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HEADQUARTERS
OSAKA MILITARY GOVERNMENT TEAM
APO 25

PSA/y1

7 March 1949

SUBJECT: Control of Public Senior High Schools

TO: Commanding Officer
Kinki Military Government Region
APO 25
ATTN: Civil Education Officer

1. Problem

The Osaka Municipal School Board has officially requested that all public senior high schools in Osaka be administered by them as a part of a unified city school system. The Prefectural School Board is opposed to the transfer of these schools and has postponed several meetings with the city school board to discuss this problem. The situation has developed into a political emotional crisis. This involves ten (10) municipal high schools with 4,680 students, fourteen (14) prefectural high schools in Osaka with 12,001 students, ten (10) commercial high schools now under city control with 3,905 students, four (4) municipal technical high schools with 2,329 students and three (3) prefectural technical schools with 1,994 students within the city of Osaka.

2. Conflicting Views of the School Boards

a. Osaka Municipal Board.

(1) There can be no equalizing transfer of equipment or teachers under present conditions where schools are under two school boards.

(2) The tax support for all prefectural high schools both in and outside Osaka city is primarily obtained from Osaka city taxpayers. Fifty-five percent of the funds, although handled by prefectural authorities, originate in Osaka city.

(3) The city's ability to support these schools is also indicated by the fact that before transferring many buildings to junior high schools the city supported 59 senior high schools.

(4) At the present time high schools are not districted. As a result each school has students who come from all over the city and prefecture without regard to residence or school location. The logical districting would be based on existing junior high school districts. Three or four junior high school districts would be combined to form a senior high school district. If this were done without unification of control, it would mean great educational inequalities because existing high schools differ as to standards, equipment, teachers and financial support. Junior high schools that by chance were districted with one of the rich prefectural schools would have an advantage over others districted with a much less desirable commercial school.

(5) Now is the logical time to initiate districting because this year the number of new students who enter high schools will be smaller than it will ever be in the future. Next year, as a result of nine years of compulsory education, it is logical to expect a greater number to seek entrance to high schools. Unless districting is established now, it will be far more difficult to establish in the future because of the number of students involved with corresponding political and emotional factors.

(6) In conclusion, districting will save family funds by making high school attendance less expensive and will make the senior high schools an efficient part of the primary and junior high school system. However, it will create great inequalities of opportunity unless the high schools can be made relatively equal as to standard and equipment. This equalization cannot happen as long as prefectural schools exist with higher pay for teachers, greater social honor, elaborate (but often unused) equipment and separate administrative control.

b. Prefectural School Board.

(1) The men on the prefectural school board are of a higher quality and thus more capable of supervising the education of children.

(2) The prefectural high schools are better than the municipal schools and it would be wrong to do anything that would interfere with their present educational position.

(3) The prefectural buildings and equipment represent great value which just could not be given to the city. Is the city willing or able to pay the prefecture the present value of these buildings? The transfer of title would have to be approved by the assembly. Both the Governor and majority of the assembly are opposed to such transfers. (The assembly has 30 members from the city; 40 from outside).

(4) It is true that there are areas in the prefecture that do not have adequate high school opportunities, but there are private schools in those areas and it would be wrong to establish public schools that would compete with them.

(5) The city should spend its money on compulsory education and establish a good 6-3 system and let the prefectural school board operate all senior high schools.

(6) Osaka Prefecture is small and it is quite natural to make Osaka city the educational center for this level of school. The present location of the buildings makes districting impractical although it is desirable.

(7) Since the majority of the students involved are in prefectural schools, the control should remain with the prefectural school board.

3. School Board Law

Article 48 of the school board law has been interpreted by the Japanese to apply only when transfer is the mutual desire of both boards. Accordingly, since the prefecture school board objects, the transfer may not be accomplished. All the actions of the prefectural board indicate a determination to postpone both discussion and action.

4. Conclusions

a. Following is the opinion of this headquarters.

(1) The spirit of the school board law would indicate that where local boards desire control, it should be granted them.

(2) There is a waste of both private and public resources in the present situation that violates the purpose of the nine-point stabilization program. And that only districting and transfer of control will correct the situation.

(3) That without vigorous stimulation by Military Government, needed action will be postponed by the Japanese agencies. The Ministry of Education in Tokyo has already advised a delegation of the Prefectural School Board that such postponement should be considered.

5. Request for Statement of Policy

It is requested that a statement of policy be made to govern the action of this team. To what extent should Military Government participate in the solution of this problem, or is this a matter of concern only to the Japanese Government?

FRANK KOWALSKI JR.
Colonel, Infantry
Commanding

C. I

CURRICULUM OF THE NEW KOTO GAKKO

SUPPLEMENT TO VOLUME I THE 1947-48 COURSES OF STUDY

Published by the Ministry of Education
7 April, 1947
Hatsu Gaku #156

TABLE I OF SUBJECTS

Comprehensive Type Koto Gakko

	Subjects	Total Number of Hours For 3 Years	Assignment of Hours According to Grades		
			1st Year (10th Grade)	2nd Year (11th Grade)	3rd Year (12th Grade)
Required Subjects	Japanese Language	315 (9)	105 (3)	105 (3)	105 (3)
	General Social Studies	175 (5)	175 (5)		
	Physical Education	315 (9)	105 (3)	105 (3)	105 (3)
	Total	805 (23)	385 (11)	210 (6)	210 (6)
Optional Subjects	Japanese Language	210 (6)	70 (2)	70 (2)	70 (2)
	Calligraphy	210 (6)	70 (2)	70 (2)	70 (2)
	Chinese Classics	210 (6)	70 (2)	70 (2)	70 (2)
	Social Studies: History of the West	175 (5)		175 (5)*	
	Social Studies: History of the Orient	175 (5)		175 (5)*	
	Social Studies: Human Geography	175 (5)		175 (5)*	
	Social Studies: Current Problems	175 (5)		175 (5)*	
	Arithematics: Algebra (1) Calculus	175 (5)		175 (5)**	
	Arithematics: Geometry	175 (5)		175 (5)**	
	Arithematics: Algebra (2) Calculus	175 (5)		175 (5)**	
	Science: Biology	175 (5)		175 (5)**	
	Science: Chemistry	175 (5)		175 (5)**	
	Science: Physics	175 (5)		175 (5)**	
	Science: Physical Geography	175 (5)		175 (5)**	
	Music	210 (6)	70 (2)	70 (2)	70 (2)
	Drawing	210 (6)	70 (2)	70 (2)	70 (2)
	Handicraft	210 (6)	70 (2)	70 (2)	70 (2)
	Foreign Language	525 (5)	175 (5)	175 (5)	175 (5)
	Vocational Subjects: Agriculture, Industry, Commerce, Fishery, Household Arts	1400 (40)	350 (10)	525 (15)	525 (15)
	Total number of hours for study	3150-3570 (90)-(102)	1050-1190 (30)-(34)	1050-1190 (30)-(34)	1050-1190 (30)-(34)

One subject should be selected from each of the fields of Social Studies, Mathematics and Science and made compulsory.

The above-mentioned schedule of hours is based on the assumption of a 35-week school year.

The suggested allotment of hours for the optional subjects can be increased to a reasonable degree at the discretion of the principal.

* One-year subjects to be offered in either Grade 11 or Grade 12.

** One-year courses to be offered either in Grade 10, Grade 11, or Grade 12.

The new koto gakko is scheduled to open at the beginning of the school year 1948-49, but grades in existing boys middle schools (old chu gakko), girls high schools (old koto jogakko), and vocational middle schools (jitsugyo gakko) which correspond to grades 10, 11 and 12 of the new koto gakko should offer the subjects listed for grades 10, 11 12 in the new curriculum beginning with the 1947-48 school year.

With a view to meeting the needs of pupils the new koto gakko aims at providing complete curricula for those pupils who want to enter a university and those who want to pursue a vocation after completion of the course of the koto gakko. It is desirable that in the future, schools of this comprehensive type should be established in every district. In cities where a large number of koto gakko exist, the school of this level which provides special courses to meet specific needs of pupils may exist, but in a district where there is only one koto gakko, it is essential that it should offer a diversified curriculum. The curricula of the new koto gakko can be divided into two parts; (1) Some schools will give first consideration to liberal education, with vocational courses provided for those who need them and desire to take them; (2) other schools will base their program of studies on specialized vocations in the fields of Agriculture, Commerce, Fishing, etc. The curriculum of the comprehensive type is discussed in Part I and the curricula of the specialized vocational type of schools in Part II.

PART I

CURRICULUM OF THE COMPREHENSIVE, LIBERAL KOTO GAKKO

1. Program of Studies and Hours of Instruction

The 1947-48 program of studies of the koto gakko with a comprehensive curriculum and the suggested number of hours assigned to each subject is given in the table below.

TABLE I OF SUBJECTS

Comprehensive Type Kato Gakko

	Subjects	Total Number of Hours For 3 Years	Assignment of Hours According to Grades		
			1st Year (10th Grade)	2nd Year (11th Grade)	3rd Year (12th Grade)
Required Subjects	Japanese Language	315 (9)	105 (3)	105 (3)	105 (3)
	General Social Studies	175 (5)	175 (5)		
	Physical Education	315 (9)	105 (3)	105 (3)	105 (3)
	Total	805 (23)	385 (11)	210 (6)	210 (6)
Optional Subjects	Japanese Language	210 (6)	70 (2)	70 (2)	70 (2)
	Calligraphy	210 (6)	70 (2)	70 (2)	70 (2)
	Chinese Classics	210 (6)	70 (2)	70 (2)	70 (2)
	Social Studies: History of the West	175 (5)		175 (5)*	
	Social Studies: History of the Orient	175 (5)		175 (5)*	
	Social Studies: Human Geography	175 (5)		175 (5)*	
	Social Studies: Current Problems	175 (5)		175 (5)*	
	Arithematics: Algebra (1) Calculus	175 (5)		175 (5)**	
	Arithematics: Geometry	175 (5)		175 (5)**	
	Arithematics: Algebra (2) Calculus	175 (5)		175 (5)**	
	Science: Biology	175 (5)		175 (5)**	
	Science: Chemistry	175 (5)		175 (5)**	
	Science: Physics	175 (5)		175 (5)**	
	Science: Physical Geography	175 (5)		175 (5)**	
	Music	210 (6)	70 (2)	70 (2)	70 (2)
	Drawing	210 (6)	70 (2)	70 (2)	70 (2)
	Handicraft	210 (6)	70 (2)	70 (2)	70 (2)
	Foreign Language	525 (5)	175 (5)	175 (5)	175 (5)
	Vocational Subjects: Agriculture, Industry, Commerce, Fishing, Household Arts	1400 (40)	350 (10)	525 (15)	525 (15)
	Total number of hours for study	3150-3570 (90)-(102)	1050-1190 (30)-(34)	1050-1190 (30)-(34)	1050-1190 (30)-(34)

One subject should be selected from each of the fields of Social Studies, Mathematics and Science and made compulsory.

The above-mentioned schedule of hours is based on the assumption of a 35-week school year.

The suggested allotment of hours for the optional subjects can be increased to a reasonable degree at the discretion of the principal.

* One-year subjects to be offered in either Grade 11 or Grade 12.

** One-year courses to be offered either in Grade 10, Grade 11, or Grade 12.

Notes on the Table of Subjects

(1) This table of subjects is made out on the basis of the 6:3:3:4 system.

(2) The allotment of hours for subjects is worked out on the basis of the total number of hours for the three years and the total for each of the three years. The figures in parentheses indicate the average number of hours per week. Instruction in each subject covers 35 weeks, or the entire school year. One period equals 60 minutes; this 60 minute period includes the time necessary for changing classes.

(3) 30 to 34 hours of instruction should be given per week.

(4) When mapping out a guidance plan for the year or for each week, refer to that part of the 1947-48 "Courses of Study" which refers to guidance, and to the separate volumes which refer to the different subjects.

2. The Use of the Table of Subjects--Unit Credit System

Looking at the above table of subjects it will be noticed that it includes many optional courses. It is necessary for schools to deliberate on how they can give appropriate education so as to meet the needs and desires of pupils.

a. Unit Credit System

In carrying out the above program of studies it is desirable that each koto gakko should establish during the year 1947-48 a unit credit system. This is a means of keeping an account of the work accomplished by a pupil. Pupils should select subjects which they wish to study and in which they are interested and when they have satisfactorily completed their work, unit credit should be given for it. When the number of units reaches a definite amount, this means that the pupil has completed his work and is ready for promotion or graduation.

The basis of calculation of unit credits is as follows:

In case of the study of a subject for an average of one hour per week through one completed school year.....1 unit

In case of the study of a subject for an average of two hours per week through one completed school year.....2 units

In case of the study of a subject for an average of five hours per week through one completed school year.....5 units

The subjects listed in the Table of Subjects for the comprehensive koto gakko are translated into terms of unit credit in Table II below:

TABLE II

Units of Credit Offered by Comprehensive Koto Gakko

National Language	15 units
Social Studies	25 units
Physical Education	9 units
Calligraphy	6 units
Chinese Classics	6 units
Mathematics	15 units
Science	20 units
Music	6 units
Art	6 units
Handicrafts	6 units
Foreign Language	15 units
Vocational Subjects	40 units
Total	169 units

It is desirable that the koto gakko which aims at giving the comprehensive curriculum should install equipment in a sufficient amount and employ a sufficient number of teachers to offer these unit of credit.

b. Selection of Daigaku Preparatory Course or the Vocational Course

Following the table in (a) above, pupils should select the subjects and acquire unit credits in accordance with their needs and desires. Since the National Language, Physical Education and General Social Studies are subjects required for all pupils, regardless of type of school, pupils must acquire credit for these subjects under any circumstances. It is expected that among the pupils of the comprehensive koto gakko, some will desire to enter a university and some will wish to enter occupations. Table III below shows the unit credits which should be accumulated by each group, divided into the (1) Daigaku Preparatory Course and (2) the Vocational Course.

TABLE III

Daigaku Preparatory Course

Japanese Language	15 units
Social Studies	15 units
Physical Education	9 units
Mathematics	10 units
Science	10 units
Foreign Language (one language)	10 units
Free electives	16 units
Total	85 units

Vocational Course

Vocational Subjects	25 units
National Language	9 units
Social Studies	10 units
Physical Education	9 units
Mathematics (related to vocational subjects)	5 units
Science (related to vocational subjects)	5 units
Free electives	22 units
Total	85 units

It is necessary to schedule subjects in accordance with the needs and desires of pupils in such a way that they can acquire each year the credits needed for completion of the course which they are following (Daigaku Preparatory or Vocational). It is easily possible for a pupil to transfer from the Daigaku Preparatory Course to the Vocational Course, or from the latter to the former, so long as the requirements of each course are met. In any case, regardless of the course which may be chosen, the subjects listed in Table IV should be taken by all pupils as a means of gaining the culture necessary to all citizens.

TABLE IV

Minimum Standard Curriculum for All Koto Gakko Pupils

National Language	9 units
Social Studies	10 units
Physical Education	9 units
Mathematics	5 units
Science	5 units
Total	38 units

Considering the pupils' future and individuality, the basic course listed above and the choice between the Daigaku Preparatory Course and Vocational Course are believed to be adapted to those who attend the koto gakko. Guidance by teachers in the selection of courses is very important. The chu gakko gives vocational guidance in order that the pupils may think of their future. It is possible to obtain many references to the interests and aptitudes of pupils from the shogakko (elementary school) and chu gakko (lower secondary school) records; information can also be gained from close contact with pupils. Thus, clarifying the pupils' needs, desires and individuality, it will be of great help to give guidance in the choice of subjects. In order to accomplish this, it will be necessary to spend a few days at the beginning of the year in helping pupils select their courses; after help and guidance are given, pupils must select the courses suited to their individuality and desires on their own responsibility. Given below in Table V examples of choices of subjects which might be made by pupils choosing the Daigaku Preparatory Course and the Vocational Course.

TABLE V

Sample Courses In Koto Gakko

Daigaku Preparatory Course		Vocational Preparatory Course	
First Year		**First Year**	
National Language	5 units	Vocational Subjects	8 units
General Social Studies	5 units	National Language	3 units
Physical Education	3 units	General Social Studies	5 units
Algebra & Calculus	5 units	Physical Education	3 units
Foreign Language	5 units	Mathematics (related to vocation)	5 units
Music	2 units	Music	2 units
Art	2 units	Art	2 units
Total	27 units	Total	28 units
Second Year		**Second Year**	
National Language	5 units	Vocational Subjects	8 units
Western History	5 units	National Language	3 units
Physical Education	3 units	Physical Education	3 units
Physics	5 units	Science (related to vocational training)	5 units
Foreign Language	5 units	Social Studies	5 units
Music	2 units	Handicrafts	2 units
Art	2 units	Music	2 units
Handicrafts	2 units	Total	28 units
Total	29 units		
Third Year		**Third Year**	
National Language	5 units	National Language	3 units
Human Geography	5 units	Vocational Subjects	9 units
Geometry	5 units	Physical Education	3 units
Physical Education	3 units	Social Studies	5 units
Science	5 units	Mathematics (related to vocation)	5 units
Calligraphy	2 units	Chinese Classics	2 units
Music	2 units	Handicrafts	2 units
Art	2 units	Total	29 units
Total	29 units		
Grand Total	85 units	**Grand Total**	85 units

It is reiterated that the selection of subjects shown above merely serves as an example. Many variations and combinations of subjects are possible.

c. Graduation and Promotion

Regarding the unit credit system it is necessary to consider the principles of graduation and promotion. The acquisition of 85 units of credit has been set up as the requirement for graduation; this includes the 38 units established as the minimum courses for all pupils. The minimum course is included in the 85 units required for graduation from both the Daigaku Preparatory Course and the Vocational Course. The unit credits needed above 38 (85 minus 38) can be gained by the study of various subjects in accordance with the desires of the pupils and the requirements of the two courses. It is desirable to cut the total of units to be accumulated in Chinese Classics, Art, Handicrafts, Music and Physical Education to less than 20, because too many units in these subjects would cause other necessary subjects to be neglected. Pupils desiring more credit in these subjects can add such credit to the 85 required for graduation. While accumulating the 85 units of credit required for graduation, it is desirable that they be balanced rather evenly among the three grades.

Below are given the number of unit credits required for promotion:

The pupil who acquires more than 25 units in the first year (10th grade) can be promoted to the second year (11th grade).

The pupil who has acquired a total of more than 50 units in the first two years can be promoted to the third year (12th grade).

3. The Transition Period

All of the subjects mentioned in the table of subjects (Table I) can be taken when the new koto gakko system is completely established. In the meantime, it is necessary to deliberate on many points in applying the curriculum of the new koto gakko to the existing chu gakko and koto jogakko. For instance, the chu gakko and koto jogakko provide no school year to correspond to the third year (12th grade) of the new koto gakko. Unless the third year (12th grade) is established, the courses for the first and second years (10th and 11th grades) only will be given in the school.

Regarding the subjects listed for the first, second and third years of the new koto gakko, if we compare them with subjects offered

in the old chu gakko and koto jogakko, we cannot say that it will be necessarily appropriate in every case to follow the table of subjects rigidly. During the transition period it will be necessary to adjust subjects to some extent. It is necessary in the case of such subjects as Social Studies to offer them in each of the years, but subjects which pupils have already taken in the old chu gakko and koto jogakko need not necessarily be given in all cases; subjects with new contents may be substituted. However, subjects should not be discontinued merely because the name of the new subject is the same as one which pupils have already had in the old chu gakko and koto jogakko without first looking into them in detail and endeavoring to make the contents of koto gakko education conform with the purport of the new education. Although some of the names of subjects in the new curriculum correspond to those of the old, the contents are in many cases not the same.

In regard to the unit credit system, it is desirable to carry it out from the school year 1947-48, but it is considered necessary that further study be given to such questions as figuring the number of units to be given for subjects already completed prior to the beginning of school year 1947-48. In the meantime, while this question is under study, schools should start using the unit credit system this year for subjects completed during the school year 1947-48.

Feb School Curriculum C.II

CURRICULUM OF THE
NEW KOTO GAKKO

SUPPLEMENT TO VOLUME I
THE 1947-48 COURSES OF STUDY

PART II

CURRICULUM OF THE
SPECIALIZED VOCATIONAL KOTOGAKKO

Published by the Ministry
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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 parentheses). 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	105		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:				
Phonomona 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)
TECHNICAL 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)
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, Domestic Science, Additional General Education Subjects, Free Study	245 to 770	35 (1) to 210 (6)	35 (1) to 210 (6)	175 (5) to 350 (10)
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 Machinery & Electricity Domestic Science Additional General Education Subjects	280 to 805	35 (1) to 210 (6)	105 (3) to 280 (8)	140 (4) to 315 (9)
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	175 to 700	35 (1) to 210 (6)	35 (1) to 210 (6)	105 (3) to 280 (8)
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 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	245 to 770	35 (1) to 175 (5)	105 (3) to 280 (8)	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 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 Mahagement	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 to 805	35 (1) to 175 (5)	70 (2) to 245 (7)	175 (5) to 385 (11)
Painting of Ceramic Wares*				
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	770 to 1,190	105 (3) to 245 (7)	315 (9) to 455 (13)	350 (10) to 490 (14)
Domestic Science				
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: 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 to 1,155	105 (3) to 245 (7)	280 (8) to 420 (12)	350 (10) to 490 (14)
Additional General Education Subjects				
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 Additional General Education Subjects	375 to 1,155	70 (2) to 210 (6)	280 (8) to 420 (12)	385 (11) to 525 (15)
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 XXVIII

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 Additional General Education Subjects	735 to 1,155	140 (4) to 280 (8)	280 (8) to 420 (12)	315 (9) 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 Years: 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 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 3,390	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 Additional General Education Subjects	171 to 466	30 (1) to 90 (3)	81 (3) to 216 (8)	60 (3) to 160 (8)
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	455 to 1,085	175 (5) to 385 (11)	175 (5) to 385 (11)	105 (3) to 315 (9)
Free Study				
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	400	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.

MINISTRY OF EDUCATION BULLETIN

"CURRICULUM OF THE NEW UPPER SECONDARY SCHOOLS"

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General Headquarters
Supreme Commander for the Allied Powers
Civil Information and Education Section
Education Division

TOKYO
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PART I

BASES OF THE NEW CURRICULUM OF THE UPPER SECONDARY SCHOOL

1. GENERAL PRINCIPLES

The new upper secondary school has been legally established, and a new curriculum has been adopted. But it is not enough merely to adopt the form and structure of a new upper secondary school, and to adopt the outline of a new curriculum. It is necessary to understand the bases upon which the new curriculum has been established, and it is the purpose of Part I of this bulletin to assist principals, teachers, members of boards of education, and other persons concerned with the new upper secondary school to achieve such an understanding.

We will not attempt here to go into the curriculum which existed in the secondary schools prior to the creation of the new upper secondary school. The old curriculum was designed to produce a certain type of individual--an individual who fitted into the social and political aims and practices of pre-war days. The individual was not expected to exercise his own initiative and judgment in political and economic affairs, but to accept direction from above. The curriculum of the schools trained the individual to accept direction from above, rather than to exercise a voice in public affairs or in matters which concerned him. The basic social, economic and political aims of our nation have changed, and the curriculum of the secondary schools must be so altered as to achieve the new aims.

It should be understood in the beginning that a curriculum is not static. Although this bulletin makes very definite suggestions as to the curriculum of the new upper secondary school, it must not be thought that the curriculum will stay in this pattern. The curriculum must be re-examined constantly, and changes must be made in accordance with changes in the times.

Another basic point is that it is not possible to include in the curriculum of any school everything that is value. There must be a selective process, with the aim of choosing that which is of most value. Now that more and more of our young people will be entering the upper secondary school, since the new school has the objective of serving the masses of people as widely as possible, there is a great need for basing the curriculum on the needs of people in all walks of life.

The curriculum of the secondary schools in the past has been based too largely on preparation to enter higher schools. In the new curriculum, preparation for the university should

merely be incidental, and contributed to by each and every subject. It is not possible to prove, or at least it has not been proved, that any one subject intrinsically has more university preparation value than another. The curriculum of the upper secondary school should not be based primarily on preparation for university entrance. It should be based upon achieving, in the case of each individual the maximum personal development; maximum social and civic development; and maximum vocational development. If these aims are achieved, university preparation will take care of itself. The curriculum should be concerned primarily with the development of the total personality of the individual.

In a basic sense, curriculum is nothing more nor less than the educational environment of the pupil. Every individual is constantly undergoing change, or growth. The curriculum is a contribution to the environment of the pupil, so selected, arranged, and presented as to influence growth in desirable directions.

The pattern of change or growth of an individual is due to two factors: heredity and environment. This pattern is of course governed to a considerable extent by heredity. The individual inherits his mental capacity, to a large degree, and many of his physical characteristics. Characteristics such as color of eyes, color of skin, shape of nose, etc. are hereditary. Environment of course may have a influence on physical growth, within the limits of heredity; for instance, nutritional factors have something to do with both height and weight. The limits of growth and the general physical characteristics are due to hereditary, but within the limits set by heredity there is great room for change and growth. The same principle applies to mental growth; the limits may be said to have been set by hereity, but within those limits there is a tremendous capacity for change and growth. To take a simple example, consider speech. The speech organs are inherited, but speech itself is distinctly acquired. Two persons with identical speech equipment differ a great deal in their speech habits, due largely to environmental influences. Other things which are acquired, as a part of the environment, are ideals, attitudes, interests, habits, and skills. From the moment of birth, hereditary factors are fixed. The individual is born with certain native mental and physical equipment; what he does with it is almost entirely a matter of environment. Hence the school tries to establish an environment which will influence growth

of the individual in directions which are considered desirable by society.

It is the function of the school to provide an environment which is favorable to growth. The curriculum is simply provision of educative experiences, which all together form the curriculum. According to this definition, the curriculum is not merely something to be learned, or certain subjects to be taken and mastered. Anything, any experience which will cause pupils to grow in desirable directions is a part of the curriculum. This includes experiences of all kinds, whether in the classroom or outside the classroom, whether from books or some other medium. The curriculum includes all of those experiences which a school provides for its pupils, including all of those which formerly were classified as extra-curricular. Classroom work, assembly programs, athletics, club work and individual and group guidance can all be considered a part of the curriculum. All of these experience contribute, or can be made to contribute, to pupil growth, and they are therefore a part of the curriculum. It can be seen from this that education, or growth, is not the mastery of school subjects, as such.

The curriculum of the school is determined by the objectives of the school. The objective of the school is to give pupils such experiences that their growth will be in desired directions. This leads to the question: "What kind of individuals do we desire as members of our society?" There are many possible objectives of the upper secondary schools, but it is possible to reduce them to three principal objectives. The three major objectives of the upper secondary school will be discussed in the next section.

2. OBJECTIVES OF THE UPPER SECONDARY SCHOOL

a. The upper secondary school strives to develop the ability of each individual to participate effectively as a member of small and large democratic groups. Effective participation in these groups might be called "social and civic competence". The upper secondary school should provide for its pupils experiences which will lead to the development of social and civic competence to an increasingly higher degree. These learning experiences should be concerned specifically with the principles and practices of living in a democratic society.

b. The upper secondary school should provide manifold opportunities for each pupil to attain maximum development

of personal abilities and special interests, and should meet the needs of each individual. Young people should have experiences in school which will enable them to solve their personal problems; to find ways of using their leisure time wisely and enjoyably; to develop and maintain good physical, mental and emotional health; to understand and appreciate the cultural heritage; to develop intellectually; and to develop character. There is a great overlapping between this aim and the first one. No one develops simply as an individual; the individual lives in and develops in a social environment. It is unthinkable that anyone could develop or should develop separately from society. However, in a nation which practices the democratic way of living, the individual is the basis of the community and society. It is assumed that if each individual achieves maximum desirable growth, then the community and society will also grow.

c. The upper secondary school should offer adequate occupational counseling, an acquaintance with the occupations men follow to make a living, assistance in choosing wisely an occupation, specific training in occupational fields chosen as a result of guidance, and follow-up interest and guidance after the pupil has graduated from the school. Boys and girls of upper secondary school age should be given opportunities to engage in work experiences in the home, the community, and the school. Through such work experiences they should learn how to contribute to home, community and school welfare, and how to develop industrious and skilled habits of work.

Briefly, the three major aims of the new upper secondary school are to develop: (1) social and civic competence; (2) to achieve maximum potential development of each young person as an individual; and (3) vocational competence. These major objectives need to be treated in more detail. This will be attempted in the next section.

3. ABILITY TO PARTICIPATE EFFECTIVELY IN DEMOCRATIC GROUP LIFE

a. <u>The Upper Secondary School Should Offer Experiences in Democracy</u>

The individual, during his school life and afterward, will be a member of many groups -- the family, a club, an occupation, a political party, perhaps a labor union or an employer's group, a church, a city-town-village group,

a prefectural and national group, and humanity as a whole. One of the primary purposes of the new upper secondary school is to give each pupil such experiences as will enable him to function effectively as a member of such groups. The people of the nation, in the Constitution, have announced their aim to live a democratic life. This aim cannot be achieved simply by stating it in the Constitution. It will be achieved as people learn more about how to get along with other people, to respect other people, and as they begin to cooperate with other people to protect and defend the public welfare. It will be achieved as people learn more about their rights and duties, and fight for their rights and perform their duties cheerfully and efficiently. The upper secondary school has an important role to play in giving pupils experiences which will result in their adopting and practicing democracy in their daily lives, and providing other people with leadership in reaching democratic goals. Young people must learn that the welfare of all people is inseparably bound up with the policies and practices of government. They must learn that it is not only their right but their duty as citizens to help make the policies and regulate the practices of government.

The individual needs to learn not only how to be an effective member of the immediate groups to which he belongs, but how to work, as a member of one group, with other groups, For instance, if the individual is a member of a certain club, occupation, religious group, political party, or other group, he must have respect for and be democratic in his relationships with other clubs, occupations, churches, political parties and other organizations. The upper secondary school should discourage the tendency for people to form cliques, and set themselves apart from society as a selfish, self-seeking, exclusive group.

No attempt will be made here to give a full definition of democracy, nor to define the many ways in which individuals can function as free members of large and small democratic groups. Teachers and administrators are referred to the book "Primer on Democracy", published by the Ministry of Education. The program of the upper secondary school should be organized in such a way as to achieve to the highest possible degree the democratic goals set forth in this book.

b. <u>The Upper Secondary School Should Develop Civic Competence</u>

Upper secondary school students should learn, as

a result of their work in school, the practical meaning of the right to work, the right to live, the right to freedom of action, the right to choose their employment, the right to worship as they choose, the right to speak their opinions, and the other rights and freedoms that are a part of the democratic way of life. At the same time, they should learn that freedom imposes responsibilities. They should learn that freedom does not just exist of its own accord, but must be developed, protected and maintained by individual and group action. They should learn to understand truth and justice, and to have respect for all other individuals. They should understand that democracy is a way of living together according to ethical and spiritual values, and that it means much more than having a government of a certain kind. They should understand that their welfare is inseparably bound up with the policies of government; that the markets for their crops, the wages they receive, the prices of their products, the costs of what they have to buy, and many other matters directly affecting their daily lives are all influenced by actions of government. They should learn that their travel on railways and by other means is to a great extent dependent upon the action of government. This does not mean that they should feel themselves to be helpless pawns in the hands of the government; they should learn that government in a democratic society is simply the means by which people solve their problems through co-operative action. This training in civic competence should be carried on in every course, every subject, and every activity of the school.

c. <u>The School Should Provide Experiences in Democratic Living</u>

It is by no means enough in the upper secondary school to talk about democratic citizenship. Training for citizenship begins in the school. Pupils should have practical experiences in the school which will result in their becoming better citizens.

It is not possible to mention all of the possible types of training to this end. As an example, take the matter of respect for the individual. This is one of the basic tenets of democratic living. Students in the upper secondary school should learn the meaning of respect for the individual through experiences of being treated with respect, as individuals worthy of respect. Teachers must practice respect for each individual student in the school by understanding him, guiding him, by providing him with educational opportunities equal to those of other young people. Young people quickly sense this attitude of respect on the part of teachers, and will promptly respond to it.

Students in the upper secondary school should be taught to treat one another with respect. Teachers can create conditions which will foster mutual respect on the part of students, and if they are good teachers they will do so. There should be no stigma attached to the student who works for a living while attending school. There should be no differentiation in the school on the basis of sex, nationality, family background, social position, economic affluence, or political position. The son or daughter of the poorest laborer should be treated with the same degree of respect as the son or daughter of a high-ranked official. Every students in the upper secondary school should learn to work with his hands, and work should be an accepted and respected part of school life. There will be some students in the upper secondary school of high intelligence, some of lower intelligence. The upper secondary school should value intelligence, but at the same time it should value and seek to develop other abilities and aptitude as well. It should furnish a great variety of experiences in which all of the talents and abilities of all of the pupils may find expression--shopwork, community survey, recreational projects, and enterprises for the improvement of the home, school and community. In addition to intelligence, the upper secondary school should prize mechanical skill, artistic skill, leadership ability, executive ability. In the past we witnessed too often teachers who looked down upon pupils with low intelligence, and those pupils could not develop their ability but grow timid and lived an unhappy life. Upper secondary schools should not inherit this blame.

Students in the upper secondary school should learn to take responsibility, along with other people, in the setting up of purposes, plans and procedures of the activities in which they engage at school. In classrooms and throughout the school, activities should be planned jointly by teachers and pupils. If the class conducts an occupational survey or community survey of some sort, pupils should work with the teachers in planning the survey, and in carrying it out. Students and an advisory teacher(s) plan together the contents of the school newspaper, and the students do the writing and editorial work. Students should be members of committees which plan for health and safety, the operation of the library, the athletic program, and many other activities. In each classroom pupils and the teacher should cooperatively plan the work, although the teacher should engage in prior planning. Upper secondary school students should be allowed and encouraged to accept responsibilities which directly affect the welfare of the school. If they fail occasionally,

they will learn from their failures. The final responsibility for managing the school belongs to the principal, but he should delegate to pupils many important responsibilities, and in the classroom students should be allowed to assume as much responsibility as they are ready for at each particular age-grade. Students will learn to accept and carry out responsibilities only by being given responsibilities. Providing the practical experiences in political fields is one of the main factors of training for democratic citizenship. We shall discuss in a later section provision of experiences in developing political competence. Wise leadership of classes and other groups is of great importance. This implies that in the curriculum of the upper secondary school there should be many opportunities for group work. In order to achieve these abilities of a citizen of a democracy, all upper secondary school students should have an opportunity to vote for their leaders in school and to serve as leaders from time to time.

d. Upper Secondary School Students Should be Active Members of Their Community

By the time the pupil has reached the first year of the new upper secondary school, he should be able to take an active part in the affairs of the community. This does not mean that the school should try to dominate community affairs, but that it should seek opportunities to serve the community. The pupil should enter into the work of social welfare groups, health improvement groups, farmers' cooperatives, recreational improvement programs, and other community enterprises. The school makes arrangements with community leaders for its young people to take part; it does not abruptly announce its decision to take part. All of this work, whether done inside or outside the classroom, should be considered a part of the school curriculum. The pupil should be vitally interested in everything that goes on in his community. In the past there has been a tendency for secondary school students to be remote from the community. The pupil should attend meetings of the city-town-village council when permissible, as well as meetings of agricultural associations, and public meetings of political parties and other social groups, and see them in action. He should, if possible, visit and study prefectural assemblies and perhaps some can visit the National Diet. He should study local conditions and problems, and talk with his parents and other adults about desirable action which can be taken to improve conditions.

e. <u>Upper Secondary School Students Should Understand the Relationships Between Their Community and the Larger Scene</u>

Starting with the community, upper secondary school students move out in their studies and experiences to the national and international situations. As they move outward, they must be led to see the connections between the local community and the larger scene. There is scarcely any matters of local concern that does not quickly lead to considerations which are prefectural, national, or international in scope. For instance, agricultural land reform can be studied first in the town or village where the school is located. This leads naturally and necessarily to a study of the national plans regarding land reform. Since one of the purposes of land reform is to improve the lot of farmers and at the same time increase food production, comparisons can be made with the methods used by other nations to make farm life livable, and the methods used to increase food production.

As the upper secondary school student proceeds from the community to the prefecture, nation and world, many of his experiences should center around the following areas and activities:

(1) Learning the history and development of Japanese life in the local city-town-village, the region, the prefecture and the nation; and the history of development of other peoples of the world.

(2) Becoming acquainted with the economic problems of the community, prefecture, nation and world.

(3) Developing an understanding of the economic life of the Japanese people and the people of other countries-- economic institutions, production and distribution, consumption of goods, world trade, international economic relations, and government regulation of economic life.

(4) Learning in a practical way how public questions are solved in a democracy -- learning how public opinion is formed, by means of radio, motion pictures, newspapers, political parties and advertising.

(5) Becoming acquainted with the governments of the city-town-village, prefecture, and the nation, and learning ways of participating in the government by voting, holding office, and keeping informed about public affairs.

(6) Getting acquainted with the problems of inter-relationships of groups----labor and management, religious groups, peoples of different political beliefs, the producer and consumer, the farmer and the urban dweller.

(7) Understanding the importance of international co-operation, the means proposed and attempts in the past to achieve such co-operation, and present effects in the direction.

f. <u>The Upper Secondary School Students Should Become Increasingly Able to Think and Help Solve Public Problems</u>

No one expects upper secondary school students to come forth with solutions to profound problems. However, the pupils now in school will some day have to solve public problems, no matter how profound. They will be able to do this only if they learn to think about problems on the basis of data, and to come to tentative conclusions. All upper secondary school pupils should become familiar with many of the important issues and problems which are important to the citizens of the nation at the time. Solving problems is important to pupils at any age, but there is greater emphasis in the last year of the upper secondary school on solving important economic, social and political problems of the nation then ever before. Problems of overcoming the food crisis, improving the rationing system, fighting the black market, participating in the land reform program, problems of taxation and other important problems should be undertaken at this time. Information should be secured from books, pamphlets, radio programs, newspapers, magazines, and from discussion groups and forums. Students should attend adult meetings where important problems are being discussed. People competent to speak on the problems being studied may be invited to come to the school to speak and confer with the classes. There should be freedom to discuss controversial questions.

g. <u>Upper Secondary School Students Should Develop Competence in Political Action</u>

It has been the practice in our schools to avoid

political education. The aim of developing good citizens of a democratic nation cannot be achieved if the subject of politics is avoided. There should be political education in the upper secondary school. First, it must be understood that political education does not mean that a party member can proselyte in the school, or try to convince pupils of the rightness of his party or its platform. For instance, a member of any specific political party violates the law if he attempts to convince pupils that his party is the one that should be supported. The purpose of political education is to give the pupil a broad understanding of how the government works, how political action can be taken, and how political parties function. The upper secondary school student must learn to make sound judgments on political questions, and how to register his convictions so that they will count. He should study methods of political action at the local, prefectural and national levels. He should learn how to evalutate methods of political action used in terms of their effectiveness and their consistency with democratic principles. He should try to attend meetings of associations of all sorts, political parties, citizens' forums, and other groups where political action is involved. Students should visit assemblies in action. They should talk with officials whenever possible, and learn all they can about how political decisions are made. Their study of government must not be confined to its formal structure. By means of actual observation, they should learn how political parties operate, how candidates are nominated, how elections are held, and how political platforms are written. They should become familiar with the "pressure groups" which exert influence in the city-town-village, the prefecture and the nation. They should identify the pernicious "oyabun-kobun" groups. As they develop politically, students should participate in the work of many groups where such participation is permissible, such as farmers' associations, community forums, and others. The school must not engage in partisan teaching of any sort, but it cannot fulfill its mission if it avoids the subject of politics.

The point is that if the student is to achieve competence as a citizen of many democratic groups, including the nation, knowledge of government and democratic processes is not enough. Young people must learn by practice many of the necessary qualifications of a good citizen. Since democracy involves representative government, each student should learn how to vote for the candidate whom he thinks will serve best; to study each candidate's qualifications for the office which he is seeking; to keep his eyes on the individual who is in office, letting the office holder know that he is being

held responsible; to let the office holder know what he thinks on important issues and always holding him responsible. This implies that in the school there should be quite a lot of selecting candidates, and voting. Each young person needs to be able to join with others in working for desirable social, economic and political goals.

Briefly, the school itself must become a laboratory of democracy if it is to achieve its aims. The aim of developing social and civic competence cannot be attained merely by studying textbooks or listening to lectures by the teacher.

4. MAXIMUM PERSONAL DEVELOPMENT OF THE INDIVIDUAL IN DESIRABLE DIRECTIONS

The upper secondary school has as another of its three major purposes the provision of such experiences as will facilitate and guide the personal growth and development of the individual in desirable directions. There is, of course, a great overlapping between personal development and social development -- in fact the two are inseparable, since the individual lives and grows, works and plays in a social environment.

The uppers secondary school should help its pupils achieve a well-round personal development. This purpose ranks alongside the development of civic competence and the achievement of vocational efficiency as an objective of the school. The assumption is that if the individual achieves a well-rounded personal development in socially desirable directions, he will at the same time be a happy, successful, efficient member of society.

There are many possible ways of breaking the achievement of personal development down into specific aims or areas. For our purposes here personal development will be interpreted to include growth in the following aspects of living:

Achieving intellectual development
Understanding and appreciating the cultural heritage:
Understanding the scientific method and the scientific point-of-view
Appreciating music, literature, and the arts
Development of character
Achievement of health of body and mind, and emotional stability

Leading a happy family life
Developing recreational abilities and habits

a. <u>The Upper Secondary School Should Be Interested In and Guide the Intellectual Development of Pupils</u>

The upper secondary school, it has been noted, places a great deal of emphasis on the present living of youth, on the improvement of community life, and on such practical matters as competence in occupations, citizenships, and family living. The emphasis is on growth and not on subject matter. There are some people who believe that if emphasis is not placed on subject matter there will be little intellectual accomplishment in the school. The upper secondary school <u>is</u> interested in intellectual accomplishment and development, but it achieves this aim in a different way than that of learning subject matter for its own sake. After all, can the mere learning of subject matter be called intellectual development? The upper secondary school student should learn because learning is suited to his purposes. He learns literature because, under the guidance of good teachers, he obtains great enjoyment from literature, and a great stimulus from it. Because he has found a use for mathematics in solving problems, he learns mathematics. Because he wants to learn these things, he applies himself diligently to learn the things needed to do the things he wants to do, and thereby develops habits of application and industry. This does not mean that the school should be satisfied with the purposes and interests of the student when he comes to the school. Under skillful teaching the interests and purposes of the student will grow. For instance, a purpose of earning a living may develop into a purpose of mastering the skills and knowledge needed in order to become an engineer, doctor, or teacher. The student's purposes should grow under the constant and careful guidance of the teacher.

Boys and girls in the upper secondary school should be encouraged to take responsibility for planning and directing their own work. This is intellectual growth. Many of their activities should take the form of individual and small group projects. If they are given experiences in directing their own intellectual efforts, they should find little difficulty in moving to situations where one must assume responsibility in order to succeed--whether those situations be in an occupation or an institution of higher education.

Upper secondary school boys and girls should become accustomed to learning about things in their relationship

with one another. Their study of occupations and economic affairs is invariably bound up with matters of community welfare and citizenship. Their study of science should be related to its applications in farming, health and the professions. Their study of history begins and ends with its relationships to contemporary events and problems. Nothing is more important in any form of intellectual endeavor than the ability to perceive relationships.

Much of what boys and girls learn in the upper secondary school should stand up to the test of practical use. Science and mathematics should be applied to internal combution engines, electrical equipment, crop production, preparation of foods, and health. In such situations real knowledge and thinking become apparent. If the students' knowledge is faulty and he tries to apply it to a practical situation, or if there are errors in his calculations, the consequences will be costly and will become apparent to all concerned. Such experiences supply an effective stimulant to vigorous intellectual effort.

Upper secondary school teachers and students together should identify certain knowledges and abilities which everyone should master in order to achieve competence. Once these are identified and students participate in the identification, the achievement of the knowledges and abilities will become one of the fundamental purposes of the students themselves. In mathematics, for instance, there are some operations which all students should master. For the most part these are accomplished in the earlier grades, but not by all students. Remedial instruction should be provided until acceptable mastery is achieved. Advanced mathematics is offered in the curriculum and is taken by those who need it in connection with preparation for work in higher institutions or work in agriculture, commerce, industry, and homemaking. Not all students should be required to take higher mathematics; organized mathematics subjects in the upper secondary school should be elective, and only those whose plans require mathematics should take them. Knowledges and abilities needed by everyone can be identified in all of the subject fields, and an attempt should be made to get pupils to accept these as their purposes.

One of the most important ways in which intellectual competence is achieved in the upper secondary school is through the encouragement of intellectual curiosity. With skilled teaching, history can be filled with intense interest. The interest of pupils in history can be guided and stimulated to the point that they will not be satisfied with the textbook,

but will read many historical works found in the library or procured from other sources. Other students can be assited in developing an intellectual enthusiasm for science, mathematics, art, music or any other field. Teachers should be always alert for evidences of intellectual curiosity and whenever that curiosity appears, they should do their best to gratify it and stimulate an even greater curiosity. Teachers should spend a great deal of time counselling students and working with them individually. They should try to find the spark of intellectual curiosity in every boy and girl. Much stress should be placed on individual educational plans, and the class procedure should be flexible enough to allow individual planning of work. Students with special interests in physics, mathematics, chemistry or history should be given not only the regular classroom experiences, but should be encouraged to form study groups outside of classes.

In the upper secondary school, no one subject or group of subjects should be place above another in the curriculum. Art and agriculture, mathematics and mechanics, history and homemaking are all equal in importance, so far as the school is concerned. One subject may be more important to an individual student than another, according to his purposes, but the school should generally place no more value on one subject than another, except insofar as it contributes more to the growth and development of the pupil. The teachers of the upper secondary school should adopt the philosophy that the key to intellectual growth is found, not in the inherent virtues of any particular subject field, but in the strong purposes of the learner which impel him to attempt the difficult and to persevere until he has accomplished that which he has undertaken to do.

b. <u>The Upper Secondary School Should Pass On to Young People the Worthwhile Elements of the Cultural Heritage</u>

Growth is a process of interaction between the pupil and his environment. The amount and nature of growth depend upon the environment, as well as the pupil. The pupil lives in an environment which is the result of many centuries of human experience. His present environment exists in its particular form, on the material side, because of the application of scientific knowledge to life during the last few centuries. Taking every aspect of our modern environment together, we call it our culture. One of the important reasons for the existence of schools (but not the only reason) is to guide each oncoming generation into meaningful experiences with the more important and the worthwhile aspects of our civilization.

No attempt can be made to acquaint boys and girls with all of the cultural heritage; even if this were possible it might not be desirable. As pupils become acquainted with the cultural heritage, they should have experiences which teach them to be discriminatory. Not everything that has been handed down to us by preceding generations is necessarily worthwhile--much of it should be retained, but during each generation there must be a weeding out of that which is not worth retaining because it does not suit the times. Pupils are not capable of selecting all of these experiences for themselves. Those persons concerned with the secondary school curriculum should be well acquainted with the civilization in which they and the pupils live, select those elements which are most important for the development of civilized persons, and see that every pupil has opportunity for meaningful experiences with those elements.

Every upper secondary school pupil should: (1) understand the meaning of the democratic way of life and the organization of society in which he lives; both are a part of the cultural heritage of human beings; (2) understand the structure and operation of the economic system and be sensitive, in terms of social well-being, of his own economic acts as a citizen, producer and consumer; (3) understand the scientific method and point-of-view, and the influence of science on human life and thought, and know those scientific facts fundamental to understanding the world in which he lives, and at the same time be able to apply scientific knowledge in his personal life; (4) constantly grow in his capacities to enjoy beauty and to understand and appreciate the best work of human beings in art, literature, and music. The first two of the four elements of the cultural heritage have been given considerable attention already. The last two will be treated more fully.

(1) The Upper Secondary School Pupil Should Understand The Scientific Method and the Scientific Point-of-View

The upper secondary school should teach not only scientific facts, but the scientific methods by which facts are discovered. The student should be encouraged not to accept science on the authority of the textbook or teacher, but to develop the attitude of critical inquiry which marks the scientific mind and to engage in critical thinking to solve his problems. Science is one of the chief

elements of the cultural heritage; every pupil has a right to be given an opportunity to understand the scientific method and the scientific point-of-view, and the school has a responsibility to make this opportunity available to each pupil. In the upper secondary school there are course in science such as biology, chemistry, physics and physical geography, but the teaching of science is not confined to classrooms and laboratories. The upper secondary school should offer training in the scientific method and scientific facts in agriculture courses, vocational shops, home economics, in the homes of pupils, on the school farms, and in the forests and streams. The experimental method should be used in practically every subject in the school. Students should find out by experimenting the facts about foods, soils, the growth of plants and animals, the control of diseases, electricity, motors and many other matters connected with occupations, home life, and health. By constantly practicing scientific inquiry, students develop a knowledge of experimental methods, and understanding of the nature of proof, and a respect for truth arrived at by rational processes which they could not gain in any other way. Teachers should pay particular attention to the ways in which science has influenced the ways of living and thinking. Students should study the lives of great scientists and the stories of great scientific experiments. They should trace the development of the prevailing view that we live in a world of natural laws, or orderly cause and effect, and not a world where the decisions regarding natural phenomena are made by chance or arbitrary action. Students should become familiar with the faith that human intelligence, using the scientific method, can discover the laws of nature and so bring the physical world increasingly under men's control. They should learn that from the viewpoint of science, disease, poverty, ignorance, and inequalities of opportunity are not evils which ought to be passively accepted. They should be able to see that science has given man the basis of many of his highest hopes for a better world. Boys and girls should be helped to develop the concept of a natural universe, operating according to natural laws: and they should see themselves as a part of that universe.

By the time of his (her) graduation from the upper secondary school, the pupil should have accomplished the following aims in science:

He should be familiar with certain fundamental

principles and facts of science which, taken together, give him a sound view of the nature of the world in which he lives.

He should understand that science is not a collection of facts, but primarily a method of investigation and study. It is a method for discovering, verifying, organizing and interpreting the facts about the world in which we live and about the people in it. He should have had some experience in using this method.

He should understand that science has brought about revolutionary changes in men's ways of thinking and living. He should see that the scientific method of study and investigation is one of man's chief tools for making further progress. He should recognize that problems in human society, as well as in the physical world, should be attacked by scientific methods and viewed from the scientific point-of-view. He should not think that the problems of the world are inevitable, and that one can only accept his fate.

His attitude toward science should be that it is worthwhile according to the degree to which it contributes to the welfare of man.

(2) <u>The Upper Secondary School Student Should Appreciate Music, Literature and the Arts</u>

The upper secondary school student should be helped to develop an appreciation for literature, art, and music. This does not mean that he necessarily must achieve an extensive knowledge in these fields, although some students may desire to major in them. Opportunities to develop these appreciations should not be confined to organized subjects; every opportunity, both in the regular curriculum and the special curricular activities, should be sought to give students worthwhile experiences in these areas. In studying history, students will read biography, historical fiction, poetry, and drama. Famous paintings may be used in history and the other social studies courses as they appropriately illustrate some phase of Japanese life. Music may be used in the social studies classes whenever it fills a need, and expresses the feelings of the pupils about some phase of national life or the lives of other peoples of

the world. Many of these appreciations can be developed in out-of-classroom activities at school and in leisure-time activities out of school; these include music, drama, folk dancing and recreational reading. In the home economics classes the place of literature, music and art in the home can be emphasized. Commercial classes may study beauty in the furnishings of offices and shops. Vocational teachers may use literature, particularly biography, to help students understand the vocations which they are considering. There are many novels which so accurately portray the life of a period that they can make economic, social and political problems real, concrete and vivid to the pupils. The point is that although the upper secondary school offers music, art and literature as subjects, experiences in these areas need not and should not be confined to these classes, but should be used wherever and whenever they help in the growth of the pupils.

In the organized courses in literature, music and the arts, pupils are exposed to a wide variety of experiences in beauty. The development of appreciation probably is the chief aim in all of these subjects. Experiences in art, music, and literature should be so planned that there is something suited to the background of every pupil. There is no point in developing absolute, rigid standards, then expecting every student to come up to them. An academic knowledge of music, for instance, is of no value without appreciation; the same applies to literature and to all of the arts. As in other areas pupils share in the planning of activities and experiences. These experiences are kept close to the everyday lives of the students. Students (and teachers) do not think of beauty as something to be found in art museums and concert halls, but as something that can be found in their homes, gardens, woods, streams, etc. One of the principal aims of literature is to enlarge the experiences of the individual student. The person who knows, appreciates and enjoys good literature can live vicariously through a wealth and range of experiences which he otherwise could not have. Through literature the student can make the acquaintance of great and noble men of the past and the present. He can know the great characters of drama and fiction. He can travel to other lands and know life through the eyes of people of other cultures. In short, he can have a variety of vicarious experiences which will enlarge his own experiences enormously. Every upper secondary school student should have these vicarious experiences.

c. <u>The Upper Secondary School Should Prmote Development of Character of Fvery Pupil</u>

Implicit in all of the other aims of the upper secondary school is that of fostering growth in character. A person's character is evidenced by his conduct in situations involving other persons, and his character is good if he consistently respects the rights of other persons and seeks their welfare, as well as his own. Opportunities for character growth exist whenever a student works or plays in association with others, or whenever he does anything that affects the welfare of others. Character growth takes place to the extent that the student becomes aware of the effects of his actions on others, and learns to give the same consideration to the welfare of others as he gives to his own. Character growth is social in nature. It is impossible to conceive of character except in the relationships of one individual with other individuals. If a man lived entirely to himself, and never met other people, the question of character would never arise.

At one time in our country we attempted to develop character primarily in an ethics or morals course. The instruction in this course depended quite a lot upon precept and example. Pupils were supposed to behave because the teacher said that they were to behave, or the teacher quoted some historical or literary character who had said that young people should behave thus and so, or some famous example such as Ninomiya was pointed out and pupils were advised to do likewise. Rather than trying to foster character growth in one subject, it should be fostered in every subject, in every classroom, and in every school situation. This does not mean that teachers will give long-winded, abstract lectures on "morals". Character should by no means be talked about in every situation. The experience of working together democratically with others for some purpose larger than one's own welfare is often the best character education. Convincing students that when they contribute to the general welfare they thereby enchance their own welfare is one of the best lessons in character development that is possible, but it must not be a formal lesson. The teacher who understands children will know when it is advisable to talk things over and when to let experience stand by itself. Every teacher in the school should be a teacher of character. There is no need for a special course in character training.

Though there is no need for a special course in character development, there is need for planning its place in the curriculum, since it is one of the most important aims of the school. Every teacher must first make the development of character his own goal. Teachers should agree first on what is good character. Teacher must understand that character grows through learning, just as the ability to read and write grows, and they must know how this growth takes place and what level of character development they may expect of the pupils in their classes. Teachers must understand boys and girls and how they learn, and be able to look at situations from the point-of-view of the students.

Teachers should abandon the viewpoint that if a pupil behaves he is "good", if he misbehaves he is "bad", and in the latter case punishment will make a "bad" pupil "good" or at least prevent him from performing "bad" deeds. They should adopt the viewpoint that pupils have certain basic drives, including the drive to secure food when hungry, water when thirsty, to seek the approval of their peers, to seek security. If the individual is able to satisfy these drives, there are likely to be no important behavior problems. If the drives are not satisfied, due to the enivronment, the individual feels frustrated, and tries many ways to seek satisfaction, some of which may result in behavior which is not permissible in that it interferes with the rights of other people. For every type of behavior that is called "misbehavior" by teachers there is a cause, and teachers should seek the cause rather than to classify pupils arbitrarily as "good" or "bad". There is no space here in which to amplify this theme; teachers are referred to the "Handbook on Pupil Guidance", published by the Ministry of Education.

If a pupil learns to work well with other pupils; if he learns to respect them and consider their rights and to be solicitous of their welfare, behavior will to a great extent take care of itself. Character education must not stop with behavior in the school. One's character grows as he becomes sensitive to the rights and welfare of more and more people including those he may not see face to face, but who are nevertheless affected by his actions. For example, an individual may be considerate of the welfare of the members of his family and of his friends and close associates, yet be quite indifferent to what happens to other people in the community. Through studies of the community, pupils must become sensitive to the welfare of people other than their immediate associates. They should not merely be generally interested in public welfare, but in specific aspects of

welfare, and willing to take action to increase the welfare of others. They should be interested in the health services of the community, the provisions of means whereby all may enjoy a reasonable standard of living, the provision of employment opportunities for all, and in fair treatment of all individuals regardless of race, nationality, or social or ecnomic status. Through the use of imagination, it is possible to extend the range of moral sensitivity beyond one's own community to people in other towns and cities, other regions of the nation, and other nations. There are great resources for character education in literature, history, and in the study of people of our own and other nations. However, in order to be effective, the imaginative experiences must be related to and have continuity with those the student has actually experienced in his relations with other people. For instance, it may be assumed that the student is interested in his own health, and quite possibly the health of his parents, brothers and sisters and perhaps his closest friends. This interest should be so extended that he is concerned with the health of all of the people of his city-town-village and prefecture. He will soon discover that he has concern for the health of all of the people of Japan, and by imagination can extend this concern to all of the people of the world.

In the matter of development of ethical ideals and principles the teacher must have an understanding of the psychology of pupils of upper secondary school age. In the case of younger children, ideas of right and wrong, standards of value, and religious views are those imparted by teachers and parents. A child may act contrary to standards which are socially approved, but he seldom questions the standards themselves. The adolescent, to the contrary, begins to question standards. He wants to know "Why is this right?" and "Why is that wrong?" If the only answers that are given him are that this is customary and is the socially approved way of behaving, he is not likely to be greatly impressed. He wants to get back of the patterns of conduct to the principles or values by which those patterns can be justified. Adolescence is a period of moral conflicts. The natural drives of youth to be independent of their parent and elders, to choose their own companions, to plan their own futures, to have some sort of control over their own lives, often run abruptly into habits and social customs. If the conflict is simply between the natural drives of the individual and the customs, the drives are likely to win,

usually at great cost in mental health. During the entire period of adolescence boys and girls need help in finding purposes and ideals to which they can devote themselves with intense enthusiasm, and which will guide them in finding solutions to their conflicts.

Adolescence is a period of searching for life, purposes. Choices are made during adolescence which may determine the entire course of a boy or girl's life--choices of vocation, education, of a place to live and work, and perhaps the choice of a wife or husband. The adolescent may choose a purpose which is narrowly selfish--to make all of the money that he can and to get all that money can buy, without regard for other people or without regard to the way in which he earns it--or he may choose a purpose of social usefulness. Young people will have purposes of some kind--teachers and parents can have a great deal to do with what those purposes are.

Adolescence is often a period of dissatisfaction with the world as it is. The mistakes of the preceding generation seem very large in the eyes of youth. The adolescent sees the cruelty of war, the contrasts of poverty and wealth around him, and the prejudices and injustices in social, ecnomic and political affairs. He wants earnestly to do something to correct the abuses he sees. If young people are helped to find social purposes and ideals of a better society to which they can give their loyalty, and if they are helped to find things they can do which contribute to social improvement, then their dissatisfaction may become a great constructive force for social progress. But if teachers and parents ignore this dissatisfaction, or worse, try to suppress it by all sorts of restrictions, young people are likely to become rebels or cynics.

Finally, adolescents have some rather insistent questions about the meaning of life. They may not think about them often, but when they face some moral crisis or some tragic experience, these questions become of commanding importance. It is not possible for teachers to give students the answers to questions concerning the meaning of life, but the teacher can help young people develop principles and purposes to live by. It is a part of the function of the upper secondary school to help its students solve these problems. Teachers can help students to see the ethical principles involved in their immediate problems. A teacher can help a pupil understand that other people have faced similar

problems before, and that he may be able to profit by their experience. The school can help the pupil take into account the best that human experience has to offer in working out the solutions to his problems.

The upper secondary school should help students become sensitive to moral issues of which they have not been aware, through guided analysis of situations in school, home and community life. It should help them to anticipate problems which they have not yet encountered, but which will surely arise later on. It can help them become familiar with the best that human thought and experience have produced in the way of principles and ideals to live by, through the study of literature, history, and the progress of democracy. Materials can be obtained both from Japanese and foreign literature which deal with these topics. The school must not propagate a certain form of religion, or teach religious doctrine, but it can acquaint its students with the great moral and ethical codes that men have lived by. History is a record of man's moral experiences and progress, as well as his social, economic and political life. Democracy is a great social faith, grounded in ethical principles which every upper secondary student should be led to understand, and pointed toward ideals to which every young person can give his loyalty.

d. <u>The Upper Secondary School Should Guide Development of Health and Physical Fitness, and Help the Pupil Achieve Emotional Stability</u>

The upper secondary school is obligated to provide such experiences and services as will favorably influence habits, attitudes and knowledges relating to personal and community health. The school should provide health services, which include regular general physical and dental examinations and follow-up care based upon the diclosures of these examinations; protection against communicable diseases, through a comprehensive inoculation and immunization program and certain controls over attendance of disease carriers. The school should provide healthful conditions under which pupils can work, with due regard to proper ventilation, lighting and sanitation, seating, heating and other factors which influence health. Teachers and other members of the staff should maintain such relationships with pupils that the mental health of the latter is not impaired. The mental health of the pupil can be impaired through excessive emphasis on scholastic accomplishment, insistence upon long hours of study,

the wrong kind of discipline, failure to plan the school program to take individual differences into account, and other questionable practices. To give a pertinent example, the type of entrance examination once given to applicants for entrance to the middle school was one of the greatest threats to mental health ever though up by educators. Insistence that slow pupils do as much work and meet the same standards of accomplishment of more advanced pupils can have disastrous results in terms of mental health.

In addition to providing health services and maintaining healthful conditions of work and play, the upper secondary school should provide instruction in health principles and practices, and seek to develop habits of healthful living. It is not enough to teach the principles of good health and healthful living, because many people who know and thoroughly understand the most important rules of health disregard them in practice. Knowledge of hygiene that is not practiced by the pupils is of little if any value. Instruction in health and the development of health habits should include such areas as:

Habits of living that lead to good health
Safety: prevention of accidents, fire and other menaces
Nutrition; food values, economic preparation of food
Public health services; the nature of the services, and the contributions that the individual can make
Prevention of disease
Professional health services, the doctor, the nurse, dentist and other health specialists; how to appreciate and use them
Social hygiene: getting along with other people; relationships between the sexes
Mental hygiene: mental and emotional life; conflict between the individual and society; adjustment of the individual to society
Temperance; use of tobacco, alcohol, food and drugs

The entire school program should contribute to the proper emotional development of each upper secondary school student. In most cases, where there are adequate health, guidance, vocational counselling, student activity and special curricular programs, the student does acquire emotional stability and learns how to solve his emotional adjustment problems for himself in a satisfactory way. If each teacher

considers each pupil, and teaches and guides him according to his individual needs, interests, aptitudes, and abilities, there will be few pupils who do not learn to solve their problems concomitantly with other learnings. However, since there are few schools that have facilities adequate to care for the individual needs and differences among all the pupils, it is often desirable to offer short separate course which includes a study of the more common emotional maladjustments of the adolescent youth and the principles underlying the acquisition of emotional stability and happiness. However, this may be taken care of by a unit in the social studies, or by some other means. Each upper secondary school student should have some acquaintance with principles of mental hygiene, even though there may seem to be no specific need in his individual case for correcting any maladjustment. The purpose of any work along lines of emotional development is to prevent emotional maladjustments first, and to assist in correcting unhappy and unsatisfactory adjustments second. The pupil should have enough understanding of the principles of correct emotional adjustment that he can keep an emotional stability throughout life even though vicissitudes occur in after-school days in his mode of living.

e. <u>The Upper Secondary School Should Offer Experiences Leading To A Happy Family Life</u>

The happiness of most people depends to a great extent on the kind of homes they have and how they get along with other members of the family. Pupils in the upper secondary school should have many experiences which help them to build a happy home life, now and in the future. These should include, in the case of most girls, experiences which lead to proficiency in housekeeping and home management, in meal preparation and service nutrition, selection of care of clothing, care and guidance of children, and making the home beautiful as well as convenient and comfortable. These experiences should also be made available to all boys who desire them. Many subjects in the school contribute to the realization of this goal. In home economics courses there are experiences in nutrition, preparation of food, clothing, home management, the care of the home, the care of small children, home hygiene, and home nursing. Vocational courses can contribute experiences in the maintenance and repair of houses, furniture and household equipment. As many as possible of these experiences should he had by boys and girls

together. In some course, possibly a social studies course or a home economics course, boys and girls should study together the family and its services to its members; the influence of the family on the personalities of children; the important role of the family as an agency of character education; and the possibility of conducting the family as a democratic association of persons. Boys and girls together should discuss the problems of family living--how to organize the family on a basis of mutual helpfulness, so that everyone contributes to the common good; the need for wives and mothers to have satisfying interests outside the home; and the family's use of leisure time. Together, too, they should study the economic side of family life--the planning of homes and home furnishings; budgeting the family income; how the family can produce for its own consumption; and consumer buying. Because many boys and girls are thinking of marrying, or will be almost as soon as they graduate from the upper secondary school, it is important that they be given experiences which will equip them to organize a happy home.

f. <u>The Upper Secondary School Should Provide Guidance in Recreation</u>

In most of the rural towns and villages of our country, and for the matter in most of our cities, the people of the community have too little to occupy their leisure time in a worthwhile way. This is due partially to the belief that all recreation is a waste of time, when actually it is an essential part of life. The upper secondary school should provide experiences in the wise, enjoyable use of leisure time, not only for its pupils but for the community as a whole. The upper secondary school needs a gymnasium, an auditorium, playgrounds, and other facilities for recreational purposes. The school should encourage its pupils to develop several types of avocational interests, including some sport or physical activity; some ability which can be employed and enjoyed in groups, such as singing, dramatics, folk dancing or orchestral playing; and some hobby which can be pursued alone or in the family.

5. PROVIDING VOCATIONAL EDUCATION, AND DEVELOPING VOCATIONAL COMPETENCE

a. <u>Need for Vocational Education</u>

It may be expected that all pupils who enter the new upper secondary school will be interested in preparing for a vocation, and that their work in vocational guidance in the

new lower secondary school (through studies of various occupations, field trips, try-out courses, counseling, etc.) will have given each student an opportunity to make a tentative choice of a suitable vocation or line of work. The new upper secondary school will enroll those who plan to enter a vocation directly after leaving the school, and those who plan to enter some higher institution of learning to seek further training before actually entering a vocation. The new upper secondary school is interested in both types of students, and the school has as one of its three major aims the development of vocational competence by all of its pupils. It should be noted that of all students who enter the upper secondary school, about _____% are likely to graduate, and _____% are likely to enter higher institutions of learning. Of these who do not plan to continue school beyond the 12th grade, some will take jobs in the community where the school is located--others will migrate to other communities, particularly from towns and villages to cities. The upper secondary school should be interested in all of these groups, and try to meet their needs as best it can. All youth should desire to become respectable, self-supporting citizens. They should want to work, and they should want their work to mean something more than earning a bare subsistence. They should want to be able to look forward to advancement and increasing income if they do their work well, whether they work for wages or operate their own farms or shops or businesses of various kinds.

It may be said that all students in the upper secondary school are in a sense vocational students. All of them are interested in jobs; those who plan to go on to higher institutions simply want additional training before embarking on their life careers. The upper secondary school should be interested in the vocational training of these students, as well as those who will enter employment immediately after graduation. The difference is that vocational training for a student who plans to go to a higher institution to study medicine may consist of training in science and languages, whereas training for a student who plans to take up carpentry after completion of the upper secondary school may consist of such subjects as woodworking. There should be no artificial distinction between students preparing for the so-called "professions" and those preparing for the so-called "job". The existing distinction between those jobs which a pupil can hold after graduation from the upper secondary school and those which require additional training should not be perpetuated.

b. Vocational Education for Girls

Insofar as possible all opportunities for vocational training should be fully opened to girls by the new upper secondary school. This means that the upper secondary school in a community either should be coeducational, with its vocational courses open to all regardless of sex, or the community should provide equivalent vocational training facilities for those girls desiring such training. If there are only a few girls in a community desiring a specific type of vocational training, such as training in commerce, it would seem to be more economical to open a boys' commercial school to them than to create a new, separate school for girls.

In the new upper secondary school homemaking is considered the equivalent of a vocation, and homemaking courses as preparation for a life career in the home. Since most of the girls of any community will probably desire to become homemakers and will have a need for homemaking training, each upper secondary school which enrolls girls should provide homemaking education. In co-educational schools, certain subjects in the field of homemaking such as those treating of family relationships, should be open to both boys and girls.

d. Relating the Curriculum to the Needs of the Pupils and the Community

The vocational curriculum of the new upper secondary school, whether it is a comprehensive or specialized school, must be based on a study of the vocational needs of the pupils, as determined by occupational surveys of the community, a study of the jobs available and likely to become available to the young people of the community; and occupational trends over the nation. In some rural communities the primary needs may be for agriculture and homemaking courses; in other rural communities fishery as an occupational choice may take precedence over agriculture, which will mean that the school should emphasize fishery, although agriculture training would also be offered in the school if there were a need and demand for it. In some communities there may be a tendency for a substantial number of young people to go to nearby or distant cities in large numbers to engage in commercial or industrial occupations; the local community should take that into account and provide for these young people as best it can. In cities there will be more of a demand for commercial and industrial training than for training in agriculture and fishery. The

point is that the curriculum of the upper secondary school should not be drawn up arbitrarily by the principals and teachers without due study of the present and probable future destinations of its pupils. Planning the curriculum should be preceded by occupational surveys, a study of the vocational choices of graduates over a period of years, the present economic and employment picture, and the best analysis that it is possible to make of probable economic trends for the future. Moreover, the curriculum for each upper secondary vocational course should be drawn up on the basis of job analysis of the particular vocation(s), in order to determine the practical skills, related technical knowledge and general information required in that vocation. The problems of vocational hygiene and safety should not be overlooked.

In this connection it is recommended that local advisory committees on vocational education and guidance be organized to make studies and recommendations regarding such problems. These advisory committees should consist of representatives of various groups and organizations concerned, such as employers, labor unions, civic leaders, women's organizations, youth organizations, employment exchanges and school job placement personnel, educators, etc.

e. Nature of the Vocational Courses

The vocational courses fall generally into five fields-- agriculture, industry, commerce, fishery and homemaking. It is not required that a single school offer work in all of these fields, although such a comprehensive offering is desirable if there are actual needs in the community for training in them, and if the resources of the community permit offering all of them in one new upper secondary school.

The care of each course is the practical work. According to the revised curriculum practical training is to be offered either as an independent subject or as a subject together with classroom work, depending upon the different types of vocational fields. In either case there is no difference in that the emphasis should be on practical work.

Each vocational subject consists of a series of experiences or projects leading to increased proficiency on the job. Within each subject the school attempts to offer

the instruction needed by young people. Since there are many differences among individuals, it is necessary for each boy and girl to help work out an individual plan which best fits his needs. For the boys and girls who expect to remain on farms after graduation, the individual plan should contain a list of projects which will increase their proficiency as farmers. For boys and girls who plan to work in the commercial field, the individual plans in each case should list projects which will fit them for the jobs to which they plan to go. Fach vocational subject actually should consist of a series of projects, each including a variety of skills and operations, each combining practical work, training on the job, and class instruction. If agriculture is offered, the school should operate an agricultural shop, in which the tools and machinery used in farming or the processing of agricultural products are maintained, repaired, or improved. Fach school sponsors a "home project" system in training pupils in agricultural subjects. In order to make these experiences practical, they should be related closely to the life and work of the community. Farmers should be encouraged to bring their tools in for sharpening and/or repair in the agricultural shop, or to work with the boys and girls in the agricultural laboratory. Students of agriculture should hold discussions with farmers about farm problems, new techniques, and the results of experiments. The school might experiment in new methods of canning, preserving and drying food. The point is that the new upper secondary school should not be content merely with passing on to students the vocational experiences and knowledge of the past, but should contribute to improvement of vocational techniques. In order to carry out more fully this aim the upper secondary school should form close relationships with agricultural experiment stations and with agricultural higher institutions.

The related subjects contribute directly to the achievement of vocational proficiency. If the practical work in the school shop consists of electric wiring and the use of electrical equipment, then physics and mathematics might be related subjects, and should be taught in such a way as to contribute to the practical work. Teachers of the related subjects must work closely with the shop teachers in such a case to insure that the work in physics and mathematics is closely related to the work that is going on in the shop. This principle applies to all other related subjects.

f. Many Vocational Experiences Should be Derived From the Community

The new upper secondary school should be very closely associated with the life of the community in which it is located. If there is an agricultural co-operative in the community, the school should be very interested in it, and study its aims, organization and functioning. Arrangements should be made, if possible, for students to work in such co-operatives. The same applies to co-ops of fishermen and other groups. In these cooperatives boys and girls can learn agricultural marketing, the purchase of consumer products, business management, cost accounting, office practice, the operation of cooperatives, and ways of raising the standard of living by increasing production. Young people participate in projects for home improvement, improvement of the school, and improvement of the community--projects which involve carpentry, electric wiring, masonry, woodworking, furniture making and repairing, home decoration, landscape gardening, etc. Schools with agricultural courses form very close relationships with farmers and with farmers' organizations. Schools with commercial courses and industrial courses keep in touch with the businessmen and industrialists in their communities.

There is a considerable amount of instruction in the classroom, but it should be related directly to the practical work, and the need for classroom instruction should be derived from experiences in practical work. In the case of an automobile repair course, for example, the theory of internal combustion engines should be closely related to the practical work of assembly and disassembly, repair and maintenance of actual automotive engines in the shop. Study of the chemistry of soils in textbooks or in the agricultural laboratory accompanies the preparation of land on the superivsed home projects for planting. Study of electricity accompanies practical work in the use of electricity in the home and school. Nutrition is studied while students are planning menus for homes and for school lunches.

g. Productive Work Experiences

Unit credit may be given to students pursuing vocational training for a certain amount of work experience is defined generally as actual experience in an occupation before a person begins a full-time job. It may

occur in connection with a course of study, where the student spends a part of his time on an actual job in a regular business or industry; or in connection with an educational institution where production of articles in quantity takes place; or in connection with a part-time job carried on before and after school hours, outside of the educational institution attended and not connected with it in any way. Work experience may be acquired during vacation period or periods of long-time practical training. Students who are taking a vocational course and who plan to receive a diploma from the new upper secondary school may be given unit credit toward graduation for work experience, whether the work takes place on an actual job in a regular business or industry, or in connection with an education institution where production of articles in quantity takes place. As much as 70% of the time alloted to the practical work phase of a vocational course may be used for work experience activities.

Credit should be given only when the work experience can be considered a part of the vocational course in which the student desires a diploma or certificate of completion and when all other requirements for a diploma are met. For instance, students who are taking machine shop work, electricity, shipbuilding, industrial chemistry or any of the other industrial or technical courses may receive credit for working in a shop or factory if the work is the equivalent of work that normally would be done in the workshop of a well equipped technical school. Those students who are taking a commercial course may receive credit for work experience in office or business or any other place if the work is the equivalent of which normally would be done in the practical work room a well-equipped commercial school. For students taking agriculture courses, work on a farm may be counted, so long as it is the equivalent of work that normally would be done in the agricultural shop, agricultural laboratory or school farm of a well-equipped agricultural school. No credit should be given for work experiences not related to courses being taken in school. Those students of vocational courses who do not desire credit for work experience should be given an opportunity to earn all of the 85 units necessary for graduation in the school itself.

In order that credit may be allowed for productive work experience the work must be of educational significance. The point is that credit is given for work experience because it is of educational value to the student and is directly related to the course of study he is taking, and not as a special

favor to working youth. Allowance of credit for this type of experience implies that students are actually practicing on the job a part of the program of practical vocational training which otherwise would be offered at school. Therefore, the teachers should examine the contents of the practical vocational training, using the Vocational Education Courses of Study as the criterion, and decide whether any given productive work experience meets the requirements of an educational experience in the vocational field. The work should not merely be evaluated once to determine whether it is a worthwhile learning activity, but insofar as possible should be valuated constantly and progressively while the student is on the job. Credit can be given only so long as the work experience has educational values in the course toward which the credit is applied. Routine work continued over a long period time is not educational after the student has once mastered all the skills and learned all of the technical processes involved. For instance, a job where a student operates one kind of machine or uses one kind of tool is educational only up to the point where the pupil learns to use it efficiently; if a student continues on a job which he has learned well, the experience can no longer be considered educational, and no further credit should be given. Particular care should be exercised in giving credit for experiences in agricultural work; once a pupil has learned all of the important processes and techniques involved in working on a given kind of farm, the experience can no longer be regarded as educational. Because of the rather limited range in agricultural processes and techniques on the usual farm, only a limited amount of credit should usually be given for productive work experience on the farm. It is the responsibility of the principal to make certain that all productive work experiences sponsored by the school are in compliance with all pertinent, current labor laws.

All productive work experience allowed for credit must be evaluated for the purpose by the school. It is not enough that the student may work honestly and punctually on the job, although these are important attributes. The vocational teacher who is responsible for the pupil must determine whether he has achieved in the productive work experience the goals that vocational course has as its object, as shown by the Vocational Courses of Study. In order to determine the value of the experience the student is getting on the job, the teacher should devise means to guide him, evaluate his work, and keep a record of it, as if the student were working

in a shop in the school. The teacher should visit the student on the job regularly, and at irregular and unscheduled times to observe the work, to talk with the student about any problems that may have come up, to give the student all of the assistance possible and to discuss with the employer or parent (in case the parent is the employer) the work of the student in order to determine the educational value of the productive work experience. Both the employers and the pupil should submit regular brief reports to the school on work accomplished. Teachers must constantly keep in mind the caution that this measure to give credit for productive work experience should not be carried out in a perfunctory manner, with the whole matter becoming routine and serving no legitimate educational purposes.

Because of the value of productive work experience in vocational training, schools should take the initiative in actively searching for opportunities to extend such training to their students. It may be said that those who go to work directly from the upper secondary school should have had an experience of productive work under actual conditions of employment in their program. Most vocational schools are unable, because of a shortage of funds and equipment, to approximate actual working conditions, or to train students in the skills that they will need in order to earn living. If it can possibly be arranged by the school, such a work experience should be a required part of the program of occupational preparation. The school should actively seek the cooperation of employers in making available work experience projects. Work experience is a matter of applying oneself continuously and industriously to a job, learning to work under supervision, and learning to meet the regular standards of performance expected in industry. Students engaged in repairing an internal combustion engine, assisting in the operation of the business of an agricultural cooperative, installing electric wiring and equipment, working on a farm, and in other practical, productive work experiences will learn to judge their work, not in terms of credits or grades, but by their ability to produce useful goods and perform useful services. The principal difference between the work done by students and that performed by adults is that in the case of the former the primary consideration is that the work must be an educational experience. However, the conditions of work should approximate those of actual employment. Everyone ought to learn what it means to work for production, and the best way to learn that is by experience. Whether one is later going to work for others or for himself, or to employ others, a successful experience of this kind will be an asset. Each employment

plan should be made to suit the individual, and must of course be arranged with consideration as to the types of agricultural, fishery, commercial or industrial enterprises located within the community or within practicable reaching distance of the school. Jobs to which individual students are assigned should be related as directly as possible to their vocational plans. Efforts should be made to find jobs which afford incentives and opportunities for learning throughout the entire period of employment.

Work opportunities can be provided in many ways. Some families can provide work opportunities for their members which can be counted as productive work experiences. Some young people may be able to develop their own opportunities for work. The school itself can supply certain limited opportunities for work in its own shops and laboratories. Where the products of the school workshops are extended for sale, the principal is responsible for compliance with all laws and regulations pertaining to such production. The school can cooperate with other agencies in organizing opportunities for productive labor. Private employers may engage young people to work as learners while they are being trained for full employment. The city-town-village government, the prefectural government, or the national government may provide employment on public works. An example of work provided by the family is that on the farm. Some young people may individually or collectively organize work projects, such as learning livestock. The school can sometimes utilize students as electricians, plumber and carpenters. However, all productive work experience should meet the criterion that it should be work performed under actual employment conditions. Hence the most desirable type of work experience is that on an actual job with a public or private employer, where a high standard of work for wages under actual conditions of employment is possible. The student should be paid for his work in accordance with the amount of work done in comparison with an experienced worker; in other words, there must be no exploitation of student labor under the guise of productive work experience.

One type of productive work for which there need be no pay is that which is concerned with improvement of the home, the school and the community. One of the major purposes of the upper secondary school, previously discussed, is the development of civic competence. This implies an interest in and a willingness to work for the improvement

of the community. The school can sponsor and utilize student work in community "clean-up" program, constructing recreational centers, landscaping and beautifying public property, etc.

1. Job Placing Services

The upper secondary school should not be content solely with training students for jobs; it should also assist students in locating suitable employment. The establishment of a job placement service in a school should comply with existing laws and regulations pertaining to such employment agencies. In addition to the assistance which the school should afford its students in obtaining suitable employment, it should provide some type of follow-up services to help the students in making adjustments that may be necessary in the new job. Visiting the students under actual employment conditions helps the school to determine what adjustments are needed in the curriculum to meet the change in needs of employment.

Schools should make every effort to secure the latest and most reliable information from various agencies gathering information on employment, and to cooperate with community, prefectural and national agencies in making occupational surveys. In some instances it may be necessary for schools to make surveys of their own. In any event, the collecting and compiling of such data has additional educational values. The school should constantly keep abreast of employment opportunities, and keep in touch with employers. It may make occupational surveys of the community which show the number of openings likely to occur in each field each year, due to deaths, retirements and expansion or contraction of business. Since homemaking is one of the major occupations of the girls who graduate from the upper secondary school, the survey includes information on family life in the community. The school receives reports of employment conditions and trends in the main occupational fields from all of the nearby cities and towns, from the prefecture, and from the nation as a whole. It attempts to estimate the number of students who can find work with which to support themselves in the community, and the number that will have to look elsewhere for employment. All of the useful facts from these surveys are made available to the students. The results of the surveys and reports should have a continuous effect on the curriculum. The school makes a definite attempt to place each student in a worthwhile position. It must be understood, of course, that the school does not

attempt to choose the student's occupation for him. The Constitution guarantees the right of the individual to choose his own work. However, the school offers all of the advice and assistance of which it is capable.

Each upper secondary school should maintain a permanent record of all of its graduates. This record should be kept up-to-date. The record should contain information on the job the student accepts when he leaves school, or the higher institution in which he enrolls, and every job that he fills thereafter. This must not be interpreted to mean that the school controls the life of the pupil in any way; instead it helps him whenever possible to do so.

At least one teacher in each school should be assigned the job of operating a student placement service. This should be the same person who is assigned responsibility for the vocational guidance program as a whole.

j. Training for Students Who Leave the Community

In many rural schools there will often be the problem of giving vocational training to pupils who will leave for a city after graduation. It will usually be impossible for any one school to offer training in all of the diverse occupations to which they are likely to go. There is training, of course, that can be given by any school which will be valuable to all students, regardless of the occupations they have chosen. Vocational success is dependent on many factors other than specific vocational skills, such as industries habits of work, cooperation, reliability, resourcefulness, and the willingness to assume and carry out responsibilities. For that matter, many of the specific skills learned in rural schools may be equally applicable to jobs in urban centers. The boy or girl who learns to keep accounts in a rural bank or cooperative will find many of the same abilities useful in a commercial job in an urban center. The school should help students who plan to leave the community to plan a program of studies or school experience closely related to their specific vocational plans. The school should keep its students informed of urban occupations as well as rural, before they choose their occupations. Rural youth might visit factories and other enterprises in nearby cities, and city youth might have excursions out into the country. Motion pictures which vividly portray city life might be shown in rural schools. Rural boys and girls who are interested in urban occupations need to know what

qualifications, training and abilities they will need in order to succeed. The new upper secondary school, wherever it is located, is obligated to furnish such experiences to its students.

k. Students Who Plan to Enter Higher Institutions

Those students who plan to continue their formal school education beyond the 12th grade, and enroll in a higher institution of learning, are in a sense vocational students no less than those who plan to take a job immediately after graduation from the upper secondary school. The difference is that the occupation they have chosen requires additional training. They plan to become teachers, lawyers, economists, engineers, physicians, nurses, scientists or governmental workers. Some may plan to become agricultural technicians or research workers in laboratories. Some may prefer to go into the higher institutions without a definite vocational plan, with the primary purpose of utilizing the opportunities such insitutions provide for further exploration. The same principles followed in planning the occupational careers of students who plan to leave school after completing the 12th grade can be applied in the case of these students. All students take some required basic subjects, regardless of whether they plan to take a job after the 12th grade or to enter a university. Those who do not plan to attend the university develop with their teachers an educational plan which will give them the type of training they need for the career they have in mind. Those who plan to enter universities also develop with their teachers an educational plan which will give them the type of training they need to prepare themselves for work in the higher institution. Since there is a great diversity in interests, aptitudes and abilities among individuals, there must be individualized programs.

In reference to students who are planning for careers in law, medicine, teaching and engineering, the new upper secondary school should be dedicated to the improvement of life in its community. In Japan, as in other countries, there has been a tendency for the good lawyers, doctors, nurses, and other professional people to transfer their residence to cities after having attained the qualifications necessary to the practice of their profession, leaving the rural towns and villages with less than their proportionate share of these workers. Young people who go on

to universities should carry with them an understanding of the needs of their own communities, and of the opportunities for leadership and service which they can find at home in their own communities. One of the chief items on the educational program of any youth who plans a professional career should be a study of the present status of his chosen profession in his own community, and each youth should be given as many opportunities as possible to gain work experience in his own community. Students who plan to become physicians and nurses may act as assistants in public health clinics and may be active in local movements for the improvement of sanitation and the prevention of communicable disease. They may assist the school physician and school nurse in the school health program. For prospective teachers, the school itself is a working laboratory. Prospective engineers may study hydroelectric projects located in or near the community, road building by the municipality or prefectural government, and irrigation and flood control projects. Classroom studies are derived from these practical studies and motivated by them. The boy who has studied at first hand the operation of a hydroelectric project will know that mathematics and physics are necessary for successful work in engineering. The girl who has gained experience in assisting a public health nurse will realize the importance of biology and chemistry as a prerequisite for success in that profession. Teachers in the upper secondary school should help each student to understand the requirements in the chosen professional fields, in terms of intellectual ability, knowledge, skills, and personal qualities, and to compare his own qualifications with the requirements. They help each student plan his work in the upper secondary school in sequences which will make for the most efficient learning, and they help him master each unit in his program before he leaves it.

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trained workers for the farms and factories of the nation, and this is a responsibility which every school should undertake.

6. RESPONSIBILITY FOR ACHIEVEMENT OF THE AIMS OF THE NEW UPPER SECONDARY SCHOOL

The three primary aims of the upper secondary school have been discussed: the development of (1) civic and social competence; (2) maximum personal or individual development, and (3) vocational competence. The question arises as to which teachers in the upper secondary schools are responsible for the achievement of these aims. The answer is: all teachers, and the entire administrative and custodial staff. The principal is responsible for organizing the curriculum is such a way as to insure the achievement of these aims. All teachers in the school should attempt to achieve all of the aims, although some may bear more responsibility than others in different areas.

Social and Civic Development

Taking the aims of achieving social and civic competence, it might be said that the teachers of social studies bear primary responsibility, but experiences which help to develop social and civic competence should not be confined to social studies. Every subject or area in the school should contribute to the development of good citizens. Teachers of agriculture and pupils in agriculture courses will be interested in land reform, farmers' cooperatives, rationing, world trade, methods of agriculture in other countries, and the advances that have been made in agriculture and conditions of rural life during history, all of which might be considered in the field of social studies. Science is indispensable to the development of competent citizenship. Science has made great contributions to the security and freedom of mankind. It has helped man to produce goods and services in greater abundance. Applied to medicine, it has reduced illness and lengthened lives. Applied to media of information, such as newspapers, the radio and television, it has greatly increased man's ability to disseminate information and ideas. Science applied to the study of man has shattered myths of racial, class and sex superiorities, demonstrated that the great masses of people are capable of lifelong learning, strengthened faith in the ability of the common people to rule themselves, and broadened our views of the freedoms and the opportunities which are the rights of all people. Science has helped give man a confidence that he can overcome his difficulties and build a better world.

The teachers of national language must play an important part in the development of civic competence, and work almost daily with social studies teachers. Whatever the subject, whatever the period of history, novels, drama, poetry, biographies and other types of literature have great value as a means of gaining insight into the ideals, hopes, struggles and daily ways of living of men and women of other periods and other countries. Literature supplies the elements of action and adventure which appeal to youth but which are often lacking in factual treatment.

There is a very close relationship between the attainment of social and civic competence and the attainment of vocational competence. Vocational education contributes to the attainment of civic competence, because making a living in a legitimate way and contributing to the good of the community through one's vocation is a vital part of citizenship. Many of the activities in vocational training are group activities, involving group decisions and group accomplishments. The close relationship between the two fields is shown by the example of an occupational survey of the community, which might be classified either as a part of social studies or a part of vocational studies. In the immediate community, pupils should be interested in the employment situation, the work of agricultural and consumer cooperatives, and the social conditions under which people must work. Students should have first-hand experiences with vocational activities of the government, such as the prefectural employment services. They should be interested in the influence of laborers and farmers groups on local, prefectural and national governmental policies. They should follow closely the activities of the national government and of the United Nations in the economic and social fields. All of the activities of the national government and international bodies and other nations have an effect on the prospect of employment for each youth. The peace treaty, the reduction of tariff barriers, the development or lack of development of free trade---all of these will to a great extent determine the actual job in which students are likely to work. All workers should understand the economic structure of the nation, the operation of enterprises, banks and other institutions. Each individual needs to know how goods are produced, transported, distributed and utilized. The conditions under which young people may enter employment, the requirements for training, the provisions for seniority, the pay and conditions

of work are often the results of agreements between employers and associations of employees. Certainly each workers will need to understand thoroughly the subject of labor relations. The government in our country has for many years had a great part in economic enterprise, and in the opinion of most economists, both conservative and liberal, will continue to play an important part. This makes it essential that the worker understand the role of the government in economic life, in addition to the laws and regulations which apply to workers. There are legal and administrative controls over the minimum age for leaving school, the minimum age for full-time work, and many other regulations which apply specifically to youth. Young people getting ready to enter employment will want to know something of unemployment insurance, retirement pay, and other benefits accruing to workers. All of these must be learned by students as a part of their preparations for entering employment. All of the learning experiences involving these subjects may be classified either under the social studies or vocational education. Their classification in the school is not important, so long as they are offered to students somewhere in the curriculum. It thus becomes evident that the attainment of the aim of achieving social and civic competence depends to a considerable extent both upon social studies teachers and vocational subject teachers.

This same point could be made in regard to every subject in the curriculum, although this will not be attempted here. National language contributes to the attainment of social and civic competence, since no person can be a successful social being or citizen unless he can speak, read, write and listen effectively in his national language. Mathematics contributes to social and civic effectiveness, because one cannot deal effectively with his fellow men in public or private business unless he has the concept of number and is able to solve problems. In conclusion, it may be said that all teachers should have the aim of helping pupils develop social competence, regardless of subject they teach.

Personal Development

In a similar way, it may be said that all teachers are responsible for attempting to achieve the aim of maximum personal development of each individual pupil. The teachers of science, physical education, home economics and social studies contribute directly to the realization of the aim of development of health and physical fitness, and all teachers are responsible for providing healthful conditions of

work and a healthful pupil-teacher relationship. The teachers of social studies, science, home economics, art, music and mathematics all contribute directly to the development of an efficient and happy family life. All teachers sponsor activities and experiences which lead to wise, enjoyable and profitable use of leisure time. Likewise the pupil in most classes, regardless of the subject, has experiences which lead to an appreciation of the cultural heritage. Although the science teacher has the greatest responsibility for leading pupils to an understanding of the scientific method of study and investigation, other teachers have a contribution to make in encouraging the use of the scientific method and adoption of the scientific point-of-view in their classes. All teachers have the responsibility of encouraging and guiding intellectual development, and the development of character. If all teachers will constantly remember the three major aims of the upper secondary school, and will organize their work in relation to those aims, the purposes of the school are much more likely to be achieved than in a situation were the teacher believes that his only responsibility is to teach a certain subject.

Vocational Competence

It goes without saying that all teachers have responsibility for developing vocational competence. Vocational teachers may bear the principal responsibility, but the national language teacher helps to achieve this aim by guiding the pupil in the development of effective speaking, reading and writing habits, which are necessary in most occupations. It is difficult to think of a vocation in which an understanding of numerical concepts and the ability to use mathematics to solve practical problems are not involved, so the mathematics teacher has his role to play in vocational preparation. The social studies teacher has a vital part in vocational preparation, as previously discussed. Some understanding of science is necessary to most vocations, and a considerable knowledge of science is essential to success in many.

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Schools (High)

HANDBOOK ON PREPARATORY STEPS FOR THE ORGANIZATION OF THE NEW UPPER SECONDARY SCHOOL

HATSU-GAKU #534
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PREFACE

That part of the new school system which is called the Shinsei Kotogakko (New Upper Secondary School) will be established in 1948, and all those concerned should study all matters pertaining to this school prior to its establishment. It is for the purpose of acquainting educational officials, administrators and teachers, parents and the general public with the new school that this "Handbook on Preparatory Steps For the Organization of the New Upper Secondary School" is being published.

This handbook consists of four parts, as follows:

PART I ORGANIZATION OF THE FULL-TIME NEW UPPER SECONDARY SCHOOL

PART II ORGANIZATION OF THE PART-TIME COURSE OF THE NEW UPPER SECONDARY SCHOOL

PART III DESIRABLE CHARACTERISTICS OF THE NEW UPPER SECONDARY SCHOOL

PART IV LIST OF EQUIPMENT FOR NEW UPPER SECONDARY SCHOOLS

Since Parts I and II have been completed first, they are being published first, separately from Parts III and IV. Parts III and IV will be published at a later date. The contents of this handbook include the outline of establishment of new upper secondary schools and the steps to be taken to enforce the system.

The establishment of the new upper secondary school is very important in connection with the rehabilitation of Japan and the development of a cultural nation. Full co-operation and maximum efforts on the part of everyone concerned with or interested in the new upper secondary school are desired; the closest co-operation and utmost efforts of those engaged in education are requested. Those concerned everywhere are requested to carry on studies and preparations relating to the establishment of the new upper secondary school in 1948.

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PART I SECTION I
BASIC PROBLEMS RELATIVE TO ESTABLISHMENT OF THE NEW UPPER SCHOOLS

1. Time of Establishment

The new upper secondary school will be established on (and from) 1 April 1948, in accordance with provisions of the School Education Law, enacted on 31 March 1947 and Hatsu-gaku #63, dated 17 February 1947, published by the Ministry of Education as the "Handbook on Preparatory Steps Relative to the New School System".

2. Bases for Establishment

As regards the new upper secondary school, there may be in the future those that will be newly established, but for the time being they will be established mainly by making use of some of the buildings, equipment, and teachers of the old-type boys' middle schools, girls' high schools and secondary vocational schools, in accordance with the "Standards for Establishment of New Upper Secondary Schools", published as a Ministry of Education document based on the School Education Law, but incorporated herein for the sake of convenience. (See Section VII). Old kotogakko and semmongakko may legally become new upper secondary schools, but each of these institutions must be studied separately in regard to its suitability to carry out the upper secondary school program.

In order that an old-type secondary school of any of the three types listed above might become a new upper secondary school, it should add a 12th grade (third year of new upper secondary school), or in some cases both the 11th and 12th grades (second and third years of the new upper secondary school), and adopt the curriculum of the new school. It may or may not drop its 7th, 8th, and 9th grades (first, second, and third years, respectively, of the new lower secondary school), depending upon circumstances of the community. However, in the case of lower secondary schools attached to the publi upper secondary schools, such lower secondary schools must follow the district system established by the city, town, or village. In case o lower secondary schools attached to private upper secondary schools, the former may be those which are entrusted by the city-town-village with compulsory education, and/or those administered independently by the same founder as the one administering the upper secondary scho

3. Old-type Secondary Schools and the Establishment of New Upper Secondary Schools

A. Not All Old-type Secondary Schools Should Become New Upper Secondary Schools

An old-type secondary school can become a new upper secondary school if it conforms to the standards for establishment, and if at the same time competent educational authorities decide that it can best serve the community in which it is located as an upper secondar school, rather than a new lower secondary school. It is desired tha in the future as many new upper secondary schools as possible should be established, and that all those boys and girls desiring to enroll

High School Committee has nothing to do with the decision on what schools become J H S.

will be able to do so. But in view of the present difficult situation within the country, especially in view of the urgent need for the first establishment of the new lower secondary school, this does not necessarily mean that all schools which conform to the standards for establishment can or should become new upper secondary schools.

B. Problems in Connection With Disposition of Old-type Secondary Schools

(1) There is no hindrance in the way of an old-type secondary school becoming a new upper secondary school if it conforms with the standard of establishment, and if at the same time this does not handicap education at other levels. In rural areas where there is only one old-type secondary school which can become an upper secondary school, and there are many new lower secondary schools, the old-type secondary school may readily become a new upper secondary school.

(2) Among the large number of new lower secondary schools there are many which are finding hindrances to their educational program, due to the lack of necessary school buildings and facilities. Let us suppose that in an area where lower secondary schools are suffering serious shortages, there is a roomy, old-type secondary school In a case of this kind, it is necessary for the school to offer the use of its facilities to a lower secondary school insofar as possible even if the school becomes a new upper secondary school. Some inconveniences may result from this, but they must be tolerated for the time being. The upper secondary school can drop the lower grades (7th, 8th, and 9th) after adequate accommodations for them are provided elsewhere, but not before. However, where lower secondary schools are attached to public upper secondary schools pupils will conform to attandance districts.

Those old-type secondary schools which do not conform to the locality standards for establishment as new upper secondary schools must transfer their facilities to lower secondary schools, or other educational organs.

(3) The greatest difficulties will occur in places where there have been only a few higher elementary schools upon which to base the new lower secondary school, where pupils have generally gone directly into secondary schools, as in the case of large cities. Unless some of the old-type secondary schools are converted into new lower secondary schools, buildings and facilities for the latter will have to be newly established, or they will have to squeeze into buildings occupied by six-year elementary schools, which is undesirable. It is quite evident that it is impracticable to find room for lower secondary schools in buildings occupied by six-year elementary schools, not to mention the difficulties involved in the complete setting up of entirely new facilities. In a city or other area where there are many old-type secondary schools and where the new lower secondary schools are running into difficulties because of lack of space, it is evident that a substantial proportion of the former must become new lower secondary schools. It is recommended that in large cities and perhaps other areas with similar problems one of the following two steps should be taken:

(4) To turn some of the present old-type secondary schools into new lower secondary schools, and some into new upper secondary schools, depending upon the need for schools of the two levels.

To incorporate the new lower secondary school and new upper secondary school in some cases in the present old-type secondary school buildings. In some cases this will be the only way that accommodations for lower secondary schools can be provided.

It is desirable to have many new upper secondary schools, but it cannot be said that the new educational system will be, viewed as a whole, balanced or sound if the compulsory education of the new lower secondary school is not carried out satisfactorily.

C. Procedure of Establishment

It is requested that school authorities take this matter into full consideration from a high educational standpoint, and that they, thus of their own initiative, co-operate for the sake of the lower secondary schools. As regards concrete measures in relation to the foregoing matters, in the case of the public schools the measures shall be settled upon by the administrative officials of the to, do, fu, ken, following the deliberations of the various Temporary Conference Groups concerned (See Hatsu-gaku #63, 17 February 1947, "Handbook on Preparatory Steps to be Taken in Establishment of the New Educational System", Part I).

In short, in the establishment of the new upper secondary school steps should be taken so as to conform with the conditions of the community and its present and probable future educational needs, so that the new educational system may develop in a wholesome and balanced manner. It is desired that steps be taken with care, and that decisions not be made merely according to the conveniences of the school authorities, but by taking the aforementioned matters fully into consideration.

4. Types of Upper Secondary Schools from the Viewpoint of Curricula

A. Types of Courses

An upper secondary school should serve the desires of and meet the needs of its community by offering a curriculum which meets those needs. The types of courses available are listed in the "Standards for Establishment of New Upper Secondary Schools" (Section VII). These courses are broadly divided into two types: the general course and specialized courses. The course which gives emphasis to general education is the general course; those which give emphasis to specialized vocational training are the specialized courses, and include such separate programs of study as those consisting of subjects related to agriculture, subjects related to commerce, industry, fishing, etc. It is necessary for each school to study carefully the courses which it should offer.