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In-service Training

教育職員研修手帳

所　属 _____

氏　名 _____

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研修手帳の使用について

研修は今後教育職員にとつては重要な課題であり、 又免許関係法規の施行に伴い、上級免許狀の檢定を受ける場合には、單位の修得が必須の條件となつている。 本手帳を利用することによつて自己の單位修得について目標が立つと同時に、 檢定を受ける度毎に單位認定者の証明を更めて受けることの手数を省くにも役立たせる爲編集したものである。 從つて單位履修の都度講習開設者から單位認定の証明を本手帳に受けられることをお奨めする、 又利用者の便を考え、檢定基準、單位修得方法、出願手続等參考資料も掲げた。

尙本手帳の利用期間は相当長期に亘ることであり、 万一紛失の場合は、再証明の手続が複雜であると思われるから取扱いに注意せられるよう希望する。

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上級免許狀の檢定を受ける基準

A. 施行法第七條の場合

受けようとする免許狀の種類		有することを必要とする免許狀	在学年数と在職年数の合計	取得すべき單位数 一般	專門	教職	合計
小学校又は幼稚園	一級普通免許狀	二級普通免許狀	14+10=24	13		10	23
	二級普通免許狀	仮免許狀	13+ 5=18	5		10	15
	仮免許狀	臨時免許狀	12+ 5=17	10		15	25
中学校	一級普通免許狀	二級普通免許狀	14+10=24	13		10	23
	二級普通免許狀	仮免許狀	13+ 5=18	5		10	15
	仮免許狀	臨時免許狀	12+ 5=17	10		15	25
高等学校	一級普通免許狀	二級普通免許狀	16+ 5=21	13		10	23
	二級普通免許狀	仮免許狀	14+10=24	13		10	23

B. 免許法別表第四の場合（施行法第七條に該当しないもの）

第一欄 所要資格 / 受けようとする免許狀の種類		第二欄 有することを必要とする第一欄に掲げる学校の免許狀の種類	第三欄 第二欄に掲げる各免許狀を受けたときから第一欄に掲げる学校での在職年数	第四欄 大学に於て修得し又は修得したものと認められることを必要とする最低單位数
小学校又は幼稚園	一級普通免許狀	二級普通免許狀	5	45
	二級普通免許狀	仮免許狀	3	15
	仮免許狀	臨時免許狀	3	30
中学校	一級普通免許狀	二級普通免許狀	5	45
	二級普通免許狀	仮免許狀	3	15
	仮免許狀	臨時免許狀	3	30
高等学校	一級普通免許狀	二級普通免許狀	3	15
	二級普通免許狀	仮免許狀	5	45
	仮免許狀	臨時免許狀	5	45

備考

施行法第一條若は第二條により免許狀を受けた者で下に掲げる者は第三欄及第四欄を次の如くよみかえる。

（a）旧四年制教員養成諸学校／旧四年制專門学校 卒業者
- 小幼の二級を受けるとき 1年 10單位
- 中の一級を受けるとき 3年 15單位
- 高の一級を受けるとき 3年 30單位

（b）高教又は学士号の所有者が 小又は幼の二級を受けるとき 1年 10單位

（c）学士号又は博士号の所有者が
- 中の一級を受けるとき 1年 10單位
- 高の一級を受けるとき 1年 15單位

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履修すべき單位の解說

A. 幼稚園、小學校教諭

教養	科目＼該當種別＼受けようとする免許狀			施行法第七條該當者 一級	施行法第七條該當者 二級	施行法第七條該當者 仮	施行法第七條に該当しないもの（別表四）免許法により現在の免許狀を受けた者 一級	免許法により現在の免許狀を受けた者 二級	免許法により現在の免許狀を受けた者 仮	施行法により現在の免許狀を受けた者 一級	施行法により現在の免許狀を受けた者 二級
一般教養	人文科学に関する科目			2		1	5	1	2	3	
	自然科学に関する科目			2		1	5	1	2	3	
	社会科学に関する科目			2		1	5	1	2	3	
	上記三科目何れか選択				2	1		2	1	1	
	計			6	2	4	15	5	7	10	0
専門教養	幼稚園教諭	音樂	小学校教諭 8教科の中自己の希望する3教科	2	1	2	2	1	2	2	1
		図画工作		2	1	2	2	1	2	2	1
		保健体育		2	1	2	2	1	2	2	1
		保育内容研究	教材研究				12			12	
		選択	選択	1			7	2	2	2	2
	計			7	3	6	25	5	8	20	5
教職教養	教育心理学			2	2	2	1	1	2	2	2
	兒童心理学			2	2	2	1	1	2	2	2
	教育原理			2	2	2	1	1	2	2	2
	教育実習										
	選択			4	4	9	2	2	9	9	4
	計			10	10	15	5	5	15	15	10
合計				23	15	25	45	15	30	45	15

備考

① 施行法第七條該当者の場合及免許法により現在の免許狀を受けた者で仮免許狀を受ける場合は一般教養及專門教養は互に融通してもよい。

② 施行法第七條該当者の中次の場合は教職教養のみ受ければよい。
(a) 師範学校專攻科卒業者が一級を受けるとき
(b) 中教、実教、高教、学士号の所有者が小学校二級を受けるとき

③ 施行法により免許狀を受けた者で別表第四により小学校の二級免許狀を受けるとき次の者は合計の欄を10單位と読みかえる。
(a) 旧四年制教員養成諸学校又は旧四年制專門学校卒業者
(b) 高教又は学士号の所有者

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B. 中學校、高等學校教諭

教養	該当種別 / 科目 / 受けようとする免許状	施行法第七條該当者 一級 中	一級 高	二級 中	二級 高	仮 中	仮 高	施行法第七條に該当しない者（別表四による者） 免許法により現在の免許状を受けたもの 一級 中	一級 高	二級 中	二級 高	仮 中	仮 高	施行法により現在の免許状を受けた者 一級 中	一級 高	二級 中	二級 高
一般教養	人文科学に関する科目	2		2	1			5		1	5	2	5	2			2
	自然科学に関する科目	2		2	1			5		1	5	2	5	2			2
	社会科学に関する科目	2		2	1			5		1	5	2	5	2			2
	上記三科目の何か選択		2		1					2		1		4			4
	計	6	2	6	4			15		5	15	7	15	10			10
専門教養	受けようとする免許状の教科の種類に応じその教科の専門科目及専門科目群の三分の二以上の科目につき	7	3	7	6			25	15	10	25	8	15	20		5	20
教職教養	教育心理学	2	2	2	2			1			1	2	2	2	2	2	2
	青年心理学	2	2	2	2			1			1	2	2	2	2	2	2
	教育原理	2	2	2	2			1			1	2	2	2	2	2	2
	教科教育法（希望教科）	2	2	2	2			1			1	2	2	2	2	2	2
	教育実習																
	選択	2	2	2	7			1			1	7	7	7	2	7	7
	計	10	10	10	15			5			5	15	15	15	10	15	15
合計		23	15	23	25			45	15	15	45	30	45	45	15	45	45

備考

① 施行法第七條該当者の場合及免許法により現在の免許狀を受けた者が中学校教諭假免許狀を受ける場合は一般教養及專門教養は互に融通してもよい。

② 施行法により現在の免許狀を受けた者が中、高の一級を受ける時。

(a) 旧四年制教員養成諸学校 / 旧四年制專門学校 } 卒業者……中→15　高→30 } と合計欄を

(b) 学士号所有者……中→10　高→15 } 読み替える

③ 施行法第七條該当者で二教科の免許狀を受けようとする場合は一般教養及專門教養の單位の半数迄は既に免許された教科又は同時に受けようとする教科に関するものを以つて替えることができる。

④ 施行法第七條該当者の中、下記の者は次の單位を欠くことができる。

(a) 中教、実教、学士号、博士号所有者が中一を受けるとき } 一般教養及專門教養の全單位

(b) 学士号、博士号の所有者が高一を受けるとき }

(c) 旧四年制教員養成諸学校卒が高一を受けるとき……一般及專門の中7單位

(d) 旧師範学校專攻科卒が中一を受けるとき……一般及專門の中、相当單位

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校長、教育長、指導主事検定基準

準據法規		免許法別表第七による場合			施行法第二條による場合		
所要資格 / 受けようとする免許狀の種類		有することを必要とする免許狀の種類	在職を必要とする職名及年数 職名	年数	必要と最低單位数	有することを必要とする免種の免許狀の種類	必要とする在年職数	修得すべき單位数又は資格
校長	一級普通免許狀	校長の二級	校長 指導主事 教育長 事務職員	3	8	教員の一級	9	15
	二級普通免許狀	校長の仮免	同上	3	15	同上	6	8
	仮免許狀	教員の一級	教員職員	3		教員の一級	3	
						24.9.1 現在校長の職		
教育長	一級普通免許狀	教育長の二級	教育長 校長 事務職員	3	8	教員の一級	6	暫定資格
	二級普通免許狀	教育長の仮免	同上	3	15	同上	3	同上
	仮免許狀	教員の一級	教員	5				暫定資格
		校長 指導主事 普免	校長 指導主事			教員の一級	5	
			事務職員	5				
指導主事	一級普通免許狀	指導主事の二級	指導主事 教員	3	8	教員の一級	6	暫定資格
	二級普通免許狀	指導主事の仮	同上	3	8	同上	3	同上
	仮免許狀	教員の一級	教員	5				暫定資格
						教員の一級	5	
						24.9.1 現在指導主事の職		

校長、教育長、指導主事の必携の科目

校長	教育長	指導主事
1. 教育評価、学校教育の指導及管理 2. 教育行政学 3. 教育社会学及社会教育	1. 教育行政学 2. 教育関係法規 3. 教育財政学 4. 教育社会学及社会教育 5. 学校衛生及学校建築	1. 教育心理学及教科教育法 2. 教育評価、学校行政学及び職業指導 3. 教育社会学及社会教育 4. 指導主事の職務及指導実習

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教科に關する専門科目及専門科目群

免許教科	中学校の場合	高等学校の場合
国語	「国語学、言語学」 国文学、漢文学、書道	書道を除き 同左
社会	「法律学、政治学、社会学、経済学」「日本史、外国史」「人文地理学、地誌学」「哲学、倫理学」公衆衛生学	同左
数学	数学「統計学、測量、計測」	同左
理科	物理学、化学、生物学、地学（天文学、気象学を含む）「農学、生理学、衛生学」	同左
音楽	声楽、器楽、「音楽理論、音楽史（鑑賞を含む）」	同左
図画工作	繪画、工藝、美学、美術史（鑑賞を含む）	東洋画、西洋画、図案、彫塑、美術理論及び美術史 工藝、（金工、木工、彫塑、織物等とする）製図及設計、図案、工藝理論及工藝史
書道		書道、書道史及び美術史国文学及び漢文学
保健体育	「体育原理、体育管理」 運動生理学、個人及公衆衛生、学校保健管理、体育実習	同左
保健	生理学、細菌及免疫学、栄養学「個人及公衆衛生、救急処置及看護法」、学校保健管理	同左
家庭	食物及栄養学、被服及衣料学(技藝を含む)家族関係、家政学及住居学、「育児、家庭看護学」職業指導	同左
職業	産業總論、「農業、工業、商業、水産」職業指導	
農業		作物学、畜産学、農業工作学林学、農業実習、職業指導
工業		工業の関係科目、職業指導
商業		商業の関係科目、職業指導
水産		漁業学、水産加工業、増殖学、水産実習、職業指導
職業指導	職業指導の原理及技術、職業情報及進学指導、自己分析及職業分析、「相談、就職、あつ旋補導」職業指導の組織及運営	同左
外国語（英語）	「英語学、言語学」英文学	同左

備考

1, 英語以外の外国語の教科に関する専門科目についてはそれぞれ英語の場合に準ずる。

2, 「 」内のものは専門科目群とする。

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在　學　年　數

学　校　名	入学年月日	卒業 退学 年月日	在学年数	備　考
退学の場合は完全に在学した年数のみ記入すること(年未満切捨)		合　計		

在　職　年　數

学校種別	職　名	自年月日　至年月日	期　間	備　考
昭和　年　月　日現在合計				

備　考

① 転勤した場合でも同一学校種別の場合は同一欄に記入すること。但職名が変れば欄を改めること。

② 官公廳又は私立学校に於ける教育事務に関する職も記入のこと。

③ 他職にあつた場合及休職の場合は朱書し合計に加えないこと。

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授與された免許状

A. 旧免許状

免許状の種類（科目）	交付年月日	番　号	授与権者	授与條件

B. 新免許状

免許状の種類（科目）	交付年月日	番　号	授与権者	授与條件

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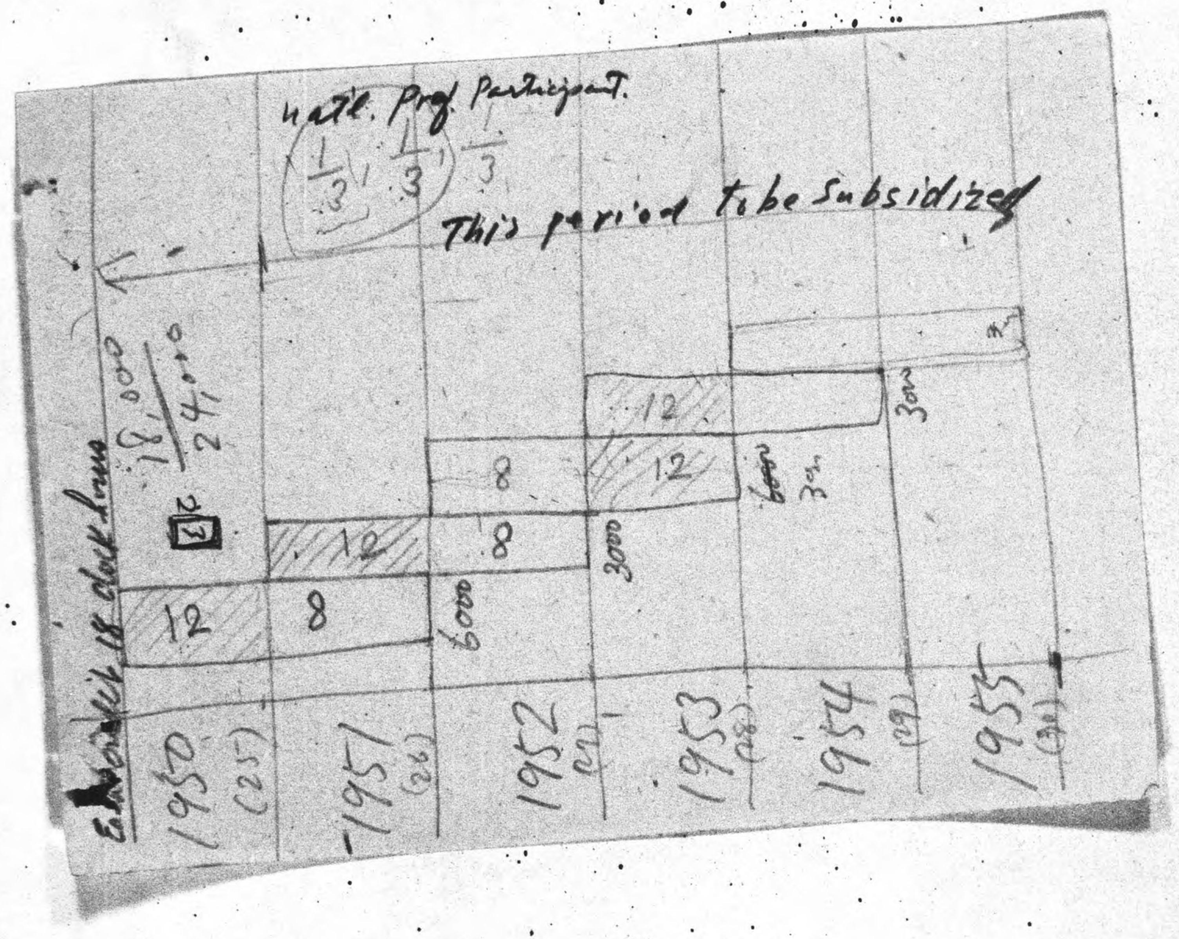

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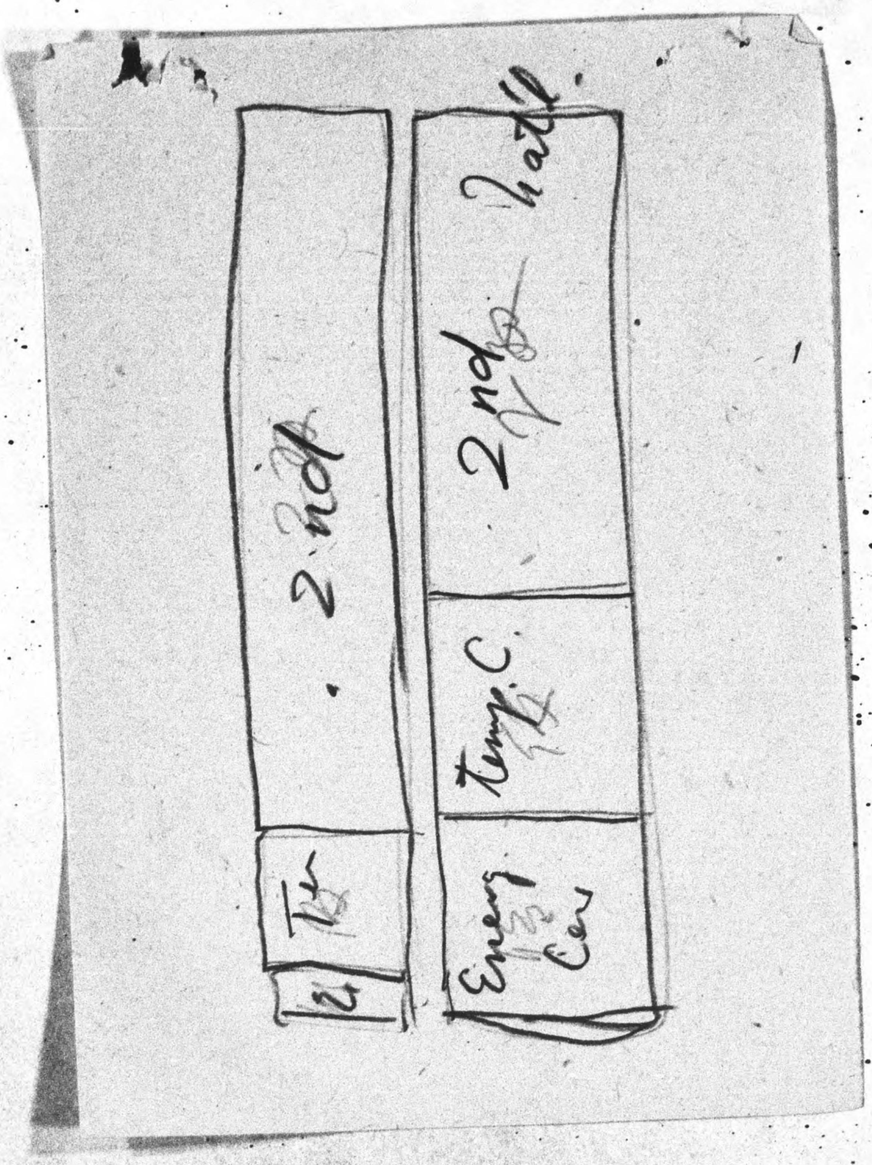

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一　般　教　養

番号	科　目　名	講師名	開設者	会場名	出 第一日	出 第二日	出 第三日
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

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授與された免許状

A. 旧免許状

免許状の種類（科目）	交付年月日	番　号	授与権者	授与條件

B. 新免許状

免許状の種類（科目）	交付年月日	番　号	授与権者	授与條件

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履　修　單　位

出席 第四日	出席 第五日	出席 第六日	出席時數	審查	單位數	認定印	認定年月日	摘要
			/					
			/					
			/					

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教科に關する專門

番号	科目名	講師名	開設者	会場名	出 第一日	出 第二日	出 第三日
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

教養類修單位

席 第四日	席 第五日	席 第六日	出席時數	審查	單位數	認定印	認定年月日	摘要
			/					
			/					
			/					

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

教　職　教　養

番号	科目名	講師名	開設者	会場名	出 第一日	出 第二日	出 第三日
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

履修單位

席 第四日	席 第五日	席 第六日	出席時數	審查	單位數	認定印	認定年月日	摘要
			/					
			/					
			/					

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

其　の　他

番号	科目名	講師名	開設者	会場名	出 第一日	出 第二日	出 第三日
1							
2							
3							
4							
5							
6							
7							
8							
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12							
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14							
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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO: [illegible]

履修單位

席 第四日	席 第五日	席 第六日	出席時數	審查	單位數	認定印	認定年月日	摘要

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

出願手續一覽表

委員会規則該当條項	免許法並に施行法該当條項	様式 No. / 提出書類 / 願出の区分	1 6 願書	10 履歴書	11 宣誓書	身元証明書	17 身体検査書	人物調査書	実務経歴書	19 副申書（教科書）	13 單位修得証明書	16 学業成績証明書	卒業又は修了證明書	免許状及び免許證寫	其の他証明書	註
10條	免許法5條	別表1.2.3の場合	○	○	○	○			△		△		▲	▲		/
11條	〃 6條	別表4.5.6.7の場合	○	○	○	○	○	○	△		△		▲	▲		/
12條	施行法1條	旧免許状の切替の場合	○	○	●	●				▲		▲		○		註1
13條	〃 2條	従前の学校の卒業者等の場合	○	○	●	●	○	○	△	△		△	▲	▲	▲	註2
14條	〃 7條	経験と認定講習による上級免許状取得の場合	○	○	●	●	○	○	○	▲	○	▲	△	○		註3
15條	免許法18條	外国の免許状所有者及学校卒業者の場合	○	○	○	○	○	○	△			○	▲	▲	▲	/
16條	施行規則51條	盲学校特殊教科の場合	○	○	○	○							○	○		/
16條2	〃	盲ろう学校特殊教科の検定の場合	○	○	●	●	○	○	○		▲			○		/
17條	免許法5條2	臨時免許状の場合	○	●	●	●	○	○				○	○	○△		註4
18條	施行規則51條	盲ろう特殊教科臨時免許状の場合	○	○	○	○	○	○					▲	▲	▲	/

註1　中高の免許状の交付を受ける者にして旧令の免許状に記載された科目に該当する教科一教科の時それ以外に一教科をとる場合にのみ△の書類を必要とする

註2　副申書、学業成績証明書は中高の免許状をとる場合に教科を与える基準として必要なもので小幼の免許状には不必要なり（教職経験なきものは副申書不要）

註3　▲は中高の免許状の場合にのみ必要なり

註4　上段は中、高の普通又は仮免許状を有する者が中、高学数に於て免許教科以外の教科を担任しなければならない時臨機の授与を願い出る場合の必要書類なり

備考　○印…必ず提出を要するもの　●印…現職にある場合に省略する事のできるもの
①　△印…必要なる場合に提出を要するもの　▲印…二つ或は三つの内何れか一つの提出を要するもの
②　仮免許状の更新、免許状の書換、再交附の手続については省略する
③　出願者は委員会規則該当條項、免許法並に施行法該当條項及び願出の区分の何れの欄に該当するかを注意せられたい
④　a．願書の様式は委員会該当條項により次の通りとなる
10條の場合……教育職員免許状授与願（1號様式）　11.13.14.15條の場合……教育職員検定願（2號様式）
12條の場合……教育職員免許状交付願（3號様式）　16條の場合…特殊教科教員免許状授與願（4號様式）
16條の2 18條の場合…特殊教科教員検定願（5號様式）　17條の場合…教員臨時免許状授與願（6號様式）
b．身元証明書は市区町村長発行のもので様式は一定せずただ禁治産、準禁治産禁ユ以上の刑に処せられたことのない旨の記載を要する
c．人物調査書、実務経歴書の様式は委員会の内規により一定す
d．実務経歴書は教職経験のあるもののみ必要
e，副申書実務経験により中、高の免許状の教科をとる時必要なり
f．單位修得証明書は大学又は單位修得機関の発行せるもの
g．学業成績証明書は学校長の発行せるもので中、高の免許状の時必要なり
h．其の他証明書については委員会規則に記載されているから熟読のこと

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

履　歴　書（昭和　年　月　日現在）

本籍地						
現住所						
氏名（ふりがな）		生年月日	明治大正昭和　年　月　日		性別	男女

学校歴	
年　月　日	
年　月　日	
年　月　日	
年　月　日	

免許状	
年　月　日	
年　月　日	
年　月　日	
年　月　日	

職務歴	
年　月　日	
年　月　日	
年　月　日	
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年　月　日	
年　月　日	
年　月　日	

賞罰	
年　月　日	
年　月　日	

身上に関する事項	
年　月　日	
年　月　日	

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

大阪府教育委員會事務局指導室

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11964

INDEX

DATE	TO	SUBJECT
		Suggested Solution to the Problem of University Credit for Successful Participants in In-Service Training Programs
		In-Service Training of Teachers
17-20 Dec 50		Program for IFEL Consultants
		Qualities of a Good Principal
		The Secondary School Curriculum - by Bryan Heise
18-21 Dec 50		Osaka-fu In-Service Training Course
9 Feb 51		Inservice Training Workshops
9 Jan 51		Inservice Training Workshops
27 Feb 51		Participants in In-Service Teacher Training Workshop
7 Feb 51		Re Special Course for Principals to be Given by IFEL Consultants (Nara Pref)
23 Feb 51		Schedule for Wakayama Pref In-service Training Course
		[redacted]
8 March 51		Re Plan for Opening In-Service Training for School Principals by American Instructors.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

March 8th 1951

To Mr. J. O. Austin
Chief, CE. KCAR.

Re plan for opening an educational training for school principals by American instructors.

Reverting to the subject for which you have referred to me, as we here made up the plan attached herewith, we beg to ask for your good assistance and guidance thereof.

Yours Truly,

Shigemaru Hamada
Superintendent Osaka Pref.
Board of Education.

TRANSLATED
on April 5, 1951, (By KIMURA.)

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

(Projected) Plan

1. During the period of 13th April (Fri) 1951 to 17th April, (Tues) 1951, for four days.

2. From 9 AM – 4 PM

3. Place Prefectural Yukigaoka USS

4. Schedule as specified below.

5. Trainee. approximately 200

(Principals of public and private schools & those teacher who are desirous of getting training among persons who have had the following qualifications.)

Those who are presumably qualified to apply for the 1st class teacher's qualification examination as of March 31st 1951.

A. P.S.: graduates of normal school with record of ten years service at school.

2. Completed 10 units of subject in connection with pedagogy.

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B. K. S. S.

1. The same as above.
2. Possessor of teacher's licence for secondary school.
3. Possessor of teacher's licence for vocational secondary school.

Those who are subject to the above qualification also required completion of pedagogic subjects in 10 units.

C. USS

1. Graduate of university or 4 years course college with 5 years service at school.
2. Completed 10 units concerning pedagogic subjects.

D. Any who hold the position of teacher and other position who also are applicable correspondingly to the above.

Those who have 6 years record service among persons specified in D.

Program

Apr.	Instructor	Subject (9:00-12:00)	Guidance in Groups (1:00-4:00)
13 (Fri)	Dr. Wood	Student guidance	To devide the trainee into 4 groups. Each group get the lecture in rotation every day.
14 (Sat)	Dr. Smith	Evaluating of Edu.	
16 (Mon.)	Dr. Hack	Control of P.S and guidance	
17 (Tues)	Dr. Dougall	Control of PSS & guidance	

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

昭和二十六年三月八日

大阪府教育委員会教育長
濵田成政

近畿民事部教育部長
オースチン 殿

米人講師による校長現職教育講習
開設計画について

先般、標記会のありました米人講師による現職教育講習を別紙案の通り計画いたしましたので、御援助並に御指導方よろしくお願いいたします。

大阪府教育委員会

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

校長現職教育講習開設要項（案）

一、期日　四月十三日（金）　十四日（土）　十六日（月）　十七日（火）の四日間

一、時間　各日午前九時　午後四時迄

一、会場　府立夕陽丘高等学校

一、日程　別記の通り

一、受講者　約二百名（現職の公私立学校長及び教育職員で左に該当する者のうち希望者）

三月三十一日現在　教員（級の検定を願出ることの出来ると思われるもの）

1. 小学校　師専卒后十年勤務　教職十単位履修
2. 中学校　イ　今　右　（　　）
   ロ　中教所有者　今　右
   ハ　実教所有者　今　右
3. 高等学校

大阪府教育委員會

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

3. 大学九十
四ヶ年専門九十 } 五年勤務 今 右

4. 教育職員元の他機関に準ずるもの
右の者は六ヶ年勤務に者（該当者推定二五〇名）

日程案

日	曜	講師	講義 (9.00～12.00)	班別指導 (1.00～4.00)
13日	金	ウッド博士	生徒指導	
14	土	スミス博士	教育評価	受講者を四班に分ち
15	日			毎日各班が輪番
16	月	ナッシュ博士	小学校の管理と指導	に4講師の指導をうける
17	火	デューガル博士	中等学校の管理と指導	

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3. 高等学校 大学 ｝ 五年勤務 令 右
　　 四ヶ年専門 ｝

4. 教育職員元の他 [illegible] 事するもの 令 右

右の者が者より六ヶ年勤務に者（該当者推定五〇名）

日程案				
日	曜	講	講義（9.00－12.00）	班別指導（1.00－4.00）
13日	金	ウッド博士	生徒指導	
14	土	スミス博士	教育評価	受講者を四班に分ち
15	日			毎日各班が輪番
16	月	ヒッシュ博士	小学校の管理と指導	に4講師の指導をうける
17	火	デューガル博士	中等学校の管理と指導	

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

Schedule for

Wakayama Pref. In-Service Training Course

Date: 23 February 1951

Place: Liberal Arts Dept., Wakayama University

10:00-12:00 Lecture on Educational Sociology by Dr. Smith

12:00-12:50 Lunch

12:50-14:50 Lecture on Educational Evaluation by Dr. Morehart

14:50-16:00 Group discussion:

Group A: Educational Sociology
Led by Dr. Smith

Group B: Educational Evaluation
Led by Dr. Morehart

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

Schedule for

Wakayama Pref. In-Service Training Course

Date: 23 February 1951

Place: Liberal Arts Dept., Wakayama University

10:00-12:00 Lecture on Educational Sociology by Dr. Smith

12:00-12:50 Lunch

12:50-14:50 Lecture on Educational Evaluation by Dr. Morehart

14:50-16:00 Group discussion:

Group A: Educational Sociology
Led by Dr. Smith

Group B: Educational Evaluation
Led by Dr. Morehart

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

指第六八号
昭和二十六年二月十五日

和歌山縣教育庁指導課長
竹下正

三浦様

二月二十三日開催の教育講演会については格別な御配慮感謝いたします

当日の日程につきまして左記の通りお知らせいたしますから何卒よろしく御願申上ます。

記

一、日時　昭和二十六年二月二十三日　午前十時ー午后三時半

二、会場　和歌山大学学芸学部

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

三、日程

一〇、〇〇分 ― 一二、〇〇 教育社会学 スミス氏

一二、〇〇 ― 一二、五〇 晝食

一二、五〇 ― 一四、五〇 教育評価 モーハート氏

一四、五〇 ― 一六、〇〇 協議会

教育社会学班 指導者 スミス氏

教育評価班 モーハート氏

以上、

和歌山縣

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

Gaku 79

7 February 1951

a

From: Hiroshi Adachi
Supt, Nara Prefectural Board Education

To: Chiefs of Local District Offices,
City Mayors

Subject: Re Special Course for Principals to be Given by IFEL
Consultants

Arrangements have been made to sponsor the said course with the assistance of Dr. Heise & Dr. Nash, IFEL Consultants according to the following schedule:

You are requested to select the participants from among your principals according to the following provisions.

One credit in school administration is to be given to the successful participants.

1. Participants: Since the accomodation is limited, you are requested to screen the participants according to the following provision:

   (1) 8 from among principals of Kindergartens, P.S., L.S.S.

   (2) 2 from among the staff of local district office.

2. Schedule:

Place	16 Feb.	17 Feb.	18 Feb	19 Feb.
Nara	School Administrate by Dr. Nash	Extension by Dr. Heise		
Unebi	Extension by Dr. Heise	School Administrate by Dr. Nash	Sch. Ad. by Supt.	Sch. Ad. by Supt.

3. District for each Meeting Place:

   Nara - Nara City, Ikona, Yamazoe, Shiki areas, and secretariat.

   Unebi - Takata City, Uda, Takaichi, Katsuragi, Yoshino, Uchiyoshino areas.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11961

Gaku 79

10 February 1951

From: Hiroshi Adachi
Supt, Nara Prefectural Board Education

To: Participants

Subject: Re. Special Course for Principals to be Given by IFEL Consultants

You have been selected to participate in the said course, and the following details are herewith notified.

1. Date:

16 - 17 February
Morning - Lecture
Afternoon - Workshop

2. Subjects to Discuss:

(1) Dr. Nash:

a. How to supervise teachers?
b. How should Principals take care of children?

(2) Dr. Heise:

a. How to study community in organizing curriculum?
b. How to maintain sequence of curriculum from primary school through USS?

3. Prepare in advance questions concerning the subjects of lectures.

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1st Day - (16 February)

10:00	Unebi (via Takata) Heise - Handa
10:30	Nara (NASH) - Miura
15:00	Session adjorns
15:30	Koriyama
16:00	Pottery Kilm
16:30-18:00	Hyakurakuso Restaurant, Tomio

2nd Day - (17 February)

10:00	Unebi (via Takata)
10:30	Nara
15:00	Close

Sightseeing ?

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

記

一、受講者　人員制限の必要上左の通り選抜せられたい

1. 幼小中現職校長より適當なる者八名
2. 地方事務職員　二名　計十名

二、日程表

會場名	會場校	日程（二月）			
		十六日（金）	十七日（土）	十八日（日）	十九日（月）
奈良	學芸大學	學校教育の管理	公開講座		
八木	敵傷高校	公開講座	學校教育の管理		
		Nash	Heise	Nash	Heise
				教育行政學	教育長
				教育行政學	教育長

備考 1. 十六日（金）十七日（土）は午前十時開講
2. 十八日（日）十九日（月）は全員敵高會場とし午前九時開講
3. 才一日より才三日までは一日四時間宛才四日目は三時間とする

三、會場割當表

奈良會場……奈良市、生駒、山添、磯城各地方事務局管内及縣事務局
八木會場……高田市、宇陀、高市、葛城、吉野、内吉野各地方事務局
但第三日以降は全員八木會場で受講のこと

四、報告

1. 勤務校　職名、氏名を明記のこと
2. 報告期限　昭和二十六年二月十三日必着（學務課）
3. 報告先　學務課内認定講習係

五、其の他

受講者は現に校長講習受講中の公立小學校長、中學校長
幼稚園長より選抜せられたい

100
8 local distr
2 city
25 u.
20 s

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

學第七九號
昭和二十六年二月七日
教育長 足立浩

各地方事務局長
市長 殿

IFEL講師による特別校長講習について

今回IFEL講師 Dr. Heise Dr. Nash 兩氏を招聘して右の講習を左記日程表により開催致します 就ては貴管内より左記要項により受講せしめられる様御配意願います

追て本講習受講員に対しては校長講習 教育行政學を一単位認定できる予定に付申添えます

記

一、受講者 人員制限の必要上左の通り選抜せられたい
1、幼小中現職校長より適當なる者八名
2、地方事務職員 二名 計十名

二、日程表

會場名	會場校	日程					
		十六日(金)	十七日(土)	十八日(日)	十九日(月)		
奈良	學芸大學	學校教育の管理	公開講座				
八木	敵傷高校	公開講座	學校教育の管理	教育行政學	教育長	教育行政學	教育長
		Heise	Nash	Heise			

備考 1、十六日(金)十七日(土)は午前十時開講
2、十八日(日)十九日(月)は全員敵高會場とし午前九時開講

100 8 local districts
2 city office
25 U.S.S. Principals
20 Secretariat members

陸第七九号
昭和二十六年二月十日
教育長 足立浩

各受講者殿

IFEL講師による特別校長講習について

貴職は今回右の講習を受講されることゝなりました就きましては左記の事を追加お報せいたします

記

一、日程について

二月十六日(金)二月十七日(土)の両日は午前中を講義とし午后はwark shopを行ふ予定であります

二、研究問題(wark shop)

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

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

1. Rush 講師の場合に於ける研究題
(1). 學校職員の指導方法を如何にすべきか（A班）
(2) 校長は如何にして児童生徒の指導に當るか（B班）
2. Text 講師の場合に於ける研究題
(1) Curriculum の構成に地域社會をどう考えるべきか（A班）
(2) 小中高校を通じての Curriculum の一貫性をどうして図ればよいが（B班）
3. 講義題目に関連したことで質問を考えておいて下さい

三、其の他
1. 毎日認印を持参して下さい（出席簿を備えます）
2. 出席時間の4/5以上の出席を必要とします
3. 受付は開講前三十分から いたします
4. 貴職の班は（A班）ですから その心算で問題を研究しておいて下さい

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NS: [illegible]

a

PARTICIPANTS IN IN-SERVICE TEACHER TRAINING WORKSHOP

27 Feb 51

Osaka: Mr. Mitsuo Asada, Bd. Ed.
None from University, declined invitation on account of business

Kyoto: Mr. Kikuo Ito, Bd. Ed.
Mr. Sakae Kuge, Liberal-Arts University

Hyogo: Mr. Shinichi Miura, Bd. Ed.
Mr. Kei Nakai, Ed. Dept. Kobe University

Nara: Mr. Shigeru Tani, Bd. Ed.
Mr. Gosei Yamagishi, Liberal-Arts University

Shiga: Mr. Seiichi Haraguchi, Bd. Ed.
Mr. Unosuke Kawai, Shiga University

Wakayama: None, Ed. Ed.
Mr. Shiro Suematsu, University

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11-0

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

9 January 1951

353 10 JAN 1951)CAS-CE

SUBJECT: In-Service Training Workshops

TO: Chief, Chugoku Civil Affairs Region, APO 182
Chief, Hokkaido Civil Affairs Region, APO 309
Chief, Kanto Civil Affairs Region, APO 500
Chief, Kinki Civil Affairs Region, APO 15
Chief, Kyushu Civil Affairs Region, APO 1105
Chief, Shikoku Civil Affairs Region, APO 1050
Chief, Tohoku Civil Affairs Region, APO 547
Chief, Tokai-Hokuriku Civil Affairs Region, APO 710
(Attn: Civil Education Officer)

1. It is desired that Regional Civil Education officers be permitted to attend for any three days during the sessions of the workshop on In-Service Teacher Training to be conducted by members of the Institute for Educational Leadership in Tokyo during the months of January, February, and March 1951.

2. It is desired that Civil Education officers plan to attend the Institute during the time that representatives from their respective regions are in attendance, as set forth in the attached schedule (Incl 1).

3. Civil Education officers will notify the Education Division this Section by telephone three days in advance of time of arrival in Tokyo.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

J. O'BRIEN
CWO USA
Adm Off

1 Incl.
In-Service schedule

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11803

IN-SERVICE TEACHER TRAINING WORKSHOPS

Extension Education has been reorganized to meet a crucial need in the field of In-Service Extension Education. This will consist of a series of four workshop sections meeting successively for twelve days each to discuss and plan programs of in-service teacher education in each prefecture. The group activities will be under the direct supervision of Mr. Kumura, Chief, Educational Personnel Training Section, Ministry of Education. Mr. Watanabe will be Director, Mr. Ueno, Adviser, and Dr. Heise, U. S. Consultant. There will be represented at the workshops, one member of the faculty of each university offering in-service teacher education courses, and one member of the corresponding prefectural board of education in charge of in-service education. There will be four workshops with approximately one fourth of the delegates at each. The place is at Ochanomizu University and the plan is as follows:

Section A: January 15 - 27

Hokkaido, Aomori, Iwate, Miyagi, Akita, Yamagata, Fukushima, Niigata, Toyama, Ishikawa, Nagano, Fukui.

Section B: January 29 - February 14

Ibaragi, Gumma, Tochigi, Saitama, Chiba, Tokyo, Kanagawa, Yamanashi, Shizuoka, Aichi.

Section C: February 19 - March 6

Gifu, Mie, Shiga, Kyoto, Osaka, Hyogo, Nara, Wakayama, Okayama, Hiroshima, Tottori, Shimane.

Section D: March 12 - 27

Yamaguchi, Tokushima, Kagawa, Ehime, Kochi, Fukuoka, Saga, Nagasaki, Kumamoto, Oita, Miyazaki, Kagoshima.

Incl 1

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11964

Term:

1st Session: January 15 - January 27

Names of Universities:

Hokkaido Univ., Hokkaido Gakugei Univ., Hirosaki Univ., Iwate Univ., Tohoku Univ., Akita Univ., Yamagata Univ., Fukushima Univ., Niigata Univ., Toyama Univ., Kanazawa Univ., Shinshu Univ,, Fukui Univ.

Names of Board of Education

Hokkaido Brd. of Edu., Aomori Brd. of Edu., Iwate Brd. of Edu., Miyagi Brd. of Edu., Akita Brd. of Edu., Yamagata Brd. of Edu., Akita Brd. of Edu., Yamagata Brd of Edu., Fukushima Brd. of Edu., Niigata Brd. of Edu., Toyama Brd. of Edu., Ishikawa Brd. of Edu., Nagano Brd. of Edu., Fukui Brd. of Edu. Total 26

Second Session: Jan. 29 - Feb. 14

Names of Universities:

Ibaragi Univ., Utsunomiya Univ., Gumma Univ., Saitama Univ., Chiba Univ., Tokyo Foreign Language Univ., Tokyo Gakugei Univ., Tokyo Arts Univ., Tokyo Univ. of Education, Ochanomizu Women's Univ., Tokyo Engineering Univ., Hitotsubashi Univ., Tokyo Marine Products Univ., Yokohama National Univ., Yamanashi Univ., Shizuoka Univ., Aichi Gakugei Univ., Nagoya Univ.

Names of Board of Education:

Ibaragi Brd. of Edu., Gumma Brd. of Edu., Tochigi Brd. of Edu., Saitama Brd. of Edu., Chiba Brd. of Edu., Tokyo Brd of Edu., Kanagawa Brd. of Edu., Yamanashi Brd. of Edu., Shizuoka Brd. of Edu., Aichi Brd. of Edu. Total 28

Third Session: Feb. 19 - Mar. 6

Names of Universities:

Gifu Univ., Mie Univ., Shiga Univ., Kyoto Univ., Kyoto Gakugei Univ., Osaka Univ., Kobe Univ., Osaka Gakugei Univ., Nara Women's Univ., Nara Gakugei Univ., Wakayama Univ., Okayama Univ., Hiroshima Univ., Tottori Univ., Shimane Univ. (Gifu Univ. includes Faculty of Agri.)

Names of Board of Education:

Gifu Brd. of Edu., Mie Brd. of Edu., Shiga Brd. of Edu., Kyoto Brd. of Edu., Osaka Brd. of Edu., Hyogo Brd. of Edu., Nara Brd. of Edu., Wakayama Brd. of Edu., Okayama Brd. of Edu., Hiroshima Brd. of Edu., Tottori Brd. of Edu., Shimane Brd. of Edu. Total 28

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

Fourth Session: Mar. 12 - Mar. 27

Names of Universities:

Yamaguchi Univ., Tokushima Univ., Kagawa Univ., Ehime Univ., Kochi Univ., Kyushu Univ., Fukuoka Gakugei Univ., Saga Univ., Nagasaki Univ., Kumamoto Univ., Oita Univ., Miyazaki Univ., Kagoshima Univ., (Miyazaki Univ. includes Fac. of Agri.)

Names of Board of Education:

Yamaguchi Brd. of Edu., Tokushima Brd. of Edu., Kagawa Brd. of Edu., Ehime Brd. of Edu., Kochi Brd. of Edu., Fukuoka Brd. of Edu., Saga Brd. of Edu., Nagasaki Brd. of Edu., Kumamoto Brd. of Edu., Oita Brd. of Edu., Miyazaki Brd. of Edu., Kagoshima Brd. of Edu.
Total 27

Note: All the members sent from above mentioned universities shall be registered as participants with no procedures of selection. In case the number of participants of each course does not reach 26, participants recommended from other universities than above mentioned universities will be selected.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11001

C/E

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

9 January 1951

353 10 JAN 1951)CAS-CE

SUBJECT: In-Service Training Workshops

A-294

TO: Chief, Chugoku Civil Affairs Region, APO 182
Chief, Hokkaido Civil Affairs Region, APO 309
Chief, Kanto Civil Affairs Region, APO 500
Chief, Kinki Civil Affairs Region, APO 15
Chief, Kyushu Civil Affairs Region, APO 1105
Chief, Shikoku Civil Affairs Region, APO 1050
Chief, Tohoku Civil Affairs Region, APO 547
Chief, Tokai-Hokuriku Civil Affairs Region, APO 710
(Attn: Civil Education Officer)

1. It is desired that Regional Civil Education officers be permitted to attend for any three days during the sessions of the workshop on In-Service Teacher Training to be conducted by members of the Institute for Educational Leadership in Tokyo during the months of January, February, and March 1951.

2. It is desired that Civil Education officers plan to attend the Institute during the time that representatives from their respective regions are in attendance, as set forth in the attached schedule (Incl 1).

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FOR THE CHIEF, CIVIL AFFAIRS SECTION:

J. A. O'BRIEN
CWO USA
Adm Off

1 Incl.
In-Service schedule

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

IN-SERVICE TEACHER TRAINING WORKSHOPS

Extension Education has been reorganized to meet a crucial need in the field of In-Service Extension Education. This will consist of a series of four workshop sections meeting successively for twelve days each to discuss and plan programs of in-service teacher education in each prefecture. The group activities will be under the direct supervision of Mr. Kumura, Chief, Educational Personnel Training Section, Ministry of Education. Mr. Watanabe will be Director, Mr. Ueno, Adviser, and Dr. Heise, U. S. Consultant. There will be represented at the workshops, one member of the faculty of each university offering in-service teacher education courses, and one member of the corresponding prefectural board of education in charge of in-service education. There will be four workshops with approximately one fourth of the delegates at each. The place is at Ochanomizu University and the plan is as follows:

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Section B: January 29 - February 14

Ibaragi, Gumma, Tochigi, Saitama, Chiba, Tokyo, Kanagawa, Yamanashi, Shizuoka, Aichi.

Section C: February 19 - March 6 Feb. 12-23

Gifu, Mie, Shiga, Kyoto, Osaka, Hyogo, Nara, Wakayama, Okayama, Hiroshima, Tottori, Shimane.

Section D: March 12 - 27

Yamaguchi, Tokushima, Kagawa, Ehime, Kochi, Fukuoka, Saga, Nagasaki, Kumamoto, Oita, Miyazaki, Kagoshima.

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

Term:

1st Session: January 15 - January 27

Names of Universities:

Hokkaido Univ., Hokkaido Gakugei Univ., Hirosaki Univ., Iwate Univ., Tohoku Univ., Akita Univ., Yamagata Univ., Fukushima Univ., Niigata Univ., Toyama Univ., Kanazawa Univ., Shinshu Univ,, Fukui Univ.

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Hokkaido Brd. of Edu., Aomori Brd. of Edu., Iwate Brd. of Edu., Miyagi Brd. of Edu., Akita Brd. of Edu., Yamagata Brd. of Edu., Akita Brd. of Edu., Yamagata Brd of Edu., Fukushima Brd. of Edu., Niigata Brd. of Edu., Toyama Brd. of Edu., Ishikawa Brd. of Edu., Nagano Brd. of Edu., Fukui Brd. of Edu. Total 26

Second Session: Jan. 29 - Feb. 14

Names of Universities:

Ibaragi Univ., Utsunomiya Univ., Gumma Univ., Saitama Univ., Chiba Univ., Tokyo Foreign Language Univ., Tokyo Gakugei Univ., Tokyo Arts Univ., Tokyo Univ. of Education, Ochanomizu Women's Univ., Tokyo Engineering Univ., Hitotsubashi Univ., Tokyo Marine Products Univ., Yokohama National Univ., Yamanashi Univ., Shizuoka Univ., Aichi Gakugei Univ., Nagoya Univ.

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Ibaragi Brd. of Edu., Gumma Brd. of Edu., Tochigi Brd. of Edu., Saitama Brd. of Edu., Chiba Brd. of Edu., Tokyo Brd of Edu., Kanagawa Brd. of Edu., Yamanashi Brd. of Edu., Shizuoka Brd. of Edu., Aichi Brd. of Edu. Total 28

Third Session: Feb. 19 - Mar. 6

Names of Universities:

Gifu Univ., Mie Univ., Shiga Univ., Kyoto Univ., Kyoto Gakugei Univ., Osaka Univ., Kobe Univ., Osaka Gakugei Univ., Nara Women's Univ., Nara Gakugei Univ., Wakayama Univ., Okayama Univ., Hiroshima Univ., Tottori Univ., Shimane Univ. (Gifu Univ. includes Faculty of Agri.)

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Gifu Brd. of Edu., Mie Brd. of Edu., Shiga Brd. of Edu., Kyoto Brd. of Edu., Osaka Brd. of Edu., Hyogo Brd. of Edu., Nara Brd. of Edu., Wakayama Brd. of Edu., Okayama Brd. of Edu., Hiroshima Brd. of Edu., Tottori Brd. of Edu., Shimane Brd. of Edu. Total 28

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

Fourth Session: Mar. 12 - Mar. 27

Names of Universities:

Yamaguchi Univ., Tokushima Univ., Kagawa Univ., Ehime Univ., Kochi Univ., Kyushu Univ., Fukuoka Gakugei Univ., Saga Univ., Nagasaki Univ., Kumamoto Univ., Oita Univ., Miyazaki Univ., Kagoshima Univ., (Miyazaki Univ. includes Fac. of Agri.)

Names of Board of Education:

Yamaguchi Brd. of Edu., Tokushima Brd. of Edu., Kagawa Brd. of Edu., Ehime Brd. of Edu., Kochi Brd. of Edu., Fukuoka Brd. of Edu., Saga Brd. of Edu., Nagasaki Brd. of Edu., Kumamoto Brd. of Edu., Oita Brd. of Edu., Miyazaki Brd. of Edu., Kagoshima Brd. of Edu.
Total 27

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11801

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

353 (10 Jan 51)CAS-CE

9 FEB 1951

SUBJECT: In-Service Training Workshops

TO: Chief
Kinki Civil Affairs Region
APO 15
(Attn: Civil Education Officer)

B-244

1. Reference letter this headquarters 353 (10 Jan 51)CAS-CE, subject, "In-Service Training Workshops," dated 10 January 1951.

2. Inclosure 1, "In-Service Teacher Training Workshops," dates of Section C, February 19 - March 6 and Section D, March 12 - 27 will be deleted and following dates substituted, therefor: Section C, February 12 - 23 and Section D, February 26 - March 9.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

J. A. O'BRIEN
CWO USA
Adm Off

CA-O

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11064

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

353 (10 Jan 51)CAS-CE

9 FEB 1951

SUBJECT: In-Service Training Workshops

TO: Chief
Kinki Civil Affairs Region
APO 15
(Attn: Civil Education Officer)

1. Reference letter this headquarters 353 (10 Jan 51)CAS-CE, subject, "In-Service Training Workshops," dated 10 January 1951.

2. Inclosure 1, "In-Service Teacher Training Workshops," dates of Section C, February 19 - March 6 and Section D, March 12 - 27 will be deleted and following dates substituted, therefor: Section C, February 12 - 23 and Section D, February 26 - March 9.

FOR THE CHIEF, CIVIL AFFAIRS SECTION:

RECORDED C.A.-D. J. A. O'BRIEN 1Lt USA Adm Off

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11804

OSAKA-FU IN-SERVICE TRAINING COURSE

December 18-21; 1950
Location: ~~Shimizu-Dani~~ U.S.S.
Yuhigaoka

This is a unit of In-service training for approximately 200 principals and prospective principals of lower and upper secondary schools. Attendants will receive one unit of credit for certification for this course. Mr. Hamada, Superintendent Osaka-fu, and his staff are responsible for this course and all planning therefor.

Lecturers for the course:

Dr. Bryan Heise, Ph.D (Education) University of Michigan, Professor of Education at Eastern Illinois State College, Director of In-service Training.
Dr. Neal Nash, Ph.D University of California, Dean of Faculty, Southern Idaho College of Education.
Dr. Elizabeth Woods, Ph.D Clark University, Director of Research and Guidance of Los Angeles City Schools.
Mr. Yamakawa, graduate of Tokyo University, Chief of School Education, Osaka-fu.
Mr. Hara, graduate of Hiroshima Bunrika Diagaku, Sub-chief of School Education, Osaka-fu.
Mr. Hayashi, graduate of Kyoto University, Sub-chief of School Education, Osaka-fu.

PROGRAM

Monday 18 December

0900 - 1000	Dr. Woods:	Guidance, Purpose of Guidance and Mental Hygiene Programs.
1000 - 1100	Dr. Nash :	Principalship, Qualities of Good Principals.
1100 - 1200	Dr. Heise:	Curriculum: The Secondary School Curriculum (Why a High School in a Democracy)
1300 - 1400		Japanese Lecture
1400 - 1600		Workshop

Tuesday 19 December

0900 - 1030	Dr. Woods:	Guidance: A Suggested Guidance Program for Secondary Schools.
1030 - 1200	Dr. Heise:	Curriculum: Problems of Curriculum Making (Developmental Tasks of High School Students)
1300 - 1400		Japanese Lecture
1400 - 1600		Workshop

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 11824

Wednesday 20 December

0900 - 1030	Dr. Nash :	Principalship: Responsiblilities and Relationships of the Principal.
1030 - 1200	Dr. Woods:	Guidance: An Integral Part of the Educational Process.
1300 - 1400		Japanese Lecture
1400 - 1600		Workshop

Thursday 21 December

0900 - 1030	Dr. Heise:	Curriculum: Improving Instructional Methods and Equipment (How Can Teachers Work Together?)
1030 - 1200	Dr. Nash :	Principalship: The Principal andHis Faculty.
1300 - 1400		Japanese Lecture
1400 - 1600		Workshop

Visitation may be substituted for one afternoon's program.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 77-0

OSAKA-FU IN-SERVICE TRAINING COURSE

December 18-21, 1950
Location: Shimizu Dani U.S.S.

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

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0900 - 1030	Dr. Nash :	Principalship: Responsibilities and Relationships of the Principal.
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Visitation may be substituted for one afternoon's program.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

OSAKA-FU IN-SERVICE TRAINING COURSE

December 18-21, 1950
Location: ~~Shimizu Dani~~ U.S.S. Yuhigaoka

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NS: 77-0

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [redacted]

For IFIEL Consultants

THE SECONDARY SCHOOL CURRICULUM
by
Bryan Heise

I. Basic purpose of all educational organization is to perpetuate the established social order.

II. Democracy as a social order.

A. Definition--"Democracy may be defined as a way of life in which the people determined the direction of their own social evolution through utilization of the privileges and rights inherent in their social institutions."

1. Philosophical freedom; i.e. free speech, religion, worship, right of protest and assembly and academic freedom.

2. Universal freedom to the suffrage.

3. Economic freedom.

III. Need to develop these concepts on an adult level (high school).

IV. High School Curriculum must have three aspects.

A. Citizenship program.

1. Social studies program.

2. Cultural studies.

B. Vocational instruction.

C. Practice in democratic living.

1. Gore curriculum activities.

2. Self govem ment.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO: [illegible]

II

PROBLEMS OF CURRICULUM MAKING IN HIGH SCHOOL

Bryan Heise

I. Need for study of growth of students.

II. Developmental tasks. Definition--A developmental task may be defined as a certain phase of growth at a given time, that must be successfully accomplished to prepare the organism for the next stage of development. Illustration: A rose must be a good bud before it can become a full blown rose.

III. Relation of developmental tasks to growth.

A. The successful accomplishment of the developmental tasks of one stage of growth prepares the organism for the next stage.

B. All children go through the same system of developmental tasks, but not at the same rate.

C. To press a task upon achild before it is ready may cause both physical and mental damage.

D. The purpose of the school is to adjust its program of education to the different unfolding patterns of growth of the students.

IV. Developmental tasks of high school students.

A. Physical adjustment to growing bodies.

B. Sex roles: boy-girl.

C. Growing independence from family--role of greater citizenship.

D. Ideals of conduct.

E. Vocational preparation.

F. Preparation for family living: Marriage.

V. How can the high school curriculum meet these needs?

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

III

IMPROVING INSTRUCTIONAL METHODS

by
Bryan Heise

I. Examine success of school program.

   A. Survey of graduates.

   B. Survey of students.

   C. Survey of parents.

II. Agree upon aphilosophy of education by:

   A. Discussion.

   B. Committee action.

   C. Approved by faculty as a whole.

III. Appoint committees to report on suggested methods of reorganization.

   A. Four suggested areas for approach.

      1. Citizenship.

      2. Family living.

      3. Vocational.

      4. Cultural.

   B. All studies to be organized with these purposes in mind.

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

O Trash

QUALITIES OF A GOOD PRINCIPAL

I. Education:
   1. Academic
   2. Professional

II. Experience:
   1. Experience in Teaching
   2. Experience in Supervising
   3. Experience in Administering
   4. Experience in Business
   5. Experience in Getting Along with People

III. Personal Characteristics:
   1. Physique
   2. Health
   3. Broad and Open Minded
   4. Personal Charm
   5. Promptness and Regularity
   6. Ability to Secure Cooperation
   7. Loyalty
   8. Sense of Balance
   9. Leadership
   10. Tact and Diplomacy
   11. Good Judgment and Common Sense
   12. Understanding of Children
   13. Character
   14. Poise
   15. Social Adjustment
   16. Sense of Humor
   17. Interest in Community
   18. Culture
   19. Sympathy
   20. Initiative
   21. Democratic Attitude

IV. Organizer

V. Administrator

VI. Supervisor

VII. Community Worker

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. [illegible]

PRINCIPAL AND HIS FACULTY

I. Choice of Faculty

II. Personal Relationships
Professional and Personal

III. Administrative:
1. Assignment to Grades
2. Reports Required
3. Routine Matters of the Day
4. Faculty Meetings -- The First Meeting
5. Business Meetings
6. Professional Meetings

IV. Supervisory Relationships:
1. Class Room Visitations
Purposes
2. Number and Length of Visits
Technique of Visits
3. Teacher Criticism

V. Social Life with Faculty

VI. Friendships with Faculty Members

VII. Keeping the Faculty Working as a Unit

VIII. A Principal Must Have:
1. A Philosphy of Education
2. A Sense of Direction (Where He Is Going)
3. An Ability to Direct His Faculty in a Democratic Way

IX. Attitude:
1. Friendly but Businesslike
2. Frank and Honest
3. Never Write Notes

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RESPONSIBILITIES AND RELATIONSHIPS

I. Education:
   Philosophy of Education
      My Philosophy of Education

II. Responsibilities to:
   1. His Community
   2. His Nation
   3. Himself
   4. His Profession
   5. Ethics

III. His Relationships to:
   1. His Community
   2. His School Board
   3. His Teachers and Supervisors
   4. The Children in His School

IV. A Principal's Personal Life:
   1. The Friendships He Forms
   2. His Recreation
   3. His Community Activities
   4. Politics and Religion

V. Code of Ethics:
   1. Uphold Teaching Profession
   2. Do Nothing in Personal Life to Lower Its Standards
   3. Loyalty to Superiors in Office
   4. Loyalty to Fellow Principals and Teachers
   5. Loyalty to His Profession
   6. Loyalty to Himself
   7. Loyalty to Democratic Way of Life

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Elizabeth Woods

Outline of Lecture I

Guidance: The purpose of guidance and mental hygiene programs.

A. What is guidance?

1. In a broad sense, all teaching is guidance. We often see the statement, "all education is guidance." A better statement probably is, "guidance is an integral part of all education".
2. In a narrow sense, guidance is a body of principles and procedures used in schools (and elsewhere) to aid individuals to their best possible development and adjustment.

B. Guidance as a recognized school practice.

1. Vocational guidance came first
2. Health guidance early assumed importance
3. Guidance for acceptable behavior and social adjustment was next recognized as a school as well as a home responsibility.
4. Finally, guidance was recognized as based on mental hygiene principles, thus concerned with every aspect of an individual's life:

   health--education--family life--social adjustment and behavior--vocational training--citizenship in village, city, prefecture, nation, the world.

C. The mental Hygiene Movement

1. Its history
2. Its meaning for teachers and schools
3. Child study as the core of guidance practice.

   Techniques

   Outcomes

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Elizabeth Woods

Outline for Lecture II

A suggested Guidance Program for Secondary Schools

A. The purpose of guidance in secondary schools

1. To help pre-adolescent and adolescent pupils attain each his optimal (best possible) development
   a. In physiques
   b. In mental powers
   c. In emotional-social adjustment
2. To help each pupil:
   a. To "self-realization"
   b. To prepare himself for fine family life
   c. To understand his community responsibilities
   d. To achieve economic independence

B. Techniques of Guidance in Secondary Schools

1. Cumulative records--attendance, health, achievements, etc.
2. Tests and recorded observations
   a. Of physical development and health
   b. Of intellectual powers
   c. Of academic achievement
   d. Of social adjustment and behavior
3. Utilizing home-rooms effectively
   a. Making them more than places for announcements
   b. At least one hour period each week, devoted to group or individual discussions
4. Drawing parents into a "guidance-partnership"
   a. Home visits
   b. Techniques of parent conferences
5. Adolescent study techniques

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6. Group guidance

   a. Through the curriculum and teaching procedures

   b. Use of library

   c. Participation in school affairs

   d. Health program--welfare activities

   e. Clubs, sports, hobbies

   f. Home-room activities

   g. Vocational information and "guidance"

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Elizabeth Woods

Lecture III

Evaluation of the Guidance Program

A. The purpose of the evaluation program

1. For the administrations
2. For the teachers
3. For the pupils

B. Some instruments of evaluation

1. Tests
   a. Curriculum
   b. Personality
   c. Attitudes (democratic behavior, tolerance, etc.)

C. Case Studies

1. Developmental history; family situation; health; achievement; intelligence; personality
2. Anecdotal records
3. Pupil logs, diaries, and autobiographies
4. Teacher observations of improvement in:
   a. Study habits, b. Initiation, c. Participation,
   d. citizenship

D. Records of Teacher Conferences

1. Discussing child development and guidance techniques
2. Discussing cases of children being studied

E. Records of principal's active interest and constructive help.

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To be used instead of one of the others
is prferred ( ) Elizabeth Woods

Outline for Lecture IV

The School Personnel and the Guidance Program

A. The Principal, Vice-principal or Head Teacher.

The principal sets the tone of his school. The quality and success of the guidance program will depend upon his understanding of human behavior and the mental hygiene principles which govern all human inter-relationships. The principal must be a person of warm personality, a person who is wise in assigning responsibilities, just and kindly in judgment, and tireless in helping and improving his staff.

B. The Teacher.

1. All teachers are concerned with guidance, not merely those who are given special guidance responsibilities, such as home-rooms.

2. The mental hygiene of teachers.

a. Their need for physical health and strength.

b. . . . . economic security

c. . . . . home happiness

d. . . . . feeling of adequacy

e. . . . . enthusiasm for the job

f. . . . . genuine liking for children

g. . . . . respect and liking for their co-workers and from their co-workers.

3. The mental hygiene dangers of:

jealousy, hate, suspicion, intolerance, self-pity, pride of status critical attitudes, selfish ambitions, unrealizable dreams

C. Important considerations regarding:

1. the school doctor 2. The school nurse 3. The cafeteria makers

4. The janitors

D. The PTA

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Program for IYEL Consultants

December 17: ..... Dr. Woods

10:00	Hotel
10:00 - 12:00	Osaka Castle, Art Exhibition, Tennoji
13:00 - 14:30	Minono Waterfall
15:00 - 18:30	Takarazuka Show
18:30	Supper at Takarazuka

December 18:

17:00 - 20:00	Welcome Party under the joint auspices of Osaka Prefectural and Municipal School Boards

December 19:

16:00 - 17:00	Tea Party - American consultants and participants

December 20:

17:00 - 20:00	Welcome Party under the joint auspices of Sakai & Kishiwada City School Boards

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4' 0 0 Inservice Training

Inservice Training of Teachers.

8th Army
in service Training of Teachers
First Corp.

IV - Teacher Reeducation

a. The 65-70 hour courses established by the Ministry of Education should be completed as soon as possible, and follow-up courses to those already completed should be carried on in smaller districts within each prefecture. The inservice training program withing each school should review materials covered in the summer and autumn courses and discuss successful application of the principles in classroom work. By now in-service training should become a permanent program which continues on its own momentum. It should have specialists among teacher consultants and others, and textual materials should be created locally, by teachers themselves in workshops, try-out schools, etc., by education officials, and by research agencies in the normal schools.

b. Try-Out Schools.

(1) The success of the Kinki Try-Out School Association in providing educational leadership, in setting standards, and in producing materials has demonstrated the advantage of federation in this one area at least. It is recommended, therefore, that the regional and prefectural education officers encourage the idea of federation of a limited number of try-out schools into regional associations. The problem will be to keep the standards high, and to include all schools that have demonstrated a genuine desire to reefrm and imporve their program, without at the same time having too many try-out schools. The number should not be greater than is possible for the CE Officer to visit at least once every three months. As a working guide, it is suggested that in the first phase of the program there be at least one primary and one lower secondary school in each gun. All schools should have a chance to compete for the honor of being nominated. It is felt that after almost two years of experience, certain Kinki prefectures are ready for phase two of try-out school development -- extending the organization horizontally throughout the entire prefecture. Kyoto and Shiga prefectures have already established subsidiary try-out schools associations and the original members are offering guidance to any school wishing to join. After a period of provisional membership the schools become full-fledged try-out schools. Eventually, the number of try-out schools should be legion.

The great effort put into the School Board campaign has pushed into the background the idea of teacher inservice training. This priority job should be restored to place in the CE officers program.

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Since so little progress has been made on this matter since the last conference a review of the ideas discussed last time is incoperated here.

I. Reasons for failures of past inservice training programs.

A. The Japanese teacher has never fully realized the need for inservice training. Graduation from Normal (or other school) was all the training needed.

B. The Teachers Union has resisted an inservice training program.

C. With no "felt need" for inservice training the Japanese had developed no facilities or courses for such training.

D. With no ready made facilities or system to work with each CE officer has had to make up programs of study, these Programs often represented the little time that could be put on the idea rather than met. The needs of the situation.

E. With no facilities or system the CE officer had to rely on conferences to reach the teachers. This reliance on conferences has worked badly in practice as the Japanese teachers are very content to discuss ideas at length but never take action on the ideas developed. The teachers very seldom reported fully to their schools and very seldom did anything themselves with the knowledge they had gained.

F. School principals have not developed ideas on educational leadership and so did nothing to push the inservice training program. In most cases the principals are not competent to do so, even if willing.

G. The SCAP or Mombusho sponsored summer conferences were miscellaneous in character and often too academic or too highly advanced for the average teacher. The educational diet has been too rich in philosophy, psychology and such ideas with very little read food of practical teaching ideas.

H. The programs (local or national) have been of the one course nature, with all teachers taking the same course whether interested or not. This has neglected the many interests which form the basis of the U.S. inservice training programs.

I. The teachers gained nothing tangible from these conferences. No increase in pay, no recognition on their certificates, no promotions. The energetic teacher was no better off than the lazy teacher.

J. The programs have been known to be MG sponsored, and there has been resistance to the program because it is MG sponsored.

K. The programs have varied in each Prefecture. The Japanese seem from Prefecture to Prefecture and exchange ideas and officials in one Prefecture object if they are asked to do more than a neighboring prefecture.

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II. What then should be the inservice program for the future?

A

A. Immediate.

(1) Check on the states of the 65 hood program started this past summer. It might not be too late to save two ideas of the program suggested at the last conference. These two ideas have great future singificance.

(a) Give some sort of examination this December.

(b) Teachers who pass the examination should have the fact recorded at the Normal School and by notation on their certificates.

(2) Publicise forthcoming information on the New Public Service Act for Teachers.

(a) This act will definitely set up recognition for inservice training.

(3) Work on the Teachers Union to get behind the inservice training program. The Union has been hard hit by the anti strike rule and is less opposed to constructive ideas.

B. Long range plans.

(1) Get the School Board to decide on a policy for inservice training. This will give Japanese sponsorship to the program and remove the onus from MG.

(2) Have the School Board policy state that each school principal is held responsible to see that his school carries on a program of inservice training.

(a) This should call for a system of definite reports of action taken in each school.

(b) Principals should take courses also.

(3) Have the Union support the program.

(a) A system of recognition for achievement should be set up as a part of the salary system.

(4) Win the teachers over to see the need for such training by making the next inservice training programs as practical as possible.

(a) Make a survey of the teaching problems encountered by individual teachers. Each teacher might be asked to list the three most difficult ideas to put over to pupils. When the results are collected,

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the items mentioned could be tabulated in order of frequency of mention. A program of inservice training might be developed around these ideas. The teachers who have been or a rich diet of philosophy for 3 years should appreciate a practical program aimed to help in every day classroom work.

(5) Use the newly trained teacher consultants to devise a program to fill the needs discovered in the survey.

(a) Some ideas can be put over in conferences.

(b) Some ideas would be adopted to workshops.

(c) Some ideas could be the basis of regular courses.

(6) Realize that the facilities and leadership to solve the problems discovered in the survey must come from the Japanese and be based on the idea that the program is permanent. So temporary measures should not be desired - dermancy should be the aim. Suggestions are:

(a) The newly trained consultants should set up plans to help teachers in the problems mentioned.

(b) Normal Schools should set up Extension Departments to care for parts of the program. The Normal Schools are beginning to think of this problem. Keep after them. Their need for prefectural financial help may be used to stimulate the schools into action.

(1) Try to expand the Normal School courses for uncertified teachers.

Survey + Prep. for Summer Prep. in-serv. com.

Area + Nice Local

(c) Workshops should be set up to discuss points which can be solved by teacher discussion.

(d) Teachers Associations based on subject fields should be set up. Chemistry teachers, Mathematics teachers, Language teachers etc should form professional associations. These associations can help set up teacher conferences.

write "Dem Org" for Council or area

C. Try Out Schools should be considered vital links in the inservice training program. The Try-Out Schools in this region have not been as influential as they might have been. A suggested program for improvement is as follows.

(1) Atrained Teacher consultant be assigned the task of supervision of Try Out Schools.

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(2) Excessive nombers of Try Out Schools should be avoided. A figure of one elementary school and one Lower Secondary School in each gun was set at the last conference.

(3) The CE officer should plan to visit each Try Out School at least once every 3 months.

(4) That representatives from each prefecture in this region attend a conference to set up a T-H Try Out School Association.

(5) Representatives of the Tokai Try Out School Association visit the officer of the Kinki Try Out School Association to study its functions.

(6) That Try Out Schools be required to keep a record of projects being worked on, to submit reports of progress and to hold conferences for surrounding schools.

(7) That future plans be made for expansion of the Try Out Association.

(8) That safeguards be set up to prevent the Try Out Schools from becoming Favorit Schools which receive more funds and better teachers than other schools.

(9) An effort be made to have the Normal Schools take an active interest in the Try Out Schools.

(10) An effort be made to spread the good work of these schools through some publication.

III. Miscellaneous ideas on Inservice Training

A. A Prefecture paper to report good school ideas should be encouraged.

B. The childrens Mainichi is a fair substitute for a Prefecture sponsored paper. Encouraged each school to subscribe to it.

C. The principal and head teacher might be urged to teach a class in order to become aware of the teachers problems.

D. Encourage listening to the Teachers radio programs.

E. Have each school keep a record of any new ideas developed.

(1) The shame of having nothing to report might stimulate laggard schools into action.

F. A New Education exhibit in each gun was suggested at the last conference. This ideas was quite successful in Osaka because in order to prepare material for the New Education Exhibit the teachers had to study New Education (in many cases for the first time) and so because oriented to new ideas.

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Suggested Solution to the Problem of University Credit for Successful Participants in In-Service Training Programs

1. Decide upon the courses to be offered, taking into consideration the number and needs of the anticipated participants and the resources (staff, equipment, etc.) of the universities concerned.

2. Give to each course offered a definite course number, title, and description. For example, Ed. 200-Principles of Education, 45 class hours for 3 hrs. Cr.

> This course deals with the nature and purpose of education; organization of educational programs; techniques of guidance and control; methods and materials of instruction; maintenance of educational standards; tests, rewards, and incentives; and the educational goals to be achieved.

3. In those cases in which the same course is to be taught by several different instructors--whether from the same or from different universities--it is recommended that, wherever practicable, the instructors concerned decide on a group basis upon the course content and cooperatively develop a course outline which covers all essential topics so that a modicum of uniformity and standardization will be achieved regardless of which individual instructor teaches the course.

For example, a satisfactory course outline for Ed. 200-Principles of Education might include:

I. Nature and Purpose of Education

- A. Brief treatment of the historical development of organized education
- B. Purposes to be served
- C. Types of educational programs
- D. Organized systems of education
- E. Individual ends to be achieved
- F. Group purposes to be served

II. Means of Attaining the Ends Sought

- A. Techniques of guidance
- B. Desirable and undesirable controls
- C. Methods of instruction
- D. Materials of instruction

III. Maintenance of Educational Standards

- A. Tests--subjective and objective; advantages and disadvantages of each
- B. Techniques of test construction
- C. Scoring, evaluating, recording, and interpreting test results
- D. Educational surveys--kinds, purposes, uses, how conducted
- E. Constructive supervision
- F. Remedial instruction
- G. Rewards and incentives--positive and negative; desirable and undesirable

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IV. Educational Goals to be Achieved

A. Fundamental education; tools of learning
B. General information
C. Cultural appreciation
D. Vocational proficiency
E. Pre-requisite to further educational attainment; e.g. college preparatory
F. Individual achievement
G. Mass improvement

4. Requirements as to class size; hours devoted to lecture and class discussion; reports, observation, and field trips; laboratory assignments; and any other requirements deemed necessary should be agreed upon and clearly stated.

5. In addition to examinations given and reports required from time to time during the progress of a course, a final comprehensive examination (covering the whole course content--including laboratory work, field trips, standard reports, and required readings as well as all essential class work) should be required of all those participating in the course.

6. It is suggested that, in general, such comprehensive final examinations be objective in type in all courses for which standardized objective tests are available or can be practicably developed. Care in the construction of a test greatly enhances its validity and, at the same time, minimizes the likelihood of misunderstanding and error and reduces the time required for taking and scoring the test. Especially recommended are the following types of test questions: (1) Completion, (2) Matching, (3) True-False, and (4) Multiple Choice. As a further safeguard, it is suggested that instructors exchange places on the date for administering the final examination so that in every case the test papers will be scored by a disinterested examiner.

7. The final recommendation is that <u>university credit</u> be awarded to those participants in in-service training classes who successfully attain a grade of not less than eighty (80%) percent on each of the following:

I. Final Examination

II. Attendance

III. Readings and Reports

IV. Laboratory work or equivalent

V. Performance in class

現職教育講習受講者に対する大学単位授与
問題の解決試案

1. 受講者の数、必要な関係大学の教授陣容 設備
施設などを考え講習科目を決定する

2. 各科目に一定の単位を付し、題目を付し其の内容を付ける
例えば
教育学（二〇〇）教育原理、
本科目は教育の本質及目的、教育計画の
編成、指導管理の技術、教授法な資料
教育基準の維持、考査 褒賞奨励
達成すべき教育目標等を取扱ふ

3 同一科目が幾人かの講師（同一大学又はいくつか
の大学）によって教授される場合は関係講
師が適当の場所に会合して其の科目の内容
を決定しどの講師が取扱っても最少限度の
統一性を保つことが出来る様に其の科目の
ねらいや要点を討合した骨子と基準とを
協力的に決めておくことが望ましい
例えば
教育学（二〇〇）教育原理 に対する望ましい
骨子は
一、教育の本質と目的
a 学校教育発達史の概要

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b. 達成目標
c 教育計画の種類
d 教育の制度組織
e 達成さるべき個人目標
f グループ目的

二、目標達成の方法
a、ガイダンスの技術
b 望ましい管理、望ましからざる管理
c 教授法　d 教授資料

三 教育基準の維持
a 主観的及客観的テスト、その有利不利を具
b 考査問題の作製技術
c 採具標價記録、考査の結果の取扱方
d 教育調査、種類、目的、用途 方法
e 効果的指導　f 矯正指導
g 褒賞 奬勵 消極的、積極的
望ましいもの、望ましからざるもの

四 達成すべき教育目標
a 基礎教育、用具科目
b 一般知識　c 文化観賞
d 職業能力
e 上級進学必須課程、例えば大学入学準備
f 個人目標達成　g 団体的向上

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4 一クラスの受講者数、講義及ディスカッションに要する時間数・レポート、観察、校外視察、実験課題 其の他必要と考えられる基準條件につき、必要に同意の上それを明記しておくこと

5 講習中附々考査を課し レポートを提出させる外期末總合考査（実験室の作業、校外視察、標準レポート、何らかる講義及指定参考文献をモーラする）を課すべきである

6 一般的には可能な限りに於てこの總合考査は總べての科目につき客観的形式でなされることが望ましい慎重に問題を作製すれば妥当性を増し恐らく誤解と誤を最少限度になくし採点のための附月を節減することが出来る、特に次の形式が望ましい

(1) 完成法 (2) 組合せ法 (3) 真偽法 (4) 撰択法

更に公平妥当を期するために各講師は代り合って他の講師の担当クラスの試験官となる

7 最後の提案として次の各項目に恒り八十点以上の成績を修めたものの外に大学の単位を與えることを勧告します

(1) 期末の總合考査、 (2) 出席

(3) 指定参考文献及レポート

(4) 実験室作業 など

(5) 受講態度