary can be person other than Board member.

C. Committee system

D. Meetings

Once a month, regular date
Definite hours
Open to public, press, radio.

E. By-laws

Parliamentary procedure, informalized to some extent
Board calendar and minutes
Legislation

F. Example of Board Procedures

Midland, Michigan

2. Operation of the Board

A. Inspection of Schools

Some school inspections should be made.
Not, however, ceremonies, etc.

B. Information and Education

Reference library in board room
Looseleaf notebooks

C. Opinions, statements, or promises outside board meetings

D. Petitions

3. Place of the Board of Education in Society

A. Prestige and position

B. Educational policy and the Public

C. Working procedures and the Public

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THE BUDGET - ANNUAL REPORTS

1. Budget

a. Outline of proposed educational services and their costs

(1) Main points

(a) Instruction

(b) Administration

(c) Maintenance

(d) Capital outlay

(e) Debt service

(2) One-year, 3-year and 10-year plans

(a) Outline expenditures

(b) Statement of revenue needed

b. Estimates from schools

(1) Principals' Budgets

(2) Review by Superintendent and his staff

(a) Prevent duplication

(b) Restrain expansion to what is practicable

(c) Determine validity

(d) Discontinue expenditures

c. Presenting the Financial Story

1. Distribute to all taxpayers

2. Charts, pictures, etc.

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2. Financial Operation

a. Inventory

(1) Buildings

(2) Equipment

b. Purchasing

(1) Sealed bids

(2) Requisitions

c. Maintenance

(1) Custodial service

(2) Repairs

(3) Insurance

d. New Buildings

e. Personnel

f. Auditing

3. Annual Report

a. Superintendent and Board of Education

b. Financial Statement

c. Purposes of education at all levels

d. Buildings and equipment report

e. Personnel report

f. Goals for next year.

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PROBLEMS OF SCHOOL ADMINISTRATION

I. Pupil Accounting

a. General accounting

(1) District population and school population
(2) Cumulative records

b. Vocational Guidance

c. Class Scheduling

2. Staff

a. Schedules

(1) Class Hours
(2) Guidance

b. Teachers' Records

(1) In-service Training.
(2) Absences, Leaves, etc.

c. Administration

(1) Committees
(2) Office Work and Teaching

3. Curriculum

a. Schedules

(1) Home-room System
(2) Required and Elective Courses

b. Course of Study

(1) Teachers' Work Book
(2) Tests, Reviews, Material Covered

c. Extra-curricular Activities

(1) Student Government
(2) Clubs, Sports

4. Budget

a. Personnel

b. Facilities

c. Maintenance

d. Expansion

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THE SCHOOL BOARD AND PUBLIC RELATIONS
(9 February 1949)

1. Introduction . . . . . Miss Colletti

   a. The school board, the target of public scrutiny.

   b. Relationship of school board with public and semi-public.

2. Definite Need for Public Relations . . . . . Mr. Paul

   a. Need to orient Japanese public on the functions of the school board and the school board law.

   b. Need for coordinating public relations activities with all school boards throughout the prefecture.

      (1) Use of mass media.

      (2) Use of original media.

3. The School Board and the School Health Program . . . . . Miss Casto

   a. School health program

      (1) Direct services

      (2) Health education

      (3) Control of environment

   b. Responsibility of School Board

      (1) Knowledge of program

      (2) Employment of qualified personnel for school health program.

4. The School Boards and Child Welfare . . . . . Mrs. Flemings

   a. Provisions of the Child Welfare Law

      (1) Child Labor

      (2) Education

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b. Integration of Education and Child Welfare Work

(1) Assist the child in his environment.

(2) Assist in emotional adjustment of the child

(a) Referral to welfare institutions

c. Parent Education

d. Vocational Guidance and counseling

e. LAPA and the School Lunch

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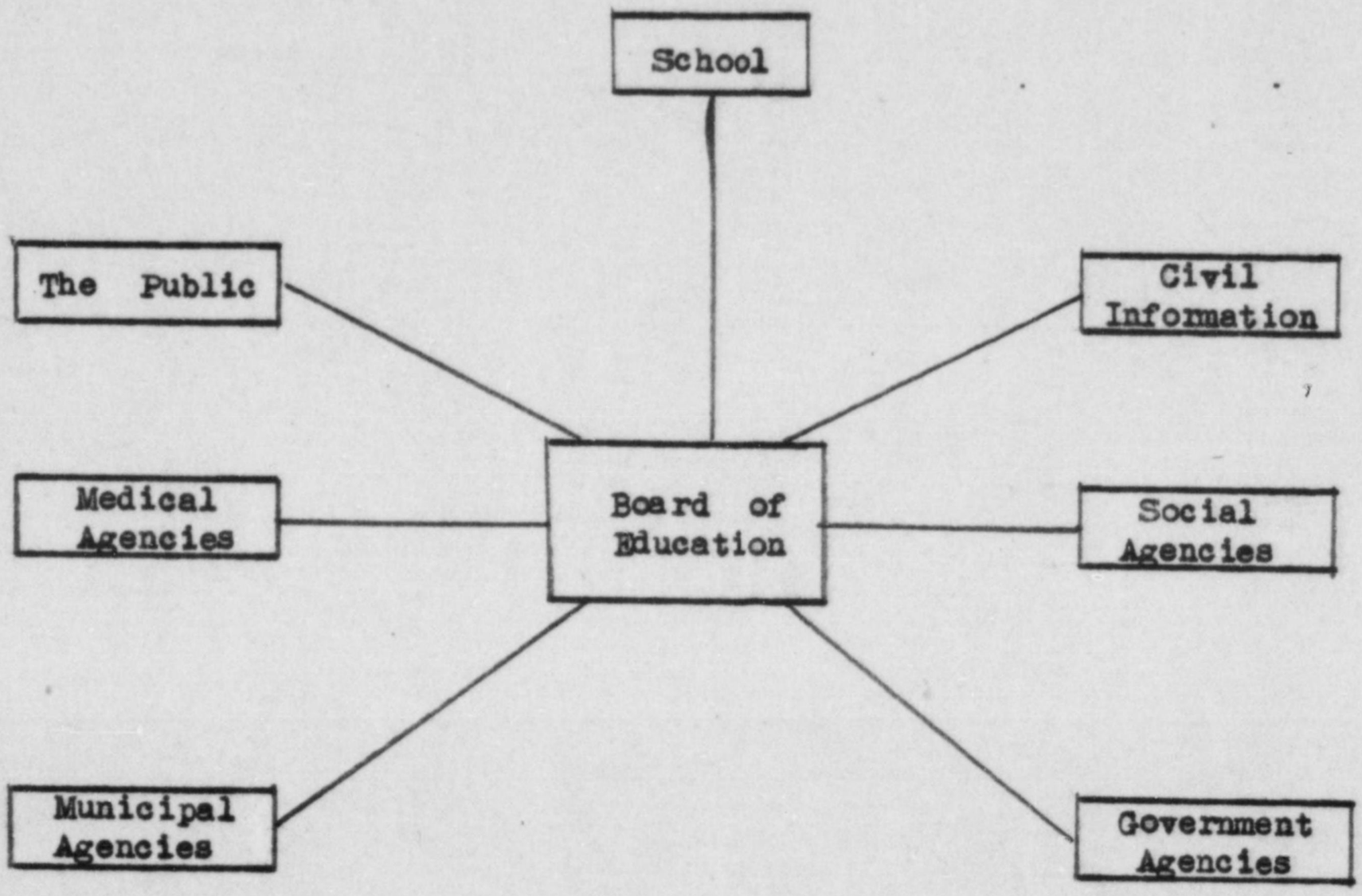
THE SCHOOL AND PUBLIC RELATIONS



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EXAMINATION

Answer one question from each group. It is suggested that questions be answered to the point and as briefly as possible

1, 2, 3 Group I.

1. What are some of the goals of democratic education, meeting both individual needs and broad social needs?

2. What is the fundamental structure of the present-day Japanese educational system?

3. What are some of the characteristics of an ideal relationship between school and community?

4. If you were urged by the board of education, to accept the position of superintendent of schools and you were asked to present an outline of the duties, responsibilities, and freedom that you would demand before accepting the job, what should you say?

5. Following is a statement of the causes of a bad relationship between a principal and a superintendent. How might they have been prevented?

4, 5, 6 Group II.

An alert, well-trained superintendent of schools took charge of a system in which the school principal had for 6 years under the preceding administration been allowed to do almost entirely as he thought best. The personal relations between them are pleasant, but not intimate. The superintendent gains the impression that the principal is incompetent in administration and educationally conservative and that the school needs a number of radical changes. Following are actions that disturb the principal, as they were without previous conference with him.

a. The superintendent sharply criticized at a PTA meeting the work of the school, specifying the record-keeping system, attendance reports and teacher utilization as very unsatisfactory.

b. He frequently visited the school classes and gave criticism and suggestions directly to the teachers.

6. Assuming that a personal conference was for some reason impossible, criticize the following letter as to its content and its tact:

Mr. H. Tanaka
Superintendent of Schools

My Dear Sir:

During the past few months a number of incidents have occurred that interfere with the effectiveness of the work of the school. After some

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(reflection, I came to the conclusion that these were due to misunderstand-
(ing on your part and mine of professional relations between the super-
(intendent and the principal. Assuming this to be true, I am presenting
(what I think to be the principles on which such relations should be based,
(hoping that after consideration you and I may have a personal conference
(on the matter which I am sure will lead to an agreement and more effective
(team work.

4. 5. 6 Group II. cont'd.

(1) The Superintendent is the responsible professional head of the school system. It is his duty to formulate school policies and after securing their approval by the board of education, to see that they are carried out.

(2) It is necessary for the best results that those who carry out the details of the policy should be thoroughly informed concerning it, and it is highly desirable, if not necessary, that the principal should be called on by the superintendent to cooperate in the formulation of any policy that concerns the school. The final decision rests with the superintendent, subject to approval by the board of education. It is expected that the principal will from time to time voluntarily propose new policies for consideration by the superintendent. On these the principal should always be given full and appreciative hearing.

(3) The superintendent should approve the principal's general plan amended after conference, for carrying out an adopted policy, and leave the details to the discretion of the principal. He should hold the principal responsible for results and give him directly criticism and constructive suggestions of more effective achievement.

(4) The superintendent may have the right personally to administer any detail in the school, but it is wiser and more desirable for him to work entirely through the principal.

(5) When on emergency makes direct personal action by the superintendent seem wise, he will report what he has done to the principal.

7. 8. 9 Group III.

7. Would it be wise for a principal to draw up with the teachers a statement of the ideal relations that should exist between them? If so, what details should you propose for inclusion and what should you have in mind but not share with them by open declaration?

8. List what you believe to be essential qualifications for a prospective well trained teacher.

9. What are the chief items to be considered in making up an education budget?

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10. How should moneys be distributed among primary and secondary schools?

11. Name some advantages and disadvantages of the home-room system.

12. How should faculty committees be organized to aid in school administration?

13. What are the chief duties of a school board member?

13. 14. 15. 16 14. How should a school board be organized?

Group V. 15. What community relations do you think desirable for the purpose of making possible or of promoting the program for improving the education furnished by the school?

16. What are 10 of the important activities which the youth of your community are now engaged in and which are neglected in the school curriculum? Are they satisfactorily performed? Is it probable that agencies other than the school will teach youth to do them satisfactorily?

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SAMPLE NOTICE

This notice should reach the board members at least 7 days prior to the meeting date.

BOARD OF EDUCATION
HYOGO PREFECTURE

16 February 1949

To the members of the
Board of Education
Hyogo Prefecture

Dear Madam and Gentlemen:

In accordance with article 4 of the Bylaws of the Hyogo Prefectural School Board, a meeting of the Board has been called for

Tuesday 1 March 1949

10:00 A. M.

Office of the Superintendent of School
Hyogo Prefectural Building (Kencho).

Since many matters of importance will come up before the meeting, your presence is urgently requested.

Sincerely yours,

SUPERINTENDENT OF EDUCATION
HYOGO PREFECTURE

Copy to: Administrative Dept Heads
Guidance Dept Heads
Editor of the Kobe Shinbun
Editor of the Mainichi Shinbun

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

SAMPLE CALENDAR FOR MONTHLY MEETINGS

The board calendar should reach the board members 5 days prior to the meeting day.

BOARD OF EDUCATION, HYOGO PREFECTURE
4-chome, Shimoyamate-dori,
Ikuta-ku, Kobe City

C A L E N D A R
(2 February 1949)

I

1. Approval of Minutes: Resolution approving the minutes of the Board meeting of 5 January 1949.

2. Gratuity for School Board Members: Resolution approving the following expenses for school board members.

a. General Expenses

(1) Chairman . . . . . ¥8,000.00 per month

(2) Vice Chairman . . . . . ¥7,000.00 "

(3) Board Member . . . . . ¥6,000.00 "
(A school board member who is also a member of the Prefectural Assembly.) . . . . . ¥3,000.00 "

b. Traveling Expenses

(1) Train . . . . . .

(2) Automobile . . . . . .

(3) Ship . . . . . .

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3. Budget for April 1, 1941 - March 31, 1950: Resolution approving the following proposed educational budget for the Hyogo Prefecture:

a. Administrative Expenses

School Board	¥ 28,416,144		
Educational Research Institute.	¥ 1,296,700		
Promoting School Education . .	¥ 11,914,750		
Promoting Social Education . .	¥ 4,057,550		
Promoting Physical Education .	¥ 8,496,350	¥ 54,181,494	

b. Instructional Clerical - Equipment Expenses

Primary School	¥1,187,179,941		
Lower Secondary School	¥ 877,281,126		
Upper Secondary School	¥ 404,593,396		
School for the Deaf and Blind.	¥ 23,106,738	¥2,492,161,201	

c. Expenses for Buildings and Grounds ¥2,551,342,695 ¥2,551,342,695

Grand Total ¥5,097,685,390

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4. Organization of Secretariat: Resolution approving the following:

a. Proposed organization of the Secretariat

b. The appointment of the following personnel to the Secretariat.

(1) Administrative

Dept or Section	Name of Incumbent	Title

(2) Clerical

Dept or Section	Name

5. Transfers: Resolution approving the following transfers:

Name	Transfer	
	From	To

6. The Public at Board Meetings: Resolution approving the following regulation pertaining to public that attends board meetings: (see attached)

7. Adult Education: Resolution approving the introduction of the following adult education program beginning 8 March 1949:

8. Athletic Meet: Resolution approving the sponsoring of all Japan athletic meeting as follows:

Date: July 16 - 17

Place: Akashi Municipal Ground

Estimated Expenses: ¥3,000,000.00

9. Visual Education: Resolution approving the program for visual education: (see attached)

10. Tuition: Resolution approving the following fees for prospective Koto Gakko students: (see attached)

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ADDED ITEMS

11. Scholarships: Resolution approving the expansion of scholarships as follows:

    For Koto Gakko students: ¥500.- per student (Maximum)

12. Advisory Group: Resolution approving the organization of an educational advisory committee representing the following groups, (about 30 members in all):

    a. Professional people (doctors, dentists, teachers, lawyers).

    b. People from Newspapers, radio-station, etc.

    c. Labor representatives.

    d. PTA representatives.

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b. People from Newspapers, radio-station, etc.

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d. PTA representatives.

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SAMPLE COPY

BOARD OF EDUCATION, HYOGO PREFECTURE
4-chome, Shimoyamate-dori,
Ikuta-ku, Kobe City

Date _____

DISPOSITION OF ACTION AT THE MEETING OF
THE HYOGO PREFECTURAL BOARD OF EDUCATION
HELD 2 FEBRUARY 1949.

CAL. NO.	D I S P O S I T I O N
A	RESOLVED, That a letter of congratulations be sent to Mr. Nakamura for the distinction he has earned in being chosen by the Institute for Educational Leadership to train other teacher consultants.
B.	RESOLVED, That a letter expressing the Board's condolence on the death of Mr. Kimura be sent to Mrs. Kimura.
C.	RESOLVED, That Mr. Tanaka of the Tokyo Imperial University be complimented for the publication of "Educational Psychology" which has proved to be of exceptional value in the educational field.
1.	Adopted as amended as follows: delete the word "Salary" from Cal No.2 and substitute the word "REMUNERATION".
2.	Adopted.
3.	The following resolution was adopted. RESOLVED, That a committee of three (3) be appointed to study further the 1949-50 budget with the assistance of the chief of the Finance.
4.	Adopted.
5.	Adopted.
6.	Adopted.
7.	Adopted.
8.	Adopted.
9.	Adopted.

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10. Adopted.

Added Items

11. Adopted.

12. Adopted.

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The Minutes of the Previous Meeting Should Be Enclosed with the Calendar.

SAMPLE MINUTES

Minutes of Proceedings, 2 February 1949

MINUTES OF MEETING OF HYOGO PREFECTURE BOARD OF EDUCATION
HELD
2 FEBRUARY, 1949
IN THE OFFICE OF THE SUPERINTENDENT, PREFECTURAL BUILDING
4-CHOME, SHIMOYAMATE-DORI,
IKUTA-KU, KOBE CITY

The vice-chairman called the meeting to order at 10:00 a.m.

Those presented were:

Shigeji Shojaku	School Board Member
Ryoichi Nagata	"
Sugi Mibae	"
Yahei Asada	"
Fusaji Yasuhira	"
Sen Kasui	"
Ryuzo Hori	Superintendent
Kiyoshi Matsunaga	Internal Administrative Section Chief
Genichiro Homma	Teacher Consultant

The absence of Mr. Takeo Tsuchiya, chairman was excused.

A. RESOLVED, That a letter of congratulations be sent to Mr. Nakamura for the distinction he has earned in being chosen by the Institute for Educational Leadership to train other teacher consultants.

B. RESOLVED, That a letter expressing the Board's condolence on the death of Mr. Kimura be sent to Mrs. Kimura.

C. RESOLVED, That Mr. Tanaka of the Tokyo Imperial University be complimented for the publication of "Educational Psychology" which has proved to be of exceptional value in the educational field.

1. Approval of Minutes: RESOLVED, That the minutes of the board meeting of 5 January 1949 be adopted as amended as follows: delete the word "Salary" from Cal No.2 and substitute the word "Gratuity".

2. The Gratuity for School Board Members: RESOLVED, that the following expenses for school board members be approved.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

a. Gratuity

(1) Chairman . . . . . ¥8,000.00 per month

(2) Vice Chairman . . . . . ¥7,000.00 "

(3) Board Member . . . . . ¥6,000.00 "
(A school board member who is also a member of the Prefectural Assembly.) . . . . . ¥3,000.00 "

b. Other Expenses

(1) Traveling Expenses -- best available transportation

(2) Lodging ---------- ¥1,200 per night

(3) When on travel status-- ¥240 per day

3. Budget for April 1, 1949 - March 31, 1950: RESOLVED, That the following proposed educational budget for the Hyogo Prefecture be adopted:

a. Administrative Expenses			
School Board	¥ 28,416,144		
Educational Research Institute	¥ 1,296,700		
Promoting School Education	¥ 11,914,750		
Promoting Social Education	¥ 4,057,550		
Promoting Physical Education	¥ 8,496,350	¥ 54,181,494	
b. Instructional Clerical - Equipment Expenses			
Primary School	¥1,187,179,941		
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School for the Deaf and Blind . . .	¥ 23,106,738	¥2,492,161,201	
c. Expenses for Buildings and Grounds	¥2,551,342,695	¥2,551,342,695	
Grand Total			¥5,097,685,390

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4. Organization of Secretariat: RESOLVED, That the following be approved:

a. Proposed organization of the Secretariat

b. The appointment of the following personnel to the Secretariat.

(1) Administrative

Dept or Section	Name of Incumbent	Title

(2) Clerical

Dept or Section	Name

5. Transfers: RESOLVED, That the following transfers be approved:

Name	Transfer	
	From	To

6. The Public at Board Meetings: RESOLVED, That the following regulation pertaining to public that attends board meetings be approved: (See attached)

7. Adult Education: RESOLVED, That the introduction of the following adult education program beginning 8 March 1949 be approved:

8. Athletic Meet: RESOLVED, That the following schedule sponsoring the all Japan athletic meeting be approved:

Date:	July 16 - 17
Place:	Akashi Municipal Ground
Estimated Expenses:	¥3,000,000.00

9. Visual Education: RESOLVED, That the program for visual education be approved: (See attached)

10. Tuition: RESOLVED, That the following fees for prospective Koto Gakko students be approved: (See attached)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 775013

ADDED ITEMS

11. Scholarships: RESOLVED, That the expansion of scholarships as follows be approved:

For Koto Gakko students: ¥500.00 per student (Maximum)

12. Advisory Group: RESOLVED, That the organization of an educational advisory committee representing the following groups (about 30 members in all) be approved:

a. Professional people (doctors, dentists, teachers, lawyers)

b. People from Newspapers, radio-station, etc.

c. Labor representatives

d. PTA representatives

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CONSTITUTION AND BY-LAWS
HYOGO PREFECTURE BOARD OF EDUCATION

******

PART I.

Article I. General Rules

Section 1. The name of this Board shall be the "Hyogo Ken Kyoiku Iinkai" and shall be referred to hereinafter as such.

Section 2. What concerns the Board of Education and is not prescribed by the "Kyoiku Iinkai Ho" (to be referred to as "Law" hereafter) and the ordinance of its enforcement (to be referred to as "Ord" hereafter) shall be disposed of by this regulation of the By-Laws.

Article II. Chairman and Vice-Chairman

Section 3. The Chairman and Vice-Chairman shall be elected from among the Board members by secret ballot. Those receiving the largest number of effective votes for the respective offices shall be considered the choice by the members. In case of a tie vote, lots shall be cast to determine the successful candidate. The election of Chairman and that of Vice-Chairman shall be held separately. When the Chairman and Vice-Chairman are determined, the Board shall give public notice of the names and addresses of the successful candidates.

Section 4. When the Chairman or the Vice-Chairman wishes to resign from the post, he should tender his resignation in the form of a document and get it accepted by the Board.

Section 5. When the Chairman or Vice-Chairman resigns as member of the Board or retires from the post, or in case of a vacancy in the office of Chairman or Vice-Chairman, the election of Chairman or Vice-Chairman shall be held within 20 days after the vacancy occurs.

Article III. Organization of the Board and its Officers

Section 6. The name of the Secretariat to be established for the Board shall be "Hyogo-Ken Kyoiku Iinkai Jimu-Kyoku" and shall be referred to as Secretariat hereinafter.

Section 7. The Secretariat shall be composed of sections, branch

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offices, and institutes, as shown below:

Hisho-shitsu, Somu-ka, Shido-ka, Shakai-kyoiku-ka, Taiiku-ka, Kyoshokuin-ka, Shisetsu-ka, and Chosa-ka.

Section 8. Besides officers prescribed by the Ordinance, Section 15 and 16, the Secretariat shall have officers as shown below:

Bucho, Kai-cho, Shitsu-cho, Shikyoku-cho, Yatoi, and Yōnin.

Article IV. Resignation of Board Members

Section 9. In accordance with the "Law" Section 30, when a member of the Board wishes to tender his resignation, he should tender it to the Board in the form of a document.

Article V. Official Seals

Section 10. Sizes of official seals of the Board of Education, Chairman, Secretariat, Superintendent, and Chief of Section shall be (4 x 4)cm, (2 x 2)cm, (2.6 x 2.6)cm, (2.6 x 2.6)cm, (2.6 x 2.6)cm, (2.6 x 2.6)cm.

Section 11. The Superintendent shall be the custodian of the official seals.

Article VI. By-laws

Section 12. The official announcements of the Board, shall appear in Hyogo-Kenpo.

Section 13. This regulation shall go into effect from the date of its promulgation.

Section 14. The regulations governing the Secretariat shall be set up apart from these.

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REGULATIONS GOVERNING MEETINGS OF THE HYOGO PREFECTURE BOARD OF EDUCATION

******

Part II.

Article I. General Rules

Section 1. What concerns the meetings of the Board and is not prescribed by Law or Ordinance shall be disposed of by this regulation.

Section 2. Members of the Board should arrive at the meeting before the appointed time of the opening of the meeting on the day when they are called.

Section 3. The seat of each member of the Board shall be determined by lots at the beginning of the term after the election. The seat of the member filling a vacancy shall be that of the predecessor. In case of need, the Chairman can make alternation of the seat after conferring with the Board.

Section 4. Meetings shall be held as mentioned below:

a. Regular meeting on the first Tuesday of every month. If it falls on a National Holiday the meeting shall be held the following day.

b. Extra meetings shall be held whenever necessary.

Section 5. In case resolutions are not passed at a meeting, they shall be laid over for consideration at the next meeting. If still not passed after this last meeting they shall be rejected.

Section 6. The meeting shall be opened and closed by the Chairman.

Section 7. When all the subjects under discussion are disposed of, the Chairman can declare the meeting closed through voting.

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Part III.

Article I. Meeting

Section 8. The Chairman shall declare the opening, recess, and closing time of the meeting.

Article II. Proceedings

Section 9. The Chairman shall declare whether the subject for discussion is part of the agenda. Several subjects may be discussed simultaneously if the Chairman deems it necessary.

Section 10. Proceedings are as follows:

a. Opening
b. Agenda
c. Approval of the reports of the last meeting
d. Superintendents' Report
e. To deliberate on the bills
f. Resolutions
g. Closing

Section 11. Subjects of discussion should be read aloud by an officer, but the Chairman can omit the reading if necessary.

Section 12. The Chairman shall be able to request the proposer to explain the agenda if necessary.

Section 13. The procedure of the resolution shall be "Explanation", "Question," "Discussion", and "Vote", but this order can be altered according to the Chairman's opinion or by conferring.

Section 14. Prior to the meeting the Chairman may request, the persons concerned to attend the meeting, but the Superintendent and officers concerned should by all means attend the meeting.

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Article III. Suggestion and Motion

Section 15. Any member of the Board may make a suggestion, and make a motion.

Article IV. Voice

Section 16. To speak at the meeting the Chairman's approval is required.

Section 17. The topic must have bearing on the agenda and it shall not extend beyond the subject under discuesion.

Section 18. The speaker shall not be interrupted by another speaker while speaking.

Section 19. In questioning, personal opinion shall not be expressed.

Section 20. The Chairman shall declare when the questioning period is over, and when the discussion on the agenda shall begin.

Section 21. The Chairman can limit the time for the discussion when he deems limitation of time necessary by conferring with the Board at the meeting before the discussion begins.

Section 22. When an objection is raised to the Chairman's declaration of termination of questions or discussion, it shall be decided by consulting at the meeting, without discussion.

Article V. Vote

Section 23. The Chairman shall ask at the meeting, if there are objection to the subject; when he recognizes there are no objections, he shall declare at once the bill passed. However, when a member objects to the bill or the Chairman's declaration, the Chairman should ask pros and cons by means of raising the right hands or by vote.

Section 24. On taking a vote, the Chairman should declare what the subject is; after the Chairman's declaration of the subject on which the

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vote is taken, no speech should be made on the subject.

Section 25. When the vote is declared to be over, members present at the meeting shall join in the vote. A member cannot request to change his own vote. A member who is not present during the voting cannot vote at his convenience.

Section 26. The order of putting the item to a vote is as follows: the item is rejected first, the improved version next, then the original item.

Section 27. The means of voting are four: raising of the hand, standing up, open ballot, and secret ballot. The Chairman shall adopt the one deemed convenient.

Section 28. On taking a vote by raising the hand or standing up, the Chairman shall request supporters of the bill to raise their hands or to stand up. The number of votes cast will determine whether or not the bill is passed.

Section 29. On taking a vote by open ballot, supporters cast a white vote in the balloting box, opposers cast a blue vote.

Section 30. On taking a vote by a secret ballot, the supporters write the word "approve" on the ballot and the opposers write the word "object". All ballots are cast in the balloting box. The form of balloting paper shall be determined by resolution.

Section 31. In case of balloting, the Chairman shall examine with more than two witnesses the votes.

Section 32. The Chairman shall have the officers distribute the balloting paper of established form to each member, who shall cast the vote, on calling the name by the officer, one after another.

Section 33. When the examining of votes is over, the Chairman shall report the result at the meeting.

Article VI. Minutes

Section 34. The agenda shall be recorded in "The Minutes".

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Section 35. In the Minutes the following shall be registered:

a. Opening and closing, time and date of meeting and location.

b. The time of opening, closing of meeting, recess.

c. The name and duty of the officer who attended the meeting.

d. Names of members present and absent.

e. Numbers of items submitted.

f. Resolutions.

g. Number of votes, in case of balloting.

h. Suggestions, motions discussed; name of their proposers listed.

i. Various reports.

j. Other items which Chairman deems necessary or which are considered necessary for action at the meeting.

Section 36. Two members shall sign the minutes. These two shall be appointed by the Chairman at the beginning of the meeting after consulting with the Board.

Section 37. Agenda of secret meeting and the speech that Chairman ordered to be withdrawn, shall not be registered in the Minutes.

Part IV.

Article I. Petition

Section 38. The petition shall be submitted to the Board in the form of a document stating the subject, the date submitted, the name of the petitioner, (if a "HOJIN", the name of the firm, and its representative), his business and age and his seal should be affixed to it.

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When a petition made up in accordance with the items above mentioned is submitted, the Chairman shall discuss at the meeting whether or not it shall be adopted.

Section 39. If the Board decides to adopt the petition, if it deems it necessary to send said petition to the organization concerned, it shall do so immediately. If the Board decides not to adopt the petition the Board shall inform the petitioner and give reasons for not adopting it.

Section 40. When data similar to a petition is submitted, the Board shall adopt and dispose of it as if it were a petition.

Part V.

Article V. Order

Section 41. Members shall arrive at the meeting on the appointed hour and shall sign the attendance-book. The attendance-book shall be prepared in the "Jimu-Kyoku".

Section 42. In case a member cannot attend the meeting because of official duty or illness, he shall send to the Chairman, in advance, a report of absence indicating the reason.

Section 43. All Board members shall uphold the dignity of the Board.

Section 44. A member shall not leave his seat during the meeting unless necessary. In case a member comes in late or finds it necessary to leave during the meeting, he shall report it.

Section 45. Drinking, eating or smoking, is prohibited in the course of the meeting.

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Part VI.

Article I. Supplementary

Section 46. All the doubts about the Regulations pertaining to the meeting shall be solved by the Chairman after conferring at the meeting.

Section 47. Amendments of this regulation shall be brought before a meeting when more than half of the serving members request it.

By-Laws

This regulation is effective as of November 1, 1948.

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REGULATION PERTAINING TO THE AUDIENCE
HYOGO PREFECTURE BOARD OF EDUCATION

*****

Section 1. Anyone from the general public who wishes to attend a board meeting shall give his name and address to the officer in charge of the assembly-hall and follow his directions.

Section 2. Those who come under any of the categories listed below shall not be admitted:

a. Those found to be deranged or intoxicated.

b. Those carrying weapons.

c. Those who try to attend when the room is full to capacity.

Section 3. An auditor shall by no means participate in the discussion.

Section 4. While the Board is in session a member of the audience shall not

a. Leave his seat at random.

b. Drink, eat or smoke.

c. Criticize the subject under discussion or express pros and cons on the subject.

d. Be noisy or act in such a way as to distrub the proceedings.

e. Whisper or enter into conversation.

f. Make light of the meeting or act in such a manner as to lower the dignity of the Board.

The Chairman shall admonish those who do not observe these regulations, and if order is not restored he shall order them to leave the room.

Section 5. If the presence of an audience is prohibited or in case bidden to leave, this instruction shall be adhered to.

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GLOSSARY OF BOARD OF EDUCATION TERMS

Absence regulation	缺席規定
Adjourn	休會
Administrative	管理の行政の
Administrative staff	教育行政擔當者
Adopt	採用する
Agenda	會議事項
Alternate	二者擇一(A又はB)
Amending the motion	動議修正
Amendments to the By-Laws	細則の修正
Annual report	年報
Annual salary	年俸
Appointment	任命
Articulation	協力
Audit	會計檢查
Ballot	投票(用紙)
Board of Education	教育委員會
Business	議題
New Business	新議題
Unfinished Business	未決議題
By-laws	細則
Calendar	豫定表
Candidate	候補者
Chairman of the Board	委員長

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Glossary of Board of Education Terms, cont'd.

Certification of Teachers	教員資格證明
Clerical Staff	事務官
Cultural Background	學歷
Custodial and Maintenance	管理と維持
Disciplinary Action	懲戒處分
Discontinuance of Position	停職
Disposition of Action	諫事經過（處理）
Education for the Handicapped	不具者教育
Educational Policy	教育方針
Elect	選ぶ
Equalization of Facilities	設備平等化
Executive	執行
Ex-officio	前任者
Extra-curricula Activities	課外活動
For Appropriate Action	適宜な處置
General Education	一般教育
Good Will	好意
Highly Skilled	熟練の
Increment Date	增俸期日
Instructional Staff	指導擔當者

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Jurisdiction	管轄
Laboratory-assistant	實驗助手
Law Assistance	法律顧問
Leaves	賜暇
Vacation, Sick Leave, Special Leave, Leave of Absence, Sabbatical Leave, Maternity Leave, Leave for Special Purpose, Leave of Absence without Pay	①休暇②病氣休暇③特別休暇④缺席休暇⑤七年に一年の[illegible]除⑥出産休暇⑦特種目的の休暇⑧無給休暇
Legal Error	法的過誤
Legal Charge	訴訟
Liability of Board	委員會の起訴される可能性
Library-assistant	圖書館助手
Long Range Program	長期計畫
Merit System	能率制
Minority	少數
Minutes	議事錄
Motion, Question, ~~Order~~	動議 質問
Nominate, Vote	指名する 投票する
Nominating Committee	指名委員
Non-Commercial	營利的でない
Nonpartisan	政黨に關係ない
Nonsectarian	一宗一派に編しない
Orders of the Day	議事次第
Organization and Planning	組織と計畫

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Glossary of Board of Education Terms, cont'd.

Parliamentary Procedure	議會法
Pending	未決
Permanent Appointee	正式任命教員
Permanent Course	許可研修科目
Personal Improvement Course	特技研修科目
Physical Standards	体位標準
Plurality, Majority, 2/3s Vote	優勢,大多數,三分の二の投票数
Policy Denninaction	方針決定
Policy Making	方策設定
Presentation and Investigation of Charges	非難の提出と調査(教育長の)
Presentation of Claims against Board of Education	教育委員會に對する非難要求の提出
President of the Board	委員長
Presiding Officer	司會者
Pro and Con	賛否
Proceedings	議事進行
Promotion	進級
Provationary Appointee	見習教師
Proxy	代理委任状
Quorum	定足數
Rating, Rating Officer	査定 査定官
Recognized Course	公認研修講座

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Glossary of Board of Education Terms, cont'd

Regular Teacher	正教員
Retirement Plan	退職制度
Resolution	決定
Resolved	議決
Salary Increments	増俸
Satisfactory Service	優良勤務
School Administration	學校經營
School Clerk	學校事務員
School District	學區制
School Files	學校保管書類
Secretariat	事務局
Semiskilled	半ば熟練の
Service of Waiver	無給勤務
Service Year	勤務年間
Special Assisgnment	特別課題
Study Requirement	研究業績條件
Study Time	研究時間
Substitute (Substitute Budget)	代用（補助費）
Superintendent of Education	教育長
Suspension of By-Laws	細則中止
Teacher-Consultant	指導主事
Temporary Staff	臨時職員

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Tenure	在職期限制
Transfer	轉任
Unanimous	満場一致の
Unskilled	熟練を要しない
Vacancy	缺員
Vocational Education	實業教育

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REQUESTS SUBMITTED BY BOARD OF EDUCATION
ORIENTATION CLASS

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1. Guidance and materials are desired on the subject of coeducational etiquette to fit the needs of the Japanese and the Japanese environment.

2. What are the educational and administrative duties and responsibilities of the principal today?

3. How do you train teachers in America?

4. How should a vocational guidance program be conducted in the educational system?

5. What is the best source on the subject of "Health Education as an Active Administrative Program of the Board of Education"?

6. What are the most desirable methods for disseminating the birth control movement? What points should a good course in guidance for teachers stress?

7. What do they teach in an education department in an American college?

8. Please lend us books translated into Japanese.

9. Please explain and discuss the School Board Law.

10. Is interchange of public school teachers allowed throughout Japan after the promulgation of the special law for school teachers?

11. How is the school lunch served in America?

12. Under present regulations are students permitted to listen to lectures on religion in the school?

13. What have American lecturers observed in Japan?

14. What are some of the strong points, if any, of the Japanese shogakko and chugakko?

15. What is the relationship between the Teachers Union and PTA in America with regard to activities?

16. What are the duties and activities of the teacher consultants in America?

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17. What are the social and educational activities of the principal in America?

18. What are the basic principles of the Upper Secondary Schools in the new education?

19. What percentage of the Upper Secondary School expenses should come from student fees?

20. What are the geographical requirements for the establishment of a school board?

21. When the budget submitted by the school board is not accepted by the municipal or state authorities what should we do?

22. What is the desirable student teacher ratio and what are the specific duties of the teacher?

23. How can Dewey's principles of education be put into practice in schools in the farm areas of Japan?

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Youth

Approach the time when they will take their full places as adults. The School and the home are preparing them for this day. Good citizenship tomorrow is based upon good schools today.

SCHOOL BOARD

Represents all of the people. Chosen to control a public trust, it has no time or place for selfish or petty purposes. Thru the school system it builds America's future.

SUPERINTENDENT

The school board's executive officer. Working with a skilled administrative staff, he uses democratic means to carry out the policies of the school board and to bring effective professional technics to the school's program.

TEACHERS

Form the professional backbone of the school system. Upon the quality of daily instruction depends the success of the school. Organization and administration exist solely to facilitate the work of teachers.

SECRETARIES

Keep many activities within the school moving smoothly. Often they relieve teachers of routine tasks, graciously meet school visitors, and help administrators with their many complex duties.

CUSTODIANS

Provide for the comfort and safety of others. Assisted by mechanics and other employees, they keep buildings in repair, saving the taxpayers' money and safe-guarding the welfare of children and teachers.

PARENTS

Whose cooperation is essential in a modern school program. Thru their parent-teacher groups they help to build constructive community attitudes, assist the school board in developing policies, and help to improve the educational opportunities of children and youth.

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QUALIFICATIONS FOR SUCCESSFUL MEMBERSHIP

Desirable Personal Characteristics

What are the qualifications which should be possessed by the individual who would successfully serve on a modern board of education under the unit system of administrative organization? To begin with, the board member should have the regular attributes of good citizenship. His personal integrity should be above question and his good reputation should be a matter of common knowledge in the community. His office should never be used to further selfish ends. In this regard the average board of education stands high when compared with public bodies of all kinds.

The board member should be intelligent, although it is not necessary that he have high educational qualifications. The important thing is that he have a deep and sincere appreciation of the value of education, coupled with a love of children and a faith in youth. It is not essential that the board member have children of his own attending the schools.

The successful board member should be sufficiently experienced in the world of affairs to realize the extreme necessity of working with others as a member of the "team". He must be both a graceful winner and a graceful loser in the board balloting. He must know how to subordinate his individual wishes, beliefs, or prejudices to the will of the majority. He must not glory in the kind of publicity which goes with being the perpetual dissenter and perennial producer of minority reports. He must never forget that as a board member he has no authority outside board meetings, and should never fall into the vicious habit of making off-the-record, out-of-meeting commitments. The most efficient school organizations exist where the board members and superintendent enjoy a personal loyalty and friendship within their group that is based upon mutual respect and confidence.

Finally, board members should possess the personal courage that is requisite to providing real leadership. Democracy does not imply that the member of a public body should vote on every question according to the wishes of the majority of his constituents. He has been elected by the people to represent them, not to take a poll of the populace on every issue that arises. The board member is serving the highest concept of democracy when he votes for the good of the people as he sees it.

Obligation to the Job

It would be foolishly impractical not to realize that one basic condition to being a good board member is the ability to get elected, or

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re-elected. This means the schools must carry on an effective public relations program which keeps the public adequately informed as to the board's program.

The attribute of "courage" implies that the board member should be a champion of the public schools. While readily admitting existing weaknesses in the educational structure, he should ever stand firm on the essential soundness of the central concepts. He should never lose sight of his legal and moral obligation to maintain schools, and never permit the educational system to be damaged or destroyed through lethargy.

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THE SCHOOL-BOARD MEMBER'S CREED:
IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND HIS STAFF

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I will hold the superintendent of schools responsible for the administration of the schools.

I will give the superintendent of schools authority commensurate with his responsibility.

I will expect the schools to be administered by the best trained technical and professional people it is possible to procure.

I will elect employees only on the recommendation of the superintendent.

I will participate in board legislation only after considering the recommendation of the superintendent and only after he has furnished complete information supporting his recommendation.

I will expect the superintendent of schools to keep the board of education adequately informed at all time through both oral and written reports.

I will expect to spend more time in board meetings on educational programs and procedures than on business detail.

I will give the superintendent of schools friendly counsel and advice.

I will refer all complaints to the proper administrative officer or insist that they be presented in writing to the board as a whole.

I will present any personal criticisms of employees to the superintendent.

I will provide adequnte safeguards around the superintendent and other personnel so they may perform their proper functions on a professional basis.

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CODE OF ETHICS FOR EDUCATORS

Believing that the objective of education is service to mankind, I assume the obligation of my profession.

I realize the responsibility of the school for the well-being of its pupils, and promise to cooperate with the parents and the public in the performance of this duty.

I will loyally assist my associates to maintain the ideals and to evaluate the standards of my profession.

I will devote myself to the cause of education and will strive earnestly to be worthy of the trust reposed in me.

PRINCIPLES

Obligation to Pupils

The primary consideration of the educator should be the present and future welfare of the pupils placed in his charge. He should seek to prepare pupils to be socially and economically efficient, in the home, school and community, and to be personally happy as a member of society.

Obligation to Parents

Recognizing the authority of the parent over the pupil, the educator should be willing to share this responsibility and to cooperate with the parents for the best interest of the child.

Obligation to the Public

The educator should consider himself in a position of public trust and should, therefore, conduct himself so that he increases respect for his profession and for public education. Realizing his responsibility for leadership, the educator should be ready to counsel and confer with those who have an interest in education.

Obligation to Profession

The educator should at all times maintain an attitude of constructive co-operation, guiding those under his direction, assisting his associates, and respecting the leadership of those charged with responsibility. By recognizing the dignity of the profession, he should help to maintain a high standard of loyalty and service.

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ETHICS FOR TEACHERS

The teacher should be courteous, just, and professional in all relationships.

Desirable ethical standards require cordial relations between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice thru study, travel, and experimentation.

Unfavorable criticism of associates should be avoided except when made to proper officials.

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state, and national professional associations are expected.

The teacher should avoid indorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

Fair salary schedules should be sought and when established carefully upheld by all professionals.

No teacher should knowingly underbid a rival for a position.

No teacher should accept compensation for helping another teacher to get a position or a promotion.

Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted only thru properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Professional growth should be stimulated thru suitable recognition and promotion within the ranks.

The term "teacher" as used here includes all persons directly engaged in educational work.

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

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

Professional Education Associations

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

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

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

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

Unionzation of School Personnel

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

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union should reciprocate by considering the welfare of the pupils as a prime factor in all decisions. Generally teacher unions and the public do not approve of strikes by teachers.

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

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

General Principles in Dealing with Employees

1. Any employee should be free to join any lawful organization but he should exercise the responsibility that goes with leadership.

2. Employees or their representatives should be free to discuss with the school administration any matters pertaining to employment, salaries, working conditions, improvement of teaching, or public relations of schools.

3. The right to work in a school system should be dependent upon preparation, ability, and effectiveness, not upon membership or non-membership in any organization.

4. As a general principle school personnel are entitled to receive salaries and working conditions which are comparable to those which prevail for other employees in the community doing similar work, and having similar preparation, responsibility, hours, and working conditions.

5. Whatever decisions are agreed upon should be in written form so as to prevent misunderstanding.

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

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A GOOD CREED FOR SCHOOL BOARD MEMBERS

I will recognize that authority rests with the board in legal session--not in individual members of the board.

I will recognize that school business may be legally transacted only in open meeting legally called.

I will discourage the use of standing committees and insist that all members of the board participate fully in board action.

I will make no promises, take no actions, outside of board meetings, which tend to embarrass or compromise the board.

I will express my honest and most thoughtful opinions frankly in board meetings in the effort to have all decisions made for the best interests of the children and the schools. I will, however, accept and fully support all board decisions, once they are made, so long as I remain a member of the board.

I will not discuss the confidential business of the board in my home, on the street, or in my office -- the place for such discussions being the school board meeting.

I will see that the superintendent actually has power commensurate with his responsibility and will not in any way interfere with or seek to undermine his authority. I will seek neither to control his actions nor dictate his procedures.

I will demand that the superintendent keep the board properly informed on school matters at all times through oral and written reports.

I will help to form board policies and plans only after considering the recommendations of the superintendent and his reasons for making such recommendations.

I will represent the entire district rather than individual electors or patrons.

I will regard my position as one of trust and responsibility to be used for the welfare of the schools and the community.

I will endeavor to keep informed on all educational developments of significance, both local and state.

I will not use the schools or any part of the school program for my own personal advantage or for the advantage of my friends or supporters.

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I will not regard the schools as my own private property but as the property of the people.

I will not find fault with, or criticize to the public, other board members or school officials for decisions properly and conscientiously made but concerning which there may be an honest difference of opinion.

I will consider merit only in the election of any person connected with the school system.

I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools.

I will not expect of the principal or teachers any privilege or favor for my children or the children of my friends or employees which would not be granted under the same circumstances to other patrons of the school.

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HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)
BASIC CONCEPTS ON SCHOOL BOARDS
Dr. Heck

1. That the control of education does and should rest in the hands of the people.

2. That the people state their general policies regarding education through certain legal enactments such as the New Japanese Constitution, the new Japanese Education Law, and the like.

3. That this control should be exercised by a board of education that is elected by the people, acting within the framework of legal authority.

4. That the people in cities shall elect local boards of education for the control of education within each city.

5. That all towns, villages, and rural areas shall be combined to form local school districts of such size as will enable them to provide a good and varied curricular program for the children of each such newly organized district.

6. That the people of each such newly organized school district shall elect a board of education for the control of education within that district.

7. That the board of education shall retain to itself the authority to legislate, that is, the authority of policy-making and evaluating.

8. That the board shall elect a superintendent of schools to whom it shall delegate the authority of executing board policy and administering the affairs of the local school district.

9. That the board shall provide upon the recommendation of the superintendent, a secretariat and teaching staff of adequate size to enable the superintendent to administer the schools of the districts in accordance with the policies of the board of education.

10. That the superintendent shall recommend to the board of education basic policies for the control and administration of the schools.

11. That the superintendent shall provide the data necessary to enable the board of education to intelligently decide upon the specific policies it is considering adopting.

12. That the board of education, acting as a legislative or policy-making body, should be able to perform its functions, except under emergency conditions, by meeting once or at most twice per month.

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13. That the members of the board of education should never be considered as full-time employees of the people of the local school district.

14. That members of boards of education should not receive salaries for the work they do; they may only be reimbursed for travel, meals, and lodging required for attendance at a limited number of board meetings.

15. That the board should designate a given place where it will hold its meetings in order that people will come to know exactly where board meetings are to be held.

16. That board members have no power as individuals but only as they sit as members of the board at a board meeting.

17. That board members do not need offices where the people of the community can come to see them.

18. That any and all petitions to the board shall be presented to the superintendent who shall be responsible for presenting them to the board at regular meetings of the board.

19. That as boards of education, you should select the most able man available as superintendent of schools. You should make the position important so that able men will want the position. You should be proud of your superintendent.

20. That as boards of education, you should set high standards that prospective candidates should meet, these should include training, experience, personality, ability to get along well with people, and ability to plan, organize, and carry through the plans proposed. They should not be based upon family connections, age, or university attended, these latter are not bases of selecting people best fitted to development of good school system for the boys and girls of the community.

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I. Reference Materials for School Board

(1) Why are the regulations established for the members of the School Board, the Superintendent and other officials?

(2) What is the standard for the establishment and execution of the regulations with regard to the school system?

II. Establishment of School Board

(1) When and How.

(2) Functions of the members.

(3) How many standing committees should be set up?

(4) When shall the special committee be set up?

(5) Objectives and the number of times of the School Board meeting.

(6) The meeting place of the School Board.

(7) Necessary preparation for the meeting.

(8) Should the meeting be open to the public?

(9) How to publicize the proceedings of the conference.

(10) How to expedite the proceedings.

(11) Functions of the Superintendent and other officials at the conference.

(12) How to deal with petitions and petitioners.

Minutes of the School Board

(13) Aim of the minutes and its safe guard.

(14) The way of reading and approving the minutes.

(15) Order of voting in case of determining by vote.

III. The Superintendent

(1) Who select the Superintendent?

(2) Why should the School Board take full consideration of the Superintendent?

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(3) Qualifications necessary to the Superintendent?

(4) Should the School Board confine only to applicants when they select the Superintendent?

(5) In selecting the Superintendent, what kind of consideration should be taken on those who live in that district and other local district?

(6) How to make investigation of the prospective superintendent?

(7) How to make interview with the prospective superintendent?

(8) School Board should be careful that some pressure from outside should not be imposed on them in selecting the Superintendent?

(9) Should the names of the applicants for the Superintendent be announced to the public?

(10) Should the Board members promise to vote for a certain applicant?

(11) The term of the office of the Superintendent?

(12) How to decide the salary of the Superintendent?

<u>Cooperation between the School Board and the Superintendent</u>

(13) How should the School Board conduct the school administration, keeping close contact with the Superintendent?

(14) How many chief executors are necessary in the Secretariat?

(15) When should the School Board dismiss the Superintendent?

(16) Should the Superintendent oppose the decision that he is not to be allowed to renew his contract?