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

Description of contents

(1) Box no. 2975

(2) Folder title/number: School Boards (22) (end)

(3) Date: ? - May 1949

(4) Subject:

Classification	Type of record
811, 813	c, e, v

(5) Item description and comment:
Includes Contents List

(6) Reproduction: (Yes) No

(7) Film no. Sheet no.

(Compiled by *National Diet Library*)

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CITY OF KYOTO 24 Jan 1949

EDUCATIONAL ORGANIZATION

Previous (not labeled)

Department of Administration

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Superintendent

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Department of Administration

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Maintenance & Supply Sec.

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    - Ed. & Social Research
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    - Budgeting
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Superintendent

Clerical Room

School Board

- Secretary for Board
- Minutes
- Rules & Regulations
- Study of Law
- General Planning

Secretarial

- Official Document
- Mail
- Translation & Typing
- Evaluation of Gusiness
- Personnel of Secretariats

Division of Office Ka

Department of Guidance

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School Education Sec.

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Adult Education Sec.

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- Audio-Visual
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- Recreation

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Personnel Sec.

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School Education Sec.

- Method of Teaching for Each Subject
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  - Vocational Educ.
  - Audio-Visual Educ.
  - Student Activities
  - Dean for Girls.; Co-Educ.
  - Inservie Training
  - PTA
  - Text Book
  - School Library
  - Intelligence Test
  - Measurement and Evaluation
  - Physical Ed. & Guidance
  - School Hygiene & Sanitation
  - Physical Examination
  - Nutrition of School Lunch Program

Consultants

Adult Education Sec.

- Adult Education
  - Women. Youth. Laborers
- Audio-Visual Education
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- Recreation

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Board of Educ.

SCHOOL BOARDS IN ACTION

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Extracted from 1946 Yearbook, SCHOOL BOARDS IN ACTION.

DEALING IN FUTURES (pp. 12-14)

The school board member must look to the future more steadfastly and more clearly than is required of most citizens. Many of the most important results of his decisions and actions will not come to full realization at once. Such planning requires a forward look, an attempt to foresee future trends--not by gazing into a crystal ball but rather thru the careful study of available facts, reflection upon their meaning, and constructive conference with worthy associates followed by courageous action.

Decisions made on many problems today will set the course of education for future years. Often these decisions are based upon principles established by bitter controversies in the distant past. The rancor of the original struggle may be forgotten, but the maintenance and reinforcement of the principles is a continuing school board responsibility. Such matters as the authority of the state to maintain a program of public education, to provide free secondary education from tax revenues, and to enforce compulsory attendance illustrate principles established today in law and court desicions. Ahead of us lie decisions with respect to nursery education, adult education, and other issues. Each board must courageously participate in the discussion and solution of these problems for today and, by so doing, help to establish guides for future school board action.

Among the "futures" with which a board of education deals is the influence of education upon standards of living--the effect of education on the level of American prosperity. This relationship is too often overlooked, one that sometimes is deliberately covered up by those who are concerned with reducing school taxes. School board members must not be deceived in this matter. Not for a single moment must they forget that ignorant peoples are narrowly circumscribed with respect to both the production and consumption of goods. The primitive tribes that inhabited this country before the white men came lived in the midst ~~of the midst~~ of the same reservoirs of natural wealth which we enjoy today. Moreover, if any one of America' modern centers of industry were to be surrounded now with primitive peoples and isolated from all other groups, its industry would promptly dwindle. In the first place, there soon would be a shortage of trained workers. There would be a lack of purchasing power among the neighboring peoples; and perhaps most significant of all, there would be no demand for the city's products. This does not mean that every educated person will be prosperous and every unlettered person a ne'er-do-well. But when the citizenry moves to a higher level of education, higher standards of living and greater national prosperity follow as surely as the night follows the day.

Another objective of the American school board at its best is the development of a climate in which democracy will grow and develop. Such a climate results when a board itself operates in a democratic manner and supports those educational philosophies and procedures which foster democracy--when teachers are free to teach and pupils free to learn. Such a climate implies the absence of political entangle-

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ments and the jealous guarding of the schools against encroachment by any partisan organization, arm of government, or pressure group that would use the schools to promote its selfish purposes. The consequences of subordinating education to political ends have been amply demonstrated in recent years in all the axis countries. On far-flung battlefields the youth whose education was regimented to a state-controlled pattern have met and given way to those who were taught to think independently and to live democratically. If this is convincing proof, if we reall believe in democracy and in individual worth, the people's schools must ever spring from the life of each community.

A further objective which will be clearly seen as the school board member looks into the future is the goal of worldwide freedom. A deep desire for freedom has characterized American life from its beginning. It brought the first settlers to this continent, caused and won the War of Independence, inspired the Constitution and Bill of Rights, and has sent American armies into the far corners of the earth to defend the cause of freedom for other peoples. The same desire, which exists at least in latent form in the souls of all people, is showing new signs of energy. Long stifled by force and oppression, this great potential power is beginning to move. Here consciously, there semiconsciously, the deep desire for liberty is reflected in gathering unrest which dictatorships may hinder and temporarily stifle but cannot possibly extinguish. As the world's "Man with the Hoe" thus beckons for a hearing, let it be remembered that no world order can be devised to bring liberty as a permanent blessing to any people without the use of free and universal education. It is not possible that American education is destined to serve as an example and pattern in achieving that end?

SIGNPOSTS FOR SERVICE .... (p. 16)

*School boards in America wield great power because the local school district is a unit of state government. The school board is responsible to the people and should not be limited or curbed by being made subservient to other units of government.

*The public school has pioneered in engaging administrative leadership for local government. School districts should be large enough to afford a trained executive (superintendent) and to offer a full educational program.

*Civic-minded groups in each community should concern themselves in selecting candidates for the school board who possess openmindedness, human understanding, and common sense.

*The most important activities of the school board are policy-making for the schools and evaluation of all proposals and criticisms, and of school progress.

*The school board member as an individual has no official power, since only the action of the board as a whole is recognized by law and accepted practice.

*Membership on the board is an opportunity for public service. School board members should be paid only for actual expenses caused by their work on the board.

*Unity within the board is so essential that the board should have the minimum of permanent committees. Usually a board of five to nine members can operate as a committee of the whole.

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*In the best school administration practice the board legislates and the superintendent executes. The board also appraises the administrative results obtained by the executive. Careful adherence to this division of basic responsibilities is essential.

QUALIFICATIONS OF SCHOOL BOARD MEMBERS (pp. 27-28)

A genuine interest in and devotion to public education should be the first qualification of a school board member. Everything else being equal, the matter of genuine interest should be the guiding ideal to aid in board member selection. But personalities do not come with just one attribute. Even with this one good trait of genuine interest, people can still be lacking in a sense of humor. They can still be lacking in courage and the ability to think independently. They can still be snobs, devoted to fads, loyal to peculiar cults, or unwilling to learn and grow. Some of them cannot take criticism; some are poor losers; and, perhaps worst of all, some of them do not have good judgment.

A really good school board member is a person of more than average ability in many ways. He is broad-minded and open-minded. He is willing to give substantial blocks of time to discharge his responsibilities as a school board member. He is willing to give his devotion to a cause and a program of activities that is directed by someone other than himself, namely, a superintendent of schools. To this superintendent he defers in matters professional. This superintendent he recognizes as the chief executive, the head of the school system some people do not have the abili by thus to turn over to others the management of a program to which they give their chief devotion. Such people should not be on the public school board.

A good school board member has a sense of humor and a capacity for human understanding. He is not so thin-skinned that he cannot take criticism of either the schools or the board--of himself for that matter. He knows that his interest in the welfare of school employees is one of the best ways to make sure that the employees are devoted to the children.

The good member relies on objective evidence and makes decisions on this evidence rather than on the basis of feeling, prejudice, or personal interest. He takes responsibility easily, being willing to take a stand in the community for better schools. From this he does not waver, even tho pressure and publicity send wave upon wave of criticism against him.

The good school board member likes people and sees many of them. He has friend he is affiliated with important community groups. He is a strong influence in the community. He uses this influence to get good salaries and better working conditions for teachers and keeps the schools abreast of community needs. He believes that the future welfare of the community is closely tied up with the success of the school system. His goings and comings in the district make for better understanding of the schools. He makes friends for the schools. He is an artist in making democracy work, because he knows how to interest others in a cause that exists for the purpose of emphasizing the worth of each individual in society. He exercises a leadership that comes as near being unselfish as human beings can attain, for the promotion of public education means the furtherance of all social institutions in a democracy.

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RELATION OF THE BOARD MEMBER TO THE BOARD AS A UNIT
(pp. 37-38)

The law is some states defines the duties of board members and attempts to help the school board member by giving authority only to the board as a whole. Minor exceptions are sometimes made in the law in the case of the president, secretary, and treasurer of the board who are given responsibility in the performance of certain legal duties. But in no case are these officers empowered in their official or any other individual capacity to control or supervise instructions, to make decisions, or to exercise discretionary powers. The individual member stands for the schools in the community. To him come patrons with their school problems. If he is impulsive, he may attempt to right wrongs by himself. But when he becomes used to public service, he will always reserve judgment until all the facts are in, and in no case will he attempt to take in hand the management of the schools in order to redress a wrong or to satisfy a school patron. In fact and before the law the school board member by himself has no power or right to act for the schools. As a member of a board assembled in a legally called meeting he has far-reaching authority and power. But since giving satisfaction to a patron is a detail of school management and not often of policy-making concern, the board member hearing the complaint will not often refer to the complaint of a patron in a legally called board meeting. He may handle the matter thru a conference with the superintendent or properly delegated staff member, or he may discuss the question with his colleagues in informal conference with the superintendent present.

A great many school boards have in recent years prepared and published manuals of procedure and rules and regulations. Since these manuals are much alike, one may conclude that consensus has been reached at least on certain best procedures for board organization and action.

COMPENSATION (p. 45)

In summary, the local school districts of the United States are unique as governmental units in a civilized society. School boards carry tremendous responsibility and authority for the education of childhood and youth. When conditions are right, school boards and board members furnish and control situations in which is carried on the best kind of educational program known for a democratic social order. The local school board is of the local community and is sensitive to local demands. At its best it not only represents educational needs as locally recognized but provides highly trained leadership and direction for American public education. Even when all the problems of local tradition and stubbornness in the face of needed changes are recognized, the local school board, as compared with all other American boards and commissions, probably should have the credit for making the most important contribution to social progress.

SIGNPOSTS FOR SERVICE .... (p. 46)

*Educational results are best when the board and superintendent freely seek each other's counsel in connection with their respective basic responsibilities and when they exercise teamwork in connection with administrative duties not readily divided.

*A major responsibility of the superintendent is to provide the board with timely and comprehensive reports, including an attractively written annual report, to give the board a knowledge of both the achievements and the needs of the schools as a basis for official decisions.

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*Progressive school boards in rural areas, working without employed executives, seek counsel on their crucial problems from county superintendents, state superintendents, colleges of education, school board associations, and nearby superintendents of schools in towns and villages.

*Terms of service for school superintendents tend to lengthen when boards more and more appreciate the value of the knowledge about local people and conditions a superintendent accumulates with continued tenure.

*Longer tenure for superintendents is encouraged by an increasing appreciation of the difficult position the head of a school system holds, as contrasted with most other professional workers, with the whole population as his clientele.

*The trend toward longer tenure for superintendents extends to smaller schools at least partly because of an increased recognition of the extreme relative scarcity of larger systems to which such superintendents were formerly supposed to be able to move by way of promotion.

*The hit-and-miss methods generally used in the past in employing superintendents to fill vacancies are being displaced by methods of active search for and scrutinizing appraisal of candidates, with the help of professionally trained advisers.

RESPECTIVE FUNCTIONS OF BOARD AND SUPERINTENDENT
ILLUSTRATED (pp. 49-51)

In order better to clarify the distinction between legislative or policy-forming functions and executive functions, properly allotted to board and superintendent respectively, the following classified list of examples is presented. The list does not even approach completeness, but it is deemed long enough and diversified enough to be adequate for purposes of illustration:

I. General Functions

BOARD: Legislates and establishes general policies, such as the scope of the educational offerings to be maintained, from nursery to junior college; sets length of school year and vacations; decides extent of expenditures to be made for education; decides upon buildings to be provided; uses effort to secure state legislation to meet local needs; employs a professional school executive to administer the schools and evaluates and appraises his services.

SUPERINTENDENT: Assumes immediate charge of the entire school system, as the board' chief executive officer in large school systems and often as its only executive officer in smaller school systems; coordinates the work of all administrative departments, preferably as a superior officer under whom business and other executives in the system serve; executes the policies of the board or assumes responsibility for seeing that they are executed and recommends policies for the board to consider in improving the system and its educational service to the pupils and the community.

II. Functions in Connection with Major Phases of the System

A. Professional and nonprofessional employees

BOARD: Adopts pay scales; elects or rejects employees on the nomination of the superintendent; determines principles of treatment for employees, such as those in

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connection with sick-leaves, leaves of absence, pre-service and in-service training retirement, and so on.

SUPERINTENDENT: Nominates all certificated and noncertificated employees; recommends for discharge any employees rendering unsatisfactory service, within the limi of the law and board regulations; with his staff assigns, directs, and supervises the work of all employees with due respect for any individual rights involved; proposes adequate salary scales for different classes of emoloyees.

B. Curriculum offerings

BOARD: Decides the general scope of the local educational offerings, in addition t those required by law, and passes upon instructional procedures related to controversial matters, such as those sometimes connected with religion, science, social and governmental organization, and so on, within the limits of the law and the requirement of adequate academic freedom of instructors.

SUPERINTENDENT: With his staff, purchases approved textbooks and other instructional guides and equipment; schedules classes for the various types of training and assigns space for them; assigns appropriate instructors for the various curriculum offerings; decides the general methods of instruction to be used; provides for the continuous revision of courses of study to meet changing conditions, by appointing teacher and possibly citizen course-of-study committees and directing the work of any curriculum experts the system may employ.

C. Finances

BOARD: Approves and adopts an annual budget; votes tax levies if fiscally independent or, if not, recommends adequate levies to those who have the final power in the matter; decides upon the size and the time of bond levy proposals to the electors; adopts regulations for the accounting of all school funds; and so on.

SUPERINTENDENT: Presents his proposed annual budget and interprets it for the board; administers the budget after it is adopted and keeps expenditures within its limits; provides for all possible economics that do not endanger educational result directs the accounting of all school funds; makes proper financial reports to the board.

D. Plant

BOARD: Decides what buildings shall be built, when and where, and what equipment shall be purchased for them; decides upon extensions of buildings and any major alterations; selects and purchases school sites for future plant expansion; selects and employs school architects as needed; decides the number of caretakers for the buildings and the general quality of care to be given--all with the counsel of the superintendent.

SUPERINTENDENT: Directs the planning of all educational features of new buildings of alterations of old buildings, and counsels the architects in the general plans for such building erection; assigns caretakers to all buildings and maintains gener supervision over their work; provides for needed experimentation in determining economical and otherwise efficient methods for building care and upkeep.

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E. Pupils

BOARD: Determines policies regarding age of school entrance, within the law; authorizes the establishment of special schools or classes or other facilities for pupils who are physically or mentally handicapped; determines the general requirements for graduation from the various units of the system; provides for protection of health by use of school lunches, medical and dental clinics, and school nurses; makes regulations regarding corporal punishment, truancy, and delinquency.

SUPERINTENDENT: Administers all schools and classes established by board action; directs the instruction, guidance, and discipline of all pupils; directs classification, promotion, and graduation of pupils; directs research to determine resulting effects of instruction upon pupils; promotes organizations, such as pupil or student councils and Junior Red Cross, for training pupils in democratic and socially adjusted living.

F. Public Relations

BOARD: Represents the community's attitude toward the kind of facilities to be provided for education and interprets these to the superintendent; upholds the administration of the schools before individual citizens and citizen groups; intercedes for proper and adequate state legislation and financial support for schools.

SUPERINTENDENT: Directs a program for reaching the citizens of the community with adequate information about the activities of the schools, the reasons for the activities, and the results obtained; interprets the schools and the policies back of them in addresses before civic groups when called upon and as available time permits; works with parents' organizations and other groups interested especially in school welfare and progress; fits himself, with his family, into the civic, social, and religious life of the community in a constructive way.

THE SCHOOL-BOARD MEMBER'S CREED:
In Working with the Superintendent of Schools and His Staff (p.62)

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

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

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

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

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

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

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

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

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

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

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

SIGNPOSTS FOR SERVICE .... (p. 80)

*The principles which should govern the working procedures of boards of education are essentially the same whether the board is large or small and whether it serves a small community or a large city.

*Boards of education should operate in accordance with law, but when law is unduly restrictive or in any other way interferes with good school administration boards should accept responsibility for seeking appropriate changes.

*Boards of education should adopt by laws which are adequate but not restrictive, adopt and periodically revise rules and regulations which state general principles, to guide their own work and that of their employees, and operate without standing committees, except the committee of the whole.

*Meetings of boards of education should normally be public, but boards should call executive sessions when, in their judgment, consideration for the persons concerned or the nature of the business to be transacted makes them desirable.

*That meetings may not be too long and yet afford time for good group thinking, essential detail should be routinized. In advance of each meeting an agenda, accompanied by resolutions and recommendations to be presented, should be sent member and promptly after the meeting the minutes should be sent them.

*Board meetings should be formal enough for orderly procedure but informal enough to be natural, to encourage free discussion, and to promote group thinking. There should never by any "playing to the gallery."

*The minutes and other records of the board are the history of its work. They should be accurate in content and orderly in arrangement. They are important and should be carefully preserved and protected but in such manner that they may be easily consulted when needed.

BYLAWS AND RULES AND REGULATIONS (pp. 97-99)

To govern its own work, every board of education should have a set of bylaws. These should be simple, brief, and specific. They should set up clearly the duties of the officers of the board and the procedures by which the board will transact it business. Long, detailed bylaws tend to weakness rather than strength, and may unduly restrict the board instead of serving as a guide.

To guide the board itself in its relationships to the administrative staff and to the school system as a whole and to guide the administrative staff and other employees of the board in their work, comprehensive statements of policies, principle and procedures are also necessary. These are usually referred to as rules and regulations. They are sometimes a part of the bylaws of the board of education, but better practice separates them. Bylaws, which govern the working procedures of the board of education only, require little change from time to time. Rules and regulations, which outline policies, principles, and procedures, should be changed in the light of experience, and more frequent revision therefore becomes desirable.

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Because change will be made from time to time, it seems wise to propose that rules and regulations may well be in loose-leaf form to which supplements may be added. If the manual is in bound form, the same end may be attained by leaving blank pages in the back, to which revivions and additions may be attached as they are made. Periodically, probably once in five years, complete revision should be made.

It may be possible for a superintendent and his staff to incorporate in a set of rules and regulations a complete statement of policies, principles, and procedur which guide the work of the schools at a given time, but such a manual would probably be too detailed to serve its purpose. It therefore seems wise for a board to include only the most important items in the rules and regulations, leaving to administration the responsibility for deciding specific problems in harmony with the broad principles laid down. In time as new policies and practices are introduced there will arise the necessity for reconsideration of the fundamental statements of policy and principle which make up the rules and regulations and their revision in terms of the changes gradually taking place in the system.

Considering how much carefully prepared rules and regulations may contribute to the effectiveness of work in a school system, it is amazing how little attention has been paid to them by superintendents and boards of education. Every survey which has been made indicates that relatively few boards of education have up-to-date rules and regulations. Indeed, it is not unusual to find good school systems in which the latest copy of the rules and regulations of the board of education may be thirty or more years old. In many systems no such manual, even in typed or mimeographed form, is available.

This situation often means that many changes and additions have been made over the years by action of the board and recorded in the minutes, but no one has a complete list of these changes. As a result work may or may not be proceeding in complete accordance with the official actions of the board. It would seem, however, that periodic revision and publication would be helpful to all concerned.

There is great variation in the items included in rules and regulations of different boards of education in cities not greatly different in size. One large city's recently adopted set of rules and regulations, considered to be among the best now in use, has the following chapter headings:

1. Board of Education
2. Authorized Services--Elementary School, Junior and Senior High School; Special Schools, Evening School, Lunchroom, Transportation, etc.
3. Administrative Organization
4. Appointment, Assignments and Supervision of Employees
5. Probation, Suspension and Termination of Employment
6. Salary Schedule for Professional Employees
7. Salary Schedule for Civil Service Employees
8. Absence of Employees
9. Miscellaneous Personnel Regulations
10. Pupils
11. School Houses and School Property
12. Intra-school Funds and Pupil Fees
13. Miscellaneous

In the forward of the foregoing manual the superintendent emphasizes that the manual does not provide definite and final answers to all questions of policy or procedure. He calls on all employees to accept responsibility for the intelligent

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study and interpretation of the general rules in relation to the needs of those wit whom they work, for their application to the problems which arise, and for calling attention to any regulations which violate the educational purposes of their school

The school boards of America are among the most, if not the most, important public services enjoyed by our people. The welfare of all the children and of the nation itself is involved. The procedures used by school boards in rendering these services, in large measure, determine the quality and efficiency of the educational program. That we have developed one of the world's greatest programs of public education is generally recognized by competent authorities. That this program has been developed under the leadership of school boards is a tribute to their wisdom, as well as to the sound public opinion that has supported them. But to maintain this level, school boards must constantly evaluate their own procedures and the wor of their school staffs, and thru their own school board organizations, as well as thorough study by individual members, constantly seek to make their own methods mor effective.

SIGNPOSTS FOR SERVICE .... (p. 100)

*School boards and administrators should put the welfare of the pupils above all other considerations and make every possible effort to advance that welfare.

*Since good teaching can be expected only from well-prepared and professionally minded teachers, boards insist that only the best available be employed. Within its means the wise board safeguards and promotes the economic welfare and professional advancement of teachers and other school personnel.

*Boards and administrators can demonstrate conclusively that they believe in democratic processes of administration by being glad to talk over with teachers and other employees personnel policies before they are instituted or changed.

*School boards appreciate the dignity of each individual, whether teacher, supervisor, custodian, or pupil, regardless of the circumstances of his birth or rearing

*The first objective of a school board is to provide in every classroom a teacher who will command the respect of the children, who has a thorough knowledge of individual problems and group psychology, and who has achieved adulthood intellectually and emotionally.

*Personnel problems must not be left to chance or to decisions based on expediency. They will not take care of themselves. Only by careful, continuous planning will the school system operate under consistent policies.

*It would be economy for many boards to release teachers and professional workers from clerical duties they now perform, leaving them free to devote their energies to the skilled technical services for which they are employed.

*By going as far as possible in setting objective standards and in removing the question of employment from the realm of personal judgment, boards of education can build staff morale.

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BASIC FINANCIAL FUNCTIONS (pp. 151-156)

A school system is not necessarily good because it has acceptable business methods, but it cannot be at its best without them. Without sound general accounting, accurate cost accounting, careful auditing, intelligent budgeting, and intelligible financial reporting, the schools neither secure nor effectively use the max mum number of dollars available. Unless these basic business functions operate in an efficient and effective manner, the schools are not working at their potential ability to serve. Obviously, neither are they wholly effective unless, among other the functions of operation, maintenance, and purchasing are marked by food organization and prudent, economical expenditure.

General accounting practice for the collection and allocation of tax revenues, state subventions, federal aid, gifts, and trusts, and for the creation and control of various funds is usually carefully safeguarded in state law. Likewise, the procedures to be followed in collecting taxes and in expending the proceeds, along wit other revenues, are even more minutely controlled by law. The operation of these general accounts is a typical governmental procedure common to practically any governmental unit. Cost accounting, budgeting, and reporting for schools are not typical. They are highly specialized. Despite the opinion of theorists in the fie of government that school cost keeping, budgeting, and reporting should be done in such a manner that the resulting statistics may be compared with those from the public works and sanitation departments, the fact remains that school costs, budget and reports are unique in public accounting. The products of public education cannot be measured in gallons, tons, or square yards. Only in a few places are school figures comparable with statistics in municipal, town, or county government. They should be, however, fully comparable with the accounts, budgets, and reports of oth school units having similar physical characteristics, such as size, wealth, and latitude.

Cost accounting, budgeting, and reporting are three aspects of the same genera function. The three should use an identical nomenclature and system of accounts. They should cover the same time span. In detail they should be so arranged as to tell the financial story clearly and helpfully to the board, the executive, and the community. Unfortunately, in practice many local cost systems are not adapted to schools and, as a consequence, produce statistics that are inaccurate, obscure, and confusing, as well as being noncomparable with those of other schools.

The difficulty in these basic business functions is due to lack of uniformity in practice, which is only in small part accounted for by the requirements of local laws. For thirty years there has been a fairly well-accepted standard of school accounts. It has been modified from time to time and has now been brought up to date in Circular No. 204 of the United States Office of Education, which was prepared by the National Advisory Committee on School Records and Reports. This publication should be a handbook in the office of every school system.

This standard system is a framework, a guide, and a bench mark. Individual conditions will suggest refinements, subsidiary accounts for locally important expenditures, and the development of a whole category of object classifications of costs, such as supplies, equipment, travel, and communications. All of these adaptations can be achieved without any loss of the values attained thru the use of standard accounts.

No school executive or board of education can judge the costs of the local

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system in the absolute without an accurate system of cost accounting refined in direct proportion to the size of the community. Neither can the executive or the board intelligently judge the relative cost of the many functions within the syste or validly check them against the costs of the same functions in like systems unless the accounts are both accurate and comparable. Only by the adoption of the national standard of cost accounting can the most effective internal and the most valuable external comparison of costs be attained.

In a privately financed educational institution, the ledger is "the heart of the accounting system." In a public school system, where the main sources of reve nue and principal assets are not tuition and endowment funds but tax collections and the taxing power of the supporting body, ledger accounts maintained for the preparation of a balance sheet are of relatively less significance.

Despite the presentation by public accountants of impressive "balance sheets" for school systems, capital accounts, save for purposes of insurance and record, a of minor importance. The one exception is the physical inventory. Carried to the extreme, a complete inventory of articles that cost more than $5 or last more than five years may well call for a catalog with ten times as many items as there are pupils. The cost of keeping up to date such an inventory and of depreciating the value of the individual items annually in large school systems is prohibitive. Bu this fact is not a valid reason why all schools should not exercise all possible co trol over their stores and movable equipment. The objectives in such inventories are control and conservation. These can be attained by a card or loose-leaf ledge inventory of only the twenty to twenty-five items of concentrated value which tend to disappear. As of today, there would be included adding and calculating machin typewriters, reproducing machines, radios, floor polishers, vacuum cleaners, lawn mowers, vehicles, spray outfits, pianos, musical instruments, microscopes, balance and cameras, but not pencils, stencils, and paste jars. Stock inventory would, of corse, include all items.

THE BUDGET

The budget is the most important financial document of a school system. It i the master plan for administering the schools. In it should be found a statement of all anticipated revenues and a scheme for expending them. The order may be reversed; if so, the budget becomes an outline of proposed educational and auxiliary services with their costs and a statement of the revenues needed to pay for them. Under either method, the two parts cover the same school or fiscal year and are in balance. A good budget is based on accurate costs plus intelligent estimates. Th costs should be available in detail comparable with the size of the community and should cover a period of at least three years for all items and preferably as long as ten years for the major items of administration, instruction, auxiliary service operation, maintenance, fixed charges, capital outlay (from revenue), and debt ser vice.

Budgeting for schools is a single phase of public budgeting to which many general principles apply. Anyone wishing to understand both the theory and the practice of budgeting cannot do better than read a standard work on the subject su as Buck's Public Budgeting.

Budget procedures similar to the following are generally accepted. Some time before the end of the fiscal year the superintendent of schools requests from each principal and department head an estimate of his anticipated needs for the coming

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year within his area of responsibility. The requests are reviewed by the superintendent or by an administrative committee if the size of the system warrants. The review seeks (a) to determine validity of requests; (b) to eliminate duplication of items; (c) to restrain expansion to what is practicable; and (d) to discontinue expenditures that are no longer justified. The agreed-upon allowances become the superintendent's budget, which is then approved, amended, or disapproved by the board of education, usually after a public hearing.

A procedure such as outlined is simpler and the results more valid if the cost accounts are organized and available for check reference, exactly as the budget is presented. If cost accounts have been kept in detail over a period of years, all that the superintendent needs to gather from the principals and department heads are contemplated contractions or expansions in functions and personnel. These are then considered together with a projection of the salary schedule, and estimate of possible changes in commodity costs, and the recorded costs of the functions of administration, instruction, auxiliary services, operation, maintenance, fixed charges, capital outlay, and debt service. The superintendent adds his own recommendations and the budget is ready for the consideration of the board. Accurate detailed costs can reduce the labor of budget-making by 80 percent.

Functional costs are those classified under the main headings referred to. Object costs fall under such main headings as personal service, services other than personal, transportation, supplies, and equipment. The list may be extended, and the subdivisions are infinite for those who wish to know the expenditures for such items as, for example, paper--correspondence, bond, 20 lb.

To answer all budget questions, two sets of cost distributions must be maintained, one by function and one by object. A single system of functional costs will however, furnish the answers to most inquiries if all functional costs are subdivided, as for example:

Account number	Teachers' roll	employees	Equipment	supplies	Communications	travel	Total
101	$506.20	$110.00	$7.32	$25.00	$4.00	$12.19	$664.71

Such a cost analysis might represent the expenditures for the superintendent's office in a single month. The year's totals by accounts and by objects make excellent budget collateral, especially when used in comparison with those of the preceding and succeeding years.

The subdivision of cost accounts and budget items into dozens or over hundreds of items is justified only in large school systems. The small system needs only a few. The voters should know the anticipated revenues, subdivided; and the expenditures for administration (general control), teachers' salaries, educational supplies transportation, and other auxiliary costs; plant operation, including fuel and light maintenance costs, if they involve outside contractors; insurance; and new equipment or extensions. Then there is debt service, if any: twenty headings in a small district and possibly one thousand items in New York City.

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TELLING THE FINANCIAL STORY

After the budget figures have been agreed upon, there comes a time when the school board, dependent upon the approval of the city council or other reviewing body, or solely upon the vote of the people, must present its case. Even a wholly independent board with unlimited taking powers finds it desirable and advisable to take the public into its confidence. A budget presented either before final action or even after as a report need not sacrifice truth or accuracy by being simple and understandable. It should be clear in outline and intelligible to the ordinary person. Tabulations should tell a story of everyday interest; they should not be solely reference material.

Few loftier literary flights have been taken than in the superintendents' reports of a century ago. These may have been read and discussed. Then came the vog for statistics exhaustively tabulated. By careful search it was perhaps possible to find how much ink was drunk in the first grade, but by this time nobody cracked a report except the responsible official as he set about preparing the next one. In 1928 a popular school budget report was prepared and distributed to practically all of the taxpayers of a large city. It was illustrated with charts and graphs. A running story explained the nature of the major expenditures. Many communities hav since followed the same plan. The budget report soon acquired human interest photo graphs and pictographs. But of greater significance is the fact that the education al story has now begun to be told in the same document with the financial statement in as appealing a manner as cuts, art work, and clever captions can produce. After the educational story, then and then only, are given the costs of supporting the educational objectives. In brief, the board and superintendents present both educ tional objectives and the cost of attaining them. Such a report-budget is read, if only for the pictures, but it is read, and has as a consequence proved a means of forestalling unintelligent criticism and of securing public support, even in unsuspected places.

SIGNPOSTS FOR SERVICE .... (p. 168)

*The formulation of the educational program is a democratic process involving the board of education, interested laymen, the superintendent of schools, the professio al staff, and student councils.

*The problems of modern life call for a comprehensive school program geared to the needs of children, youth, and adults. Extensions downward for young children, upward for adults, and special programs for veterans and displaced war workers are no in order.

*Boards of education delegate to their professional staffs responsibility for preparing courses of study. They facilitate this work by releasing teachers from clas room duties, paying for workshops and summer courses, and avoiding unnecessary inte ference in the process.

*Under the board's policies a modern program provides for guidance and counseling, flexibility in pupil classification, provision for individual differences, and the common learnings related to civic, economic, and family competence.

*An educational program today is enriched and made effective by means of adequate buildings, extensive library facilities, numerous examples of art and music, and an intergrated audio-visual program including radio equipment and motion pictures.

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*Schools are no longer confined within the four walls of the classroom but thru transportation bring their pupils new experiences in museums, factories, parks, farms, camping, and recreation.

*The school board not only keeps informed as to the educational program in its own district, but by conferences and visits it becomes informed on educational progress in other communities. By such broadening experiences the board can work more intelligently with its own staff members and judge wisely their recommendations.

RESPONSIBILITY OF THE LOCAL BOARD (p. 183)

The responsibility of the local board in relation to the educational program may be summed up in these three sentences:

1. The board should know the characteristics of a good educational program.
2. The board should know what is going on in the local schools and in the bes school systems in other parts of the country.
3. The board should constantly be evaluating and improving the work of the schools.

Obviously the local board of education will succeed in improving the program of the schools only by holding the professional staff responsible for studying the needs of the local community and for recommending changes in the program. To this end the board will encourage, even require, the use of thoroughly democratic procedures in the professional staff. The board will further expect the staff to secure wide community participation in studying needs and making recommendations for improvement. Parents and students will share in the process. This major responsibility of the board will never be finished. It will require continuous attention and much time. The board of education must stimulate and direct the work of the staff and the community thru its chief executive officer, the superintendent of schools. But the board itself must determine all basic policies. This function of control of the educational program should never be delegated. It cannot be performed by perfunctory approval of recommendations received from the staff. It involves study and weighing of all factors.

SIGNPOSTS FOR SERVICE .... (p. 184)

*Public relations build confidence in the efficiency of the schools, create a new faith in knowledge and its uses, and preserve trust in the integrity of the board.

*Good schools are the foundation of desirable public relations. Attempting to save a poor system by launching an elaborate public relations program is like trying to put paint on a wet wall.

*Public-spirited individuals make successful school board members when they seek not only to build goodwill but to avoid the development of ill will.

*Public relations are dependent upon recognition of the value of cooperative action and desire for the satisfactions of achieving together.

*A policy of treating all employees as human beings, giving them that essential recognition of worth that every person needs and has a right to expect, pays big dividends in any public relations program.

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*Silence regarding the responsibilities of the schools in times of rapid social and economic change is a luxury no board of education can afford.

*Public opinion is one of the most powerful forces in the world. It is, therefore, a force which must be understood by board members who desire to be effective public servants.

*Public relations should point the way to a better world. Altho perfection has not yet been attained, the school is recognized as an instrument in building cooperati within the community, the state, the nation, and the world.

OPEN MEETINGS (pp. 201-202)

Every board of education should operate as a board rather than as individuals. This can be done officially only in regular meetings provided by law or in such spe cial meetings as may be required. The business coming before the board is community business and therefore should be transacted in public. While there may be certain problems to be discussed only in executive session, for the personal welfar of the individuals involved, such sessions should be kept at an absolute minimum if the board is to have the support and confidence of the public.

United action can be attained in most boards only as a result of careful consideration and discussion conducted under conditions free from strain and pressure. The committee of the whole, described in Chapter IV, is one of the best devices now in use for introducing an atmosphere of calmness and dignity in the regular meeting of the board. Employees, patrons, parents, interested spectators, loyal supporters or even the severest critics will be impressed by the privilege of standing in the presence of a board which approaches each problem with a confidence that commands respect.

A cordial welcome extended to every citizen to attend official board meetings as often as possible rather than wait until he has some grievance to present will do much to remove suspicion. There is no better way to gain the support of the pub lic than by means of the "open door". Such a policy invites the interest and the participation of the public in those activities which determine the kind of school system the community will have. To further encourage public interest in its activities the board should hold its meetings in a tastefully furnished room rather tha the back room of a drugstore, the office of a lumber yard, or some other out-of-the way place. An attractive room lends itself readily to the maintenance of proper relationships with those who seek a hearing. The time and place of the meetings should be thoroughly publicized, and every visitor should be treated with such consideration as to develop in him a desire to promote and to participate in good public-school relations regardless of any differences of opinion that may be expres ed. The press should not only be invited but should be urged to send at least one representative in order that a first hand story may be made available to patrons wh find it impossible to attend. Reports of the committee of the whole containing essential information should be very much in evidence. These and other "little thing will tend to emphasize the importance of the business at hand and will have a profound effect upon the personal relations of board members and patrons.

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THE PRESS (pp. 204-209)

A friendly press is one of the greatest assets a board of education can have in its attempt to build a good public relations. If the local or county newspaper is favorable towards the schools, the community will usually be satisfied with the work of the board. On the other hand, a paper which vigorously campaigns against the general policies of the board or against any personality on the board or employed by the board can make harmony practically impossible.

Since the public is not accustomed to attending board meetings regularly it is highly essential that all matters of importance be reported to the newspapers serving the community. Whenever possible this should be done by a reporter who attends the meetings regularly, but if the newspaper is not represented it is the responsibility of the board and the superintendent to see that the editor receives a complete report of all that transpires at each meeting.

Some board members object to reporters being present at their meetings because they feel that the stories appearing in the paper are misleading or that they play up unimportant details and ignore the real, serious business confronting the board-- that of educating children and, in many cases educating adults as well who reside in the community, Frequently, however, dissatisfaction with the board with respect to the method used in conducting its business meetings rather than ineffective or inaccurate reporting. It must be remembered that the primary function of a newspaper is to gather news. The determination of what constitutes news is the prerogative of the school. Although there are times when a newspaper seems to be determined to place a board of educaiton in a compromising position, any board experiencing such open hostility has the privilege and the duty of determining why unfriendly methods of reporting are employed. Then an attempt to arrive at an understanding designed to produce cooperation rather than antagonism can be intelligently made.

No board should expect 100 percent perfection in its relationship with the press. Board members, reporters, and editors are human beings and, despite the best of intentions, controversies may arise and quickly develop into serious conflict. It should be sufficient to warn the new board member that wide differences of opinion and personal disagreement freely expressed in the board meetings are grist for the mill of any alert reporter. If the published report of a board meeting appears to be filled with personalities, if the story seems to be playing against the school it is advisable for the board member to look back upon that meeting and determine, if possible, the cause. Was it because (a) the meeting was filled with vague or illusive statements arousing the curiosity of the reporter instead of being conducted in a logical, dignified manner commanding his interest and respect; (b) some member of the board or of the audience failed to receive the deep consideration which he had a right to expect; (c) business was conducted on a "free for all" basis drawing personalities into sharp focus at the expense of objective and impersonal discussions; or (d) some decisions were obviously based upon other public or private interests with little or no concern for the general welfare of the schools? If so, do not blame the press.

Conflict with the press may develop, especially in some of the smaller communities, over affairs that have nothing to do with the regular business of the board. Any wrong, real or fancied, which causes a personal disagreement between an individual board member and the editor or publisher of the local paper may, after a period of time, be erroneously attributed to the board of education as a whole, with all persons concerned losing track of the original cause of the difficulty

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It has been said that clashes between personalities and crusades against individuals are considered by newspapermen to be a much more prolific source of news than activities involving general principles which have to do with the education of children. When a board member who has been the subject of a news "blast" retaliates by issuing a statement in a manner which creates a fresh news release, he may be reasonably certain that he has not had the privilege of saying the last word.

While a suggestion that antagonism between the press and boards of education or the members thereof can be completely eliminated might be considered by many as a figment of the imagination, it is nevertheless reasonably certain that harmony is attainable in most circumstances if the persons involved are really interested in good public relations. The board member should recognize that conflict is practically the lifeblood of news. Whenever there is so much as a semblance of strife there is the implication that a story lurks in the background. It is the duty of the press to uncover that story, and in most cases the tale will find its way into print. On the other hand, it should be remembered that no less than two persons or groups are required to develop and maintain a controversy. Frequently recognition of the merits existing on both sides, plus a frank discussion of the differences involved on an intelligent non-personal basis, will effect a permanent settlement of the difficulty.

Let us reiterate here that the business of the board of education is public business. Any individual engaged in such a business must expect to be more or less in the spotlight so far as the press is concerned. He must be able to take criticism of the acts of the board, especially if it is presented on a non-personal basi Before publicly making an issue of any statement with which he disagrees, a board member should recognize the fact that small differences of opinion frequently mark the beginning of controversies which rapidly reach the level of personalities. Whe aired by the press such differences may easily develop into genuine suspicion and permanent difficulty. As a public servant the board member must practice, not prea broad-mindedness to the extent that he will meet every situation in a calm, practical, and intelligent manner and will devote all the time and effort at his command to the harmonizing of differences in terms of actual facts rather than emotional legerdemain.

Many boards of education have developed a genuine fear of reporters and have deliberately attempted to withhold news because they believed they could in this manner avoid the spotlight of the press. A more unintelligent approach to the whole problem of public relations could scarcely be imagined, for any board of education unable to solve the problem of its press relationships will probably find it difficult to manage its relationships in other quarters. If the editorial policy of the paper in a given community is consistently unreasonable and prejudicial despite all efforts of the board to effect a cooperative relationship, then the board must find some other means of supplying the intelligent reader with the facts regarding the work of the district in order that he may reach his own conclusions as to the validity of the news presentation. It should be repeated, however, that few differences between the press and the schools are insurmountable.

SIGNPOSTS FOR SERVICE .... (p. 224).

*Representatives of all the people cooperate as boards of education to plan better schools for the future.

*Thru wise board action the exceptionally good educational procedures of today become the common practice of tomorrow.

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*An effective member of a board of education, as he participates in planning an educational program, is critical but constructive, progressive but well poised, and incisive but not intrusive.

*Continuing school surveys should be conducted to the end that new needs may be more effectively met.

*School board members are educational trustees for the community they represent and should recognize this trusteeship as an obligation of the highest importance as they plan programs and formulate policies and, by making the most of schools in the life of the local community, contribute to our national well-being.

*Good planning procedures on the part of a board of education require cooperative effort between the board and other community agencies such as those concerned with planning improvements in community health, recreation, welfare, and community development.

*Thru participation in statewide organizations of school boards efforts may be pooled and common problems may be more effectively defined and solved.

*The board of education leads in educational policy-making and yet it is guided by the public, not alone by expressed public opinion but also by the nature and purposes of the public so far as they can be observed. The board of education is expected to be well out on the frontiers of educational thought and to press the professional staff to make the most of these frontiers.

ASCERTAINING PUBLIC HOPES AND DESIRES (pp. 234-239)

What are the hopes and desires of the public? Some thousands of members of boards of education would surely like to know. But in the meantime, members of boards of education are both idealists and realists at one and the same time, and as they struggle to keep their idealism and realism in sensitive balance they may all but despair of worthy achievement. Yet the school trustee lacking in either trait should not be entrusted long with the general policy-making responsibilities of a school system.

A board of education, however, if true to its trust, must struggle to know the hopes and desires of the public which it serves and, while no final summary or pattern may be possible, the board must formulate an acceptable working policy. Most boards of education try to understand their communities, and to the best of their understanding and ability they try to meet the obvious needs, if not all the hopes and desires, of all members of the community.

Procedures for determining policies have varied all the way from the vaguest hunches to the collection and interpretation of facts according to the best and most scientific methods available. The board member may possess a bias derived from his early experiences in the schools he now serves. Only with great difficulty, if at all, can he disentangle himself from the traditions, policies, and practices which prevailed in the schools of his childhood. This is true not only of board members but of most adults. Each has been influenced thru the years by his vocation and his social and cultural experiences, which have left distorted memories of actual conditions.

Good schools, adapted to the needs of a community, can be developed only thru careful planning. As we plan our national and community life we are compelled to

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plan our public schools. Schools are a prime essential. Without them democracy ca not endure. This truth is reflected in the 1943 report of the National Resources Planning Board as it attempted to outline, among other things, our national hopes and desires for education. The following significant proposals were submitted, wit supporting arguments for each:

1. That equal access to elementary and high-school education be assured all children and youth.

2. That services for young children, such as nursery schools and kindergarten be made generally available in urban areas and insofar as possible in the rural areas where the need is greatest.

3. That equal access to general and specialized education be made available t all youth of college and university age, according to their abilities and the needs of society.

4. That adequate provision be made for the part-time education of adults through expansion of services such as correspondence and class study, forums, educa tional broadcasting, and libraries and museums.

5. That educational provisions for children who for any reason need special types of instruction be greatly expanded.

6. That the quality of education at all levels and for all persons be made adequate to meet the needs of a democratic nation.

7. That men and women demobilized from the armed forces and war industries be given opportunity to secure necessary retraining for civilian activities, or to con tinue their education in cases where it was interrupted by the war.

8. That camp facilities be made available for all youth above the lower elementary grades, with work experience provided as a part of camp life.

9. That meals at school, and supervised work and play projects and other services before and after school hours, be made available to all children who need the

10. That an extensive program of building construction and repair be undertake to meet the needs of education at all levels.

11. That school districts be reorganized to enlarge the local administrative unit and the tax base.

12. That dormitories and transportation services for pupils in rural areas are greatly expanded.

13. That the services of the United States Office of Education and State departments of education be expanded and developed to provide adequate research facilities and educational leadership to the nation.

14. That adequate funds be made available by the local, State, and Federal governments to assure the carrying out of the recommendations presented above.

15. That inequality of the tax burden for education within and among the State be reduced through the distribution of State and Federal funds on the basis of need.

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Turning to the U. S. Office of Education, we find that special consideration is given to the problem of educational planning in its recent publications:

Since this country is committed to the democratic way of life, the methods of educational planning must be appropriate for a democracy. They furnish the opportunity for the formulation of a sound educational philosophy as a basis for examining our existing educational offerings and for positive action toward the realization of the kind of educational program needed.

Effective educational planning, that is, planning which actually accomplishes what should be done, demands the following:

1. A clear-cut specific concept of what the educational needs are. This concept of the educational needs will have to be developed by individuals and then agreed upon and adopted by groups of individuals.

2. A comparison of the existing educational offerings with the educational nee

3. A specific recognition of the phases of the existing system of education th

   (a) Meet needs and therefore should be maintained.

   (b) Fail to meet needs and therefore should be modified or abolished.

   (c) Are operated inefficiently and are therefore excessive in cost.

4. Action expressed by ballet toward the passing of laws which will:

   (a) Make desirable changes in the present educational system.

   (b) Abolish any divisions of the existing system which are "out-of-date".

   (c) Add new educational services that are needed.

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School Board & Sub Committee Minutes - Jan

Wm W. Reeder

議事錄

（一例）

愛知縣教育會

昭和五十三年十一月一日

出席委員

會議錄承認

被承認支拂請求書

愛知縣教育委員會は午後八時學校に於て定例會議を開會本委員長・山本郁太郎議長席に着く。當日の出席者は左の通り。

山川太郎、海野次郎、野原三郎、北川西郎、南部惣太、西山孝夫

欠席者は左の通り　東田　新

前會の會議錄を朗讀の上承認。委員長これに署名、書記はこれに確證の署名をした。

新議事

「次の支拂請求書を承認しこれに對する支拂命令書を發行する」との動議が野原三郎より提出、西山孝夫これに賛成。

略

投票採決

賛成野原三郎・賛成西山孝夫・賛成南部惣太・賛成吉川太郎・賛成海野次郎・賛成北川西郎

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俸給支拂書承認の件

教育長補助讀本購入方進言の件

閉會

反對なし

賛成六名、反對無しを以て動議成立。

次に十月後半分俸給支拂書を提出、これを承認。

昭和三十三年十一月三日附を以て支拂命令書發行の旨の動議を野原三郎より提出。西山孝夫これに賛成

投票採決

賛成野原三郎、賛成西山孝夫、賛成南部忠太、賛成出川太郎、賛成海野次郎、賛成北川四郎、反對なし

賛成六名、反對無しを以て動議成立。

教育長は小學校各學年の補助讀本の數、その使用狀況を報告更に左記の新讀本購入方その代價二万五千圓の予定であると進言。

正則讀本　八六冊

昭和讀本　四〇冊

教育長にその推薦圖書の購入を命ずる旨の動議を北川四郎提出海野次郎これに賛成

投票採決

賛成野原三郎賛成西山孝夫賛成南部忠太賛成出川太郎賛成海野次郎

賛成北川四郎　反對なし　賛成六名反對無しを以て動議成立

更に審議すべき議事なきため南部忠太より閉會の動議あり海野次郎これ

動議に賛成。万場一致を以て動議成立委員長は午後九時三十分閉會を宣した

委員長　南川太郎

書記　平野實郎

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

The attached is Japanese translation of

(1) Guideposts for members of boards of education prepared by Kanto MG Region

(2) Creed for a member of a board of education developed by Phi Delta Kappa.

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教育委員會指標

○教育委員會は全民衆を代表する。委員は一般の信頼に應へ利己的目的を追求する餘裕はない。教育を通じて將來の日本建設に專念する。

○委員は勞働團体、宗教團体、企業團体、教員組合その他これに類似の特殊團体の代表者であつてはならない。

○教育委員會と學校管理者は生徒の福祉を他の一切の考慮の上におきその目的のためにあらゆる努力を拂はなければならない。

教育委員は公共の教育の管理者であり擁護者である。その意味に於て一般民衆に対して責任がある。且つ委員會は他の行政機關に追從してはならない。

○委員會の最も重要な活動は次の四つである。

一、專門職員の選任　二、教育行政　三、あらゆる進言並びに批判の評價　四、教育成果の評價

○教育管理の最善の方法は委員會が教育行政を決定し教育長がこれを執行することである。勿論教育長の手許に達した管理上の成果については委員會も之を檢討する。この基礎的職務分掌と責任の所在を明確にしてこれを嚴守することが肝要である。

○良い教育は良い準備教育をうけ常に職能的向上を圖るべく努力する教員にのみ期待出來るものであるから委員會はかゝる有能な士のみ任用される事を强調しなければならない。賢明な委員會は教育並びにその他の教育關係職員の經濟的條件や職能向上に必要な保護を與へ、且つ之を助長することを要する。

○教育委員會は教員であろうと監督者であろうと施設管理者であろうと生徒であろうと又その社會的條件や門地の如何に不拘各個人の人格を尊重する。

○教育委員會の委員は正規の會議に於て而も委員會全体として任務を遂行する時の外は個人として何等の權能も之を有しない。

○多くの点に於て教育委員會の委員は社會奉仕上他のいづれの委員會よりもはるかに高く且つ智能的である事が要請される。

○教育委員會の任務上最も重要なことの一つは專門職員の選任である。

○教育委員會の委員は教育專門家でない事が最も望ましい。然し委員はその任務を遂行するため教育に対して專門的素養ある者を任用すべきである。從て一般教職員は委員にならない樣にし、たとへ推薦されても選擧されない事が望ましい。

次に掲げますのは委員が任務遂行のための法典とも申すべきものであります。これはアメリカで永い期間にわたり權威者によつて次々に整備されて來たものであります。來る十月五日皆さんは教育委員を選ぶのですが多くのアメリカの教育委員會ではすでにこれを採用しています。これを掲げますのも皆さんにこの樣な人々を選んで頂き度いと念願するからであります。

教育委員會委員の信條

（教育長並びにその事務局職員と仕事を共にする場合）

○教育行政上教育長の責任は重大である。

○責任の重大なるにかんがみそれに相應した權能を教育長に與へる。

○學校が最善の訓練を受けた有能な人々によつて管理運營される事を期待する。

○教育職員及びその他の職員は教育長の推薦がなければこれを選任しない。

○委員としての任務遂行に当つては教育長の勧告内容をよく檢討し且つその勧告に関する充分なる資料の提供をうけてからでなければ取りかゝらない。

○委員會の日々の狀態については教育長はこれを口頭と文書で絕えず提供してくれる事を期待する。

○委員會の會合には事務的事項よりも教育計画及びその方針により以上の時間を振りむける事を期する。

○教育長には心からの助言と忠告を與へる事を惜しまない。

○教育行政に携はる人々のあらゆる苦情不平にはよく耳を傾ける。從てそれらの苦情不平は文書にして委員會に提出して與れることを强調する。

○職員の個人批判はどんなことでもこれを教育長に提示する。

○教育長及びその他の職員がそれ〴〵の職能的基礎の上に立つて任務を遂行する事が出來るようそれ相当の保護を與へなければならない。

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This form was developed by the CE section of Kanto MG Region in order to secure a perspective of the calibre and background of the members elected to the boards of education.

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Prefecture:

Subject: DATA ABOUT MEMBERS OF BOARD OF EDUCATION

	1	2	3
*1. Name, Last, First			
2. Sex; Age			
3. Present occupation and number of years			
4. No. years of education			
5. Professional or technical training; technical experience			
6. Former occupation and number of years			
7. Income as board member from what sources ?			
8. Married ?			
9. No. children (minor and adult) and grade if any in school			
10. Public offices or gov't positions formerly held			
11. Party affiliation			
12. Party support in election			
13. Was candidate of what group ?			
14. Other organizations supporting in election			
15. Former member TU ?			
16. Former officer TU ?			
17. Member or officer of PTA ?			

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UCATION

1 2	1 3	4	5	6

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4	5	6	7

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6. Former occupation and number of years			
7. Income as board member from what sources ?			
8. Married ?			
9. No. children (minor and adult) and grade if any in school			
10. Public offices or gov't positions formerly held			
11. Party affiliation			
12. Party support in election			
13. Was candidate of what group ?			
14. Other organizations supporting in election			
15. Former member TU ?			
16. Former officer TU ?			
17. Member or officer of PTA ?			
18. Member or officer of other organizations ?			
19. Town of residence			
20. Kilometers distance from prefectural capital			
21. Hours traveling time -- one way			

* In descending order of number of votes received.
** Member from assembly

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d.

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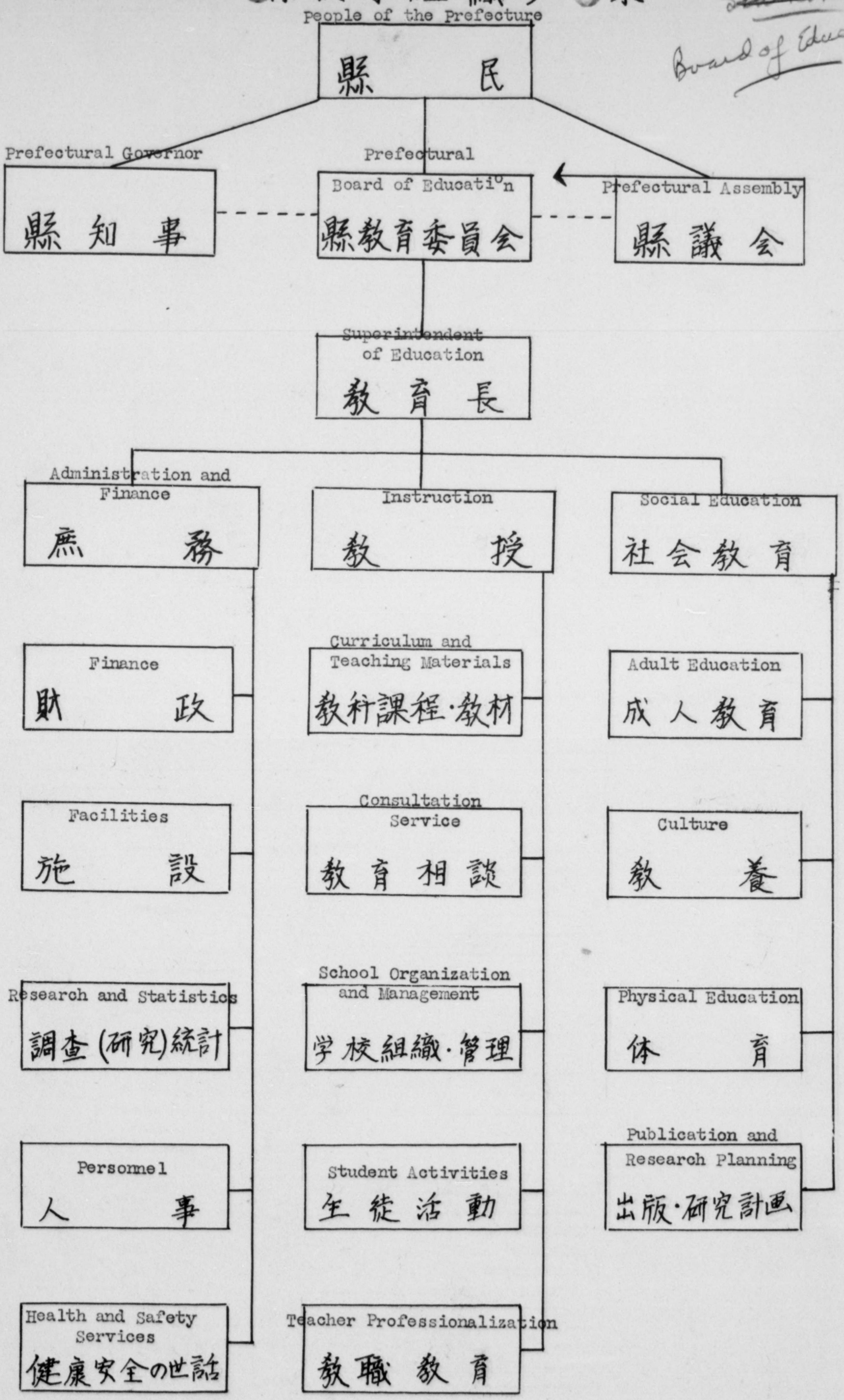
Suggested Organization of a Prefecture

県教育組織参考案

①

~~Superintendent~~ Board of Educat



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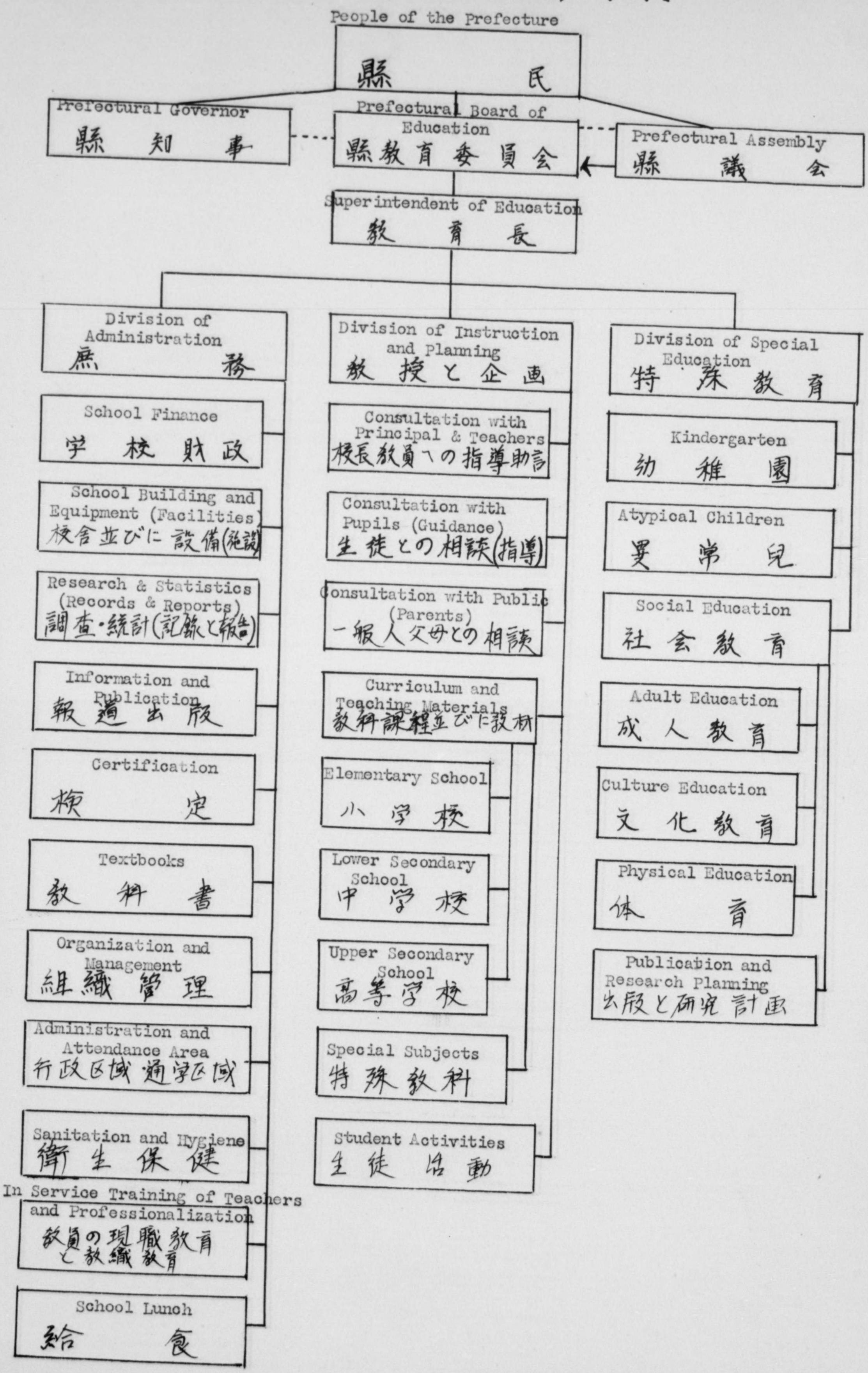
②

Suggested Organization of a Prefecture
縣の教育組織参考案



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

A SUGGESTED DISTRIBUTION OF FUNCTIONS
(Prefectural Boards of Education)

FINANCE

Finance:
- Accounting
- Capital outlays
- Current expense
- Debt Service
- Fixed charges

Audit
Budgeting
Insurance
Pay-roll procedures
Reserve funds
Taxation

RESEARCH & STATISTICS

Research & Statistics
Records
- keeping and safeguarding all permanent, cumulative records except the records of Board of Education, finance and teachers

Reports to M/Ed
School administrative & attendance area

CONSULTANT SERVICE

Consultation with principal and teachers of
- elementary
- lower secondary
- upper secondary
- correspondence
- evening & part-time

Consultation with Pupils:
- educational guidance
- vocational guidance

Consultation with the public
- public relations
  - bulletins
  - open house
  - press
  - model home
  - radio
  - speeches

FACILITIES

Buildings & grounds
- equipment
- supplies
- operation
- maintenance
- removal of hazards
- space provisions
  - for curriculum
  - for activities
  - for offices
  - for storages
  - for contests

Building programs Planning:
- the needs in the light of curriculum
- the space provisions
- the materials
- the finance
- the construction

CURRICULUM & TEACHING MATERIALS

Curriculum
- elementary
- lower secondary
- upper secondary
- handicapped
- kindergarten
- vocational

Textbooks
Teaching-materials
Auditory aids
Visual aids

ADULT EDUCATION

Adult education for workers
Community education
Extension education
Libraries
Room for Listening to the public
Women's education
Youth education

PERSONNEL

Certification
Housing, retiremen & pensions
Permanent cumulative records of certified employees
- experience
- health
- personal data
- Public addresses
- Publications
- research projects
- training

Permanent cumulative records of non-certified employees
- experience
- health
- personal data
- training

SCHOOL ORGANIZATIONS & MANAGEMENT

Organization
- Principal
- Asst. principal
- Secretaries
- Caretakers of
  - elementary
  - lower secondary
  - upper secondary

Management
- Housekeeping
- School records
- Internal finance
- Principal
- Teacher
- Pupil
- Custodian
- Space utilization
- Use of library

CULTURE

Art & drama
Historical site & places of scenic beauty
Museums
Music
Natural monuments
Science

HEALTH & SAFETY SERVICES

School lunch
School sanitation & hygiene
School safety
- pupils
- patrons
- teachers:
  - on bleachers
  - in classroom
  - in corridors
  - on playgrounds
  - enroute to & from school

Physical examinations & follow-up
Cumulative health records
Dental examinations
Immunization

STUDENT ACTIVITIES

Clubs
Home rooms
Organizations
Sports
- intra-mural
- inter-scholastic

TEACHER PROFESSIONALIZATION

Inservice training of teachers
- correspondence
- extension
- leave of absence
- for study of travel
- reading circle
- summer school

Professional organization

PHYSICAL EDUCATION

Community recreation
Communitive athletics
Equipment
Industrial recreation
Playgrounds

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機能分担参考案

(県教育委員会)

財政

財政
会計
資本支出
流動支出
債務関係費
固定費用
決算
予算
保険
給與
予備金
課税

調査(研究)・統計

調査(研究)・統計
記録
教育委員会の財政及び教員に関する記録を除く一切の恒久的並びに累次的記録の保存
文部省への報告
学校行政区域並びに通学区域

指導及び相談

校長教頭への指導助言
小学校
中学校
高等学校
通信教育機関
夜間及び定時制学校
生徒との相談
教育指導
職業指導
一般人との相談
公衆との連絡
公告
公開講演
新聞
モデルラジオ家庭
演説

施設

建物及び運動場
設備
用度
運営
保全
危険物の排除
場所の設定
教科課程
諸活動用
事務室用
倉庫用
競技用

建築計画
教科課程上必要な事
場所の設定
資材
財政
建築工事

教科課程及び教材

教科課程
小学校
中学校
高等学校
養護教育
幼稚園
職業教育
教科書
教材
聴覚教育設備
視覚教育設備

成人教育

労働者の成人教育
公民教育
拡張教育
図書館
公聴室
婦人教育
青年教育

人事

検定
住宅退職者恩給
検定合格職員記録
(恒久的累加的)
経験
健康
身上記録
公開講演
出版
研究の計画実行
受講
非検定職員の記録
(恒久的累加的)
経験
健康
身上記録
受講

学校組織と管理

組織
校長
副校長(教頭)
書記
小使
小学校
中学校
高等学校
管理
建物管理
教務日誌
教校財政
教員
生徒
小使
空地の活用
図書館の利用

教養

美術と劇
史跡と名勝
博物館
音楽
天然記念物
科学

健康安全の世話

給食
学校衛生と保健
学校の安全
生徒
保護者
教員
野外観覧中
教室内
廊下
運動場
通学途中(往復)
身体検査と体位向上
累加的健康状況記録
歯科検査
予防接種

生徒の諸活動

クラブ
ホームルーム
諸団体
スポーツ
校内
対校

教職教育

教員の現職教育
通信教育
拡張教育
研究旅行のための休暇
讀書会
夏季学校
教職団体

体育

地域人のリクリエーション
運動競技
施設
産業関係のリクリエーション
運動場

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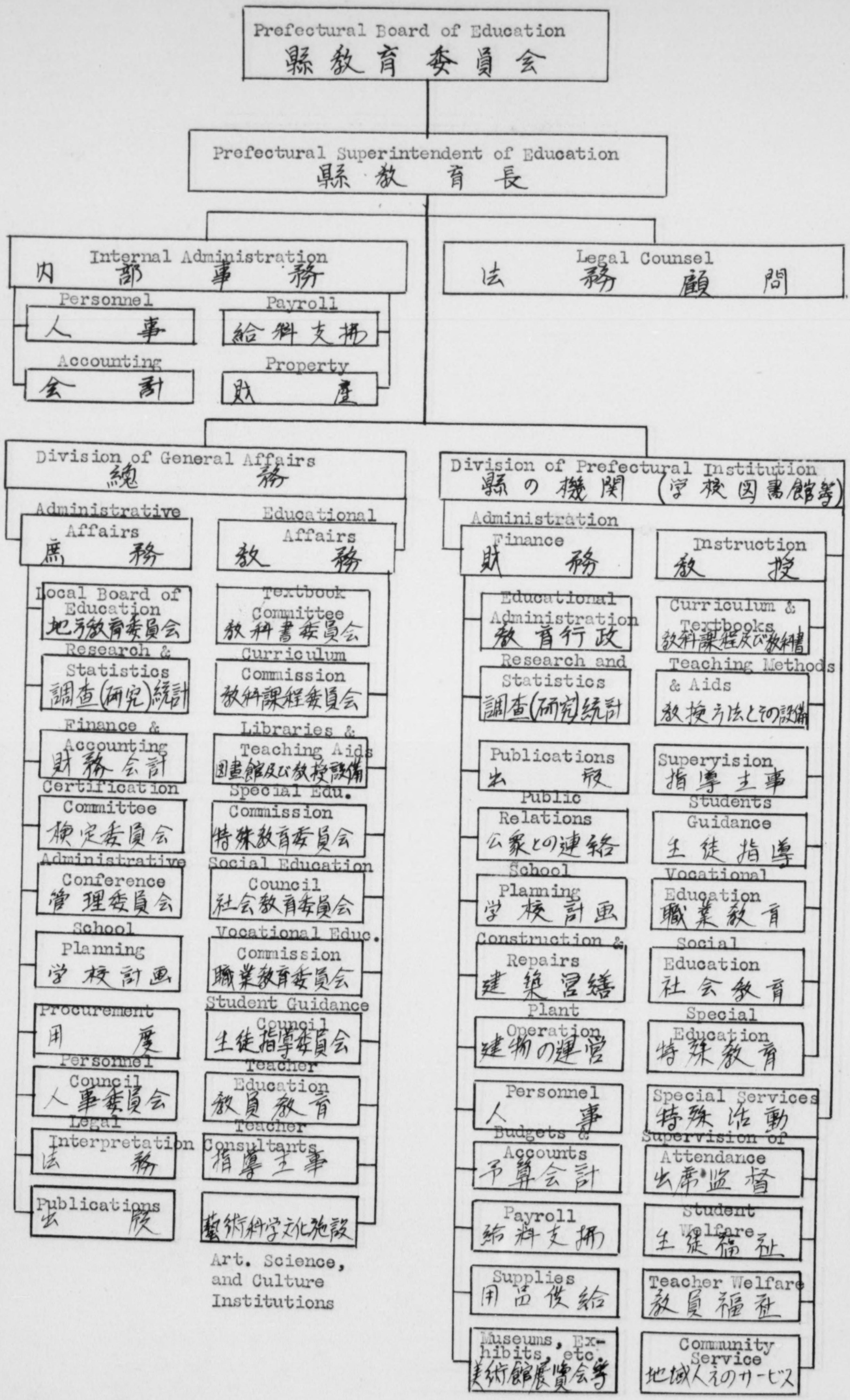

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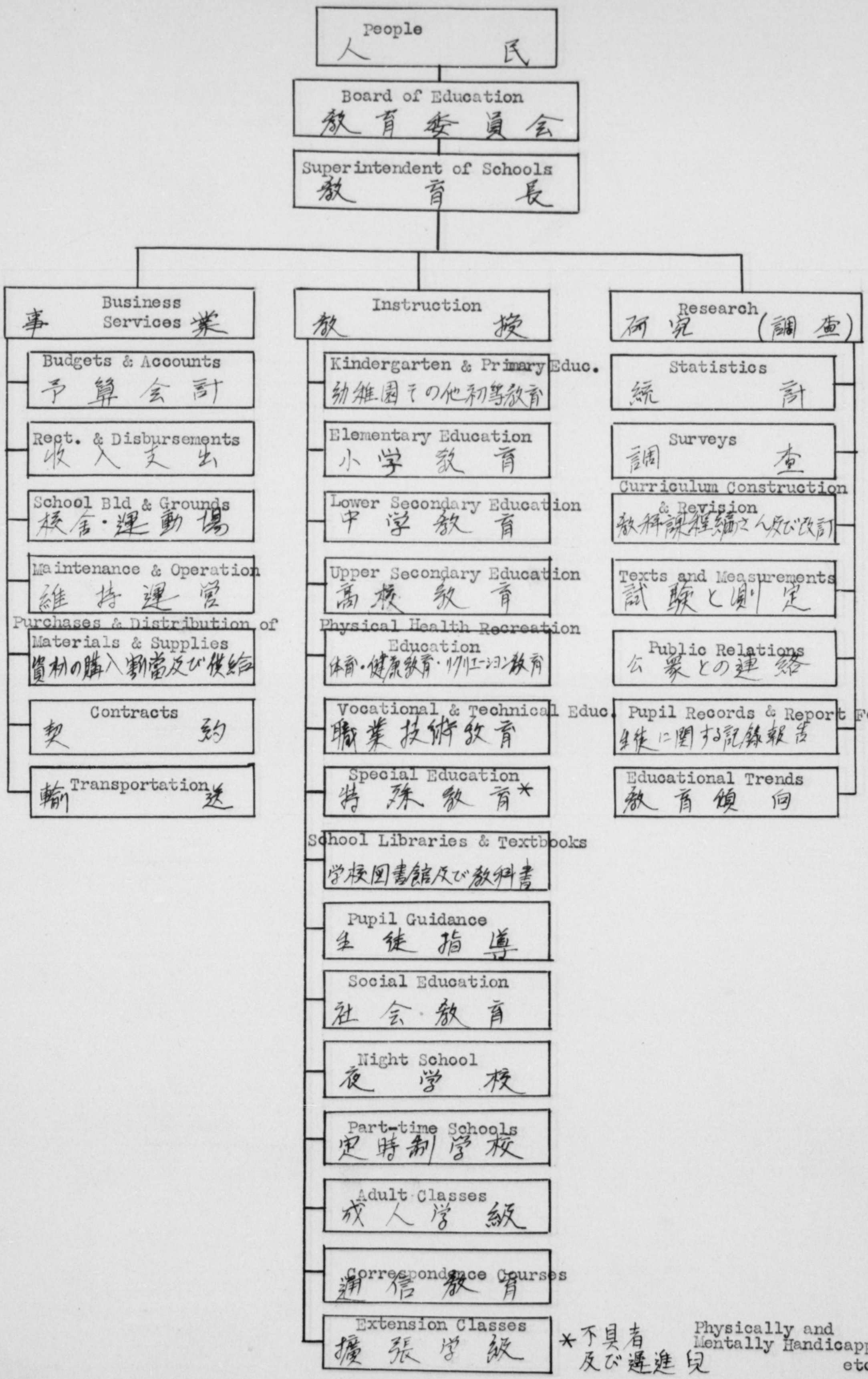
Suggested Organization of a Department (Prefecture or City)

教育組織参考案（縣又は市）



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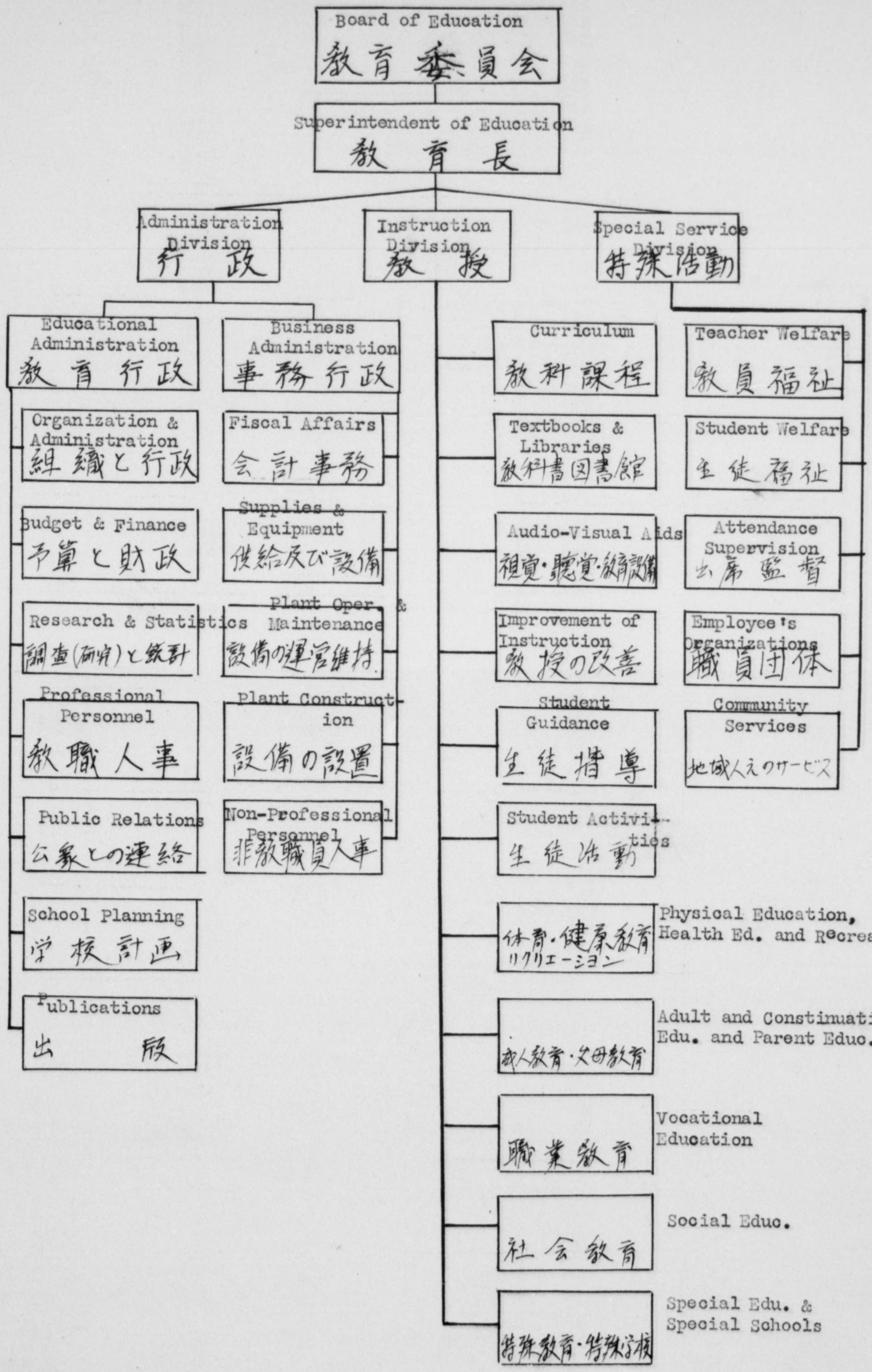
Suggested Organization of a Large City

都市における教育組織参考案



市町村における教育組織参考案

- 市町村民
  - 市町村長
  - 市町村会
- 市町村教育委員会
- 教育長
  - 執行員・委員会記録と議事録
  - 動議一沿革．規則

小学校長

学校の大さと校長の定めるその編成とに応じ各機能に対する専従又は兼務の人数が決められる

機能	係
教職指導	校長
部の指導	部の幹部
指導	調整者
図書館サービス	教員
学校給食	図書館員
校内の会計・記録	管理人(教員)
建物管理	書記
教撰	保管人
生徒	教員

中学校長

学校の大さと校長の定めるその編成とに応じ各機能に対する専縦又は兼務の人数が決められる

機能	係
教職指導	校長
事務的指導	部の幹部
指導	調整者
女子に対する個人的及び教育上の援助	女子監督
図書館サービス	図書館員
体育計画	管理人
学校給食	〃
職業教育及び就職	調整者
校内会計・記録	事務主任
教撰	及び書記
建物管理	教員
生徒	保管人

高等学校長

学校の大さと校長の定めるその編成とに応じ各機能に対する専従又は兼務の人数が定められる

機能	係
教職指導	校長
事務的指導	部の幹部
指導	調整者
衛生事務	〃
女子に対する職業的及び教育上の援助	女子監督
図書館サービス	図書館員
体育計画	管理人
学校給食	〃
職業教育及び就職	調整者
校内会計・記録	事務主任
教撰	及び書記
建物管理	教員
	保管人

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Suggested Organization of a City, Town, or Village

PEOPLE OF CITY, TOWN, or VILLAGE

MAYOR OR CITY or HEAD-MAN OF TOWN or VILLAGE

CITY, TOWN, or VILLAGE BOARD OF EDUC

SUPERINTENDENT OF EDUCATION

Executive Officer of Board. Board Records: Minutes. Motions-History, and Regulations

CITY, TOWN or VILLAGE ASSEMBLY

ELEMENTARY PRINCIPAL

The size of the school and its organization by the principal will determine the number of full time or part time staff members for each function

Functions	Staff
Professional leadership	Asst. Prin.
Departmental leadership	Hds. of Dept
Guidance	Coordinator
Library Service	Teacher Librarian
School lunch or Cafeteria	Director
Internal Financial Account & Records	Clerk
Housekeeping	Custodian
Instruction	Teachers
Pupils	

LOWER SECONDARY PRINCIPAL

The size of the school and its organization by the principal will determine the number of full time or part time staff members for each function

Functions	Staff
Professional leadership	Asst. Prin.
Departmental leadership	Hds of Dept
Guidance	Coordinator
Personal & Scholastic Advise to girls	Dean of Girls
Library service	Librarian
Athletic program	Director
School lunch or Cafeteria	Director
Vocational Guidance and Placement	Coordinator
Internal Financial Account & records	Business Mgr & clks
Instruction	Teachers
Housekeeping	Custodian
Pupils	

UPPER SECONDARY PRINCIPAL

The size of the school and its organization by the principal will determine the number of full time or part time staff members for each function

Functions	Staff
Professional leadership	Asst. Prin
Departmental leadership	Hds of Dept
Guidance	Coordinator
Health Services	Coordinator
Professional and scholastic advise to girls	Dean of Girls
Library service	Librarian
Competitive athletic program	Director
School lunch or Cafeteria	Director
Vocational Guidance and Placement	Coordinator
Internal Financial Account and records	Business Mgr & clk
Instruction	Teachers
Housekeeping	Custodian

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

Board of Educ Sales

Liaison Conference of All Education Committees
throughout Kyushu

1. Date & Hours: From 10:30 a.m.,28th May 1949.

2. Place: Nagasaki Ken Assembly Hall, Nagasaki City.

3. Attendants:

a. Fukuoka Ken: Abe, Kiyomi; vice chief committee
Shimatani, Sadao; committee
Kuwano, Kiyotaka; "
Ogawa, Tadao; chief manager

b. Saga Ken: Nabeshima, Chokusho; vice-chief committee
Koga, Matsuyo; committee
Matsumoto, Yoshiro; chief manager
Makino, Toshimasa; CE Sec of Saga MG Team

c. Miyazaki Ken: Taniyama, Kinzaburo; committee
Kodama, Isao; chief manager

d. Oita Ken: Ono, Heiroku; chief committee
Wada, Masao; chief secretary
Maruono, Kunihiko; chief manager

e. Kagashima Ken: Toneda, Hitoshi; vice chief committee
Nakamura, Morinosuke; chief secretary

f. Kumamoto Ken: Haramoto, Kazuwa; vice chief committee
Takagi, Moriyoshi; committee

g. Nagasaki Ken: Honda, Kiyonobu; chief committee
Kanda, Kenichi; vice chief committee
Yukawa, Iichi; committee
Ito, Tsuka, committee
Takano, Otosuke; committee
Hirai, Hatsuji; committee
Kawachi, Satoru; committee
All chiefs and chief managers of different sections, and Civil Education Officer Mr. C. McClarty and Dr. Hori, Baiten of N.M.G.T., and also Nagasaki municipal officials, members of P.T.A.s, etc.
Total.... 28 persons

4. Progress of Proceedings in brief:

a. Greeting ...Honda, chief committee of Nagasaki Ken; in his speech he emphasized the importance of Education Committee and requested Committees to realize the aims of new education.

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b. Election of Chairman: Honda was elected to Chairman at Abe's suggestion while Abe, vice chief committee of Fukuoka Ken was appointed to vice chairman.

c. Self-introduction was done by all committees of different Kens.

d. Word of Greeting: Mr. McClarty, Civil Education Officer of N.M.G.T. "Though centralization of education in past has been decentralized today, it pleases me greatly to find that you are all achieving your responsibilities with all might and main. I do pray, however, that you will realize the principles of national education listening to the voices of people and acquire splendid educational effects all the more."

e. Conference:

(1) As to the educational principles which have been established through every prefecture:

Nagasaki
(a) Fulfilment of vocational education & development of scientific education.
(b) Protection of school-children from their becoming bad.
(c) As to part-time High Schools.
(d) School-building affairs of Junior High Schools.
(e) Reeducation of teaching staffs (utilizing summer vacation)
(f) Fulfilment of fundamental materials of education.
(g) To make communities understand the importance of education.

Fukuoka
(a) Reorganization of teaching staffs according to establishment of High Schools.
(b) Thoroughness of education for labourers.
(c) Development of vocational education.

Kumamoto
(a) To develop education proper through the co-operative works to be done by Education Committee, schools, Secretariat, teachers' union, etc.

Kagoshima
(a) Reeducation of teaching staffs.
(b) Fulfilment of vocational education.

Miyazaki
(a) Reformation of education.
(b) Diffusion of social education.
(c) Development of vocational education.
(d) Thoroughness of education for teachers.
(e) Promotion of health education.

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Oita: (a) Completion of Junior High Schools.
(b) Reconstruction of social education (CPHs, Libraries, etc)

(2) Problems of running Committee in different prefecture:

Nagasaki: Organization of Secretariat has been reformed at the end of April 49; that is, Investigatory-room (former Section) has been established under the immediate control of Superintendent and Superintendent-room, has been raised to General Affairs' Section, differentiating between both fields of administration and guidance. As to the educational administration, there have been established anew both Sections of General Affairs and Superintendent, while as to the guidance, School Education Section, Social Edu. Section, Health Education Section. The regular meeting is being held once monthly (2 days in general) while the meeting of emergency once (2 days). Committees have not visited any place in all.

Oita: Committee is doing as usual, holding the regular Committee once monthly (2 days) and that of emergency in the same way.

Miyazaki: There have been established 6 Sections under the Secretariat, but 3 Sections have been abolished taking the circumstances of all Japan into accounts.

Kumamoto: In order to intend the fulfilment of J.H.S. there has been established anew "Establishment Section".

Fukuoka: The relations between Education Committee and the side of Governor and members of Prefectural Assembly have recently become favorable.

Saga: Committee is suffering from difficulty of its obtaining the budget, every Section is being assissed by Governor diffirently through General Affairs' Section in order to introduce to Prefectural Assembly.

Kagoshima: (a) Regular Conference .... once (2 days) monthly
(b) Workshop of Committees' ... once (2 days) monthly
(c) Conference of emergency ... " (" ") "

(3) A motion regarding the financial administration of education was introduced as mentioned in accompanying paper which has been decided unanimously.

(4) As to the name of Secretariat: Four prefectures of Miyazaki, Fukuoka, Kumamoto, and Oita are calling it "Board of Education", but at Kumamoto it is named "Board of Education", even though it be "Secretariat" in a true sense.

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(5) As to prefectural Education Committee: Since any ordinance has not yet been delivered ever Prefecture has to consider sufficiently how to run it.

(6) Conditions of proceedings of construction of Middle Schools of new system %

Oita	60%	Nagasaki	55%
Saga	55%	Kagoshima	50%
Kumamoto	50%	Miyazaki	60%
Fukuoka	55%		

(7) How to provoke in order to gain the budget for 6:3 school system:

Kumamoto: Towns or villages' assembly is developing a sign-movement.

Fukuoka: People concerned are continuously applying to different authorities visiting Tokyo in succession in order to realize this problem.

Oita: Members of Prefectural Assembly & Teachers' Unions are starting an agitation for this matter in Tokyo.

Miyazaki & Saga: Both prefectures are doing in the same way as mentioned above.

(8) As to the problem regarding the regular personnel through every prefecture: (Every prefecture has not any certain materials at hand)

Prefecture	P.S.	J.H.S.	Education Ministry P.S.	Education Ministry J.H.S.
Oita	5,462	3,216	5,237	3,020
Nagasaki	6,480	3,907	6,204	3,383
Kagoshima	7,650	4,650	7,600	4,600
Miyazaki	4,614	2,675	4,300	2,596
Fukuoka	12,800	11,300	7,431	6,150
Saga	P.S. & J.H.S.: 6,712		P.S. & J.H.S.: 6,040	

(9) As to Try-out Schools:

Nagasaki: Tryout schools of 5 day week system have been established at Omura City from 1949, in which the citizens are greatly interested in.

Kagoshima: 10 try-out schools of this sort have been established hitherto but it was impossible to find any conclusion yet.

(10) As to evaluation of teachers: Committee of every prefecture explained about personalities, dispositions, tastes etc. of teachers.

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(11) As to 5 day week system: Kumamoto: Nowadays parents have different opinions on this system favorably or unfavorably.

(12) As to the revival of budget of 6:3 school system: A motion was proposed in order to find a way out of the educational crisis as mentioned in the accompanying paper and it has been decided unanimously to deliver a memorial to the Central.

(13) A motion regarding the regular number of regular personnel of Primary and Junior High Schools' teachers has been introduced to increase them, which has been decided unanimously.

(14) As to the place where next liaison conference should be held by all Education Committees through Kyushu: It has been decided to open the next conference in July or August at Saga City.

(Closed 3:30 p.m.)

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Memorial 28 May 1949

From: Committees' Liaison Conference of Prefectural Education Committees throughout all Kyushu.

To: Prime Minister
Education Minister
Finance Minister
Chief of Economic Stabilization Board

Subject: Memorial

Dear Sirs:

We do make a recommendation to each of you to increase the regular numbers of regular personnel of Primary and Jr. High schools' teachers in accordance with the actual conditions of each prefecture in Kyushu because it is impossible for each Prefecture of ours to develop and fulfil education through the regular numbers of teachers belonging schools of Primary and Jr. High Schools that have been directed by Education Ministry at present.

Proposal 28 May 1949

From: Committees' Liaison Conference of Prefectural Education Committees throughout Kyushu.

To: Prime Minister, Education Minister, Finance Minister, Chairman of State Council, Chairman of Diet, and Chief of Economic Stabilization Board.

Subject: Proposal

Dear Sirs:

It is entirely impossible to expect independence and development of education for the educational financial administration based upon the Education Committee Law which is being enforced today belongs to the Prefectural public associations so that we do request you to establish the right of financial administration of education revising promptly the Education Committee Law.

Memorial 28 May 1949

From: Committees' Liaison Conference of Prefectural Education Committees throughout Kyushu.

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

To: Prime Minister, Education Minister, Finance Minister, Chief of Economic Stabilization Board, and Chairmen of Diet and State Council.

Subject: Memorial

Dear Sirs:

Notwithstanding the people had enthusiastically demanded the Governmental budget in regard to completion of 6:3 system in 1949 it has been cut all along the lines so that the plans of sompleting 6:3 system are about to be broken down, provoking a serious crisis in the educational circle of 6:3 system.

Consequently we do request you to intend the revival of budget demanded and release the educational crisis promptly taking the importance of education of Junior High Schools of new system and distresses of prefectural financial administration into consideration.

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B-Ed

"Board of Education"---Theory and Management---By Education Law Research Committee in Education Ministry

In the first part, they explain us the reasons why the School Board Law was established. In the first chapter, they introduce us briefly how our education laws were changed till the acceptance of the Potsdam Declaration. In the second chapter, three reform plans or opinions are explained, that is, a)Advices shown in the Report of the American Education Mission, b)Establishment of the Education Standard Law and c)Plans by the Education Reform Committee. In the third chapter, they explain us how the School Board Laws were changed through the discussions at the Diet.

In the second part, they explain the contents of the School Board beginning Article 1. In the first chapter, they refer to the general rules, Article 1 to 6, that is, aim, establishment, power or right, and expenses. In the second chapter, the organization of the Board of Education is explained; a)Committeemen of the School Board Committee (Article 7 to 32), b)Conference of the School Board Committee (Article 33 to 40), and c)Superintendent and the Secretariats' Office (Article 41 to 47). In the third chapter, the duty and right of the Board of Education can be found(referring to Article 48 to 65). In the fourth chapter, miscellanious rules are discussed;(Article 66) etc.

After introducing the brief outline of this book, I will quote some parts which may help us. (pp. 45 - 46)
Concerning to Article 4, the idea of "education, learning and culture" ---it will be suitable to define and fix certain limits, according to the idea of the social and common interpretation. But when we take up how to handle practical administrative affairs, we may find some of them are very difficult and almost impossible to tell one form the other. So we will mention the following affairs which may rather be very difficult and be regarded to be classified suitablly as the affairs of the Board of Education:
1)Affairs concerning Public School Cooperatives; they should be handled by the To-Do-Prefectural School Board.
2)Affairs concerning Public School Teachers' Pension; they should be handled by the To-Do-Prefectural School Board but the Governor decides the pension, as before.
3)Affairs concerning shool health; general affairs concerning health belong to the chief of the local public organs and so it is desirable to be very cooperative among the various organs.
4)Affairs concerning phisics and sports in the community.

Basic property?

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THE AMERICAN CIRCULATING COLLECTION LOSS OR DAMAGE SHEET

米國回覽文庫の紛失及損傷指示票

Direction to responsible teacher: List all loss or damage below completely and truthfully. Your cooperation in this matter will determine whether you will continue to receive the collection.

責任教員への注意：紛失或は損傷せる書物の名稱を洩れなく記載して下さい。それによって今後回覽文庫が繼續せられるか否かが決ります

LOST BOOKS AND MAGAZINES: In the following space list the books (author and title) and (or) magazines (name and date of issue) which were lost.

紛失せる書籍雜誌：以下の空欄に御記入下さい

書籍（表題と著者氏名）

雜誌（表題と發行年月日）

DAMAGED BOOKS AND MAGAZINES: In the following space, list the books (author and title) and (or) magazines (name and date of issue) which were damaged. After each, state the page numbers of those pages torn, missing, etc.

損傷せる書籍雜誌：以下の空欄に御記入下さい

書籍（表題と著者氏名）

雜誌（表題と發行年月日）

書籍雜誌各冊の損傷（脱落又は破れたる）箇所の頁數を記載せられること。

(Use reverse side when necessary)

以下は備考欄として御使用下さい

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? — 5)Affairs concerning the preservation of historical relics, fine scenery, and natural historic preserve, preservation of ~~natural~~ national treasure, and preservation of important fine arts; they belong to the To-De-Prefectural School Board.

? — 6)Affairs concerning the copyright of the publication

? — 7)Affairs concerning Foundation or Cooperation; as the delegated affairs they belong to the To-Do-Prefectural School Board.

? — 8)Affairs concerning Religious Foundation and Religious Investigation and Statistics.

9)Affairs concerning Educational Investigation and Statistics; but the ~~xxxxxx~~ appointed statistic investigation affairs according to the statistic law will be carried on as usual in the line of loval statistic structure (by the section in charge of the statistics of the To-Do-Prefecture)

10)Affairs delegated to the School Board by the Governor or the Chief of the city, the ~~xxxxx~~ town or the village, out of the affairs concerning education, learning and culture as well as enlightening and propaganda in general of the national movement, etc. which were belonged to the social education section before.

~~xx~~ As to the equipments and management concerning social education, they are going to establish another laws.

11)Affairs concerning public enterprises of the educational equipments; They belong to the To-Do-Prefectural School Board. For instance, such an affair as the allotment of the aided money to each founder of the public school.

— 12)Affairs to allot the appointed productive materials; they should be carried on by the state (the Branch Office of the Education Ministry) but such an assisting affair that was belonged to the ~~xxxxxxx~~ education section of the To-Do-Prefecture should be transfered to the To-Do-Prefectural School Board.

— As to the affairs concerning the education screening ~~xxxx~~ activities, ~~xx~~ they are not transfered to the To-Do-Prefectural School Board, but they belong to the Govenor of the To-Do-Prefecture.

Article 49: The Board of Education carry out the following affairs---; (pp. 126-129)

1)Establishment and abolishment of the school and other institutes /educational

2)Management and control of the school and others

Local public organizations have power or right to establish and control schools and other educational institutes. We explained this point in Article 4. The School Education Law Article 2 admits it. Before, the establishment of schools should be ~~xxxxx~~ passed at the assembly. The establishment of schools, however, --- was the cause of the troubles among the local political parties, and thus they established schools in the worst places, etc. This law and the aim of the School Board avoid to make the establishment of schools the cause of the troubles of the political parties and so they do not need to pass the assembly to ~~xxxxxxxx~~ establish schools. School Board can decide such a problem. Only the budgets should be passed by the assembly.

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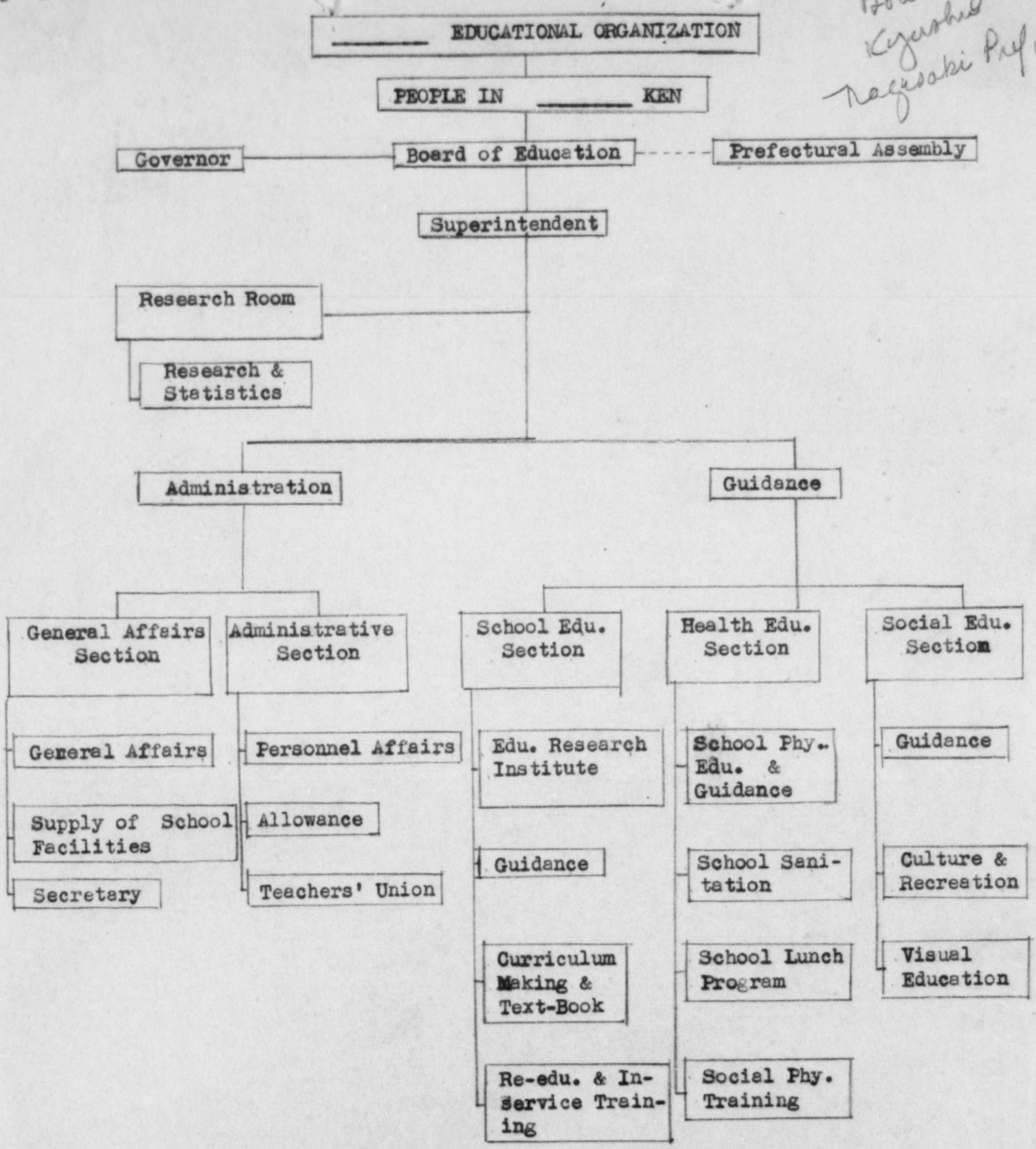
Board of Ed
Kyushu
Nagasaki Pref.



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KYOTO LIAISON AND COORDINATION OFFICE

KLCO Information No. 197

1 June 1949

Law Concerning the Partial Amendment of the Board of Education Law

(Note: Attached herewith for your information is the translation of the Law concerning the Partial Amendment of the Board of Education Law, Law No. 77, 20 May, 1949, as received by this Office from the Central Liaison & Coordination Office. In Article 70, the time limit for the establishment of boards of education of cities, towns and villages except those of the five major cities has been extended from the original November 1, 1950, to November 1, 1952. In Article 86, the authorization of textbooks has been made the function of the Minister of Education solely, whereas in the original version the prefectural boards of education could select from among the textbooks previously inspected and approved by the Minister of Education.)

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

COPY

20 May, 1949

Law Number 77

Law concerning the Partial Amendment of the Board of Education Law

The Board of Education Law shall be amended in parts as follows.

Art. 70 shall be amended as follows.

Art. 70 The boards of education of cities, towns and villages except Osaka City, Kyoto City, Nagoya City, Kobe City and Yokohama City (to be hereinafter referred to as the Five Big Cities) shall be established by November 1, 1952. However, they shall be established neither in 1949 nor in 1951.

2. The necessary matters concerning the establishment of boards of education of the preceding paragraph may be provided for by government ordinances.

Art. 86 shall be amended as follows.

Art. 86 In spite of the provisions of Art. 50, Para. 2, the authorization of textbooks shall be made by the Minister of Education, until the paper-allocating system shall be abolished.

Supplementary Provisions

This law shall be enforced on and from the day of proclamation.

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

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File

THE TEACHER CONSULTANT AT WORK

PART I. PHILOSOPHY AND AIMS OF TEACHER CONSULTANCY

CHAPTER I. Relationships Between the Teacher Consultant and the Superintendent; Between Teacher Consultant, and Principals and Teaching Staff

1. He works under the general authority of the superintendent.
2. His job is described in terms of responsibilities, duties and freedom in assisting teachers with their educational problems.
3. He does not have power and authority over principals and teachers. Neither does he rate or grade them; nor make recommendation concerning their employment.

CHAPTER II. A Philosophy and Aims of Teacher Consultancy

1. Faith in democracy.
2. Aims of education (Developing youth: personally, civically, vocationally)
3. The aims of the teacher consultant in a democratic philosophy of education.
   a. Relational concepts to be adhered to.
   b. Contrast between inspector and teacher consultant.

CHAPTER III. Functions of Teacher Consultants

1. Overcome past fear and insecurity of teachers.
2. Help improve teacher-pupil relationships (help by precept and example)
3. Help teachers understand and use evaluation techniques for all aims.
4. Help teachers use varied methods is all lines to meet needs of youth.
5. Teacher consultant, himself, to use the best techniques in dealing with teachers, principals, etc.
6. The teacher consultant should utilize all means of evaluating the quality and quantity of the service which he gives to teachers.
7. Another function is that of arranging for his own continuous in-service training.

PART II. HOW THE TEACHER CONSULTANT WORKS WITH GROUPS OF TEACHERS

CHAPTER IV. Helping Teachers Establish Effective Teacher-Pupil Relationships

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1. Influence of teacher personality; characteristics teachers should possess; charts showing positive and negative responses of teachers to pupil problems.
2. Problems of the school which affect teacher-pupil relationships.
3. Personal problems of teachers which may affect relationships with pupils (emotional and mental health of teachers)
4. Teachers' lack of understanding of some of the common problems of adolescence a cause of poor teacher-pupil relationships.
5. Improvement of conditions through in-service training of teachers.

CHAPTER V. How to Carry on Group Discussions

1. Guides to group action.
   a. Belief in the dignity and worth of all individuals.
   b. Belief that all teachers can learn, and in different ways.
   c. Belief that those who must abide by decisions should have a share in making them.
   d. Directions and control of any problem lies within the framework and membership of the group concerned and not in external force.
   e. Each member of the group has freedom of relationships with all others in the group.
   f. Any changes in classroom procedures will result from group thinking and action; and not from threats, force, etc.
2. Preliminary planning; physical features conducive to responsiveness; knowledge of the participants backgrounds; agenda.
3. The discussion method.
   a. General characteristics.
   b. What the leader should do.
   c. What the group should be able to do.
   d. Discussion method applied to a learning situation.
   e. Record of the discussion meeting.
   f. Hints on making the discussion effective.
4. An example of a plan for a series of discussions using the "case conference" technique of guidance.

CHAPTER VI. How Teacher Consultants Give Assistance in Special Areas to Groups of Teachers

In each of the following cases the technique itself is described in detail; than examples follow; also definite means of getting to the teachers in a tactful and democratic manner, so that the consultant can help with the technique are discussed; a summary

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follows this; and finally a list of projects designed to get the consultant to successfully practice what is taught in the section follows.

1. Demonstration teaching and intervisiting.
2. Adapting and applying the courses of study.
3. Assisting with curriculum improvement programs.
4. Securing and improving materials of instruction (especially by aid of teacher bulletins)
5. Improving evaluation techniques.
   a. Tests for all types of aims.
   b. Pupils' appraisal of own development.
   c. Records of pupil behavior in various situations.
   d. Records of pupils' use of leisure time.
6. Adapting aims, methods, activities, and evaluation techniques to individual differences among pupils.
7. Improving guidance techniques.
8. Assisting in conducting experimental programs and using research techniques.
9. Writing and publishing accounts of educational experiences.
10. Getting materials for professional libraries.

CHAPTER VII. Helping to Organize and Participating in Institutes and Conferences

CHAPTER VIII. Helping to Organize and Participating in Local Workshops

PART III. HOW THE TEACHER CONSULTANT WORKS WITH INDIVIDUAL TEACHERS

CHAPTER IX. Helping Teachers with Special Problems by Holding individual or Small Group Conferences, Interviews, and Discussions with Teachers

CHAPTER X. Helping Beginning Teachers Get Started Successfully

CHAPTER XI. Observing Instruction, and Holding Follow-up Conferences
1. Upon request of the teacher.
2. Upon request of the teacher consultant.

PART IV. HOW THE TEACHER CONSULTANT IMPROVES THE QUALITY OF HIS SERVICE

CHAPTER XII. Evaluation of the Quality of Service to Teachers
1. Evaluation by teachers and principals.
2. Self-evaluation by the teacher-consultant.
3. Group evaluation among teacher consultants through discussion.

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CHAPTER XIII. In-Service Training of Teacher Consultants;
Introduction; The Old Inspector System.
1. Basis training programs for teacher consultants.
2. Current in-service training programs.
3. Conducting research and making the results known.

THE TEACHER CONSULTANT AT WORK
HOW THIS BOOK MAY BE USED

1. By MG Officers
   1. In training programs for superintendents, so that they may understand the duties and responsibilities of the teacher consultant, and the consultant's relationship to the superintendent. So that superintendents can insist upon consultant's assuming the role as teacher helper as opposed to an inspector. So that he will understand that consultants work through principals and co-operate with them and their staffs in working out improvements. And it is possible also that it will serve to orient superintendents to the "stand" they can be expected to take in case teacher consultants try to jump the gun on them and essay to give them"advices when it is not their place to proffer such unless so requested by the superintendent.

   2. In training programs for the teacher consultants themselves. This book together with the first one for teacher consultants which was "Handbook for Teacher Consultants" will prove very useful in helping the consultants to become acquainted with the responsibilities, duties, and techniques of their jobs. This book should suggest to the MG Officers that they emphasize to the consultants that in order to profitably utilize the techniques described the consultants must be extremely well-informed as to contents of all books written especially to teachers--such as Pupil Guidance, Desirable Characteristics of Upper and Lower Secondary Schools, The New Lower Secondary School, Organization and Administration of Upper and Lower Secondary Schools, All Courses of Study, All Methods Books soon to be published, All Psychology Books published, etc. Consultants also must know which teachers are especially successful in any line, and observe those teachers for purposes of learning successful practices and be able to pass the information on to other teachers either in demonstrations, intervisiting, or discussions.

   3. It can be used in principals' and teachers training programs such as study-discussion groups etc. so that they too will

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know what is actually expected of the teacher consultant. If they realize also that the consultant has no right of an inspector, that he can't give orders, rate or grade or recommend teachers, nor assist in any form in the hiring and firing of teachers, they can "join forces" against any possible efforts of the consultant to overstep his bounds and try the old inspectorial tactics on them. A great deal of the success of the teacher consultant system will depend upon how well other groups understands the consultant's real field of responsibilities, and how well they resist any illegal and inappropriate pressure they might try to impose upon others. It is only natural that many consultants are so imbued with the inspector complex that it will be difficult for them to even attempt to operate professionally instead of authoritatively.

It might be added in this connection that if MG Officers need Inspectors to assist them in carrying out their operations that they DO NOT use consultants in this capacity; but to have their own MG Inspectors, and keep the duties of such personnel completely separate from those of consultant. It is in keeping with an Occupation to have Inspectors; but not in keeping with an educational system to have Inspectors if they expect to have that system democratic, and educationally and psychologically sound. MG Officers who read this book will readily see the logic of this position.

II. Ways in Which the Japanese May Use the Book

1. Superintendents should know its contents for three special reasons: (1) So that they will understand their own position with respect to the consultant; as well as that of other members of his secretariat, also principals and teachers with the consultant. He should be able to advise the consultant at anytime as to what constitutes his relationships with all concerned. (2) The superintendent should know that responsibilities and duties that a good teacher consultant should be assigned; he should know the techniques through which he works with teachers and their principals; he should know what a consultant MUST have an expert knowledge in all the educational areas in which teachers work, as well as a knowledge of the techniques which the consultant uses in working with the teachers, if the consultant is to do a good professional job. (3) He should know all the above so that he will be in a position to evaluate the work of the consultant--the quality and quantity of service he gives to teachers--and thereby make recommendations as to the type of consultant to recommend to the Board of Education for employing.

2. Teacher Consultants should know the book "from cover to cover",

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

and master all the techniques described, if he is to give democratic educational service to teachers. These techniques are new to Japan, and they represent the best thought in Japan and America as to the appropriate methods for consultants to use to take the authoritarianism out of consultancy and "supervision", and give the teachers an opportunity to free access to expert assistance with none of the attending evils of being rated and graded by the one to whom they can go for assistance.

The Consultants should know what their role is -- that of being a professional helper to teachers; they should not confuse this role with a grab for authority and power as the old inspectors did. They have no authority and power, no more than a medical doctor has; he builds up his professional reputation by the quality and quantity of professional service which he gives to teachers. He must not only be an expert in fields in which teachers ask for help, but he must know how to give that help in the best professional way.

3. Principals and teachers should know the contents of the book so that they will know what their relationships with the consultant are. They have been bossed by inspectors in the past; they are free from that now. They do not have to utilize the services of the consultant if they feel that his relationships are poor, or if they feel that the consultant does not know education well enough to help them. They should however be only too glad to help the consultant build up his professional knowledge and let him observe their good teaching, sit in on study-discussion groups, etc. They should, if the consultant is good, utilize his help whenever they can.

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

C&T
Fuji

31 March 1949.

Daily Operation.

The following information was obtained from Mr. Chisaka, Legal Advisor to Pref. School Board Secretariat:

Under the present financial system of Japan, there are two kinds of national government subsidies, which the prefectural governments receive. One is the subsidy of which use or purpose is specified, such as the subsidy for the construction of lower secondary schools. The other is granted collectively to the prefectures without giving specific purposes. (Almost half of the prefectural budget depends on this subsidy.) The "fiscal arrangements by the local taxation finance system" as stated in Hatcho 107/Chizaii 4 is classified in the latter category. It does not have the authority that the amount be spent for the purposes mentioned in the attachment, although it might help the School Board in demanding the education budget on a more favorable basis. In final analysis the local assembly is responsible and entitled for the disposition of the subsidy of this kind.

Fuji.

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

Translated by Fuji.
31 March 1949.

27 September 1948.
Hatcho No.107.
Chizaii No. 4.

SUBJECT : Expenses needed for Board of Education.

TO : Governor of the Prefecture.

FROM : Ministry of Education, Investigation Bureau.
Local Finance Committee, Chief of Administration Bureau.

Hatcho No.107 and Chizaii No.2 were issued concerning the expenses needed for the election of school board members. This is to inform you that the expenses needed for the establishment of the school board may be appropriated with the money to be left over owing to the abolishment of the Education Department. With regard to the expenses needed for the board members and the increase in the number of personnel mentioned in the attached paper, necessary fiscal arrangements were made when adopting the local taxation finance system, for which please note.

You might also understand that the increase of the following personnel is included in the fiscal arrangements.

Superintendent	1st class	1	(Promotion of the former Dept. Chief.)
Teachers consultants	2nd class	6	
Officials in charge of survey and statistics business	2nd class	1	
"	3rd class	3	
Employees for survey and statistics		3	
Total:		14	(incl. 1 promotion)

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Expenses needed for Prefectural Boards of Education

	Number of persons		Amount f. year.	Amount f. 5 months
Remuneration of Board Members				
Elected members	276	3,000 monthly	9,936,000	4,370,000
Members representing assemblies ...	46	1,000 "	552,000	230,000
Reimbursement of expenses for board members ..... (incl. conference expenses)	322	1,500 "	5,796,000	2,415,000
Overhead expenses (salaries, allowances, etc.)	506		80,224,687	24,005,000
Supplementary expenses			1,448,170	2,144,000 ?
		Total:	97,956,857	32,934,000

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

Translated by John

HATSU CHO 160

23 October 1948

SUBJECT : Scope of Matter Partaining to Education, Science, and Culture to be Managed by the Board of Education

TO : Governers in Metropolis, District, Urbane & Rural Prefectures

According to Article 4 of the Board of Education Law, the scope of matters pertaining to Education, Science, and Culture to be managed by the Board of Education is shown in Article 49 in the Law. But concerning further details it seems some questions will be arised. Our interpretation for this matter will be shown following :

Matters pertaining to the Preservation of the historic remains, the beauty spots, Arts & Monuments, National Treasures, and important Art Works to be managed by Prefectural Boards of Education.

Tsutomu Tsujita
Chief, Servey and Statistics
Bureau, the Ministry of Education

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

Translated by John

HATSU SHI 36

22 January 1949

SUBJECT : Abolishment of the Resident Officials who Charge of the Matters of Properties and As to the Management of it.

TO : Governors in Metropolis, District, Urbane & Bural Prefectures

The resolution has been reached for the abolishment of the local resident officials of the Educational Facilities Bureau and Religion Affair Section in Secretariat Room in the Ministry of Education. We have being investigated on the enforcement of this resolution with keeping the connections with the offices concerned and decision reached to abolish these local resident officials on 31 December 1948 and transfered these personnels to Prefectural Board of Education from 1 January 1949 but all expenses will be subsidized from the Goverment Treasury.

The expenses and personnels to be transfered to Prefectural Boards will be shown below :

Concerning the personnel expenses, it shall be based on 3,700 Yen base, and as to the amount of the special allowances rising up from newly decided base, there will be informed from the Ministry of Finance.

Religion Affairs Section :

Tentative Official	1 Person
Clerks	2 Person

Vice Minister of Education

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

Imperial Ordinance 210 dtd 29 June 1929

THE ENFORCEMENT REGULATION FOR THE
NATIONAL TREASURES PRESERVATION LAW

Aerticle 3.

The Minister of Education shall Have the control for the maintenance and repairs of National Treasures to which were delivered the cubsidies according to the Article 14 in the National Treasures Preservation Law.

The Minister of Education can entrust Prefectural Governors with abovementioned powers.

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

About the Number of Visual Aid Officers

(Kyoto Pre. Board of Edu. Social Sect.)

5 persons, at the minimum, as Visual Aid Officers are needed from a practical standpoint in administration as well as from the indication by the Ministry of Education (as written on the following paper).

Visual Aid Officer

Chief officer	1	(Project, Guidance, Liaison)
officer	1	(Survey, Record, Report)
"	1	(Travelling Showing, Instruction of Technique).
"	1	(Film Library --- Librarian)
"	1	(" --- Booking Business)
Total	5	

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

Hatsusha No. 103
Date 26 Oct. 1948

From : Vice Minister of Education
To : Prefectural Governers
Subject : Reception of 16mm Sound Projectors and Films Loaned by G.H.Q. (Abstract)

Section 4. Preparation for receiving them to be made in each Prefecture

a. Visual Aid Unit in Prefectural Goverment.

(1) The prefectural authorities should establish the "Visual Aid Unit" in the social education section. The social education section shall appoint one full-time chief (Visual Aid officer) and any other necessary personnel.

Section 5. The Visual Aid Officer :

a. The Visual Aid officer is responsible that proper liaison is maintained with the prefectural M.G. for the Preparation of utilization projects and to employ the loaned films and equipment.

c. The traing and licensing of projectionists will be the responsibility of the Visual Aid officer only.

Section 6. Prefectural Film Library

b. The prefectural library will furnish, at least two full-time service members, one of whom shall be a librarian and the other shall be in charge of the booking business,

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

To Major Turner
CIE Section Teorp

Conferences
cut
Dept
File

DECISIONS MADE BY SPECIAL COMMITTEES AND RESOLUTIONS
Passed at Nation-Wide School Board Conference
held in Kyoto March 18-19, '49

1st Agenda
Re: Establishment of finance resources

1. Demand the diet to propose the following :
   a. The revision of the school board law so that the finance resources could be firmly established.
   b. Establishment of education finance law
   c. Establishment of school establishment standard law
   d. Revision of taxation law

2. Methods of campaign
   Send the resolutions to the following:
   a. Minister of Education
   b. C.I.E.
   c. Chairman of Education Committees, Lower House
   d. Chairman of Education Committees, House of Cousillors
   e. President and chairman of each political party
   f. Local committees of finance
   g. Chief of Economic Stabilization Board
   h. Inauguration of nation-wide campaign
      (This is to be carried out by respective prefectural school board)

2nd Agenda
Re: Securing money for lower secondary schools

1. National subsidies for building houses, facilities and equipments. About raising bonds.
2. Building school houses and dormitories should be regarded as public enterprises.
3. Building residences for primary and lower secondary school teachers should be treated as the above.

3rd Agenda
Re: Fixed number system of teachers

1. Number of pupils in one class should be 40.
2. Ratio of teachers against pupils should be
   in a primary school-1.5.
   in a lower secondary school-1.8. exepting nurses and secretariats.
3. In remotest districts this ratio should be flexible.

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

Nation-wide school board conference
(2)

4th Agenda
Re: Establishment of local school boards

1. Operation and maintenance of a local school board in a small district is very hard. Therefore it should be set up in a larger area than prescribed in the law.
2. Revision of the school board law.

5th Agenda
Re: Unification of the juricdiction of upper secondary schools

6th Agenda
Re: Area Allowance

1. Present system is not fair, it should be revised.
2. Power of handling this matter should be given to school boards.
3. Increase of remote area allowance
4. Make the difference in allowance as small as possible.

7th Agenda
Re: Efficiency Allowance

The amount of wages is decided only by one's school education and the number of years he or she has been teaching, and there is no means of encouraging good teachers.

8th Agenda
Re: Abolishment of point system for rationing clothes for school children and reduction of their prices.

9th Agenda
Re: Reduction on the price of transportation season ticket

10th Agenda
Make this nation-wide conference a standing organization.

* * * * * * * * * *

Remarks:
On the 18th, the first day of the conference, all the agendas were turned over to the special committees after discussion to be studied.

On the 2nd day the decisions made by the special committees were brought out to the conference and the resolutions were passed on all excepting 5th and 7th agendas. These two agendas were withrawn for further study.

The representatives of 32 prefectures attended the conference.

M Hinder
CIE KMTGT

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

AGMGCE 000.8 1st Ind
SUBJECT: Remuneration for Members of School Boards (4 Apr 49)

Headquarters Eighth Army, APO 343, 19 Apr 1949,

TO: Commanding General, I Corps, APO 301

The information and recommendations contained in the basic communication have been discussed informally with higher headquarters. It is not the desire of higher headquarters to direct the Japanese Government to amend Article 31 of the Board of Education Law. However, recommendations have already been made to the Japanese Government to amend this article along the lines recommended in paragraph 7(a) of the basic communication. The proposed amendments have been drafted and will be introduced into the Diet. Pending action by the Diet, it is not considered desirable to issue interim interpretations of Article 31.

BY COMMAND OF LIEUTENANT GENERAL WALKER:

J. A. O'Brien
CWO USA
Asst Adj Gen

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

MILITARY GOVERNMENT ROUTING SLIP

CORPS MGO			PUBLIC WELFARE			ECONOMICS SEC		
EXECUTIVE	2		PUBLIC HEALTH			INDUSTRY		
ADM. OFF			VETERINARIAN			NAT RES		
PERS OFF			CIVIL INFO			IMP & EXP		
CHIEF CLERK	1	JZH	CIVIL EDUC	3		LABOR		
			GOVT & LEGAL			FIN & CIV PROP		
						LIAISON OFFICE		

FILE 3 INFO ACTION BY

REMARKS: Has this letter been dispatched? If not dispatch it. JZH

(3) Attached letter was dispatched 4 April 49.

JZH

File

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

B/S noted by CG JBM

HEADQUARTERS I CORPS
APO 301

File ____ CHECK SLIP

From MG (Section) 2 Apr 1948

To:
- ____ CG
- ____ C/S
- (2) DC/S
- ____ G-1
- ____ G-2
- ____ G-3
- (1) G-4
- ____ AG
- ____ Chap
- ____ Cml
- ____ Conservation C
- ____ Engr
- ____ Fin
- ____ Hq Comdt
- ____ I & E
- ____ IG
- ____ JA
- ____ KPC
- ____ Mil Govt
- ____ Ord
- ____ PM
- ____ PRC
- ____ Prov Ct
- ____ QM
- ____ Rctg
- ____ Red Cross
- ____ Safety O
- ____ Sales O
- ____ Sig
- ____ Sp Sv
- ____ Surg

For:
- ____ Action
- ____ Approval
- (1) Concurrence
- ____ File
- ____ Information
- ____ Initial on file copy
- ____ Notation prior to dispatch
- ____ Note & Return
- ____ Signature
- ____ Signature & Dispatch
- ____

Initials JBM Exec MG

Note:
If remark and recommendation are called for, use buck slip and not this routing slip.

Concur JBM

10648 File JBM 405

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

COPY

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

CET/mo

AG 000.8 - BA

1 April 1949

SUBJECT: Remuneration for Members of School Boards

TO : Commanding General, Eighth Army, APO 343
ATTENTION: CE Division, Military Government Section

1. The problem of remuneration for school board members is one which seems to exist throughout Japan. Article 31 of the Board of Education Law States "1. The local public bodies shall pay remuneration to the members of the boards concerned, but shall pay no salary. 2. The members of the board shall be entitled to the reimbursement of expenses required for the execution of their functions. 3. The amount of remuneration and reimbursement for expenses and their method of payment shall be ordained by the by-law of the local public bodies concerned."

2. The interpretation by most Boards of Education of the phrase, "remuneration but not salaries," prompts said boards to vote for their memberships various sums of money as reimbursement or remuneration which are in excess of travelling and other legitimate expenses.

3. This "milking of the public treasury" is evidenced by members of the Boards of Education in two regions in I Corps voting remuneration for themselves in the amounts enumerated below:

Kinki Region - Amounts are per member per month.

Osaka	¥10,000	Wakayama	¥1,000 to 3,000
Hyogo	6,000	Nara	3,000
Shiga	3,000	Kyoto	6,000

The annual total of approximately ¥7,824,000 for remuneration is for the 112 members of the 20 Boards of Education now in operation. In addition, expenses for travel and entertainment will be approximately ¥10,000,000.

Kyushu Region - Amounts are per member per month.

	Chairman	Member	
Fukuoka	¥6,000	¥4,000	
Kagoshima	4,500	3,000	plus ¥2,000 study expense
Kumamoto	6,000	5,000	plus ¥2,000 study expense
Oita	6,000	5,000	plus ¥4,000 study expense

2147-11

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

Member

Saga	- ¥3,000	- plus ¥1,000 study expense
Miyazaki	- 3,000	
Nagasaki	- 3,000	plus ¥1,000 study expense

Annual total for 49 members of the 7 Prefectural Boards is ¥3,198,000.

4. An analysis of this problem reveals two irregularities: (1) Boards voting for themselves excessive sums of money in remuneration for services rendered and (2) disregarding the directive issued by SCAP to observe economy in all public expenditures.

5. A Japanese official of the Finance Section of the Kyoto Prefectural Board states that Mr. Koreichi Sagara, Chief of the Investigation Section of the Ministry of Education wrote in a letter of 9 February 1949 that the Boards should pay an amount equivalent to that paid to each prefectural assembly member. Upon the basis of this letter, the Kyoto Prefectural Boards requested in its budget a remuneration of ¥6,000 per member.

6. It is possible that the non-payment of a remuneration to board members would tend to restrict board membership to the wealthy people and puppets of special interest groups and to encourage graft to make the position worth-while. However, it is the opinion of this headquarters that a fixed salary or remuneration for members of boards would tend to make membership on a school board attractive to professional politicians and/or undesirable people, who would receive an excessive amount of money for a few hours work per month. In addition, the establishment of a fixed salary by the various Boards of Education would set a precedent for the many local boards which are to be elected.

7. It is recommended that: (a) higher headquarters direct the Japanese government to amend the Board of Education Law, Article 31, by including a provision for reimbursement only for actual expenses incurred, (b) higher headquarters direct the publication of interim interpretation of Article 31, Board of Education Law, in accordance with the spirit of the 9-point Economic Stabilization Program, and (c) higher headquarters direct the Japanese Government to issue specific instructions to its lower echelons to encourage the realization of the first objective of the 9-point Economic Stabilization Program by the curtailing of unnecessary expenditures.

FOR THE COMMANDING GENERAL:

8147-K

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

File School Board

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

CET/mo

AG 000.8 - BA

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

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FOR THE COMMANDING GENERAL:

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

Dr. McClellan:

Prefectural Education Office says that the employment of superintendents are regulated by the following Law, Cabinet Order, and Ministry of Education Ordinance.

1- Law (HORITSU)

Law No. 1, 1949

Law for the Special Regulations Concerning Educational Public Service (12 January 1949)

2- Cabinet Order (SEIREI)

Cabinet Order No. 6

Cabinet Order Concerning the Enforcement of the Law for the Special Regulations Governing Educational Public Service (12 January 1949)

3. Ministry of Education Ordiance (SHOREI)

Ministry of Education Ordinance No. 2

The Enforcement Regulations Concerning the Law for the Special Regulations Governing Educational Public Service (18 January 1949)

We have not these regulations in our file and I asked him to bring one copy for each to our office.

M. M.

ployment of superintendents is all governed by the regulations listed above
ndless certified or not.

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

S A G A

- I N D E X S H E E T -

1. General Notes for Conference with Commanding General I Corps and Staff
   By: Lt. Col. Julius J. Roth
2. Civil Education
3. Civil Information
4. Legal and Government
5. Economics - Finance and Civil Property
6. " Natural Resources
7. Labor
8. Public Health
9. Public Welfare

* *

10. Saga Prefectural Government
11. Saga Prefectural Assembly
12. Saga Prefectural Government - Agriculture & Forestry
13. " " " Public Health
14.

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

File School Board

Dr. McClellan:

On Saturday morning Mr. Chikaga, Division Chief of Juridicial and Economic Relations, Secretariat of Kyoto Prefectural Board of Education, phoned to me and made corrections to the report he made some days ago.

In short, employment of superintendent is ruled by the Board of Education Law and the enforcement regulations for the Board of Education Law. (Not by Law for the Special Regulations Concerning Educational Public Service, and Cabint Order and Ministry of Education Ordiance for the enforcement of the said law.)

However, as educational public service member, superintendent is controlled by these law, cabinet order and Education Ministry Ordinance in executing his business.

The following articles of the Board of Education Law will be applied to appointment of superintendent.

1. The superintendent of the Board of Education shall be appointed by the board of education from among those who have certificates for educational personnel as prescribed by the other law concerning the certificate of educational personnel. (The Board of Education Law, Art. 41, II)

2. The term of office of the superintendent of education shall be four years. They may, however, be reappointed. (ibid. Art. 41, III)

3. The boards of education shall appoint the superintendents of education from among those who have qualifications as otherwise provided for in a government ordiance, not-withstanding the provisions of Art. 41, up until the other law concerning the certification of educational personnel is ordained. (ibid. Art. 78. I)

22

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しかし、それらに力と意味と命を與えるものは、法律的ではなくて、精神的なあるものである。

日本はいまや新らしい憲法、しかも、良い憲法をもっている。しかし、民主々義は憲法がーどんなに立派にできていてもーできたときに生れるものでないということを忘れてはならない。民主々義は憲法が公布されたときにーどのように壯嚴に公布されようともー動き出すものではない。どのような憲法も、法律も、政府の構造も、それだけで真の民主々義をもたらしたことはない。民主主義は一般的な良識、正直で真面目な人々の博愛精神、協力、確固たる決心に導かれた善意から、そして、それからのみ生れることができるのである。

民主々義の本質 (土)

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

4. Those who have qualifications as ~~stated~~ prescribed in the Board of Education Law, Art. 78, I are those who fall under each of the following category and who have finished the training course sponsored by the Ministry of Education, as provided for in another regulations.

1) Those who have been in the post of school principal for more than one year.

2) Those who have been in the post of school inspector for more than one year.

3) Those who have been in the post of 1st-grade or 2nd-grade official concerning educational administration.

4) Those who have been in the post of 3rd-grade official concerning educational administration.

5) Those acknowledged qualified by the Minister of Education.

5. For the time being, in case where such qualified persons are not available as prescribed in Art in Art. 41 and the preceding paragraph, the boards of education may appoint the superintendents of education from among those who have no such qualifications. (The Board of Education Law, Art. 78, III)

6. The term of office of the superintendents of education of the preceding pragraph shall be one year. (ibid. Art. 78, III)

This is the unit we feared — & should not be used.

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しかし、それらに力と意味と命を與えるものは、法律的ではなくて、精神的なあるものである。

日本はいまや新らしい憲法、しかも、良い憲法をもっている。しかし、民主々義は憲法がーどんなに立派にできていてもーできたときに生ずるものでないということを忘れてはならない。民主々義は憲法が公布されたときにーどのように壮厳に公布されようともー動き出すものではない。どのような憲法も、法律も、政府の構造も、それだけで真の民主々義をもたらしたことはない。民主主義は一般的な良識、正直で真面目な人々の博愛精神、協力、確かりした決心に導かれた善意から、そして、それからのみ生ずることができるのである。

民主々義の本質 (土)

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COPY

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Schofield File

CG, I CORPS, APO 301

UNCLASSIFIED

CO, KYUSHU MIL GOVT REGION, APO 929
CO, TOKAI-HOKURIKU MIL GOVT REGION, APO 710
CO, HYOGO MIL GOVT TEAM, APO 317
CO, KYOTO MIL GOVT TEAM, APO 301
CO, OSAKA MIL GOVT TEAM, APO 25
CO, NARA MIL GOVT TEAM, APO 25
CO, WAKAYAMA MIL GOVT TEAM, APO 25

PRIORITY

X

CITE ICBA - 150 -FOLLOWING INFORMATION IS BASIS FOR NEWS CONFERENCE WHICH SHOULD BE HELD MONDAY CMA TWO THREE AUGUST AND ATTENDED BY NEWSPAPER REPORTERS AND EDITORIALISTS CMA RADIO REPRESENTATIVES CMA PREFECTURAL EDUCATION SECTION CHIEF CMA GOVERNOR OR VICE GOVERNOR CMA AND REPRESENTATIVES OF PETER TARE ABLE AND WOMENS ORGANIZATIONS PD PREFECTURE DASH WIDE DISSEMINATION IS REQUESTED PA RELEASE IN NAME OF JAPANESE PD DO NOT REPEAT NOT QUOTE MILITARY GOVERNMENT PD MESSAGE FOLLOWS CLN ELECTION FOR THE SCHOOL BOARDS WILL BE HELD OCTOBER FIVE THROUGHOUT THE ENTIRE NATION PD AT THAT TIME ALL PREFECTURES AND THE FIVE BIG CITIES WILL ELECT SCHOOL BOARDS PD PREFECTURAL BOARDS WILL HAVE SEVEN MEMBERS AND LOCAL BOARDS WILL HAVE FIVE MEMBERS PD CANDIDATES FOR PREFECTURAL AND BIG CITIES SCHOOL BOARDS MUST SEND IN THEIR SCREENING QUESTIONNAIRE TO THE MINISTRY OF EDUCATION BEFORE SEPTEMBER ONE FIVE CMA ACCORDING TO NEW HATSUTEKI SIX NINE CMA RATHER THAN AUGUST TWO FIVE CMA PAREN HATSUTEKI SIX FIVE PAREN WHICH HAS BEEN AMENDED PD THEY MAY PRESENT THEM TO THE GOVERNOR WHO IS THEN RESPONSIBLE TO GET THEM INTO THE MAILS TWO DAYS BEFORE THE DEADLINE PD ANY CITY CMA TOWN CMA OR VILLAGE OUTSIDE OF THE BIG FIVE CITIES WHICH HAS A LOWER SECONDARY SCHOOL MAY HAVE A SCHOOL BOARD THIS YEAR IF IT PASSES A RESOLUTION TO THAT EFFECT IN ITS LOCAL ASSEMBLY AND REPORTS ITS INTENTION TO THE PREFECTURAL GOVERNOR BEFORE WEDNESDAY CMA AUGUST TWO FIVE PD THE CANDIDATES FOR SUCH SMALLER CITY CMA TOWN AND VILLAGE BOARDS WILL ALSO HAVE TO SUBMIT THEIR SCREENING QUESTIONNAIRES TO THE PREFECTURAL GOVERNOR AGAINST A DEADLINE WHICH EACH GOVERNOR DECIDES UPON CMA AND THE CANDIDATES WILL HAVE TO BE SCREENED BY THE PREFECTURAL TEACHERS SCREENING COMMITTEE PD ACCORDING TO THE SCHOOL BOARDS LAW BOARDS IN SUCH CITIES CMA TOWNS AND VILLAGES MUST BE FORMED NOT LATER THAN ONE NOVEMBER ONE NINE FIVE NAUGHT PD THEY MUST PASS A RESOLUTION OF THE LOCAL ASSEMBLY AND REPORT SUCH RESOLUTION TO THE PREFECTURAL GOVERNOR NINE NAUGHT

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DAYS BEFORE ELECTION CMA WHICH SHALL BE HELD ON OCTOBER FIVE OF THE YEAR BEFORE THE SCHOOL BOARD IS TO BE ESTABLISHED PD IT IS RECOMMENDED THAT CITIES CMA TOWNS AND VILLAGES WHO WISH TO HAVE SCHOOL BOARDS BEFORE ONE NINE FIVE NAUGHT MEET IMMEDIATELY CMA PASS A RESOLUTION TO THAT EFFECT AND INFORM THE GOVERNOR PD THEN LOCAL CITIZENS GROUPS SHOULD STIR THEMSELVES IMMEDIATELY TO NOMINATE THE BEST POSSIBLE CANDIDATES FOR THE LOCAL BOARDS PD THE MEMBERS OF THE SCHOOL BOARD CMA SHOULD BE REPRESENTATIVE OF ALL MAJOR SEGMENTS OF THE COMMUNITY INCLUDING VARIOUS PROFESSIONAL AND OCCUPATIONAL GROUPS PD SO THAT THE BOARD SHALL MIRROR THE IDEALS AND ATTTTUDE OF THE ENTIRE COMMUNITY CMA IT MIGHT INCLUDE FOR EXAMPLE CMA A DOCTOR CMA A LAWYER CMA A FARMER CMA A BUSINESSMAN CMA A MEMBER OF SOME TRADE OR CRAFT CMA AND A PROFESSIONAL EDUCATOR NOT EMPLOYED BY THE PUBLIC SCHOOLS PD EACH BOARD SHOULD INCLUDE ONE OR MORE WOMEN PD IF ON THE OTHER HAND CMA THE SCHOOL BOARD SHOULD BE COMPOSED EXCLUSIVELY OF PEOPLE FROM ONE GROUP CMA SUCH AS TEACHERS OR BUSINESSMEN CMA THE WHOLE PURPOSE OF EDUCATIONAL DECENTRALIZATION WOULD BE DEFEATED PD THE SCHOOLS BELONG TO THE WHOLE POPULATION PD THEY ARE PUBLIC PROPERTY AND THEIR CONTROL SHOULD BE TRULY REPRESENTATIVE PD ONE OF THE MAJOR RESPONSIBILITIES OF THE SCHOOL BOARD WILL BE TO WORK OUT A BUDGET PD ONLY IF THE BORRD IS REPRESENTATIVE OF THE TAXPAYERS CMA WILL IT BE ABLE TO WORK OUT AN ADEQUATE SCHOOL BUDGET PD INASMUCH AS THE SCHOOL BOARD HAS THE AUTHORITY TO DO BUSINESS WITH THE TEACHERS CMA IT IS NOT WISE THAT IT SHOULD BE MADE UP EXCLUSIVELY OR PREDOMINANTLY OF TEACHERS PD IN ADDITION TO THEIR LEGAL REQUIREMENTS CMA MEMBER OF THE SCHOOL BOARDS SHOULD CLN PAREN ABLE PAREN BE INTERESTED IN SCHOOLS AND CHILDREN SMCLN PAREN BAKER PAREN HAVE AN UNDERSTANDING OF THE NEW EDUCATION AND WILLINGNESS TO PROMOTE REFORM SMCLN PAREN CHARLIE PAREN UNDERSTAND THE FINANCIAL STATUS OF THE SCHOOLS AND OF THE COMMUNITY SMCLN PAREN DOG PAREN BE ABLE TO DISCUSS SCHOOL AFFAIRS IN A PRACTICAL MANNER SMCLN PAREN EASY PAREN HAVE SOME FORMAL SCHOOLING SO THAT THEY CAN READ AND WRITE INTELLIGENTLY SMCLN PAREN FOX PAREN BE TAXPAYERS SMCLN PAREN GEORGE PAREN BE PERSONS OF GOOD MORAL QUALIFICATIONS WHO HAVE THE RESPECT OF THE COMMUNITY SMCLN PAREN HOW PAREN HAVE COMMUNITY PRIDE CMA PARTICULARLY IN THE SCHOOLS SMCLN PAREN ITEM PAREN

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BE NOT IDENTIFIED CLOSELY AS LEADERS OF ANY POLITICAL OR OTHER PRESSURE GROUPS SMCLN PAREN JIG PAREN HAVE THE TIME AND ENERGY TO ATTEND ALL MEETINGS SMCLN PAREN KING PAREN BE COOPERATIVE INDIVIDUALS CMA NEITHER RUBBER STAMPS WITH NO INITIATIVE OR INDEPENDENCE CMA OR HEADSTRONG PERSONS WHO WISH TO DOMINATE THE SCHOOL BOARD SMCLN PAREN LOVE PAREN BE SCREENED BY THE PROPER SCREENING AUTHORITIES CMA THE PREFECTURAL SCREENING BOARD OR THE NATIONAL SCREENING BOARD PD THE SCHOOL BOARD SHOULD NOT REPEAT NOT BE CONSIDERED A MEANS OF LIVELIHOOD OR A STEPPING STONE TOWARD POLITICAL OFFICE PD IT SHOULD BE CONSIDERED A PART DASH TIME PUBLIC SERVICE WHICH IS LARGELY ADVISORY IN NATURE PD IT SHOULD BE A POSITION OF HONOR AND RESPONSIBILITY IN THE COMMUNITY WITH STATUS EQUAL TO THAT OF MEMBER OF THE LOCAL OR PREFECTURAL ASSEMBLY PD IT IS NOT EXPECTED THAT IT WILL TAKE THE FULL DASH TIME OF THE MEMBERS CMA OR THAT IT WILL BE A SERIOUS HANDICAP TO PROFESSIONAL PEOPLE IN CARRYING ON THEIR JOB PD INTERESTED AND ABLE PEOPLE OF ALL CLASSES WHO FULFILL THE ABOVE QUALIFICATIONS SHOULD RUN FOR THE BOARD EVEN THOUGH THEY ALREADY HAVE FULL DASH TIME JOBS PD WOMENS ORGANIZATIONS AND PETER TARE ABLE GROUPS SHOULD MEET IMMEDIATELY AND GET OUT PETITIONS FOR COMPETENT PEOPLE TO REPRESENT THEM PD IT IS RECOMMENDED THAT THEY THINK PARTICULARLY OF NOMINATING ABLE WOMEN PD THE SUCCESS OF DEMOCRATIZATION OF THE SCHOOLS DEPENDS UPON THE ELECTION OF GOOD SCHOOL BOARDS PD THE SUCCESS OF SCHOOL BOARDS DEPENDS UPON THE CALIBRE OF BOARD MEMBERS PD THE BEST QUALIFIED PERSONS MUST COME FORTH NOW AND MAKE THEMSELVES AVAILABLE FOR ELECTION PD END

SWING

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FOREST S RITTGERS
Lt Col, INF
Executive Officer

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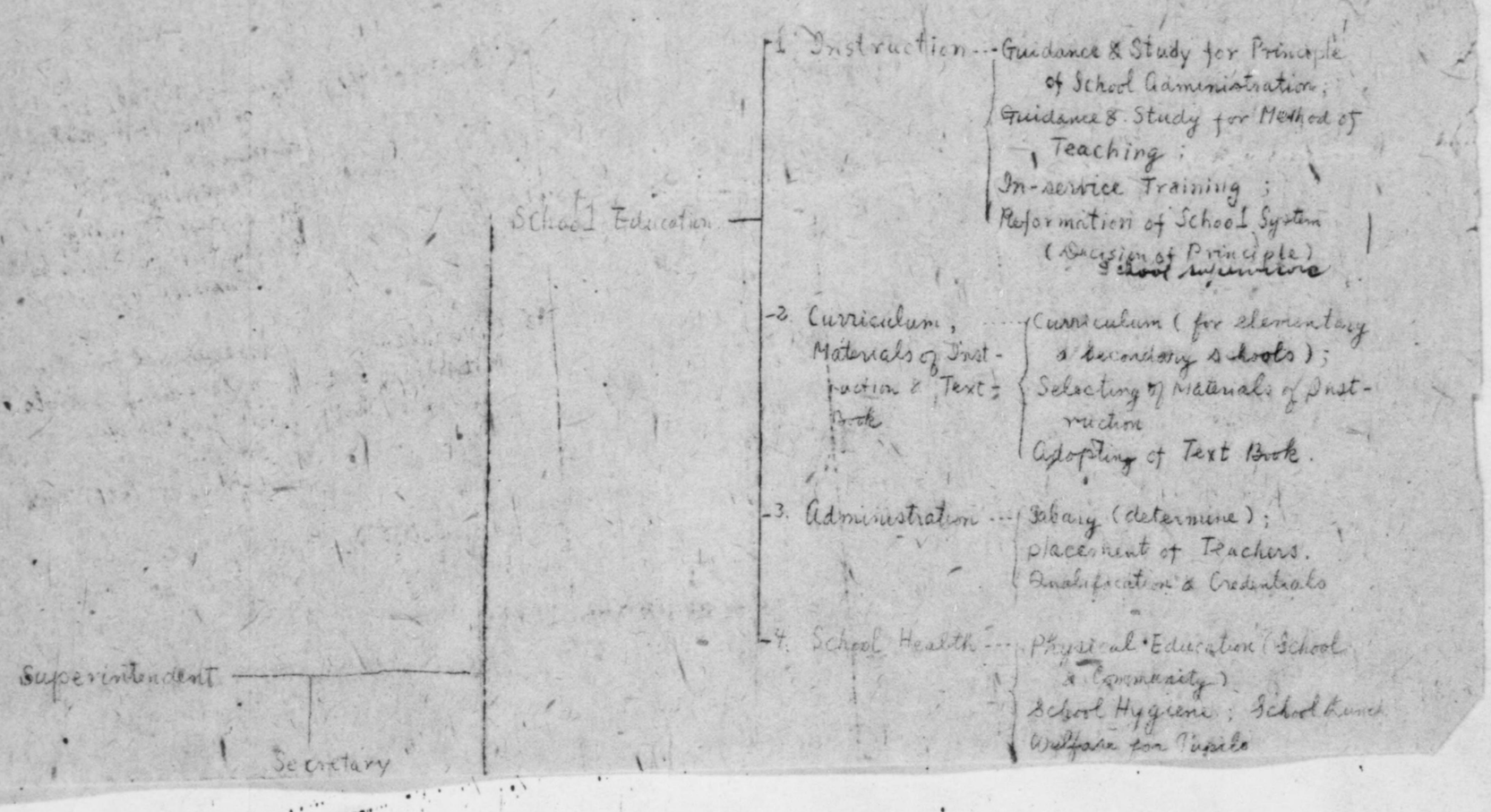
File
Board Educ: Kyoto Pref



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Superintendent

Secretary
Conference
Information
Document

Adult Education

- 3. Administration ... Salary (determine); Placement of Teachers. Qualification & Credentials
- 4. School Health ... Physical Education (School & Community); School Hygiene; School Lunch; Welfare for Pupils
- 5. Vocational Education ... Adult Ed.; Women's; Youth; Labourers'; Extention; P.T.A.
- 6. Library ... Public & Private Library; Citizen's Public Hall; Visual Education; Text Book (Supply); Printing Matters
- 7. Culture ... Art; Music; Monument; Exhibition

Finance

- 8. Survey & Budget ... Survey & Statistics; Planning; Establishing & Abolishing of Schools (permission); Budget
- 9. Accounting ... Accounting; Auditing; Insurance; Pay
- 10. Building & Facility ... Architecture (Building & Repairing); Building Materials; Public Enterprise; Teaching Materials (Supply)

Adopting of Text Book.

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Tran: M. Magata

Setup of Secretariat of Wakayama Prefectural Board of Education

Wakayama Pref. Board

Vice-superintendent of Education

General Affairs Section

Finance Branch

School Personnel Branch

Correspondence and Other Affairs

Affairs under jurisdiction

Receipt ~~Revenue~~ and Expenditures, Allotment of Estimate

Control of Secretariat, Unification of Finance,

Management of Funds and Contract

Personnel Affairs of School Service Members

Certificate, Appointment, Salary of Educational

Service Members, Mutual relief Association of

Public School Teachers, Allowance for Retired

Teachers,

Receiving, copying and sending certificates, and other

official document, Establishment and Abolition of

Schools and other Educational Equipment,

Administration Section

Construction in 6-3 School System,

Facilities and Materials

Guiding construction of 6-3 school system

National Subsidy for 6-3 system

Establishment and Change of Grounds for Construction of School and other educational equipment

Repairment, maintenance, and execution of

School Building Construction Planning