5. Pupil Selection

As mentioned earlier, there will be no selection of pupils entering 7th grade in 1947-48, but only a matter of distribution of pupils among schools offering 7th grade work.

The only grade this year where because of limited facilities there will need to be selection of pupils from among many applicants will be the 9th grade of girls' high schools, vocational schools, and night schools, requiring for entrance graduation from the 8th grade of upper elementary school.

The fairest way for such selection to be made would be to accept all applications as they are received from pupils who have completed the 8th grade work and who have a good health record, until the number who can be accommodated by the school has been reached.

Such written examinations and oral examinations as have been used in previous years are not recommended for either public or private schools in the new educational program. If a school which must select pupils entering the 9th grade this year is not willing to accept them in order of application received, then the school record and a personal interview might be used for ranking applicants for admission. All students whose rank places them within the number which can be accommodated could automatically be accepted. Both the school record and the personal interview have been utilized to some extent by many schools, so that the procedure is familiar to many educators.

In using the elementary school report compiled from the pupil's school record, the following information should be considered:

(a) Attendance record

(b) Elementary school evaluation of work in school subjects

(c) Personality traits and habits such as cooperation with others, honesty, responsibility, leadership, efficiency, industry, orderliness, punctuality, respect for others, unselfishness, ingenuity.

(d) Special abilities shown through school work in science, art, music, business, farming, etc.

(e) Rank of applicant in his elementary school class determined by combined judgment of principal and teachers. The entire class should be divided into six groups according to personality, habits, and quality of work in school subjects. The groups should be labeled as group 1, group 2, group 3, group 4, group 5, group 6, rather than superior, inferior, etc. Group 1 could include the most able students, and group 6, the least able. The number of pupils falling within each of the six groups would not be the same, but would vary considerably. Generally in an average class, larger numbers of

pupils would fall in group 3 and in group 4 than in the other groups. The number of the pupils in each group should be given at the end of the list with the number of pupils in the whole class. The report of the entire class might be given as in the past.

The aim of the personal interview is to observe expressions of character and personality of the applicant as revealed in discussion between staff members of the secondary school and the pupil.

The interview should be a friendly conference in one room only, between the pupil and the school principal and a small number of teachers. Such an interview cannot be successful if the staff group is large. The attitude of the staff should put the pupil at ease so that his reactions will be natural.

Questions or subjects for discussion should be chosen to reveal the pupil's character, his reaction to subjects discussed rather than his knowledge of facts, his maturity as revealed by his evaluation of matters discussed in comparison with maturity to be expected in a boy or girl of this grade. Discussion with different pupils should be developed along various lines rather than allowing it to become uniform for the group of applicants.

The personal interview for all applicants should not be limited to one day, but different pupils could be interviewed over a period of several days or weeks.

6. The Physical Inspection

The physical inspection should be made by a physician representing the school which the applicant wishes to enter. It is useful only in

PART III

REORGANIZING THE SCHOOL SYSTEM BY THE 6-3-3 PATTERN

eliminating students not physically able to carry the work of the grade, and should not be included in factors by which pupils applying to enter are ranked for admittance. The inspection should aim mainly to reveal sickness or physical abnormality.

III. Reorganizing the School System by the 6-3-3 Pattern

1. Introduction

During the past few months a great deal has been published about the 6-3-3-4 plan of school reorganization. The adoption of this plan was recommended on December 27, 1946 by the Japanese Education Reform Council, and it is endorsed by the Ministry of Education. This plan provides that each child shall receive his first six years of formal education in the elementary school (except where he attends kindergarten, in which case six years are spent in the elementary school in addition to training in kindergarten). After completing the 6th year of elementary school, the pupil is eligible to enter a 3-year lower secondary school. According to the provisions of the school law which likely will be presented to the Diet during the current session, by 1949-50 attendance through the 9 years of these two schools will be compulsory for all children in the nation. Beyond the lower secondary school there will be a 3-year upper secondary school which each pupil completing the work of the lower secondary is eligible to enter; and beyond that a 4-year daigaku.

The public upper secondary schools which have attached lower secondary schools should not admit the graduates of the attached lower secondary schools in preference to the graduates of other schools. This principle does not apply to private schools which have both upper and lower secondary schools under the same management. This recommendation does not apply to pupils attending middle schools during the school year 1946-47 but it does apply to students entering the 7th grade at the beginning of the school year 1947-48.

Perhaps the most important single advantage this plan of

organization has over the present system is that it provides for continuous progress through school for all children through the 9th grade, and through the upper secondary school and the university for those who choose to attend. The present system of maintaining middle and high schools for only approximately twenty percent of the children of the nation and terminal elementary and youth schools for the remaining eighty percent is undemocratic, wasteful of potential talent needed in the reconstruction of the nation, and unsound educationally.

This study is concerned with bringing into existence only the two levels of secondary schools. Reorganization under the 6-3-3 pattern involves the elementary school only to the extent that its 7th and 8th grades become a part of the lower secondary school.

2. Description of the Lower Secondary School

(a) Definition and Purposes

The lower secondary school receives all pupils after they complete the 6th and final year of the elementary school. The same curriculum is available to all boys and girls with some opportunity for adjustments as desired to meet individual needs, interests, and aptitudes. The principal aim of the school is to help the nation's young people to become healthy, responsible, thinking citizens, eager to develop their innate abilities. The curriculum places emphasis on development of individuality and personality, and the ability to participate effectively in community life, with provision for guidance and some training in vocations. Its work is based on educational principles drawn from psychology, sociology, and other sources which have been established as necessary for the wholesome growth of boys and girls from twelve to sixteen years of age.

(b) Length of Course

The course of the three-year lower secondary school comprises grades 7, 8, and 9. In case additional years are added to a community school system beyond the 9th grade, they should be considered work on the upper secondary school level and become part of an upper secondary school. No terminal courses should be added to the lower secondary school.

(c) Contiguous to the Elementary School

The lower secondary school should be the only school contiguous to the elementary school and should become an independent school as soon as possible. This means that all pupils will enter the lower secondary school upon completion of the 6th grade of the elementary school. This principle is basic to democratic educational opportunity. The same curriculum will be recommended for all 7th, 8th, and 9th grade classes in the school year 1947-48, regardless of the present type of school in which such work is offered.

(d) Location

Because education will be compulsory and without entrance examinations through grades 7-9, every village, city, and town should provide local lower secondary educational opportunities for the entire school population in grades 7-9. Larger villages should establish at least one such school, but smaller villages might combine with other nearby villages to maintain a lower secondary school. Cities and towns may need a number of such schools.

(e) Free Compulsory Attendance

Attendance through the 3 grades of the lower secondary school should be free and compulsory by 1949-50. The draft of a law to provide for

this will likely be presented to the Diet during the present session. This draft provides for extending compulsory attendance to the 7th grade during the school year 1947-48; to the 8th grade during the school year 1948-49; and to the 9th grade during the school year 1949-50. This does not mean that construction of the entire lower secondary school needs to wait for compulsory attendance through its 3 years. Communities are urged to go ahead and build their lower secondary schools as rapidly as possible in order to extend educational opportunities for those who desire to enter the 8th and 9th grades. The national government proposes to make education free and compulsory on the 7th grade level during 1947-48 by eliminating tuition at this level in the government and public schools, assuming the obligation to pay tuition in non-public schools which desire to cooperate on this basis, and by making some provision for additional teachers and additional classrooms. Private schools which do not enter into the government compulsory system are free to continue to charge tuition. If, with their present facilities and such facilities as they can add, some local communities can provide 8th and 9th grade education for those who wish to attend, they are encouraged to go ahead and organize the complete lower secondary school, or as much as is possible, during the 1947-48 school year.

(f) Coeducation

It is recommended that all public schools and government schools should become coeducational but the matter should be determined by citizens of the community. Coeducation is recommended for greater economy, more effective use of teachers, and extension of the educational

areas in which boys and girls in grades 7-9 learn to associate normally, and thus form a nucleus of students who can become leaders in developing more nearly equal relationships between the sexes. The final decision as to whether a school is to become coeducational should be made by the citizens of the community which the school serves. Private schools are also free to make their own decisions regarding coeducation.

(g) Full-day System

In its completed form the lower secondary school should be a full-day school, and night school work should not be recognized on this level. For this year, students should have opportunity to complete the 9th grade of the curriculum by either full-time or night school attendance. The part-time system should offer the same curriculum and require the same standards of work as the full-day system, and often, but not necessarily always, be under the same administration.

(h) Separate Buildings, Full-time Principals and Teachers

It is desirable for elementary, lower secondary, and upper secondary schools to be housed in their own separate buildings. Throughout the country, grades 7 and 8 of the present elementary schools will form the nucleus of the lower secondary school. For the present, where grades 7 and 8 are housed in the same building with grades 1-6, it may be necessary, in most cases, for them to continue in the same classrooms used at present. In many cases, a few new classrooms will be needed to house the new 9th grade. Although housed in rooms adjacent to the elementary school, grades 7-9 should be organized as a lower secondary school, administered if possible by its own principal. Since the first three years of the present middle school become grades 7, 8, and 9 of the lower secondary school, it

is likely that at first these grades and the 10th and 11th grades of the upper secondary school will need to exist in the same building. As soon as possible each type of secondary school should have its own principal and separate teachers. In all matters, the lower secondary school should be developed in close relation with other nearby lower and upper secondary schools, rather than with the elementary school, as it is designed to serve the special needs of adolescent youth. This basis, rather than the external fact that the elementary and lower secondary schools are considered the compulsory attendance units, should determine the relationships among the three schools.

The lower secondary school should be staffed by principals and teachers who are especially qualified on the basis of practical experience, background, and ability to guide the development of early adolescent youth. In cases where teachers qualified according to this definition are not found, measures should be taken for the re-education of available teachers. If necessary, in small lower secondary schools, one principal might administer more than one secondary unit or combine teaching with administration. It is desirable for the lower secondary school to employ full-time teachers rather than for teachers to divide their time with either the elementary grades or upper secondary grades.

(i) Curriculum

The curriculum for 1947-48, given in Appendix I, which will be published in the course of study, will apply to all 7th, 8th, and 9th grade students, regardless of the present type of school in which the

work is offered. Table I below will be helpful in determining the curriculum for each different type of school.

TABLE I.

The New Lower Secondary School Curriculum	Higher Elementary School	Secondary Schools Requiring Completion of 6th Grade of Elementary School for Entrance			Secondary Schools Requiring Completion of 8th Grade of Elementary School for Entrance		
		Boys' Middle Schools	Girls' High Schools	Vocational Middle Schools	Boys' Night Middle Schools	Girls' Night Middle Schools	Vocational Middle Schools
New Curriculum for 7th grade applies to....	1st yr.	1st yr.	1st yr.	1st yr.	--	--	--
New Curriculum for 8th grade applies to	2d yr.	2d yr.	2d yr.	2d yr.	--	--	--
New Curriculum for 9th grade applies to ...	Special Course	3d yr.	3d yr.	3d yr.	1st yr.	1st yr.	1st yr.

(j) Time of Implementation

The lower secondary school will come into existence on April 1, 1947. This does not mean that it can exist in its completed form on that date, but grades 7, 8, and 9 in existing schools will correspond to grades 7, 8, and 9 of the lower secondary school. The table above shows the position which grades 7, 8, and 9 of existing schools should occupy in the new lower secondary school. Full development will be achieved year by year and communities will vary in their rate of development.

3. Description of the Upper Secondary School

(a) Definition and Purposes

It has been noted that one of the purposes of the lower secondary school is to explore vocation and general education aptitudes and interests. The upper secondary school, which completes secondary education, makes provision for a more or less complete training in the fields chosen as a result of work in the lower secondary school, whether the pupil wishes to prepare to enter university or to enter a vocation. It provides diversified curricula by means of which a pupil, once his decision is reached, is able to pursue work systematically planned with reference to his cultural and vocational needs as an individual and as a member of society. Such curricula should be arrived at through analyses of present and probable future demands of industrial, business, professional and social life. In many localities the same upper secondary should prepare pupils to enter university or to enter a vocation. In metropolitan and in some other particular localities specialized schools on the upper secondary level should be established. The curriculum for upper secondary schools provides for both types of schools - those with a comprehensive program and those which specialize in training pupils for a definite specialized vocation.

(b) Length of Course

The fundamental course of the upper secondary school should be three years in length, and comprise grades 10, 11, and 12. This school should be prepared to receive all students who desire to continue their formal schooling after completing the 9th year of the lower secondary school. Any work offered in the regular upper secondary school and any additional work offered in a particular field or vocation should be on the

secondary level, and not on the daigaku level.

(c) Location

Upper secondary schools should exist in sufficient number and in such locations that all who desire may attend. New upper secondary schools should be planned on the basis of school population surveys. Eventually each prefecture should be divided into permanent school districts, with one or more upper secondary schools serving each district. Cities should establish as many upper secondary schools as needed for those who desire to attend. Larger towns may be able to establish one or more such schools, but in general, it will be necessary for villages to combine to maintain an upper secondary school.

(d) Non-Compulsory Attendance

The present aim should be to make attendance thr ugh the three grades of the upper secondary school free but not compulsory. Although the goal of providing free education in the upper secondary school should be realized as soon as possible, it is planned that the national government will assume the obligation for elimination of tuition in the public schools and payment of tuition in such private schools as wish to cooperate in this way only on the seventh grade level during the school year 1947-48.

(e) Coeducation

Many schools on this level and particularly vocational schools now serving only boys should be encouraged to become coeducational. One fundamental principal of the new system of education is that there shall be equal educational opportunity for both boys and girls, and it

likely will not be possible to establish girls' vocational schools with standards equal to boys' vocational schools at the present time. The matter should be determined by the community for each school. Economy of teaching staff, finance, building space, and the preference of the community served should all be considered in making a decision. Coeducation is not achieved merely by boys and girls being housed in the same school or in the same classroom; but it implies joint planning and carrying out of school work and life by boys and girls together.

(f) Full-time and Part-time System

All curricular offerings of the upper secondary school should be available to full-time, night school, and part-time students. Present youth schools of all levels should be discontinued by 1948-49. New part-time schools should maintain the same standards of teacher preparation and of student work as required by full-time schools, of which they may be a part. Although students should be required to perform the same standard of work and the same amount in part-time as in full-time schools, they should be allowed a longer period in the part-time school in which to complete it. Upon completion of the required curriculum, part-time students should receive the same type of graduation certificate as awarded full-time students.

(g) Separate Buildings, Full-time Principals and Teachers

The upper secondary school eventually should have a plant of its own. Buildings for new schools should be designed to meet the needs of the pupils who are to occupy them, and should be planned around the curriculum. The comprehensive upper secondary school, as defined in paragraph 3 (a) will prepare students to enter a university or to enter a vocation. Planning of buildings and equipment should be preceded by a thorough study

of the needs of the students.

The upper secondary school should be staffed by principals and teachers who are qualified on the basis of practical experience, background, and ability to fulfill the purpose of the upper secondary school as defined in paragraph 3 (a).

(h) Curriculum

The full curriculum for the upper secondary schools for 1947-48 will be published in a special bulletin. Separate curricula are provided for the comprehensive upper secondary school and the specialized vocational schools. The curriculum for the upper secondary school will apply to the schools and grades indicated in Table II.

TABLE II

The New Upper Secondary School Curriculum	Secondary Schools Requiring Completion of 6th Grade Elementary School for Entrance			Secondary Schools Requiring Completion of 8th Grade Elementary School for Entrance		
	Boys' Middle Schools	Girls' High Schools	Boys' and Girls' Vocational Middle Schools	Boys' Night Middle Schools	Girls' Night Middle Schools	Vocational Middle Schools
New Curriculum for 10th grade applies to	4th yr.	4th yr.	4th yr.	2nd yr. 3rd yr.	2nd yr. 3rd yr.	2nd yr.
New Curriculum for 11th grade applies to	5th yr.	5th yr. Additional year to be added where 5th year does not exist	5th yr.	3rd yr. 4th yr.	3rd yr. 4th yr.	3rd yr.
New Curriculum for 12th grade applies to ...	Additional year to be added	Additional year to be added	Additional year to be added	Additional year to be added	Additional year to be added	Additional year to be added

(i) Time of Implementation

It is planned that the upper secondary school will be established in the school year 1948-49. This does not mean that in all communities it will have three years of work at first; but the 4th and 5th years of boys' middle schools, girls' high schools, and vocational middle schools, which require for entrance completion of the 6th grade of elementary school will become the 10th and 11th grades of the upper secondary school wherever they exist. This applies in the same manner to the 2nd and 3rd years of vocational middle schools which require for entrance completion of the 8th grade of the present higher elementary school. All of these schools should plan to expand to include the full three upper secondary years. Local communities are encouraged to add additional years to the present course of one or two years as rapidly as they are able.

4. Implementing the 6-3-3 Organization

(a) Step-by-Step Process

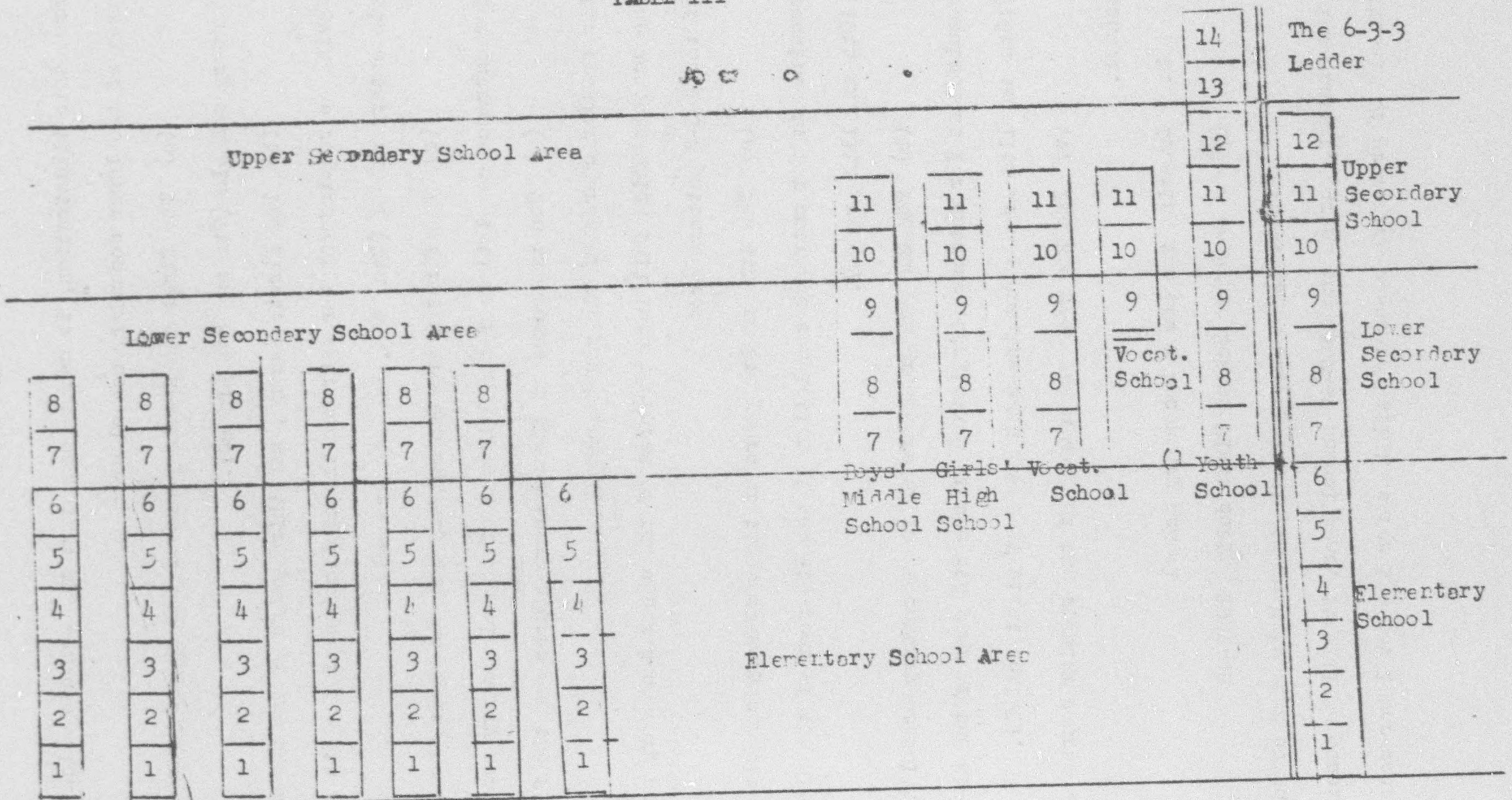
The plan described above may seem overly ambitious, but only so when it is assumed that complete and separate lower and upper secondary schools must be constructed before the system can be adopted. There are many practical problems which must be solved before it can be placed into effect over the entire nation. The efforts of all people are needed for the solution of these problems, and it is important to begin with the concept that putting this plan into action must be a step-by-step procedure. A constant attempt should be made during the first year (1947-48) by pupils, teachers, parents, school administrators, and the general public to work out reorganization problems. Between April 1, 1948 and April 1, 1949, problems still left unsolved should be dealt with. Each school year should

be a period during which the utmost efforts of each community are directed at the solution of educational problems.

(b) Local Schools and the 6-3-3 Pattern

In order to illustrate the manner in which the existing schools fit into the 6-3-3 pattern, the school system of a typical small city is analyzed in Table III below. This city has six 8-year elementary schools, one 6-year elementary school, one boys' middle school, one girls' high school, one vocational school beginning at the 7th grade (having as a requirement for entrance completion of the 6th grade of the elementary school), one vocational school beginning at the 9th grade (having as a requirement for entrance completion of the 8th grade or higher course of the higher elementary school), and a youth school with the ordinary course, regular course, and post-graduate course. Located at the right-hand side of Table III is the typical 6-3-3 ladder.

TABLE III



(1) Present Youth School Grades indicate a minimum of 210 hours of school work each year.

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From this illustration, it can be seen that the schools which fall into the area of the lower secondary school are:

(a) The first and second years of the higher course of the elementary schools (7th and 8th grades).

(b) The first, second, and third years of the secondary schools having as requirement for entrance the completion of the 6th grade of the elementary school (7th, 8th, and 9th grades).

(c) The first year of secondary schools having as the requirement for entrance completion of the 8th year of the elementary school (9th grade).

(d) The two years of the ordinary course and the first year of the regular course of the youth school.

The schools which fall into the area of the upper secondary school section of the 6-3-3 pattern are:

(a) The 4th and 5th years of the secondary schools having as the requirement for entrance completion of the 6th year of the elementary school (10th and 11th grades).

(b) The 2nd and 3rd years of the secondary school having as the requirement for entrance completion of the 8th year of the elementary school (10th and 11th grades and the 12th grade of night school).

(c) The 2nd year and upward of the regular course of the youth school.

5. Creating the Lower Secondary School

(a) A Separate School Plant during 1947-48

Initially a survey should be made by each community to determine whether, during the 1947-48 school year, it will be possible to achieve the aim of providing separate buildings for the new lower secondary school.

Persons responsible for reorganization should determine whether:

(1) A building or buildings can be constructed.

(2) There exist within the community buildings which may be utilized for this purpose.

In the event a separate building can be procured or constructed and equipped, reorganization becomes the process of transferring the 7th and 8th grades from the elementary schools to the new building and adding a 9th grade.

(b) Converting the Separate Higher Elementary School into a Lower Secondary School.

Where a higher elementary school, consisting of grades 7 and 8, exists separately from the 6-grade elementary school, its conversion into a lower secondary school simply means the addition of another year of school work and the use of the new curriculum for the 7th, 8th, and 9th grades. Where the 9th grade is added, provision of suitable equipment and facilities will be made as a matter of course. Table IV below shows the increase in teachers and classrooms which would be necessary in the case of expansion of a typical higher elementary school into a 3-year lower secondary school.

Table IV Converting a Higher Elementary School into a Lower Secondary School

(a) Present Higher Elementary School showing number of pupils, classes, classrooms, and teachers during the school year (1946-47).

Grade	Enrollment	Classes	Classrooms			Teachers		
			Ordinary Classrooms	Special Classrooms	Total	Those in Charge of Classes	Special	Total
7th	424	8	8			8		
8th	384	7	7			7		
Total	808	15	15	4	19	15	4	19

(b) The Sand School with ninth grade added showing number of pupils, classes, classrooms, and teachers of the lower secondary school (1947-48).

Grade	Enrollment	Classes	Classrooms			Teachers			
			Ordinary Classrooms	Special Classrooms	Total	Based on the pupil-teacher ratio of the higher elem. school			Based on the pupil-teacher ratio of the new lower secondary school
						Those in Charge of Classes	Special	Total	
7th Grade	(1) 551	11	11			11			(4) 22
8th Grade	424	8	8			8			(4) 16
9th Grade	(2) 324	7	7			7			(4) 14
Total	1299	26	26	7	33	26	(3) 6	32	(4) 52

Footnotes:

(1) The number 551 is an estimate of the enrollment in the 7th grade next year calculated on the supposition that the number of pupils who enter the 7th grade on April 1, 1947, will be greater than the present number enrolled in the 7th grade (424) by 30%.

(2) The estimated number of students who will enroll for the 9th grade next year (324) is based on the supposition that the present number enrolled in the 8th grade (384) will be decreased by those who enter middle schools which require completion of the 8th grade as a qualification for entrance, and those who enter a vocation on completion of the 8th grade. The total number of these two groups, based on studies of school graduates is estimated at 60.

(3) Six special-subject teachers would be required to supplement the work of the 26 teachers in charge of classes in case the higher elementary school pupil-teacher ratio is used.

(4) The number of teachers required for the new lower secondary school is calculated on the desirable pupil-teacher ratio of two teachers per class. This ratio should be accomplished as soon as possible, but where necessary any lower secondary school may have a higher ratio of pupils per teacher.

(c) Sharing Facilities of the 8-Year Elementary School with the Lower Secondary School

Where the 2-year higher elementary school does not exist separately but is an integral part of an 8-year elementary school, the problem of bringing the lower secondary school into existence is substantially the same. The ideal solution is to find another site for the lower secondary school, transfer the 7th and 8th grades to the new building, and add a 9th year. It is realized that in many cases it will be necessary for the time being to expand the present building or buildings to provide room for 9th grade. Tables V, VI, VII and VIII which follow illustrate what this expansion would mean to a typical community which now has an 8-year elementary school. Table V gives information on the enrollment, number of classes, number of classrooms and number of teachers during the present school year (1946-47). Tables VI, VII, and VIII illustrate the increased enrollment and the expanded needs for classrooms and teachers if a lower secondary school is established on the same campus.

TABLE V

An 8-year Elementary School Before Adjusting to 6-3 Pattern (1946-47)

GRADE	ENROLLMENT			Classes	CLASS ROOMS			TEACHERS			
	Boys	Girls	Total		Grd. Classrm.	Special Classrm.	Total	Teacher in Charge of Classes		Special Teachers	Total
								Male	Female		
1st	125	116	241	4	4			1	3		
2nd	92	112	204	4	4				4		
3rd	130	126	256	5	5				5		Prim.
4th	131	127	258	5	5			1	4	0	Crse.
5th	137	134	271	6	6			2	4		
6th	129	109	238	5	5			3	2		
7th	84	59	143	3	3			2	1	2	Highr.
8th	58	45	103	3	3			2	1		Crse.
Total	886	828	1,714	35	35	8	43	11	24	2	37

TABLE VI

Status of 6-year Elementary School Adjusted to 6-3 Pattern (1947-48)

GRADE	ENROLLMENT	CLASSES	CLASSROOMS			TEACHERS (In charge of classes)
			Ordinary	Special	Total	
1st	(1) 241	(2) 5	(2) 5			(2) 5
2nd	241	(2) 5	(2) 5			(2) 5
3rd	204	4	4			4
4th	256	5	5			5
5th	268	5	5			5
6th	271	6	6			6
Total	1,481	30	30	5	35	30

(1) Number of pupils entering 1st grade assumed same as 1946.

(2) Pupils divided into 5 classes instead of 4 as in Table III to decrease each teacher's work.

TABLE VII

Status of 3-year Lower Secondary School Adjusted to 6-3 Pattern (1947-48)

GRADE	ENROLLMENT	CLASSES	CLASSROOMS			TEACHERS			
			Ordinary	Special	Total	On the same level as Kotoka			On the level of the lower Sec. Sch.
						In charge of class	Special Teachers	Total	
7th	238	5	5			5			(4) 10
8th	143	3	3			3			(4) 6
9th	(1) 83	2	2			2			(4) 4
Total	464	10	10	(2) 4	14	10	(3) 3	17	(4) 20

(1) The number 83 is an estimated one calculated on the supposition that the enrolled 103 pupils for the 8th grade of higher elementary for 1946 will be decreased by 20 who enter middle schools which accept students finishing the 8th grade of the elementary school; and who enter a vocation on finishing the 8th grade of the elementary school.

(2) Number of special classrooms is increased by 1 -- refer to Table V and Table VI

(3) Number of special teachers in the case of higher elementary school is fixed at 3 for 10 classes.

(4) Number of teachers in the lower secondary school is calculated by the ratio of 2 teachers per class.

Kotoka - higher elementary school

TABLE VIII

Status of Combined Lower Secondary School and 6-year Elementary School
Adjusted to 6-3 Pattern (1947-48)

ITEM	ENROLLMENT FOR BOTH	CLASSES FOR BOTH	CLASSROOMS			Teachers			
			Ordinary	Special	Total	On level of Elem Schl In Charge	Special	Total	On New level Lwr Sec. Schl.
Total Elem. Sch. & lower Sec Sch.	1481 464 } 1945	30 10 } 40	30 10 } 40	5 4 } 9	35 11 } 49	30 10 } 40	0 3 } 3	30 13 } 43	30 20 } 50
1) No. of Elem. Present Status	1714	35	35	8	43	35	2	37	
Number increased	231	5	5	1	6	5	1	6	13

1) Refer to Teble V .

(d) Establishing a Lower Secondary School in an Area Where Several Elementary Schools Exist

Hitherto we have considered how the 6-3 school system might be established when a solitary elementary school exists in a community. Where there are several elementary schools they should not be considered separately. Rather than for each school to expand separately, it might be a better plan in many cases to establish the lower secondary school in one of the elementary schools situated in the center of the town, after a study has been made of the number of pupils eligible to attend the lower secondary school and the accessibility of the school to all of the eligible children. All pupils entitled to attend the lower secondary school might be admitted into this central school or schools, and the other schools remain as six-year elementary schools. Parts (a) and (b) of Table IX below show a comparison of the two methods of bringing the lower secondary school into existence:

(1) Building several small lower secondary schools, one on the campus of each 8-year elementary school.

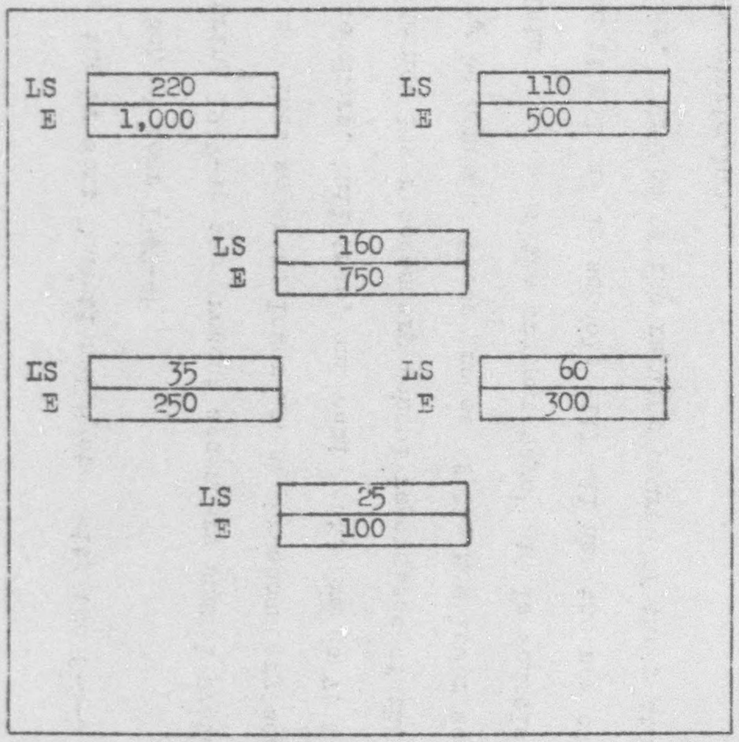
(2) Designating some schools as elementary schools and others as lower secondary schools.

Although this illustration is limited to present elementary schools, middle grade schools or youth schools in the community should become a part of the over-all plan. Where practicable, the plan outlined in Table IX (b) is preferred to the plan in Table IX (a).

TABLE IX

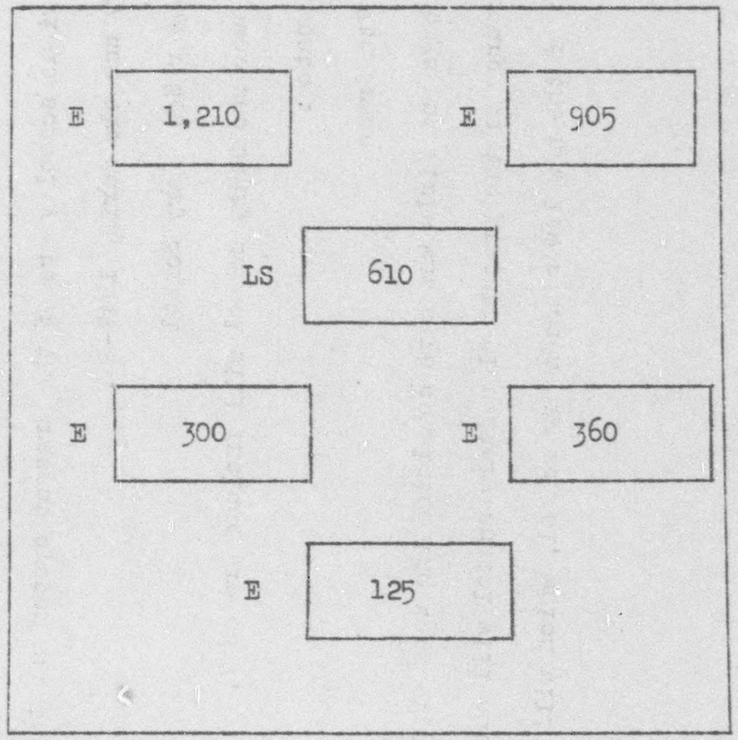
Adjusting Several 8-year Elementary
School Plants to the 6-3 Pattern

(a) Using Elementary School Plants for both Lower Secondary and Elementary Schools



LS -- Lower Secondary School
Total LS pupils -- 610

(b) Establishing Separate Plants for Lower Secondary and Elementary Schools.



E -- Elementary School
Total E pupils -- 2,900

Part IV. Correlating the Present Educational System with the 6-3-3 Pattern during the School Year 1947-48

Although during 1947-48 the present secondary school system cannot be fully reorganized into separate lower and upper secondary schools, each having its own teachers, buildings, and equipment, grades 7, 8, and 9 will form units of the new lower secondary school regardless of the buildings in which they may be housed. These grades of the new lower secondary school and the remaining grades of the present boys' middle schools, girls' high schools, and vocational middle schools will all use the new curriculum during the coming year. Grades of the regular course of the youth school will also use the new curriculum.

Attendance in grade 7 only will be compulsory in the school year 1947-48. It is planned that grade 8 will become compulsory in the school year 1948-49, and grade 9 in 1949-50.

The following suggestions are made to help clarify the relationship between the various school years of the present system and the grades of the new secondary schools during 1947-48.

1. The New Lower Secondary School

The new lower secondary school will include grades 7, 8, and 9 wherever they are located.

(a) The 7th Grade

All boys and girls who have completed the work of the 6th year of the lower course of the present elementary school will automatically enter the 7th grade of the new lower secondary school, which will be free and compulsory.

During the reorganization period, most of these 7th grade pupils will continue their work in the same building where they attended elementary school. However, some will attend 7th grade which is housed in boys' middle schools, some in girls' high schools, and some in vocational middle schools. Insofar as possible, all 7th grades will offer work of equal quality.

(b) The 8th Grade

Pupils of the 1st grade of the common course of youth school and also of the higher elementary school will be promoted automatically to the 8th grade of the new lower secondary school, but attendance is not compulsory in 1947-48.

Pupils of the 1st grade of boys' middle school, girls' high school, and vocational school whose entrance qualification is graduation from 6th grade elementary school will automatically be promoted to the 8th grade of the new lower secondary school, but attendance is not compulsory in 1947-48.

(c) The 9th Grade

Pupils who graduate from the 2nd year of the higher elementary school, the special course of the higher elementary school, the 2nd. year of the common course of the youth school, or the 1st year of the regular course of the youth school will automatically be promoted to the 9th grade of the new lower secondary school. Attendance in the 9th grade is not compulsory in the school year 1947-48.

Pupils who have graduated from the 2nd year of the higher elementary school, if they desire, may enter vocational school, night middle

school, or girls' high school whose requirement is graduation from higher elementary school. The 3rd grade of these schools will be the 9th grade of the new lower secondary school.

Pupils completing in 1946-47 the 2nd year of boys' middle school, girls' high school, and vocational school whose requirement for entrance is graduation from the 6th grade elementary school will automatically be promoted to the 3rd year of these schools, which becomes the 9th grade of the new lower secondary school.

(c) Graduation from New Lower Secondary School

Students now in the 1st and 2nd years of the present secondary schools, corresponding to the 7th and 8th grades of the new lower secondary school, will graduate under the new lower secondary school system upon completion of the new 9th grade curriculum.

Those who enter vocational, girls' high, or night secondary schools at the 9th grade level shall be allowed to graduate on completing the curriculum of this grade.

2. The New Upper Secondary Grades During 1947-48.

According to present planning, the full three-year new upper secondary school will not be established until the school year 1948-49. However, during the coming year the administration of these grades now offered will be affected by the establishment of the new lower secondary school.

(a) The 10th Grade

Students completing in 1946-47 the 3rd year of the boys' middle, girls' high, and vocational schools which require for entrance the

completion of the 6th grade of the present elementary school will automatically be promoted into the 1st year (10th grade) of the new upper secondary school curriculum in accordance with the present system.

Students completing in 1946-47 the first year of the present secondary schools which require completion of the 8th grade of the present elementary school for entrance will be promoted to the 1st year (10th grade) of the new upper secondary school curriculum in accordance with the present system.

(b) The 11th Grade

Students completing in 1946-47 the 4th year of boys' middle, girls' high, and vocational schools which require for entrance the completion of the 6th grade of the present elementary school will automatically be promoted into the 2nd year (11th grade) of the new upper secondary school curriculum in accordance with the present system.

Students completing the 2nd year of the present secondary schools which require for entrance completion of the 8th grade of the present elementary school will automatically be promoted to the 2nd year (11th grade) of the new upper secondary school curriculum in accordance with the present system.

Students completing in 1946-47 the 3rd year of the present night secondary schools will automatically be promoted to the 4th year of night secondary school corresponding to the 11th grade of the new upper secondary school curriculum.

(c) Graduation

Those students in 3rd, 4th or 5th years during 1946-47 of the present secondary schools which require completion of the 6th grade of

elementary school for entrance may graduate under the present system of their respective schools, if they choose.

Those students in 1st and 2nd years during 1946-47 of the present secondary schools which require completion of the 8th grade of the present elementary school for entrance may graduate under the present system of their respective schools if they desire.

This means that students now in those grades of the present secondary schools may if they desire graduate upon completion of the highest year now offered by the schools they are attending.

In case a particular school adds the 2nd and 3rd years (11th and 12th grades) of the new upper secondary school curriculum, then the present 3rd, 4th, and 5th year students who do not desire to graduate under the present system may continue to attend and will be promoted to these new grades upon completion of the preceding work.

Students entering in 1947-48 the 1st year of a vocational school, girls' high school, or night secondary school requiring for entrance completion of the 8th year of the present higher elementary course may graduate at the time they normally would graduate under the old system, if they desire.

3. Changes in the Present Youth School in 1947-48

The common 2-year course of the youth school will be discontinued at the beginning of the 1947-48 school year.

Work in the regular course of the youth school will be continued until part-time work is offered in the grades of the new upper secondary school. It is planned to establish part-time work in each grade of the upper secondary school at the beginning of the school year 1948-49, at which

time the regular course of the youth school will also be discontinued.

During 1947-48 it will be necessary for the regular course of the youth school to use the new course of study and textbooks prepared for the upper secondary school, since no special textbooks for youth schools will be available.

Students who transfer from the ordinary course of the youth school into the new lower secondary school should be assisted by their teachers as needed to be able to do satisfactory work and to adjust with as little difficulty as possible from the youth school to the full-time school standards.

(a) Students now in the 1st grade of the ordinary course of the youth school (corresponding to the 7th grade) will be promoted automatically to the 8th grade of the new lower secondary school in 1947-48, although attendance is not compulsory in 1947-48.

(b) Students now in the 2nd grade of the ordinary course of the youth school may be admitted into the 9th grade of the new lower secondary school in 1947-48, or if they desire, may continue part-time work in the regular course of the youth school.

(c) Students at present in the 1st year of the regular course of the youth school may be admitted into the 9th year of the new lower secondary school in 1947-48, or may continue to work part-time in the regular course of the youth school.

4. Establishing New Upper Secondary Part-time School System

The role of working youth in the community is very important, and they are eager to study to help build a cultural nation and establish a standard of morals. It is urgently important to provide working youth educational opportunities in accordance with their abilities.

Reorganization of the educational system should be accomplished

along this line, and the community and the nation should endeavor to develop an adequate part-time education program to replace the youth school, which is to be eliminated because it is inadequate. A part-time system of the upper secondary school is very important for education of working boys and girls.

(a) Characteristics of Part-time System

(1) Admit students who have completed at least the 9th grade of the new lower secondary school.

(2) Curriculum, preparation of teachers, and equipment equal to that of regular system, and adapted to needs of locality.

(3) Offer work of the 3-year upper secondary curriculum arranged so that students are permitted a longer time to complete it through a part-time schedule.

(b) Management of Part-time System

(1) As much as possible, secondary school buildings and equipment should be used for the part-time system.

(2) The part-time system generally should be administered in connection with the regular school system.

(3) Teachers in the part-time and in the regular system should be of equal ability and preparation and should receive equal consideration.

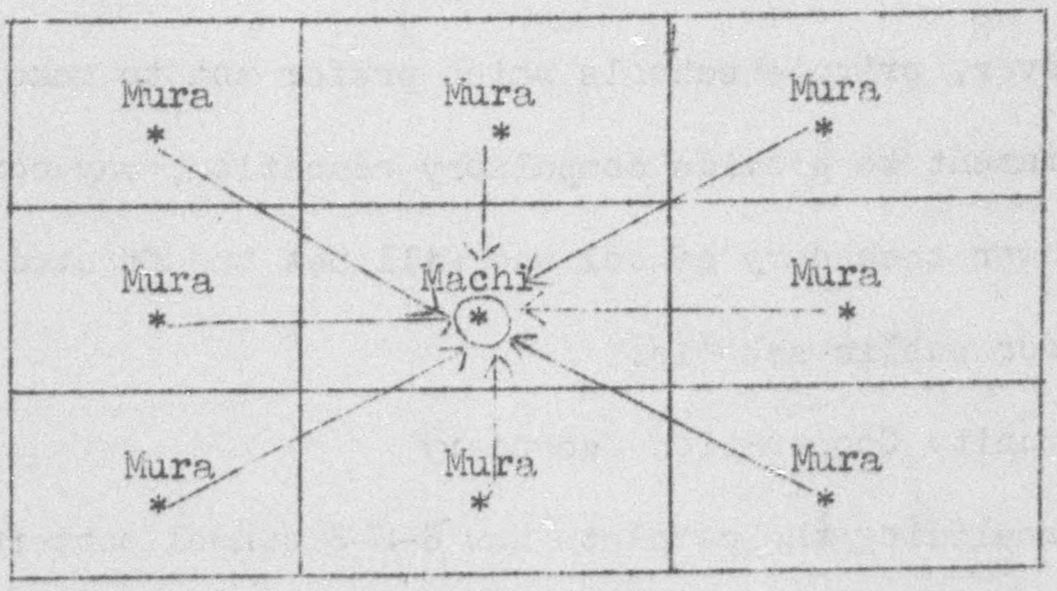
(4) Teachers of each course should be adequately trained for teaching that material, and where competent teachers are not available present teachers should be retrained for that work.

(5) If needed in a local situation, an independent, part-time upper secondary school may be established but should be affiliated with a regular school. As shown in figure X, one upper secondary school which is well equipped could establish cooperative relationships with several part-time schools. Students in the part-time school taking physics, chemistry, vocational courses, etc., which require special equipment available in the regular school but not in the part-time school could thus take that part of their work in the regular school.

The central regular school could also serve all cooperating part-time schools through in-service training of teachers.

TABLE X

"Mura" Part-time Upper Secondary Schools Organized Around a "Machi" Full-time Secondary School



* Village part-time upper secondary school

(*) Town full-time upper secondary school

Communities will inevitably have to overcome many difficulties in developing a part-time upper secondary school as well as in providing regular upper and lower secondary schools. In some communities which cannot at present establish independent lower and upper part-time secondary schools, it may be necessary for them to arrange to utilize the elementary school facilities, being careful not to hinder the work of the elementary school. It is desirable to construct independent buildings as soon as possible.

5. Private Schools

It is recognized that private schools should offer a curriculum which satisfies the minimum requirements established by law for schools of the same grade levels. Beyond this, they are free to develop according to their particular aims. They may determine whether they will maintain both the lower and the upper secondary schools, or whether they prefer to develop only the upper secondary school.

Private schools which wish to cooperate with the government in providing compulsory education through the lower secondary grades can do so according to financial and other arrangements which are satisfactory to both the private school and the government.

However, private schools which prefer not to make arrangements with the Government to provide compulsory education, may continue to offer work of the lower secondary school and will not be affected by a district plan if used for public schools.

6. Community Cooperation Necessary

In realizing the complete new 6-3-3 school pattern, and especially the lower secondary school during the school year 1947-48, many problems will unavoidably arise. Educators, students, parents, parent-associations,

groups concerned with education, and all people generally are asked to co-operate with each other and with government officials in studying the school reorganization plans and in helping develop a school system adequate for the new society.

Further matters not cleared in this statement will gradually be clarified as problems are solved, and modifications of Mombusho articles will be made public immediately.

Library

CURRICULUM OF THE NEW KOTO GAKKO

SUPPLEMENT TO VOLUME I THE 1947-48 COURSES OF STUDY

PART II

CURRICULUM OF THE SPECIALIZED VOCATIONAL KOTOGAKKO

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of Education
7 April, 1947
Hatsu Gaku # 156

PART II

CURRICULA OF THE SPECIALIZED VOCATIONAL KOTO GAKKO

The courses of the different types of koto gakko offering training in Agriculture, Industry, Commerce, Fishing, etc. which will be offered from 1947 are 29 in number, as follows:

Industry	15 courses
Agriculture	9 courses
Fishing	3 courses
Commerce	1 course
Clothing	1 course

In addition to these, other courses can be added to meet specific needs for vocational training.

The tables below show the subjects recommended for each course. The number of hours for each subject is given as a total for the three years, the total for each of the three years, and the average per week (in parenthoses). The common course of study listed in Part I for all pupils is listed also for these specialized koto gakko , continuing liberal education for those enrolled. It is desirable that pupils be given as much choice as possible among the vocational courses and subjects. The term "Related Subjects" refers to the subjects which are related closely to practical training. The hours for "Free Study" are allotted to meet the needs of pupils for individual study.

The courses listed here, as well as those listed in Part I, apply to night koto gakko ; but the school year in which to complete them may exceed three. The curriculum for the part-time koto gakko will be published at a later date.

TABLE VI

ELECTRICITY COURSE

SUBJECTS	Total Hours for 3 years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,120	385 (11)	315 (9)	420 (12)
RELATED SUBJECTS:				
Phenomena of Electromagnetism	210	105 (3)	105 (3)	
Electrical Machinery	140		140 (4)	
Power Supply and Distribution	1 5		105 (3)	
Electrical Application	105		105 (3)	
Machinery	105	105 (3)		
Mathematics	280	140(4)	105 (3)	35 (1)
Physics and Chemistry	210	70(2)	70 (2)	70 (2)
Introduction to Industry	35			35 (1)
Factory Management	70			70 (2)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS - TOTAL	3,185	1,190 (34)	1,155 (33)	840 (24)
OPTIONAL SUBJECTS:				
Electrical Enterprises, Laws and Regulations				
Manufacture of Electrical Instruments				
*Power Supply and Distribution Facilities				
*Detailed Applied Electricity	385 to 910	35 (1) to 175 (5)	35 (1) to 210 (6)	315 (9) to 525 (15)
Electrical Communication				
Domestic Science				
Additional General Education Subjects				
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225 (35) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,155 (33) to 1,365 (39)

REMARKS: 1. Pupils may complete part of the requirement for practical training by engaging directly in factory work for a period up to four months during the third year (12th grade)

2. Pupils are required to take one of the subjects marked with an asterisk (*).

TABLE VII

SHIPBUILDING COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,155	385 (11)	385 (11)	385 (11)
RELATED SUBJECTS:				
Shipbuilding	245	70 (2)	105 (3)	70 (2)
Marine Engineering Work	70	70 (2)		
Structure and Equipment	245	70 (2)	105 (3)	70 (2)
Ship Dynamics	210		70 (2)	140 (4)
Vessel Engines	105		35 (1)	70 (2)
Electricity	70		70 (2)	
Mathematics	280	140 (4)	105 (3)	35 (1)
GENERAL EDUCATION SUBJECTS:				
Physics and Chemistry	210	70 (2)	70 (2)	70 (2)
Introduction to Industry	35			35 (1)
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS - TOTAL	3,430	1,190 (34)	1,155 (33)	1,085 (31)
OPTIONAL SUBJECTS:				
Shipbuilding Materials Factory Management The Marine Laws Domestic Science Additional General Education Subjects	140 to 665	35 (1) to 175 (5)	35 (1) to 210 (6)	70 (2) to 280 (8)
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225 (35) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,155 (33) to 1,365 (39)

REMARKS: Pupils may complete a part of the practical training requirement by engaging directly in actual shipyard work for a period up to four months during the third year (12th Grade)

TABLE VIII

MECHANICAL COURSE

SUBJECTS	Total Hours for 3 years	Allotment of Hours to School Year		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,050	280 (8)	315 (9)	455 (13)
RELATED SUBJECTS:				
Machine Construction	175	70 (2)	70 (2)	35 (1)
Materials	70	35 (1)	35 (1)	
Drafting	315	105 (3)	105 (3)	105 (3)
Mechanical Planning	210	105 (3)	105 (3)	
Motors	140		70 (2)	70 (2)
Electricity	70		70 (2)	
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics and Chemistry	210	70 (2)	70 (2)	70 (2)
Introduction to Industry	35			35 (1)
Factory Management	70			70 (2)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS - TOTAL	3,430	1,190 (34)	1,155 (33)	1,085 (31)
OPTIONAL SUBJECTS:				
Applied Dynamics Various Kinds of Machines * Domestic Science* Additional General Education Subjects	140 to 665	35 (1) to 175 (5)	35 (1) to 210 (6)	70 (2) to 280 (8)
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225 (35) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,155 (33) to 1,365 (39)

REMARKS: 1. Pupils may complete part of the practical training requirement by engaging directly in factory work for a period up to four months during the third year (12th Grade).

2. Pupils are required to take one of the subjects marked with an asterisk (*).

TABLE IX

ELECTRICAL COMMUNICATION COURSE

SUBJECTS	Total Hours for 3 years	Allotment of Hours to School Year		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,120	385 (11)	315 (9)	420 (12)
RELATED SUBJECTS:				
Phenomena of Electromagnatism	210	105 (3)	105 (3)	
High Frequency Circuits	70		70 (2)	
Wire Telegraphy	140		140 (4)	
Wireless Telegraphy	105		105 (3)	
Electric Power Facilities	70		70 (2)	
Machinery	105	105 (3)		
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics and Chemistry	210	70 (2)	70 (2)	70 (2)
Factory Management	70			70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS - TOTAL	3,220	1,190 (34)	1,190 (34)	840 (24)
OPTIONAL SUBJECTS:				
Communications Enterprises, Laws and Regulations				
*Manufacture of Communication Articles	350 to 875	35 (1) to 175 (5)	35 (1) to 175 (5)	280 (8) to 525 (15)
*Usage of Communication Articles				
*Electrical Instruments				
Domestic Science				
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225 (35) to 1,365 (39)	1,225 (35) to 1,365 (39)	1,120 (32) to 1,365 (39)

REMARKS: Pupils may complete part of the practical training requirement by engaging directly in factory work for a period up to four months during the third year (12th Grade)

Pupils are required to take one of the subjects marked with an asterisk (*).

TABLE X

SPINNING COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Year 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,050	350 (10)	315 (9)	385 (11)
SELECTED SUBJECTS:				
Spinning	140		70 (2)	70 (2)
Weaving	315	70 (2)	105 (3)	140 (4)
Fibre Knitting	70		70 (2)	
Silk Reeling	70		70 (2)	
Fibres	175	105 (3)	70 (2)	
Dyeing & Finishing	105			105 (3)
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics and Chemistry	210	70 (2)	70 (2)	70 (2)
Machinery & Electricity	210	70 (2)	70 (2)	70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	3,465	1,190 (34)	1,155 (33)	1,120 (32)
OPTIONAL SUBJECTS:				
Factory Management				
Additional General Education Subjects	105 to 630	35 (1) to 175 (5)	35 (1) to 210 (6)	35 (1) to 245 (7)
Domestic Science				
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225 (35) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,155 (33) to 1,365 (39)

REMARKS: Pupils may complete part of the requirement for practical training by engaging directly in factory work for a period up to four months during the third year (12th Gr.)

TABLE XI

INDUSTRIAL CHEMISTRY COURSE

SUBJECTS	Total Hours for 3 years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1155	280 (8)	420 (12)	455 (13)
RELATED SUBJECTS:				
Chemistry	350	140 (4)	105 (3)	105 (3)
Industrial Chemistry	280	70 (2)	105 (3)	105 (3)
Chemical Machines	70			70 (2)
Machinery and Electricity	140	70 (2)	70 (2)	
Drafting	70		70 (2)	
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics	140	70 (2)	70 (2)	
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS TOTAL	3325	1155 (33)	1155 (33)	1015 (29)
OPTIONAL SUBJECTS:				
Factory Management				
Special Lectures on Industrial Chemistry	245 to 770	35 (1) to 210 (6)	35 (1) to 210 (6)	175 (5) to 350 (10)
Domestic Science				
Additional General Education Subjects				
Free Study				
GRAND TOTAL	3,570 to 4,095	1,190 (34) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,190 (34) to 1,365 (39)

REMARKS: Pupils may complete part of the requirement for practical training by engaging directly in factory work, up to four months during the third year (12th grade).

TABLE XII

DYEING COURSE

SUBJECTS	Total Hours for 3 years	Allotment of Hours to School Years 10th Grade	11 Grade	12th Grade
PRACTICAL TRAINING	1330	385 (11)	455 (13)	490 (14)
RELATED SUBJECTS:				
Dyeing & Finishing	280	70 (2)	70 (2)	140 (4)
Dye-stuff	140		70 (2)	70 (2)
Fibers and Articles	105	70 (2)	35 (1)	
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics & Chemistry	350	140 (4)	140 (4)	70 (2)
Machinery and Electricity	140		70 (2)	70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS - TOTAL	3465	1190 (34)	1155 (33)	1120 (32)
OPTIONAL SUBJECTS: Applied Chemistry Factory Management Domestic Science Additional General Education Subjects Free Study	105 to 630	35 (1) to 175 (5)	35 (1) to 210 (6)	35 (1) to 245 (7)
GRAND TOTAL	3,570 to 4.095	1,225 (35) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,155 (33) to 1,365 (39)

REMARKS: Pupils may complete part of the requirement for practical training by engaging directly in factory work up to four months during the third year (12th grade).

TABLE XIII

ARCHITECTURAL COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,190	315 (9)	385 (11)	490 (14)
RELATED SUBJECTS:				
Building Materials	70	70 (2)		
Building Structure	210	105 (3)	105 (3)	
Structure Dynamics	105		105 (3)	
Building Planning	105		105 (3)	
Construction Equipment	70			70 (2)
Style of Architecture	70	70 (2)		
Construction Operation	105			105 (3)
Law of Architecture	35			35 (1)
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics & Chemistry	210	70 (2)	70 (2)	70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	3,290	1,155 (33)	1,085(31)	1,050(30)
OPTIONAL SUBJECTS:				
Special Lectures on Architecture				
Civil Engineering	280	35 (1)	105 (3)	140 (4)
Machinery & Electricity	to	to	to	to
Domestic Science	805	210 (6)	280 (8)	315 (9)
Additional General Education Subjects				
Free Study				
GRAND TOTAL	3,570 to 4,095	1,190(34) to 1,365(39)	1,190(34) to 1,365(39)	1,190(34) to 1,365(39)

REMARK: Pupils may complete part of the requirement for practical training in industry by engaging in actual work up to four months during the third year (12th Grade)

TABLE XIV

CIVIL WORKS COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,330	350 (10)	420 (12)	560 (16)
RELATED SUBJECTS:				
Operation	140	70 (2)	70 (2)	
Waterworks	210	70 (2)	70 (2)	70(2)
Construction & Planning	245	70 (2)	105 (3)	70 (2)
Roads	70		35 (1)	35 (1)
Machinery & Electricity	70		70 (2)	
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics & Chemistry	210	70 (2)	70 (2)	70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECT-TOTAL	3,395	1,155(33)	1,155(33)	1,085(31)
OPTIONAL SUBJECTS:				
Planning & Design Special Lecture on Civil Engineering Domestic Science Additional General Education Subjects Free Study	175 to 700	35 (1) to 210 (6)	35 (1) to 210 (6)	105 (3) to 280 (8)
GRAND TOTAL	3,570 to 4,095	1,190(34) to 1,365(39)	1,190(34) to 1,365(39)	1,190(34) to 1,365(39)

REMARKS: Pupils may complete part of the practical training requirement by engaging directly in factory work for a period up to four months during the third year (12th Grade)

TABLE XV

MINING COURSE

SUBJECTS	Total Hours for 3 years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1085	315 (3)	350 (10)	420 (12)
RELATED SUBJECTS:				
Minerals & Geology	105	105 (3)		
Mine Surveying	70		70 (2)	
Mining Engineering	315	105 (3)	140 (4)	70 (2)
Grading Ores	140		70 (2)	70 (2)
Powders Theory and Practice	70			70 (2)
Law of Mines	70			70 (2)
Machinery and Electricity	140	70 (2)	70 (2)	
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics & Chemistry	210	70 (2)	70 (2)	70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS TOTAL	3325	1190 (34)	1085 (31)	1050 (30)
OPTIONAL SUBJECTS:				
Mine Management Oilmining Metallurgy Civil Engineering Domestic Science Additional General Education Subjects Free Study	245 to 770	35 (1) to 175 (5)	105 (3) to 280 (8)	105 (3) to 315 (9)
GRAND TOTAL	3,570 to 4,095	1,225 (35) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,155 (33) to 1,365 (39)

REMARKS: Pupils may complete part of the requirement for practical training in mines and mining installations up to four months during the third year (12th grade).

TABLE XVI

METALLURGY COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,295	385 (11)	420 (12)	490 (14)
RELATED SUBJECTS:				
Smeltering	280	70 (2)	105 (3)	105 (3)
Metallurgy & Processing	245		140 (4)	105 (3)
Grading Ores	35	35 (1)		
Mining	35	35 (1)		
Machinery &Electricity	140	70 (2)	70 (2)	
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics & Chemistry	210	70 (2)	70 (2)	70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	3,360	1,190(34)	1,120(32)	1,050(30)
OPTIONAL SUBJECTS: Special Lectures on Metallurgy, Factory Management, Domestic Science, Additional General Education Subjects	210 to 735	35 (1) to 175 (5)	70 (2) to 245 (7)	105 (3) to 315 (9)
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225(35) to 1,365(39)	1,190(34) to 1,365(39)	1,155(33) to 1,365(39)

REMARKS: Pupils may complete part of the requirement for practical training by engaging directly in factory work, up to four month during the third year(12th grade)

TABLE XVII

METAL INDUSTRY COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years: 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,120	315 (9)	420 (12)	385 (11)
RELATED SUBJECTS:				
Metal Processing	210	140 (4)	70 (2)	
Materials	280	70 (2)	140 (4)	70 (2)
Furnaces & Fuel	70			70 (2)
Machinery & Electricity	210	70 (2)	70 (2)	70 (2)
Drafting	140		70 (2)	70 (2)
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics and Chemistry	210	70 (2)	70 (2)	70 (2)
Factory Management	70			70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	3,430	1,140(34)	1,155(33)	1,085(31)
OPTIONAL SUBJECTS:				
Ores & Smeltering Metal Crafts Domestic Science Additional General Education Subjects	140 to 665	35 (1) to 175 (5)	35 (1) to 210 (6)	70 (2) to 280 (8)
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225 (35) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,155 (33) to 1,365 (39)

REMARKS: Pupils may complete part of the requirement for practical training by engaging directly in factories for a period up to four months during the third year. (12th Grade)

TABLE XVIII

METALLIC TECHNOLOGY COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,155	315 (9)	420 (12)	420 (12)
RELATED SUBJECTS:				
Metallic Manufactures	210	70 (2)	70 (2)	70 (2)
Materials	210	70 (2)	70 (2)	70 (2)
Designing	210	70 (2)	70 (2)	70 (2)
History of Technical Art	70		70 (2)	
Machinery and Electricity	140	70 (2)	70 (2)	
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics and Chemistry	210	70 (2)	70 (2)	70 (2)
Factory Management	70			70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	3,395	1,190(34)	1,155(33)	1,050(30)
OPTIONAL SUBJECTS:				
Aesthetics Metallurgy Domestic Science Additional General Education Subjects	175 to 700	35 (1) to 175 (5)	35 (1) to 210 (6)	105 (3) to 315 (9)
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225(35) to 1,365(39)	1,090(34) to 1,365(39)	1,155(33) to 1,365 (39)

REMARKS: Pupils may complete part of the requirement for practical training by engaging directly in factory work up to four months during the third year (12 grade)

TABLE XIX

WOODWORK TECHNOLOGY COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,155	315 (9)	420 (12)	420 (12)
RELATED SUBJECTS:				
Woodwork Manufactures	210	70 (2)	70 (2)	70 (2)
Materials for Woodwork Manufacture	210	70 (2)	70 (2)	70 (2)
Designing for Woodwork Manufacture	210	70 (2)	70 (2)	70 (2)
History of Technical Art	70		70 (2)	
Machinery and Electricity	140	70 (2)	70 (2)	
Mathematics	280	140 (4)	105 (3)	35 (1)
Physics and Chemistry	210	70 (2)	70 (2)	70 (2)
Factory Management	70			70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	3,395	1,190 (34)	1,155 (33)	1,050 (30)
OPTIONAL SUBJECTS:				
Aesthetics Utilization of Forests Woodwork Chemistry Domestic Science Additional General Education Subjects	175 to 700	35 (1) to 175 (5)	35 (1) to 210 (6)	105 (3) to 315 (9)
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225 (35) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,155 (33) to 1,365 (39)

REMARKS: Pupils may complete part of the requirement for practical training by engaging directly in factory work for a period up to four months during the third year (12th Grade)

TABLE XX

CERAMICS COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,260	315 (9)	385 (11)	560 (16)
RELATED SUBJECTS:				
Materials for Ceramics	70	70 (2)		
Outline of Ceramics	70		70 (2)	
Fuel and Kilns	140	70 (2)	70 (2)	
Free-hand Drawing and Designing	140	70 (2)	70 (2)	
Physics & Chemistry	280	70 (2)	140 (4)	70(2)
Mathematics	280	140 (4)	105 (3)	35 (1)
Machinery & Electricity	140	70 (2)	70 (2)	
Management of Industry	70			70 (2)
Introduction to Industry	35			35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	3,290	1,190 (34)	1,120 (32)	980 (28)
OPTIONAL SUBJECTS:				
Ceramic Wares*				
Cement*				
Glass & Enamel*				
Fire-proof Materials*	280	35 (1)	70 (2)	175 (5)
Painting of Ceramic Wares*	to 805	to 175 (5)	to 245 (7)	to 385 (11)
Domestic Science				
Additional General Education Subjects				
Free Study				
GRAND TOTAL	3,570 to 4,095	1,225 (35) to 1,365 (39)	1,190 (34) to 1,365 (39)	1,155 (33) to 1,365 (39)

REMARKS: 1. Pupils may complete part of the requirement for practical training by engaging directly in actual work for a period up to four months during the third year (12th Grade)

2. One of the subjects earmarked with an asterisk (*) should be selected as a compulsory subject.

TABLE XXI

GENERAL AGRICULTURE COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	875	175 (5)	280 (8)	420 (12)
RELATED SUBJECTS:				
Sowing & Cultivation	245	105 (3)	70 (2)	70 (2)
Stock Farming	70	70 (2)		
Soil & Fertilizers	105	70 (2)	35 (1)	
Agricultural Engineering & Machinery	70		70 (2)	
Preservation of Agricultural Products	70		35 (1)	35 (1)
Agricultural Tools Manufacture	105	70 (2)	35 (1)	
Agricultural Economy	70			70 (2)
Outline of Agriculture	35			35 (1)
Biology	105	70 (2)	35 (1)	
Physics & Chemistry	140	70 (2)	70 (2)	
Mathematics	105	70 (2)	35 (1)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,800	1,085 (31)	875 (25)	840 (24)
OPTIONAL SUBJECTS: Sericulture Forestry Domestic Science Additional General Education Subjects	770 to 1,190.	105 (3) to 245 (7)	315 (9) to 455 (13)	350 (10) to 490 (14)
Free Study				
GRAND TOTAL	3,570 to 3,990	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)	1,190 (34 to 1,330 (38)

REMARKS: 1. Some of the Hours allotted to the optional subjects and free study may be used for instruction in the related subjects or other subjects related to agriculture not listed in this table.
2. In the districts where sericulture is practised, its instruction is compulsory

TABLE XXII

FORESTRY COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	945	210 (6)	315 (7)	420 (12)
RELATED SUBJECTS:				
Forest Products	245	140 (4)	70 (2)	35 (1)
Forest Engineering	140	70 (2)	70 (2)	
Manufacture of Forest Products	140		70 (2)	70 (2)
Forest Economy	175		105 (3)	70 (2)
Agriculture	70	70 (2)		
Outline of Agriculture	35			35 (1)
Mathematics	140	105 (3)	35 (1)	
Biology	70	70 (2)		
Physics and Chemistry	105	70 (2)	35 (1)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,870	1,120 (32)	910 (25)	840 (24)
OPTIONAL SUBJECTS:				
Domestic Science	700	70 (2)	280 (8)	350 (10)
Additional General Education Subjects	to 1,120	to 210 (6)	to 420 (12)	to 470 (14)
Free Study				
GRAND TOTAL	3,570 to 3,990	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)

REMARKS: Some of the hours allotted to the optional subjects and free study may be used for additional instruction in practical training and the related subjects or other subjects related to agriculture not listed in this table.

TABLE XXIII

SERICULTURE COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	945	210 (6)	315 (9)	420 (12)
RELATED SUBJECTS:				
Sericulture	210	70 (2)	70 (2)	70 (2)
Physiology and Pathology of Silkworm	140	105 (3)	35 (1)	
Silk Reeling & its Machines	70		70 (2)	
Silkworm Products	70		35 (1)	35 (1)
Sowing & Cultivation	140	70 (2)	70 (2)	
Stock Farming	70	70 (2)		
Agricultural Economy	70			70 (2)
Outline of Agriculture	35			35 (1)
Mathematics	105	70 (2)	35 (1)	
Biology	105	70 (2)	35 (1)	
Physics and Chemistry	105	70 (2)	35 (1)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,870	1,120(32)	910 (26)	840 (24)
OPTIONAL SUBJECTS:				
Domestic Science additional General Education Subjects	700 to 1,120	70 (2) to 210 (6)	280 (8) to 420 (12)	350 (10) to 490 (14)
Free Study				
GRAND TOTAL	3,570 to 3,990	1,190(34) to 1,330 (38)	1,190(34) to 1,330(38)	1,190(34) to 1,330(38)

REMARKS: Some of the hours allotted to the optional subjects and free study may be used for instruction in the "related subjects" and "practical training", or other subjects related to agriculture not listed in this table.

TABLE XXIV

GARDENING COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	910	175 (5)	315 (9)	420 (12)
RELATED SUBJECTS:				
Cultivation & Sowing	105	70 (2)	35 (1)	
Gardening	245	105 (3)	70 (2)	70 (2)
Soil and Fertilizers	105	70 (2)	35 (1)	
Agricultural Civil Engineering & Machinery	70		70 (2)	
Processing of Agricultural Products	70		35 (1)	
Gardening Manual Works	105	70 (2)	35 (1)	
Agricultural Economics	70			70 (2)
Outline of Agriculture	35			35 (1)
Mathematics	105	70 (2)	35 (1)	
Biology	105	70 (2)	35 (1)	
Physics & Chemistry	105	70 (2)	35 (1)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105(3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,835	1,085 (31)	910 (26)	840 (24)
OPTIONAL SUBJECTS:				
Stock Farming	735	105 (3)	280 (8)	350 (10)
Additional General Education Subjects	to 1,155	to 245 (7)	to 420 (12)	to 490 (14)
Domestic Science				
Free Study				
GRAND TOTAL	3,570 to 3,990	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)

REMARKS: Some of the hours allotted to the optional subjects and free study may be used for instruction in the related subjects or other subjects related to agriculture not listed in this table.

TABLE XXV

AGRICULTURAL CIVIL ENGINEERING COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	840	210 (6)	315 (9)	315 (9)
RELATED SUBJECTS:				
Irrigation(Hydraulics)	70	70 (2)		
Surveying	140	70 (2)	70 (2)	
Material Molding	70			70 (2)
Agricultural Civil Engineering & Machinery	70		70 (2)	
Irrigation & Drainage	105	70 (2)	35 (1)	
Agricultural Construction	175	70 (2)	70 (2)	35 (1)
Reclamation & Readjustment of Arable Land	70			70 (2)
Agriculture	140	70 (2)	70 (2)	
Agricultural Economics	70			70 (2)
Outline of Agriculture	35			35 (1)
Mathematics	140	105 (3)	35 (1)	
Physics and Chemistry	105	70 (2)	35 (1)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,835	1,120 (32)	910 (26)	805 (23)
OPTIONAL SUBJECTS:				
Domestic Science	375 to 1,155	70 (2) to 210 (6)	280 (8) to 420 (12)	385 (11) to 525 (15)
Additional General Education Subjects				
Free Study				
GRAND TOTAL	3,570 to 3,990	1,190(34) to 1,330(38)	1,190(34) to 1,330(38)	1,190(34) to 1,330(38)

REMARKS: Some of the hours allotted to the optional subjects and free study may be used for instruction in the related subjects or other subjects related to agriculture not listed in this table.

TABLE XXVI

ANIMAL HUSBANDRY

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	945	210 (6)	315 (11)	420 (12)
RELATED SUBJECTS:				
Animal Husbandry	210	140 (4)	70 (2)	-
Veterinary Surgery	175		105 (3)	70 (2)
Cultivation and Sowing	175	105 (3)	70 (2)	
Processing of Agricultural Products	70		35 (1)	35 (1)
Agricultural Economics	70			70 (2)
Outline of Agriculture	35			35 (1)
Mathematics	105	70 (2)	35 (1)	
Biology	140	105 (3)	35 (1)	
Physics and Chemistry	105	70 (2)	35 (1)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS:	2,835	1,085 (31)	910 (26)	840 (24)
OPTIONAL SUBJECTS:				
Sericulture				
Equipment for Horseshoeing	735 to	105 (3) to	350 (10) to	350 (10) to
Domestic Science				
Additional General Education Subjects	1,155	245 (7)	420 (12)	420 (14)
Free Study				
GRAND TOTAL	3,570 to 3,990	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)

NOTES: Some of the hours allotted to the optional subjects and free study may be used for instruction in the related subjects or other subjects related to agriculture not listed in this table.

TABLE XXVII

LANDSCAPE GARDENING COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	945	210 (6)	315 (7)	420 (12)
RELATED SUBJECTS:				
Outline of Landscape Gardening	105	105 (3)		
Landscape Gardening Materials	140		105 (3)	35 (1)
Landscape Gardening Planning & Const.	105		70 (2)	35 (1)
Model Sketches of Landscape Gardening	70			70 (2)
Surveying	70		70 (2)	
Cultivation & Sowing	105	70(2)	35 (1)	
Gardening	105	70 (2)	35 (1)	
Stock Farming	35	35 (1)		
Agricultural Economics	35			35 (1)
Outline of Agriculture	35			35 (1)
Mathematics	105	70 (2)	35 (1)	
Biology	70	70 (2)		
Physics and Chemistry	105	70 (2)	35 (1)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,835	1,085 (31)	910 (26)	840 (24)
OPTIONAL SUBJECTS: Domestic Science Additional General Education Subjects	735 to 1,155	105 (3) to 245 (7)	280 (8) to 420 (12)	350 (16) to 490 (14)
Free Study				
GRAND TOTAL	3,570 to 3,990	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)

REMARKS: Some of the hours allotted to the optional subjects and free study may be used for instruction in the related subjects or other subjects related to agriculture not listed in this table.

TABLE XVIII

AGRICULTURAL MANUFACTURING COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	910	175 (5)	315 (9)	420 (12)
RELATED SUBJECTS:				
Biology and Chemistry	105	70 (2)	35 (1)	
Applied Bacteriology	70			70 (2)
Agricultural Manufacturing	175	35 (1)	70 (2)	70 (2)
Electricity and Manufacturing Machines	70		70 (2)	
Soils and Fertilizers	70		70 (2)	
Cultivation and Sowing	105	70 (2)	35 (1)	
Stock Farming	70	70 (2)		
Agricultural Economics	70			70 (2)
Outline of Agriculture	35			35 (1)
Mathematics	105	69 (2)	35 (1)	
Biology	105	70 (2)	35 (1)	
Physics and Chemistry	140	105 (3)	35 (1)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,800	1,050 (30)	910 (26)	875 (25)
OPTIONAL SUBJECTS:				
Domestic Science	735	140 (4)	280 (8)	315 (9)
Additional General Education Subjects	to 1,155	to 280 (8)	to 420 (12)	to 455 (13)
Free Study				
GRAND TOTAL	3,570 to 3,990	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)	1,190 (34) to 1,330 (38)

REMARKS: Some of the hours allotted to the optional subjects and free study may be used for instruction in the related subjects or other subjects related to agriculture not listed in this table.

TABLE XXIX

AGRICULTURAL COURSE FOR GIRLS

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Year 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	910	280 (8)	315 (9)	315 (9)
RELATED SUBJECTS:				
Cultivation	175	70 (2)	70 (2)	35 (1)
Stock Farming	70	35 (1)	35 (1)	
Agricultural Manufacturing	70			70 (2)
Agricultural Economics	35			35 (1)
Outline of Agriculture	35			35 (1)
Biology	105	70 (2)	35 (1)	
Physics and Chemistry	140	70 (2)	70 (2)	
Mathematics	105	70 (2)	35 (1)	
Domestic Science	350	105 (3)	105 (3)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,800	1,085 (31)	875 (25)	840 (24)
OPTIONAL SUBJECTS:				
Sericulture	770	105 (3)	315 (9)	350 (10)
Additional General Education Subjects	to 1,190	to 245 (7)	to 455 (13)	to 490 (14)
Free Study				
GRAND TOTAL	3,570 to 3,390	1,190(34) to 1,330(38)	1,190(34) to 1,330(38)	1,190(34) to 1,330(38)

REMARKS: Some of the hours allotted to the optional subjects and free study may be used for instruction in the related subjects or other subjects related to agriculture not listed in this table.

TABLE XXX

FISHERY COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	723	240 (8)	243 (9)	240 (12)
RELATED SUBJECTS:				
Fishery	174	60 (2)	54 (2)	60 (3)
Navigation	154	60 (2)	54 (2)	40 (2)
Operation of Vessels	154	60 (2)	54 (2)	40 (2)
Fishing Vessels	54		54 (2)	
Machinery	54		54 (2)	
Disposal of Hauls	27		27 (1)	
Marine Meteorology	60	60 (2)		
Marine & Aquatic Creatures	60	60 (2)		
Introduction to Marine Products	60	60 (2)		
Sea Fishery Act Marine Products Law	40			40 (2)
Marine Industry Administration	40			40 (2)
Mathematics	211	90 (3)	81 (3)	40 (2)
Physics	114	60 (2)	54 (2)	
GENERAL EDUCATION SUBJECTS:				
Japanese Language	231	90 (3)	81 (3)	60 (3)
Social Studies	150	150 (5)		
Physical Education	231	90 (3)	81 (3)	60 (3)
REQUIRED SUBJECTS-TOTAL	2,537	1,080 (36)	837 (31)	620 (31)
OPTIONAL SUBJECTS:				
Domestic Science	171 to 466	30 (1) to 90 (3)	81 (3) to 216 (8)	60 (3) to 160 (8)
Additional General Education Subjects				
Free Study				
GRAND TOTAL	2,708 to 3,008	1,110 (37) to 1,170 (39)	918 (34) to 1,053 (39)	680 (34) to 780 (39)

REMARKS: 1. The number of hours for the separate years have been arrived at by figuring the 10th year as being 30 weeks in length, the 11th year as 27 weeks, and the 12th year as 20 weeks.

2. In addition to the above hours, the practical training hours can be scheduled respectively so as to have 30 days for the 10th grade, 60 days for the 11th grade and 120 days for the 12th grade.

TABLE XXXI

MARINE PRODUCTS CULTURE
COURSE

SUBJECT	Total Hours for 3 Years	Allotment of Hours to School Year 10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	693	210 (7)	243 (9)	240 (12)
RELATED SUBJECTS:				
Marine Products Culture	295	60 (2)	135 (5)	100 (5)
Biology of Marine Products	114	90 (3)	54 (2)	
Planktology	40			40 (2)
Oceanography & Meteorology	60			60 (3)
Land Products	54		54 (2)	
Introduction to Fishery	60	60 (2)		
Fishery Laws	40			40 (2)
Fishery Management	40			40 (2)
Chemistry	208	60 (2)	108 (4)	40 (2)
Physics	114	60 (2)	54 (2)	
Mathematics	114	60 (2)	54 (2)	
Micro-biology	60	60 (2)		
GENERAL EDUCATION SUBJECTS:				
Japanese Language	231	90 (3)	81 (3)	60 (3)
Social Studies	150	150 (5)		
Physical Education	231	90 (3)	81 (3)	60 (3)
REQUIRED SUBJECTS-TOTAL	2,534	1,050(35)	864 (32)	620 (31)
OPTIONAL SUBJECTS:				
Treatment of Hauls Domestic Science Additional General Education Subjects Free Study	174 to 469	60 (2) to 120 (4)	54 (2) to 189 (7)	60 (3) to 160 (8)
GRAND TOTAL	2,708 to 3,003	1,110(37) to 1,170(39)	918 (34) to 1,053 (39)	680 (34) to 780 (39)

REMARKS: 1. The number of hours for the separate years have been arrived at by figuring the 10th year as being 30 weeks in length, the 11th year as 27 weeks, and the 12th year as 20 weeks.
2. In addition to the above hours, the practical training hours can be scheduled respectively so as to have 30 days for the 10th grade, 60 days for the 11th grade and 120 days for the 12th grade.

TABLE XXXII

MARINE PRODUCTS MANUFACTURING COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Year		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	753	270 (9)	243 (9)	240 (12)
RELATED SUBJECTS:				
Marine Products Manufacturing	372	90 (3)	162 (6)	120 (6)
Machinery	121		81 (3)	40 (2)
Marine & Aquatic Creatures	60	60 (2)		
Micro-biology	60	60 (2)		
Chemistry	154	60 (2)	54 (2)	40 (2)
Physics	114	60 (2)	54 (2)	
Mathematics	114	60 (2)	54 (2)	
Introduction to Marine Products	60	60 (2)		
Sea Fishery Act Marine Products Law	40			40 (2)
Marine Industry Administration	40			40 (2)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	231	90 (3)	81 (3)	60 (3)
Social Studies	150	150 (5)		
Physical Education	231	90 (3)	81 (3)	60 (3)
REQUIRED SUBJECTS-TOTAL	2,500	1,050 (35)	810 (30)	640 (32)
OPTIONAL SUBJECTS:				
Marine Meteorology Domestic Science Additional General Education Subjects	208 to 503	60 (2) to 120 (4)	108 (4) to 243 (9)	40 (2) to 140 (7)
Free Study				
GRAND TOTAL	2,708 to 3,003	1,110 (37) to 1,170 (39)	918 (34) to 1,053 (39)	680 (34) to 780 (39)

REMARKS:
1. The number of hours for the separate years have been arrived at by figuring the 10th year as being 30 weeks in length, the 11th year as 27 weeks, and the 12th year as 20 weeks.
2. In addition to the above hours, the practical training hours can be scheduled respectively so as to have 30 days for the 10th grade, 60 days for the 11th grade and 120 days for the 12th grade.

TABLE XXIII

COMMERCIAL COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	700	210 (6)	210 (6)	280 (8)
RELATED SUBJECTS:				
Commercial Economics	315	105 (3)	105 (3)	105 (3)
Bookkeeping & Accounting	280	70 (2)	105 (3)	105 (3)
Laws & Regulations	140		70 (2)	70 (2)
Industry & Materials	140		70 (2)	70 (2)
English	525	175 (5)	175 (5)	175 (5)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,905	945 (27)	945 (27)	1,015 (29)
OPTIONAL SUBJECTS: Typewriting Stenography Foreign Language Statistics Domestic Science Additional General Education Subjects Free Study	455 to 1,085	175 (5) to 385 (11)	175 (5) to 385 (11)	105 (3) to 315 (9)
GRAND TOTAL	3,360 to 3,990	1,120(32) to 1,330(38)	1,120(32) to 1,330(38)	1,120(32) to 1,330(38)

TABLE XXXIV

CLOTHING (DRESS MAKING)
COURSE

SUBJECTS	Total Hours for 3 Years	Allotment of Hours to School Years		
		10th Grade	11th Grade	12th Grade
PRACTICAL TRAINING	1,295	385 (11)	455 (13)	455 (13)
RELATED SUBJECTS:				
Sewing	210	70 (2)	70 (2)	70 (2)
Arrangement of Clothes	105	35 (1)	35 (1)	35 (1)
Clothing Materials	70	70 (2)		
Introduction to Clothing	70		35 (1)	35 (1)
Design	105	35 (1)	35 (1)	35 (1)
GENERAL EDUCATION SUBJECTS:				
Japanese Language	315	105 (3)	105 (3)	105 (3)
Social Studies	175	175 (5)		
Physical Education	315	105 (3)	105 (3)	105 (3)
REQUIRED SUBJECTS-TOTAL	2,660	980 (28)	840 (24)	840 (24)
OPTIONAL SUBJECTS:				
Domestic Science	490	70 (2)	210 (6)	210 (6)
Additional General Education Subjects	to 910	to 210 (6)	to 350 (10)	to 350 (10)
Free Study				
GRAND TOTAL	3,150 to 3,570	1,050(30) to 1,190 (34)	1,050(30) to 1,190(34)	1,050(30) to 1,190(34)

REMARKS: "Domestic Science" in the optional subjects does not include the study of clothing.

HATSUGAKU NO. 63

"HANDBOOK FOR PREPARATION OF

EXECUTION OF THE NEW SCHOOL SYSTEM"

Published by the Ministry of Education

February 17, 1947

Part I Plans for Establishing Temporary Conference Groups

Part II Pupil Promotion in the School Year 1947 - 1948

Part III Reorganizing the School System by the 6-3-3 Pattern

Part IV Correlating the Present Educational System with the 6-3-3

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HANDBOOK FOR PREPARATION OF EXECUTION OF THE NEW SCHOOL SYSTEM

Published by the Ministry of Education

February 17, 1947

Hatsu-Gaku #63

SHIKOKU M.G. REGION CI&E
四國軍政府 民間情報教育部

Foreword

This handbook has been prepared as an aid, during the school year 1947-48, to schools and communities beginning to establish 6-year elementary schools, 3-year lower secondary schools, and 3-year upper secondary schools.

It is considered a planning document and it is hoped that the suggestions and recommendations may be adapted to meet the situation in the various communities.

As soon as the Diet has enacted the new school law now being prepared, actual reorganization of schools can begin.

February 1947

TABLE OF CONTENTS

		Pages
Part I	Plans for Establishing Temporary Conference Groups	1
1.	Purposes and Types	1
2.	The Temporary Local Conference Group	1
3.	The Temporary Gun Conference Group	5
4.	Th Temporary Prefectural Conference Group	6
5.	Community Responsibility	7
Part II	Pupil Promotion in th School Year 1947-48	9
1.	The 7th Grade	9
2.	The 8th Grade	10
3.	The 9th Grade	10
4.	The School Record	11
5.	Pupil Selection	12
6.	The Physical Inspection	14
Part III	Reorganizing the School System by the 6-3-3 Pattern	16
1.	Introduction	16
2.	Description of the Lower Secondary School	17
(a)	Definition and Purpose	17
(b)	Length of Course	18
(c)	Contiguous to the Elementary School	18
(d)	Location	18
(e)	Free Compulsory Attendance	18
(f)	Coeducation	19
(g)	Full-day system	20
(h)	Separate Buildings, Full-time Principals and Teachers	20

(Cont'd)

(i) Curriculum - 21

(j) Time of Implementation - - - - - - - - - - - - - - - - - - 22

3. Description of the Upper Secondary School - - - - - - - - - - 23

(a) Definition and Purpose - - - - - - - - - - - - - - - - - - 23

(b) Length of Course - 23

(c) Location - 24

(d) Non-Compulsory Attendance - - - - - - - - - - - - - - - - 24

(e) Coeducation - 24

(f) Full-time and Part-time System - - - - - - - - - - - - - - 25

(g) Separate Buildings, Full-time Principals and Teachers 25

(h) Curriculum - 26

(i) Time of Implementation - - - - - - - - - - - - - - - - - - 27

4. Implementing 6-3-3 Organization - - - - - - - - - - - - - - - 27

(a) Step-by-step Process - - - - - - - - - - - - - - - - - - - 27

(b) Local Schools and the 6-3-3 Pattern - - - - - - - - - - - 28

5. Creating the Lower Secondary School - - - - - - - - - - - - - 30

(a) A Separate School Plant for 1947-48 - - - - - - - - - - - 30

(b) Converting Separate Higher Elementary School into a Lower Secondary School - - - - - - - - - - - - - - - - - - - 31

(c) Sharing Facilities of the Eight-Year Elementary School with the Lower Secondary School - - - - - - - - - - - - - 33

(d) Establishing a Lower Secondary School in an Area where Several Elementary Schools Exist - - - - - - - - - - 38

(Cont'd)

Part IV Correlating the Present Educational System with the 6-3-3 Pattern during the School Year 1947-48 - - - - - - - - - - - - - 40

1. The New Lower Secondary School - - - - - - - - - - - - - - - - - 40

(a) The 7th Grade - 40

(b) The 8th Grade - 41

(c) The 9th Grade - 41

(d) Graduation from the New Lower Secondary School - - - - - 42

2. The New Upper Secondary Grades during 1947-48 - - - - - - - - 42

(a) The 10th Grade - 42

(b) The 11th Grade - 43

(c) Graduation - 43

3. Changes in the Present Youth School during 1947-48 - - - - - - 44

4. Establishing New Upper Secondary Part-time School System - - 45

(a) Characteristics of Part-time System - - - - - - - - - - - - 46

(b) Management of Part-time System - - - - - - - - - - - - - - - 46

5. Private Schools - 48

6. Community Cooperation Necessary - - - - - - - - - - - - - - - - 48

Appendix I - 50

The Lower Secondary School Curriculum - - - - - - - - - - - - - - - 51

TABLES INCLUDED

		Page
Table I	Application of New Lower Secondary School Curriculum	22
Table II	Application of New Upper Secondary School Curriculum	26
Table III	Existing Schools and the 6-3-3 Pattern	29
Table IV	Converting Higher Elementary School into a Lower Secondary School	31
Table V	An 8-year Elementary School Before Adjusting to 6-3-3 Pattern	34
Table VI	Status of 6-year Elementary School Adjusted to 6-3 Pattern.	35
Table VII	Status of 3-year Lower Secondary School Adjusted to 6-3 Pattern	36
Table VIII	Status of Combined Lower Secondary School and 6-year Elementary School Adjusted to 6-3 Pattern	37
Table IX	Adjusting Several 8-year Elementary School Plants to 6-3 Pattern	39
Table X	"Mura" Part-time Upper Secondary Schools Organized around a "Machi" Full-time Secondary School	47

PART I

PLANS FOR ESTABLISHING TEMPORARY CONFERENCE GROUPS

REORGANIZATION OF SECONDARY SCHOOL SYSTEM

I. Plans for Establishing Temporary Conference Groups

1. Purposes and Types

As a practical means of beginning immediately the organization of lower secondary schools, consisting of grades 7, 8, and 9, it is recommended that temporary conference groups on the local, gun, and prefectural levels be set up to study immediate reorganization problems of schools, and communities, and make recommendations to the proper officials toward eventual solution.

The mura, machi, shi, or ku group should study local education problems connected with organization of the secondary schools and make recommendations to the proper local authorities. As soon as the local group has been formed, it might choose representatives responsible to it which with representatives from other local conference groups in the gun would form a temporary gun conference group to study and make recommendations to the proper gun officials on reorganization problems common to schools within the gun. Each gun conference group might choose representatives responsible to it to form, with representatives of other guns chosen in a similar way, a temporary conference group at the prefectural level for the purpose of studying and making recommendations to the proper prefectural authorities concerning educational problems which pertain to organization of the secondary schools within the prefecture.

All temporary conference groups on the local, gun, and prefectural levels should continue to function as advisory bodies until decentralization of educational control has been effected.

2. The Temporary Local Conference Group

As soon as these suggestions regarding reorganization of schools

(a) Devise a plan for distribution of pupils completing the present 6th grade among available 7th grade classes for the 1947-48 school year. Availabl 7th grade classes will be those located in present 8th grade elementary schools, boys' middle schools and girls' high schools, and in vocational middle schools for boys and girls. With the beginning of the coming school year, it is recommended that all classes of the 7th grade level in one community should be administered and controlled by the same principal and school authority, and it is desirable that as nearly as possible all children of the 7th grade should be taught by teachers of equal training.

(b) Study the implication of the 6-3-3 school pattern for schools of the local community.

(c) Study local resources and needs such as school buildings, possible available materials for construction of additional buildings, available classrooms, and available new teachers.

(d) As often as necessary make advisory reports to competent local authorities suggesting activities and make specific recommendations concerning organization of the lower secondary schools and requesting necessary aid from higher authorities.

After explanation is made to the meeting of the duties of the local conference groups, the members of the association should proceed to elect by secret ballot their representatives on the local conference group. Both men and women who are particularly interested in education should be selected. The use of teacher associations and parent associations as a basis for choosing members of the temporary local conference group is recommended only as a convenient means of bringing the group into existence. During the first meeting of the local conference group, the members should

elect a chairman by secret ballot to serve during the existence of the group. Full publicity through discussion, radio, and the press should be given the work of each group and its recommendations to the proper officials regarding organization of any part of the secondary schools.

3. The Temporary Gun Conference Group

Although the local community through an elected school board should ultimately determine the type and number of its schools and should have control of them so far as administration is concerned, no community can live isolated from other communities. Communities need to cooperate with other communities. Some important educational problems such as transportation of pupils, securing materials for school buildings, in-service training of teachers, developing associations of principals, of teachers, of parents and teachers, of students, and many other aspects of a good educational program need the support and cooperative efforts of a larger group than the local community. The gun might serve as such a unit.

To be able to function in the interest of all the communities in the gun, the temporary gun conference group should be composed of representatives from each local conference group - perhaps two in number, one a professional educator and the other a lay member who is not a teacher or a principal. It is desirable that the gun group membership be composed of both men and women. The gun conference group should make recommendations to the proper gun official concerning problems on the gun level having to do with organization of the lower secondary schools. The individual members should be responsible to the local groups appointing them for their activities and recommendations, and full publicity should be given to group recommendations through discussion, radio, and the press.

As soon as possible, the proper gun official should call together

the representatives elected by the local conference groups, at which meeting a permanent chairman should be elected by secret ballot. The temporary gun conference group should serve as needed until the new school law provides machinery for decentralization of educational control.

4. The Temporary Prefectural Conference Group

Most of the educational problems listed as needing cooperation between the localities also need cooperation between the guns, and this can be provided by establishing temporary conference groups on the prefectural level which are composed of members elected by the gun conference groups. In addition, there is the problem of financial aid which is probably best considered on the prefectural level. Since the members of the prefectural conference group are among those originally elected by the local conference groups to form the gun conference groups, they are directly in a position to understand the problems and needs of their local communities and to help formulate wise recommendations on all problems of organization of the lower secondary schools of concern at the prefectural level, including the allocation of funds. The group, which should be composed of both men and women, could consider and make recommendations concerning all school problems in the organization of the lower secondary schools which touch the area larger than the local or gun levels.

As soon as possible the proper prefectural education official should call a meeting of the members of prefectural conference group chosen by the gun conference groups, at which time a permanent chairman should be elected. Members should be responsible to the gun conference group which they represent. The prefectural conference group should serve until the new school law provides machinery for permanent decentralization of educational control, and should make recommendations to the proper prefectural

official concerning prefectural problems of organization of the lower secondary schools. All recommendations of the prefectural conference group should be discussed publicly and by the radio and the press.

5. Community Responsibility

Complete reorganization of the secondary schools will proceed year by year until completed and it is desirable for different schools and communities to make many necessary changes according to their own abilities rather than according to any fixed rate of speed. All of these suggested local, gun, and prefectural conference study groups should serve as interim advisory groups only until the new school law has provided a permanent system of decentralization of control of education. But it is desirable that communities begin to feel responsibility for developing their schools in line with their own particular needs, and to assume initiative in providing leadership for necessary changes.

For the use of local, gun, and prefectural conference groups, information and recommendations follow concerning problems connected with changing from the present system to the 6-3-3 educational pattern. It is suggested that the initial task of the local conference groups should be to plan practical ways of distributing the present graduates of the 6th grade among the available 7th grade classes when the new school year opens. This is the first step in creating the new lower secondary school according to the 6-3-3 pattern. Some communities may be able to establish the three grades of the lower secondary school during the school year 1947-48 and provide 8th and 9th grade training for all pupils desiring to attend. In that case the conference group would need to consider many community problems involved in the project. In the following study of the 6-3-3 pattern, and its relation to the present system, the upper secondary school is brought

in only in its relationship to organization of the lower secondary school. It is assumed that in providing 7th grade education for all pupils, sufficient facilities will be made available without disturbing the present facilities of the 6-year elementary school.

PART II

PUPIL PROMOTION IN THE SCHOOL YEAR 1947 - 1948

Part II. Pupil Promotion in the School Year 1947-48

The new lower secondary school will be established in the 1947-48 school year as part of the long-time plan of reorganization of the education system on the democratic principle that all youth are entitled to attend school through the secondary level. It is recognized that all pupils throughout the elementary and the secondary schools who complete the requirements of the curriculum for one grade are eligible to be admitted to the grade next nigher.

All pupils now enrolled in boys' middle, girls' high, or vocational schools who wish to continue through the upper secondary school should be allowed to do so automatically upon completion of the work of each grade.

For the school year 1947-48, compulsory attendance in the lower secondary school will apply only to the 7th grade. It is planned to extend compulsory education to the 8th grade in 1948-49, and to the 9th grade in 1949-50.

Promotion into different grades of the lower secondary school during the coming school year will be based on the following points:

1. The 7th Grade

Some pupils will attend 7th grade located in present elementary school buildings, some in boys' middle school buildings, some in girls' high school buildings, and some in vocational school buildings; but wherever located, the 7th grade will be part of the new lower secondary school system. All 7th grades will use the new curriculum and will receive the same quality of instruction as far as possible through retraining of teachers.

It is recommended that in each community methods of distribution of 7th grade pupils among different schools by district or some other method,

be studied by local conference groups to be organized in every mura, machi, shi, and ku in larger cities, as described in Part I of this Handbook.

Since compulsory education will extend through the 7th grade next year, the problem for this grade is not one of selection of pupils who may continue in school, but of distribution of all pupils completing the 6th grade this March among available 7th grades. Therefore, selection methods such as written or oral examinations, or any other method similar to these should not be used.

2. The 8th Grade

Although attendance in the 8th grade will not be compulsory during 1947, the majority of pupils completing this spring the work of the 7th grade in elementary schools, girls' high schools, boys' middle schools, vocational schools, and youth schools will likely wish to continue in school as in the past. Pupils in the 8th grade, whether located in upper elementary schools or in the boys' middle, girls' high, or vocational schools, will use the same curriculum. At the 8th grade level there will be no problem of distribution or of selection as pupils will likely continue in the same school attended this year.

3. The 9th Grade

On the 9th grade level, because of limited facilities, those girls' high schools, vocational schools, and night schools which require graduation from the 8th grade of upper elementary school for admission may have to select from among many applicants the number of pupils who can be accommodated by their facilities. All students enrolled in the 9th grade will use the same curriculum.

It should be made clear to students applying that in the reorganized school system all who have completed the work of the 8th grade

are eligible to admittance into the 9th; and that if they cannot enter 9th grade now, it is because of lack of facilities rather than because of failure on their own part.

4. The School Record

Whenever a pupil transfers from one school to another, a comprehensive record covering his academic work, his personality development, and his physical condition throughout his entire school attendance period should be transferred with him.

This record should be considered as a guidance tool to be continuously used by all teachers in helping pupils develop according to their abilities and interests. To be of guidance value in a democratic educational system, the pupil record should be based solely on evidence of the pupils ability, achievement, personality, and health. Family, social, or financial standing in the community will have no influence with teachers and principal of a professionally ethical educational institution in preparing a pupil's school record.

The record should represent the combined independent judgment of principal and teachers and should reflect the highest impartial professional and ethical standards.

As elementary schools insist on a high standard of academic work, all-round individual development of abilities of each child, accurate judgment of teachers and principal in evaluating a pupil's character and his work, they will win the confidence and respect of secondary schools to which their pupils go. Relationships between the two types of schools will be improved, and usefulness of the school record as a tool for pupil guidance will be greatly increased.

5. Pupil Selection

As mentioned earlier, there will be no selection of pupils entering 7th grade in 1947-48, but only a matter of distribution of pupils among schools offering 7th grade work.

The only grade this year where because of limited facilities there will need to be selection of pupils from among many applicants will be the 9th grade of girls' high schools, vocational schools, and night schools, requiring for entrance graduation from the 8th grade of upper elementary school.

The fairest way for such selection to be made would be to accept all applications as they are received from pupils who have completed the 8th grade work and who have a good health record, until the number who can be accommodated by the school has been reached.

Such written examinations and oral examinations as have been used in previous years are not recommended for either public or private schools in the new educational program. If a school which must select pupils entering the 9th grade this year is not willing to accept them in order of application received, then the school record and a personal interview might be used for ranking applicants for admission. All students whose rank places them within the number which can be accommodated could automatically be accepted. Both the school record and the personal interview have been utilized to some extent by many schools, so that the procedure is familiar to many educators.

In using the elementary school report compiled from the pupil's school record, the following information should be considered:

(a) Attendance record

(b) Elementary school evaluation of work in school subjects

(c) Personality traits and habits such as cooperation with others, honesty, responsibility, leadership, efficiency, industry, orderliness, punctuality, respect for others, unselfishness, ingenuity.

(d) Special abilities shown through school work in science, art, music, business, farming, etc.

(e) Rank of applicant in his elementary school class determined by combined judgment of principal and teachers. The entire class should be divided into six groups according to personality, habits, and quality of work in school subjects. The groups should be labeled as group 1, group 2, group 3, group 4, group 5, group 6, rather than superior, inferior, etc. Group 1 could include the most able students, and group 6, the least able. The number of pupils falling within each of the six groups would not be the same, but would vary considerably. Generally in an average class, larger numbers of

pupils would fall in group 3 and in group 4 than in the other groups. The number of the pupils in each group should be given at the end of the list with the number of pupils in the whole class. The report of the entire class might be given as in the past.

The aim of the personal interview is to observe expressions of character and personality of the applicant as revealed in discussion between staff members of the secondary school and the pupil.

The interview should be a friendly conference in one room only, between the pupil and the school principal and a small number of teachers. Such an interview cannot be successful if the staff group is large. The attitude of the staff should put the pupil at ease so that his reactions will be natural.

Questions or subjects for discussion should be chosen to reveal the pupil's character, his reaction to subjects discussed rather than his knowledge of facts, his maturity as revealed by his evaluation of matters discussed in comparison with maturity to be expected in a boy or girl of this grade. Discussion with different pupils should be developed along various lines rather than allowing it to become uniform for the group of applicants.

The personal interview for all applicants should not be limited to one day, but different pupils could be interviewed over a period of several days or weeks.

6. The Physical Inspection

The physical inspection should be made by a physician representing the school which the applicant wishes to enter. It is useful only in

PART III

REORGANIZING THE SCHOOL SYSTEM BY THE 6-3-3 PATTERN

eliminating students not physically able to carry the work of the grade, and should not be included in factors by which pupils applying to enter are ranked for admittance. The inspection should aim mainly to reveal sickness or physical abnormality.

III. Reorganizing the School System by the 6-3-3 Pattern

1. Introduction

During the past few months a great deal has been published about the 6-3-3-4 plan of school reorganization. The adoption of this plan was recommended on December 27, 1946 by the Japanese Education Reform Council, and it is endorsed by the Ministry of Education. This plan provides that each child shall receive his first six years of formal education in the elementary school (except where he attends kindergarten, in which case six years are spent in the elementary school in addition to training in kindergarten). After completing the 6th year of elementary school, the pupil is eligible to enter a 3-year lower secondary school. According to the provisions of the school law which likely will be presented to the Diet during the current session, by 1949-50 attendance through the 9 years of these two schools will be compulsory for all children in the nation. Beyond the lower secondary school there will be a 3-year upper secondary school which each pupil completing the work of the lower secondary is eligible to enter; and beyond that a 4-year daigaku.

The public upper secondary schools which have attached lower secondary schools should not admit the graduates of the attached lower secondary schools in preference to the graduates of other schools. This principle does not apply to private schools which have both upper and lower secondary schools under the same management. This recommendation does not apply to pupils attending middle schools during the school year 1946-47 but it does apply to students entering the 7th grade at the beginning of the school year 1947-48.

Perhaps the most important single advantage this plan of

organization has over the present system is that it provides for continuous progress through school for all children through the 9th grade, and through the upper secondary school and the university for those who choose to attend. The present system of maintaining middle and high schools for only approximately twenty percent of the children of the nation and terminal elementary and youth schools for the remaining eighty percent is undemocratic, wasteful of potential talent needed in the reconstruction of the nation, and unsound educationally.

This study is concerned with bringing into existence only the two levels of secondary schools. Reorganization under the 6-3-3 pattern involves the elementary school only to the extent that its 7th and 8th grades become a part of the lower secondary school.

2. Description of the Lower Secondary School

(a) Definition and Purposes

The lower secondary school receives all pupils after they complete the 6th and final year of the elementary school. The same curriculum is available to all boys and girls with some opportunity for adjustments as desired to meet individual needs, interests, and aptitudes. The principal aim of the school is to help the nation's young people to become healthy, responsible, thinking citizens, eager to develop their innate abilities. The curriculum places emphasis on development of individuality and personality, and the ability to participate effectively in community life, with provision for guidance and some training in vocations. Its work is based on educational principles drawn from psychology, sociology, and other sources which have been established as necessary for the wholesome growth of boys and girls from twelve to sixteen years of age.

(b) Length of Course

The course of the three-year lower secondary school comprises grades 7, 8, and 9. In case additional years are added to a community school system beyond the 9th grade, they should be considered work on the upper secondary school level and become part of an upper secondary school. No terminal courses should be added to the lower secondary school.

(c) Contiguous to the Elementary School

The lower secondary school should be the only school contiguous to the elementary school and should become an independent school as soon as possible. This means that all pupils will enter the lower secondary school upon completion of the 6th grade of the elementary school. This principle is basic to democratic educational opportunity. The same curriculum will be recommended for all 7th, 8th, and 9th grade classes in the school year 1947-48, regardless of the present type of school in which such work is offered.

(d) Location

Because education will be compulsory and without entrance examinations through grades 7-9, every village, city, and town should provide local lower secondary educational opportunities for the entire school population in grades 7-9. Larger villages should establish at least one such school, but smaller villages might combine with other nearby villages to maintain a lower secondary school. Cities and towns may need a number of such schools.

(e) Free Compulsory Attendance

Attendance through the 3 grades of the lower secondary school should be free and compulsory by 1949-50. The draft of a law to provide for

areas in which boys and girls in grades 7-9 learn to associate normally, and thus form a nucleus of students who can become leaders in developing more nearly equal relationships between the sexes. The final decision as to whether a school is to become coeducational should be made by the citizens of the community which the school serves. Private schools are also free to make their own decisions regarding coeducation.

(g) Full-day System

In its completed form the lower secondary school should be a full-day school, and night school work should not be recognized on this level. For this year, students should have opportunity to complete the 9th grade of the curriculum by either full-time or night school attendance. The part-time system should offer the same curriculum and require the same standards of work as the full-day system, and often, but not necessarily always, be under the same administration.

(h) Separate Buildings, Full-time Principals and Teachers

It is desirable for elementary, lower secondary, and upper secondary schools to be housed in their own separate buildings. Throughout the country, grades 7 and 8 of the present elementary schools will form the nucleus of the lower secondary school. For the present, where grades 7 and 8 are housed in the same building with grades 1-6, it may be necessary, in most cases, for them to continue in the same classrooms used at present. In many cases, a few new classrooms will be needed to house the new 9th grade. Although housed in rooms adjacent to the elementary school, grades 7-9 should be organized as a lower secondary school, administered if possible by its own principal. Since the first three years of the present middle school become grades 7, 8, and 9 of the lower secondary school, it

is likely that at first these grades and the 10th and 11th grades of the upper secondary school will need to exist in the same building. As soon as possible each type of secondary school should have its own principal and separate teachers. In all matters, the lower secondary school should be developed in close relation with other nearby lower and upper secondary schools, rather than with the elementary school, as it is designed to serve the special needs of adolescent youth. This basis, rather than the external fact that the elementary and lower secondary schools are considered the compulsory attendance units, should determine the relationships among the three schools.

The lower secondary school should be staffed by principals and teachers who are especially qualified on the basis of practical experience, background, and ability to guide the development of early adolescent youth. In cases where teachers qualified according to this definition are not found, measures should be taken for the re-education of available teachers. If necessary, in small lower secondary schools, one principal might administer more than one secondary unit or combine teaching with administration. It is desirable for the lower secondary school to employ full-time teachers rather than for teachers to divide their time with either the elementary grades or upper secondary grades.

(i) Curriculum

The curriculum for 1947-48, given in Appendix I, which will be published in the course of study, will apply to all 7th, 8th, and 9th grade students, regardless of the present type of school in which the

work is offered. Table I below will be helpful in determining the curriculum for each different type of school.

TABLE I.

The New Lower Secondary School Curriculum	Higher Elementary School	Secondary Schools Requiring Completion of 6th Grade of Elementary School for Entrance			Secondary Schools Requiring Completion of 8th Grade of Elementary School for Entrance		
		Boys' Middle Schools	Girls' High Schools	Vocational Middle Schools	Boys' Night Middle Schools	Girls' Night Middle Schools	Vocational Middle Schools
New Curriculum for 7th grade applies to.....	1st yr.	1st yr.	1st yr.	1st yr.	--	--	--
New Curriculum for 8th grade applies to	2d yr.	2d yr.	2d yr.	2d yr.	--	--	--
New Curriculum for 9th grade applies to ...	Special Course	3d yr.	3d yr.	3d yr.	1st yr.	1st yr.	1st yr.

(j) Time of Implementation

The lower secondary school will come into existence on April 1, 1947. This does not mean that it can exist in its completed form on that date, but grades 7, 8, and 9 in existing schools will correspond to grades 7, 8, and 9 of the lower secondary school. The table above shows the position which grades 7, 8, and 9 of existing schools should occupy in the new lower secondary school. Full development will be achieved year by year and communities will vary in their rate of development.

3. Description of the Upper Secondary School

(a) Definition and Purposes

It has been noted that one of the purposes of the lower secondary school is to explore vocation and general education aptitudes and interests. The upper secondary school, which completes secondary education, makes provision for a more or less complete training in the fields chosen as a result of work in the lower secondary school, whether the pupil wishes to prepare to enter university or to enter a vocation. It provides diversified curricula by means of which a pupil, once his decision is reached, is able to pursue work systematically planned with reference to his cultural and vocational needs as an individual and as a member of society. Such curricula should be arrived at through analyses of present and probable future demands of industrial, business, professional and social life. In many localities the same upper secondary should prepare pupils to enter university or to enter a vocation. In metropolitan and in some other particular localities specialized schools on the upper secondary level should be established. The curriculum for upper secondary schools provides for both types of schools - those with a comprehensive program and those which specialize in training pupils for a definite specialized vocation.

(b) Length of Course

The fundamental course of the upper secondary school should be three years in length, and comprise grades 10, 11, and 12. This school should be prepared to receive all students who desire to continue their formal schooling after completing the 9th year of the lower secondary school. Any work offered in the regular upper secondary school and any additional work offered in a particular field or vocation should be on the