## PERSONAL GROWTH LEAFLETS

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**The National Education Association**
**Washington 6, D. C.**

### *Ethics Is Becoming Popular*

A WIDESPREAD DESIRE to improve the level of professional and business relationships has characterized the twentieth century. This interest has been expressed among professional and industrial groups by the adoption of codes of ethics and standards of practice.

The American Bar Association adopted its "Canons of Professional Ethics" in 1908. In 1912 the American Medical Association adopted its "Principles of Medical Ethics" and in 1923 the "Canons of Judicial Ethics" were prepared.

The American Academy of Political and Social Sciences, the Federal Trade Commission, and the International Association of Rotary Clubs have been active in promoting this movement. The latter has urged every group represented in its membership to prepare and adopt a code of ethics or an official statement of standard practices.

*Ethics for Teachers*

AMONG teachers the development of professional standards of conduct has paralleled roughly the movement in other vocational groups.

The first state code of ethics for teachers was adopted by the Georgia Education Association in 1896. Since then 43 other state associations have adopted similar documents, and hundreds of codes have been prepared by individuals and local groups of teachers. The National Education Association appointed a committee on ethics in 1924 which, after five years of careful study, prepared a national code for teachers which was adopted in 1929. This was revised in 1941, 1944, and 1948. In 1943 an abridged copy of the code was prepared by the Ethics Commission for use as a poster.

*Instruction in Ethics*

ALL LEADERS agree that prospective teachers should be acquainted with the ideals and standards of the profession, but they differ in their opinions as to how and when this instruction should be given. Some professional schools depend entirely on incidental instruction. Others, believing that incidental instruction is usually accidental instruction, provide ethical instruction as definite units of broader courses. Still others, feeling that prospective members of the profession cannot be trained adequately in the ideals and standards of the profession without separate courses in the subject, provide special courses in ethics and professional organization. The policy of treating professional ethics as definite units in other courses provides systematic training without adding another course to the already crowded curriculum.

*The NEA Code of Ethics*

PREAMBLE—Believing that true democracy can best be achieved by a process of free public education made available to all the children of all the people; that the teachers in the United States have a large and inescapable responsibility in fashioning the ideals of children and youth; that such responsibility requires the services of men and women of high ideals, broad education, and profound human understanding; and, in order that the aims of democratic education may be realized more fully, that the welfare of the teaching profession may be promoted; and, that teachers may observe proper standards of conduct in their professional relations, the National Education Association of the United States proposes this code of ethics for its members. The term "teacher" as used in this code shall include all persons directly engaged in educational work, whether in a teaching, an administrative, or a supervisory capacity.

## ARTICLE I—RELATIONS TO PUPILS AND THE HOME

*Section 1*—It is the duty of the teacher to be just, courteous, and professional in all his relations with pupils. He should consider their individual differences, needs, interests, temperaments, aptitudes, and environments.

*Section 2*—He should refrain from tutoring pupils of his classes for pay, and from referring such pupils to any member of his immediate family for tutoring.

*Section 3*—The professional relations of a teacher with his pupils demand the same scrupulous care that is required in the confidential relations of one teacher with another. A teacher, therefore, should not disclose any information obtained confidentially from his pupils, unless it is for the best interest of the child and the public.

*Section 4*—A teacher should seek to establish friendly and intelligent cooperation between home and school, ever keeping in mind the dignity of his profession and the welfare of the pupils. He should do or say nothing that would undermine

the confidence and respect of his pupils for their parents. He should inform the pupils and parents regarding the importance, purposes, accomplishments, and needs of the schools.

ARTICLE II—RELATIONS TO CIVIC AFFAIRS

*Section 1*—It is the obligation of every teacher to inculcate in his pupils an appreciation of the principles of democracy. He should direct full and free discussion of appropriate controversial issues with the expectation that comparisons, contrasts, and interpretations will lead to an understanding, appreciation, acceptance, and practice of the principles of democracy. A teacher should refrain from using his classroom privileges and prestige to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

*Section 2*—A teacher should recognize and perform all the duties of citizenship. He should subordinate his personal desires to the best interests of public good. He should be loyal to the school system, the state, and the nation, but should exercise

his right to give constructive criticisms.

*Section 3*—A teacher's life should show that education makes people better citizens and better neighbors. His personal conduct should not needlessly offend the accepted pattern of behavior of the community in which he serves.

## ARTICLE III—RELATIONS TO THE PROFESSION

*Section 1*—Each member of the teaching profession should dignify his calling on all occasions and should uphold the importance of his services to society. On the other hand he should not indulge in personal exploitation.

*Section 2*—A teacher should encourage able and sincere individuals to enter the teaching profession and discourage those who plan to use this profession merely as a stepping-stone to some other vocation.

*Section 3*—It is the duty of the teacher to maintain his own efficiency by study, by travel, and by other means which keep him abreast of the trends in education and the world in which he lives.

*Section 4*—Every teacher should have membership in his local, state, and national professional organizations, and should participate actively and unselfishly in them. Professional growth and personality development are the natural product of such professional activity. Teachers should avoid the promotion of organization rivalry and divisive competition which weaken the cause of education.

*Section 5*—While not limiting their services by reason of small salary, teachers should insist upon a salary scale commensurate with the social demands laid upon them by society. They should not knowingly underbid a rival or agree to accept a salary lower than that provided by a recognized schedule. They should not apply for positions for the sole purpose of forcing an increase in salary in their present positions; correspondingly, school officials should not refuse to give deserved salary increases to efficient employees until offers from other school authorities have forced them so to do.

*Section 6*—A teacher should not apply for a specific position currently held by an-

other teacher. Unless the rules of a school system otherwise prescribe, he should file his application with the chief executive officer.

*Section 7*—Since qualification should be the sole determining factor in appointment and promotion, the use of pressure on school officials to secure a position or to obtain other favors is unethical.

*Section 8*—Testimonials regarding teachers should be truthful and confidential, and should be treated as confidential information by school authorities receiving them.

*Section 9*—A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. Ample notification should be given both by school officials and teachers in case a change in position is to be made.

*Section 10*—Democratic procedures should be practiced by members of the teaching profession. Cooperation should be predicated upon the recognition of the worth and the dignity of individual personality. All teachers should observe the professional courtesy of transacting official

business with the properly designated authority.

*Section 11*—School officials should encourage and nurture the professional growth of all teachers by promotion or by other appropriate methods of recognition. School officials who fail to recommend a worthy teacher for a better position outside their school system because they do not desire to lose his services are acting unethically.

*Section 12*—A teacher should avoid unfavorable criticism of other teachers except that formally presented to a school official for the welfare of the school. It is unethical to fail to report to the duly constituted authority any matters which are detrimental to the welfare of the school.

*Section 13*—Except when called upon for counsel or other assistance, a teacher should not interfere in any matter between another teacher and a pupil.

*Section 14*—A teacher should not act as an agent, or accept a commission, royalty, or other compensation, for endorsing books or other school materials in the selection or

purchase of which he can exert influence, or concerning which he can exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

### ARTICLE IV—STANDING COMMITTEE ON PROFESSIONAL ETHICS

There is hereby established a Standing Committee on Professional Ethics consisting of five members appointed by the president.

It shall be the duty of the Committee to study and to take appropriate action on such cases of violation of this Code as may be referred to it. The Committee shall be responsible also for publicizing the Code, promoting its use in institutions for the preparation of teachers, and recommending needed modifications.

If, when a case is reported, it is found to come from a state which has an Ethics Committee, such case shall immediately be referred to said state committee for investigation and action. In the case of a violation

reported from a state which has neither a code nor an ethics committee, or from a state which has a code but no ethics committee, the NEA Ethics Committee shall take such action as seems wise and reasonable and will impress members with the importance of respect for proper professional conduct. Such action shall be reported to the chief school officers of the community and the state from which the violation is reported.

The Committee is further vested with authority to hold hearings and to recommend to the Executive Committee the expulsion of a member of the National Education Association for flagrant violation of this code.

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### *The Value of A Code*

**The ideals of men best project themselves into reality when crystallized in written documents. The mere expression clarifies the sentiment. Franklin D. Jones.**

*Problems for Study and Discussion*

IS IT ETHICAL?

[1] To apply for a position in a system where no vacancy is known to exist?

[2] To accept a position in a school system where a relative is superintendent or board of education member?

[3] To pay a fee to a superintendent or board member for a position?

[4] To fail to be a member of professional organizations, local, state, and national?

[5] To fail to maintain the highest standards of personal conduct?

[6] To do more than vote for candidates in a political campaign?

[7] To tutor for remuneration pupils from one's own class?

[8] To accept gifts from pupils?

[9] To criticize an associate before his students or before other teachers?

[10] To solicit sample textbooks from publishers?

*A Few Good References*

*Trades and Professions* by George Herbert Palmer. Houghton Mifflin Company, 1914, 36p. 95 cents.

*Adventures on the Borderlands of Ethics* by Richard C. Cabot. Harper & Brothers, New York City, 1926, 152p. $2.

*Codes of Ethics* by Edgar L. Heermance, 241 Lawrence St., New Haven, Connecticut, 1924, 525p. $4.

*Ethics for Teachers,* Discussion Pamphlet No. 5, NEA Department of Classroom Teachers and Research Division, August 1945, 24p. 15 cents.

*Ethics in the Teaching Profession.* Research Bulletin, National Education Association, January 1931, 89p. Out-of-print; see copy in your library.

*Report of the Professional Ethics Committee, NEA* 1947. Includes 25 different codes. 64p. 25 cents.

*Report of the Professional Ethics Committee, NEA* 1948. Includes 25 different state codes. 80p. 25 cents.

[*Twenty-ninth printing 20,000. Total 899,100*]

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Translated by Kaguwa

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

000.8 (10 MAR 1950) CAS-CE 10 MAR 1950

SUBJECT: "Building the Daily Schedule"

TO: Chief, Chugoku Civil Affairs Region, APO 248
Chief, Hokkaido Civil Affairs Region, APO 7-5
Chief, Kanto Civil Affairs Region, APO 500
Chief, Kinki Civil Affairs Region, APO 25
Chief, Kyushu Civil Affairs Region, APO 24-5
✓ Chief, Shikoku Civil Affairs Region, APO 1050
Chief, Tohoku Civil Affairs Region, APO 547
(Attn: Civil Education Officer)

Tokai-Hokuriku Civil Education Section has developed a plan for presentation of the subject "Building the Daily Schedule." This plan has been successfully used in Tokai-Hokuriku Region. Copy is inclosed for your information and such use as may be deemed advisable.

FOR THE CHIEF, CIVIL AFFAIRS SECTION

1 Incl
"Building the Daily Schedule"

A. O'BRIEN
C.I.C. USA
Adm Off

## BUILDING THE DAILY SCHEDULE

Three closely related problems in the administration of a secondary school are:

1. The construction of the daily schedule.
2. The opening of school at the beginning of the year.

and 3. The closing of school at the end of the session.

Many schools accomplish very little during the opening and closing weeks of the school year because of confusion and disorganization from lack of previous careful planning and schedule making.

A carefully planned schedule is an outline of the day's work which indicates: (1) the time of beginning and ending of the school day; (2) time of beginning and ending of each class period, activities period, and home room period; (3) subjects and activities offered; (4) days on which each class and each activity meets; (5) name of the teacher in charge of each class or activity; (6) room in which each class or activity meets; and (7) time, length, and number of intermissions.

The daily schedule is to the school what a timetable is to a railroad. It is the business of a school to offer instruction. The first essential of such instruction is a program that will avoid conflicts between classes and will properly serve the interests and needs of the students. No two schools present exactly the same situation. Each situation must be analysed and dealt with individually. However, there are certain procedures which are common to the solution of most schedule-making problems.

Two kinds of factors influence schedule building: (1) factors that are relatively fixed and not subject to much variation by the schedule maker; and (2) those that apply particularly to the local school and should be adjusted in accordance with local conditions.

The relatively fixed factors include: (1) the limitation of the physical plant; (2) legal requirements of the prefecture and of the national government; (3) regulations by the local school board; (4) requirements of the colleges most students expect to attend; and (5) opinions of the community.

The other factors which influence scheduling include: (1) teaching combinations available in teachers; (2) length of school day and class period; (3) special training and interests of teachers; (4) the activity and lunch periods; (5) allotments of time for homeroom, guidance and administrative activities; (6)

Draft

length of time allowed students to change classes; (7) distribution of extra-curricular responsibilities among teachers; and (8) organization of the curriculum.

Preliminary to making the schedule it is necessary to know: (1) the total number of students who are to enter high school from the lower secondary schools; and (2) the number of students already enrolled (1st and 2nd year students who will become 2nd and 3rd year students respectively).

In general, here in Japan, the survey of incoming students should be made not later than the first part of December. In obtaining data from the lower secondary schools, blanks should be sent to the various schools, the principals of these schools being responsible for completing these blanks and sending in enrollment reports not later than the 2nd week in December. If a ninth grade student signs a registration blank in December, he may be expected as a registrant in the spring.

Organization of the curriculum: Before beginning to arrange the schedule of classes, the administrator must have at hand a list of the courses to be offered by the school for the semester or year. The administrator must know when each subject is to be included in the curriculum (first year, second year, first semester, second semester, et cetera). He must also know which of the subjects in each curriculum,are constants and which are variables. Core courses and broad field courses may involve two or more consecutive class periods and thus affect the schedule making.

Building facilities: The possibilities for the success of a program do not depend entirely on the efficiency of a faculty. The building itself must furnish facilities for study and for physical and social development.

Every student must be provided with a seat; yet there must be an economical use of the plant. Therefor, information must be gathered regarding the number and capacity of the classrooms, which rooms may be used for home rooms, the number of study halls, the size and equipment of shops, laboratories, libraries, gymnasiums, auditoriums, et cetera.

It is well to investigate the adaptability of room and subject, as well as the relative placement of the various subjects. For instance, orchestra rehearsals should not be scheduled adjoining rooms scheduled for classes where success depends upon hearing clearly and readily.

Many schools have fifty-minute classes. This long class limits the number of class periods, as a rule, to six in a day. This makes it necessary to have more classrooms available each period. It also makes it desirable to reduce the class load to five classes per teacher per day. On the other hand, long classes make supervised study in each class period desirable, and can act to eliminate the need for study periods in the schedule.

The present economic situation limits the availability of classrooms. High schools are taking the wrong attitude toward this situation. They are limiting the number of students who may attend, thereby keeping some students out of school. Instead, they should be devising schedules that would accomodate all students, even to the extent of having double, over-lapping schedules. It would be possible, by starting school as early as eight o'clock to have one group of students leave at one or two o'clock, and a second group start at ten or eleven o'clock. Almost double the number of students could be accomodated in this manner.

Admittedly, this is not a desirable situation. It should be corrected just as soon as the local economy can support more rooms and more teachers. But it is more desirable than turning students away from school. That is disgraceful and a black mark against the entire educational profession !!

Now let us turn to the actual methods of scheduling. We have complete figures on the number of students in each class. From the lower secondary schools we have learned that we will have 100 students entering the first year class. Next year's second year class will consist of 76 students. The third year class will have 92 students. We know definitely that part-time classes will have the following enrollment: 1st year--40; 2nd year--12; and 3rd year--14. Judging from past experience we feel that we may safely make the schedule for these part-time classes, as it is doubtful that any further enrollments would be so many as to make it necessary to create extra classes.

We must now determine how many sections we will have in each class, and who will be in them. First we consider the size and number of classrooms available in our school.

We find that we have 18 classrooms including the gymnasium-auditorium. Excluding the gymnasium-auditorium, we find that each classroom will accommodate 50 students. We have 19 teachers. We have said already that we should make our schedule on the basis of 5 classes per day per teacher.

We know that we cannot handle more than 50 students per class, so we must split all three of the regular classes in half. This makes six regular classes and three part-time classes, or nine classes all together. There are six periods in a day, so we multiply nine, the number of classes, by six, the number of periods, and arrive at 54, the tentative number of classes to be taught per day. Divide 54, the number of daily classes, by 19, the number of teachers, and we find that we have only 3 classes per teacher per day.

Now, what other factors must be considered? Facilities and equipment are important items. On examining the equipment available we find that 30 is the largest number of students we can accomodate in many of our more or less technical courses. This is true of classes in the following subjects: General Agriculture; Horticulture; Agricultural manufacturing; Agricultural Civil Engineering; Agricultural Handicrafts; and Biology.

Further investigation leads us to realize that too large classes will seriously hamper our teaching in the following courses: Agricultural Economics; Farming; Sericulture; and Animal Industry.

Now let's look at the curriculum to find out just which students are taking these classes.

## ORGANIZATION OF CURRICULUM

| NO. OF STUDENTS | 100 1st Year | | 76 2nd Year | | 92 3rd Year | | 40 1st year part-time | | 12 2nd year part-time | | 14 3rd year part-time | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Sub | Hrs | Sub | Hrs | Sub | Hrs | Sub | Hrs | Sub | Hrs | Sub | Hrs |
| | E | 5 | | | | | E | 5 | | | | |
| | SS | 5 | | | SS | 5 | | | | | SS | 2 |
| | E | 5 | | | E | 2 | E | 2 | E | 2 | E | 3 |
| | GA | 10 | GA | 2 | GA | 2 | GA | 10 | | | GA | 2 |
| | JL | 3 | JL | 3 | JL | 3 | JL | 3 | JL | 3 | JL | 3 |
| | PT | 3 | PT | 3 | PT | 3 | PT | 3 | PT | 3 | PT | 2 |
| | | | GH | 5 | | | | | GH | 5 | | |
| | | | AH | 2 | AH | 2 | | | | | AH | 2 |
| | | | P | 2 | | | | | | | P | 2 |
| | | | H | 3 | H | 2 | | | H | 3 | H | 2 |
| | | | AI | 2 | AI | 2 | | | AI | 2 | AI | 2 |
| | | | C | 3 | | | | | C | 3 | | |
| | | | F | 2 | F | 2 | | | F | 2 | F | 2 |
| | | | AH | 2 | | | AH | 2 | | | | |
| | | | S | 2 | | | | | | | | |
| | | | | | AE | 3 | | | | | | |
| | | | | | ACE | 2 | | | | | ACE | 2 |
| | | | | | AP | 3 | | | | | | |
| TOTAL | 31 | | 31 | | 31 | (93) | 25 | | 23 | | 24 | (72) |

Now we can see clearly: We have already divided the regular 1st, 2nd and 3rd year classes into two parts. Nowwe must add to each of these parts an additional class for each of the subjects we have just noted. So we add the following: (1 class added for each section)

| Subject | No.of classes | Subject | No.of classes | Subject | No.of classes | Subject | No. of classes |
|---|---|---|---|---|---|---|---|
| GA | 2 | GA | 2 | GA | 2 | GA | 1 |
| | | AM | 2 | AM | 2 | AH | 1 |
| | | H | 2 | H | 2 | | |
| | | AI | 2 | AI | 2 | | |
| | | F | 2 | F | 2 | | |
| | | AH | 2 | AE | 2 | | |
| | | S | 2 | AGE | 2 | | |
| TOTAL | 2 | | 14 | | 14 | | 2 |

GRAND TOTAL--/32/

Now we have 32 additional classes. Adding the 54 original classes we find a total of 86 classes per day. Beforemaking a final decision we should carefully consider the matters of Home rooms, student assemblies, club activities and home projects.

We feel that home rooms should have a definite place in the schedule, but it seems logical that we can arrange for them later, since they are not conflicting for students or teachers. The same is true for student assemblies and club activities. Home projects cannot be reliably estimated until later in the year. We should try to keep teachers best suited for handling home projects reasonably free in our schedule in order that they may be available for home project work as it evolves.

It appears that we may accept our present figure of 86 classes as a reasonable one. Dividing 86, the number of classes, by 19, the number of teachers, we find that we have the teaching load set at 4½ classes per day per teacher. With the home projects yet to be considered, it appears that we will come reasonably close to our ideal of 5 classes per day per teacher.

Now we must know which subjects each of the teachers is able and legally certified to teach. So we go through the entire curriculum, listing after each subject the names of teachers who can teach it. This comes out as follows:

| SUBJECT | TEACHER |
|---|---|
| BIOLOGY---------- | D |
| SOCIAL STUDIES---------- | M |
| ENGLISH---------- | P |
| GENERAL AGRICULTURE------- | B,C,E,G,H,I, and R |

| SUBJECT | TEACHER |
|---|---|
| JAPANESE LANGUAGE | L |
| PHYSICAL TRAINING | Q |
| GENERAL MATHEMATICS | N |
| AGRICULTURAL MANUFACTURING | E, and F |
| PHYSICS | C |
| HORTICULTURE | A and K |
| ANIMAL INDUSTRY | F, H and S |
| CHEMISTRY | C |
| FARMING | I and S |
| AGRICULTURAL HANDICRAFTS | G and J |
| SERICULTURE | J and D |
| AGRICULTURAL ECONOMICS | A and B |
| AGRICULTURAL CIVIL ENGR | G and J |
| AGRICULTURAL POLICY | K (the principal) |

To make this easier to refer to, we will also list the teachers, and after their names, the subjects which they can teach:

| TEACHER | SUBJECT |
|---|---|
| A | Horticulture |
| | Agricultural Economics |
| B | General Agriculture |
| | Agricultural Manufacturing |
| | Agricultural Economics |
| C | General Agriculture |
| D | Biology |
| | Sericulture |
| E | General Agriculture |
| F | Agricultural Manufacturing |
| | Animal Industry |
| G | General Agriculture |
| | Agricultural Handicrafts |
| | Agricultural Civil Engineering |
| H | General Agriculture |
| | Animal Industry |
| I | General Agriculture |
| | Farming |
| J | Agricultural Handicrafts |
| | Agricultural Civil Engineering |
| | Sericulture |
| K (Principal) | Agricultural Policy |
| L | Japanese Language |
| M | Social Studies |
| N | General Mathematics |

| TEACHER | SUBJECT |
|---|---|
| C | Physics |
| | Chemistry |
| F | English |
| Q | Physical Training |
| K | General Agriculture |
| | Horticulture |
| S | Animal Industry |
| | Farming |

Now we see that we have C, E, K, L, M, N, P, and Q who are "one subject" teachers. These we must be very careful to schedule so as to avoid any conflicts. The others, who are more versatile, may be used to fill in around these "single-minded" individuals !!

Since each class each year has a 31 hour schedule, plus homeroom, study hall, student assemblies, club activities, home projects, et cetera, it is evident that we will have to run at least a 5½ day week. So we set up our schedule as follows: (Turn to schedule frame, drawn on blackboard).

Now we can begin to build our schedule. Let us start out with what I call a horizontal block schedule. By this term I mean that each period of the day is considered as a block, and each block is scheduled with the same subject throughout the week, at the same time each day.

We will start our schedule with the first division of the first year class, which we will designate as class 1A.

We know that homeroom is desirable as a regular part of the schedule. And since the homeroom period is partially used as orientation period, for announcements of special events, emergency changes of schedule and other things of this nature, it seems logical that it should be scheduled at the very beginning of the week. Also, homerooms do not create conflicts between classes, or for teachers or students, so we can place all homerooms in the first period every Monday. Let's try it and see if it works out. (Done).

At present we will not assign teachers to these homerooms. That can be done when we attempt to equalize the teacher workloads.

Remember that we are working with the horizontal block method of scheduling, wherein each period is scheduled the same for each day of the week. We have already violated that system because homerooms come only once a week. What are we going to do with that first period the other five days?

Let's leave it open and see how it will work in. We'll start with the second period and see if we can't stick to our system.

Let's see----we have to teach biology for five hours each week. Let's put that in the second period on the first five days. (Done). Now who teaches biology? "D" is the only teacher. So we assign "D" to these classes. (Done).

Now we see that we have to teach social studies five hours each week. So let's take the third period of each of the first five days for that. (Done). Who teaches social studies? "M" does. He is the only teacher of that subject. So we assign him. (Done).

So far, our block system is working pretty well !

Next we find that English is a 5-hour course. So we will use the 4th period for that. (Done). "P" is the only English teacher, so we assign him. (Done).

Our next subject is general agriculture, which is a 10-hour course. Will that work in our block system ? Yes ! We schedule it for the 5th and 6th periods of the first five days. (Done).

Who teaches general agriculture ? B, C, E, G, H, I and R. Seven teachers. Which shall we choose ? Let's look at the teacher-subject list. "C" can teach nothing else. He is one of those "one track" teachers! So let's use him and get him out of the way !! (Done)

General agriculture was one of the subjects for which we had to add an extra section. Consequently we need another teacher for that section. We go back to our "teacher-subject" list. Ahs ! "E" is another "one-track" teacher. He is assigned. (Done).

Now we have two 3-hour subjects, Japanese Language and Physical Training. Here is where that first period comes in handy. We will put Japanese Language every other day on the first period---that's Tuesday, Thursday and Saturday. "L" is the only teacher for that subject, so he is assigned.

Then we'll put Physical Training in the first period on Wednesday and Friday. Here our block system breaks down a little. We will have to put Physical Training on the 2nd period on Saturday. "Q" is the only teacher so he gets this assignment.

As we look at this schedule for class 1A we find it is practically perfect. In fact, with the Japanese curriculum as it is, that schedule is difficult to improve. However, it is already evident that the block system is not going to work out that perfectly throughout the entire three years if we are to avoid conflicts.

It is my idea to give the first year students the most perfect schedule because they are new to upper secondary school. They are bewildered by it. And we need to make their schedule as systematic as possible in order to lessen their confusion and make their work as easy for them as possible. That is why I make their schedule first, and fit the other classes to it.

Now let's try to use the block system in scheduling the second section of the first year class, which we will designate as class 1B.

We know that we must avoid conflicts in use of teachers, rooms and equipment. We also want to use the same teachers for this section as we used for 1A. By doing that we make it much easier for the teachers because they will have to make only one preparation for two classes. In other words, they will have to spend only half as much time in preparation. Also this method serves to give all of the students of the first year class the same instruction, more or less standardizing their work.

So we will immediately shift the hours that these classes meet, so as to achieve our aim of using the same teachers again.

Let's see----we will keep homeroom in the first hour.

Now let's take general agriculture and teachers C and E from the 5th and 6th periods and place them in the 2nd and 3rd hours of the first five days. (Done).

Then let's take biology and teacher "D" and put them at the other end of the day----the 6th period of each of the 1st five days. (Done).

Now we take Social Studies and teacher "H" and move them across the day to the 5th period of each of the 1st five days. (Done).

We still have English, a 5-hour subject. It fits right into the 1st period of each of the last five days. And so does teacher "F".

Well, Japanese Language and Physical Training will have to fill up the rest. Let's hope that they will clear with the first section. We will put Japanese Language on the 4th period of Monday, Wednesday, and Friday. And teacher "L" goes with it without any conflict.

Now Physical Training will have to come on the 4th period on Tuesday and Thursday. That is all right. Teacher "Q" does not conflict there.

But the 1st period on Saturday is filled. We can't put teacher "Q" in the 2nd period---that conflicts with his work in 1A. So we'll have to put physical training in the third hour on Saturday.

Well---there is another schedule that is practically perfect. We had better be careful or we will begin to get swelled heads from thinking we are so good !!

Let's see what we can do with the first section of the second year---class 2A.

First we had better see what subjects of this second year will conflict with those of the first year. Let's go back to that first list we compiled, on the Organization of Curriculum. As we read across the list for the first and second years, we see that general agriculture, Japanese language and physical training can create conflicts.

Now, general agriculture isn't much of a problem. We have seven teachers who can handle it. But Japanese language and physical training offer a serious problem, as there is only one teacher for each of them. And as we look at our curriculum table we see that those two teachers are going to have to teach these same subjects in every class in the school.

So we had better try to schedule these teachers first from now on, and try to build the rest of the schedule around them. That is going to make it difficult to keep the horizontal block system working; but we will do our best !!

Of course, we have homeroom in the first period.

Now, let's take physical training and see where it will fit. We'll try it on the second period. It's all right on Monday--no conflicts.

Let's see. We try to alternate these two subjects so as to space them evenly throughout the week. How about Japanese language on Tuesday, the 2nd period ? Yes---that's all right. And physical training on Wednesday, 2nd period. It works ! And Japanese language on Thursday, 2nd period. Okay ! And physical training on Friday, 2nd period. Fine ! And Japanese language on Saturday, 2nd period. Beautiful !

Now we have some 2-hour courses which are partly laboratory courses, so they should occur in consecutive periods. Let's try putting those in the last two hours of the day.

We can put agricultural manufacturing in the 5th and 6th periods on Monday. (Done). Looking at the "subject-teacher" list we find that "B" and "F" are the only teachers for this subject. Since we have to have two sections for this subject we assign both teachers. (Done).

Let's put animal industry on the 5th and 6th periods on Tuesday. (Done). We have three teachers---F, H and S. There is not much choice between them, except that "S" is especially good at Home Projects and should be saved for that purpose if possible. So we will assign F and H. (Done).

Let's put Farming in the 5th and 6th periods on Wednesday. (Done). We have just two teachers, I and S, so they will both have to be assigned here. (Done).

Now agricultural handicrafts will go on Thursday, the 5th and 6th periods. (Done). G and J are the only teachers, so they are assigned. (Done).

Next we put sericulture on Friday the 5th and 6th periods, and teachers J and D go with it. Let's see. We used D before in 1A and 1B. Oh yes---D teaches biology---and here is a conflict. He has biology on the 6th hour on Friday. So at last a conflict begins to interfere with our block system. We can't exchange with any of the other 5th or 6th hour blocks, because D teaches biology on the 6th hour every one of the first five days. I guess we will have to desert the system a little and put this subject on the 4th and 5th periods on Friday. Yes--that creates no conflict. (Done).

We have left only one 5 hour subject--general mathematics. That fits in perfectly in the first period of the last five days. N is the only teacher, so we'll assign ~~them~~ him. (Done)

Now we have chemistry, a 3-hour course, and physics, a 2-hour course. They fit perfectly into the third period, on alternating days. O is the only teacher. So we assign ~~them~~ him. (Done).

Well, with minor exceptions, our horizontal block system is still working pretty well. That makes me feel pretty good.

But wait a minute ! There is something wrong here. We must have left something out. I just happened to add the hours as I looked across that schedule and we have only 26 hours scheduled. We will have to check the Curriculum Organization Chart. Oh yes, there is general agriculture, 2 hours.

The only place we can put that is on Saturday. There is Japanese language in the 2nd period. Well, I could put general agriculture in the 3rd and 4th periods Saturday, but I was trying to save that 4th period for club activities, for everybody.

I can't put Japanese language in the first period without breaking up the entire 1st period block. Besides, it would conflict with class 1A.

I can put it back here on Friday in the 6th period. That block is already broken, and besides, there is no conflict. Yes---I'll do that. (Done). Now I can put general agriculture in the second and third periods. (Done).

Let's see---if we count up the time that teachers C and E have, it comes to 20 hours. They can stand 4 or 5 more hours a week, so we will just give them these classes too. (Done).

Well, that is still only 28 hours. What else is listed in the curriculum that we have omitted. Ah---here it is---- horticulture. 3 hours. That's all !

Where can we put that ? There are not any consecutive 2-hour periods left. I could rearrange this schedule and get in one 2-hour period. But I will probably have to do some changing later on anyhow. I think that I'll schedule horticulture for three separate periods for now. Later on I'll see if I can change it to a single and a double period. I'll put it in the 4th period on Monday, Tuesday and Thursday. A and R are the only teachers, so we'll have to schedule them. (Done).

Well, that is still a pretty good block schedule. Look at it and see for yourselves.

Exactly the same method is used to work out the rest of the schedule. As you go along it becomes increasingly difficult to keep the schedule systematic and closely in accord with the block system. Eventually your method of scheduling changes from the systemtic block system to what is called the mosaic, or picture-puzzle system.

In large school systems--generally any system with over 800 enrollment, the mosaic system is about the only method of scheduling----especially if there is a shortage of teachers.

However, even though you work out your schedule entirely by the mosaic method, your ideal should be to eventually come as close as possible to the horizontal block system.

We haven't time to work out the rest of this schedule. But I have already worked it out, and here it is. (Uncover the rest of the blackboard, on which you have previously placed the completed schedule).

If you will look this program over carefully you will find that for the most part the horizontal block system has worked out almost perfectly for all of the regular classes for the three years. Class 3B is the only one that gets very far away from the system. And that is not so bad. The members of that class are seniors and should be well able to adjust themselves to the irregularities of that schedule.

It is true that the part-time classes do not hold to the block system. It would be better if they could. However, the regular classes deserve first consideration, so we need not feel too bad about our inability to make the system work out for the part-time students.

Now some of you may be saying to yourselves, "He has just made up that entire situation. He picked his teachers and gave them the qualifications he needed in order to make the schedule work. He set the number of classrooms according to his needs. He set the number of students he wanted. Anybody can make a schedule work that way. But I'll bet that he can't do it with a real situation !"

You are wrong, gentlemen ! This is an actual school right here in Aichi prefecture. I'm not going to tell you its name, because I believe that the principal is right here in the room, and to name the school might embarrass him.

But Mr. Naoi knows the school and knows that this is a real situation. So does Mr. Suzuki, the superintendent of education. Mr. Naoi gave me the original schedule of this school, and all of the information that was used in developing the schedule I have just explained to you.

The original schedule in that school was atrocious. It contains conflicts. Part of the time students just disappear. Nobody knows where they are. I expect that they are down town playing the slot machines !

Part of the time students are scheduled for two classes at the same time.

Teachers in that school are averaging only 17 or 18 hours a week of actual classroom teaching.

Of the total student-hour capacity of that school, only 36.3% is being used.

Of the actual capacity for hourly use of the school, only 59.47%is being used.

The school's original schedule uses 21 teachers very inefficiently. As you can see, in making the new schedule I used only 19 teachers. And none of them is overworked, or abused !

The original schedule uses 18 rooms very inefficiently. Again, if you will look at the new schedule, you will find that only 13 rooms are needed.

This means that 4 rooms are now available for more students. That means that, by adding a few teachers the school can accomodate about 200 more students.

You educators are constantly complaining that you need more money for buildings, equipment, and salaries. I feel compelled to say to you that you do not deserve more funds, and should not receive them until such time as you begin to administer your schools in a systematic manner, use the facilities to the fullest extent, expend the teachers' time fully and efficiently, and spend the funds which you are already receiving wisely and efficiently so as to get full value received for every yen you spend.

I would like to recommend that the principal's association appoint a small committee on school administration. That this committee work with members of the secretariat named by the superintendent of schools. That these members of the secretariat and this committee of principals visit every high school in this prefecture, survey the school facilities, the present faculty, and the schedule, and then work with the principal of each school to revise his administration so as to achieve the desired results.

I further recommend that the board of education, as the body responsible to the public for the proper and efficient expenditure of public funds, demand that the superintendent of education inaugurate such a program as I have just outlined to you in order to develop an efficient administrative system.

| | | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|---|
| | | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| 1A | Teacher | N D M P C — | L D M P C — | Q D M P C — | L D M P C — | Q D M P C — | L Q N — |
| | Class | HR S(B) SS E GA — | JL S(B) SS E GA — | PT S(B) SS E GA — | JL S(B) SS E GA — | PT S(B) SS E GA — | JL PT SH C |
| | Teacher | E — | E — | E — | E — | EA — | |
| | Class | GA — | GA — | GA — | GA — | GA — | |
| 1B | Teacher | H C — L M D | P C — Q M D | P C — L M D | P C Q M M D | P C — L M D | P N Q A |
| | Class | HR GA — JL SS S(B) | E GA — PT SS S(B) | E GA — JL SS S(B) | E GA — PT SS S(B) | E GA — JL SS S(B) | E SH PT C |
| | Teacher | E — | E — | E — | E — | E — | |
| | Class | GA — | GA — | GA — | GA — | GA — | |
| 2A | Teacher | M Q O A B — | N L O A F — | N Q O G I — | N L O A J — | N Q O J — L | N C — A |
| | Class | HR PT C H AM — | GM JL P H AI — | GM PT C SH F — | GM JL P H AH — | GM PT C S — JL | GM GA — C |
| | Teacher | R F — | R H — | T — | R G — | D — | E — |
| | Class | H AM — | H AI — | F — | H AH — | S — | GA — |
| 2B | Teacher | O N I — Q L | O N B — J — | O N J — Q L | O N A B — L | O N A — Q N | O F — A |
| | Class | HR GM E — PT JL | C GM GA — AH — | P GM S — PT JL | C GM H AM — JL | P GM H — PT SH | C AI — C |
| | Teacher | I — | G — G — | D — | R F — | R — | H — A |
| | Class | F — | GA — AH — | S — | H AM — | H — | AI — C |
| 3A | Teacher | P B — Q L M | A — I — P M | F — A Q L M | G. — K G P M | B — K Q L M | R A — A |
| | Class | HR GA — PT JL SS | H — F — E SS | AI — AE PT JL SS | — AP SH E SS | AM — AP PT JL SS | AP AE — C |
| | Teacher | G — | R — I — | H — B | J — | F — | B — |
| | Class | GA — | H — F — | AI — AE | — | AM — | AE — |
| 3B | Teacher | G A — M K Q | B — F — A — | I — L M G — | A Q L M K P | K G P M B — | Q L M A |
| | Class | HR H — SS AP PT | GA — AI — AE — | E — JL SS — | AE PT JL SS AP E | AP SH E SS AM — | PT JL SS C |
| | Teacher | R — | G — H — B — | I — J — | B | F — | |
| | Class | H — | GA — AI — AE — | F — — | AE | AM — | |
| P1 | Teacher | R L Q D I — — | J Q L D — I — | G — I — P R L | Q P D — I — — | | |
| | Class | HR JL PT S(B) GA — — | SH PT JL S(B) — GA — | AH — GA — E SH JL | PT E S(B) — GA — — | | |
| | Teacher | R — — | R — | J — R — | R — — | | |
| | Class | GA — — | GA — | AH — GA — | GA — — | | |
| P2 | Teacher | | | L P N N F — Q | J A P L Q N — | A — L N O — Q | I — O |
| | Class | | | JL E GM — AI — PT | HR H E JL PT GM — | H — JL GM C — PT | F — C |
| | Teacher | | | | | | |
| | Class | | | | | | |
| P3 | Teacher | J P L J I — | Q M P L I — O | A — H — O P | M F — J L Q | | |
| | Class | HR E JL — AI — | PT SS E JL F F P | H — GA — P E | SS AM — — JL PT | | |
| | Teacher | | | | | | |
| | Class | | | | | | |

SH — Study Hall

A student as obtained in ...

| Teacher | Classroom | Monday 1 2 3 4 5 6 7 | Tuesday 1 2 3 4 5 6 7 | Wednesday 1 2 3 4 5 6 7 | Thursday 1 2 3 4 5 6 7 | Friday 1 2 3 4 5 6 7 | Saturday 1 2 3 4 5 6 7 | 15th Tot | Small Room | Large | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | * | H H H<br>3B1 3B1 2A1 | H H H AE AE<br>3A1 3A1 2A1 3B1 3B1 | H H AE<br>P3 P3 3A1 | AE H H H<br>3B1 P2 2B1 2A1 | H H H H<br>P2 P3 2B1 2B1 | AE AE A<br>3A1 3A1 C | 21 | 1 | 2 | 24 |
| B | * | GA GA AM AM<br>3A1 3A1 2A1 2A1 | GA GA GA GA AE AE<br>3B1 3B1 2B1 2B1 3B2 3B2 | AE<br>3A2 | AE AM AM<br>3B2 2B1 2B1 | AM AM AM AM<br>3A1 3A1 3B1 3B1 | AE AE A<br>3A2 3A2 C | 20 | 1 | 3 | 24 |
| C | * | GA — GA —<br>1B1 — 1A1 — | GA — GA —<br>1B1 — 1A1 — | GA — GA —<br>1B1 — 1A1 — | GA — GA —<br>1B1 — 1A1 — | GA — GA —<br>1B1 — 1A1 — | GA — A<br>2A1 — C | 22 | 1 | 1 | 24 |
| D | ?(Sc) | S(B) S(B) S(B)<br>1A P1 1B | S(B) S(B) — S(B)<br>1A P1 — 1B | S(B) S — S(B)<br>1A 2B2 — 1B | S(B) S(B) — S(B)<br>1A P1 — 1B | S(B) S — S(B)<br>1A 2A2 — 1B | A<br>C | 19 | 1 | 4 | 24 |
| E | * | GA — GA —<br>1B2 — 1A2 — | GA — GA —<br>1B2 — 1A2 — | GA — GA —<br>1B2 — 1A2 — | GA — GA —<br>1B2 — 1A2 — | GA — GA —<br>1B2 — 1A2 — | GA — A<br>2A2 — C | 22 | 1 | 1 | 24 |
| F | * | AM —<br>2A2 — | AI — AI —<br>3B1 — 2A1 — | AI — AI —<br>3A1 — P2 — | AM — AM —<br>P3 — 2B2 — | AM — AM —<br>3A2 — 3B2 — | AI — A<br>2B1 — C | 20 | 1 | 3 | 24 |
| G | ? | HR GA —<br>3B 3A2 — | GA — GA — AH —<br>3B2 — 2B2 — | AH — SH<br>P1 — 2A 3B1 | AE — SH AH —<br>3A1 — 3A 2A2 — | SH<br>3B | A<br>C | 16 | 5 | 2 | 23 |
| H | * | HR<br>1B | AI — AI —<br>3B2 — 2A2 — | AI — GA —<br>3A2 — P3 — | | | AI A<br>2B2 C | 10 | 2 | 12 | 24 |
| I | * | F — GA — —<br>2B1 — P11 — — | F — GA —<br>3A1 — P11 — | F — GA — F —<br>3B1 — P11 — 2A1 — | GA — —<br>P11 — — | | F — A<br>P2 — C | 20 | 1 | 2 | 23 |
| J | ? | HR ALE AH —<br>P3 P3 | P1 2B1 — | AH — S — ALE —<br>P12 — 2B1 — 3B2 — | ALE — ALE AH —<br>3A2 — P3 2A1 — | S —<br>2A1 — | A<br>C | 16 | 3 | 4 | 23 |
| TEAM K | ? | AP<br>3B | | AP<br>3A | AP AP<br>3B 3A | AP AP<br>3B 3A | AP A<br>3A C | 6 | 1 | 2 | 9 |
| L | ? | JL JL JL JL JL<br>P1 P3 1B 3A 2B | JL JL JL JL<br>1A 2A P1 P3 | JL JL JL JL JL JL<br>P2 3B 1B 3A 2B P1 | JL JL JL JL JL JL<br>1A 2A 3B P2 P3 2B | JL JL JL JL<br>P2 1B 3A 2A | JL JL A<br>1A 3B C | 27 | 1 | 0 | 28 |
| M | ? | HR SS SS SS SS<br>2A 1A 3B 1B 3A | SS SS SS SS<br>P3 1A 1B 3A | SS SS SS SS<br>1A 3B 1B 3A | SS SS SS SS SS<br>P2 1A 3B 1B 3A | SS SS SS SS<br>1A 3B 1A 3A | SS A<br>3B C | 22 | 2 | 0 | 24 |
| N | ? | HR GM<br>1A 2B | GM GM<br>2A 2B | GM GM GM —<br>2A 2B P2 — | GM GM GM —<br>2A 3B P2 — | GM GM SH<br>2A 2B P2 2B | GM SH SH A<br>2A 1B 1A C | 15 | 5 | 0 | 20 |
| O | ?(Sc) | HR C<br>2B 2A | C P P<br>2B 2A P3 | P C P<br>2B 2A P3 | C P<br>2B 2A | P C C —<br>2B 2A P2 — | C C A<br>2B P2 C | 15 | 2 | 0 | 17 |
| P | ? | HR E E<br>3A P3 1A | E E E E<br>1B P2 1A 3A | E E E E E<br>1B P2 1A P1 P3 | E E E E E E<br>1B P1 P2 1A 3A 3B | E E E<br>1B 3B 1A | E A<br>1B C | 21 | 2 | 0 | 23 |
| 2 | ? | PT PT PT PT PT<br>2A P1 3A 2B 3B | PT PT PT<br>P3 P1 1B | PT PT PT PT PT<br>1A 2A 3A 2B P2 | PT PT PT PT PT<br>P1 3B 1B P3 P3 | PT PT PT PT PT<br>1A 2A 3A 2B P2 | PT PT PT A<br>3B 1A 1B C | 26 | 1 | 0 | 27 |
| R | ? | HR H — H GA — —<br>P1 3B2 — 2A2 P12 — — | H — H GA —<br>3A2 — 2A2 P12 — | GA — SH<br>P12 — P1 | H H GA — —<br>2B2 2A1 P12 — — | H —<br>2B2 — | A<br>C | 20 | 2 | 2 | 24 |
| SAT | * | F — AI —<br>2B2 P3 | F — F —<br>3A2 — P3 — | F — F —<br>3B2 — 2A2 — | HR This is teacher schedule, correlating with<br>P2 class schedule. SAT | | | 12 | 1 | 8 | 21 |

* = Small classroom — 25 or less students
? = Large " — 26 or more "
P(Sc) — This might be a combined classroom & Laboratory.
(Sc) — This might be a combined Laboratory — Only part-time. Room available for other use 83 1/3% of time.

There are another 8 hours of home projects to be distributed.

# Present Classroom Use

| Name of Class Room | Total Hours class room is used | Capacity of room | Student hour capacity of room | Present student hour use | Present % of actual hour use | Present % of student hour use |
|---|---|---|---|---|---|---|
| 1 | 28 | 50 | 1700 | 1150 | 82% | 68% |
| 2 | 28 | 50 | 1700 | 1150 | 82% | 68% |
| 3 | 30 | 50 | 1700 | 817 | 88% | 48% |
| 4 | 32 | 50 | 1700 | 855 | 94% | 50% |
| 5 | 33 | 50 | 1700 | 1127 | 98% | 67% |
| 6 | 33 | 50 | 1700 | 1127 | 78% | 67% |
| 7 | 27 | 50 | 1700 | 1080 | 79% | 64% |
| 8 | 24 | 50 | 1700 | 288 | 71% | 17% |
| 9 | 27 | 50 | 1700 | 378 | 79% | 22% |
| 10 | 17 | 50 | 1700 | 726 | 50% | 43% |
| 11 | 10 | 50 | 1700 | 237 | 29% | 14% |
| 12 | 11 | 50 | 1700 | 229 | 33⅓% | 13% |
| 13 | 11 | 50 | 1700 | 241 | 33% | 14% |
| 14 | 9 | 50 | 1700 | 191 | 26% | 11% |
| 15 | 17 | 50 | 1700 | 405 | 50% | 24% |
| 16 | 11 | 50 | 1700 | 263 | 33% | 15% |
| 17 | 9 | 50 | 1700 | 191 | 26% | 11% |
| 18 | 9 | 50 | 1700 | 191 | 26% | 11% |
| Totals | 18 | 366 | 900 | 40,100 | 1026 | 57.4% | 60.3% |

## Monday

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| HR | SS | E | GA | GA | |
| 50 | 50 | 50 | 25 | 25 | |
| HR | E | E | SS | GA | GA |
| 50 | 50 | 50 | 50 | 25 | 25 |
| HR | GM | JL | PT | AM | AM |
| 38 | 38 | 38 | 38 | 19 | 19 |
| HR | P | GM | JL | AH | AH |
| 38 | 38 | 38 | 38 | 19 | 19 |
| HR | JL | AM | AM | E | PT |
| 46 | 46 | 23 | 23 | 46 | 46 |
| HR | SS | GA | GA | PT | AP |
| 46 | 46 | 23 | 23 | 46 | 46 |
| HR | S(B) | PT | JL | GA | GA |
| 40 | 40 | 40 | 40 | 40 | 40 |
| | | | | | |
| HR | H | AE | AE | S | S |
| 14 | 14 | 14 | 14 | 14 | 14 |
| S(B) | | | | | |
| 50 | | | | | |

## Tuesday

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| SS | JL | | | GA | GA |
| 50 | 50 | | | 25 | 25 |
| | | JL | SS | GA | GA |
| | | 50 | 50 | 25 | 25 |
| GM | P | H | PT | GA | GA |
| 38 | 38 | 19 | 38 | 19 | 19 |
| P | GM | C | H | PT | JL |
| 38 | 38 | 38 | 19 | 38 | 38 |
| H | H | F | F | AM | AL |
| 23 | 23 | 23 | 23 | 23 | 23 |
| JL | SS | PT | E | AP | AP |
| 46 | 46 | 46 | 46 | 46 | 46 |
| E | GA | AH | AH | E | GA |
| 40 | 40 | 40 | 40 | 40 | 40 |
| PT | E | AM | AM | AL | AL |
| 14 | 14 | 14 | 14 | 14 | 14 |
| S(B) | S(B) | S(B) | S(B) | | |
| 50 | 50 | 50 | 50 | | |
| H | H | H | H | | |
| 23 | 23 | 19 | 19 | | |
| | | F | F | GA | GA |
| | | 23 | 23 | 25 | 25 |
| | | | | AL | AL |
| | | | | 23 | 23 |
| | | | | GA | GA |
| | | | | 25 | 25 |
| | | | | GA | GA |
| | | | | 19 | 19 |

## Wednesday

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| GA | GA | | | | PT |
| 25 | 25 | | | | 50 |
| E | PT | | | GA | GA |
| 50 | 50 | | | 25 | 25 |
| JL | AL | AL | | H | H |
| 38 | 19 | 19 | | 19 | 19 |
| GM | JL | PT | | GA | GA |
| 38 | 38 | 38 | | 19 | 19 |
| AE | AE | SS | | SS | E |
| 23 | 23 | 23 | | 46 | 46 |
| AE | SS | JL | | PT | SS |
| 46 | 46 | 46 | | 46 | 46 |
| S(B) | S(B) | JL | | GA | GA |
| 40 | 40 | 40 | | 40 | 40 |
| PT | GM | GM | | C | C |
| 12 | 12 | 12 | | 12 | 12 |
| P | P | E | | JL | F |
| 14 | 14 | 14 | | 14 | 14 |
| S(B) | | S(B) | | C | |
| 50 | | 50 | | 12 | |
| AE | AE | | | | |
| 23 | 23 | | | | |
| H | H | | | | |
| 19 | 19 | | | | |
| GA | GA | | | | |
| 25 | 25 | | | | |
| GA | GA | | | | |
| 25 | 25 | | | | |
| AE | AE | | | | |
| 23 | 23 | | | | |

## Thursday

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| PT | SS | JL | E | GA | GA |
| 50 | 50 | 50 | 50 | 25 | 25 |
| SS | JL | GA | GA | | |
| 50 | 50 | 25 | 25 | | |
| GM | C | F | F | AH | AH |
| 38 | 38 | 19 | 19 | 19 | 19 |
| C | GM | S | S | AM | AM |
| 38 | 38 | 19 | 19 | 19 | 19 |
| JL | AE | AP | SS | SS | PT |
| 23 | 46 | 46 | 46 | 46 | 46 |
| AE | JL | AM | AM | E | SS |
| 23 | 46 | 23 | 23 | 46 | 46 |
| GA | PT | GA | JL | S(B) | S(B) |
| 40 | 40 | 40 | 40 | 40 | 40 |
| E | JL | GM | GM | PT | E |
| 12 | 12 | 12 | 12 | 12 | 12 |
| JL | E | PT | SS | SS | H |
| 14 | 14 | 14 | 14 | 14 | 14 |
| S(B) | S(B) | | | | |
| 50 | 50 | | | | |
| AE | AE | S | S | | |
| 23 | 23 | 19 | 19 | | |
| | | | | F | F |
| | | | | 19 | 19 |
| | | | | GA | GA |
| | | | | 25 | 25 |
| | | | | GA | GA |
| | | | | 25 | 25 |
| | | | | AH | AH |
| | | | | 19 | 19 |
| AM | AM | AM | AM | JL | |
| 23 | 23 | 19 | 19 | | |

## Friday

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| SS | SS | E | E | GA | GA |
| 50 | 50 | 50 | 50 | 25 | 25 |
| PT | E | SS | SS | GA | GA |
| 50 | 50 | 50 | 50 | 25 | 25 |
| JL | GM | S | S | PT | |
| 38 | 38 | 19 | 19 | 38 | |
| AL | AL | H | H | PT | |
| 19 | 19 | 19 | 19 | 38 | |
| AE | PT | JL | AP | SS | AP |
| 23 | 46 | 46 | 46 | 46 | 46 |
| AE | AE | F | F | AL | AL |
| 23 | 23 | 23 | 23 | 23 | 23 |
| HR | JL | F | F | H | H |
| 12 | 12 | 12 | 12 | 12 | 12 |
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| AE | AE | S | S | | |
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## Saturday

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| E | JL | PT | CA |
| 50 | 50 | 50 | / |
| PT | E | JL | CA |
| 50 | 50 | 50 | / |
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| | | 38 | / |
| GM | E | E | CA |
| 38 | 19 | 19 | / |
| GS | GA | GA | CA |
| 46 | 23 | 23 | / |
| AE | H | H | CA |
| 23 | 23 | 23 | / |
| JL | GM | C | AL |
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| | | 23 | 23 |
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| | | | CA |
| | | AL | AL |
| | | 23 | 23 |
| | | GA | GA |
| | | 25 | 25 |
| | | GA | GA |
| | | 25 | 25 |
| AE | | CA | |
| 23 | | / | |

Additional hours not shown for chart

Additional students not shown in chart

+ 4 hrs
+ 1 hr
+ 3 hrs
+ 3 hrs
+ 4 hrs
+ 5 hrs

All rooms not counted. Only those in use.

This shown as student assembly

This is the old schedule before revision. The figure below each subject indicates the number of students in the class.

268 F

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

23 December 1950

FOR THE CIVIL INFORMATION OFFICER:

Item: "Guide to Use of Words, etc. in Preparation of Reports"

Prepared by: Chief, Hokkaido Civil Affairs Region

Distribution: To key personnel of Hokkaido CAR

Remarks: This guide may be of interest and value to CI Personnel.

DISTRIBUTION:

Chiefs, All CAff Regions

# USE OF WORDS, TERMS, PHRASES, PUNCTUATION, CONSTRUCTION AND SO ON IN THE PREPARATION OF REPORTS

The following discussion deals with the use of our language in the writing of reports and similar documents. Confucius is recorded as saying, "On matters beyond his ken a gentleman speaks with caution. If names are not right words are misused. When words are misused affairs go wrong. When affairs go wrong courtesy and music drop, law and justice fail. And when law and justice fail then a people can move neither hand nor foot. So a gentleman must be ready to put names into speech, to put words into deeds. A gentleman is no wise careless of words."

Words and their many uses are the tools with which we shape our thoughts and express our ideas, our recommendations, our conclusions and in general convey to the reader an accurate and coherent picture of what we are desirous for him to understand. Therefore it is essential that we use words correctly and accurately. The preparation of our reports is accomplished through technical writing, as distinct from article or narrative writing. In almost every report we are attempting to convey knowledge, state a fact, a procedure, or a practice. It may be said that most of our work is scientific, since we deal with social science, medical science and political science. Science and literature are two sides of the same thing and it should be evident that the correct use of words, the proper use of our own language, is imperative for a properly prepared report.

Writing becomes incoherent and inaccurate when words are used because of their sound rather than their sense and when words are used without a full comprehension of their definition.

There are numerous overall principles governing the writing of reports. Here are a few of them: One proof of your knowledge of the subject upon which you are writing is your ability to convey that thought properly. Employ the short sentence and the short word. Avoid any word or expression which presents a dual interpretation to the reader. At all times keep in mind your reader. You must not presume that the person reading your report is as familiar with the subject as are you. (The monthly activities report of this headquarters is forwarded to Washington.) Be natural and simple in your construction. Avoid superlatives. In reviewing what you have written ask yourself from time to time, "What do I mean by that?"

I recognize that in many forms of writing that absolute correctness of expression may not be necessary, that a pedantic approach to the expression of a thought is not necessary. I have in mind newspaper reporting, public addresses and practically all types of informal writings. However, after reading our own and other monthly activities reports for a considerable period of time I have come to the conclusion that we can do a better job and that we are remiss if we are careless or slovenly or inaccurate in our writing.

I appreciate also that expressing oneself in words comes more readily to some people than to others. If these monthly reports required flights of imagination, colorful description, or continuity of thought and action, their preparation would be much more difficult, because creative writing would be necessary. Because our reports deal principally with the statement of facts and truths, it is believed that we can pay closer attention to the use of words and be more concise and accurate in our writing without an inborn flair for writing.

One word of caution — if there is little of importance to report for a given month, do not try to clothe a host of meager ob-servations in elaborate words, just to make what you think is a presentable report. The impact of such a report is likely to have an entirely different effect.

Now then, our aim is to be understood, therefore in reporting upon our technical missions, our writing must be the precise expression of our special knowledge in our separate fields. And we must communicate this special information in language <u>involving the least trouble to the reader.</u>

Let us examine some aids to good reporting:

<u>Naturalness.</u>

Write as if you were speaking to a person whom you desire to convince. Be deliberate. Please do not use affectations — they are rerely effective. Naturalness is sincereness. Do not try to say something if you have nothing to say and that goes for writing and speaking. Again, I advise the use of the short sentence and the simple word. One of the world's greatest writers, indeed one of the few to really write, was a master of the short sentence and of contrast, namely, Victor Hugo. Involved sentences, polysyllable words, not only confuse but frequently annoy by their implication of intellectual snobbery and pretense of erudition.

<u>Clearness.</u>

Clearness depends on choice of words and the order in which they are used, and particularly upon <u>your exact knowledge of their definitions.</u> A long word derails thought; a needless word is an obstruction to clearness. Again I caution against too many words. Watch out for using words which sound the same but are of a different meaning in the same sentence; for example, "The cathedral is the gem of the scene and has the most beautiful nave I have ever seen." — "The solution of the problem was found in the use of a solution." Be sure you do not use the word, "naturally", when you mean, "obviously". The same caution should be applied to the words, "only" and "alone", and "partially" and "partly". Avoid the double negative. Do not use, "where", when you mean, "in which"; for example, "I recall a book where a General speaks —". The words should be "in which". You must be careful in your employment of comparison and evaluation. That is to say, when you write "very," great", "most", "some", "few", everyone does not have the same conception of those terms as you do.

Precision.

Without being too scientific, use the proper word to express your idea. Adapt your writing to the intelligence of your reader. For example, most people think of the earth as a ball, slightly flat at each pole, and not as "an oblate spheroid". The most usual error under this heading is the use of a precise word to express an indefinite thought or extimate. For example, the words, "percentage" and "ratio" are precise, whereas "half", "majority" and "approximate" are not precise. Thus, one says, "half" and not "about 50%". Ratio refers to quantatative relation, while proportion means a comparative part. Hence you should say, "A large proportion of Hokkaido", and "The concentration is in the ratio of twenty to one". Here again our use of comparatives, evaluations, and estimates is important in connection with precision. For example, what do you mean by "an enormous catch of salmon", or "a remarkable cheep machine"? So much for precision. It is really a matter of the correct choice of words and their definitions.

Superlatives and Superfluous.

This has been mentioned in connection with theuse of terms and words such as very, great, somewhat, and so on. Superlatives can get you into trouble if the reader does not understand your values and estimates, and they can be overdone in a manner which has made Hollywood famous. Superfluous words are merely too many words, or often the saying of the same thing twice in different words. (This is called tautology.) For example, "The final completion of crop collection was completed". "I was profoundly and deeply disappointed". Here, "profoundly" and "deeply" mean the same thing. Of course, for special emphasis the use of two or more similar words is alright. Wordiness is exemplified in express one such as, "There can be little doubt that", or "concerning this matter it may be borne in mind that".

It. One, Where, While, Since.

The use of these words is a matter of being explicite. A sentence, and particularly a paragraph, using these words can get all mixed up as to what, or who, is referred to in the context. A medley of "its" can confuse no end. For example, "The fire at the Mitsui Coal Mine made it necessary for the company to shut down its mine and it's probable that it will remain idle for several weeks until it is in a position to produce its usual supply of coal". There are six "its" and to what does the fifth "it" refer? Here is an example of careless construction: "The ideal shipment of fish is one where all of the packages can be of the same size and form". Now I ask you! Be careful in using this word, "while", where it contributes no particular sense. For example, "while especially true", "while rice commands a good price", "while crop collection has progressed", "while the report has been started". In each of the foregoing the word, "while" means nothing. Another word often used in this same way is "since" and it is frequently misused for "than". On your use of "one" — there is a difference between "one" the pronoun and "one" the numeral, so look out for it. This word "one" is often overworked.

Shall and Will.

In general, the word "shall" is used to express the future, whereas "will" is used to express determination. I am referring to the use of these words in the singular, because they mean just the opposite when used in their plural form. The word, "should" is used the same as "shall", and "would" conforms to "will". There are times when "shall" implies a command. "Thou shalt not kill" is an example. This is all I am going to say about "shall" and "will" because there are a number of refinements in the use of these words with which we need not be concerned.

The Relative Pronoun.

The slovenly use of "who", "whose", "which", and "that", can be most confusing. There is some disagreement on the correct usage of "who" and "whom" and also "which" and "that". Generally, "who" "whom" and "whose" are used in connection with persons or animate things, whereas "which" and "that" are used for inanimate things. For example, "a man who", and "a factory which". The word, " that" is used with "only", any", "all", "itis", and "it was"; and where everdefinition or restriction is indicated. Generally again, the word, "which" is used to introduce Explanation or Supplementation. Let us stop right here before we get confused!

Prepositions and Prepositional Verbs.

A preposition is selected to show the particular relationship of one thing to another. For example, "different from" and "different to". Another example: A little boy was asked, "How did you come to fall into the pond?" and the little fellow replied, "I didn't, I came to fish". The word, "of" is not required after the words "inside", "outside", "alongside". You should say, "return to", not "return back". The expression, "the whole of the entire staff" is obviously wrong. This subject is exhaustive and again, economy of words is recommended and the avoidance of terms such as, "fill up", "work up", "break down", "fill in", "meet with" and so on. You can easily say "utilize" instead of "make use of", or "endure" instead of "put up with", or "perform" in place of "to carry out" and so on. And please don't say, "different than—".

Hyphens and Compound Words.

This I shall skip, except to call your attention to the use of the hyphen in words frequently employed. For example, the word, "today" is not ph hyphenated any more and there are other similar examples.

Slovenliness.

Here is where we sometimes make startling statements. For example, "During the short time he has been in the Senate, he has displaced genuine ability". Slovenliness is really carelessness, of which you will find many examples in READER'S DIGEST under the caption, "Pardon Me -- Your Slip is Showing". For example, "While camped on the Ishikari Plain, the crows were a nuisance". The point is, the crows were not camped there. Avoid loose explanations such as, "appears to be", "tends to". It is much better to try to make a positive statement. Do not confuse "phenomenal" with "extraordinary". "Evince" isn't "show", "transpire" for "known", "eliminate" for "avoid" or

"remove", and "unethical" does not mean "improper". Try not to use the expression "fo far as".

Jargon.

Once more we make the oft-repeated caution, use the right word. Avoid slang, avoid triteness, avoid stilted and stariotyped expressions. Jargon is an infirmity of speech, it is a lazy man's propse. It is a sort of hill billy language and has no place in our reports. Do not employ worn out figures of speech and obvious affectations, such as "erstwhile", "eventuate", "festive". After all, jargon is the careless use of words and the thoughtless acceptance of the socalled popular concept of expressions.

The Wrong Word.

I am not going to spend much time on this heading. The use of the wrong word is an over-all fault under most of these headings. Many examples can be cited. In our reporting of events in Hokkaido we must not confuse events with eventualities, or persons with personalities, characters with charactaristics, urban trends with prefectural trends, or even rural trends. Be sure of your use of words such as "economic" and "economical" in their proper sense. Make similar distinctions between "persistend" and "permanent", "examination" and "analysis", "supervision" and "inspection". I suspect that the use of some wrong words is the result of not using the dictionary.

Construction.

This hading shall be dismissed with another reminder to use the short sentence. If we are careless in the way in which we put words together we can be unintentionally humerous as well as inaccurate. For example, "The authorities are looking for a gray motor car driven by a woman who was thought to have a wireless apparatus inside". Careless construction can result in cumbersomeness. Do not separate your subject and verb any more than necessary. Guard against disconnected modifying adjectives and adverbs. Keep your explanatory terms close together. For example, "It costs more to market the refined ore from the Hokkaido plant in Tokyo than in Yokohama where it has been sold before.". Obviously the Hokkaido plant isn't in Tokyo. After all, construction is very much common sense. Be sure you use correct expressions, such as "not only..... but also", "on the one hand... on the other hand", "neither... nor...", "not more than", "either ... or", "both... and". The word, "and", is incorrectly used in such expressions as, "let us try and help", "let us try and see", instead of "and", the word should have been "to". In using the word, "only", you must be careful where you place it in order to convey your meaning. For example, "He agreed only to find the money". "He only agreed to find the money." Each of these sentences conveys a different meaning. So much for construction. If you use the short sentence you need not worry about construction.

Punctuation

This aid in writing is too frequently neglected. The full comprehension of a sentence may depend upon punctuation. In speaking we have pauses, inflections, modulations, which are easily understood by the listener. Ina written document we need aids. They are really rather simple. If you are going to make a mistake, it is better to over-punctuate than under-punctuate. Let us summarize. A period ends a sentence. A colon marks a transition point in thought. A semi-colon separates different thoughts, and a comma separates phaases. The dash indicates an abruptness or a very short break. The others you know only too well, the interrogation, apostrophe, quotes, exclamation, parentheses or brackets, and the paragraph. Punctuation pinch hits for modulation and pace. As to quotes — if the quote is a part of the sentence, the period is a part of the sentence. If the quote is in brackets, there is a period only if it is the end of the thought. That is, if a quotation is a part of a whole sentence, the period is placed outside of the brackets, otherwise inside; if a parentheses comes at the end of a clause or a sentence, the proper punctuation follows and does not proceed. Here is an interesting example of punctuation: "Tom, Dick and Harry arrived last night". The omission of a comma after "Harry" leads one to several conclusions. Did Tom come separately or is Tom being spoken to? So much for punctuation. Use it freely instead of sparingly.

Composition.

I am tempted to dismiss this heading with my ever recurring caution, use the short sentence. As to style, that I completely omit. Style is you. Style has no particular place in technical writing. Brevity and sincerity do, and certainly literary hiccups have no place in our reports. (I refer to unnecessary interjections or flowery expressions.)

In conclusion, if you use Japanese titles, expressions, terms or any similar Japanese wording or words which are likely to be misunderstood— make a parenthetical explanation, or if the translation or description is lengthy, employ a footnote. I realize thereare many Japanese words which are well known to those of us in Japan who may read these reports, but bear in mind that even in our own Tokyo headquarters, the Chief of the Section cannot be expected to be familiar with the Japense words commonly employed in the many activities upon which we report.

Let us take pride in what appears above our signature.

J. S. SWITZER
Colonel Inf
Chief

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