

Saitama	92,998	39,058	94,738	46,308	13,845	7,445	1,894	1,167	203,475	93,978
Chiba	91,152	40,834	73,554	37,407	17,049	8,362	1,148	1,251	182,903	87,854
Tokyo	280,437	101,532	132,371	41,977	20,535	5,830	1,556	983	435,899	157,322
Kanagawa	90,469	41,907	93,904	42,349	12,639	5,275	3,014	577	200,026	90,108
Yamanashi	35,313	14,334	47,704	23,668	7,176	2,676	656	301	90,889	40,979
Niigata	33,754	35,241	162,496	72,065	71,406	32,142	8,991	1,981	276,647	141,420
Nagano	4,687	1,235	86,333	44,773	136,841	75,540	75,169	40,289	303,030	161,837
Toyoama	9,201	3,364	71,861	21,644	32,223	7,887	31,284	4,514	144,569	37,409
Ishikawa	463	203	49,627	17,352	47,609	21,399	49,486	20,386	147,185	59,340
Gifu	10,990	5,739	109,680	48,438	59,679	25,857	22,722	6,080	203,071	86,114
Shizuoka	76,553	25,203	135,459	55,133	43,865	21,114	26,175	8,421	282,152	109,871
Aichi	82,946	31,762	182,256	67,012	80,011	32,530	38,898	16,103	384,111	147,407
Mie	6,836	3,705	90,795	42,863	63,717	22,476	37,730	10,181	198,578	79,225
Shiga	3,763	1,268	58,803	22,970	44,029	17,507	17,142	5,561	123,737	47,306
Kyoto	1,404	636	60,494	24,802	147,390	55,735	47,236	11,520	256,524	92,693
Osaka	65,935	26,581	221,829	75,186	46,299	20,286	13,555	4,571	347,618	126,618
Hyoogo	60,345	26,612	192,638	71,102	55,421	21,582	33,235	10,818	341,639	125,114
Nara	10,824	3,732	37,401	15,913	23,570	10,267	18,654	9,432	92,449	39,344
Wakayama	7,240	2,313	73,276	30,620	29,503	14,505	12,113	5,765	122,132	53,203
Fukui	12,448	6,224	32,972	11,101	28,049	10,432	23,875	8,066	97,344	35,817
Tottori	595	217	31,494	15,225	27,770	12,488	33,358	6,744	93,217	34,674
Shimane	3419	1,531	46,518	19,763	56,311	25,225	21,680	9,780	127,928	56,299
Okayama	55,536	16,086	101,062	29,097	31,098	5,916	15,047	848	202,743	51,947
Hiroshima	17,422	5,834	35,751	22,202	75,533	32,744	24,096	10,348	152,802	71,128
Yamaguchi	11,431	4,279	118,158	43,513	44,976	17,805	10,085	4,869	184,650	70,466
Tokushima	25,269	11,228	65,116	23,823	8,155	3,046	0	0	98,540	38,097
Kagawa	30,675	10,578	46,798	23,192	20,863	8,396	3,462	199	101,978	42,365
Ehime	19,983	7,782	98,602	40,713	47,426	22,067	28,768	9,645	194,789	80,207
Kochi	12,026	3,874	61,333	22,922	17,645	6,820	4,494	1,157	95,498	34,073
Fukuoka	64,899	26,022	217,414	92,495	64,589	26,110	19,985	3,537	366,887	148,166
Saga	10,671	5,338	67,850	31,181	30,081	13,442	26,481	3,837	135,083	53,848
Nagasaki	58,751	22,087	93,134	34,967	5,991	3,114	470	520	158,346	60,688
Kumamoto	50,937	22,855	134,156	56,287	41,904	15,926	4,725	285	231,723	95,353
Oita	10,557	4,414	89,164	37,467	53,013	23,135	4,357	1,783	157,091	66,799
Miyazaki	19,748	7,526	106,819	43,069	10,190	4,463	1,039	516	137,796	55,574
Kagoshima	97,692	38,078	93,042	36,057	18,177	7,171	284	180	209,195	81,486
Total	2,000,391	858,881	4,572,211	1,890,592	1,763,327	756,086	693,745	237,123	9,029,674	3,742,622
Total of Area of Elem. sch. & Low sec. sch	2,859,272	6,462,803	2,519,413	930,868	12,772,356					

(5) Area of Gymnasium actually held by Cities, Towns and Villages in each Prefecture classified by their school building area corresponding to each level of the standard

Items Prefecture	Those under the Emergency Minimum Standard A		Those on and above the Emergency Minimum standard & under the Minimum standard B		Those on and above the Minimum Standard & under the Appropriate standard C		Those on and above the Appropriate Standard D		Total	
	Elementary School	Lower Secondary School	Elementary School	Lower Secondary School	Elementary School	Lower Secondary School	Elementary School	Lower Secondary School	Elementary School	Lower Secondary School
	Hokkaido	21,991	4,746	54,028	10,332	5,752	567	115	45	81,886
Aomori	8,066	2,371	14,400	4,939	3,740	1,343	794	272	27,000	8,925
Iwate	3,064	984	17,028	5,335	6,918	2,086	278	100	27,288	8,505
Miyagi	4,748	1,864	5,310	1,654	788	40	234	0	11,080	3,558
Akita	7,300	3,216	20,069	6,229	5,088	1,668	713	356	33,170	11,469
Yamagata	9,624	2,977	19,704	5,801	7,378	2,599	1,360	632	38,066	12,009
Fukushima	5,386	3,328	13,253	4,469	2,708	385	810	81	22,157	8,263
Ibaragi	1,321	799	931	902	251	336	0	0	2,503	2,037
Tochigi	791	866	2,993	1,359	621	370	75	117	4,480	2,712
Gumma	2,667	1,396	4,704	1,949	821	529	0	0	8,192	3,874
Saitama	2,979	1,519	1,814	688	387	104	0	0	5,180	2,311
Chiba	13,179	3,851	6,527	2,006	1,662	634	222	170	21,590	6,661
Tokyo	8,075	1,451	10,650	2,279	1,659	285	0	0	20,384	4,015
Kanagawa	6,523	2,389	7,878	2,218	960	150	194	0	15,555	4,757
Yamanashi	1,964	951	2,007	394	416	0	90	0	4,457	1,345
Niigata	14,220	6,051	43,270	15,698	18,924	22,721	1,617	297	78,031	44,767
Nagano	1,164	855	15,955	5,876	23,738	7,479	12,886	2,501	53,743	16,711
Toyama	1,583	293	12,040	2,438	6,320	856	6,423	572	26,366	4,159
Ishikawa	237	105	8,805	3,192	9,849	3,896	9,412	3,217	28,303	10,410
Gifu	1,691	350	9,534	2,757	4,748	1,096	1,961	530	17,934	4,733
Shizuoka	4,031	988	4,257	2,047	818	404	496	278	9,602	3,717
Aichi	3,403	1,144	8,605	2,620	2,061	512	1,000	470	18,751	6,770

Yamagata	7024	2777	13704	3501	1773	2377	1350	532	2876	1277
Fukushima	5386	3328	13253	4469	2708	385	810	81	22157	8263
Ibaragi	1321	799	931	902	251	336	0	0	2563	2037
Tochigi	791	866	2993	1359	621	370	75	117	4480	2712
Gumma	2667	1396	4704	1949	821	529	0	0	8192	3874
Saitama	2979	1519	1814	688	387	104	0	0	5180	2311
Chiba	13179	3851	6527	2006	1662	634	222	170	21590	6661
Tokyo	8075	1451	10650	2279	1659	285	0	0	20384	4015
Kanagawa	6523	2389	7878	2218	960	150	194	0	15555	4757
Yamanashi	1964	951	2002	394	416	0	90	0	4457	1345
Niigata	14220	6051	43270	15698	18924	22721	1617	299	78031	44767
Nagano	1164	855	15955	5876	2378	7479	12886	2501	53743	16711
Toyama	1583	293	12040	2438	6320	856	6423	572	26366	4159
Ishikawa	237	105	8805	3192	9849	3896	9412	3217	28303	10410
Gifu	1691	350	9534	2757	4748	1096	1961	530	17934	4733
Shizuoka	4031	988	4257	2047	818	404	496	278	9602	3717
Aichi	3403	1144	8605	2620	2261	512	1082	438	15351	4714
Mie	439	258	6311	1903	5231	930	2158	396	14139	3487
Shiga	819	309	10616	2628	6681	1386	2589	785	20705	5108
Kyoto	246	93	9399	2432	22604	5561	10407	1012	42656	9098
Osaka	6438	2331	21492	4883	5622	2178	1565	582	35117	9974
Hyogo	7872	1285	22469	5125	8356	1258	4870	835	43567	8503
Nara	1193	434	4072	1313	1852	452	1646	205	8763	2404
Wakayama	494	245	5322	1888	2366	808	700	204	8882	3145
Fukui	1106	474	6414	1844	5740	1823	5109	1574	18369	5715
Tottori	269	84	5541	1321	5537	988	6085	552	17432	2945
Shimane	513	351	6739	3958	9622	3890	3187	1331	20061	9530
Okayama	6394	815	11842	1240	2998	266	2225	20	23459	2341
Hiroshima	1736	488	8856	2369	4993	1352	1519	229	17104	4438
Yamaguchi	1739	615	10338	1738	3194	650	941	0	16212	3003
Tokushima	4287	1060	6240	1993	796	336	0	0	11323	3389
Kagawa	2757	1872	4282	1685	2663	584	419	0	10121	4141
Ehime	763	547	4368	839	3071	649	1847	104	10049	2139
Kochi	850	242	3791	1333	1668	172	474	0	6183	1747
Fukuoka	4521	2069	21015	5075	8397	865	2275	260	36208	8269
Saga	1584	28	7140	1014	3097	484	957	27	12778	1553
Nagasaki	1008	1010	2719	646	109	0	0	0	3836	1656
Kumamoto	3439	1810	6620	1588	2523	239	25	0	12607	3637
Oita	697	492	8708	3450	5897	1219	904	80	16206	5241
Miyazaki	587	268	3717	1669	457	219	0	0	4761	2156
Kagoshima	5957	1885	6525	1546	1660	150	0	0	14142	3581
Total	179715	61559	488298	138662	220341	74519	88644	17802	976998	292542
Total of Area of Elem Sch & Low Sec. Sch	241,274	626,960	294,860	106,446	1,269,540					

5. In 2066 Cities, Towns and Villages, school systems do not even provide the children in their schools with the emergency minimum standard of 0.7 tsubo per child.

Educational level	No. of classes on Double or Triple Session	No. of over crowded class-rooms over 50 pupils	Area of Auditorium & Gymnasium temporarily used as cl-rms		Area of Corridor, Hallway Entrance, etc. of Sch. Bldg used as cl-rms		Area of Temples & Workshops, etc. which are used as sch Bldgs.	
			No. of rooms	Area unit tsubo	No. of rooms	Area unit tsubo	No. of rooms	Area unit tsubo
Elementary school	11,281	3,351	1,001	22,403	1,210	21,032	1,336	37,727
Lower Secondary School	2,023	2,045	1,331	27,800	903	14,157	2,711	83,592
Total	13,304	5,406	2,332	50,203	2,113	35,189	4,047	121,319

Elementary school	11,281	3,351	1,001	22,403	1,210	21,032	1,336	37,727
Lower Secondary School	2,023	2,045	1,331	27,800	903	14,157	2,711	83,592
Total	13,304	5,406	2,332	50,203	2,113	35,189	4,047	121,319

(1) Total number of Elementary and Lower Secondary Schools whose facilities are below the Emergency Minimum Standard by prefecture.

Prefecture	No. of classes of multiple session	No. of over crowded classroom over 50 Pupils	No. of Auditorium & Gymnasium used as classrooms	No. of Corridor, Hallway & Entrance, etc. of School Bldg. used as classrooms	Area of Temples, Workshops, Epidemic Hospitals, storehouses, & Cattle houses, etc. used as school Bldgs.		Remarks
					No. of room	Area (Unit tsubo)	
Hokkaido	1,097	256	95	150	155	4,059	
Aomori	264	111	107	56	35	680	
Iwate	66	33	54	23	87	2,473	
Miyagi	314	281	131	131	74	1,653	
Akita	26	74	105	130	65	1,429	
Yamagata	13	49	65	61	77	1,962	
Fukushima	73	303	125	118	115	2,429	
Ibaragi	157	407	31	94	188	5,381	
Tochigi	56	140	27	27	9	122	
Gumma	452	209	66	31	54	1,495	
Saitama	736	161	88	128	196	5,091	
Chiba	423	752	157	113	111	3,267	
Tokyo	4,398	173	37	47	249	7,657	
Kanagawa	1,346	145	48	42	183	5,983	
Yamanashi	158	86	69	51	73	1,962	
Niigata	409	154	52	45	96	3,560	
Nagano	0	3	31	3	2	25	
Toyama	6	19	13	13	55	1,760	
Ishikawa	0	0	8	3	2	30	
Gifu	19	21	30	15	16	342	
Shizuoka	237	335	34	20	249	10,909	
Aichi	810	398	57	43	40	1,214	
Mie	0	6	11	4	66	2,130	

Ibaragi	157	407	31	94	188	5,381
Tochigi	56	140	27	27	9	122
Gumma	452	209	66	31	54	1,495
Saitama	736	161	88	128	196	5,091
Chiba	423	752	157	113	111	3,267
Tokyo	4,398	173	37	47	249	7,657
Kanagawa	1,346	145	48	42	183	5,983
Yamanashi	158	86	69	51	73	1,962
Niigata	409	154	52	45	96	3,560
Nagano	0	3	31	3	2	25
Toyama	6	19	13	13	55	1,760
Ishikawa	0	0	8	3	2	30
Gifu	19	21	30	15	16	342
Shizuoka	237	335	34	20	249	10,909
Aichi	810	398	57	43	40	1,214
Mie	0	6	11	4	66	2,130
Shiga	0	1	7	4	0	80
Kyoto	0	0	0	0	0	0
Osaka	261	85	39	40	34	971
Hyogo	254	60	85	49	413	14,467
Nara	2	19	25	7	17	321
Wakayama	6	13	12	8	14	220
Fukui	267	23	43	9	32	622
Tottori	2	0	12	0	1	22
Shimane	0	1	21	11	37	735
Okayama	103	88	88	54	276	7,143
Hiroshima	30	13	12	14	115	2,996
Yamaguchi	3	13	13	14	67	4,291
Tokushima	54	5	61	24	45	811
Kagawa	137	24	77	35	75	2,150
Ehime	60	28	12	19	72	2,630
Kochi	22	21	26	21	18	349
Fukuoka	455	205	74	68	147	4,574
Saga	0	36	17	13	13	311
Nagasaki	225	110	39	52	188	6,259
Kumamoto	40	94	88	83	59	1,266
Oita	28	8	23	24	21	514
Miyazaki	46	9	14	39	57	1,781
Kagoshima	249	454	103	177	149	3,193
Total	13,304	5,406	2,332	2,113	4,047	121,319

(2) Number of Temporary School Buildings Classified by buildings Original use by prefecture

(a) Number of classes in Temporary Buildings.

Name of Prefecture	Items		Dwelling houses, Teacher's residences	Factories, Work shops	Former barracks	Public offices, Public halls, Offices	Hospitals, Epidemic Hospitals	Dormitories	Government & Private schools	Cattle houses, Hay-rooms, Stone houses	Others	Total
	Former Sch Building	Temporary										
Hokkaido	0	0	25	1	0	23	1	42	7	8	48	155
Aomori	1	0	7	14	0	9	0	0	0	4	0	35
Iwate	0	0	4	13	0	23	0	12	17	13	5	87
Miyagi	0	0	13	1	0	15	0	0	0	17	28	74
Akita	1	0	4	0	0	29	0	5	0	23	3	65
Yamagata	0	0	5	16	0	16	2	1	0	35	2	77
Fukushima	0	1	7	6	0	56	0	0	0	21	24	115
Ibaragi	0	18	3	0	83	18	0	50	10	5	1	186
Tochigi	0	6	0	0	0	0	0	0	0	3	0	9
Gumma	0	6	2	2	26	3	0	0	0	8	7	54
Saitama	0	22	0	40	24	40	0	19	2	29	20	196
Chiba	2	8	0	0	29	14	0	5	2	15	36	111
Tokyo	0	0	0	5	46	24	19	0	104	0	51	249
Kanagawa	0	0	0	11	114	2	0	33	6	0	17	183
Yamanashi	0	33	4	3	13	18	0	0	0	2	0	73
Niigata	0	0	0	8	0	57	0	0	0	0	31	96
Nagano	0	0	0	0	0	0	0	0	0	0	2	2
Toyama	0	0	0	0	0	7	0	29	0	0	19	55
Ishikawa	0	0	0	0	0	2	0	0	0	0	0	2
Gifu	0	0	0	1	0	5	0	0	0	7	3	16
Shizuoka	0	0	0	0	184	4	20	12	29	0	0	249
Aichi	0	1	2	0	6	7	0	4	5	0	15	40
Mie	0	0	0	0	35	25	0	0	0	3	3	66
Shiga	0	0	0	0	0	0	0	0	0	0	0	0

Ibaragi	0	18	3	0	83	18	0	50	10	5	1	186
Tochigi	0	6	0	0	0	0	0	0	0	3	0	9
Gumma	0	6	2	2	26	3	0	0	0	8	7	54
Saitama	0	22	0	40	24	40	0	19	2	29	20	196
Chiba	2	8	0	0	29	14	0	5	2	15	36	111
Tokyo	0	0	0	5	46	24	19	0	104	0	51	249
Kanagawa	0	0	0	11	114	2	0	33	6	0	17	183
Yamanashi	0	33	4	3	13	18	0	0	0	2	0	73
Niigata	0	0	0	8	0	57	0	0	0	0	31	96
Nagano	0	0	0	0	0	0	0	0	0	0	2	2
Toyama	0	0	0	0	0	7	0	29	0	0	19	55
Ishikawa	0	0	0	0	0	2	0	0	0	0	0	2
Gifu	0	0	0	1	0	5	0	0	0	7	3	16
Shizuoka	0	0	0	0	184	4	20	12	29	0	0	249
Aichi	0	1	2	0	6	7	0	4	5	0	15	40
Mie	0	0	0	0	35	25	0	0	0	3	3	66
Shiga	0	0	0	0	0	0	0	0	0	0	0	0
Kyoto	0	0	0	0	0	0	0	0	0	0	0	0
Osaka	0	8	0	0	0	0	0	0	0	0	26	34
Hyogo	0	3	0	6	253	18	0	67	4	44	18	413
Nara	0	0	0	0	0	7	0	6	0	0	4	17
Wakayama	0	1	2	0	0	9	0	0	0	2	0	14
Fukui	6	2	0	10	0	0	0	0	14	0	0	32
Tottori	0	0	1	0	0	0	0	0	0	0	0	1
Shimane	23	0	0	0	0	3	0	0	0	0	11	37
Okayama	51	0	6	30	25	96	0	19	19	4	26	276
Hiroshima	5	0	0	0	0	18	0	34	18	25	15	115
Yamaguchi	0	0	0	4	0	9	0	54	0	9	0	67
Tokushima	0	0	7	0	0	18	0	0	0	20	0	45
Kagawa	0	4	0	0	51	7	0	0	0	3	10	75
Ehime	0	0	0	40	0	0	0	0	0	0	32	72
Kochi	0	0	1	1	0	14	0	0	0	0	2	18
Fukuoka	13	1	55	0	4	17	2	0	7	0	22	147
Saga	0	0	0	0	0	4	0	0	0	1	8	13
Nagasaki	0	0	13	0	63	26	0	0	28	18	40	188
Kumamoto	0	6	4	3	12	9	7	0	9	8	1	59
Oita	7	0	0	0	0	9	0	0	0	4	1	21
Miyazaki	0	0	0	0	24	24	0	0	0	4	5	57
Kagoshima	0	2	6	5	0	63	0	7	0	26	40	149
Total	109	122	171	246	992	748	51	399	281	352	576	4047

(b) Area of Temporary Buildings used as School.

Kind Prefecture	Former School bl.dg., Temporary hut., 'Nichirin' hut.	Temples, Shrines, Churches.	Dwelling houses	Teachers' residences	Factories, Workshops.	Former barracks	Public offices, Public halls, offices	Hospitals, Epidemic hospitals	Dormitories	Government & Private Schools.	Cattle houses, Hay-rooms Storehouses	Others	Total
Hokkaido	0	0	423	48	0	452	18	1,176	295	219	1,452	4,059	
Aomori	19	0	137	225	0	223	0	0	0	76	0	480	
Iwate	0	0	50	429	0	477	0	332	730	295	160	2,473	
Miyagi	0	0	220	24	0	492	0	0	0	460	477	1,653	
Akita	26	0	41	0	0	629	0	174	0	511	98	1,427	
Yamagata	0	0	130	320	0	511	54	22	0	904	21	1,962	
Fukushima	0	15	84	93	0	1,348	0	0	0	494	395	2,429	
Ibaragi	0	257	46	0	2,470	390	0	1,678	367	145	28	5,381	
Tochigi	0	61	0	0	0	0	0	0	0	41	20	122	
Gunma	0	132	48	48	680	49	0	0	0	356	182	1,475	
Saitama	0	304	0	1,162	683	851	0	804	30	690	497	5,091	
Chiba	24	111	0	0	1,328	398	0	111	52	287	956	3,267	
Tokyo	0	0	0	83	1,235	877	516	0	3,849	0	1,095	9,657	
Kanagawa	0	0	0	770	3,368	50	0	840	203	0	732	5,983	
Yamanashi	0	575	64	39	528	337	0	0	0	58	361	1,962	
Niigata	0	0	0	336	0	1,904	0	0	0	0	1,320	3,560	
Nagano	0	0	0	0	0	0	0	0	0	0	25	25	
Toyama	0	0	0	0	0	257	0	993	0	0	530	1,780	
Ishikawa	0	0	0	0	0	30	0	0	0	0	0	30	
Gifu	0	0	0	20	0	162	0	0	0	104	56	342	
Shizuoka	0	0	0	0	8,924	76	932	351	826	0	0	10,909	
Aichi	0	11	44	0	194	101	0	106	198	0	560	1,214	
Mie	0	0	0	0	1,550	499	0	0	0	34	47	2,130	
Shiga	0	0	0	0	0	0	0	0	0	0	80	80	

Tochigi	0	61	0	0	0	0	0	0	0	41	20	122
Gunma	0	132	48	48	680	49	0	0	0	356	182	1,475
Saitama	0	304	0	1,162	683	851	0	874	30	690	497	5,091
Chiba	24	111	0	0	1,328	398	0	111	52	287	956	3,269
Tokyo	0	0	0	83	1,235	879	516	0	3,849	0	1,095	7,657
Kanagawa	0	0	0	790	3,368	50	0	840	203	0	732	5,983
Yamanashi	0	595	64	39	528	337	0	0	0	58	361	1,962
Niigata	0	0	0	336	0	1,904	0	0	0	0	1,320	3,560
Nagano	0	0	0	0	0	0	0	0	0	0	25	25
Toyama	0	0	0	0	0	257	0	993	0	0	530	1,760
Ishikawa	0	0	0	0	0	30	0	0	0	0	0	30
Gifu	0	0	0	20	0	162	0	0	0	104	56	342
Shizuoka	0	0	0	0	8,924	76	732	351	826	0	0	10,909
Aichi	0	11	44	0	194	101	0	106	198	0	560	1,214
Mie	0	0	0	0	1,550	499	0	0	0	34	47	2,130
Shiga	0	0	0	0	0	0	0	0	0	0	80	80
Kyoto	0	0	0	0	0	0	0	0	0	0	0	0
Osaka	0	122	0	0	0	0	0	0	0	0	849	971
Hyogo	0	32	0	79	0	466	0	2,913	121	1,357	348	14,469
Nara	0	0	0	0	0	115	0	150	0	0	56	321
Wakayama	0	12	18	0	0	196	0	0	0	14	0	220
Fukui	135	40	0	141	0	0	0	0	279	0	27	622
Tottori	0	0	22	0	0	0	0	0	0	0	0	22
Shimane	393	0	0	0	0	96	0	0	0	0	246	935
Okayama	1,357	0	130	789	600	2,800	0	509	620	134	234	7,143
Hiroshima	142	0	0	0	0	591	0	789	601	582	311	2,996
Yamaguchi	0	0	0	92	0	253	0	3,642	0	0	304	4,291
Tokushima	0	0	75	0	0	403	0	0	0	333	0	811
Kagawa	0	237	0	0	1,315	282	0	0	0	65	251	2,150
Ehime	0	0	0	2,080	0	0	0	0	0	0	550	2,630
Kochi	0	0	15	9	0	241	0	0	0	0	84	349
Fukuoka	896	18	694	623	102	438	29	0	131	0	1,643	4,594
Saga	0	0	0	0	0	111	0	0	0	22	178	311
Nagasaki	0	0	206	0	2,691	601	0	0	1,011	251	1,499	6,259
Kumamoto	0	107	65	60	128	189	304	0	234	162	13	1,266
Oita	156	0	0	0	0	230	0	0	0	113	15	514
Miyazaki	0	0	0	0	890	735	0	0	0	60	96	1,781
Kagoshima	0	32	33	202	0	1,410	0	107	0	345	1,064	2,193
Total	3,148	2,066	2,545	2,662	35,837	19,210	16,649	14,747	9,527	8,118	16,810	121,319

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(3) Distribution of the 2,066 cities, Towns and villages below the Emergency Minimum standard by prefecture.

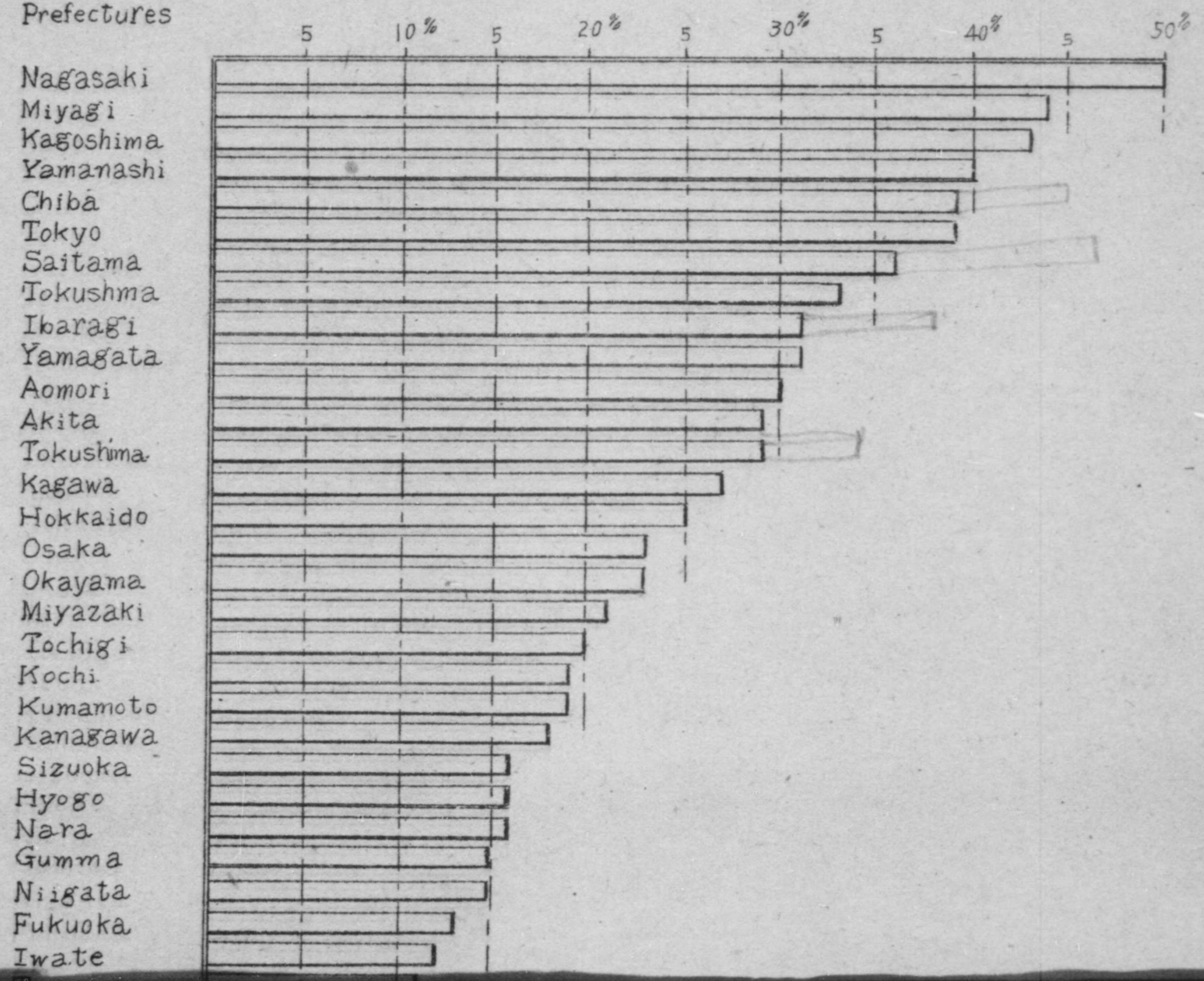
Prefecture	a) Total no. of Cities, Towns and Villages	Cities and Wards	Towns	b) Villages	Total	$\frac{b}{a}$ %
Hokkaido	277	6	17	45	68	25
Aomori	164	2	8	40	50	31
Iwate	225	2	4	21	27	12
Miyagi	177	2	26	50	78	44
AKITA	224	0	13	52	65	29
Yamagata	224	1	7	62	70	31
Fukushima	383	1	26	94	121	29
Ibaragi	367	2	22	115	139	37
Tochigi	172	1	9	25	35	20
Gumma	207	4	7	21	32	15
Saitama	317	6	27	112	145	36
Chiba	291	5	38	88	131	39
Tokyo	105	19	5	17	41	39
Kanagawa	120	12	7	3	22	18
Yamanashi	188	1	6	68	75	40
Niigata	344	2	8	47	57	15
Nagano	361	0	1	8	9	3
Toyama	211	0	6	18	24	11
Ishikawa	196	0	0	3	3	2
Gifu	307	0	5	20	25	8
Shizuoka	298	6	12	31	49	16
Aichi	237	11	9	4	24	10
Mie	288	0	2	20	22	8
Shiga	158	2	1	8	9	6
Kyoto						

Tochigi	172	1	9	25	35	20
Gumma	207	4	7	21	32	15
Saitama	317	6	27	112	145	36
Chiba	291	5	38	88	131	39
Tokyo	105	19	5	17	41	39
Kanagawa	120	12	7	3	22	18
Yamanashi	188	1	6	68	75	40
Niigata	394	2	8	47	57	15
Nagano	361	0	1	8	9	3
Toyama	211	0	6	18	24	11
Ishikawa	196	0	0	3	3	2
Gifu	308	0	5	20	25	8
Shizuoka	298	6	12	31	47	16
Aichi	231	11	9	4	24	10
Mie	288	0	2	20	22	8
Shiga	158	0	1	8	9	6
Kyoto	203	0	1	1	2	1
Osaka	194	7	11	22	40	23
Hyogo	364	4	19	37	60	16
Nara	140	1	9	13	23	16
Wakayama	204	1	1	13	15	7
Fukui	157	1	3	14	18	11
Tottori	167	0	0	4	4	2
Shimane	251	0	1	12	13	5
Okayama	363	3	23	56	82	23
Hiroshima	342	1	4	25	30	9
Yamaguchi	177	1	3	14	18	10
Tokushima	131	0	18	25	43	33
Kagawa	166	3	8	34	45	27
Ehime	257	2	5	18	25	10
Kochi	168	0	5	27	32	19
Fukuoka	256	3	16	18	37	13
Saga	123	0	3	11	14	11
Nagasaki	159	2	24	54	80	50
Kumamoto	369	2	14	53	69	19
Oita	211	0	5	18	23	11
Miyazaki	70	0	7	12	19	21
Kagoshima	123	1	27	25	53	43
Total	10,498	115	493	1,498	2,066	20

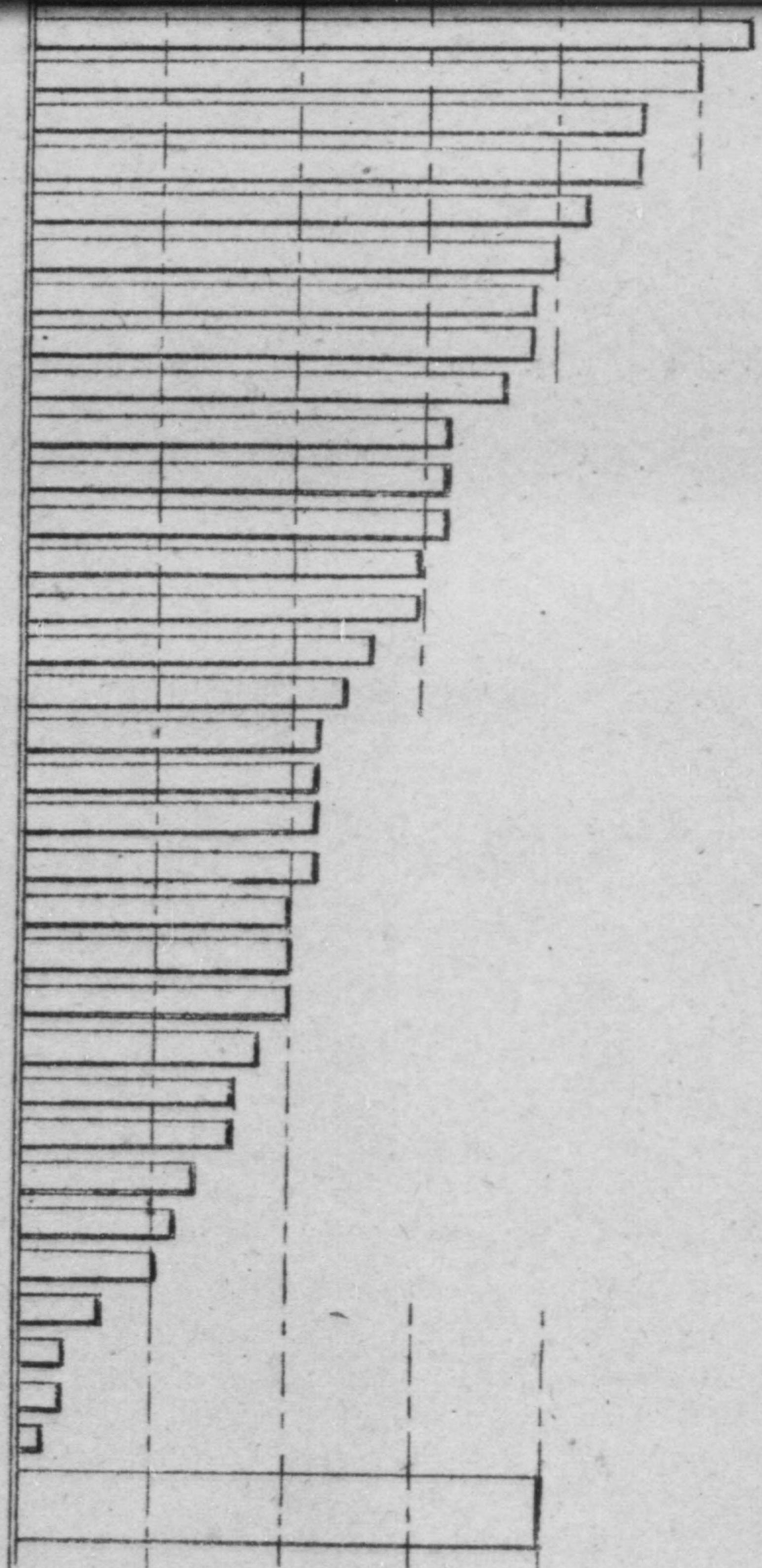
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(4) % of School Facilities by Prefecture that are Below
The Emergency Minimum Standard

Name of Prefectures



Kagawa
 Hokkaido
 Osaka
 Okayama
 Miyazaki
 Tochigi
 Kochi
 Kumamoto
 Kanagawa
 Sizuoka
 Hyogo
 Nara
 Gumma
 Niigata
 Fukuoka
 Iwate
 Toyama
 Fukui
 Saga
 Oita
 Aichi
 Yamaguchi
 Ehime
 Hiroshima
 Gifu
 Mie
 Wakayama
 Shiga
 Shimane
 Nagano
 Ishikawa
 Tottori
 Kyoto
 Total



6. The area of new school building construction urgently needed in order to relieve the 2.066 municipalities of their building shortage.

(1) Calculation formula of the required area of Emergency construction.

$$\left[\begin{array}{l} \text{Area of the buildings} \\ \text{which need to be} \\ \text{constructed} \end{array} \right] = \text{Emergency Minimum Standard}^*$$

$$- \left[\begin{array}{l} \text{Actual area of the} \\ \text{buildings held by the} \\ \text{schools} \end{array} \right] + \left[\begin{array}{l} \text{Area of the rehabilitation construction} \\ \text{in 1949 of the war-damaged and Earth-} \\ \text{quake-damaged school buildings} \end{array} \right]$$

$$- \left[\begin{array}{l} \text{Surplus area of the} \\ \text{Upper Secondary} \\ \text{School buildings} \end{array} \right]^{**}$$

Remarks: $*$ $\left(\begin{array}{l} \text{Number of the pupils of} \\ \text{Elementary schools and} \\ \text{Lower secondary schools} \end{array} \right) \times \left(\begin{array}{l} \text{Standard area per pupil} \\ \text{that is 0.7 tsubo} \\ \text{per pupil.} \end{array} \right)$

- (buildings held by the schools) + (in 1949 of the war-damaged and Earth-quake-damaged school buildings)

- (Surplus area of the Upper Secondary School buildings) **

Remarks: * (Number of the pupils of Elementary schools and Lower secondary schools) X (Standard area per pupil that is 0.7 tsubo per pupil.)

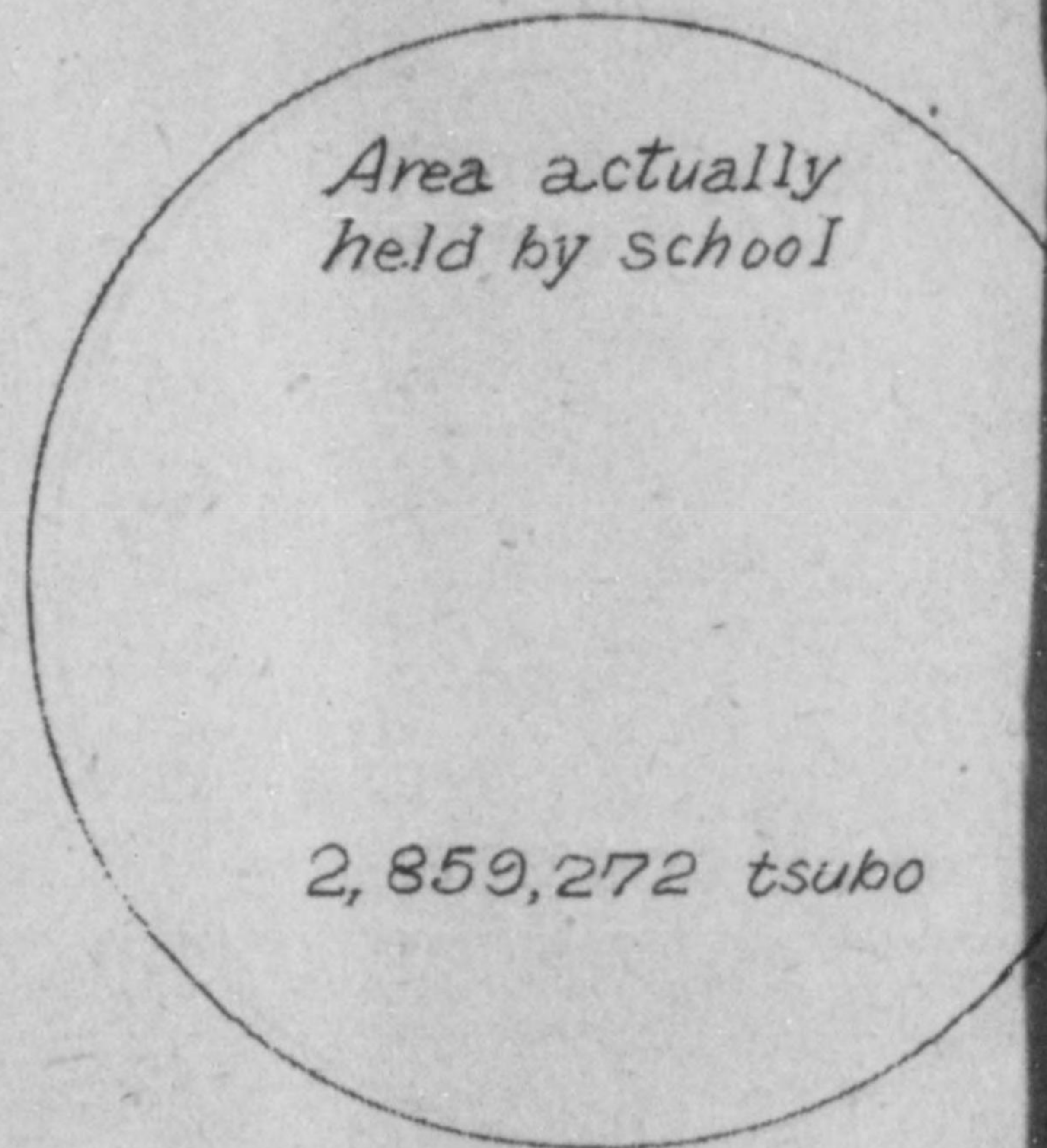
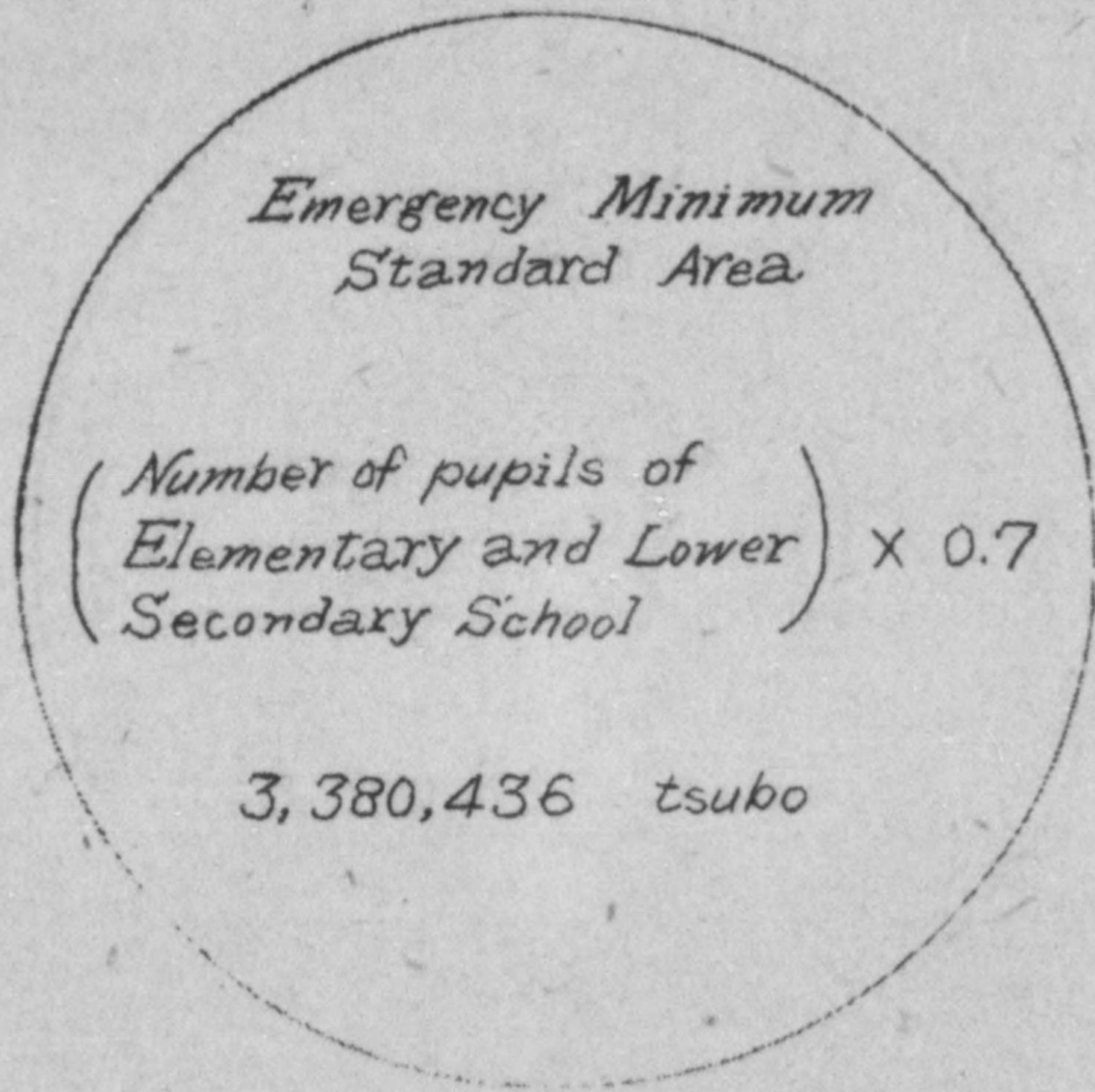
** (Actual area of the buildings held by the Upper Secondary schools.) - (Emergency Minimum standard area for the Upper Secondary schools)

- ① When the survey of misuse of the school buildings now under way is completed and the amount of facilities returned known this area will be subtracted from the area which needs to be constructed
- ② The above formula shall be applied to each of the municipalities, and each result is to be aggregated to the total.

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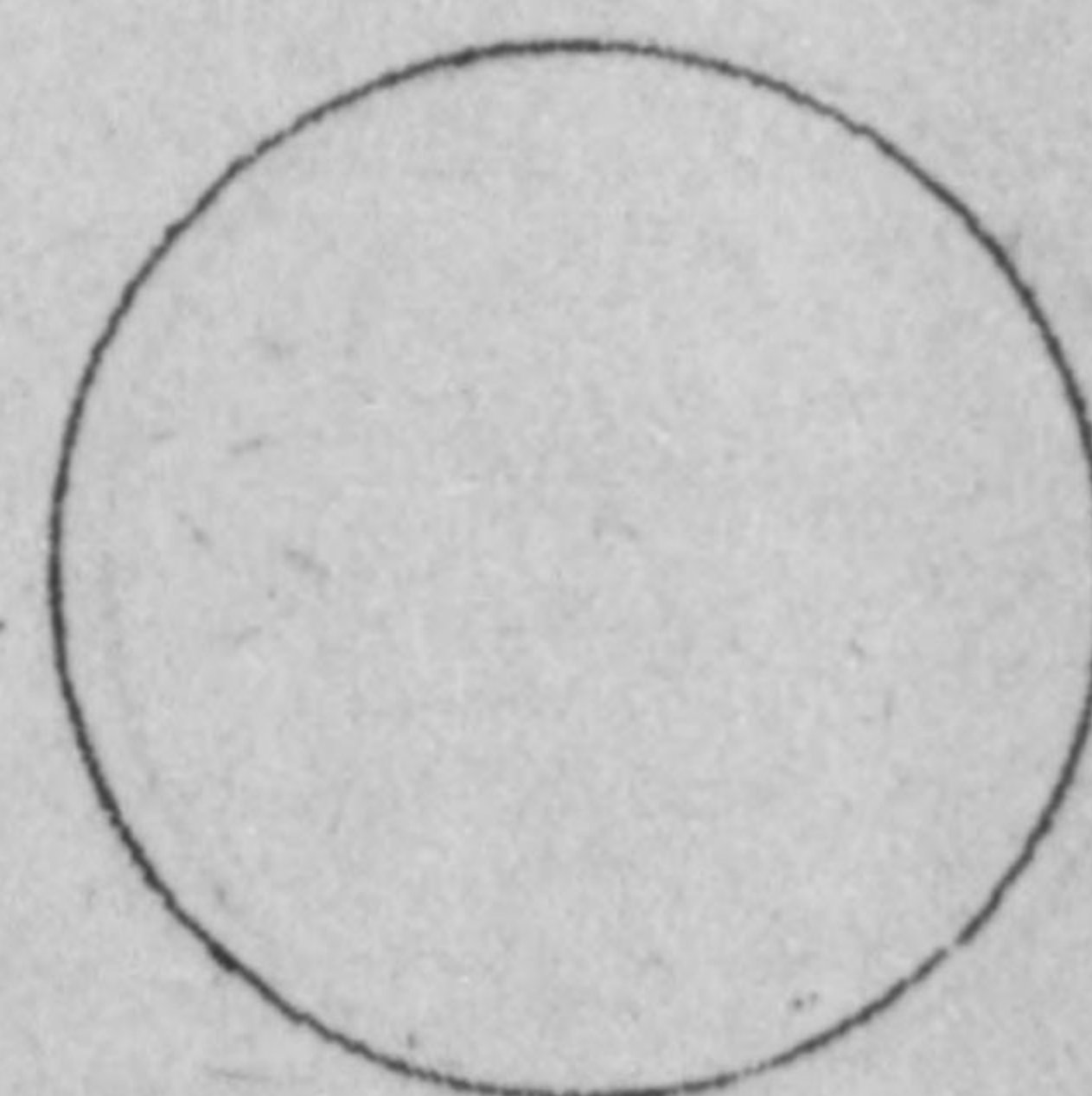
(2) Graphical portrayal of application of the formula

—25—



—

x 1.106 =

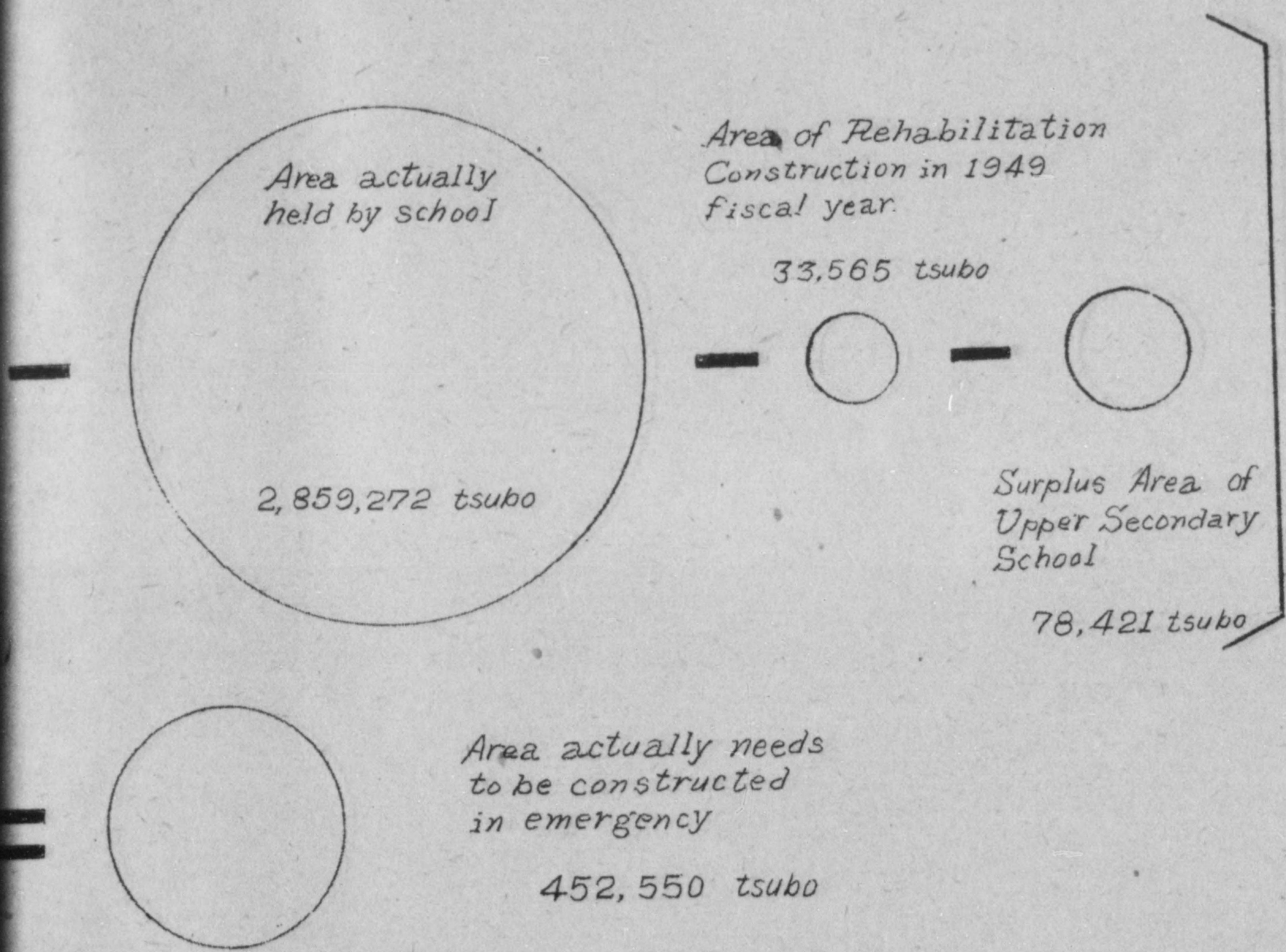


Area to be covered in emergency

45

↑
Rectification Coefficient

al of application of the formula to the data.



(3) To show the whole process of Computation would require too much space to be included in this report.

Shown here are the results in each prefecture of the 2,066 municipalities whose schools are below the Emergency Minimum Standard of 0.7 tsubo per student.

Items prefecture	No. of cities, wards, towns, and villages corresponding	No. of pupils of Elem & Low sec Sch in municipalities corresponding	calculation of area which need to be constructed				
			Emergency Minimum Standard (a x 0.7)	Actual area	Area of construction in 1949 fiscal year	Surplus area of Upper Secondary School	Area in Shortage
Hokkaido	68	263,005 ^{Tsubo}	184,804 ^{Tsubo}	165,426 ^{Tsubo}	35 ^{Tsubo}	4527 ^{Tsubo}	14,816 ^{Tsubo}
Aomori	50	96,898	67,828	60,914	420	474	6,020
Iwate	27	47,544	33,281	28,681	316	920	(-25) 3,619
Miyagi	28	191,977	134,385	109,714	380	3,638	20,673
Akita	65	75,596	52,918	45,961	0	180	6,777
Yamagata	20	84,486	59,140	52,695	0	611	5,834
Fukushima	121	161,058	112,741	96,626	0	2,145	13,970
Ibaragi	139	198,396	138,179	116,251	50	3073	18,725
Tochigi	35	85,918	60,143	52,358	0	1,265	(-50) 5,570
Gumma	32	108,674	76,070	64,465	573	4,149	6,283
Saitama	145	228,662	160,062	132,056	210	5,062	(-97) 22,831
Chiba	131	231,584	162,119	131,986	700	1,390	(-220) 28,253
Tokyo	41	645,429	451,800	381,969	17,720	9,795	(-769) 43,285
Kanagawa	22	232,118	162,483	132,376	3,251	5,916	(-5) 20,725
Yamanashi	25	83,633	58,544	49,647	537	5	8,355
Niigata	57	131,967	92,377	68,995	0	3,174	(-125) 21,461
Nagano	9	9,716	6,801	5,922	0	354	525
ToYama	24	21,573	15,161	12,565	0	788	1,748
Ishikawa	3	1,307	915	666	0	0	289
Gifu	25	26,925	18,848	16,729	0	36	2,083
Shizuoka	49	171,399	119,783	101,856	1,689	8,629	(-41) 7,852
Aichi	24	196,031	143,222	114,708	4,911	2,686	(-10) 14,927
Mie	22	12,702	12,391	10,041	0	0	2,350
Shiga	9	8,003	5,602	5,031	0	167	404
Kyoto	2	3,051	2,136	2,040	0	0	96
Osaka	40	143,087	100,161	92,516	0	660	6,785
Hyogo	60	147,074	102,952	85,957	1,362	2,074	13,539

Saitama	145	228.662	160.062	132.056	210	5.062	(-99) 22.331
Chiba	131	231.584	162.109	131.986	900	1.390	(-220) 28.253
Tokyo	41	645.429	451.800	381.969	17.920	9.795	(-769) 43.285
Kanagawa	22	232.118	162.483	132.396	3.251	5.916	(-5) 20.745
Yamanashi	75	83.633	58.544	49.647	537	5	8.355
Niigata	57	131.969	92.397	68.995	0	3.174	(-125) 21.461
Nagano	9	9.716	6.801	5.922	0	354	5.25
ToYama	24	21.573	15.161	12.565	0	788	1.748
Ishikawa	3	1.307	915	666	0	0	289
Gifu	25	26.925	18.848	16.729	0	36	2.083
Shizuoka	49	171.399	119.783	101.856	1.689	8.629	(-41) 7.852
Aichi	24	196.031	173.222	114.708	4.911	2.686	(-10) 14.927
Mie	22	17.702	12.391	10.041	0	0	2.350
Shiga	9	8.003	5.602	5.031	0	167	4.04
Kyoto	2	3.051	2.136	2.040	0	0	96
Osaka	40	143.087	100.161	92.516	0	660	6.785
Hyogo	60	149.074	102.952	85.957	1.362	2.074	13.539
Nara	23	24.749	17.461	14.556	0	30	2.815
Wakayama	15	15.514	10.860	9.553	0	104	1.203
Fukui	18	33.236	23.265	18.672	1.404	13	(-379) 2.555
Tottori	4	1.520	1.064	812	0	0	252
Shimane	13	8.871	6.210	4.950	0	0	1.260
Okayama	82	119.286	83.501	71.622	500	3.096	8.283
Hiroshima	30	37.735	26.415	23.256	901	1.010	(-1004) 2.243
Yamaguchi	18	25.181	17.627	15.710	0	656	1.261
Tokushima	43	60.213	42.149	36.499	0	500	5.152
Kagawa	45	70.480	49.336	41.253	200	2731	4.952
Enime	25	43.473	30.435	27.765	0	706	(-3) 1.969
Kochi	32	26.451	18.516	15.900	0	0	2.616
Fukuoka	37	156.485	109.544	90.921	315	1.639	(-3) 16.274
Saga	14	26.126	15.331	16.009	0	0	2322
Nagasaki	80	138.672	99.071	80.838	0	0	16.233
Kumamoto	69	125.447	87.814	73.772	187	0	13.835
Oita	23	23.399	16.380	14.771	150	12	(-5) 1.252
Miyazaki	19	42.109	29.476	24.274	183	160	1.859
Kagoshima	53	237.151	166.085	135.990	1.525	5.808	(-47) 22.947
Total	2,066	4,929.178	3,380.436	2,857.292	33,565	78.421	(-4340) 409.176

Remarks: Figures in () show the area which can not be shared with another school for its utilization, even if there is the surplus area in every municipalities.

(4) The answer, 409,173 tsubo, obtained in the preceding calculations is a theoretical one, and does not conform to the actual circumstances.

(a) Therefore, the following adjustment (10.6% increase) is applied.

$$A(\text{actual}) = 409,173 \times 1.106 = 452,550 \text{ Tsubo.}$$

(b) The 10.6% increase is made for the following reasons.

a) The increase is based on the fact that inevitable

there will be more classes than allowed for by the application of the theoretical standard number figured at 50 standard per class.

In the present condition of shortage of classrooms, average number of pupils in a classroom of one class is about 46. This is inevitable result owing to the condition of the distance attending to school and the small number of pupils in the rural district. It is unavoidable that the number of becomes 35 or 40 and soon, even if the double entry class pupils of one class is adapted in the remote countryside schools.

However, we intend the number of actual class to make near the number of standard class, and thus we calculated as follows, assuming that the rectification increasing ratio is to be the average of the case of 50 pupils of standard class full number and the case of 46 pupils of actual class full number.

Area needed for 1 classroom, 35 tsubo

(Emergency Minimum

number of pupils in the rural district. It is unavoidable that the number of pupils of one class becomes 35 or 40 and soon, even if the double entry class is adapted in the remote countryside schools.

However, we intend the number of actual class to make near the number of standard class, and thus we calculated as follows, assuming that the rectification increasing ratio is to be the average of the case of 50 pupils of standard class full number and the case of 46 pupils of actual class full number.

$$\frac{\text{Area needed for 1 classroom, 35 tsubo}}{\text{Standard number of pupils of a class, 50 pupils}} = \begin{cases} \text{Emergency Minimum} \\ \text{Standard Area per} \\ \text{pupil 0.7 tsubo} \end{cases}$$

$$\frac{\text{Area needed for 1 classroom, 35 tsubo}}{\text{Actual number of pupils, of a class, 46 pupils}} = \begin{cases} \text{Actual Emergency} \\ \text{Minimum Standard} \\ \text{Area per pupil, 0.76 tsubo} \end{cases}$$

$$\text{Average} = \frac{0.70 + 0.761}{2} = 0.73 \text{ tsubo}$$

$$\text{Increase ratio (a)} = \frac{0.73 - 0.70}{0.70} = 0.043$$

b) Increase based on special conditions in the severely cold or snowy district.

(i) in the severely cold or snowy district, surplus area for the stove 1.2 tsubo and store-room for fuel and utensils for heating 1.0 tsubo is needed for one classroom.

$$\begin{array}{l} \text{Area of this part} \\ \text{per pupil} - \end{array} \left\{ \begin{array}{l} \frac{1.2 + 1.0}{(50 + 4.6) \div 2} = 0.046 \text{ tsubo} \end{array} \right.$$

When the area of the severely cold and snowy districts are assumed to be $\frac{1}{3}$ of the area of the whole country, the average of the whole country

$$0.046 \text{ tsubo} \times \frac{1}{3} = 0.016 \text{ tsubo}$$

$$\text{Increase ratio (i)} = \frac{0.016}{0.7} = 0.023$$

(ii) In the severely cold and snowy district, the locker equipments are needed for the cloaks and so on in winter. For this purpose the width of corridor is needed to be 2.5m instead of 2m, the increasing ratio of the area per pupil becomes as follows.

$$0.18 \times \frac{0.5}{2} = 0.045 \text{ tsubo}$$

Assuming the area of the severely cold and snowy district to be $\frac{1}{3}$ of the area of the whole country,

$$0.04 \times \frac{1}{3} = 0.015 \text{ tsubo}$$

$$\text{Increase ratio (ii)} = \frac{0.015}{0.7} = 0.022$$

(iii) The distance between the buildings should be made larger than the

the area per pupil becomes as follows:

$$0.18 \times \frac{0.5}{2} = 0.045 \text{ tsubo}$$

Assuming the area of the severely cold and snowy district to be $\frac{1}{3}$ of the area of the whole country,

$$0.04 \times \frac{1}{3} = 0.015 \text{ tsubo}$$

$$\text{Increase ratio (ii)} = \frac{0.015}{0.7} = 0.022$$

(iii) The distance between the buildings should be made larger than the other district for taking down the snow from the roof in winter, and the increase of the area of the corridor to connect the separated buildings is unavoidable by the necessity of separation of the toilet and the main building for convenience of drawing out from the toilet. The necessary area becomes 0.07 tsubo increase, but the average value is adopted to be $\frac{1}{2}$ of it, considering the place of comparatively little snow in the severely cold and snowy district.

$$\frac{0.07}{2} = 0.035 \text{ tsubo}$$

Assuming the area of the severely cold and snowy district to be $\frac{1}{3}$ of that of the whole country,

$$0.035 \times \frac{1}{3} = 0.012 \text{ tsubo}$$

$$\text{Increase ratio (iii)} = \frac{0.012}{0.7} = 0.017$$

Thus, the increase ratio based on the special condition in the severely cold and snowy district is decided as follows, summing (1), (2) and (3).

$$\text{Increase ratio (b)} = 0.023 + 0.022 + 0.017 = 0.062$$

C) Increase ratio based on the acceptance into public school of pupils now entrusted to private schools.

The number of the pupils entrusted to private schools is 22,504 in the whole country.

This rectification ratio is calculated as follows, dividing the above figures by total number of pupils of Elementary and Lower Secondary Schools in the whole country.

$$\text{Increase ratio (c)} = \frac{22,504}{15,888,045} = 0.001$$

Total increase ratio is gotten by summing up (a), (b) and (c).

$$\text{Total increase ratio} = 0.043 + 0.062 + 0.001 = 0.106$$

Besides them, some of the school buildings already constructed are not considered to have rational plans comparing them with the plan by the above-mentioned standard (For example;

Former barracks which were converted to school).

So, the other increase ratio than the above-mentioned should

$$\text{Increase ratio (c)} = \frac{22,504}{15,888,045} = 0.001$$

Total increase ratio is gotten by summing up (a), (b) and (c).

$$\text{Total increase ratio} = 0.043 + 0.062 + 0.001 = 0.106$$

Besides them, some of the school buildings already constructed are not considered to have rational plans comparing them with the plan by the above-mentioned standard (For example; Former barracks which were converted to school).

So, the other increase ratio than the above-mentioned should be taken into consideration, but they are omitted, because it is difficult to show them in concrete number.

7. The 6-3 system construction problem will not be settled with the aforesaid Emergency construction plan of 452,550.

(1) With the completion of the Emergency Construction Program, the 2,066 municipalities in the worst condition will be temporarily relieved.

How much is the area which shall have to be constructed here after, so far as we aim at the achievement of bringing up the poor facilities to the level of the Minimum Standard, Elementary school 0.85 tsubo per pupil

Lower secondary school 1.30 tsubo per pupil which is regarded as

necessary from the educational stand-point?

(2) Now

Cities, Towns and villages on and above the Emergency Minimum Standard but under the Minimum Standard. The numbers

Educational Level	multiple Session	No. over crowded classrooms -over 50 Pupils.	Auditorium and Gymnasium used as class-room		Corridor, entrance and store room of school bldg used as class-room		Temple, workshop, Epidemic hospital, store-house and Cattle house, etc. used as class-room	
Elem Sch	2,472	2,294	1442	33,444	1,996	30,160	850	22,014
LowSec Sch	1,184	1,818	1,609	34,988	1,600	26,316	2,727	94,313
Total	3,656	4,112	3,051	68,432	3,596	56,476	3,577	116,327

▲▲ of irregular instruction in Elementary and Lower secondary schools which are given in these municipalities

Elem Sch	2,472	2,294	1442	33,444	1,996	30,160	850	22,014
LowSecSch	1,184	1,818	1,609	34,988	1,600	26,316	2,727	94,313
Total	3,656	4,112	3,051	68,432	3,596	56,476	3,577	116,327

▲▲ of irregular instruction in Elementary and Lower secondary schools which are given in these municipalities

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

(3) Elementary and Lower Secondary Schools on and above the Emergency Minimum Standard but under the Minimum Standard by prefecture.

Items Prefecture	No. of Classes on Multiple Session		Auditoria and Gymnasiums used as class-room				Corridor, entrance and storeroom of school bldg. used as classrooms				Temples, workshops, and cattle houses, etc. used as class-rooms			
			Elementary school		Lower secondary school		Elementary school		Lower secondary school		Elementary school		Lower secondary school	
	Elem Sch	Lower sec Sch	No of Room	Area	No of Room	Area	No of room	Area	No of room	Area	No of Room	Area	No of room	Area
Hokkaido	270	291	97	1937	131	2667	199	2930	188	3030	80	2124	242	4994
Aomori	22	61	67	1148	64	1245	49	662	25	375	34	381	41	708
Iwate	2	15	114	1826	101	1832	72	1118	51	752	35	541	89	2018
Miyagi	30	1	29	645	41	842	37	539	28	453	7	115	13	404
Akita	0	0	60	988	70	1242	126	2093	124	2096	7	290	47	1369
Yamagata	29	6	25	356	11	192	26	379	74	1255	14	787	35	410
Fukushima	11	10	25	482	78	1385	69	975	56	935	14	368	51	1818
Ibaragi	20	3	3	82	9	209	47	668	39	564	0	0	13	402
Tochigi	4	3	11	227	21	595	23	312	20	340	11	269	8	259
Gunma	1	0	16	708	32	1057	25	350	16	248	10	270	10	301
Saitama	46	8	17	297	12	250	32	423	31	445	12	321	56	1534
Chiba	28	0	42	910	32	660	51	702	23	365	13	320	22	1918
Tokyo	0	0	5	152	7	126	11	134	5	94	10	203	84	4117
Kanagawa	211	7	31	609	15	550	27	401	22	381	36	1012	42	1994
Yamanashi	8	4	9	180	2	35	20	258	17	215	13	191	12	285
Niigata	61	80	44	736	53	993	85	1072	56	778	8	248	13	704
Nagano	69	32	42	1032	22	432	29	500	38	805	7	135	8	293
Toyama	3	39	4	67	21	390	0	0	0	0	1	30	35	1443
Ishikawa	3	6	22	362	16	291	29	508	15	287	14	705	46	1734
Gifu	14	13	34	967	45	1068	41	666	22	388	4	64	17	511
Shizuoka	60	66	9	204	45	995	23	312	36	709	40	1992	77	2405
Aichi	108	38	24	760	15	585	51	854	10	182	48	1490	214	5529
Mie	21	0	20	727	13	474	36	503	11	136	59	1892	71	2287
Shiga	0	0	5	145	23	545	23	319	21	386	70	229	32	1061
Kyoto	1	1	16	288	6	192	18	311	8	228	0	0	27	971

Gumma	1	0	16	703	38	1057	25	350	16	248	10	270	10	301
Saitama	46	8	17	297	13	250	32	423	31	445	12	321	56	1534
Chiba	28	0	42	910	32	660	51	702	23	365	13	320	22	1918
Tokyo	0	0	5	172	7	126	11	134	5	94	10	203	84	4117
Kanagawa	211	7	31	609	15	550	27	401	22	381	36	1012	42	1994
Yamanashi	8	4	9	180	2	35	20	258	17	215	13	191	12	285
Niigata	61	80	44	736	53	993	85	1072	56	778	8	248	13	700
Nagano	69	32	42	1032	23	432	29	500	38	805	7	135	8	293
Toiyama	3	39	4	87	21	390	0	0	0	0	1	30	35	1443
Ishikawa	3	6	22	362	16	291	29	508	15	287	14	905	46	1734
Gifu	14	13	34	967	45	1068	41	666	22	388	4	64	17	511
Shizuoka	60	66	9	204	45	995	23	312	36	709	40	1092	97	2405
Aichi	108	38	24	760	15	585	51	854	10	182	48	1490	214	5529
Mie	21	0	20	727	13	474	36	503	11	126	59	1892	71	2287
Shiga	0	0	5	145	23	545	23	319	21	386	70	229	32	1061
Kyoto	1	1	16	238	6	192	18	311	8	228	0	0	29	971
Osaka	250	85	27	790	21	671	53	966	37	732	11	386	27	1171
Hyogo	520	41	100	2189	78	1741	45	692	15	271	5	111	79	11581
Nara	0	0	14	329	24	499	14	205	10	108	5	131	31	1577
Wakayama	0	2	23	601	33	708	31	430	28	289	20	290	26	511
Fukui	22	0	11	133	3	52	14	227	5	58	17	490	27	1176
Tottori	2	4	7	123	11	252	19	258	16	232	51	1330	32	1029
Shimane	3	9	39	653	55	992	63	869	42	579	31	188	31	591
Okayama	6	70	16	1807	56	1297	38	1149	31	622	20	426	165	5204
Hiroshima	0	0	33	1012	45	806	48	792	11	168	48	837	242	8844
Yamaguchi	12	35	27	550	28	564	54	560	75	1121	19	726	187	4739
Tokushima	25	76	7	203	39	711	11	152	35	566	7	100	19	478
Kagawa	0	0	12	680	24	507	20	261	12	181	3	115	7	119
Ehime	20	13	21	453	24	674	30	460	24	612	20	361	68	1601
Kochi	25	0	23	933	44	1012	37	471	22	269	5	78	48	1048
Fukuoka	259	135	73	2345	34	1026	77	1120	52	1010	14	388	49	1033
Saga	7	0	33	681	11	308	36	558	46	781	5	52	17	659
Nagasaki	96	22	8	158	7	193	16	192	15	195	10	222	177	7280
Kumamoto	0	0	55	1347	54	525	74	931	47	616	29	1005	16	763
Oita	39	3	32	1265	53	1535	37	641	24	403	16	607	51	1568
Miyazaki	6	8	25	574	28	976	101	1864	60	1038	11	189	65	2194
Kagoshima	0	0	34	713	49	1022	27	318	57	966	11	203	53	1432
Total	2472	1184	1442	33444	1609	34938	1946	30160	1600	26316	350	22014	2727	94313
Total of Elem Sch & Low Sec Sch	3.656		3.051		68432		3596		56476		3577		116327	
			Rm		Tsubo		Rm		Tsubo		Rm		Tsubo	

(4) Amount new school building construction needed to assure the minimum Standard.

(a) Minimum Standard Area

Elementary school 0.85 tsubo per pupil

Lower secondary school 1.30 tsubo per pupil

So when the geometrical average value of Elementary school 6 years and Lower secondary school 3 years is adopted.

$$\left. \begin{array}{l} \text{Minimum Standard Area} \\ \text{per pupil of Elementary and} \\ \text{Lower Secondary schools} \end{array} \right\} = \frac{0.85 \times 6 + 1.30 \times 3}{6 + 3} = 1 \text{ tsubo}$$

(b) The amount of construction area of classrooms and corridors, etc. needed in order to meet the minimum standard.

$$\left. \begin{array}{l} \text{Minimum necessary construction} \\ \text{area of cities, towns and villages} \\ \text{corresponding under Minimum} \\ \text{Standard} \end{array} \right\} = \left(\begin{array}{l} \text{Number of pupils} \\ \text{of Elementary and} \\ \text{Lower secondary school} \end{array} \right) \times 1.00$$

$$= (4,829,178 + 8,150,633) \times 1.00$$

$$= 12,979,811 \text{ tsubo}$$

Actual area in municipalities) = 2,359,277 tsubo

needed in order to meet the minimum standard.

$$\left. \begin{array}{l} \text{Minimum necessary construction} \\ \text{area of cities, towns and villages} \\ \text{corresponding under Minimum} \\ \text{Standard} \end{array} \right\} = \left(\begin{array}{l} \text{Number of pupils} \\ \text{of Elementary and} \\ \text{Lower secondary school} \end{array} \right) \times 1.00$$

$$= (4,829,178 + 8,150,633) \times 1.00$$

$$= 12,979,811 \text{ tsubo}$$

$$\left. \begin{array}{l} \text{Actual area in municipalities} \\ \text{corresponding} \end{array} \right\} = \begin{array}{l} 2,359,272 \text{ tsubo} + 6,462,803 \text{ tsubo} \\ 9,322,075 \text{ tsubo} \end{array}$$

$$\left. \begin{array}{l} \text{Minimum necessary} \\ \text{construction Area} \end{array} \right\} = 12,979,811 \text{ tsubo} - 9,322,075 \text{ tsubo} - 33,565 \text{ tsubo}$$
$$= 3,624,171 \text{ tsubo}$$

(C) Amount of additional construction needed in order to provide gymnasiums in the severely cold or snowy districts.

The calculation of the whole plan is as follows

The area of the ^{se}verely cold or snowy districts are assumed to be $\frac{1}{3}$ of the area of the whole country

$$\left. \begin{array}{l} \text{Minimum Necessary} \\ \text{Area of Gymnasium} \end{array} \right\} = \left\{ (3,365,787 + 5,612,938) \times 0.15 + (1,463,391 + 2,537,645) \times 0.20 \right\} \times \frac{1}{3}$$

$$= \left\{ (8,978,725 \times 0.15) + (4,001,086 \times 0.20) \right\} \times \frac{1}{3}$$

$$= \left\{ 1,346,809 + 800,217 \right\} \times \frac{1}{3}$$

$$= 2,147,026 \times \frac{1}{3} = 715,675 \text{ tsubo}$$

Actual area of
Gymnasium in
corresponding
Municipalities

$$= \left\{ 241,274^{\text{tsubo}} + 626,960^{\text{tsubo}} \right\} \times \frac{1}{2}$$

$$= 868,234 \times \frac{1}{2}$$

Ratio of number of
Gymnasium to
number of schools
increases to $\frac{1}{2}$

$$= 434,117 \text{ tsubo}$$

Minimum Necessary
Construction Area
of Gymnasium

$$= 715,675 - 434,117^{\text{tsubo}}$$

$$= 281,558^{\text{tsubo}}$$

(5) The required 5 year program of new school construction

(increases to $\frac{1}{2}$)

Minimum Necessary } = 715,675 - 434,117 tsubo
 Construction Area } = 281,558 tsubo
 of Gymnasium }

(5) The required 5 year program of new school construction.

I t e m s	Classrooms corridor, toilets, etc.	Gymnasium	Total
(a) Whole plan	tsubo 3,624,171	tsubo 281,558	tsubo 3,905,729
(b) Area of urgent Construction in 1949	425,550	—	425,550
(c) Plan in and after 1950 fiscal year (a) - (b)	3,171,621	281,558	3,453,179
(d) Items of the plan in each fiscal year			
1950			690,636
51			690,636
52			690,636
53			690,636
54			690,636

(Prep. for Capt. Kashi's
use)

July 1949

F
204
414

Casual Questions for Trips to Villages, Towns, Etc. -- CE

1. PTA (or any organizations). How are decisions made? (Voting, Igi Nashi System?)
2. Have the primary and lower secondary schools been visited by ken or gun officials recently? When? For what purpose?
3. Is there coeducation in the schools? To what extent?
4. Have principals of schools seen:
 - a. "Techniques of Democracy"
 - b. PTA pamphlet (SMGR, revised)
 - c. Discussion pamphlet (SMGR, revised)
 - d. Any other

Have they seen any new Ministry of Education material on the new education (since Jan 1949)?

5. Is the Seinendan (youth organization) active?
6. Is there a women's organization? Have they heard of Miss Johnson? If so, are they at all familiar with her work?
7. Have principals of schools heard of team CE officer (mention by name)?
8. Does anybody in village know name of chief of team?
9. Where do boys and girls go for upper secondary education (kotogakko)?
10. Is the lower secondary school separate from the primary school (i.e., separate buildings for each)? Is there any financial difficulty in connection with the education program? What is the reaction (if any) to reorganization of kotogakko?
11. a. How many students in school?
 - (1) Primary
 - (2) Lower Secondary (Shinsei Chugakko)
 - (3) Upper Secondary (Kotogakko)
- b. How many teachers? (Three types above)
12. Have any of the people heard of the Prefectural Board of Education?

1. Typhoid; paratyphoid.
2. Smallpox.
3. Whooping cough.
4. Diphtheria.
5. B.C.G.

C. Follow-up.

1. Home visits when corrections have not been made.
2. Absenteeism.
3. "Problem" children.
4. Referral to welfare agencies when necessary.
5. Referred by health center or private physician.

D. Advisory and consultative assistance to school nurses.

7. Legal bases for health program

Provisions and regulations pertaining to school health are found in:

Fundamental Law of Education (art. 1) School Education Law
(arts. 12, 28, 35, 40, 41, 42, 71, 72, 73, 74, 75, 76)
Standards for Establishment of Upper Secondary Schools
Infectious Disease Prevention Law
Enforcement Regulations of the Tuberculosis Prevention Law
Parasitic Disease Prevention Law
Trachoma Prevention Law
Venereal Disease Prevention Law
Preventive Vaccination Law
Health Center Law.

- 25-9
- d. With instructions from the nurse, the teacher can also conduct vision and hearing tests and also explain and interpret these to the child so they are meaningful.
 - C. The school health program should have as many interrelationships as possible. Health instruction should be related to both environment and health service.
 1. Preparation for health examinations of all types should be part of the health instruction.
 - a. The child will naturally be interested in why and how they are given. Answers to these questions make a good beginning point for health instruction.
 - b. From this starting point the child can be led forward in to a wider study of health. Some of these units are:
 - (1) The problem of communicable disease.
 - (2) The problem of proper nutrition.
 - (3) The problem of accident prevention.
 - c. For teachers responsible for health instruction there are many approaches and resources.
 - (1) The teacher should invite the nurse to help the children discuss these problems.
 - (2) Science classes are excellent places for an unit on health.
 - (3) The teacher should strive to give her pupils a good background of knowledge regarding the fundamental principals upon which healthful living is based.
 - d. Every teacher should help pupils to develop the understanding, attitudes, skills, and habits essential to healthful living.
 2. Because teacher is closer to the individual child than anyone else in the school health program, she has the greatest power to influence the present and future health of the children through the habits and attitudes she develops in them. Her reward will be a real one. She will have children who are more intelligent, better adjusted, and happier.
 6. Duties of the Public Health Department in the School Health Program
 - I. Health education.
 - A. General approval of curriculum
 1. On basis of pupil needs as determined by statistics.
 2. On basis of medical knowledge.
 - B. Assist in specific instruction.
 - II. Sanitation.
 - A. Assist in formulating minimum standards.
 - B. Make periodical inspections of sanitary facilities.
 1. Garbage collection
 2. Sewage disposal.
 3. Proper drainage.
 4. Insect and rodent control.
 5. Water supply (laboratory test monthly).
 6. General cleanliness.
 - III. Individual Health supervision.
 - A. Physical examinations.
 - B. Immunization.

1. In this phase, as in that of creating a healthful environment, she will work in close relationship with the school nurse.
 - (a) One part of the health service is the daily health check or inspection by the classroom teacher. The nurse can explain to the teacher what physical symptoms are signs of communicable diseases or physical defects.
 - (1) When a teacher discovers any of these signs about a child she should call for medical advice.
 - (2) Because the teacher works closely with each child she is able to recognize behavior that is abnormal to that child, and should first analyze it as a possible health problem.
 - (3) Disorderly or unacceptable conduct often has its origin in a health problem.
 - (b) The child's health problems are the first concern in the classroom; therefore, the teacher should have some plan for checking on the child's health each morning.
2. Because teacher knows the individual child better than the school nurse or physician, she can help them by reporting to them any factors in their behavior or background that will help them in their diagnosis.
 - a. This necessitates a close liaison between the teacher and nurse. The teacher should regard the nurse as a partner; both are working for the welfare of the child.
 - b. The teacher is also a liaison in helping the child understand and cooperate with the nurse. For example: The attitude that children assume toward physical examinations and an immunization program reflects the attitude of the teacher.
 - (1) The teacher should prepare the pupils by giving them sufficient explanation and by encouraging a positive and scientific attitude toward health.
 - (2) The teacher should make this an educational experience rather than one to be regarded with disinterest or fear.
3. The teacher often gives part of the health service.
 - a. Because the teacher is a part of the school health service she needs to be informed of the findings of the school medical and nursing staff so that she can use them in her daily pupil guidance.
 - (1) The child who is found to have a physical handicap or special health problem will need her assistance in adjusting to this.
 - (2) The teacher will be helped in her efforts to understand each child as a whole person by understanding him physically, mentally, and socially in her coordination with the school doctor and nurse.
 - b. The teacher may have the responsibility of recording at least a part of the child's health record.
 - c. She is qualified to give the monthly weight examination and bi-yearly height examinations. She can also make these meaningful to the child by having him keep his own chart or graph.

13. Assist in bringing under medical attention all trachoma and eye cases.

14. By a program of home education or group teaching, give parents health information regarding care of specific common health problems as intestinal parasites, trachoma, or any other condition peculiar to a school or area.

15. With the cooperation and assistance of the teacher, carry on all organized program of vision testing in the school.

16. With the cooperation and assistance of the teacher make regular height and weight measurements on all children. (If each older child has the responsibility of keeping his own records, including possible reasons for gains or losses, the program has definite teaching advantages.)

5. The Role of the Teacher in the School Health Program

Every teacher is a teacher of health because health education is part of the whole education process.

A. The teacher has an important part in all three phases of the school health program, but perhaps her largest role is in creating a healthful environment (physical and emotional) and putting into practice the health principles that are taught the child.

1. While the teacher is not always able to create an ideal physical environment, there are certain factors she can modify or control.

These include:

- (a) the temperature.
- (b) sufficient but not excessive ventilation.
- (c) proper lighting and a seating arrangement that utilizes the light the correct way.
- (d) children assigned to seats and desks at which they can sit comfortably.
- (e) a clean and orderly classroom.
- (f) a classroom that is free of elements that may cause accidents.

2. The emotional environment is of just as great importance to the child! An unhappy child may become a sick child.

(a) The teacher should create a friendly harmonious atmosphere.

- (1) The discipline should be adequate and reasonable not too severe.
- (2) The child should find school a place where his interests and needs are satisfied.
- (3) To be happy a child must feel wanted, secure, and successful. The classroom teacher has the power to make him feel that way.

(b) The teacher should ask herself "Are the children in my class happy children?" If some are not happy, finding out why they are not happy should be her first concern.

B. The teacher has a responsibility and opportunity in helping that phase of the school health program that provides for health service for the children in her classroom.

17. Enlist the support of private physicians and of medical and other professional groups concerned with the treatment of children in securing effective follow-up, and arrange for the exchange of information necessary to a common understanding of the needs of the child by both the school personnel and the private physician or other professional personnel concerned with the care of the individual child.
18. Plan with parents for the best use of facilities for successful follow-up procedures, even if it is necessary to go outside the confines of the community.

4. The School Nurse

The school nurse may serve a particular school full-time or part-time depending upon the size of the school and the supply of qualified nurses. In smaller schools it is desirable that no nurse serve more than one school if the schools are near to one another. Only a few schools in Japan have well qualified nurses, and it is therefore desirable that qualified nurses be used to the greatest advantage.

Below is a list of minimum duties of the school nurse.

1. Assist in maintaining a healthful school environment.
2. Hold periodic health conferences with the teachers, acquainting them with general and individual health needs of their children and health problems and information relative to their school and community as a whole.
3. With the cooperation and assistance of the teacher, aim to reduce the incidence of communicable disease in the school through a careful daily screening of all children by the teacher, who refers to the nurse for further inspection any child with symptom deviating from the normal. The nurse should exclude from school any sick child.
4. Confer with parents at home or at school regarding the health needs of their children.
5. Supervise the preparation of the menu of the school lunch and cleanliness and efficiency of those preparing the lunch. (The school nurse should not have to prepare or serve the lunch.)
6. Keep up to-date health records on all school children.
7. Give first aid or emergency nursing care at school when necessary. (Standing orders, outlining care and treatment which may be given by the nurse in the absence of a doctor, should be prepared and be available to every nurse or teacher in the school.)
8. Assist doctor with medical examinations in the school.
9. Acquaint parents and teachers with defects found in pupils and help obtain corrections. (Refer to private doctor, dentist, out patient department, hospital, health center, or welfare agency.)
10. Assist in immunization program -- diphtheria, smallpox, typhus tuberculosis.
11. Assist in tuberculosis testing program -- physical and X-rays examinations for all positive reactors and BCG vaccine for all negative reactors.
12. Assist in carrying out a program of periodic stool examinations and securing medical treatment for all cases positive for intestinal parasites.

- to the sequence and length of periods for lunch, rest, play, and study, and making allowance for individual differences.
- c. Help to decide when a given teacher should be retired as being unfit to be in charge of a school-room because of senility or mental or physical deterioration.
10. Help the administrator in fostering community pride in the school plant; and help in directing and organizing public opinion with a view to getting needed improvements and supplies in an orderly, democratic manner.
- a. Recommend taking such legal or persuasive measures as may seem feasible and expedient to improve the neighborhood of the school when necessary. Particular attention is called to such factors as: noise, odor, drainage; good and bad recreational facilities; antisocial activities; immoral demonstrations; -- racial, political, or other disturbances.
- b. In conferences with parents to describe ways in which environmental conditions in the home may affect their children's well-being.
11. Work continuously with all school personnel to make all three major divisions of the school health program -- health service, provisions of a safe and healthful environment, and health instruction -- contribute to the health of the child.
- a. Act as consultant to the administrator on the immediate dissemination of information to the teachers and parents in the case of an epidemic or other emergency.
- b. Make the health examination a constructive learning experience in which the child will learn about his own health, develop confidence in medical service, appreciate the value of periodic health examinations, and continue to want them after he leaves school.
- c. Interpret to practicing physicians and dentists in the community the health education objectives and activities of the school so that they may share the responsibility for the health education of children and parents.
- d. Hold conferences with parents concerning the child's health needs as shown by the medical examination and the reasons for the follow-up recommendations.
12. Assist the health coordinator in evaluating the results of the health education program by furnishing and interpreting data on health behavior obtained as a result of health examinations and from interviews with parents, nurses, teachers, and children.
13. Help the school administrator and other school personnel to understand the health problems of the community and the relationships which they bear to the school health program, and assist in integrating the school and community health programs. Establish and promote cooperation with organized medicine in the interest of the school health program.
14. Help to inform the public regarding the nature and progress of the school health program and to maintain good working relationships with practicing physicians and official and voluntary health agencies in the community in the fields of medicine and public health.
15. Participate in the education of parents in connection with health examination of their children in school, in getting action on necessary follow-up procedures, and in measures for the control of preventable disease.
16. Help the administrator interpret laws affecting school health procedures and cooperate in securing desirable changes.

guidance and counseling to the children and to the parents, and interpret medical findings to parents and teachers, and other school personnel.

3. Assist in developing a plan whereby the school health coordinator, teachers, parents, and private physicians, nurses, and community agencies and groups understand and share in the responsibility for the follow-up program.
4. Help in establishing procedures for the in-service education of non-medical personnel in the techniques of observation of health and behavior symptoms and in tests and measurements of growth and development, and for the reporting of signs and symptoms indicating the need of medical attention.
5. Take part in curriculum planning committees in all areas relating to health and see that school health examinations, correction of defects, immunization, and experiences with illness and the like are used constructively as part of the child's education in health.
6. Confer individually and in groups with school personnel concerning their personal health problems. In schools providing such service, conduct health examinations of school personnel.
7. Assist in providing and interpreting factual data for the periodic appraisal of the school health services.
8. Be sensitive to all environmental conditions affecting the health of children and of the staff and assist the administrator in an advisory and supervisory capacity in his efforts to provide physical conditions conducive to safe and healthful living in school.
 - a. Work with the administrator in interpreting the assets and liabilities of the school plant to the budgeting or appropriating authorities.
 - b. Assist the administrator and public health officials in evaluating the school plant with regard to construction or maintenance as these affect safe and healthful living in school.
 - c. Give skilled and authoritative leadership in helping to provide facilities for safe and healthful school living and in making sure that they are used properly by school personnel and children. This implies: provision of adequate sanitary toilet facilities and handwashing facilities; an abundant supply of safe drinking water; pasteurized milk when milk is served in school; sanitary food handling and attractive service when lunches are served in school; lighting and ventilation in conformity with accepted standards; seating arrangements adapted to postural needs; acoustic control to eliminate unnecessary noise; suitable space and equipment for school medical service procedures, including facilities for making tests and examinations and for isolating communicable disease cases.
9. Help the administrator recognize the fact that good school morals rests upon many different factors within his control: for example, the flexible scheduling of the routine activities of the children and the staff; stable, consistent, reasonable discipline; and a sound, integrated curriculum.
 - a. Help the administrator to recognize that the personality of the teacher is the environmental factor which has the greatest influence on the mental and emotional health of children, and that it is important for teachers to have emotional stability and control, good physical health and appearance, and attractive personality, a wholesome attitude toward life in general and school work in particular, and common sense and fairness.
 - b. Help in planning the activities of the school day with reference

health services. He takes advantage of opportunities to serve on committees attempting to improve civic, community, or school relations.

He assists in the administrative development of an adequate program of periodic health examinations for school children.

He makes the school medical examinations an integral part of the total health counseling program, and considers it an opportunity to give guidance and counseling to the students and the parents on the basis of the health needs revealed.

One of the most important responsibilities of the physician serving the school is to make the health examination a constructive learning experience for the student. This examination may constitute a wholesome emotional experience or the reverse.

He enlists the support of family physicians, clinic physicians, and specialists in securing medical care for individual students who need it.

He plans an in-service teaching program for appropriate personnel in the techniques of observing health and health behavior, including tests and measurements of child growth and development.

He assists the school administrator in setting up administrative policies and procedures which help to maintain and promote the health of school personnel.

He is expected to exercise reasonable supervisory control over factors in the physical environment which may effect either favorably or unfavorably the health, happiness, and welfare of students or staff members.

He cooperates with the administrator by preparing information for immediate dissemination to the teachers and parents in case of an epidemic or other emergency.

He is available to teachers for consultation of problems relating to their health education programs. He participates in curriculum-planning committees in all areas relating to health.

He cooperates with all school and personnel official and voluntary agencies in maintaining and developing the health of the students in the schools.

b. Responsibilities

(Note: Under present condition the physician will not have time to perform all the responsibilities listed below. Therefore, he should select those which are most important and rely upon the principal, nurse, or others to carry out as many of the others as possible)

1. Assist the administrator and the health coordinator in planning the over-all health program and perform the professional duties connected with its operation.
2. Assist in the administrative development of an adequate program of periodic health program and perform the examinations of school children.
 - a. Consult with the administrator as to the frequency.
 - b. Acquaint the administrator with the facilities required for making health examinations, including proper equipment, a quiet place in which the examination can take place, etc.
 - c. Make the medical examination an integral part of a health counseling program; consider it an opportunity to give

The administrator is responsible for making teachers aware of the importance of health and the opportunities for teaching health in connection with the teaching of other subjects.

The school administrator secures and budgets adequate funds for the health program as an integral part of the total school program. He helps to determine basic needs and enlists community and parent support in meeting these needs. If there is no demand for an adequate school health program, the school administrator cooperates with other in fostering and creating such a demand from parents and the school staff.

The school administrator develops a procedure for the continuous appraisal of the school health program. This consists largely of pooling observations from the health coordinator, teacher, physicians, and nurses serving the school, and others who have opportunities of observing the results. The collection and pooling of data from the appropriate individuals may well be done by the school health council. Some of the questions to which the pooled data should provide the answers with reference to both children and school personnel are as follows:

- Are they happy?
- Are they giving evidence of desirable growth?
- Are they alert?
- Are their sickness rates low?
- Are they physically fit, strong, graceful, and efficient?
- Do they enjoy a reasonable measure of success?

Appraisal can also be made in terms of public awareness of the health needs of the community and the school, the extent to which the health resources in the community are used, and the extent to which students, school personnel, and citizens participate in the health program. The results of medical, dental, and physical fitness examinations and inventories will show the current prevalence of remediable defects and conditions. The number of corrections completed over a certain period of time will indicate the responsiveness of parents to the school health program.

b. RESPONSIBILITIES

1. - Present and explain the health program to the school staff for the purpose of clarifying the position of the health coordinator and establishing clear working relations with all employees.
2. Appoint a school health council which will act in an advisory capacity to plan, stabilize, and help carry out the health program of the school.
3. Appoint a health coordinator and allocate time for health coordination.
4. Recommend for appointment the physician and nurse employed by the school and assign their functions.
5. Give leadership and guidance in establishing and maintaining community understanding of and relationship to the school health program.

3. The School Physician

The material which follows is a complete statement of what the school physician can do if he has the available time. Inasmuch as most school physicians are part-time they will find it necessary to select those activities which are the most important and rely upon the nurse, school health coordinator, or others to carry out other activities.

a. Functions

It is the responsibility of the physician serving the school to be familiar with the health problems of the community.

He has an important part in informing the public regarding the nature of the school health program, its problems and progress, and assist local school and health authorities in convincing the public of the need for school

- a. Confer with home economics teacher or nurse on adequate lunches.
 - b. Stimulate interest in good eating habits.
 - c. Refer malnourished students to home economics teacher and nurse for individual guidance.
18. Stimulate mental health program.
- a. Arrange for in-service training programs for staff members which will:
 - (1) Help them to develop a better understanding of adolescent behavior.
 - (2) Help them to become aware of deviations from normal.
 - (3) Suggest practical solutions to individual problems.
 - b. Assist in the establishment of procedures for helping maladjusted students.
 - (1) Arrange individual conferences for malad students
 - (2) Confer with parents.
 - (3) Help to see that recommendations of physician are followed.
 - c. Work with school administrator on problems of teacher's teaching load.

2. The School Administrator (The Local Superintendent of Education or the School Principal)

The school administrator has a concern for the health and health behavior of children and school personnel. He understands the influences which school situations have on the health of children and the staff. He is constantly active in the health education of school personnel, in maintaining a school situation which will best promote the most desirable health behavior, in helping to develop adequate health services, and in helping teachers to be alert to health problems. He informs the schools that train professional personnel of the need for preservice teacher training in school and community health and relationships.

Every school health program involves cooperation between school and health authorities. The location of personnel is less important than agreement on (1) the objectives to be attained, and (2) on a clear-cut delineation of the functions and duties of each individual in achieving the objectives.

The school administrator takes leadership in acquainting the community with the health needs and resources of the school.

The school administrator cooperates with the health coordinator, physician, and nurse in working out the schedules for periodic health examinations.

It is the school administrator's job to provide a safe and healthful school environment for children and the staff. In planning the construction of a new school plant or in the modernization of an old one, he recommends the type of plant, including grounds and playgrounds, which conform to the best available standards in sanitation, ventilation and lighting, safety features, and other conditions conducive to safe and healthful living.

In the program of maintenance, it is the administrator's job to see that the janitorial or custodial service is adequate and that the students and school staff cooperate in making the best use of the supplies and facilities provided.

Health education includes both instruction in health matters and the utilization of all experiences in the classroom, school, home, and community which contribute to the child's understanding of his health growth. The school administrator recognizes that education in health takes place through both channels and is a means to healthful living.

13. Direct study of integration of health instruction into the curriculum, with the assistance of the school health council or committee. The functions of the committee are to:
- a. Study and evaluate the curriculum for health content.
 - b. Advise as to health implications within the units already established in various departments.
 - c. Recommend placement of important health units not already included in the curriculum.
14. Work with the school health committee to organize school programs concerned with particular health problems.
- a. Acquaint faculty with plans.
 - b. Appoint committees responsible for each program.
 - c. Evaluate results and arrange for effective follow-up.
15. Promote public relations.
- a. Home.
 - (1) Obtain signed statement from parent or guardian as to procedure desired in case of emergency.
 - (2) Inform parents of any significant changes in health status of student where nurse is not available.
 - (3) In co-operation with the nurse, arrange for any home visits which may be necessary.
 - b. Press
 - (1) Establish, in co-operation with principal, regular publicity program with local editor.
 - (2) Co-operate with school press in dissemination of health news.
 - c. Community organizations
 - (1) Endeavor to have school representation in as many community organizations as feasible.
 - (2) Publicize school health programs through effective demonstrations and exhibits in the community when appropriate.
 - (3) Co-operate with local health department, and lend support to other community health agencies.
16. Assist in control of factors aimed at prevention of student fatigue.
- a. Study factors contributing to fatigue.
 - b. Recommend adjustment of students' school programs when necessary.
 - c. Counsel students concerning conservation of time and energy.
 - d. Refer students who work part-time to physical education teachers for working posture and relaxation advice.
 - e. Seek to eliminate noise in and about the school buildings.
 - f. Confer with teachers concerning desirability of reasonable home study load.
 - g. Consult with principal regarding the refusal of work permits
17. Promote nutrition program.

2. Arrange for periodic surveys of environmental conditions by qualified personnel to be followed by conferences with the administrator concerning desirable changes.
3. Stimulate interest in the health program on the part of the faculty.
4. Organize in-service training programs in health education for teachers and other members of the school staff.
5. In co-operation with teachers and nurses confer with individual students.
6. Arrange for medical examinations of students in co-operation with nurse.
 - a. Allocate sufficient time to make examinations of educational value.
 - b. Make appointment lists and notify students.
 - c. Notify teachers of students scheduled for examinations.
 - d. Notify parents.
7. Co-operate with nurse and teachers.
 - a. Notify teachers of findings which have classroom implications.
 - b. Assist in making necessary adjustments in students' programs, as far as possible.
 - c. Help students to secure clinic appointments where necessary and where nurse is unavailable to take this responsibility.
 - d. Advise students as to available medical facilities.
8. Supervise problems of admissions and exclusions as they relate to health.
 - a. Confer on admissions and exclusions of students.
 - b. Keep illness record of absentees, in co-operation with teachers and nurse.
 - c. Notify teachers of students who have been absent due to prolonged illness.
 - d. Arrange for care and transportation of students who are ill.
 - e. Keep faculty alert for symptoms of communicable diseases.
9. Aid nurse in the maintenance of health records, assuring that these are
 - a. Made accessible to those concerned.
 - b. Kept up to date.
10. Assist with plans for care of emergencies.
 - a. Arrange for location, supply, and maintenance of first aid stations.
 - b. Arrange with principal for delegation of responsibility
 - c. Arrange for distribution of information to entire school staff as to their responsibilities and limitations.
11. Investigate health and safety factors in transportation.
12. Direct the program for co-ordination of health services with education.
 - a. Help doctor and nurse to make the examination and inspections an educational experience for the student.
 - b. Help teachers to relate their health instruction to student needs as revealed in health examination.

Among the agencies for evaluation that ought to be utilized are the following: the research section of the secretariat; the school officials and teachers, the school physician and dentist, the public health department and the public health centers, the medical and nurses associations, welfare agencies, the parents, and the pupils themselves. This can be done by several methods: observation, surveys, questionnaires, personal interviews, health records, health tests, and teacher appraisals.

H. SUPPLEMENTARY DATA

1. The School Health Director or Coordinator

a. Functions

Co-ordination of health services and activities is a necessity in the school if an effective program is to be developed. To effect co-ordination, the organization of a school health council or committee, composed of interested faculty members and non-certified personnel, is a desirable procedure. Appointment of a trained person to serve as chairman of the committee and to implement the co-ordination is imperative if effective action is to result.

The school health co-ordinator should be vested with administrative and supervisory responsibility over the health program within the individual school. Planning of the program should be done by the school health committee and with the health service staff (doctor, nurse, health coordinator, etc.) that serves the school. Details of the program should be worked out in accordance with a statement of policy, and the health co-ordinator should be held responsible for their administration, utilizing the capabilities of all interested person within the school.

In most schools the position of health co-ordinator will be a part time assignment. The faculty member best trained for such a position should be given the assignment of health co-ordinator. This may be the head teacher, physical education director, school nurse, or some other member with a specific background for administration of school health program.

The aims of the health co-ordination program are:

- (1)a. To coordinate the health activities of the entire school staff.
- (2)b. To coordinate school health activities with activities of the public health department and other community agencies.
- (3)c. To organize a program of health guidance and instruction for the students and teachers, so that they may have a thorough understanding and appreciation of health.

b. Responsibilities

(Note: In a large school where there is a full time director it is possible for him to carry out the responsibilities given below, but in schools which have part-time directors many of the items should be assigned as the duty of the school nurse or others. In a city or town it may be desirable to have a health director to serve all the schools.)

1. Meet with the school health council or committee to:
 - a. Make general plans for the health program.
 - b. Appoint the sub-committees of teachers and students to deal with specific problems.

The type and contents of the bag carried by the nurse working in the school are determined in relation to the need. When the school nursing program forms a part of a generalized service, the usual supplies will be carried. When the nurse is doing only school nursing, it is generally considered sufficient to carry a small bag with washable lining containing a thermometer (in a case), alcohol, cotton, hand-washing equipment (liquid or powdered soap and towels) flashlight, records, and health literature. The bag should be of such a type that it will stand when open.

Whether or not the school nurse should wear a uniform depends upon the local situation. A white uniform and nurse's cap are undesirable because they are not practical for making home visits and they are associated with hospitals and illness, whereas the school nurse represents an educational and health service. If the nurse does not wear a uniform, it is customary for her to wear a washable smock or coat in the school.

Sanitary conditions and sanitary practices are of first importance in the health room. Using the health room as a storage room or for other than health purposes is bad practice.

If there is any medical equipment in the school that is not suited to school use, such as, X-ray machines, electric vibrators, therapeutic lamps, etc, it should be sold or loaned to clinics or hospitals.

E. FINANCES

The budget of the board of education should contain specific and adequate appropriations for all aspects of the school health program. In other words, the entire cost of the school health program should be met from the public treasury. It is unwise and should be unnecessary eventually to ask parents, parent-teacher organizations, education associations, or teacher unions for donations for the school health program inasmuch as these services, like education in general, are an obligation upon all the people by general taxation. For the time being, contributions may be a necessary practice.

There will be urgent cases in which the family is unable to provide or secure necessary remedial medical services. In such instance they should be referred to the proper health or welfare agencies. It is also desirable that civic minded groups make available to the school special health funds for limited use.

F. COOPERATION AND COORDINATION WITH AGENCIES AND GROUPS

It is essential that the educational officials cooperate with and coordinate their activities with appropriate agencies and groups which are qualified to assist with the school health program. Examples of these agencies are the following: public health department, public health clinic, hospital clinics, welfare agencies, medical associations, nurses associations, education associations, teacher unions, parent-teacher organizations, women's organizations, and local government units.

G. APPRAISAL AND EVALUATION

Evaluation is an essential part of any program in order to determine its good and poor results -- How effective is it? ; Are the aims being realized?; is the personnel properly trained?; Are the facilities adequate?; Is the health of the children as satisfactory as it should be?

such as the Public Health Department and Public Health Center, welfare agencies, the parent-teacher organization, and other agencies as shown in Section F. Older student representatives may be useful in conferring with the council at opportune times. Regular meetings are desirable to discuss such topics as: a yearly program, improvement of health facilities, improvement of pupil health, follow-up of health examinations, health content of courses of study, better health teaching, health records, effective home relationships, and any other health problem. The council and the school principal and nurse should make frequent use of the services of public health agencies such as: public health center, national or government hospitals, child welfare council, and social welfare committee.

D. FACILITIES

The board of education is responsible for furnishing the facilities for the school health program. In this connection use should be made of clinics, or it may be possible to borrow (under the personal supervision of the school physician, dentist, or nurse) various equipment, such as, portable X-ray machine, dental equipment, and audiometers from public health agencies or institutions.

It is to be observed that present health rooms and facilities in the schools are often not being utilized fully nor properly in accordance with good practice. Demonstration health programs showing the proper use of these facilities are highly desirable in schools which are capable of such programs.

In communities where there are public health centers it is desirable that schools make use of the facilities and services of these centers.

Health Room and Equipment

It is important that the nurse have a light, pleasant health room. This room should be conveniently located in relation to the classrooms, and should be as quiet as possible. It should have the necessary length to allow for the testing of visual and hearing acuity at a twenty-foot or five meter distance. The health room should be made attractive and informal, rather than give the appearance of an operating room or clinic. In this way the school health program will be associated with good health rather than with sickness. Besides the usual office equipment, such as desk, chairs, blackboard, bulletin board, rack for literature, files, and cupboard, the nurse's room should contain:

- One or more cots with clean bed blankets
- High movable screen
- Running water (or pitcher of water) wash basin; soap and waste receptacle.
- Tray of thermometer equipment
- Sterilizer
- Weighing scales
- Equipment for measuring height
- Equipment for testing visual acuity
- Equipment for testing hearing acuity
- A full-length mirror to be used in health teaching.
- A medicine chest, with minimum first-aid equipment: two or three covered glass jars (one tall enough for tongue depressors), tongue depressors, wooden applicators and toothpicks, sterile gauze, absorbent cotton, adhesive tape, prepared dressings, roller bandages of two widths, triangular bandages, scissors, thermometers, medicine droppers, vaseline, green soap, boric acid, slings and splints, culture tubes and sterile swabs (if the nurse takes cultures), and alcohol.

Supervision should be given by appropriate personnel in the secretariat who are to utilize the advisory and technical services of professional persons in government and other agencies (see organization chart).

Each school should have the full or part-time services of the following personnel who individually and collectively should assist in (1) developing the overall school health program and curricula, (2) setting up appropriate policies and procedures, and (3) orienting the public regarding school health matters.

1. School physician: A school physician should be employed part time for each school and kindergarten according to the School Physician and Kindergarten Physician Regulations. His special duties are: designating approved first aid procedures, physical examination of students and teachers, health guidance (but not treatment) for the diseased, prevention of school communicable diseases, and guidance and consultation on the health program and healthful school environment. Treatments should be given by a private physician or a hospital clinic. (See the School Physician -- Functions and Responsibilities.)

2. School dentist: If possible a school dentist should be employed according to the School Dentist and Kindergarten Dentist Regulations. His technical duties are: dental examination of students and teachers; prevention (but not treatment) of dental diseases; diagnosis, consultation, and lectures on dental hygiene.

3. Health director or coordinator: The health director has the responsibility of coordination of health instruction and health services.

Activities in the health program. Because few schools can afford a full-time director, it is advisable to assign a faculty member with health knowledge as a part-time director. He will be able to perform this duty concurrently with that of other responsibilities. In some schools the head teacher serves as health director but only if he has special qualification for the duty. In other schools the physical education teacher or home-making teacher is the director. Because of their limited training in professional education, it is not desirable to have school-nurses serve as health coordinators although circumstances may justify this practice in some instances. (See the School Health Director or Coordinator -- Functions and Responsibilities.)

4. Health teachers: In truth all teachers are health teachers, especially in the elementary schools. Best results in the secondary schools will be obtained if the training of health teachers is such as to qualify them to carry on effective health education. Physical education, science, and home-making teachers are in a special sense teachers of health. (See the Role of the Teacher in the School Health Program.)

5. School nurse: The school nurse looks after the health status of students and the school health environment in compliance with the School Education Law. Her chief duties are: School sanitation and safety, physical examinations, and follow-up; health inspections; health consultation with teachers, parents, and pupils; prevention of diseases; home visiting; first aid (but not treatment); record keeping; and reporting. School nurses should have a school nurse license. (See The School Nurse -- Functions and Responsibilities.)

School health council: It will facilitate the development and implementation of a good school health program if there is a school health council composed of the principal, school nurse, health director, school physician, school dentist, health teachers and teachers in related subjects (physical education, science, home-making, social studies), and representatives of community agencies.

In general the best results in the entire school health program will be attained with children in the elementary and lower secondary schools for several reasons:

1. All the children of these ages attend school regularly.
2. Physical defects of these children can be corrected more easily than in older children.
3. Younger children are more impressionable and good health habits can be inculcated early.
4. Sound health instruction can be integrated in the entire school program.
5. Teachers take a greater interest in pupils' health.

B. ORGANIZATION AND ADMINISTRATION

The board of education of the prefecture or of the local district has the overall responsibility for the health education program in the schools. The superintendent, being the chief executive officer of the board of education (see organization chart), is responsible, with the assistance of the secretariat, for such aspects as: development of an effective program suited to the needs of the pupils, selection of competent health personnel, provision for supervision of program, and furnishing leadership in establishing and maintaining proper community understanding. (See the School Administrator -- Functions and Responsibilities)

In the secretariat of the prefectural board of education will be provided trained personnel to assist schools to develop their over-all health programs and to give guidance to the schools in implementing the program.

In each school the principal is responsible for the development of and supervision of the health program in his school. He will take full advantage of the services of the health consultant in the secretariat, of the local and prefectural public health departments, of the public health center, of the school health council, of the health director, of school physicians, of the school nurse, of the teachers, and of other qualified persons.

The board of education, superintendent of education, secretariat, principals, and school staffs should cooperate fully with appropriate agencies (see Section F) and seek and utilize the professional and other assistance which these agencies can render. This cooperation is necessary because, in its full meaning, the school health program is only part of the public health program.

While the in-service training program of school nurses, health teachers, and health coordinators is a responsibility of the schools, it is expedient that this be planned in collaboration with the appropriate public health agencies, medical and nurses associations, prefectural board of education and their staff, and other government units.

C. PERSONNEL

It is necessary to have the services of competent personnel and of an efficient administrative organization in order to conduct a good school health program.

The selection of personnel in the school health program will be governed by standards established by law and regulations. Licensing is or will be in accordance with such regulations. The appointment and assignment of all health personnel who are in the employ of the schools will be upon recommendation of the superintendent to the board of education.

Remuneration will be determined by and paid by the board of education for all personnel in the employ of the board of education.

SCHOOL HEALTH PROGRAM

A. SCOPE

The school health program has three aspects:

1. Health environment: The maintenance of hygienic environment in the schools, so as:

- a. To promote health of pupils.
- b. To enable pupils to live in clean and agreeable surroundings.
- c. To increase efficiency of pupils' learning activities.
- d. To maintain mental balance and physical safety of pupils.
- e. To instill habits of cleanliness and order.

Attention should be given to both school building and school grounds: good lighting, proper ventilation, protection against heat and cold, protection against undue noise, elimination of dirt and dust, protection of water supply, good drainage, proper care of toilets, disposal of waste, proper storage of all kinds of materials, adequate drinking and washing facilities, provision for school lunch, proper kind of seats and desks, safety and fire prevention and protection, and adequate health rooms.

2. Health instruction: The teaching and practice of sound health principles and procedures.

Health instruction should be given during the entire period of the pupils' school life covering all matters pertaining to health. Special consideration should be directed to:

- a. More scientific and realistic health instruction.
- b. Health instruction as it relates to pupils' everyday life.
- c. The relation of good health to social and economic conditions.

Objectives of health instruction

1. Acquisition of knowledge of anatomy and physiology appropriate for healthful living.
2. Understanding of dangers to health and of preventive measures.
3. Cultivation of habits and attitudes necessary for desirable home and community life.
4. Understanding of one's own health condition.
5. Recognition of facilities for health service and their utilization.

What should be taught

1. Health and its importance
2. Structure, functioning, and hygiene of the living body with special reference to organs, bones, muscles, nervous system, respiration, circulation, secretions.
3. Food and health
4. Safety and first-aid
5. Health and the community
6. Health and vocation

3. Health Services: The prevention of communicable diseases and the early discovery and correction of physical defects.

Among the school health services are: first aid, physical examinations and follow-up, health inspections, immunizations, home visits, school lunch, and health records and reports. Treatments (other than emergency) for illness and disease are not a proper function of the school, but should be given by a private physician or a hospital clinic.

F

New Prefectural Assembly Member who was
former teacher

May 1951

Ehime Prefecture

Mr. Suda, Takeo	Matsumaru LSS, Kita-Uwa-gun
Mr. Kawakami, Kazushi	Tanbara PS, Shuso-gun
Mr. Oyama Kazuo	Dogo PS, Matsuyama City

Kagawa Prefecture

Mr. Endo, Taro	Hiketa PS, Okawa-gun
Mr. Yoshii, Kumaji	Tonosho LSS, Shozu-gun
Mr. Kojima, Yoshiteru	Niban-cho PS, Takamatsu City
Mr. Chiba, Tsuneichi	Tsuda USS, Nakatado-gun
Mr. Ishii, Kazuo	Nio LSS, Mitoyo-gun

Kochi Prefecture

Mr. Doi, Masami	Misato LSS, Kochi City
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Tokushima Prefecture

Nane
(Mr. Inoue, Hironori, student of Tokushima University, Medical
Faculty)

All member supported by teacher union.

F

Principals and Teachers Transference in Shikoku

April 1951

Ehime Prefecture

	Principals		Teachers		Total	
P.S.	163 (446)	36.5%	1729 (4573)	37.8%	1892 (5019)	37.6%
L.S.S.	97 (283)	34.2%	983 (2854)	34.4%	1080 (3137)	34.4%
U.S.S.	17 (29)	58.6%	161 (1051)	15.3%	178 (1080)	16.5%
Total	277 (758)	36.6%	2873 (8478)	33.5%	3150 (9236)	34.1%

Kagawa Prefecture

P.S.	59 (208)	28.4%	619 (3361)	18.3%	678 (3569)	19.0%
L.S.S.	43 (169)	25.4%	396 (2002)	19.8%	439 (2171)	20.2%
U.S.S.	2 (25)	8.0%	142 (720)	19.8%	144 (745)	19.3%
Total	104 (402)	25.8%	1157 (6083)	19.1%	1261 (6485)	19.4%

Kochi Prefecture

P.S.	126 (421)	29.9%	1356 (3626)	37.4%	1482 (4047)	36.6%
L.S.S.	68 (206)	33.0%	824 (2080)	29.6%	892 (2286)	29.0%
U.S.S.	5 (23)	21.7%	138 (832)	16.6%	143 (855)	16.7%
Total	199 (650)	30.6%	2318 (6538)	35.5%	2517 (7188)	35.0%

Tokushima Prefecture

P.S.	62 (298)	21.1%	861 (3343)	25.8%	923 (3637)	25.4%
L.S.S.	35 (144)	24.3%	353 (2003)	17.6%	388 (2147)	18.1%
U.S.S.	7 (21)	33.3%	70 (858)	8.2%	77 (879)	8.7%
Total	104 (459)	22.9%	1284 (6204)	20.7%	1388 (6663)	20.8%

Brackets figures all principals or teachers.

F

Kagawa USS Applicants and New Students

April 1951

Full-time USS

	No. of students to be admitted	Applicants	New Students	Percentage
General course	4,180	4,960	4,182	84.3%
Commercial course	1,180	1,543	1,201	77.8%
Agricultural course	470	632	470	74.4%
Technical course	614	915	614	67.4%
Homemaking Course	536	864	539	62.4%
Fishary course	80	80	80	100 %
Total	7,060	8,994	7,086	83.4%

Part-time USS

General course	1,370	1,183	No Report yet.	
Commercial course	220	226		
Agricultural course	490	368		
Technical course	120	100		
Homemaking course	910	586		
Total	3,110	2,463		100.0% ?

DRAFT OF SCHOOL INSPECTION FORM
 KAWA KEN EDUC. SECTION

254
 52
 (Kaga)

School Inspection Record

Name of School inspector

I. Name of School () Principal ()
 Date of inspection () Responsible person of the school on the day inspected ()

II. Student and Pupil

1. Total number of pupils enrolled ()
2. Number of classes
3. Number of pupils in the largest class
4. Number of pupils in the smallest class
5. Number of pupils not enrolled
6. The reason and the counter-measure (of Item 5)

III. School Staff

1. Total number of the staff
2. Principals opinion of the staff

IV. Finance of School

1. Yearly expenditure given by City, town or village office
2. The amount of the yearly expenditure per pupil
3. Yearly income from the school supporting association ~~and est~~ (except public expenditure)
4. The amount of the yearly income per pupil

V. Sanitation

1. Area of playground
2. Area per pupil
3. What is the counter-measure if the playground must be enlarged?
4. Special room for sanitation and the equipment
5. ~~Plant for drinking water~~ WATER SUPPLY
6. School lunch, number of pupils taking lunch and the price of lunch

VI. School Library

1. Total volumes
2. Yearly expenditure for books (kinds of expenditures)
3. Is there a library or not?

EQUIPMENT

VII. School-room, ~~another plant~~ and school-building

1. Number of ordinary class-room
2. Special room
3. Plan for building special room (1948 & 1949 school years)
4. Summary plan for building school room and school building and making school space larger. (1948 & 1949 school year)
5. special point to mention on the school plant

VIII. School Business

RECORDS KEPT

1. Important ~~public books~~ equipped at school
2. ~~Planning public books~~ ARE YOU PLANNING TO KEEP ANY OTHER RECORDS?
3. ~~Management of public documents~~
 HANDLING AND FILING OF PUBLIC DOCUMENTS

IX. Educational Management

1. Characteristics of school
2. Important points of school program of this year
3. Starting date of P.T.A.
4. President of P.T.A.
5. Member fee of P.T.A., per month
6. Important points of P.T.A. program of this year
7. Important point of In-service teachers training of this school, this year
8. Does ~~the~~ the Teachers Union Activity interrupt the school management?
(Is there good harmony between TU's activity and school management?)

X. Other important points

Comment.

Sent to 8th A. informally - 26 Nov 48

TOKUSHIMA MILITARY GOVERNMENT TEAM
APO 1050

19 November 1948

F
109
TEAM
(370)
254

SUBJECT: Co-education in Tokushima Prefecture

THROUGH: Commanding Officer, Tokushima Mil Govt Team, APO 1050

TO : Commanding Officer, Shikoku Mil Govt Region, APO 1050
ATTENTION: CE Officer

Handwritten scribbles

Handwritten scribbles

1. Co-education exists in the elementary and new lower secondary schools of the prefecture. Since co-education existed prior to the occupation in elementary schools, it is accepted without question on the part of all concerned. In the new lower secondary schools, there has been no serious objection evidenced. At first, there was some doubt among some parents and older people as to whether it would work or not, but recently there has been no evidence of particular doubt or concern about the matter.

2. There are thirty (30) public upper secondary schools in the prefecture, and six (6) private schools. Two (2) of the public schools and one (1) of the private schools are co-educational. Definite progress has been made in establishing co-education in these three (3) schools, but essentially no progress has been made in the others, and in the part-time schools. There has been lots of talk but not much action. It seems that the educational authorities were afraid to break away, except by gradual process, from old customs. However, under the new board of education, more desirable action and progress is expected.

3. In the higher school, the normal school is not co-educational. They propose to become co-educational with the establishment of the Tokushima University of which they will become a part. The Tokushima Medical College is co-educational in that it is open to both men and women, but there are no women students registered at this time. The Tokushima Technical College is co-educational, although there are only seven (7) women attending. These women are taking the pharmacy course. The director has stated that they would be glad to have more women and that the women now attending were good students.

Lowell E. Culbertson

LOWELL E. CULBERTSON
Major, QMC
Civil Education Officer

SCHOOL INSPECTION REPORT

REPORT CONTROL SYMBOL
QCIE-01(RL)

NAME OF SCHOOL _____ DATE _____
LOCATION _____ GRADE OF SCHOOL _____
(City, Town or Village) _____
PREFECTURE _____

JURISDICTION _____
(National, Government, Prefecture, City-Town-Village, Private)

NAME OF PRINCIPAL _____ HEAD TEACHER _____
NAME OF INSPECTING OFFICER _____ UNIT _____
REASON INSPECTION _____
PERSON RESPONSIBLE FOR INFORMATION _____

I. ADMINISTRATION AND REORGANIZATION

- A. 1. Give title and date of issue of the last directive received from the Ministry of Education _____
Give date this directive was received _____
- 2. Does the administration of the school involve joint planning and discussion by the principal and the teachers? _____
Indicate by placing checkmarks (V) in the appropriate spaces which of the following matters are discussed and planned by the school staff as a whole.
 - a. The objectives of the school _____
 - b. Organization of the curriculum, and class organization _____
 - c. School discipline _____
 - d. Classroom techniques; obtaining and using instructional aids. _____
 - e. Records kept by the teachers and reports made. _____
 - f. Community relationships. _____
 - g. Functions and duties of teachers. _____
 - h. Guidance and evaluation program of the school. _____
- 3. a. Is the principal concurrently principal of another school? _____
b. What other school? _____
c. How many days a week, on the average, is the principal on the job? _____
- 4. Indicate by making appropriate entries in the spaces provided below, the steps that have been taken to reorganize the school according to the 6-3-3 ladder, and the future plans for for reorganization.
 - a. Type of school prior to 1 April 1947 (Kokumin gakko, kokumin kotoka, chugakko, koto jogakko, jitsugyo gakko, etc.) _____
 - b. Type of school at present (shogakko, new chugakko, new kotogakko.) _____
 - c. If no change has yet occurred, what does the school plan to become? (Shogakko, new chugakko, new kotogakko.) _____
 - d. What grades of the new school does it have? (1-6, 7-9, 10-12, 8-12, etc) _____

SCHOOL _____

DATE _____

- e. What grades are to be added? _____
- f. What grades are to be deleted? _____
- g. Number of teachers prior to 1 April 1947. _____
- h. Number of teachers at present. _____
- i. Number of teachers needed (figured on basis of 1.8 teachers per class of 50) _____
- j. If a secondary school, give figures on enrollment, as indicated below: _____

When
When

	June 1946	June 1947	Anticipated June 1948
7th grade	_____	_____	_____
8th grade	_____	_____	_____
9th grade	_____	_____	_____
10th grade	_____	_____	_____
11th grade	_____	_____	_____
TOTAL	=====	=====	=====

- k. Are plans being made for consolidation of towns and villages to support lower secondary schools? _____
- 5. On what date was the school last inspected by Japanese officials? _____
- 6. a. How many days a year is the school in session? _____
- b. How many hours a week is the school in session? _____
- c. How many minutes in length is the class period? _____

B. COMMENTS AND SUGGESTIONS:

SCHOOL _____, DATE _____

II. SCHOOL STAFF

- A. 1. Number of teachers -
- a. How many teachers are there on the staff?
 Men _____ Women _____ Total _____
 - b. Part time teachers _____
 - Full-time teachers _____
- TOTAL _____

2. What educational qualifications do the teachers possess?
 In the appropriate blanks below, list the number of teachers who have graduated from the type of institution specified, and the kinds of certificates they now hold:

<u>Educational Experience</u>	<u>Kinds of Certificates</u>
a. University	Primary _____
b. Higher Normal School	Higher Elementary _____
c. Ordinary Normal School	Youth School _____
d. Youth Normal School	Boys' Middle or _____
	Girls High _____
e. Women's College	Vocational Sec. _____
	School _____
f. Other Semmongakko	Nurse Teacher _____
g. Kotogakko (old type)	New Lower Secondary _____
h. Secondary (old type)	New Upper Secondary _____
i. Others	Special War Time _____
	Certificate _____
TOTAL _____	TOTAL _____

- 3. a. Does the school staff, including principal, hold regular meetings to discuss its own school problems? _____
- b. What date was the last meeting? _____
- c. What subject was discussed at the meeting? _____
- 4. a. How many groups of teachers have been formed to study specific professional problems? _____
- b. How often do they meet? _____
- c. List one important professional problem that the staff is attempting to solve now. _____
- 5. What are the most significant professional magazines received by members of the faculty? _____
- 6. a. Are the teachers utilizing the new textbook in Educational Psychology? _____
- b. How many teachers have read this textbook? _____

SCHOOL _____

DATE _____

7. Do members of the faculty visit other schools or observe good teaching practices?
 - a. How often? _____
 - b. Is there a planned schedule for such visits? _____
 - c. How many teachers have engaged in these visits during the last three months? _____
 - d. Does the school maintain its own system of demonstration teaching so that visits can be returned? _____

8.
 - a. How many teachers have attended Course of Study Conferences since 24 March 1947? _____
 - b. Of those who have attended, how many are in special study groups organized for the purpose of further adapting the Course of Study to local conditions? _____
 - c. How many of them have given demonstrations for other teachers? _____

9. How many teachers attended summer sessions or workshops in normal schools or other schools during 1947? _____

10.
 - a. How many teachers have participated in radio programs designed for school use? _____
 - b. List by subject two programs heard by members of the staff recently, on Teachers' Hour or Pupils' Hour _____

11. What are the members of the faculty doing to plan and carry out a better program in pupil guidance?
 - a. How many teachers have started a cumulative record for each pupil? _____
 - b. List the special guidance procedures they are using to get a better record of the pupils' all-around development: _____

12. Does the faculty have some means of exchanging information on new methods and practices? If so, check (V) which of the following forms it takes:
 - a. A paper, or brochure for teachers within the school. _____
 - b. Special teachers' bulletin board. _____
 - c. A faculty meeting, or designated part of one for this sole purpose. _____

13. In the judgment of the inspecting officer, is there a real in-service teacher training program in the school? _____

SCHOOL _____

DATE _____

14. a. How many hours per week does each teacher teach, on the average? _____

b. How many pupils does each teacher, on the average, teach per week? _____

15. a. How many members of the staff belong to:

1) A teachers' union affiliated with the JTU? _____

2) A teachers' union not affiliated with the JTU? _____

3) A teachers' association affiliated with JEA? _____

4) A teachers' Association not affiliated with the JEA? _____

b. How many teachers devote full time to union activities? _____

How many teachers use some school time for union activities? _____

c. What, in the opinion of the principal, are the good and bad provisions of existing union-government contracts? _____

Good Points

Bad Points

B. COMMENTS AND SUGGESTIONS:

SCHOOL _____ DATE _____

III. PUPILS

- A. 1. What is the present enrollment in the school?
Boys _____ Girls _____ Total _____
- 2. a. What percentage of pupil applicants was enrolled for the school year 1947-48? _____
b. Show the methods used in their selection by entering checkmarks (V) in the appropriate spaces -
1) Previous school record _____
2) Physical examination _____
3) Personal interview _____
4) Oral examination _____
5) Written examination _____
6) Intelligence test _____
7) Other method _____
- 3. a. Do all 7th graders attend without paying tuition fees? _____
b. Are all pupils who should be enrolled in the 7th grade actually enrolled? _____
c. Is there a monthly tuition fee for pupils above the 7th grade? _____
If so, give the amount paid per month. _____
d. Is there a program for assisting worthy but indigent students to attend school? _____
How many such students are now enrolled? _____
- 4. What was the average daily attendance in percentage for the last month? _____
- 5. a. What is the average class size? _____
b. How many are enrolled in the largest class? _____
c. How many are enrolled in the smallest class? _____
- 6. Attach a sample copy of the pupil progress report submitted to parents. _____
- 7. a. Is there active student participation in school activities through a student government system? _____
b. Is this student government group similar in its organization and purposes to the old Students' Association? _____
c. Are officers of the student government elected by the student body? _____

B. COMMENTS AND SUGGESTIONS:

SCHOOL _____

DATE _____

4. In general, do teachers encourage pupils to do some planning of their own study? _____

5. a. Where in the school program is there discussion of current events? _____

b. In what class, and when were current events topics last discussed? What was the topic discussed? _____

6. Indicate by placing a checkmark (V) in the blank opposite the items listed below whether they are used in the teaching program:

a. Radio _____ How many periods? _____ In what grades? _____
(per week)

b. Phonograph _____ How used? _____

c. Lantern slides _____

d. Kamishibai (Paper theater) _____

e. Motion pictures _____

How often? _____

f. Magazines (list two magazines used) _____

g. Newspapers (list two newspapers used) _____

7. a. Does the school have a newspaper edited by the students? _____

b. At what intervals is it published? _____

c. What is its circulation? _____

B. COMMENTS AND SUGGESTIONS:

SCHOOL _____

DATE _____

V. PHYSICAL PLANT AND EQUIPMENT

A. Adequacy of Plant and Equipment -

- 1. a. How much more land is needed for:
 - 1) Playgrounds (give) amounts in tsubc) _____
 - 2) School Farms _____
 - 3) Building Space _____
- b. Is the school having difficulty securing needed land under the provisions of the Land Reform Act? _____

2. List in the appropriate spaces the numbers of classrooms which the school now has and which it needs to carry out the reorganization program. In the case of a lower secondary school, this should be the number of additional classrooms needed to provide for the 7th, 8th and 9th grades on a compulsory basis. In the case of an upper secondary school, it should be the number of classrooms needed to provide for the anticipated enrollment in grades 10, 11 and 12.

	Existing Rooms	Additional Rooms needed
a. Ordinary classrooms	_____	_____
b. Library	_____	_____
c. Special music room	_____	_____
d. Special art room	_____	_____
e. Auditorium	_____	_____
f. Gymnasium	_____	_____
g. Health clinic	_____	_____
h. Science laboratories	_____	_____
i. Cooking laboratory	_____	_____
j. Sewing rooms	_____	_____
k. Metalwork shop	_____	_____
l. Woodwork shop	_____	_____
m. Agricultural shop and laboratory	_____	_____
n. _____	_____	_____
o. _____	_____	_____

- 3. a. Is there a live electric power line to the school? _____
- b. Between what hours is power available? _____
- c. How many rooms can be used at night? _____

- 4. a. Is there an actively operating school library? _____
- b. How many volumes does it contain? _____
- c. How many items of the following categories have been added to the library during _____ year?

- 1) Books _____
- 2) Magazines _____
- 3) Newspapers _____
- 4) Pictures _____
- 5) Phonograph Records _____
- 6) Pamphlets _____
- 7) Museum Articles _____

SCHOOL _____

DATE _____

- d. What percentage of the students use the library each day on the average? _____
- e. For how many hours each day is it open? _____
- f. Can books be checked out for home use? _____
- g. Is the library equipped with tables and chairs? _____
- h. Are fees charged for books loaned to pupils? _____

5. What are the most critical items of equipment needed by the school? Under each of the categories below, list a few critical items:

- a. Athletic equipment _____
- b. Laboratory equipment _____
- c. Classroom furniture _____
- d. Instructional equipment for ordinary classrooms _____
- e. Other equipment _____

6. Indicate below the local sources of the following supplies and equipment, and the quantity received during the last six months:

Items	Sources	Quantities
a. Pupils' notebooks	_____	_____
b. Pencils	_____	_____
c. Baseballs	_____	_____
d. Glass for windows	_____	_____
e. Desks	_____	_____
f. Chairs	_____	_____

7. Do teachers and pupils attempt to improve their school plant and grounds? (Yes or No)

- a. Constructing classroom furniture? _____
- b. Constructing instructional equipment? _____
- c. Landscaping the school ground with native plants and trees? _____
- d. Improving the sanitation of the school? _____
- e. Constructing lockers, shelves, bookcases? _____

8. Compared with other Japanese school buildings observed, is the physical condition of this school building excellent, very good, good, fair, poor, very poor? _____

- 9. a. How many classrooms are under construction now? _____
- b. How many are being planned for during all of 1948? _____

B. COMMENTS AND SUGGESTIONS: _____

SCHOOL _____

DATE _____

VI. HEALTH AND SANITATION

- A. 1. In the judgment of the inspecting officer, is the school adequately clean?
(If answer is "no", state whether condition is due to lack of cleaning facilities?) _____
- 2. Are the lavatory facilities adequate and sanitary? _____
- 3. What percentage of the students have been immunized against:
 - a. Smallpox _____
 - b. Diphtheria _____
 - c. Cholera _____
 - d. Typhoid _____
 - e. Paratyphoid _____
 - f. _____
- 4. a. Is the school equipped to offer realistic health guidance and conduct an acceptable health program? Specifically, does it:
 - 1) Maintain a health clinic? _____
 - 2) Have a full-time physician and nurse? _____
 - 3) Have a part-time physician and nurse? _____
 - 4) Give physical exams to all of its pupils? _____
 - 5) Have a policy and practice of attempting to correct defects discovered during the examinations? _____
- b. 1) At what intervals are physical examinations given? _____
- 2) When was the last one given? _____
- 3) _____
- c. Are physical examinations given by the school:
 - 1) Complete physical examinations? _____
 - 2) General physical examinations? _____
 - 3) Height and weight checks only? _____
 - 4) _____
- d. Do the physical examinations given by the school include:
 - 1) Chest X-Ray? _____
 - 2) TB test? _____
- 5. a. Is there a school lunch program? _____
- b. What percentage of the pupils are provided lunch? _____
- c. How often is it served? _____
- d. Of what does it usually consist? (Items of food)? _____

SCHOOL _____ DATE _____

6. In what subject fields is instruction in personal and public hygiene and health provided?

- a. Science courses
- b. Social studies courses
- c. Home economics courses
- d. Physical education courses

- 7. a. What is the source of water supply for the school?
- b. Give the date when it was last checked by a qualified health officer or laboratory.

B. COMMENTS AND SUGGESTIONS:

SCHOOL _____

DATE _____

VII. SCHOOL COMMUNITY RELATIONSHIPS

- A. 1. Indicate by entering checkmarks (V) in the appropriate blanks, which of the following types of organizations exist in the school. Indicate in the appropriate space the frequency of the meetings of each group:

	<u>Frequency of Meetings</u>		
	<u>Weekly</u>	<u>No. of times Monthly</u>	<u>No. of times Yearly</u>
a. Mothers' Club	_____	_____	_____
b. Fathers' Club	_____	_____	_____
c. Brothers' Club	_____	_____	_____
d. School Supporting Association	_____	_____	_____
e. Parents Association	_____	_____	_____
f. New-type Parent-Teachers Association	_____	_____	_____
g. _____	_____	_____	_____

2. After each of the functions listed below, indicate which of the above organizations perform them by entering the letter or letters which signifies the particular organization as listed above. (E.g., if the Mothers' Club provides financial support for the school, place an "a" in the space opposite that function. If the new-type Parent-Teachers Group also performs that function, place an "f" in the same space.)

a. Providing financial support for the school.	_____
b. Studying the growth and development of children.	_____
c. Attempting to solve community educational problems.	_____
d. Discussing school problems and affairs.	_____
e. Assisting needy children in attending school.	_____
f. Co-ordinating home and school training.	_____
g. Improving and beautifying the school buildings and school grounds.	_____
h. Instituting a better health program.	_____
i. Assisting in the school lunch program.	_____
j. Taking care of the physically and mentally handicapped.	_____
k. _____	_____
(Additional functions)	

3. a. How are officers of the parent-teachers group selected, by election or appointment? If by appointment, by whom? _____
- b. Is the present head of the association a teacher, principal, or parent? _____
- c. What was main subject discussed at last meeting of the association? _____

SCHOOL _____

DATE _____

- d. Are parents encouraged to visit the school? _____
 - e. How many parents have visited the school during the past three months? _____
4. For what purposes other than the regular classes for school children is the school plant used? (Check (V) appropriate spaces).
- a. Playground and gymnasium activities by young people of the whole community who desire them. _____
 - b. Use of cooking laboratory by women of the community. _____
 - c. Use of agricultural laboratory by farmers. _____
 - d. Other adult education classes. _____
 - e. Part-time classes for working youth. _____
 - f. Community social affairs. _____
 - g. Public forum progress. _____
 - h. Citizens' Public Hall activities. _____
 - i. Use of school library by community. _____
5. a. Does the school curriculum include a study of actual current problems which exist in the community? _____
- b. In what subject fields are these problems studied? _____
- c. List two community problems now being studied by the school. _____

B. COMMENTS AND SUGGESTIONS:

D-R-A-F-T

CHECK LIST

For Regional Military Government
Civil Information & Education

(For information and guidance only: This check list will only be as valuable as you make it. Some items are simple "yes" or "no" in nature, but others are designed to direct attention to areas of activity. In the latter case, the regional officer is invited to ask himself and his staff more detailed questions; to define the areas, problems, activities clearly; to formulate definite plans of assistance and action to meet the existing situations.)

1. Information Program

- a. Is the civil information program coordinated with other military government section activities at regional level?
- b. How have you encouraged and assisted the prefectural teams with their information programs and activities?
- c. Are films promptly received by teams and effectively exhibited?
- d. What measures have been taken to facilitate the use of films in rural areas?
- e. What measures have been initiated to implement paragraph 6, 7, 8, and 9 of OD 57, this headquarters, dated 16 August 1947, subject: "Civil Information Activities".

2. CI&E Reading Rooms and Citizens' Public Halls

- a. Have you visited CI&E reading rooms and citizens' public halls in the prefectures?
- b. Are citizens' public halls activities showing healthy growth?
- c. What assistance and guidance have you been able to give to team officers concerning reading rooms and citizens' public halls activities?

3. Civil Education Program

- a. What have you done to encourage and assist teams with each of the projects outlined in paragraph 2, OD 19, 1947?
- b. What handicaps are being met in carrying out these projects?
- c. What phases or techniques have been especially successful?

D-R-A-F-T

d. Which of the projects outlined in paragraph 3, OD 19, 1947, are already under way? When will others be initiated?

e. Has supply of textbooks been uniform to prefectures of the region? How nearly adequate?

f. What difficulties have arisen in inaugurating the 7th year of the 6-3 plan this year? Has compulsory education been overlooked or evaded?

g. Has long range planning begun for the 8th year in 1948 and for the 9th year in 1949?

4. Prefectural Education Officials

a. Have any prefectures reported Japanese officials as unsuitable and undesirable, but apparently unremovable?

b. What assistance are you able to give teams in obtaining the appointment of qualified prefectural education officials?

5. What assistance or guidance to teams has been necessary with regard to screening committees?

6. School Inspections

a. Have you accompanied any team officer on a recent school inspection?

b. What measures do you suggest to improve the quality of school inspections?

c. Have you noted any outstanding techniques used by team officers in school inspections?

d. Are the problems met in school inspections about the same for all teams?

e. What are currently outstanding problems?

f. Are inspection reports forwarded on time?

7. Have any violations of religious directives been reported requiring action?

8. Does the Japanese Arts and Monuments Field Inspector maintain liaison with your office and inform you of significant activities?

9. Personnel

a. Have duties of each staff member been clearly defined?

D-R-A-F-T

b. Are weekly staff conferences held?

c. Do you make an effort to solve the problems and difficulties being faced by CI&E personnel in the prefectures?

10. Charts, Maps, and Visual Aids

a. Are maps of region and each prefecture posted?

b. Do maps show status of school inspections within the past year?

+ c. Are charts posted showing visually status of teacher screening, number of schools of each type, number of schools inspected, etc.?

11. Files. Do you maintain:

a. Suspense file for reports?

b. Subject file on policy as expressed by directives, personal interviews, telephone calls, etc.?

c. Record of significant telephone calls and interviews?

d. Up-to-date correspondence file?

e. File of weekly and monthly plans?

12. Reports

a. How are reports from teams processed by region CI&E?

b. How is useful or unusual information, obtained from the reports of one team, circulated for the benefit of other teams?

c. What assistance and guidance are you able to give in the solution of problems noted in the reports?

F
#414
254

1. Administration

- a. Schedule of classes (is schedule being followed?)
- b. Schedule of subjects in each class; length of class period.
- c. Title and date of last directive received from Ministry of Education?
 - 1) Date received.
- d. Date of last faculty meeting.
 - 1) Subjects discussed.
 - 2) How often are faculty meetings held?
- e. If a new lower secondary school. Number of pupils--

	June 48	June 49
7th gr. _____	_____	_____
8th gr. _____	_____	_____
9th gr. _____	_____	_____
- f. On what date was the school last inspected by a Japanese official?
- g. How many hours a week is the school in session?
- h. Number of teachers: Men _____ Women _____

All full-time?
- i. What was the average daily attendance last month? How is absence checked?
- j. How often is progress report submitted to parents?

2. In-service training

- a. How many groups of teachers have been formed to study specific professional problems?
- b. How often do they meet?
- c. What specific problems?
- d. What professional magazines are received by teachers?
- e. Do teachers visit other schools to observe classes?

How often?

How many teachers made visits during past 3 months?

Spec 1

f. What other means of in-service training:

- 1) use of Teachers' & Pupils' Radio Hour?
- 2) Teachers' reference library?
- 3) request assistance of Teacher Consultants?
- 4) conferences, summer school?

g. What is faculty doing to plan better program of pupil guidance

- a) has handbook on guidance been received?
- b) cumulative record, interviews?

h. Does faculty have means of exchanging information on new methods and procedures?

3. Student self-govt

- a. purpose
- b. organization
- c. accomplishments
- d. meetings and elections

4. Observation of classes

comments

5. Health & sanitation

- a. Is the school clean?
- b. Are lavatory facilities adequate and sanitary?
- c. Does the school have a full-time or part-time nurse?
- d. How often are health examinations given?
- e. What is source of water supply for school? When last checked by a qualified health officer or laboratory?

f. Physical education

How many hours of health training per month?
What health subjects are taught in each year?
Who supervises this course?

C.E.OFFICER

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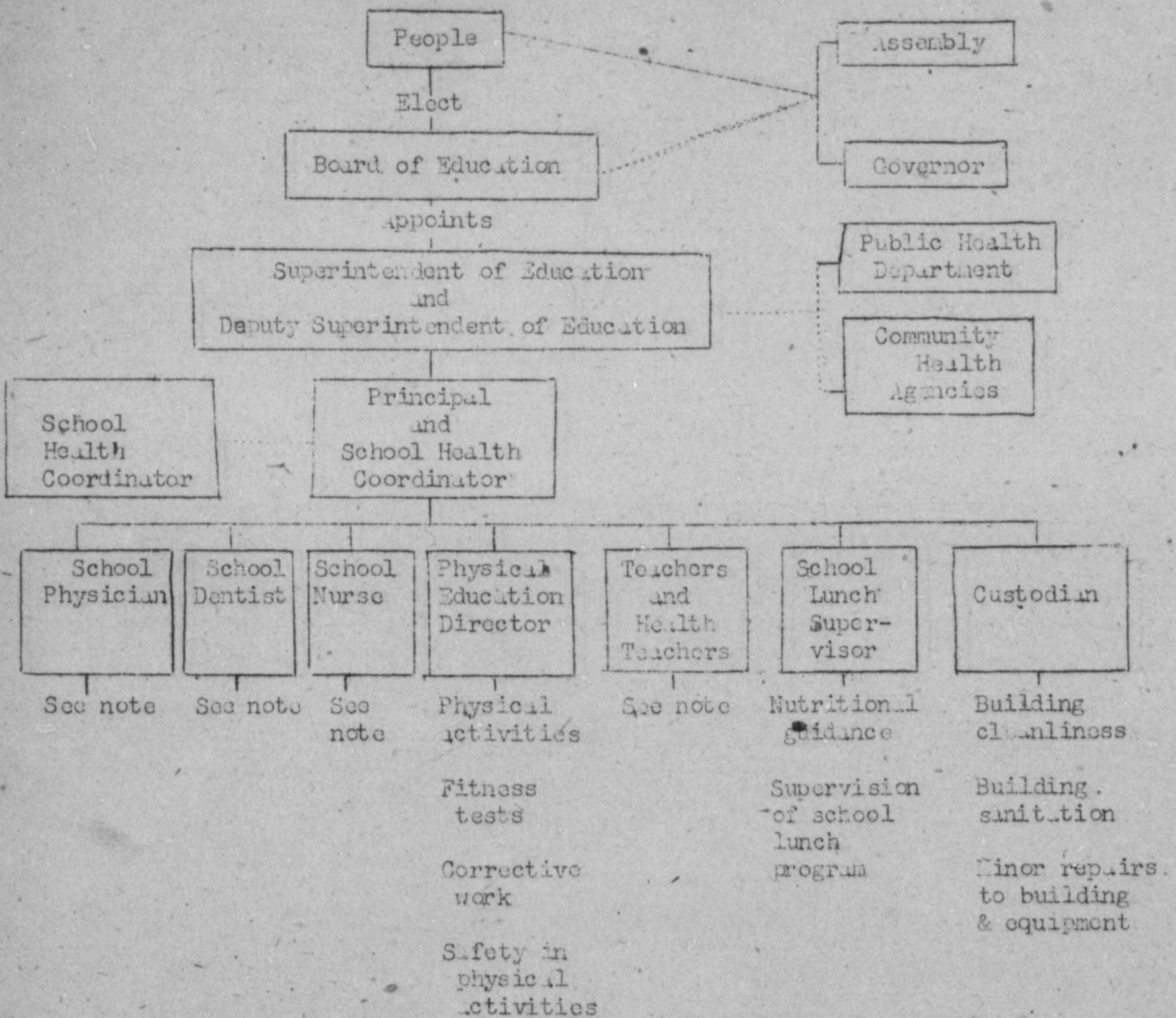
SCHOOL HEALTH PROGRAM

Health is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.

-- World Health Organization --

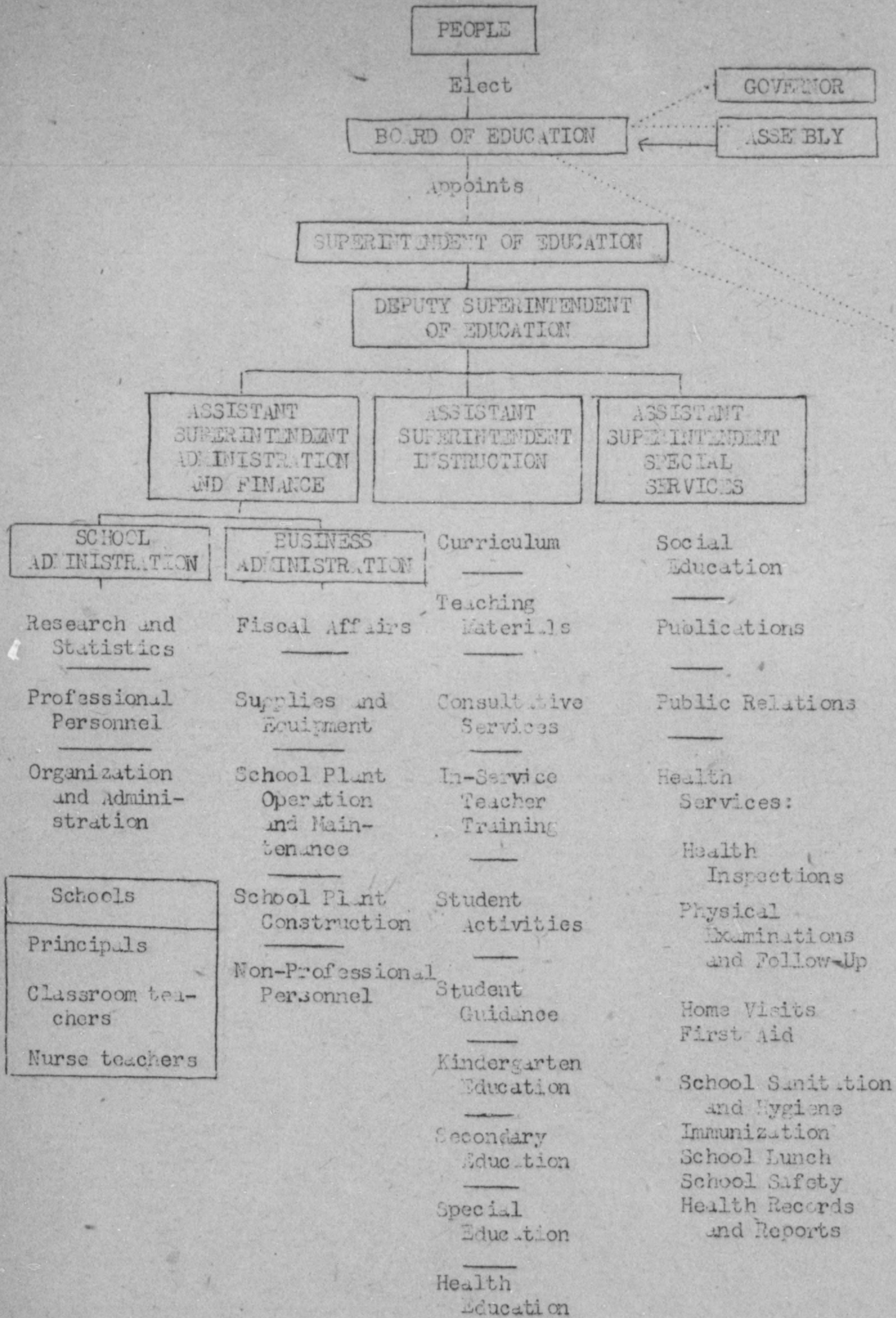
- A. Scope
 - B. Organization and Administration
 - C. Personnel
 - D. Facilities
 - E. Finances
 - F. Cooperation with Other Agencies
 - G. Appraisal and Evaluation
 - H. Supplementary Data
1. The School Health Director or Coordinator
 2. The School Administrator
 3. The School Physician
 4. The School Nurse
 5. The Teacher's Role in Health Program
 6. Duties of Public Health Department
 7. Legal Bases for Health Program

SUGGESTED PLAN FOR ORGANIZATION OF THE HEALTH PROGRAM IN THE INDIVIDUAL SCHOOL



Note: See School Health Program for explanation of duties.

ORGANIZATION CHART FOR SCHOOL HEALTH PROGRAM



PUBLIC HEALTH DEPARTMENT

MEDICAL ASSOCIATIONS

Establishing Standards

NURSES ASSOCIATION

Licensing of Health Personnel

WELFARE AGENCIES

Recruiting and Training of Health Personnel

PARENT TEACHER ORGANIZATIONS

Advisory Services:

EDUCATION ASSOCIATION

Program Techniques

WOMENS ORGANIZATION

Coordination Services:

LOCAL GOVERNMENT UNITS

Schools
Government Agencies
Private Welfare Agencies
Parents
PTA