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Kyoto Pref. Gov't has agreed this plan from the view point of the equal chance of education. But they are of quite different opinion in financial dealing, in which City requests budget from Pref. and Pref. hesitates because of the local financial law.

Mr. Fuwa, City Education Sect. Chief - In future, it is far better for 5 Pref. and 5 City Upper Second. School to be under one Educational Committee, anyway the Pref. buildings are maintained by the citizens' tax, only what we need is to be backed financially.

Mr. Hirakuchi, Pref. Education Sect. Chief - It is disirable to put under one supervision but whether to choose Pref. or City it is a very difficult problem because of the local financial law and it's under our study.

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6

Translated by Fujiwara.

3 August 1948.

Report on Completion of a Consolidated New Middle School.

By Tanabe Middle School
Principal: Y. Nishikawa.

In March 1947 Tanabe Town began preparation for the establishment of a new middle school in order to meet the requirements of the new education system. Two neighboring villages, Osumi and Kusauchi, feeling the same need, proposed to this town for a consolidated school. Tanabe Middle School was opened in April 1947 for children of the three communities. It was about that time when Miyamagi and Fukenji villages established a consolidated middle school. However, this town and the four villages had formerly run a youth school and have been in close relations in many aspects. On June 25th of 1947 the five communities decided to construct a consolidated middle school in Tanabe Town.

The school had to be opened, but there was no school building. We had to house the children in the buildings of Tanabe and Fukenji Primary School. Mr. C. Ichikawa and other persons felt it absolutely necessary to have an independent building, and launched a drastic campaign within the communities. Chairman and other members of the School Construction Committee made their utmost efforts to obtain materials. A contract was made with the Harada-gumi. Construction work was commenced on October 28th 1947 and completed in July 1948.

The school ground is 21,489 sq. meters including the building space of 2,331 sq. meters. The expenses needed for the school reached to ten-million yen. Donation of the communities is the only source for the expenses. 3,281 households of the communities bear the expenses, which means the average disbursement of ¥ 3,300 per household. This is a heavy burden for the communities. Not a few people were puzzled with the plan as a result of rumors, though the plan had been agreed upon by all the communities. It was not easy to obtain donation. We encountered many obstacles. But Mr. Hidejiro Ono, member of the National Council, showed a special sympathy. He succeeded to enable us to loan five-million yen from a bank. Sincere efforts and faithfulness of the mayors of the town and villages gradually penetrated into the people. Many have become cooperative. We have come to the stage where no more financial worries exist. But we regret that a small portion of the people is still unable to understand the significance of education and reluctant to the plan.

11 aug 1948

6

Subject: Number of the Students of Upper Scondary Schools in Kyoto Prefecture. (July, 1948)

I. Public Schools.

	Academic day	Academic night	Agri.	Tech.	Fish.	Comm.	Art
Prefec.	16,460	696	2,836	1,195	156		
Munici.	4,045			2,180		2,607	240
Total	20,505	696	2,836	3,375	156	2,607	240

Grand Total 30,415.

23,280
End of June

Percentage of Technical course to the Grand Total.....11,2%

Percentage of Technical course to Academic course.....16.8%

II. Private Schools.

10,586 stude nts.

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The Draft of Reorganization of Public Upper Secondary Scools in Kyoto City. (Hiraguchi's Plan.)

I. Past and Present of the Reorganization Plan.

Since April of this year in the area of Kyoto City, in order to esatablish the education for new-type Lower Secondary Schools (Shinsei-Chugaku) , ten schoolhouses from the former twenty old-type secondary schools (Kyusei-Chugaku) and nine schoolhouses from the 136 primary schools were transferred to new-type Lower Secondary Schools. And the 45 Lower secondary Scools, are carrying out the regular teaching course (not duplicate plan) with less than 55 pupils in one class; nad moreover the constructionof 145 classrooms of 9 schools are being made by the end of the school-year, in order to amplify the education for new-type Lower Secondary Schools.

On account of the above-mentioned situations, almost half of the new-type Upper Secondary Schools (Shinsei-Kotogakko) were decreased and they have continued their teaching with difficulty in adopting unnatural duplicate-plan or consolidation of the schools.

But amid such difficult situation, we have still strived for the attainment of th ideal of new education and we set up the followingfundamental principles;

1) Reasonable Reorientation of Attendance Districts.

2) Esatablishment of Comprehensive-type Schools.

3) Complete Adoption of Coeducation.

4) Complete Alteration and Adjustment of Instructive Personnels.

And We made a promise with Mr. Cades to make up the draft of the detail program for th district-system by September and to completely carry out the program by April of next year.

Since then, we have worked hard to make up the program and as to the fundamental principles of the program, we had several

But amid such difficult situation, we have still strived for the attainment of th ideal of new education and we set up the following fundamental principles:

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3) Complete Adoption of Coeducation.

4) Complete Alteration and Adjustment of Instructive Personnels.

And We made a promise with Mr. Cades to make up the draft of the detail program for th district-system by September and to completely carry out the program by April of next year.

Since then, we have worked hard to make up the program and as to the fundamental principles of the program, we had several meetings with pupils' parents and the Teachers' Associations and the Principals' Associations in order to explain them and to guide them in raising up their public opinions and to avoid unproper objection; and we suppose all of them now can understand the above four fundamental principles and agree with us in execution, but they have some following (wishes) as to the time and ways of execution:

A. The Time of Execution: the end of March, next year, that is, at the turn of the school-year, will be the best time.

We fear the change on the way of the school-year mighy destroy the education of new-type Upper Secondary Schools and also at next April it needs again the complete reorganization of attendance districts of new-type Lower Secondary Schools.

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No. 2.

All the people have a view that it is most uneducational that in in the autumn season most suitable for learning and study, pupils might be placed in uneasy and restless situation causing from the reorganization of their districts.

B. We have not enough time to prepare facilities and equipments for the e execution of the program in September.

1) Building up latrines for schoolgirls and various equipments of Domestic Courses takes several months at least in the present situation. Not only building materials cannot be got with ease but also it needs some days to get the approval of the Prefectural Assembly.

2) Alteration and adjustment of insructive personnels in September are not suitable and too sudden in the present difficult situation, considering teachers' dwelling places or economic problems.

C. The pupils transferred in the reorganization of last April were given much restlessness, and now again they are feeling uueasy in the expected reorganization in coming September, and moreover it is much feared and worried that in April of next year, they should be forced to move again owing to the building up of the new schoolhouses of new-type Lower Secondary Schools.

Such repeated movings might give worst influenceto the pupils in the age which needs special care for their morals and we fear it is worst from educatio nal viewpoint.

From the above-mentioned reasons, we are confirmed that as to the time and ways of the executions, it needs careful investigation and thorough prparations. As you know, Kyoto is called cultural centre and school city and so we are eagerly considering that, comparing with other cities, we are going on the most complete and progressive program of educational reorganization.

II. Our program of the reorganization of new-type Upper Secondary Schools in Kyoto City is as follws;

1. The present situation of new-type Upper Secondary Schools.

Pupils 18,922 Schoolhouses 11.

[illegible]	Kamashire (boys)	Sujaku (girls) [illegible]	Momoyama (boys) Academic 952	12	Momoyama girls Academic 509	Mama Schoo

from educatio nal viewpoint.

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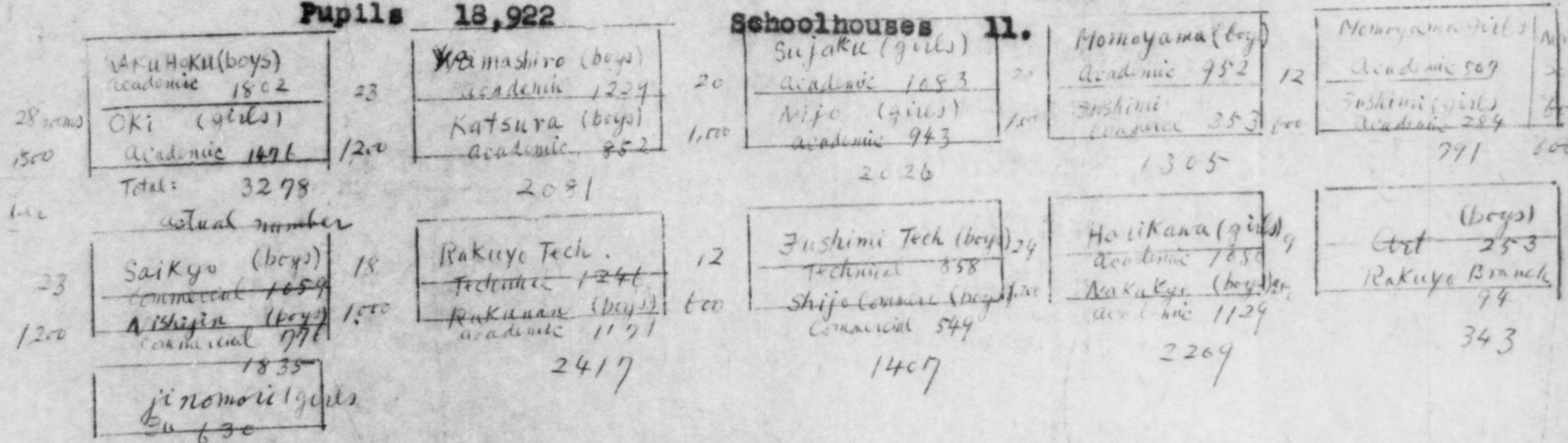
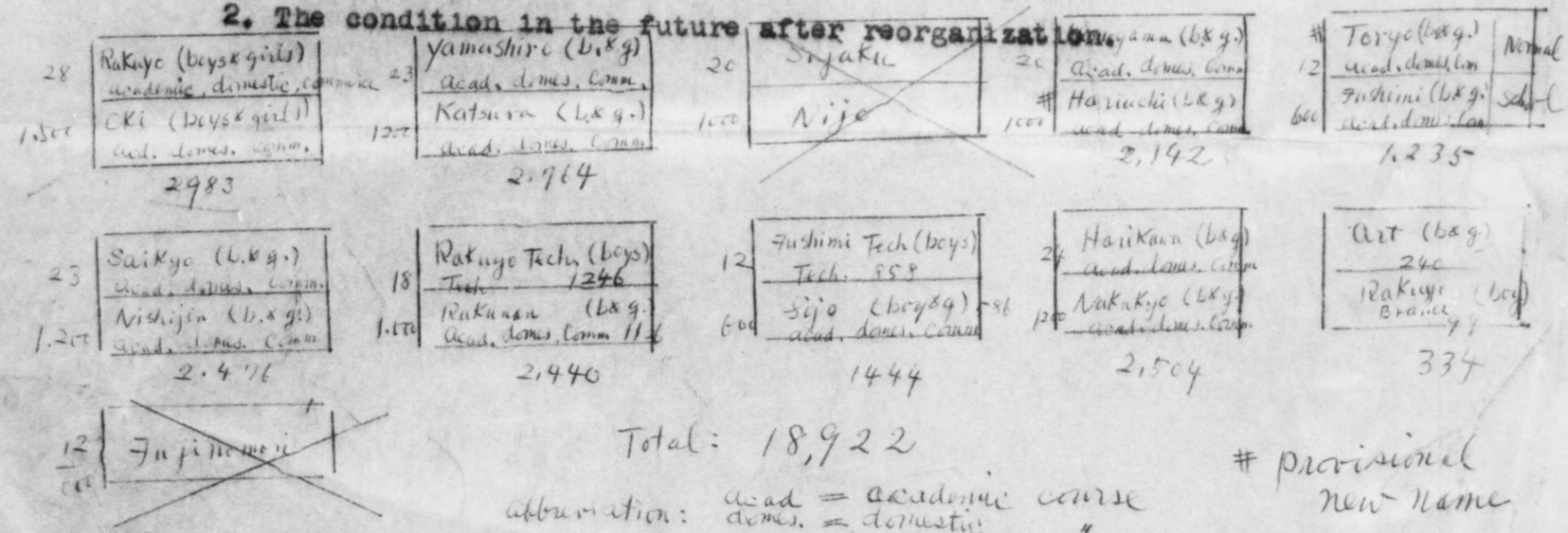


2. The condition in the future after reorganization.



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No. 3.

III. Facilities indispensable for the execution of the program

Rakuhoku School Oki School	Latrines for boys.	(30)	15 tsubo
Yamashiro Kakuzaro School Katsura School	Lavatories for girls Room for homemaking	(20) (3)	20 tsubo rooms refurnish
Momoyama School Horiuchi School	lavatories for girls Room for homemaking	(20) (3)	20 tsubo rooms refurnished
Teryo School Fushimi School	Latrines for boys	(20)	10 tsubo
Saikyo School Nishijin School	Lavatories for girls Room for homemaking	(20) (3)	20 tsubo rooms refurnished
Ranuyo School Rakunan School	Lavatories for girls Room for homemaking	(2)0) (3)	20 tsubo rooms refurnished
Fushi mi Tech. School Shijo School	Lavatories for girls boys.	(20)	2) tsubo 10 tsubo
Horikawa School Nakakyo School	Latrines for girls	(200)	

IV. Alteration and Adjustment of Instructive Personnels.

A. In order to strengthen educational ability or make up the balance of instructive ability, theinvestigation of school career, ages , specialized subjects of each teacher will be made.

B. According to the wishes of the concerned teachers, special considerarion will be made on the dwellings or economical problems, not so as to bring any crisis on them.

C. Even principals will reduce to blank unpriviledged status as mere instuctors.

Also we add here that in the way of carrying out the above mentioned program,there are some difficulties on equipments and facilities, and moreover a certain remarkable difference abilities in English or Mathematics between boys and girls especially in the higher grades, and also we have much shortage of teachers in the domestic or commercial courses.

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DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO. 77 5013

130

600,000,000

Subject: Some Programs of the Reorganization of Upper Secondary Schools in Kyoto City.

I.

i) The Program (A): the complete adoption of coeducation, comprehensive-type courses, and attendance districts in 8 schools (excepting Art School) which will remain after the transferring the Suzaku School and the Fujinomori School to the other purpose. This is already shown and explained to you in detail on the other day's meeting.

ii) The Program (B): all the pupils remaining in the 3rd Year Grade of old-type middle schools (Fusetsu Chugaku) will be accomodated into three schools of the SaiKyo, Suzaku, and Fujinomori Schools: And the 7 schools (Oki, Yamashiro, Momoyama, Rakugo Tech.; Fushimi Tech., Horikawa, Momoyama Girls) will execute the duplicate double & slight -school plan. And in March, 1949, the above three schools for old-type middle school pupils will be

year grade of old-type middle schools (Fusetsu Chūgaku) will be accomodated into three schools of the Saikyo, Suzaku, and Fujinomori Schools. And the 7 schools (Ōki, Yamashiro, Momoyama, Rakuyo Tech., Fushimi Tech., Horikawa, Momoyama Girls) will execute the duplicate-school plan. And in March, 1949, the above three schools for old-type middle school pupils will be transferred into the schools of compulsory education system.

double shift

iii) The Program (C): all the pupils remaining in the old-type Fusetsu Chūgaku will be accomodated into three schools of the Saikyo, Suzaku, & Fujinomori, as mentioned in the item (ii) And the 7 schools will carry out their education plan in the attendance-district system which (respectively) limits their scope as far as their maintenance-and-control authorities are concerned as follows:

Easier 3-1-2

a) group (prefectural schools)

3 Ōki, Yamashiro, Momoyama (including Momoyama girls School)

b) group (municipal Schools)

3 Horikawa. Rakuyo Tech Fushimi Tech.

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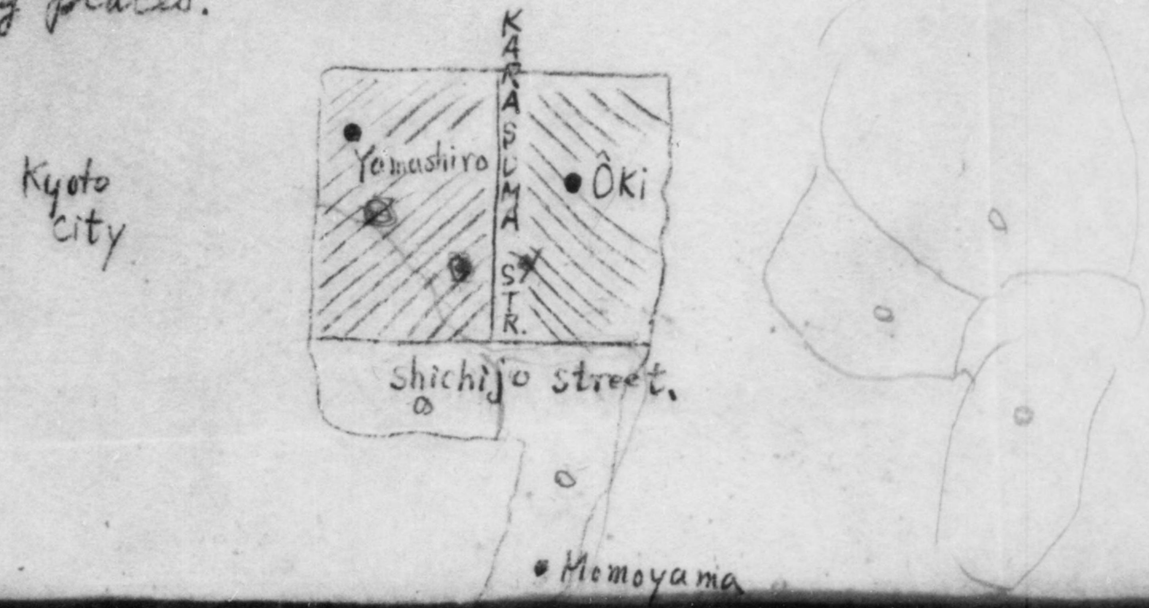
No. 2.

Namely, the establishment of attendance-districts will be made respectively and separately among the prefectural schools (a group) or municipal schools (b group). All these schools will adopt comprehensive-type courses such as academic, commercial and home making courses.

The pupils of the Saikyo Commercial School will be spread out into the above 6 schools according to their residing places.



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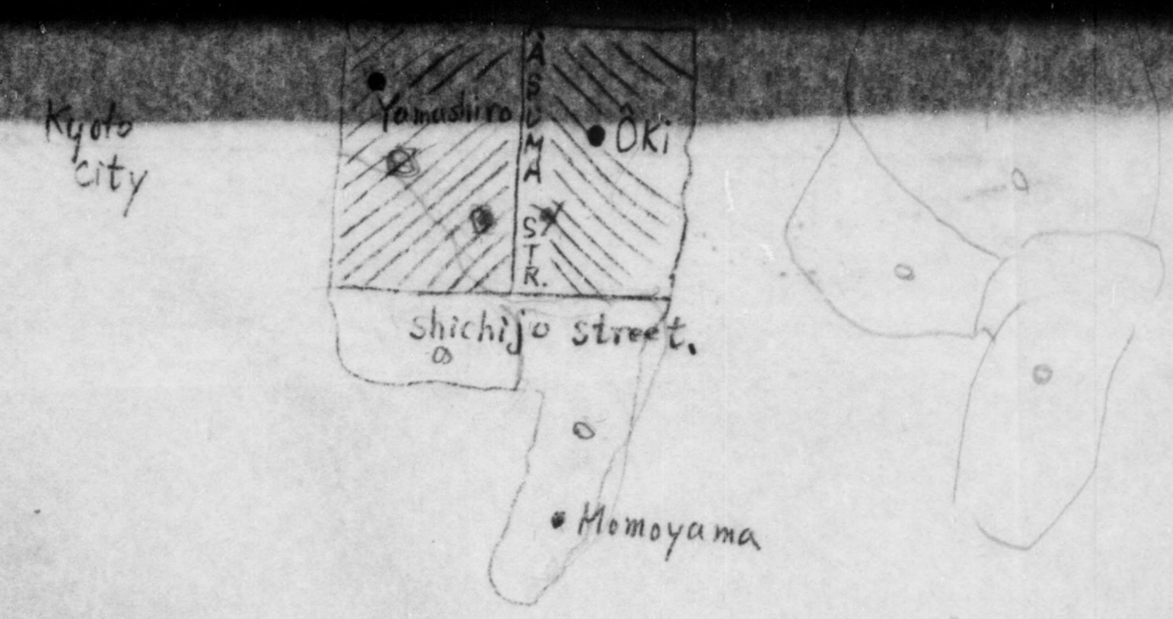

II. As to the problems of alteration and Adjustment of Instructive Personnels and the replacement of equipments and facilities, causing from the reorganization, we consider to deal with them as follows:

1) The alteration and adjustment of Instructive Personnels.

a) As already explained, the thorough alteration of instructive personnels including even principals will be done in order to make up the balanced educational ability basing upon the careful investigation of each

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teacher in their school and business career, ages, specialized ability and efficiency and so on.

b) As general rule, income of teachers such as salary and others, will not be decreased because of their transferring.

c) The transferring and replacements of personnels will be thoroughly done from prefectural schools to municipal schools or vice versa.

d) One principal will be placed to one schoolhouse.

2) Replacement of Equipments & Facilities.

a) Facilities immovable will be left to the schoolhouse

schools or vice versa.

d) One principal will be placed to one schoolhouse.

2) Replacement of Equipments & Facilities.

a) Facilities immovable will be left to the schoolhouse which will become reborn new school, even if they belong to the former almuni association, P.T.A. or Pupils' association

b) Equipments movable will be gathered into a pool and prefectural and municipal officials will cooperate as to the rightful reallocation of them.

c) Facilities and equipments left to the former school houses which were turned to the new-type lower Secondary Schools in last April (including all the properties of various associations) will be vested to the right of their own proper owners (prefectural or municipal authorities)

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d) The inventory for replacement will be made and presented to the prefectural or municipal authorities.

e) Equipments and Tools necessary for moving and reallocation will be as follows:

i. Homemaking course

sewing machines, irons (large and small)

sewing tables

ii commercial course

typewriters

iii cultural equipments for girls

tools for tea-ceremony and floral arts and their reference books.

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Commercial typewriters

iii Cultural equipments for girls

tools for tea-ceremony and floral arts and their reference books.

iv. musical instruments

pianoes
organs

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Aug. 18

THE REORGANIZATION PROGRAM OF UPPER SECONDARY SCHOOLS IN LOCAL DISTRICTS OF KYOTO PREFECTURE.

	house	sex	course
I. KUCHI TAMBA DISTRICT.			
1) KAMEOKA SCH. →	Kameoka Kameoka Agri.	Sep' coed.	academic home commerce agriculture
2) SONOBE →	Sonobe	Sep' "	ditto.
3) SHUCHI	Shuchi agri.	"	ditto.
II. NAKA TAMBA DISTRICT			
1) AYABE	Ayabe Ayabe Tech. Ayabe Agri.	" - -	academic home tech. agri.
2) FUKUCHIYAMA	Fukuchiyama Fukuchiyama Girls Fukuchiyama Agri.	" - -	academic home com. agri.
3) KOMORI	Komori Agri.	"	academic home agri.
III. MAIZURU DISTRICT.			
1) NISHI MAIZURU	Nishi Maizuru Nishi Maizuru Girl	" -	academic home agri. com.
2) HIGASHI MAIZURU	Higashi Maizuru		

2) FUKUCHIYAMA	Fukuchiyama		academic
	Fukuchiyama Girls	"	home
	Fukuchiyama Agri.		com.
			agri.
3)KOMORI	Komori Agri.	"	academic
			home
			agri.

III. MAIZURU DISTRICT.

1)NISHI MAIZURU	Nishi Maizuru		
	Nishi Maizuru Girl	"	academic
			home
			agri.
			com.
2)HIGASHI MAIZURU	Higashi Maizuru		
	Higashi Maizuru Girls	coed.	academic
			home
			agri.

note: Schoolhouse of th Naka Maizuru Girls School be transferred to lower secondary school.

IV. OKU TAMBA DISTRICT.

1)MIYAZU	Miyazu		
	Miyazu Industrial.	coed.	academic
			home
			tech.
			com.
2) FISHERY	will be excepted from the program for a while, be considered in the future because of its special facilities.		
3) MINEYAMA	Mineyama		academic
	Mineyama Tech.	coed.	home
			tech.
4) AMINO		"	academic, home, agri.
5) KUMIHAMA		"	academic, home, agri.

DATE OF EXECUTION: Kameoka & Sonobe Schools will start in September. As to other schools, execution will be made later because of local wishes in each district and procedure of finance for equipments.

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新制高校一覧表

SUBJECT: DETAIL OF PUBLIC UPPER SECONDARY SCHOOLS IN KYOTO PREFECTURE.
(as of August, 1948.)

I. Prefectural Schools

school	pupil	sex	course	teacher	classroom ord.	classroom spec.	location
RAKUHOKU	1,104 (1,476)	B.	acad.	51	duplicate		Kamikyo, Teramachi Kojinguchi sagaru (Oki)
RAKUNAN	812 (1,171)	"	"	46	triplicate		Shimokyo, Karahashi Omiyajiri-cho (Rakunan)
YAMASHIRO	904 (1,229)	"	"	48	29	8	Ukyo, Hanazono, Umashiro-cho.
MOMOYAMA	675 (952)	"	"	45	24	6	Fushimi, Momoyama.
KATSURA	590 (852)	"	"	40	triplicate		Ukyo, Hanazono, Umashiro-cho. (Yamashiro)
SONOBE	365	"	"	29	14	5	Funai-gun, Sonobe.
FUKUCHIYAMA	590	"	"	33	16	9	Fkuchiyama City
Nishi MAIZURU	436	"	"	29	14	7	Maizuru, Hikitsuchi
HIGASHI MAIZURU	322	"	"	24	11	5	Maizuru, Amarube.
MIYAZU	B. 449 G. 388	B.&G.	"	53	24	6	Yosa-gun, Miyazu-cho
AMINO	B. 84 G. 2	B.&G.	"	6	4	0	Takeno-gun Amino-cho
OKI	1,201 (1,802)	G.	"	76	28	14	Kamikyo, Teramachi Kojinguchi sagaru
SUZAKU	724	"	"	46	19	15	Nakakyo, Nishinokyo Shikibu-cho

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FUKUCHIYAMA	590	"	"	33	16	9	Fukuchiyama City
Nishi MAIZURU	436	"	"	29	14	7	Maizuru, Hikitsuchi
HIGASHI	MAIZURU 322	"	"	24	11	5	Maizuru, Amarube.
MIYAZU	B. 449 G. 388	B. &G.	"	53	24	6	Yosa-gun, Miyazu-cho
AMINO	B. 84 G. 2	B. &G.	"	6	4	0	Takeno-gun Amino-bbO
OKI	1,201 (1,802)	G.	"	76	28	14	Kamikyo, Teramachi Kojinguchi sagaru
SUZAKU	724 (1,083)	"	"	46	19	15	Nakakyo, Nishinokyo Shikibu-cho.
MOMOYAMA	GIRLS 345 (507)	"	"	29	17	16	Fushimi, Momoyama
JYONAN	402	"	"	28	13	6	Kuse-gun, Okubo-mura
KAMEOKA	439	"	"	36	11	12	Minami Kuwata-gun, Kameoka-cho.
AYABE	322	"	"	25	10	5	Ikaruga-gun, Ayabe
FUKUCHIYAMA GIRLS	566	"	"	38	17	5	Fukuchiyama-shi, H Hori.
NISHI MAIZURU GIRLS	349	"	"	25	16	12	Maizuru, Minami Tanabe

As of end of June

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NO.2.

school	pupil	sex	course	teacher	classroom ord.	classroom spec.	location
✓ HIGASHI MAIZURU GIRLS	268	G.	acad.	26	7	7	Maizuru, Yukinaga
✓ MINEYAMA	207	"	"	18	8	9	Naka-gun, Mineyama
✓ KAMO	183	B.	" (Night)	9	4	2	Sakyo, Shimogamo, Umenoki-cho.
✓ TOBA	195	"	" (Night)	11	5	4	Shimokyo, Kujo, Okuni-machi.
✓ SORYO	172	"	" (Night)	11	triplicate		Ukyo, Hnazono, Umashiro-cho. (Yamashiro)
✓ Kashiwabara	146	"	" (Night)	11	"		Fushimi, Momoyama (Momoyama)
✓ KIZU AGRI.	B.184 G. 73	B.&G.	agri.	20	8	2	Soraku-gun, Kizu.
✓ KAMEOKA AGRI.	227	B.	"	20	9	1	Minami Kuwata-gun, Kameoka-cho.
✓ SHUCHI AGRI.	B.191 G.115	B.&G.	"	23	9	5	Funai-gun, Takahara
✓ KUMIHAMA AGRI.	B.188 G. 89	" "	"	22	11	4	Kumano-gun, Kaibe-
✓ JOTAN AGRI.	301	B.	"	24	10	5	Ikaruga-gun, Ayabee
✓ KOMORI AGRI.	B.211 G.147	B&G.	"	29	8	7	Kasa-gun Komori.

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65 0

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KAMEOKA AGRI. 227	B.	"	20	9	1	Minami Kuvata-gun, Kameoka-cho.
SHUCHI AGRI. B.191 G.115	B.&G.	"	23	9	5	Funai-gun, Takanara
KUMIHAMA AGRI. B.188 G. 89	" "	"	22	11	4	Kumano-gun, Kaibe-
JOTAN AGRI. 301	B.	"	24	10	5	Ikaruga-gun, Ayabe
KOMORI AGRI. B.211 G.147	B&G.	"	29	8	7	Kasa-gun Komori.
KITAKUWATA AGRI. B. 69 G. 57	" "	"	18	8	2	Kitakuwata-gun, Yg Yuge-mura
KATSURA AGRI. 34	B.	"	13	4	0	Otokuni-gun Mukomachi
AYABE TECH 229	"	tech.	18	8	2	Ikaruga, Ayabe.
MINEYAMA TECH. 359	"	"	28	12	5	Nak-gun, Mineyama
MIYAZU ND. 281	"	Tech.& Com.	22	9	9	Yosa-gun, Miyazu
SUISAN 111	"	fish.	16	7	12	Yosa-gun, Miyazu

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NO.3. II (Municipal schools)

school	pupil	sex	course	teacher	classroom ord.	classroom spec. triplicate	location
NAKAKYO	B.399 G.336 (1,129)	B.&G.	acad.	60			Nakyo, Horikawa, Nishikikoji agaru (Horikawa)
HORIKAWA	729 (1080)	G.	"	42	26	13	" "
FUSHIMI	149 (284)	G.	"	17	duplicate		Fushimi, Momoyama (MOmOyama Girls)
SAIKYO COM.	728 (1,059)	B.	com.	48	28	11	Nakakyo, Nishinokyo Nakaai-machi.
NISHIJIN COM.	439 (776)	"	"	35	triplicate		" " (Saikyo Com.)
FUSHIMI COM.	B.122 G. 73 (653)	B.&G.	"	19	duplicate		Fushimi, Momoyama (Momoyama)
NIJO	619 (943)	G.	acad.	37	"		Nakkyo, Nishinokyo, Shikibu-cho.(Suzaku)
SHIJO COM	337 (547)	B.	com.	26	triplicate		Fukakusa Suzutsuka, (Fushimi Tech.)
RAKUYO TECH.	954 (1,246)	B.	tech.	63	25	5	Shimokyo, Karahashi, Omiyajiri
FUSHIMI TECH.	619 (858)	B.	"	46	13	14	Fushimi, Fukakusa Suzutsuka-cho.
ART	147 (253)		art	28	9	4	Higashiyama, Imakumano Hiyoshi-cho.
FUJINOMORI	324 (630)	G.	acad.	22	12	3	Fushimi, Fujinomori, Hanjiki-cho.
Senshu	B.164						

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	(943)						Nakkyo, Nishinokyo, Shikibu-cho.(Suzaku)
✓ SHIJO COM.	337 (547)	B.	com.	26	triplicate		Fukakusa Suzutsuaka, (Fushimi Tech.)
✓ RAKUYO TECH.	954 (1,246)	B.	tech.	63	25	5	Shimokyo, Karahashi, Omiyajiri
✓ FUSHIMI TECH.	619 (858)	B.	"	46	13	14	Fushimi, Fukakusa Suzutsuka-cho.
✓ ART	147 (253)		art	28	9	4	Higashiyama, Imakumano Hiyoshi-cho.
✓ Shinshu	B.164 G. 28	B.&G.	com.	9	12	5	Nakakyo, Yanaginobaba, Oike.
✓ Oike COM.	564	B.	" (Night)	14	triplicate		Nakakyo, Nishinokyo, Nakagicho(Siakyo)
✓ JOYO COM.	B.43 G.170	B.&G.	" (Night)	7	"		Nakkyo, Horikawa Nishikinokoji agru (Horikawa)
✓ Kujo TECH.	463	B.	tech. (night)	15	"		Shimokyo, Karanashi, Omiyajiri(Rakuyo)
✓ FUKAKUSA TECH.	361	B.	" (Night)	15	"		Fushimi, Fukakusa Suzutsuka(Fushimi Tech
✓ FUKUCHIYAMA AGRI.	233	B.	agri.	20	8	3	Fukuchiyama, Hori.
✓ NakaMAIZURU	173	G.	Home.	13	8	8	

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No4.

School	pupil	sex	course	teacher	classroom ord.	classroom spec.	location
56	23,280			1,582	524	273	

	Prefectural	Municipal	Total
Coeducat ion	7	4	11
Boy	20	11	31
Girl	9	5	14
Total	36	20	56

Academiccourse	25	5	30
Agricultural course	8	1	9
Commercial "	0	7	7
Technical "	2	4	6
Com. & Tech. "	1	0	1
Art "	0	1	1
Fishery "	1	0	1
Homemaking "	0	1	1
Total	37	19	56

NOTES: 1) number of bracket ~~means~~ includes the number of pupils in annexed course of old-type 3rd year grade

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Technical	"	2	4	6
Com. & Tech.	"	1	0	1
Art	"	0	1	1
Fishery	"	1	0	1
Homemaking	"	0	1	1
Total		37	19	56

NOTES: 1) number of bracket ~~means~~ includes the number of pupils in annexed course of old-type 3rd year grade

2) Abbreviation: B. .....boy.
G. .....girl.
ord. .....ordinary
spec.....special

duplicate & triplicate.
(The same schoolhouse is used in duplicate or triplicate systems.)

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一、京都市下及南山城地区

二十三年度 校名（収容校）	生徒数	学科
鴨沂校舎（洛北・[illegible]）	三、一八二（二部制）	鴨沂校舎 普通・商業・家政 三、五五〇（二部制）
山城 〃 （山城・桂）	二、〇三四（ 〃 ）	山城 〃 一、五七〇（二部制）
桃山 〃 （伏見・伏見商）	一、二八三（ 〃 ）	朱雀 〃 一、〇一〇（ 〃 ）
朱雀 〃 （朱雀・[illegible]）	一、九九九（ 〃 ）	西京 〃 二、六四〇（二部制）
桃山女子 〃 （桃山女子・伏見）	七九一（ 〃 ）	堀川 〃 二、七二〇（ 〃 ）
堀川 〃 （[illegible]）	二、二〇九（ 〃 ）	洛陽 〃 商業・普通・商業・家政 二、三五〇（ 〃 ）
西京商 〃 （[illegible]）	一、七六二（ 〃 ）	伏見 〃 一、三九〇（ 〃 ）
洛陽工 〃 （洛南・洛陽工）	二、八八三（ 〃 ）	桃山 〃 普通・商業・家政 二、〇五〇（ 〃 ）
伏見工 〃 （伏見工・[illegible]）	一、三四一（ 〃 ）	桃山女子 〃 六一〇（一部制）
美術 〃 （美術・[illegible]）	二、四〇〇（一部制）	城南 〃 七五〇（ 〃 ）
藤森 〃 （藤森）「新設」	六〇五（ 〃 ）	美術 〃 美術 二四〇（ 〃 ）
城南 〃 （城南）	六二二（一部制）	
木津農 〃 （木津農）	三六七（一部制）	
桂農 〃 （桂農）	一四一（ 〃 ）	

二十二年度：洛北（二中）、洛南（三中）、山城（五中）、桃山、桂、鴨沂（一高女）、朱雀（二高女）、桃山女子、嵯峨野、京一中、堀川、二条、伏見、京一商（西）、京一商（二）、[illegible]

木津農・桂農については施設の完成をまって二四年度より普通・家庭を附加する予定。藤森は[illegible]

(四) 附帯決議

二、京都市当局は万全をつくして明年三月末迄に既定新中の新設完成に努力すること

四条商 / 城陽商？

二、第一案迄城内の既定新校舎が未完成

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堀川	藤森〃（藤森）新設	六〇五（〃）	美術〃 美術
二條	城南〃（城南）	六二二（一部制）	木津農・桂農については施設の完成まで
伏見	木津農〃（木津農）	三六七（一部制）	二四年度より普通・家庭を附加する　藤森は転用
嵯峨野（西）	桂農〃（桂農）	一四一（〃）	二四〇（〃）
修学院			回 附帯決議
			一、京都市当局は万全をつくして明年三月迄に既定新中の新設完成に努力する

四條西			
城陽南			二、第一案の通り域内の既定新校舎が未完成に付いて本府は府市当局協議の上暫定的措置として東山高校若しくは山城高校の校舎を新中の校舎に於てとと、
洛西（三）			
伏見工（三）			
美術			
城南			
桂農			
木津農			

二〇、丹波地区

学校名	教室数 普通	教室数 特別	現在生徒数	明年度不足教室数	案
亀岡高校	11	12	六三四		昔の地域制をとって亀岡高校に普通・家庭
農業〃	9	1	五七八	雲 七〇〇	園部高校に普通・農業・商業・家庭を置く
園部〃	14	5	五三三		将来亀岡高校と亀岡農業高校とを統合して普通・農業・商業・家庭を置く
須知農〃	9	5	四〇八	弊 一〇五〇	須知高校は農業・普通・家庭及定時制を置く
北桑農〃	8	2	二〇三	北桑 二二〇	将来北桑田高校として農業・普通・家庭を置く

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三 綾部（何屏郡）地区

綾部高校	10	5	四八二	何屏一、〇〇〇
綾部工 〃	8	2	三一九	他二工
城丹農 〃	10	5	四五一	舵丹 福天 舞鶴 二〇 七〇 五〇

共学地域制をとって綾部高校に普通家庭を置く綾部工と城丹農とは将来統合して工業農業 蚕業 畜産業 定時制 夜学定時制を置く

四 福知山市 天田郡及何守地区

福知高校	16	7	八二一	福知高校と福女高校とに共学地域制をしく将来は市立農を左両校に統合し各に普通農業家庭を置き、市立農校舎（現）は転用予定
福女 〃	17	5	七八八	福天 一、五〇〇
立農 〃	9	3	三七八	
立農 〃	8	7	三五四	四〇〇

設備の完成をまって普通農業 畜産家庭を置く

五 舞鶴地区

西舞鶴高校	14	7	六〇五	西舞 八〇〇
西舞子 〃	6	13	五三二	
東舞鶴 〃	11	8	四八一	東舞 一、〇〇〇
東舞女子 〃	7	7	四三〇	
中舞女 〃	8	8	一七三	中舞 二〇〇

西舞鶴二校を統合し二校舎を使用して普通家庭を置く
東舞鶴についても同様とし普通農業家庭将来は施設増の見通しを得て東西各一校舎にまとめる
中舞鶴高校は定時制（普通家庭）とする

六 丹後地区

宮津高校	24	6	一、一四九	共計一、〇五〇
宮津工	9	9	二七九	共計 六〇〇

宮津高校と宮津実高校とをし統合し二校舎を使用して綜合制をとる普通家庭工業商業を置く

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備考

企画会創立各校教育概況

昭二二年 昭三二年三月

	京都市	郡部	計
	二一	一一	三二
	二八	二七	五五
	四九	三八	八七

備考

一、
一九
二九

京都高校	〃	〃	〃	〃	〃	〃	〃
京都第二	〃	〃	〃	〃	〃	〃	〃
峰山	〃	〃	〃	〃	〃	〃	〃
峰山工	〃	〃	〃	〃	〃	〃	〃
舞鶴	〃	〃	〃	〃	〃	〃	〃
舞鶴高校	〃	〃	〃	〃	〃	〃	〃
舞鶴工	〃	〃	〃	〃	〃	〃	〃
舞鶴水産	〃	〃	〃	〃	〃	〃	〃
舞鶴海洋	〃	〃	〃	〃	〃	〃	〃
宮津高校	〃	〃	〃	〃	〃	〃	〃
宮津実業	〃	〃	〃	〃	〃	〃	〃
宮津海洋	〃	〃	〃	〃	〃	〃	〃
峰山工	〃	〃	〃	〃	〃	〃	〃
舞鶴水産	〃	〃	〃	〃	〃	〃	〃
舞鶴海洋	〃	〃	〃	〃	〃	〃	〃

京都高校	〃	〃	〃	〃	〃	〃	〃
京都第二	〃	〃	〃	〃	〃	〃	〃
峰山	〃	〃	〃	〃	〃	〃	〃
峰山工	〃	〃	〃	〃	〃	〃	〃
舞鶴	〃	〃	〃	〃	〃	〃	〃
舞鶴高校	〃	〃	〃	〃	〃	〃	〃
舞鶴工	〃	〃	〃	〃	〃	〃	〃
舞鶴水産	〃	〃	〃	〃	〃	〃	〃
舞鶴海洋	〃	〃	〃	〃	〃	〃	〃
宮津高校	〃	〃	〃	〃	〃	〃	〃
宮津実業	〃	〃	〃	〃	〃	〃	〃
宮津海洋	〃	〃	〃	〃	〃	〃	〃
峰山工	〃	〃	〃	〃	〃	〃	〃
舞鶴水産	〃	〃	〃	〃	〃	〃	〃
舞鶴海洋	〃	〃	〃	〃	〃	〃	〃

京都高校	〃	〃	〃	〃	〃	〃	〃
京都第二	〃	〃	〃	〃	〃	〃	〃
峰山	〃	〃	〃	〃	〃	〃	〃
峰山工	〃	〃	〃	〃	〃	〃	〃
舞鶴	〃	〃	〃	〃	〃	〃	〃
舞鶴高校	〃	〃	〃	〃	〃	〃	〃
舞鶴工	〃	〃	〃	〃	〃	〃	〃
舞鶴水産	〃	〃	〃	〃	〃	〃	〃
舞鶴海洋	〃	〃	〃	〃	〃	〃	〃
宮津高校	〃	〃	〃	〃	〃	〃	〃
宮津実業	〃	〃	〃	〃	〃	〃	〃
宮津海洋	〃	〃	〃	〃	〃	〃	〃
峰山工	〃	〃	〃	〃	〃	〃	〃
舞鶴水産	〃	〃	〃	〃	〃	〃	〃
舞鶴海洋	〃	〃	〃	〃	〃	〃	〃

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1/

A Small Modification in One Part of the Program (A) of Reorganization of Upper Secondary Schools in Kyoto City Area

In the afternoon of 21st August, we talked about the reorganization plan with the city authorities and we were obliged to make a small modification in one part of the Program (A) already understood by you. That is because that the city authorities insisted upon the use of the Yamashiro School for lower school, anticipating that the situation for building up school-houses for lower schools in Ukyō-Ku (West-Northern Part of the City) is most insecure and uncertain, while we insisted upon the transferring of the Suzaku School because of the necessity on the formation of attendance districts for upper secondary school, and moreover of the poor facilities for sports in upper schools (for instance, gymansium and swimming-pool (of the Yamashiro School) are the one and only facility used by all the upper secondary schools in Kyoto City and we can never ~~separate~~ spare

is most insecure and uncertain, while we insisted upon the transferring of the Suzaku School because of the necessity on the formation of attendance districts for upper secondary schools and moreover of the poor facilities for sports in upper schools (for instance. gymansium and swimming-pool (of the Yamashiro School) are the one and only facility used by all the upper secondary schools in Kyoto City and we can never ~~separate~~ spare them.)

And then, it happens that, even if we evacuate one schoolhouse (either Yamashiro or Suzaku) to lower schools at present, the moving of lower school pupils in the course of the school year is not said educational and is not welcomed by any one ; but it is considered that it is of no sense to leave one schoolhouse vacant and unused. So, we cannot help thinking of a small modification of the Program (A) as follows:

(Note: we have ever considered ~~that~~ of the moving of the Deaf & Dumb School which is now in worst building, to the above mentioned Suzaku School.)

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2/

The pupils who are to be accomodated in the Yamashiro School on double-shifts system according to the Program(A), will be spread out for a while into two schoolhouses of the Yamashiro and the Suzaku Schools, both of which, then, can run single-shift system, (not double-shifts).

But, at anytime, we are ready for evacuation of either of the above-mentioned two schoolhouses, watching the situation of progress of building up of lower schoolhouses.

We hope the city authorities will do their best in building up schoolhouses for lower schools as they promised, and if, as they promised, the schoolhouses be built up in next April, it might become unnecessary for us to evacuate one schoolhouse.

One merit of this modification is that we can run single-shift system school, even if in one part of upper schools, and we can raise up public opinion for building up (of schoolhouses of) of lower secondary

up schoolhouses for lower schools as they promised, and if, as they promised, the schoolhouses be built up in next April, it might become unnecessary for us to evacuate one schoolhouse.

One merit of this modification is that we can run single-shift system school, even if in one part of upper schools, and we can raise up public opinion for building up (of schoolhouses of) lower secondary schools

As you know, even if in the future, it is very difficult for us to make the program of carrying out the single-shift system in all upper secondary schools, and now if we can execute gradually the recovering of the single-shift system, all the students of upper secondary schools will be much relieved of their uneasiness

And if this fact is used for political propaganda, we hope it can urge the raising up of the public opinion to the building up of schoolhouses for lower schools.

Anyhow, at anytime, we are ready for evacuation of one school according to the situation. So we hope you will understand such small modification of the Program A; except this, co-education and comprehensive type system will be carried out.

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L 55

Statistics

P- Primary = 373
L - L.S.S. = 191 (Mar 28)
U - U.S.S. = 53
Pvt. U.S.S. = 27
Public U.S.S. = 26

645 Total for Kyoto

SURVEY ON THE ESTABLISHMENT OF THE PUBLIC LOWER SECONDARY SCHOOLS IN KYOTO PREFECTURE (As of 31 July 1948)

Name of District	No. of communities	No. of schools	Type of establishment		No. of communities in Consolid.						
			Single	Consolid.	2	3	4	5	6	9	%
Kyoto city	1	45(50)	45	0							0
Fukuchiyama city	1	2	2	0							0
Maizuru city	1	14	14	0							0
Soraku	17	9	5	4	1	3					44
Tsuzuki	13	6	2	4	3			1			67
Uji	11	4	1	3	1	1		1			75
Kita-Yamashiro	18	7	6	1						1	14
Kita-Kuwata	12	13	13	0							0
Minami-Kuwata	18	13	11	2	1		1				15
Funai	21	14	11	3	1		2				21
Ikaruga	14	10	7	3	2	1					30
Amada	23	13	7	6	3	3					46
Yoza	28	19	13	6	4	1	1				32
Oku-Tango	34	17	7	10	7	1	1		1		58
TOTAL	212	186(191)	144	42	23	10	5	2	1	1	23

Note: 1. Although Kyoto city claims they have 50 schools, they have only 45 actually, and the other 5 are only in name, i.e. though principals have been appointed, their buildings have not been completed.
2. 4 villages out of 18 in Kita-Yamashiro district entrust their children to private schools.

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SURVEY ON THE ESTABLISHMENT OF LOWER SECONDARY SCHOOLS IN KYOTO PREFECTURE (As of 31 July 1948)

PUBLIC

District	No.of Communities	No.of Schools	Type of establishment		No. of Communities
			Singhè	Consolidtd	

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To Mr McClellan. 6 July '48

Suggest that a follow-up be planned in regard to re-districting of primary and lower middle schools.

1. Re-districting of schools presupposes that all schools are equally good, or bad, so that wherever you live you'll get equall chance of schooling for your children. However, in the case of Kyoto city, the following facts are counteracting our definite policy, which may be true with other prefectures.

a. Good teachers are gravitated into central areas, Nakagyo Ward, which is inhabited by well-to-do people who would offer presents to teachers, and poor ones are being shifted to vicinity areas. Desire to teach in Nakagyo ward schools is predominant among teachers. Graduates of normal schools are not distributed equally to all areas when they rely on favoritism.

b. Instead of trying to improve their own schools, parents of pupils who suffer from poor teachers, try to move out of the area, and failing to do so, they try to park the children in the Normal School attached primary school, which is the only school unaffected by the districting system.

c. Some lower middle schools in the vicinity area are so poorly staffed that parents do not like to send their children to schools. A big obstacle to correct the situation is in the Japanese psychology of parents who restrain from saying anything against teachers lest the latter would take the grudge to their children. There are cases of teachers who dared to make the child of the parent stay behind after school and quizzed him whether his parent disclosed grievances against teachers.

2. Action may be taken through school inspections when parents' free opinions be drawn and qualifications of teachers checked. Also the City Education superintendent should be told to give us data regarding transfering and distribution of teachers.

Private schools may be checked so that , for the time being, parents may be given alternative.

Normal school attached primary schools should be made to select their pupils on a democratic basis, that is, to do away with favoritism when they take in students.

Gifts to Teachers ~

Frances

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6

Mr Cades

Civil Education Survey for all Regions & Teams

1. School population by 6-3-3 level. Primary S - 219,107 / L.Second: 71,041 / U " " 42,365 / 332,513

2. Number of teachers and number of principals, 6-3-3 level. Pri / Teach
   Pr-373 / 6,126
   L Sec 219 / 3,533
   U Sec 83 / 1,542
   675 / 11,201

3. Number of 6-year primary schools without attached secondary schools. 261

4. Number of branch primary schools. 71

5. Number of 3-year lower secondary schools in their own buildings. 71

6. Number of 3-year lower secondary school in primmyy schools. 124

7. Number of 3-year lower secondary schools in upper secondary school buildings. 24

8. Number of branch lower secondary schools. 25

9. Number of 6-year secondary schools under one principal. 23 (all private)

10. Other placements of lower secondary school pupils and explanation of such placement. None

11. Number of 3-year upper secondary schools with a general (college preparatory) curriculum. 49

12. Number of 3-year upper secondary schools with a vocational curriculum, with a list of types of such schools by number and name. 34
    a- agri-9 c fish 1 b Comm-9 e indus 6 d home ec 9

13. Number of 3-year upper secondary schools with a comprehensive(2 or more choices of major curricula) curriculum. 2 (4 more being established)

14. Number of upper secondary schools with co-education (boys and girls in the same class) 8

15. Number of upper secondary schools with boys and girls in separate classes. 3

16. Number of upper secondary schools which are districted. 0

17. Higher education reorganization; Name and type of college; Type management (Mombusho, prefecture, city, private); Plans for request on accreditation; Indication of which colleges are trying to amalgamate into universities, and which are planning to become Shinsei Kotogakko.

18. How many new type PTA organizations by type of school, 6-3-3? Pri-1 / LS-0 / US-0

19. How many democratic ~~standard~~ students governments by type of school, 6-3-3? Pr-250 / LS-180 / US-80

20. How many CPH's are in active operation? 22 as of may '48.

21. What percentage of the prefectural ~~job~~ budget goes to education? 39%

17th question is vague
18th is vague
19th is vague
21th answer is inaccurate because budget items are not honestly designated

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質　問　型　式　第　二　號　(一)

（注　意）　縣教育部は質問型式第一號に對する各學校からの回答にもとづいて，この質問型式第二號に記入する。なお小學校に關する數字は中學校に關する數字とは別々に記入する。

質問 縣名 郡名	質問一 回答校の總數	質問一 教えなかつた學校數	質問一 教えた學校數	質問二 昭和二十二年學年度に教えた式名 (イ) 訓令式(あるいは)日本式	質問二 (ロ) ヘボン式	質問二 (イ),(ロ) 兩式	質問二 その他	質問三 郡内の學校でもつとも早くローマ字を教え始めた學校名とその年月日（ただし二十二年學年度以前に始めたものをも含める）	質問三 郡内の學校でもつともおそくローマ字を教え始めた學校名とその年月日	質問三 學習生徒數	質問三 平均一年學習時間數
縣全部の總計											