An attempt is made to assign each pupil to the club of his choice.

Secondly, there are some special curricular activities that are related to the regular curriculum as a part of it, but are not compulsory. Activities of this kind are such club activities as the music club in which all the volunteers can join regardless of which grade or class they belong to.

Thirdly, comes the instance when the special curricular activities are conducted quite independently of the regular subject curriculum. The former pupils' association falls under this category. However, the difference between the old and the new pupils' association is that the activities of the new pupils' association are given equal value and importance as the regular curriculum.

Fourthly, there are occasions when all the special curricular activities are included in the school educational program and are guided just like the regular curriculum. The difference between this and the first case is that in the first case it was compulsory whereas in this fourth instance pupils are not necessarily required to participate in the activities. Just as pupils get marks attending such classes as physical training, drawing and handicraft, they get marks by attending classes that are regularly provided for special curricular activities.

It is necessary that each school organize its special curricular activities according to the respective characteristics and needs of the school.[1].

3. Principles for Organizing the Special Curricular Activities

a. A school should organize a constructive guidance program for special curricular activities. The "laissez faire" policy has caused many problems in a number of schools. Such schools in general have followed negative policies. In organizing special curricular activities, we must be as serious as in organizing the rest of the curriculum. The most important element in making the schedule for special curricular activities is that they must be given a firm position in the total educational program of the school. This program, however, may vary according to each school. In fact, it ought to vary. A certain kind of program which is successful at one school may not always be successful at other schools. Also, this program must progress gradually. If pupils are hastily forced into accepting a program when they are not yet ready, it will be not only unnatural but harmful. It is more desirable to plan and organize the program after observing the pupils' spontaneous activities carefully.

b. A constructive guidance program for special curricular activities must be based on the actual school life. All the school activities must be rooted in the school life of that specific community. Special curricular activities, in particular, must be born out of actual life of the pupils. For instance, the organization for pupil participation in school affairs should be established when they feel the need for it in carrying on their school life.

c. Pupils must be recognized as citizens of the school. Pupils have their rights, obligations, duties, and responsibilities as citizens of the school. We must never forget that special curricular activities afford them the best opportunities for training in good citizenship.

d. Teachers must realize their responsibility for guiding and developing pupils' special curricular activities. Teachers must fully realize the importance of special curricular activities, and must try to have a thorough knowledge of appropriate guidance techniques in at least two or three fields of the activities.

e. Special curricular activities must be carried out under the supervision and guidance of teachers. Teachers should properly supervise, guide, and cooperate with the pupils in their activities without going so far as to destroy pupil initiative and sense of responsibility.

f. Valuable public opinion should always be listened to in connection with the special curricular activities. Opinions and suggestions that are meant to improve teachers and pupils in becoming good citizens of the school must always be listened to, deliberated on, judged, and if worthy put into

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1. See Chapter X of the Ministry of Education publication, Handbook on Secondary School Administration.

practice. For this purpose, it is necessary to turn the attention of parents and the community in general on the school. If constructive and progressive public opinion surrounds the school all the time, through the efforts of teachers, it will prove to be very helpful.

g. The principal has the responsibility for the over-all administration of pupils' special curricular activities. Especially is the principal's responsibility great with regard to the Student Organization for participation in school affairs.

A most important problem in the lower secondary school education is the advancement of democracy. In this connection, the special curricular activities are able to give pupils most appropriate assistance in their experiencing of social standards and cultural modes of living in a democratic society and by learning various ways of solving many social problems. A pupil can cultivate the qualifications of a good citizen and capable leader while working actively as a member of a small organization within his school, and by the time he graduates from the lower and upper secondary schools, he will be able to become a democratic member of society who is capable of shouldering responsibilities and contributing to the development of society.

Another aspect of special curricular activities is that they afford pupils many opportunities for increasing their efforts in learning as well as give them opportunities for utilizing their spare moments wisely. Also they are of much use in finding out the pupils' aptitudes for vocation and in fostering good character.

In all circumstances, as the special curricular activities have a very important role in developing school life into a more substantial democratic social life, utmost care and thorough research is necessary in attaining the aims of the activities.

4. Kinds of Special Curricular Activities

a. Research activities as a method of developing learning activities.

National language, calligraphy, social studies, national history, oriental and western history, mathematics, science, music, drawing, handicraft, physical training, vocational training, home economics, foreign language etc.

b. Activities based on hobbies

(1) Literary field

Composing short poetry and seventee-syllable poetry, writing short stories, recitation of poems, drama, oratorical contests, discussion groups, debating, radio broadcasting, etc.

(2) Musical field

Vocal: girls' chorus, boys' chorus, mixed chorus, solo, duet, quadric chorus, etc.
Musical instruments: (Orchestra - band - solo work)

(3) Sports field

Baseball, tennis, field and track events, basketball, volley-ball, football, pingpong, swimming, skiing, mountainclimbing, horseback riding, archery, Japanese wrestling, dancing, school matches, inter-school matches, athletic meetings, camping, hiking, summer school, seaside school, etc.

(4) Scientific field

Raising of animals, planting, collection of insects and plants, experiments, scientific research, photography, engineering, etc.

(5) Vocational field

Agriculture, industry, commerce, fishery, home economics, crafts.

(6) All others

Publication of school newspaper, editing of magazine, printing of pupils' memo book, editing of year book, photograph album, etc.
Annual school events (meetings and entertainments)

c. Activities chiefly concerned with pupils' life outside the school.

Recreational club, neighborhood club, service or religious club, Boy Scout, Girl Scout etc.

d. The Student Organization (pupils' class, grade, and school organization). This is most important from the point of view of democracy and becomes the center of such activities as discussed in the following section.

II. The Student Organization

1. Character and Aims of the Student Organization

The Student Organization is not entirely a new idea. There is scarcely a school of the lower secondary level that does not have some form of pupil organization. However, the right pupil participation in school affairs does not mean the mere execution by the pupils of a part of the work of the principal and teachers, nor does it mean the non-participation of the principal and teachers in pupils' activities.

The school is an organic social group which consists of the principal, teachers, and pupils. So, if the principal or teachers just entrust to the pupils a part of the work assigned them, or if they are entirely indifferent to pupils' activities, it can not be called good pupil participation in the program of the school. But when we observe some of the results of pupil participation in school affairs, we cannot help but doubt that the development has often not been sound. Somehow or other, it seems that indifference, non-interference, and laissez faire policies prevail too strongly in most schools. If pupils are citizens of society, just as much as teachers are citizens, and if they seek for desirable experiences of citizenship at school, they must have rights and duties based on full self-realization as citizens. It is a first principle of school citizenship that each pupil should conduct himself in accordance with his rights and obligations. Some of the activities are performed by pupils alone but most are done by the joint efforts of teachers and pupils, and none of them could ever be separated from the rest of school activities.

Pupils should cooperate in meeting the common school problems, through various pupils conferences of committee meetings. Matters that are properly decided upon at such meetings, should be put into effect cooperatively with the principal and teachers. Pupil opinions become effective only when they are approved by the principal and teachers, for, the responsibilities regarding the school in the outside world are largely borne by the principal and teachers. The responsibilities of the school to the nation, community, and supervising governmental organizations are shouldered by the school staff, therefore, the power of pupils' conferences does not have effect unless it is represented by the principal and teachers. Now that the general character of the Student Organization has been clarified, we shall proceed to review some of its other important characteristics.

a. Pupils must observe the rules and regulations spontaneously and make efforts to maintain the authority of them.

School rules are not forced on the pupils from outside, but they are established as a means of fostering the welfare of pupils, and by observing these rules, pupils' welfare in general is guaranteed. Sometimes the authority of these rules is liable to be weak. In order to strengthen it, the pupils' participation is most urgently needed in establishing the school regulations. If they are allowed to participate in forming the regulations, they will understand better that it is their own responsibility to observe them.

b. Pupils' cooperation must be obtained to improve the common welfare.

All those who are desirous of maintaining peace and order in society, must fulfil their responsibilities by cooperating in achieving social aims.

The spirit of cooperation is one of the most important attributes of citizens in a democratic society, if they wish to develop and maintain the society. Opportunities for working for common causes or serving others are readily provided in the Student Organization activities.

c. Pupils are trained for actual social life and can develop aptitudes for it.

Activities of the Student Organization very often touch upon the actual social life. Accordingly they serve to deepen the understanding of community life and prepare the pupils for it

Next, we shall consider the aims of the Student Organization.

a. The first aim is to enable the pupils to become familiar with the modes of living in a democratic society.

The Student Organization is an institution of citizens, members of which render their services to promoting cooperative life in a democratic school society. Pupils, here, are apprentices in the modes of living in a democratic society.

b. Secondly, the pupils should learn many techniques of holding conferences.

In the Student Organization, pupils must learn through experiences the methods of parliamentary law which are important prerequisites for holding many types of meetings in a democratic society. In these conferences, pupils are given opportunities of practising such things as accepting responsibility, respect for decisions that are made, and conference procedures.

c. The Student Organization aims at establishing high moral standards.

The Student Organization should become the central influence of the ethical health of the whole school. It should take the initiative in elevating the morality of the entire school life.

d. The Student Organization must stimulate the pupils to elevate their academic standards.

The committee members of this body should be the intellectual representatives, leaders and servants of the school community. They must emphasize, interest and exertion toward studies in the pupils' lives.

e. The Student Organization is aimed at training leaders in school and society.

Throughout all the phases of school life, much effort should be made to cultivate good leaders for the present and future social life. The activities of this organization are of great value for the practical experiences of democratic society. Opportunities in training leadership and followership, naturally, are abundant. Furthermore, pupils must be trained to be responsible voters who perform their responsibilities wisely.

f. The Student Organization is aimed at giving pupils opportunities of knowing and understanding one another.

Through getting acquainted with other pupils' problems and listening to opinions stated from different viewpoints, the pupils get to know one another more deeply, thus cultivating true friendship and a sense of responsibility toward all the student body. Egotistic, self-centered attitudes of pupils may be changed into the attitude of giving more consideration to the whole school and the community.

g. The Student Organization is aimed at fully developing the special curricular activities in accordance with the program of school activities as a whole.

The Student Organization is an organization which is related to all phases of school life. Therefore, it must try to make each pupil realize that he has his responsibility to fulfill in the socialized school life of a democratic society.

2. Organization

In order to have an effective program of activities, the Student Organization must be properly organized. For example, when a school sends it representatives to an athletic meetin , there are some matters to be arranged with regard to how the teams should be selected, the kind of training they should be accorded, how they should be encouraged, or how to obtain money for the delegation.

In order to carry out such a project smoothly, it is necessary to organize a standing committee consisting of representatives from each class, advised by the teacher responsible for the physical education program. Furthermore, it would work more efficiently, if a physical education section is established within the Organization that will supply the committee with various data, make a concrete plan, or send people to the committee to accelerate its work.

Then, what kind of organization is most desirable? We shall consider its basic qualifications now.

a. The organization should be based on one system throughout the school.

A class or home-room may be regarded as a unit of the organization and included in proper places in the school organization. However, the organization must not be too complex, for this would deprive the organization of its all-round strength.

b. It must be organized in a way that enables close contact with other groups.

The staff organization, liaison with other schools in the vicinity, and close contact with other groups in the community will make the Student Organization more effective.

c. The organization may include the following:

(1) Class or home-room (class conferences, committees, sub-groups)
(2) School year (grade conferences, committees, sub-groups)
(3) School (school conferences, a central committee or council, its sub-groups, school meetings, conferences of teachers and pupils, conferences of pupils, teachers and parents)
(4) Outside of the school (neighborhood meetings, conferences with other schools in the neighborhood, etc.)

d. It must be an organization established by pupils' voluntary participation.

The organization must be constructed from below in a democratic way. Generally speaking, plans are made by teachers and pupils jointly, but those plans must be submitted, and decided upon after deliberation at a school-wide conference.

e. Pupils must be in charge of its management.

All the officials of this pupils' organization are elected by pupils voting. Class committees or officers are chosen by each class, and each class elects one or more members of a school committee. Lower grade pupils should not be kept at a disadvantageous position compared with higher grade pupils.

Next, let us discuss the committee members of the Student Organization.

a. The basic unit of the Student Organization is a class, or a home-room if the school has such an institution. A class or home-room may have a chairman, vice-chairman, secretary, and treasurer and elects its delegates to the schools' Student Organization committee.

b. The committee members of the school's Student Organization are elected from each class or home-room, and the officers of the central committee or council are elected in a school-wide student election in which every student in the school is qualified to vote.

c. Class committees may be divided into the following groups:

(1) A delegate or delegates or representatives committee. He or they attend the committee meetings of the Student Organization and, in this capacity. they represent the whole school. They assume full responsibility for the organization at any time and encourage other committee members to fulfill their responsibilities.

(2) Attendance Committee. They take charge of the attendance of the class. Every morning, they find out who are present and who are not, and report it to the teacher. They investigate the causes of absence, make statistics, keep various memo-books in order, present the roll book to the teacher at the beginning of every class hour, and turn it over to the school at the end of a school day.

(3) Accounts Committee. Collects Student Organization fees, expenses for text books and excursions, etc.

(4) Library Committee. Arranges and helps in the selection of books. Finds out which of the books are desired by the pupils, and which of the books are most popular with the pupils. They also loan out books.

(5) Health Committee. Makes graphs and charts with the results of health examinations, advises the pupils who have lost in weight, and helps pupils keep themselves neat and clean.

(6) Classroom Committee. Plans for and supervises keeping the classroom clean and neat: takes care of the blackboard and chalk; decorates the room, etc.

(7) Behavior Committee. Enhances the morale of the school, and helps pupils in maintaining the honor of the school. Plans programs for the class or home-room designed to call attention to undesirable behavior and to substitute correct modes of behavior.

(8) Meeting Committee. Designates the time and place of various meetings. Keeps school authorities informed of them, and keeps records of the meetings.

(9) Liaison Committee. Make preliminary liaison with the teacher regarding each class (the place of learning, necessary tools, change of schedule, etc.), and keeps contact with the administrative office.

(10) Planning Committee. Plans and studies such school events as excursions, literary exercises, social events and so forth, and in case of a home-room, plans programs to submit to the group as a whole.

The above enumerated committees are only basic ones. There may be many other kinds of committees according to the variety of activities, and one of the members may be concurrent.

3. Management of the Student Organization

Let us now consider the items to be specially considered in actually operating the Student Organization.

a. Activities should be led gradually from those directly concerning the pupils' school life to wider social problems.

Problems within the pupils' realm of life which are common to all the pupils are more easily discussed. But the consideration of general social problems requires that pupils study them for some length of time and collect as much data as possible.

b. When discussing technical problems, specialists in the community may be invited to help whenever necessary.

The participation of specialists in a discussion enlivens pupil interest and activities, and is very effective in enhancing the results.

c. Conferences will be held whenever they are deemed necessary, and the results of the conferences will be extended naturally into actual activities.

If conferences of little significance are held too often, the pupils' interest in conferences will diminish. Conferences must be properly planned and held only when necessary. The facilities and data of the community should be utilized in the conferences when appropriate. Together with rendering some services to the community, this will serve to keep up the pupils' interest.

d. Conference reports and account books should be kept to enable pupils to distribute their work in management of the organization. This body will operate efficiently, if each pupil takes part in its activities out of his own free will. Accordingly, it is best that every pupil has some kind of work to do.

4. Activities of the Student Organization

It is necessary for the Student Organization to have conferences for furthering special curricular activities and other activities in the school. Also, it helps make arrangements for editing and publishing the school newspaper or magazine. It also assists with the whole school's meetings, carries out elections, or participates in matters related to discipline. Indeed, the Student Organization is a center of a large number of the school activities.

The activities of the Student Organization may include the following groups:

a. Encouragement of desirable behavior in the school. Traffic regulation; planning and organization of pupils' meetings; maintenance of silence and order in the school library.

b. Safety of school. Fire drills; examination of damaged places; removal of dangerous objects: reception of visitors.

c. Care of lost articles.

d. Sponsoring campaigns designed to promote desirable attitudes and desirable behavior.

e. Health and sanitation.

f. Announcements: management of bulletin board; school newspaper; magazine.

g. Recreation and welfare. Welcome party for new pupils: check-up of absent pupils: sponsoring various meetings, exchange of second-hand books and purchase of books.

h. Assisting the librarian (or teacher-librarian) in management of school library.

i. Accounting

j. Making programs for pupils' parties.

k. Arrangement of club activities.

l. Improving pupil behavior through educational campaigns.

m. Making school yells, songs, pledges, and slogans.

n. Other activities for the purpose of developing the school. Students are guided to all of these activities by a teacher sponsor.

What we must pay attention to now is the question of funds. In order to have significant and effective activities, the Student Organization needs some funds. The school and the PTA may give subsidies and the pupils themselves may contribute to the funds. They may be able to secure some money for this purpose through various kinds of projects. However the principle

should be adopted and followed that the Student Organization fees should not be an undue burden on any student. All boys and girls attend the lower secondary school and all should be able to participate in the special curricular activities. Rather than charge an excessive fee, it is better to omit the more expensive activities. Many worthwhile activities can be carried on with practically no funds.

III. Pupils Meetings

The morning gatherings, the meetings at the end of a day, literary activities, musical concerts, exhibitions, reporting of studies, athletic meetings, committee meetings of the Student Organization, and other kinds of pupils' meetings are, all of them, important educational activities, and must be recognized as a part of curricular activities. Some of these have been in practice for a long time, and have served to add color to pupils' school life, to develop sound emotions, to make pupils better adapted to the school atmosphere and to cultivate well-adjusted personalities. The new meetings include all these old ones and have further adopted various other forms suitable for the new education, and they must be utilized in connection with learning the various subjects and in developing special curricular activities with a view to promoting educational results. But most of the meetings will be an important part of the special curricular activities.

We shall now see what kinds of aims there may be in pupils' meetings;

1. To formulate wise opinions
2. To look into various phases of school life.
3. To widen and deepen the pupils' interest.
4. To promote the ability of evaluation.
5. To give experience in courtesy and communication.
6. To unify intellectual views.

The above may be considered as educational values of meetings that are part of special curricular activities. We shall now reflect upon the above mentioned points more in detail.

1. Opinions are expressed, discussed, and formulated into understandable shape.

2. Pupils must have opportunities for examining their school life and determining ways of making it more meaningful for them.

3. A meeting is a good stimulant for creating or deepening interest.

4. Participation in discussion at a meeting is very helpful in promoting abilities for evaluating human activities.

5. Various forms of courtesy are expected at a meeting. Each individual's attitude at the meeting leads it either to success or to failure. A meeting is an excellent place in which pupils may practice good manners.

6. A meeting affords a good opportunity for unifying pupils' activities both intellectually and emotionally. Mutually understanding among pupils should underlie the class organization, pupils' conferences, club activities and so forth, as far as possible. However this does not mean that there must be absolute unanimity when discussing or voting on a problem. Each pupil is entitled to his opinion.

IV. Pupils' Club Activities

Most lower secondary school pupils have athletic abilities, friendships with their classmates, and an interest and enjoyment of group life. For the pupils of this period, the club is a suitable means for their various activities. Club activities naturally enhance pupils' group consciousness which leads to social consciousness and to cultivating qualities of good citizens. Through club activities, pupils are enabled to develop civic interests, maintain order, carry out responsibilities, assert their rights, have enjoy-

able recreation and cultivate abilities for creating a more progressive society.

Most of the special curricular activities can be organized into club activities. Regarding their organization, we have already made suggestions. Now let us see on what points we should give special attention.

1. Find out the pupils' interests, desires, and abilities, and organize clubs on that basis.

2. The clubs should be organized to meet the pupils' requests and interests and not according to a teacher's one-sided desk plan.

3. Pupils must not be forced. They are the center of club activities. Therefore, the organization of clubs should be discussed and deliberated on at a Student Organization conference. Teachers may act as leaders but should place great significance on the opinions of the pupils.

4. As the utilization of pupils' spare time is an important aim of club activities, due attention must be paid to this matter.

5. We should not organize too many clubs. The organization must be simple and unified.

6. Since many of the club activities are related to season, there may be some clubs that are organized for a certain season only.

Next we shall consider how club activities should be guided.

1. Plan for and carry out such meetings as will promote friendship between the members of the same club.

2. The School authorities must encourage the development of the clubs by activities known to the whole school.

3. The activities of other clubs should be made known to the public in general, and opportunities should be provided for mutually evaluating the results.

4. After the school is over, school buildings, playground and school site should be available to the pupils, so that they can enjoy freely and pleasantly their special curricular activities.

5. Pupils' club activities should be related to their Student Organization Activities.

6. The business affairs related to clubs must be carried out by club members themselves in order that they will feel responsibility for their clubs.

7. Clubs should keep a record of plans and activities in order to keep track of their activities and improve them. A club diary is recommended for this purpose.

8. Expenses required by club activities should be paid by club members, and the school and PTA may give subsidies where necessary. All the business related to the management of the club should be done by the club treasurer. These expenses must be kept small enough so that all pupils can participate. There should be no club or other organization in which membership is restricted on a social or financial basis.

9. If necessary, club officials may be elected to develop club activities further. In this case the officers may either be permanent or temporary with the members taking turns. In either case, democratic procedures must be observed.

10. It is most desirable that all pupils belong to some club or other.

One good way to handle the club program is to have a club period or activity period during one or two periods a week on regular school time. During the club period there are no classes. Each student during this period reports to the regular place where his club is meeting and participates in its activities. As a general principle, each pupil should be allowed to join the club he wishes. During this period each teacher sponsors one club. At the beginning of the school year the student indicates on a

slip of paper his first, second, and third choices of club. As nearly as possible each pupil is assigned to the club he wants to join. In addition to this one-hour or two-hour period per week, clubs may meet after school hours.

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Chapter VII

EDUCATION FOR CITIZENSHIP

I. Importance of Citizenship Education

In order that Japan build up a democratic and cultural state and society and thus contribute to the peace of the world and the welfare of mankind, it is necessary basically to depend upon the power of education. The aim of such education is to train the builders of a cultural and democratic society. Since the builders of a democratic society are also good citizens, it may also be said that the aim of education is the training of good citizens. The general aim of such an education is clearly shown in the Fundamental Law of Education, and the education of the lower secondary school aims at the attainment of this objective. The three objectives of lower secondary school education provided for in Article 36 of the School Education Law, namely, to cultivate the qualities necessary for members of a society and the State; to cultivate the fundamental knowledges and skills of the vocations; and to develop the social life, may be taken after all to mean the fostering of qualities for good members of society, for good citizens.

It is well, at this point, to consider what is meant by a "good citizen". In a democratic country, he is an individual who has considerable freedom and many opportunities; who is cooperative and puts the welfare of others ahead of his own personal desires. He accepts the responsibilities of citizenship, such as voting, paying taxes, and contributing to the life of the community and the nation. He is world minded rather than isolationist in his actions and thought. He has a part in law making through representation and in turn he obeys the laws of the land.

Since the education of the lower secondary school is for citizenship, it follows that its program aims at fostering, through all the activities of the students, the knowledge, skills and attitudes necessary for them in order to adapt themselves to the social life and environment. Therefore these learnings, skills, and attitudes must permeate the whole sphere of the student's life; and his citizenship activities which are merged in his whole experience must be taken into account by the educational program of the whole school. In order to attain the specific aims of each course of study and the objectives of student guidance, it is necessary for all the teachers to consider the sphere of guidance for citizenship as the ultimate objective. Consequently, the different courses of study and the various matters shared in guiding the students, though different in scope, which the teachers include in their respective work in bringing up good citizens, must be arranged in proper perspective in the whole plan of the school education. Thus the lower secondary school aims, by developing qualities for the political, legal and economic life of the citizen, and by fostering qualities in the spheres of morality and art, and an understanding of the place of religion, in social life through every activity of the students to train each and all of them to be good citizens.

II. Experiences in Democratic Living

Let us now take up the question of how the school may best develop the student as a good citizen. What is needed before anything else, is for the school to be converted into a place for rearing the good citizen. That is, to create an environment in which the student may be educated for a place in civic life. The school must not be a place where merely civic knowledge is given, but it must provide an environment in which the student can, through his own life and experience, acquire a sense of civic responsibility and cultivate the attitudes and skills needed for civic life. This is acquired in no other way as effective as through the student's own life experiences in the school society. Both the school and the class are societies in themselves. While the class is composed of a group of youth, it has in itself groups, various and sundry. Being nothing but the students' own communities, these groups carry on their activities as they are related to one another. As these activities develop, further new groups come into being and the relations among the respective groups develop as they grow in complexity. The relations among these groups, the relations among

the students who form these groups, and the relations between each student and his group are a form of social and civic relations. Through the social consciousness, the mode of social life, the regulations of civic life which are naturally made in these social and civic relations, the student experiences civic life. He learns what democracy means through his experiences. The class, or the school is, so to speak, society in miniature. Of course the various activities of the student are not quite the same as those of the general society in everything. Consequently, the stages of the student's development being considered, care must be taken that the school life and the out-of-school life are fused by gradually including the mode, form and relations of the general society in the school so that the student may grow up naturally. Then what are the actual citizenship activities of the student during his lower secondary school years?

1. In Classroom and School

a. Classroom experiences in citizenship

Democratic living should be experienced in every classroom of the lower secondary school. Classes in social studies, history, geography, Japanese language, English language, and the homeroom offer special opportunities for developing citizenship understanding, attitudes and skills. But actual experiences in democratic processes should be provided in classes of every type.

Pupils may participate in every phase of classroom activity —— in the planning, executing, and evaluating of what is studied and done. The teacher plays the role of wise counselor and leader, but does not take away from the pupils the right to participate as far as is possible in classroom activities. The teacher should maintain a democratic type of control in the classroom; he may be firm but not autocratic. He should give the pupils every opportunity to make choices and to take an active part in classroom affairs. He should lead them to assume the responsibilities of group membership. Co-operation, as a way of working and living together, should be emphasized rather than rivalry and competition.

b. Activities for developing the school into an orderly community.

These activities must be democratic. For this purpose, it is necessary for the school to have various conferences with pupils concerning their activities. This rule applies also to the democratic management of the general school community. Among the conferences may be discussions for making recommendations as to the school regulations, the class rules, rules for the class library and the school library; for determining the ways of managing the school building, the school year, school implements, etc.; for outlining the school program of travel, trips, athletic meets, literary projects and exhibitions, discussions, bazaars and other projects; for planning a model community for democratizing the school with a school Diet, a school court, a school farm, a school factory, school notice-posting, school broadcasting, a school paper and a school club. Through these activities the pupils learn the duties and responsibilities of citizenship--obeying laws, voting, committee work, jury duty, holding public office, solving community or national problems, and recognizing and analyzing propaganda.

Of course the principal of the school has legal responsibility for making final decisions, but in order to provide realistic citizenship training a good principal will delegate responsibilities to students as fast as they are able to assume them. Each group of pupils participating in these decisions is guided and advised by a teacher.

c. Activities for promoting school safety and health

These activities may be thought of as the joint guarding against accidents and dangers such as the policing and fire-protection for the school and items for preserving health such as physical tests, health consultation, preventive inoculation, eating healthful food, keeping the school clean, ventilation, disinfecting, being on sick-room duty, nursing

sick students, first aid, dry-towel rubbing, sun-bathing, sea-water bathing, hill climbing, and healthful games and sports.

d. Activities for increasing the common good of the school

To accomplish this purpose, it is necessary for the students to serve according to their respective specialties and abilities. It must be so arranged that the specialties of each and all of the students be utilized and play an important part in the general program of the school. For instance, students with good skills in physical training will serve the physical exercise of their class or school; students excellent in crafts will make equipment necessary for the school; students talented in fine arts or interested in horticulture will serve in beautifying the school; students studying business management will help with the business and attendance records of the school or the class; and students advanced in the home course will help to attend to visitors to the school, to prepare the school lunch, and to assist at the public nursery at the farming season.

The above items are but a few examples out of the many class and school activities for developing citizenship. It is necessary for the school to provide such experiences for the civic perfection of its students by rationally combining the spheres of civic activities with the needs and interests of individual students.

2. <u>In the Community</u>

a. Learning about Community Life and Its Problems

A pupil who aspires to be a good citizen must live the life of a good citizen not only at school but also in the community where he dwells. In other words, the place for educating pupils to be good citizens is found in the community as well as in the school or classroom. Consequently, teachers must lead pupils into the community life; that is, pupils must be encouraged to experience various appects of community life, criticize them, and work toward their benefit or improvement. The lower secondary school pupils of course, are citizens of a small community. However young they are, they have a sphere of activities of their own, and are able to perform fine deeds. Grownups must not make light of their actions just because they are children. Though they may be little, they can be fine citizens of the community, promising pioneers of the progressive spirit. The grownups of the community should co-operate in their activities with warm understanding and sympathy. By so doing, by allowing pupils to participate in various activities of the actual community, they can help lower secondary school pupils get a living education in citizenship. If pupils can get experiences in the actual life of a community, they will regard the problems of the community as their own problems and will try to help in solving them. The community's life curriculum is very useful in making pupils familiar with and well informed of changing phases of community problems. A first step in educating pupils for good citizenship is to lead them into the real problems of the villagers of the community. If it be in a rural district, what kinds of problems do the villagers have? What are their hardships? What is the industrial situation, health and sanitation, the trend of thought, finance, livelihood, and especially the food situation? The land reform in agricultural villages is underway. What is the relationship between the land owner and the tenants? What concern do the villagers have toward the promulgation of the Education Board Law? Who are carrying out the democratization of education? Pupils should be encouraged to take up such problems in the villagers' life and study them. If properly guided, pupils will collect all the data from all possible quarters by all possible means, and will try to do their best in helping to solve the problems. Even if they are small, they will have great zeal to establish a comfortable village to live in, where peace and cheerfulness prevail. This really is a first step in education for citizenship.

b. Contributing to the Development of Community

Pupils can make many useful contributions to the development of the community. It may be that pupils' outward activities may look small and insignificant in the big community life, but it is needless to say that pupils can make considerable contributions in their own field by exerting

themselves hard. They can help make the community a more beautiful, clean, healthful, safe, and interesting place in which to live through their group projects. Moreover, when we think of the fact that pupils are shouldering much of the mission and responsibility of constructing their future world, we can be sure that such exertions by them will serve to develop their qualities of citizenship and thereby contribute to the future progress of the community.

c. Co-operating with the Organizations of the Community

Pupils are trained for good citizenship by participating in actual community life. For this purpose, existing community organizations should be utilized as a locale of activities. Actual community organizations, indeed, are often very complicated and cannot be called a best educational environment for pupils. Those organizations which provide best educational experiences should be selected for the boys and girls. When these organizations are carrying out community improvement projects, such as in community beautification or health, the pupils can give much assistance. The new education however must not be carried on in a green-house-like environment, entirely separated from the community. It is best to let pupils live in the existing community system, and then to guide them in obtaining sound judgement and constructive knowledge, skills and attitudes.

3. In the State

a. Knowledge about Japan

The basis of education for citizenship is the community. But this does not mean the community in a narrow sense. The pupil lives in a wide world, which is gradually enlarged from that of his home and family to village, gun. prefecture and the entire land of Japan.

This is the real meaning of the ever widening community in which pupils should be trained for good citizenship. For this purpose, (1) natural and human geographical study of the nation, (2) studies on customs, life, social, and political activities of the inhabitants, and (3) cultural studies must be made in the school.

b. Projects of Benefit to Japan

Studying of problems whose solution will promote the development of Japan makes pupils understand better the problems related to Japan's politics, industry, health, culture, communication, religion etc. and encourages them to make plans for resolving them. Pupils can make many contributions in helping Japan in her work of reconstruction and in building a democratic nation. Where there is a paper shortage, they can help in conserving this material. Where there are health problems, they can assist substantially by following health rules and precautions, etc. These are examples of ways in which pupils can further the development of Japan as a nation.

4. In the World

To educate pupils as good citizens means to lead them to be citizens of the world. Effective education for world citizenship must be widely sought for by all nations. It is very important to cultivate in the pupils a knowledge of the changing aspect of the world, broad views, high cultural accomplishments, and the spirit of co-operation and willingness to establish a better world. In order to attain this aim, the following is very important:

a. To obtain abundant knowledge regarding the world, the human beings and their culture.

b. To try to understand sympathetically the respective viewpoints of the peoples of the world, and to cultivate great friendship with them. Communication and cultural exchange are very helpful in this connection. Through UNESCO and other organizations of international character such exchanges will become increasingly possible.

c. To acquire the so-called spirit of the world citizen.

III. Knowledge of Governmental Processes

Citizenship education involves the gaining of knowledge about how we are governed and how the citizen participates in the government in a democratic society. The student should learn about the various governmental institutions and officers and their functions. They should become acquainted with governmental officials and gain a knowledge of their work. They should be informed about how the officials are elected or appointed. They should learn how laws are made and enforced. They should acquire democratic discussion techniques and learn how to follow parliamentary procedure. Let us see what kinds of educational experiences are most important for imparting this knowledge and skill.

1. Regarding the democratic organization and activities at school. Student councils and committees give excellent experiences in democratic governmental processes.

2. Regarding democratic organization and government in the community (city, town, village etc.)

3. Regarding democratic organization and government in TO, DO, FU, and KEN.

4. Regarding democratic organization and government in the state. (New democratic political system; various problems relating to the development of democracy etc.)

5. Regarding co-operation for the establishment of peace and order in the world. (UNESCO, Far Eastern Committee, Pan American Union etc.)

It is necessary for pupils to know what all these political organizations are, their purposes and their functions, and to understand what actions they should take in regard to them. For this purpose, pupils must learn the processes of discussion, conferences, parliamentary procedure, and methods of holding elections.

Co-operative discussion techniques are very necessary for the participation of an individual in a democratic form of government. Freedom of speech must be insured. Consequently training in how to express one's-self in group discussions become a very important part of citizenship education. Pupils may experience the freedom of citizens through practicing freedom of speech and they come to understand what democracy means. Through discussion, and by putting their ideas into action, they learn to experience democracy in their life.

Educational values of discussion in cultivating citizenship are as follows:

1. Respect for one another's opinion.
2. Evaluation of one another's opinions, not by the speaker's personal conclusions but by refering them to the truth.
3. Habits of expressing one's opinions in an arrogant way are naturally amended.
4. Understanding that too much humility or modesty is not effective in discussion situations.
5. Shared responsibility regarding the conclusion reached.
6. Interest in actions that are based on conclusions.
7. Training in oral expression and in organizing their thoughts.

As to the methods of holding conferences, the following are suggested:

1. Generally speaking, the request for a conference comes from the pupils, but teachers may sometimes guide them to hold a conference.

2. The object of the conference must be fully understood by the pupils.

3. First of all, the chairman is elected, and he appoints a secretary.

4. The chairman asks opinions of those who primarily requested the conference, and then, requests or suggests plans for expediting the proceedings in accordance with the theme of the conference.

5. The conference is carried out according to the plan of discussion.

   a. When there is opposition in opinions, pupils must decide for themselves on which side they will stand.

   b. When there is much confusion in discussion, it may be necessary for the teacher to adjust it.

   c. The chairman must be careful not to lead the discussion to a standstill.

6. A conference should arrive at some conclusion when there is a sufficient amount of valid evidence on which to base a conclusion.

   a. If the problem involves a plan of action, it may need to come to a vote. After the vote, the chairman announces the result. It is not necessary that there be unaninity in the voting.

   b. The whole proceedings of the conference should be evaluated.

From holding conferences, pupils may learn effective conference procedures and correct ways of discussion.

Elections have great significance to the public by enabling voters to participate directly in politics and government. Knowledge of elections is indispensable with learning about ways of living in a democratic society and leading the life of a good citizen.

On what kinds of occasions do pupils of a school or class hold elections?

1. When they choose their delegates

   a. Officials of the student council
   b. Members of the class committee
   c. Committee members of clubs

2. When they adjust differences in opinions

   a. In deciding upon the action to be taken (For example, when they are deciding upon the destination of a trip or upon making regulations)

   b. When they have two opposing opinions regarding the conclusion of a discussion

IV. The Individual's Relationship to the Various Levels of Government

Throughout citizenship education, it is very necessary that the pupil understand his relationships with government at all levels, from the home and school; through neighborhood, village, city, and state; to the nation and world. He must understand where authority rests and why. He must feel the need for obeying laws and must understand how and why they come to be. He must be willing to accept his responsibilities with

regard to government - obeying laws, voting, paying taxes, etc. Above all, he must understand how he, as an individual, has an active part in democratic governmental processes - how he is represented, how his welfare and interests are protected, how opportunities (such as education and employment services) are provided for him.

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Chapter VIII

ORGANIZATION OF THE SCHOOL

I. School Management

There are many factors in the internal organization of a lower secondary school which must be well managed in order that it operate effectively and reach its educational objectives. Among these are the curriculum, the guidance program, the special curricular activities, daily and weekly schedules, the grouping of pupils, the Parent Teacher Association, the health program, the staff, and supplies and materials. Responsibility for leadership in managing these various aspects of the school's organization lies with the principal, but he should not manage them autocratically. He should secure the co-operation of his entire staff, the pupils, and often the parents in the management of most of these factors.

The staff personnel of the lower secondary school is perhaps the most colorful among the various schools. And this colorfulness can be a strength to education for the new age. In order, however, to make the most of these teachers of various ages, abilities, and experiences, and to let their strong points develop themselves, the principal must have considerable ability. It is an educational crime to bring about a situation in which teachers shut themselves up in their own shells, or generate friction by exposing the weaknesses of each other and thus undermine their strength. To build up a good education requires mutual understanding and many alternating currents of scientific research and experimentation among the staff members. In order to study and discuss problems common to them all, it is necessary to have many consultations in which all of the staff, (even including the custodians on certain problems' take part.

The organization of the school with regard to all of the pupils not only involves questions of grouping in matters of grade and chronological age, but <u>coeducation</u>, an epoch making experiment in this country. One of the first things for the teachers to do is to rid themselves of undue consciousness of sex and attitudes and prejudices concerning the ability to learn on the part of both sexes. Much of the discord between boys and girls is a result of their treatment by their teachers. Consideration must always be given to an organization of school experiences which will enable boys and girls fully to attain co-operative learning. To this end, the question of organization of school activities, Student Organization, etc., grows in importance. Where the duty and responsibility of the cleaning committee, of the library committee, etc., are clarified and fully discharged, a rich result in coeducation can be attained. Since, however, they are at an age to become sexually awakened, care for pupils of this stage of development must be given by the whole staff, and it will be necessary to appoint special teachers to take direct but tactful care of the matter.

For really fine school management, there must be a good Parent-Teacher Association. Recently the fathers and brothers' association, the supporters' association, etc., have been reorganized into PTA's, but mere change of name has not inspired them with the true spirit of PTA. PTA ought not to be an organ whose function is merely to make fathers and brothers contribute financial support for school education. PTA is an organ enabling fathers and brothers, mothers and sisters, to join teachers in the creation of the new education and to study and learn with teachers what this education ought to be. A negative attitude on the part of parents and relatives in which they seem to think that once they had put their children in school, they had nothing more to do with the school other than giving monetary help, is not only a hindrance to the progress of the school and of society but also an unfairness in the bringing up of their children. Not

until parents come to learn with their children about the new guidance, the new textbooks, and the new teaching methods, will they have a positive goal in the economic help for school administration. To this end, brief courses, lecture meetings, and newspaper and magazine articles on the subject must be fully utilized.

II. Daily and Weekly Schedules

The organization of school not only determines school order, but also it affects the health and the educational progress of the pupils. Just as a classroom operates systematically in accord with its time schedules, the whole school must have a daily and weekly schedule and be run accordingly. Daily and weekly programs should be made co-operatively by principal and teachers, and should, as far as possible, be kept from too frequent deviation, but at the same time be flexible enough to allow a good education program to be carried out.

The objective of the daily schedule is to give the various school activities an order, a direction, and an adequate apportionment of time. If the schedule is properly made out and implemented, it will use to the maximum the school facilities, equipment and personnel, and will aid in meeting the educational objectives, and creating for the pupils the best possible learning conditions. Cases are many when such school facilities as the school yard, the library, the lecture hall, etc., cannot be used by many at the same time. Hence it is important from the view point of efficiency as well as of cleanliness and health, to arrange a daily schedule for their orderly use. For the hours before and after the regular school session, special attention must be given in the daily program. Certain arrangements must be made for pupils who come to school early and for those who remain after school.

Many schools today are having longer class periods which allow opportunity for pupils to carry out many types of leaning activities during a class period. When the longer period is used, more of the pupils' study is usually carried out in the lower secondary school, when the pupils are new to the school and need much orientation and guidance.

It is important in developing a school schedule that (1) conflicts in the program of courses for each pupil be avoided, (2) that sizes of classes for each teacher be fairly well equalized, and (3) that a wide variety of courses be offered to meet the special needs of lower secondary school pupils.

While a definite schedule of classes must be worked out by principal and teachers for every school term, it should be kept flexible so that changes may be made as necessary to meet the special needs of pupils and community. Definite provisions should be arranged for assemblies, excursions, athletic events, radio listening, and seeing films.

To have a weekly and a term program of school activities is desirable firstly, for the full accord of the school personnel. In the old-type school, the positive co-operation among staff members for the common object was insufficient. Each was doing what he or she liked with self-complacency. It must be so organized that individualistic teachers will have sufficient freedom for the varied activities of their pupils in the weekly or term program of the school, at the same time not interfering with the work of other teachers and pupils, or with the school as a whole. Secondly, a well-planned weekly and term program allows for co-operation between a school and the local community. By plans being made ahead of time for participating in community activities, visits to the local community, and various kinds of visits by the people in the community to educational activities of the school education takes on a more concrete form and its co-operation with the local community will be closer.

III. Provision for Individual Differences

One of the most important tasks of the new lower secondary school is to make adequate provision for the individual differences of its pupils. Various methods of providing for their needs may be planned for both individuals and/or small groups.

Informal grouping of pupils, according to interests and needs and according to the situations which arise in class and special activities, often makes possible greater social development than does too much highly individualized work. Some plans of classifying and grouping pupils are on a school-wide basis. Others take place within the classroom.

For the school as a whole, one may consider grouping according to a homogeneous or a heterogeneous plan. With homogeneous, sometimes called ability grouping, pupils usually are placed in classes according to their mental abilities. Sometimes scholastic antitudes as measured by tests or academic marks are used as a basis for this type of grouping. With heterogenous grouping, the pupils in each class have wide variation in intellectual ability, scholastic performance, social development and other qualities.

The decision as to whether to use homogeneous or heterogeneous grouping throughout a school is not a matter to be disposed of by vague ideas or for the convenience of the teacher. This question requires a close scientific study, adequate knowledge of educational psychology, psychology of adolescence, and the "tools" of measurement, as well as their proper use. Also the size of the school system and the variations of racial, language, and cultural differences among the students should be considered, where homogeneous grouping is adopted, if at all.

The standard by which the mentality is measured is a vital problem. What are the degrees of its objectivity and reliability? What is the correlation between mental tests and scholarship tests? What differences in results from mental tests occur from group tests and individual tests? What is their respective reliability? These matters will have to be studied carefully. Also the question of the proper administering, scoring, and interpreting of the tests must be considered. Inadequacies along these lines will lead to detrimental results to pupils. It is better to have no tests at all than this.

Second, what are the results of grouping according to mentality? What effects has it had on good students and poor pupils? What effect does it have upon the child socially and emotionally? Especially scientific consideration of the plan of classifying students according to scholastic aptitude and treating the classes as homogeneous will, from the principle of democracy, give rise to various serious questions. If organization into classes for the sole consideration of convenience in teaching, especially the academic subjects, leads to the neglect of individual attention and of the proper social and emotional adjustment of the pupils, and then to a mere mass teaching, the results will never be educationally desirable even for good students.

Third, what are the results of grouping pupils heterogeneously with regard to their classes? Can these pupils be organized into small ability or interest groups from time to time within their classrooms for special guidance in their work and activities? Is learning efficiency increased or decreased by this type of grouping? What are the advantages or disadvantages of heterogeneous grouping with regard to the personality development, social growth, and emotional stability of the pupils? Does it follow life-like and democratic principles? Experimentation and study of the outcomes of this type of grouping should be made in order to determine whether or not it should be used by a school.

IV. Education of the Gifted

The education of gifted pupils can bear no neglect. Providing activities for them no broader, deeper, or greater in number than those for the average youth, does not give them ample opportunity to develop their abilities and talents and often wastes their time.

In discovering talents, careful tests and observations must be made from various points of view. Among the characteristics of many talented youth are: a good span of attention, being quick of apprehension and full of curiosity, presence of originality, breadth in the scope of reading, many-sided interests, and considerable ability to discern the interrelations of things.

It is desirable that the ability of such talented youths be constantly challenged, and their understanding of social occurrences, their sense of responsibility, and their leadership abilities must be developed as much as possible. For this purpose, adequate activities are provided for such talented youths. Also they should be encouraged to study a wider and deeper range of subject matter so that their intellectual life will be enriched. Many talented pupils have much creative ability which should be developed just as far as possible.

Since they are quick to learn, retain learnings longer, and usually have wider interests, giving them the same amount of time for repeated practice or explanation and neglecting to provide profitable learning activities to bridge the difference in time taken by average or inferior youths is to be avoided. Importance should be placed on learning from principles, on formulating generalizations, on problem solving and on autonomous free expression. However, their personal, social and civic development must not be hindered by an overloading of academic requirements.

It is better for the talented youth to stay with other pupils of their chronological age and social group while fully developing their abilities, and having enriched learning experiences than to push them ahead more rapidly and placing them in classes with older pupils.

V. Education of Slow Learners

Many pupils may be classified as being slow learners, when they learn at a slower rate than the majority of students of their age. Some of their characteristics often are: A short length and range of attention, a general dislike for reading, difficulty in understanding and following directions, lack of originality, failure to understand the relationships between things, limited vocabulary, slowness in learning, lack of adaptability to new situations, and dullness of comprehension of things abstract.

Education for slow learning students should be given by teachers with special training and ability, when this is possible. Regarding the teaching, such methods should be employed as: (1) using more concrete examples, (2) increasing repetitions in practice, (3) using many visual aids, (4) giving them the joy of completion of tasks begun and thus self-confidence, (5) and by giving them problems and questions involving as simple solutions as befit their ability. Concerning the course of study for these youth, it is desirable to fit them, by giving many practical and field courses, for positions in which they can work effectively as future citizens.

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Chapter IX

THE SCHOOL STAFF

I. Purpose and Organization

The school staff exists for the purpose of guiding and facilitating the learning experiences of pupils. It does not function in the school as a thing apart, but rather as an integral part of the entire school program. Included on the staff are all of the people who work with the children - teachers, principal, librarian, clerks, janitors (or servants), etc. Each has his respective duties and responsibilities in his respective area. Usually staff members in the same field have individual personalities and desires. In short, a school staff is a group of several individuals who perform differing activities, with differing personalities, duties, desires, and missions. And the work of unifying and co-ordinating these various elements under one common objective and mission is carried out through the school organization.

It is a mistake if a school staff should think it is important by itself. It has its significance only as an organic part of the whole school. However, the staff is a most important element in the new lower secondary school, because the teachers are the leaders of educational activities. The new education must be developed around pupils' experiences and self-activity. Yet it is the teacher who must guide the pupils' activities and develop an educational environment indispensable for effective learning. The teacher should play a positive role as educational leader in the true sense of the word.

The way in which all members of the staff work together for the welfare of the pupils and the community has a great deal to do with the success of the school. Co-operative techniques of developing the program of a school and striving for its improvement are the only effective ways of attaining democratic education. Final legal responsibility for initiating such methods of work rests with the principal but professional responsibility rests as well with the teachers. The principal gives leadership to the life of the school and hence must be the one to encourage the democratic process. In many instances, he must help teachers learn the responsibilities and techniques of co-operative participation.

The staff of a school should be organized in a democratic and efficient manner. A lower secondary school tries to give its pupils various experiences in a democratic society. It is where pupils learn the attitudes and techniques of co-operation and adaptability which are necessary for them in leading a democratic life. Accordingly, a school organization must be democratic and must provide an appropriate environment for the growth and development of pupils. And the organization must be efficient as well as democratic. It must be so organized that education of pupils may be performed most efficiently. However it is commonly said that a democratic organization is a time-consuming one. Insofar as a democratic organization requires all the work to be carried out through all the legitimate channels, it may appear to be inefficient and time-taking. But, what is meant by being inefficient? Does it mean a speedy job? If it does an autocratic institution might be more efficient, because in an autocratic organization, the principal makes all the plans and has them carried out regardless of whether teachers and pupils like them or not. With our new organization, the aim is the accomplishment of the objectives of the lower secondary school, and the completion of work of good quality, not the speed of it, is our fundamental concern.

In an autocratic organization, teachers and pupils can not heartily co-operate with the principal. They might entertain various dissatisfactions and desires, or they might have better ideas, but they are not allowed to voice their opinions. Thus, we cannot expect the best to come out of an autocratic organization. It may be efficient from the point of view of time, but it certainly is inefficient if the quality of the work is to be considered. In a democratic society, it is necessary that every member of a social group participate in its projects, with interest and co-operation. In such a situation only can we expect to accomplish fine work This is a fundamental principle of efficient organization.

A democratic and efficient staff organization for the lower secondary school should have the following aims:

1. Efficient Utilization of Energy, Time, and Equipment

First, it is important to utilize to the maximum the energy of such personnel as the principal, teachers, and clerks.

Secondly, time should not be wasted. For this reason, time must be punctually observed and utilized to the fullest extent. Allotted time should be centered upon the most essential matters and problems. Furthermore, appropriate attention should be paid to the time of holding meetings.

Last but not least, there comes the question of the utilization of equipment, which is very important in present-day Japan. As all know, lower secondary education is having a difficult time because of the lack of school buildings and equipment. Lower secondary school students who are full of hope and ideals are having their zeal partly extinguished because of the inconveniences they have to suffer. We must give them proper buildings and equipment at the earlist date possible. Apart from the construction of new buildings and equipment, the existing facilities must be used more fully. In the past we have tended to neglect school facilities, due to the prevailing idea that education deals mainly with the spiritual aspects of life. We were apt to be content if the character of the educator was fine and if he had good accomplishments, while keeping the material facilities in a secondary place. A fine spirit is important, of course, but it must be accompanied by more science. The scientific study of how to utilize efficiently the existing school buildings, grounds farms and equipment must be urgently promoted.

2. Effective Utilization of Human Effort

The staff organization must make possible the utilization of human effort from the point of view of both the individuals and the group.

a. In case of the individuals

(1) Full participation and co-operation in the staff organization.

(2) Proper relation between the principal's authority and the allocation and acceptance of responsibilities on the part of the staff.

The ultimate responsibility for a school rests with the principal, therefore, he must have enough authority to carry out his responsibility completely. However, in actual management of the school, the principal must manage it democratically by entrusting a part of his authority and responsibility to the teachers, clerks and pupils. If such relationship is made clear, the aims of each teacher, clerk, or pupil

are also taken into account and they will willingly co-operate in the school management as far as they are able.

(3) Utilization of specific abilities and overcoming disabilities.

The principal must be familiar with the personality and capabilities of each member of the staff, and organize them so that they can exercise their abilities to the fullest extent. However, as everyone has defects as well as strengths, the principal must take this into consideration and so plan that the shortcomings of one may be balanced by the strong points of another, if the shortcomings are not correctable.

(4) Avoiding complexity of function.

The staff organization must be made as simple as possible. If the organization is too complex, it often weakens the group's composite strength, even though it affords convenience to separate functions.

b. From the point of view of the school group

(1) Co-operation of pupils must be obtained.

Pupils' co-operative government, classes, grade meetings, homeroom, and various other societies and clubs should co-operate with the staff personnel and contribute to the development of school activities.

(2) Co-operation of teachers' groups and associations must be obtained.

Teachers' conferences, reading groups, reports of researches, teachers' clubs, meetings of the teachers of the same grade level, and so on are important in promoting school activities. Co-operation of teachers' organizations outside the school is also necessary. However, within a school, the principal deals with teachers as members of a staff, and not as members of an organization.

(3) Co-operation of various organizations outside of the school must be obtained.

School is not a school for itself; it belongs to the community. Therefore school activities must be supported by the community in which it exists. Desirable organizations, such as Parent-Teacher Associations, Youth Associations, Women's Associations, municipal and neighborhood groups, farmers' co-operative unions, forestry unions, commercial and trade unions as well as such big organizations as prefectural or ward offices should be in close touch with the school. The school, of course, is not dominated by any one community group, but co-operates with all groups which are doing constructive work for the community.

3. Improved Efficiency within the Staff Organization

Improvement of the staff organization as a whole depends on improved abilities on the part of each component. Teachers must be given opportunities to carry on researches and experiments in their own fields, and the results of their studies

should be made use of in the educational activities of the school.

4. Welfare of the Whole School

Pupils and teachers must not be thinking of their individual interest and welfare alone. The welfare and interests of a social group called the school should be in complete harmony with the welfare and interest of the individuals of which it is composed.

5. Optimistic View and Constructive Drive

An optimistic and magnanimous atmosphere must prevail in the staff organization. Every one must do away with narrow-mindedness and mean antagonism, but should co-operate with others in a cheerful manner. An organization should never be stagnant. Keeping pace with the development of educational theories and methods, the organization must also change and progress. An organization must be sufficiently elastic to change at proper times and places with the changes in society. A progressive method is always originated from an optimistic and magnanimous atmosphere, and this is by itself an impellent force in the staff organization.

II. Administration of the Staff Personnel

While the staff organization must be democratic and co-operative in nature, the authority and responsibility for leadership rest with the pricipal. In order that he may have the opportunity to know his school, its staff, the pupils, and the community sufficiently well to develop an effective program, he should be allowed to remain with one school a number of years and not be transferred too often.

The principal must assign the various teachers and other members of his staff to their several duties. He must decide which teachers should instruct in each of the subjects and each group of students. He must solicit the opinions of teachers as to what the teaching load shall be. In general, Japanese teachers should be encouraged to teach more hours a week, as is done by teachers in other countries, and their non-teaching duties reduced accordingly.

The responsibility for much of the supervision and in-service training of the teachers belongs to the principal. He should be of real assistance to his teachers and give them the benefit of his wise counsel and advice. He should not content himself with mere classroom visitation and inspection, but should help teachers solve problems co-operatively and should be prepared to give them his assistance whenever he is requested to do so. He should develop such confidence and rapport with his teachers that they will really want and request his aid.

The principal should instigate and encourage co-operative work on the part of his staff. He may appoint committees, suggest projects, and call groups together to study common problems. When they are working, he should help them obtain consultants and materials. He should arrange for visiting other schools. He should allocate time and place for the work.

Much of the above may be considered in-service training of teachers. When groups of teachers work together with wise guidance for the solution of common problems their own understanding of the educational process is bound to improve. Additional training may be gained through listening to lectures and radio programs, seeing educational films, attending conferences and institutes and carrying out advanced study in colleges and universities. The principal should do everything in his power to interest his teachers in such progress and growth.

III. Responsibilities of the Staff

1. The Principal

a. In Connection with Teachers

Since the work of the teachers is so important, the principal must do everything in his power to facilitate it. He must help and guide them to raise the results of educatior to the highest possible degree. He must keep in close touch with them in order to know to what extent they are fulfilling their responsibilities, what progress they are making, and where their problems lie.

Some of the principal's main duties with regard to the teachers are:

(1) Nominating candidates for teaching positions and submitting his recommendations to the superintendent.
(2) Assignment of teaching and other duties to the teachers.
(3) Supervision of teaching and guidance.
(4) Leadership in curriculum development
(5) Responsibility for teacher welfare
(6) Help in the adjustment of a new teacher
(7) In-service training of the teachers

b. In Connection with Pupils

The principal has an enormous resporsibility for knowing and guiding the pupils of his school. It is difficult for him to know every pupil well, if his school is large, but by constant effort he should become acquainted with as many as possible. He should not spend most of his time in an office behind a desk, but should actively participate in the life of the school, thereby coming to know the pupils and to aid and guide them directly.

The following are some of the principal's main duties with regard to the pupils.

(1) Administration of entrance, leaving, transfer, and graduation of pupils.
(2) Administration of promotion.
(3) Direction of the system of pupil records, such as attendance reports, class records, physical examination cards, cumulative records, and other statistics of pupil accounting.
(4) Supervision and assistance to the pupils' association.
(5) Supervision and assistance regarding pupils' participation in school activities and management.
(6) Administration of vocational guidance and academic guidance.
(7) Administration of pupil guidance.
(8) Administration of plans to encourage good behavior on the part of pupils.

c. In Connection with the Community

In educating the pupils, the principal must be in close contact with the community. He must develop co-operative relations with (1) such organizations as the PTA, which are connected with his school; (2) municipal town or village authorities, and (3) the local Board of Education through the superintendent of education.

d. Development of the School's Educational Program

As the education of pupils covers a considerable length of time ard has a wide-range connection with society., it must be carried out under a most careful and intelligent planning. Some of the main items of the plan include:

(1) Development of the educational policy of the school
(2) Organization and improvement of the curriculum
(3) Planning for annual events and daily routine
(4) Organization of classes and homerooms
(5) Planning for various meetings and other activities of the students' association
(6) Provision for the school library
(7) Planning for physical and sanitary education
(8) Planning and execution of safety program
(9) Planning and execution of educational evaluation
(10) Liaison between school and community
(11) Planning for recreational activities
(12) Encouragement of and participation in the P.T.A.

e. Administration of School Facilities

Under the present circumstances, one of Japan' major educational problems is that of school equipment of the lower secondary school. School equipment is important, not only because it provides the environment and tools for teaching and learning, but also because it occupies an important part in the total educational plan and activities. Teachers should have much knowledge concerning the educational value and use of school equipment and buildings.

The principal, in particular, should be fully acquainted with this problem and ways of alleviating it since he is responsible for creating a desirable environment for his pupils.

School equipment should have the following characteritics:

(1) High rate of utilization
(2) Education value
(3) Esthetic design
(4) Consideration of pupils' safety
(5) Consideration of sanitation
(6) Economy in maintenance
(7) Utilization by the community people
(8) Individuality of each building and piece of equipment

Take the one factor of a high rate of utilization of equipment as an example of the principal's responsibilities. In some schools it is thought that in home economics courses there must be enough equipment for all members of a class to sew at one time; enough for all to cook at one time; and enough for all to engage in laundering at one time, etc. The schedule could be so arranged that 1/3 of the class is engaged in cooking; 1/3 in sewing; and 1/3 in laundering. Each group consisting of 1/3 of the class could rotate at intervals, using different equipment during different periods. In an agriculture class there might be five groups of 8 pupils each, with each group doing a different kind of work in the agriculture shop. This means that the school would need equipment of one kind for only 8 pupils instead of 40 (if there were only one agriculture class). This same principle applies to any other subject.

f. School Management

Although a principal holds the ultimate responsibility for the management of his school, a really democratic principal tries to obtain every possible co-operation from the teachers

and pupils in all the phases of school activities. A good principal should.

(1) Often use his professional abilities through action rather than assertion.
(2) Treat the members of his staff with respect and courtesy, as equal members of society
(3) Keep a pleasant and sociable attitude
(4) Recognize teachers' rights as well as responsibilities
(5) Help teachers understand all the school policies
(6) Manage the whole school systematically in order to achieve better results in pupils' learning
(7) Plan to reward faithful teachers in some way or other
(8) Foresee and try to prevent teachers' difficulties
(9) Protect teachers from unjust criticism
(10) Help and guide teachers kindly without resorting to negative criticism.
(11) Be easily accessible to teachers
(12) Encourage teachers to express their opinions freely
(13) Accept the major responsibility regarding the happenings of the school
(14) Assist and guide the members of the clerical staff so as to improve their quality and efficiency
(15) Secure the teachers' co-operation in order to enable the clerical staff to work efficiently and happily.

2. <u>The Teachers</u>

A teacher of the new lower secondary school must have a fine background of academic and professional knowledge, as well as general refinement, instructional experience, good health and high character as a human being. He must have a sympathetic understanding of boys and girls and much knowledge and skill pertaining to the aims and methods of lower secondary school education. This may be called the professional refinement of a lower secondary school teacher. Many people are apt to think that a teacher can be made out of just anybody in the world. Some say that educational zeal only is sufficient to make a good teacher, even though he is without special knowledge and skill. Others say that professional knowledge alone will do. Of course, these opinions are mistaken. For the teacher is not called upon merely to teach subject matter or to give knowledge to his pupils. Education is over-all guidance and influence by means of human contact between people. It could never be accomplished by knowledge alone. Skills and attitudes are also important. A teacher should never be content with cramming information into the pupils' heads. He must try to develop his pupils' individualities harmoniously by acting as an adviser and helper as they gain more abundant life experiences. Therefore, such idealism that lays too much emphasis on the intellectual development of pupils alone is not appropriate.

Scientific educational techniques must come into the school. A new lower secondary school teacher must have abundant knowledge and techniques for the application of such studies as educational psychology, adolescent psychology, physiology and hygiene, sociology, pedagogy, philosophy, history, and so forth. Now, let us consider the characteristics of a good teacher of lower secondary school pupils.

a. He must understant and like boys and girls, realizing that lower secondary school pupils are in a period of transition both mentally and physically; and that each of them faces many and varied problems.

b. He must be aware that the problems of pupils' everyday life are often deeply rooted in the greater background of society. He must not only recognize this but guide the pupils to a realization of the fact.

c. A teacher must keep informed of our rapidly changing society and utilize the knowledge in the education of his pupils.

d. A teacher must realize the importance of fostering social adaptability and sensitivity and be skilled in the techniques of developing it in pupils.

e. He must be able to guide and counsel pupils wisely and kindly.

f. He must realize that the lower secondary school is aimed toward giving its pupils general knowledge rather than only specific knowledge and must teach accordingly.

g. He must be able to give appropriate vocational guidance to pupils.

h. He must be able to connect his activities with the educational program of the whole school, without pursuing his own professional program alone.

i. He must be fair and just in his treatment of pupils.

j. He must be skilled in matters involving human relations.

k. He must have an interesting well-balanced personality.

l. He must have a good sense of humor. This is much prized by pupils.

m. He must be neat and attractive in appearance.

n. He should have effective skills in speech.

o. He must have good health, physical and mental.

p. He must be democratic and friendly, yet dignified and firm, in his relations with pupils.

3. <u>The Clerical Staff</u>

The clerical staff includes clerks, secretaries, and other office employees. In schools in Japan, the members of the clerical staff, have usually been given only a low standing in school. We have tended to think that education is what the teachers perform, and that members of the clerical staff have nothing to do with educational guidance. However, such a trend of thought must now be done away with. In our new education the clerical staff also has grave responsibility in creating a desirable environment for pupils' learning activities and their development. Desirable qualities of a clerical staff member, as a participant in education, follow:

a. Necessary training for his position and duties.

b. Efficiency

c. Reliability

d. Spirit of co-operation in school education

e. Health, cleanliness and neatness

f. Courtesy and good manners

4. Other School Staff

Besides the members enumerated above, a school has such staff members as those concerned in health and sanitation (namely the school doctor, school dentist, school nurse, special class teachers) and those who are in charge of pupil guidance.

The school janitor, or custodian (sometimes called servant), has a very important responsibility in keeping the school building and grounds clean and in good repair. When he is able to secure better cleaning materials, he should be able to do a more efficient piece of work. Especially he should learn to decrease, by improved cleaning methods, the amount of dust in the school, since this is detrimental to the health of pupils. The janitor has a great responsibility for the protection and safety of school property. He should see that health and safety hazards do not exist. His work, as he comes in contact with the pupils in building and grounds, may be of real value in looking after the general welfare of the pupils. Because of the many responsibilities of the janitor, he must be a person of good character and training.

Educators should give a great deal of thought to the desirability of improving the janitor's pay and social status. So long as janitors are known as servants, they are not likely to try to increase their knowledge of sanitation, proper heating and ventilation, water supply, and care and maintenance of the building. It is strongly recommended that the lower secondary schools lead the way in creating a new position on the staff under some such title as "building custodian", rather than retain the practice of employing servants.

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"Administration of New Upper and Lower Secondary Schools", Ministry of Education, 1948.

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Chapter X

THE LOWER SECONDARY SCHOOL BUILDING

In April 1947, when the new lower secondary school system was created, we met with a very difficult problem with regard to school buildings. The Education Reconstruction Committee which made the proposal to create the new lower secondary school system also decided that this school should have its own grounds and building. But at the beginning of this system, it was exceptional to have such establishments. Hence most of the lower secondary schools were established in the elementary school buildings. Two shifts of pupils and teachers or provisional classrooms prevailed not only in the lower secondary schools, but also in the elementary schools. The number of schools where these conditions prevailed was more than was expected and the people's concern has been focussed on the problem of buildings for the lower secondary schools. The national government has adopted as subsidy policy to relive the lack of classrooms with a several year plan which started from the additional appropriation of 1947. The lack of classrooms in lower secondary schools also accompanied the contribution problem and the 6-3 savings problem which together with the bad effects of two-shift education have strongly caught the people's attention. But still the essentials of the building problem are not well understood.

School buildings, playgrounds and other school establishments are not only the places for lower secondary school education, but also compose one of the elements of school education. They affect the nature of the pupils' lives in school. Therefore, the problem of school buildings is not only the problem of whether there are classrooms or not, the problem of funds, or materials for construction, but the matter of what the pupils' lives in school should be. This point requires the study and effort of educators and also the people of the community, including the parents and the pupils. Today, each school should have an educational policy based on the principle of respecting and developing the pupils' individualities. This means that each school should have a school building that most fits the needs of its pupils. It is natural that the form of a new school building should differ from the old schools, because the new lower secondary school has different educational aims (School Education Law) from the old schools. But it is regrettable that these points are not well recognized by the school staff as well as the authorities of the community for the construction of school buildings is being too much entrusted to the technicians.

I. Problems of Providing Good School Buildings

Concerning the buildings of the lower secondary schools, the gist of the approved standards has been revealed by the Katsu-gaku No. 332 already, and a manual on school buildings will be published during 1948. There are also some suggestions in the 'Principles of Subsidy for Construction of the Lower secondary school'. But the study of school buildings for the lower secondary school should be started from the following questions:

1. What are the functions of the school buildings and other installations? In other words, for what purposes are the school buildings constructed?

The pupils' school lives are largely spent in school buildings. They study, and play, and engage in club and other activities. They eat lunch and rest. They have meetings and social activities. They experiment with science materials and engage in drawing and handicrafts, home economics, and physical

education activities. The school building should be so constructed and so arranged as to facilitate these activities.

When we consider the details of these daily activities, each subject matter area has different activities, the special curricular activities also have a great variety, and each pupil has differences in his activities. For instance, we present here a pattern of learning activities common to most subject matter fields.

Listening	To hear explanations, reports, illustrations, radio broadcasts, phonograph records, etc.
Speaking	Questioning and answering, discussion, reporting, explaining, making an informal talk, acting in a drama or puppet-show. These activities are done by the whole class, by groups or as individuals.
Reading	To read aloud, to read silently, to read for study.
Writing	To write answers, compositions, reports, original work and poetry; to note down what is read or spoken; to write letters, invitations, advertisements; to calculate; to copy; to use writing-brush, pencil, crayon, chalk etc.; to write on note-book paper, duplicating paper, etc.: to write with India-ink, red-ink, black-ink etc.
Drawing	To draw pictures, cartoons, plans, designs, maps, table, etc.; to make ornamental letters.
Handicrafts	To make models and pottery, boxes, toys, objects for the home; to make stage arrangements; to make classroom equipment.
Collecting	To collect and study samples and models; to collect and exhibit materials; to collect and study specimens.
Observing	To observe the presentations and experiments; to observe the films, magic lantern slides, kamishibai, dramas, puppet-shows; observe exhibited materials; to observe what is written on blackboard; to observe the natural phenomenon and the action of men and animal.

A pattern of activities somewhat similar to the above is sometimes performed by the whole class, or by a group, or by an individual. These activities are generally common to most school subjects, but for special subjects there are, of course, special activities. The pupils also have special patterns in their activities in addition to the curricular activities.

Not only should the pupils be able to perform the above activities in the school buildings, but these buildings should be in a state to provide better services according to the nature of the activities. For this purpose the quantity, degree, time (in each hour, day or year), etc. of the various activities should be studied. Next the relationships and the discrepancies of the activities should be examined. And it is also necessary to clarify the mutual relations of the activities in various situations (for example, continuity, independence, place of activities, time of activities, or repetition at different times).

After making such studies, we may reach a classification for school buildings and establishments that will provide an effective setting for the respective activities of the pupils. It may also attain some standards for school buildings and establishments.

The kinds of rooms and other establishments which may be needed by lower secondary school are as follows.

a. For academic subjects

General classrooms; music classroom (music room, practice room); science classroom (experiment room, material room with dark room); drawing classroom (drawing room, material room); handicraft classroom (the vocational subject classrooms are generally used).

b. For vocational subjects

(1) Industrial Arts --- shop room for wood work and electric work; shop room for metal work and ceramics; small dressing room for changing and keeping clothes; tool room; material room. All of these may be combined in one room.

(2) Commerce - Book keeping classroom; small preparatory classroom and storage room. An ordinary classroom can be used for this purpose.

(3) Agriculture - Agriculture class and experiment room; material and specimen room; small room for changing and keeping clothes; implement room, harvest barn-working room; sericulture room; management room; warehouse; barn; green house; fertilizer hut; wooden-framed hotbed; concrete hotbed; fertilizer storate pit; charcoal kiln. The amount of these provided in any one school depends upon the need.

(4) Home economics --- cookery classroom; sewing room; preparatory room; washing-drying room; sitting-dining room. In small schools, some of these may be combined.

c. Library, etc.

(1) Library --- reading room; small arrangement room; small meeting-room.

(2) Gymnasium --- athletic room; dressing rooms; shower rooms, teacher's room, athletic equipment room.

(3) Auditorium --- Meeting room; dressing rooms; stage; movie projection room; latrine.

(4) Sanitary room --- Treatment room; rest room.

(5) Food supply room --- cooking room; dining room.

d. Latrine, place to wash hands, place to wash feet, place to put shoes, place to put personal belongings.

Provisions for performing the administration and other work of the school staff should also be considered with the above mentioned establishments for pupils. They are as follows:

Principal's room and administrative office; teachers' room; room for night watchman; janitor's room.

Facilities necessary for the whole school building are as follows:

Entrance, corridors, stairs, storeroom, equipment for changing electric current, boiler room, pump room.

The above is an enumeration of rooms that may be found in lower secondary schools as a whole. It is not necessary, and is not now possible, for most of the lower secondary schools to possess all of these rooms.

2. Do the school buildings and facilities provide a healthy environment for the pupils?

Health implies not only physical health, but also mental health. It includes not only the well known problems of ventilation, light, temperature, dust, nature of the water etc., but protection against cold and heat, provisions for hot lunches, and prevention of sickness and disease should also be considered. The size of desks and chairs, the position of blackboards and other equipments are also important for health. In considering mental hygiene, the so-called environment should be studied in a wide sense as well as in the narrow sense. Noise, color, mode and standards of construction etc. have a real influence on it.

(Concerning health, the publication of a "Teachers" Manual for Health' by the Ministry of Education is scheduled for December, 1948. And there will be some suggestions on this point in the Ministry of Education publications, "Educational Psychology" and "Pupil Guidance in the Upper and Lower Secondary Schools",)

3. Are the school-buildings protected against disasters?

To prevent the slightest dangers to the pupils' lives not only the corridors, entrances and stairs should be equipped, but also protection against earthquakes, fires, snow, and floods should be considered in constructing the school buildings and play grounds, the dimensions of the play ground, leveling of the ground, qualities of materials such as lumber and standards of construction.

4. Are the school buildings built and arranged in such a way as to make the pupils' lives pleasant and enjoyable? At the same time, are they well equipped so as to make good educational results possible?

5. Are the school buildings beautiful? Buildings can usually be made attractive with little or no extra cost.

The proper solution of the problems mentioned above are fundamental and essential if the school buildings are to be effective educational institutions. But in every case, they must be suited to the program of the particular school they are to house. Only the school building that makes possible the educational goals of a school could be called a really effective one and could be used by the pupils and the community. The conditions for realizing such school buildings are provided in the Principles of Independent (separate) School - buildings. The main items of the School Establishment Standards Draft, especially the various basic requirements and standards, are important to be understood and handled from the view point of the individual school.

II. Utilization of School Buildings and Equipment

With the present economical conditions, we cannot expect that all schools will be constructed to meet all the requirements sufficiently. But if the essentials of the school buildings are grasped in the above-mentioned sense, efforts toward better "utilization" should be exerted in the future construction and also in the present establishments. Lack of classrooms and inadequate equipment are problems everywhere at present, but still there exist many school buildings and facilities that are not fully utilized. Efficient and economical utilization is one of the most immediate and effective means of temporally solving the present school building problem.

In this country, it was a tradition to have special classrooms in addition to the general classrooms corresponding to the number of classes. And it was seldom that a single school building was used for more than one school or any other additional purposes. This tradition had its advantages. The pupils had their own desks and could put their belongings there. No one in other classes or in another school would use them, so they served as a kind of base and gave a feeling of security in the school life of the pupils. That classroom served as a place for most of the activities of one class of pupils. The pupils waited for the general subject matter teachers to arrive at their room. The pupils beautified and cleaned their room and assumed responsibility for the custody of their desks and chairs. It was their waiting-room, dining-room, and meeting room. Thus this plan minimized the building space for these purposes. But, on the other hand, at some hours the room was completely vacant, and this was a loss with respect to funds and materials. As the teachers did not have their own rooms, they gathered in a teachers' room. This lessened the contact with the pupils and the chances to become acquainted with them and to assist them. As the general classrooms served for all general subject matter, the equipment was incomplete for an individual subject matter field. And opportunities for cultivating the custom of respect for public property was also lessened. Therefore, considering the present state of materials and funds, it should be stressed that we must use the rooms and other facilities more efficiently in using the present buildings and in planning new ones. When every classroom is fully used at every period in a particular school, then we may consider that utmost utilization is attained. How can we approach this utmost utilization?

First, we must calculate the frequency of using classrooms. We would have 15 classes, provided the school has 750 pupils and 50 pupils are accommodated in a class. If every class has lessons 34 hours per week, then the frequency of using the classrooms will be 510 hours in all. (Provided that the compulsory hours for vocational studies are duplicated according to the sex of the pupils, so that each grade is composed of 6 classes, 50 pupils have chosen the elective English, 130 pupils have selected the elective vocational studies and the other 70 are divided into 30 pupils for social studies, 20 for science and 20 for music, and each elective is composed of 4 hours, and 30 hours per week for each compulsory subject, then the frequency of using classrooms will be 15 times of 26 hours, 18 times of 4 hours, 21 times of 4 hours, which make 544 hours in total. But this calculation is too complicated, so we shall simplify it in the next table.)

The total hours are distributed to each subject in the following table:

A. General classrooms

National language	75 hours
Penmanship	10 "
Social studies	65 "
National history	15 "
Mathematics	60 "
Foreign language	15 "
Total	240 hours

B. Special classrooms

Science	60 hours
Music	30 "
Drawing, handicrafts	30 "
Physical education	45 "
Vocational studies	37.5 "
Home making	37.5 "
Total	240 hours

A indicates the hours of lessons in the classrooms without any special equipment, while B indicates the hours of lessons in the classrooms with special equipment. Provided that one general classroom could be used for 30 hours a week the number of general classrooms needed is 8. If a special classroom could be used for 30 hours a week also, the necessary number of special classrooms for this size of school will be 2 science rooms, 1 music room, 1 drawing-handicrafts room, 1 gymnasium (it is possible to use this 45 hours per week when it is used together with the play ground), 1 vocational studies room and 1 home making room. The number of classrooms needed may differ according to the size of the school. For example, in a school composed of 6 classes, it may be as follows:

A. General classrooms

National language	30 hours
Penmanship	4 "
Social studies	26 "
National history	6 "
Mathematics	24 "
Foreign language	6 "
Total	96 hours

Three general classrooms needed (Special rooms will be used for 6 hours of the 96.)

B. Special classrooms

Science	24 hours	1 classroom	
Music	12 "	) 1 classroom	
Drawing-handicrafts	12 "		
Physical education	18 "	Gymnasium	
Vocational studies	15 "	1 classroom	
Home making	15 "	1 classroom	
Free study	12 "		
Total	108 hours		

According to this way of calculation the necessary number of classrooms in compliance with the sizes of schools will be as in the following table:

Kinds of Classrooms	Number of Classrooms Needed				
	6 classes	9 classes	12 classes	15 classes	18 classes
General classrooms	3 - 4	5 - 6	6 - 7	8 - 9	10 - 11
Science classroom	1	1	2	2	2 - 3
Music classroom)	1	1	1	1	1
Drawing-handicrafts classrooms			1	1	1
Gymnasium	1	1	1	1	1
Vocational studies classroom	1	1	1	1	1

Home making classroom	1	1	1	1	1
Library	1	1	1	1	1

This table will not always apply to the corresponding sizes of schools without modification. The basic number of classrooms and the frequency of using classrooms will differ according to the number and kinds of classes of elective subjects. Sometimes the calculated number of classrooms cannot be attained because of the number of teachers and the state of the equipment. As a result the classrooms needed may increase in both classifications (A,B). However, the idea of utilizing the classrooms for every hour should be adopted. And this idea is based on the spirit of stressing the pupils' activities in classrooms with special equipment. This implies the performance of education activities with gymnasium, library, vocational, and science equipment as well as in the general classrooms. This represents a new educational principle and it is a contrast to the idea that general classrooms are sufficient for a school and special classrooms are only for the community which can afford them. The latter is an old type of idea that accompanies the highly verbalized subject matter type of curriculum. Class rooms with special equipment should be stressed as they are necessary for every school. The size of the school should be a substantial one, for in a very small school as clarified in the above table, the frequency of using special classrooms will diminish and will not be economical. Herein lies the necessity for establishing standards of sizes for lower secondary schools. Hence the establishment of consolidated schools is encouraged. We must again call attention to the fact that what is important in special classrooms is the special equipment. Special construction alone is meaningless.

III. Construction of Lower Secondary School Buildings

The problems concerning school construction have been partially solved by the outline of the Standards of School Establishments Draft as mentioned above, but the establishment standards are only standards. Moreover as they are nationwide standards, they are naturally abstract and generalized. For instance, it is provided in the Standards of School Establishments Draft that the establishment of a science classroom is compulsory, yet the details of the room are not described. Does the traditional science classroom apply to the new lower secondary school without any modification? This is important to any subject matter and to any classroom. These problems are now under investigation and some of the standards of general classrooms and their equipment; construction, standards and equipment of special classrooms; equipment necessary for each subject field; and other necessary facilities and equipment for school administration have been decided upon already. Thus the contents are voluminous and the ways of publication will be different. The problems of the new lower secondary school buildings are realistic problems and their solution is a difficult one. In solving these problems, model schools are appointed by the Education Ministry. These model schools are models for school buildings and are different from the models for educational methods as performed in the experimental schools or in the model schools for school administration. In taking the model school for reference, attention should be called to the point that the school itself must realize its own individuality, especially this is true in the facilities for vocational studies. Some schools have equipment for industrial arts, others for agriculture and animal husbandry and some have a comparatively equal level of equipment in all fields. As the

distribution of school buildings even in the model schools, is restricted by the amount and availability of school grounds, it cannot always be ideal. But you will understand how the model schools are trying to solve the problems concerning school buildings when you carefully observe the improvements in the connection of the school buildings, the relative positions of classrooms of various subjects, the site of the janitor's room, relation between the numbers of pupils and classrooms, the dimensions of each classroom, the width of corridors, number and position of blackboards in classrooms, the baywindows, the construction of stairs, the dimensions and construction of the library, the construction of the gymnasiumauditorium, the dimensions and distribution of the principal's room, the administrative office, the meeting room and the teachers' room.

The responsibility for establishing a school belongs to the head of the city, town, or village under the present law, but where the local education board is established, the duty belongs to it. This means that the public body of the community is responsible for paying for the construction and maintenance of the schools. When the public body has insufficient revenue from taxation or properties, the financial source of school construction must come from the national subsidy or a local loan or contribution. The lack of classrooms has been serious from the beginning of the new lower secondary school system in April, 1947. The total number of two-shift classrooms and provisional classrooms of the lower secondary schools and the elementary schools, which have been forced into the same condition, totaled 40,331. Beside this, accompanying the progress of compulsory education, the increasing number of lower secondary school pupils for the school year, 1948 and 1949, totals approximately 1,750,000. The necessary number of classrooms for these pupils is estimated at 36,949. For materializing the lower secondary school system, the minimum requirement of classrooms is 77,280. The national government has projected a five-year plan to construct the necessary classrooms by subsidizing half of the whole expense. The budgets of public Enterprise Expense for constructing 13,619 classrooms (the subsidy was delivered in 1947 and in 1948) in 1947 and for 21,210 classrooms in 1948 have passed the Diet.

There are two ways of constructing schools. One in by ordinary construction and the other is as public enterprise. In these days the construction of buildings generally needs the approval of the competent section of the prefectural government according to the Temporary Restrictive Regulations for Construction of Buildings (It was approved by the branch office of Construction Ministry before, but it has been changed recently). As most materials for construction are the so-called assigned productive materials, they are distributed by the competent national government through the competent section of prefectural government. In distributing the materials for constructing schools, the Education Ministry distributes the materials to the prefectural governments which are allotted every quarterly period by the Economic Stabilization Board according to the Material Mobilization Plan. The prefectural government who has received the materials allots them to each school according to the request based on the Temporary Restrictive Regulations for Construction of Buildings, as a rule. The city, town or village which has received the allotment of materials will get the approval for construction and receive the certificate for the allotment of materials for construction at the same time and can build a school. But the Article 110 of the Enforcing Regulations of the School Education Law provides that in constructing school buildings, they should also get the approval of the prefectural governor separately. The disadvantages of this method lies in two points. Only insufficient quantities of materials comparing to the real demands are allotted to the Education Ministry, while it is

generally impossible to secure local loans for the necessary funds by the cities, towns, and villages. Because of these disadvantages, the construction of schools has become very difficult in fact.

Public enterprise is carried out for the purpose of economical stabilization. The subject of the enterprise is the government or the public body. The government supplies the materials and funds, while the subject of the enterprise assumes the responsibility of completing the work in accordance with the project. Budget for the construction of lower secondary schools which has passed the Diet belongs to the public enterprise expense. The rate of national subidy is one-half of the whole expense for construction. The materials flow from the Economic Stabilization Board to the Education Ministry and then are allotted to the respective subject of the enterprise through the prefectural government according to a fixed privision. The materials are not allowed to be used for other purposes. In case of adopting the public enterprise method, the city, town or village which wants to construct a school should submit the regular documents to the Education Ministry. The latter presents these documents to the Economic Stabilization Board and gets the approval as a public enterprise. When the Education Ministry secures the approval of the Economic Stabilization Board, it sends the copy of the approval to the prefectural government, which will inform about it to the city, town or village. The city, town or village which is the subject of constructing schools and which has acquired the approval for public enterprise will receive the national subsidy for one-half of the expense for construction (which is evaluated by the government and does not always meet the real expense). The other half of the expense may be raised by local loans if necessary. That is, the funds and materials of the public enterprise are guaranteed by the national government. But on the other hand, the city, town or village should assume the responsibility of completing the enterprise. When the enterprise is not completed in the scheduled date, the approval for public enterprise will be cancelled and the subsidy will be taken back. Moreover various reports should be submitted every month and every quarter of the year.

The construction of a lower secondary school as a public enterprise is limited to the construction of classrooms to accomodate the increasing number of pupils which accompany the progress of the grades and to liquidate the two-shift education and the provisional classrooms. If it is for other than the above-mentioned purposes even the construction of lower secondary school buildings will not be considered as a public enterprise and no subsidy is granted. If 300 tsubos only are approved as a public enterprise out of 500 tsubos construction of a certain school, the remaining 200 tsubos is not a public enterprise. It is deemed as a completely different enterprise entirely.

The construction of a lower secondary school is given the following conditions besides the above mentioned limits to receive the national subsidy and to be performed as a public enterprise:

1. The construction cannot be started before acquiring the approval. Therefore the construction completed and the building under construction are not entitled to receive the subsidy.

2. The subsidy will be given in relation to the necessity. That is, the priority is given to the most needed construction. Therefore, if two schools A and B have to increase 10 classrooms respectively and if A is performing some two-shift education and has some provisional classrooms while B has none, the priority is given to A as a rule. At the same time, the

construction of a consolidated school or an independent school is prior to that of a school established in another school as a rule. Moreover the construction should be more than three classrooms in case of new establishment and more than two classrooms in case of additional establishment.

3. The construction as an object of national subsidy is limited to the minimum amount for realizing the lower secondary system and the number of classrooms corresponding to the number of classes is the limitation of the subsidy. As the projects of the cities, towns and villages are almost all confined to the construction of general classrooms, on this occasion, the special classrooms, auditoriums and gymnasiums, etc. do not become the objects of the subsidy. Even if they can be the objects of subsidy they will be postponed to later years. However, the corridors, intrinces, administrative offices and teachers' rooms, etc. which are absolutely necessary for maintanance of a school should be attached to the construction of classrooms and could be the objects of the subsidy.

Thus the public enterprise is guaranteed by funds and materials, but the objects of construction are restricted by various conditions, while the ordinary construction is free from restriction but has disadvantages in acquiring materials and funds. Therefore, it is not an easy task to realize the construction of an independent (separate) lower secondary school building in fact, as a part of it will not. This is an inevitable phenomenon for the economic reconstruction of our country is under way at present. The important thing is to utilize the present establishments to the utmost, while exerting efforts to complete the construction of the new school buildings.

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Chapter XI

INSTRUCTIONAL EQUIPMENT

I Importance of Equipment

An appropriate classroom environment with adequate materials can contribute a great deal to the effectiveness of the educational experiences of boys and girls. This environment may be simple, but it must be functional It is not always the most expensive equipment which is best.

With the current difficulties in obtaining equipment and materials in Japan, many ways of securing supplies should be employed. Provisions should be made in the regular school budget. The PTA as well as other community organizations. should assist the school in securing some type of materials Parents and children may contribute others especially inexpensive and waste materials It must be remembered, however, that there should never be any pressure used in securing this type of assistance from community resources.

Effective use of materials is essential, so that they will not be wasted or put to inappropriate uses. When equipment and materials are ordered or constructed, it is important that those most needed for furthering the work of the curriculum be selected. Then teachers and pupils should be sure that excellent use is made of these items.

Proper care of equipment and supplies is needed that they be maintained in excellent condition. Committees of pupils may be appointed or elected to look after various types of materials in the school A pupil librarian may look after the reading materials of each classroom. Pupils, who have considerable mechanical aptitude, may take care of and operate such audio-visual equipment as film or slide projectors and radios. Other pupils may assist with the care of athletic equipment. Room care committees in classrooms may be asked to look after the lighting, tables and chairs, art materials, growing plants. aquarium, flower arrangement, room decoration, etc.

II. Room Arrangement and Furnishings

The modern classroom should be so arranged as to facilitate the learning experiences of the pupils This arrangement should be flexible so that it may be changed as needed to suit the learning activities, the various interest and ability groupings, and the social needs of the pupils Where a co-operative, democratic type of education is being carried out, the seating arrangement should never be in a formal row-by-row style. The chairs and tables may be in groups: they may sometimes be in semicircles, wedges, circles or squares. Sometimes diagonal or L-shaped arrangements are desirable. Some of these arrangements, by geometric principle, actually take up less space than a row-by-row plan. In crowded classrooms this is a very real advantage. At all times the arrangement should be conducive to the development of skills in communication and in human relationships. For many activities pupils should be allowed to select the pupil or pupils with whom they would like to work and play and by whom they are to be seated This gives them better opportunities to develop friendships Teachers should encourage a heterogeneous arrangement of the seating of the boys and girls in a classroom and should discourage tendencies toward all the boys sitting in one group and the girls in another. This will help to further the success of coeducation within a class or group.

Needless to say, the height of desks and chairs should be suited to the size of the pupils. In most classrooms, there

should be seats of varying sizes to accommodate the pupils of varying height. It is important for health and posture that when a child sits back in his chair, the heels of both feet touch the floor.

Around the sides and corners of a classroom, wherever there is a little space, "work centers" may be established. Of "work centers", a reading center is one of the most important. In a corner of the room are book shelves and if possible a small reading table and chairs. These furnishings may be made by the pupils as a construction project. Attractive reading materials are displayed and available for immediate use. Painting, metal work, weaving, woodwork, clay, and other crafts centers may be developed for art classes, so that the pupils may often select their own media for creative expression and have a place where they can work with it. "Interest centers" may be established for science, current events, art appreciation, flower arrangements, unit topics, etc. They often require a bulletin board, blackboard, table, or shelves for exhibiting their displays.

Principles for arranging a classroom so as to provide a desirable atmosphere for children enhance their zeal for study, and make their learning really effective follow:

1. The arrangement should facilitate individual guidance based on individual differences, since children have individual deviations in character, ability, interest, needs etc.

2. The arrangement should enable children to conduct spontaneous and co-operative activities.

3. The arrangement should be in accordance with the methods of guidance, problem solving, discussion, etc.

4. The arrangement should be according to the principles of democratic learning.

5. The position of the teacher, as a consultant of pupils, should be considered.

6. Provisions should be made for forming groups.

7. The lighting of the room should be considered.

8. Special consideration should be paid to the position of pupils with hearing or visual defects so that the teacher can readily help them.

III. Reading Materials

The reading materials of any classroom should be very accessible to the pupils. They should be kept on open shelves and reading tables where pupils can easily find them. Current materials -- newspaper clippings, etc. -- may be posted on a bulletin board.

The selection of reading materials for the classroom is very important. Teachers must be well acquainted with books, both old and new, for the fields they are teaching and select those which can best further the objectives of the curriculum and the interests of the pupils. These books may be borrowed from libraries and gradually purchased for the school, as funds for this purpose become available. Pupils may be of assistance in helping the teacher locate study materials on the various subjects.

A wide range of reading materials is needed in the new classroom, rather than just the textbook. Supplementary books, reference works, pamphlets, magazines, and newspapers are

essential for most kinds of study. Encyclopaedia and dictionaries should be acquired when funds are available. Pupils should learn to use various sources of information and to check the authenticity and accuracy of one against another. This is especially important in helping them learn how to detect "slanting" and to analyze propaganda - important skills for citizens in a democratic country.

Because space in a classroom is limited, it is often necessary to bring materials on given subjects such as unit studies, to the classroom and then return them to library or storeroom when the study is over. Pupils can help much in the care and management of these supplies. Pupil librarians can arrange the books on shelves, check them out, mend them, and keep them clean.

IV Visual Materials

The most effective learning comes through direct experiences. Then visual aids are next easy for most pupils to understand, because they are not as abstract as printed symbols. Because of the readiness with which most pupils understand them, they should be employed extensively in the instructional process.

Community resources, wherein the pupils may directly observe objects and processes, are available near ever school. With these the pupils may not only see but also hear and touch various objects; at times, the pupils may also taste the objects (foods) being studied, so that many of their perceptual senses are receiving impressions from these sources.

Some schools are near enough museums, so that the pupils may go to these places to study art, crafts, and historical materials. Some schools may develop small museums of their own and every classroom may develop a small museum shelf or shelves for display of objects of local interest or related to the special study of the class. The collection may be of actual articles, models, or pictures. Collections regarding the culture and life of foreign countries or showing the customs and manners of various periods and ages will prove wonderfully helpful in the study of geography and history.

Motion pictures have great value as means of instruction. They show processes, cause and effect relations, social problems and conditions, scientific subjects, human relationships, and many other aspects of life in a realistic manner which is very interesting to children. Both silent and sound films may be used according to the equipment available. Usually the films are borrowed for the time of their use. In the future, films will probably be made by the schools themselves. At the present time, a supply of films and projectors is available in each Prefectural Film Library. A school can make arrangements for their use, but first it must see that one or more of the teachers has a certificate as a qualified operator.

Some of the educational values of the motion picture are:

1. That it can show continued action (especially important in showing processes, historical action, or human relations).

2. That it can show motion by the slow motion technique (for analyzing motion).

3. That it can show small objects by microscopic film.

4. That it can nurture the thinking, reasoning, and attitudes of pupils.

When a teacher uses a motion picture for instructional purposes it is important that he should lead the pupils to

make a preparatory study and to carry out follow-through activities such as discussion, reading, and map study after it has been viewed.

Filmstrips and slides have great values for study because they can express a motionless state and the equipment and skill needed for showing them are comparatively easier than with motion pictures The use of the Opaque projector is also very valuable for showing still pictures (commercial pictures and postcards, photographs, or pupil-made pictures). With these types of visual aids, it is possible to make excellent studies of relationships For example, in viewing a picture of life in some community, at home or abroad, it is often possible to find out about the climate, topography, and vegetation, and ascertain how man has adapted his life to these factors.

Still pictures and posters of many types should be used extensively. Pictures can often give what pupils cannot grasp through language. For instance, ancient customs and manners in the study of history and the people and lands of foreign countries in geography may be furthered through the use of these materials. Photographs, commercial pictures, and drawings should be collected which will relate to the various studies of the pupils. Many of these may be obtained from newspapers and magazines. Cartoons, maps and charts are other effective graphic materials. Kamishibai, which has a special development in this country, has extraordinary appeal to children. When made by teachers and pupils it may be used effectively in any of the stages of learning - introductory, intermediary, or culminating. Skillful utilization of all of these visual materials in accordance with the general principles of learning will greatly facilitate really effective teaching and learning.

V Audio Aids

Radio offers a powerful instrument of education for modern schools. As better educational programs are broadcast and as more and better receiving equipment is available, this means of learning will be of increasing value. Teachers should keep informed of the broadcasting programs and schedules in order to make the best use of them. There are many opportunities to use the broadcasting of the school hour and to relate its program to the curriculum activities of the pupils. Not only may pupils listen to radio at school, but they should be encouraged to listen to worthwhile programs at home, when receiving sets are in their possession There not all of the pupils have radios in their possession. Where not all of the pupils have radios in their homes, small listening groups may be organized which may go to the homes of those who have radios when valuable programs are on the air. Pupils should be taught to discriminate between programs and to select those of greatest interest and value to them.

Recordings are another educational tool of great possibilities. Especially important for use in music appreciation, drama, dancing, and rhythmic work, their use may be extended to the learning of Japanese language, English language, the explanation of various subjects, and sports. Pupils like to hear recorded music during their lunch recess and at recreational events.

New developments with wire and tape recordings, being currently in experimental stages, may eventually hold much promise for use in schools. By these means radio programs and pupils' own music and speaking may be easily recorded and saved for future use.

VI. Construction and Crafts Materials

Many kinds of materials are needed for pupils' construction and crafts activities. In connection with their unit studies, pupils often wish to build objects, such as model ships or trains, a co-operative store, or some unit of communication (radio, telephone, etc). For such activities varied materials are needed. Wood, paper, metal, and paint are among these supplies. In arts and crafts work, many kinds of materials are needed for weaving, clay modeling, woodwork, metal work, or painting. Also suitable tools and work benches or easels are necessary. These supplies are often expensive, but sometimes PTA and pupils are able to help obtain them.

VII. Free and Inexpensive Materials

Some of the most usable materials for the creative work of boys and girls may be obtained at little or no cost to the schools. At present these may be difficult to locate, but as time goes on they should become more abundant. Among this type of materials are such things as spools, bottle tops, old leather belts, old felt hats, old light bulbs, used wrapping paper, old newspapers, etc. From such objects may be made decorations, dolls for puppet shows, leather purses, felt slowers, etc. Old wodden boxes may be used in making chairs, tables, and book-shelves for reading centers. It is true that such materials are very scarce in Japan today, but by looking about us and making the best possible use of what we have many kinds of materials may be found which might otherwise be wasted or used to little purpose. The pupils and the PTA can give invaluable assistance in collecting such materials. The creative genius of the pupils may be led in the direction of inventing uses for them.

In normal times much free and inexpensive reading and visual aids materials (pamphlets and posters, etc) may be obtained from travel agencies, government sources, and manufacturers, in Japan and abroad. Railroad lines, steamship companies, and civic organizations in many countries will supply materials to schools at small cost and sometimes without cost entirely. When the world situation becomes such that these materials become available again, they should be secured for their educational values.

VIII. Production of Instructional Materials

Many kinds of instructional materials may be prepared by teachers and pupils themselves. This will do more than anything else to break through the present bottle-neck in the supply of educational materials. Teachers may devise tests and prepare reading materials for their pupils. Simple tools for experimentation in science and for use in home economics may be made by the pupils.

Visual aids - pictures, maps, charts, and graphs - may be prepared by both teachers and pupils. As more photographic equipment becomes available, teachers may secure excellent photographs for use in their teaching. Pupils may make many drawings to illustrate their ideas and to show to other pupils with whom they wish to communicate.

Scrapbooks, picture books, story books, plays, and records of unit studies may be prepared by the pupils as class projects. Then they may be kept in classrooms and libraries for other children to read and enjoy.

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Chapter XII

THE SCHOOL LIBRARY

I. Functions in Meeting Pupil Needs

The school library should be one of the busiest centers of pupil activity in the lower secondary school. Here pupils may locate and use all sorts of materials related to their study. They may find books, magazine articles, encyclopedia references, and pictures and other visual aids for unit study and problem solving types of experiences.

In the lower secondary school, pupils are usually interested in exploring the world in which they live. Much of this exploration is done vicariously through reading. The library for pupils of this age should acquire a rich collection of books, wide in scope, which will enable the pupils to broaden their horizons and thus become more world minded and better citizens.

Opportunity for reading about many different vocations should be provided by this library to assist pupils in making their vocational choices. Also the materials should contain information about the necessary education and training, possibility of securing a position, salary ranges, and working conditions for each of the vocations described.

Ample provision should be made for the recreational reading of lower secondary school pupils. Many youth of this age find reading a great source of pleasure and satisfaction. Since they have many and varied interests, a wide range of reading materials for this purpose should be available. Girls tend to like stories of romance, humor, and family life. Boys prefer reading about adventure, science, humor, and biography. Usually pupils of this age prefer contemporary reading materials rather than the classics.

II. Relation to the Curriculum

The program and the materials of the library should be closely related to the curriculum. The librarian should study the school's courses of study and consult with the teachers and principal in order to secure those materials and provide those services which will make the greatest contribution to the learning experiences of the pupils.

Formerly, the library was considered merely a co-curricular thing, something separate from the fundamental school program. It cannot be emphasized too much that the library should be more carefully connected with the curriculum. Also the school librarian and the teacher should know more about the public library and make a closer connection between the curriculum, the school library, and the public library.

In the traditional school, there was great dependence upon the textbook as the main source of printed information. In the new school, where problem solving and unit learning are being widely used, a wide range of reading materials is required rather than the textbook alone. Hence, the library fulfills a most vital function in the new lower secondary school.

Whenever a class sets out to study a unit or to solve a problem, the library should make available to the pupils many books, magazines, and reference books relating to the subject. Some of these materials concerning a unit may be placed on a special shelf where the pupils can find them readily, and others may be left in their regular places on the shelves where pupils may locate them through the regular methods. Often the library may loan a collection of materials, called a "loan-library", on a given subject to a class for use in the classroom for the duration of their study.

Entire classes of pupils, committees of pupils, or individuals should be encouraged to come to the library in search of reading materials. These may either be used in the library or checked out for use in classroom or home. Opportunity for pupils to locate materials and to study in the library should be made possible during regular school hours as well as in the time before and after school. Instead of merely a place to keep read-

ing materials, the library should be a center of pupil activity throughout the day.

III. Work of the Librarian

The librarian's first responsibility is to the pupils of the school in which his library is located. An important part of his work is in obtaining and looking after the books and other reading materials of his library, but this is not to be put ahead of his guidance and service to pupils.

Because the librarian has so many duties and responsibilities, he should not be expected to teach as many hours in the classroom as do other teachers. Other teachers should be scheduled to assist him, even if for only one hour a week each. Older pupils may assist in the work of the library as part of their educational experience. By these means the library may be kept open for longer hours and may operate more effectively.

Locating Materials

One of the librarian's duties lies in helping pupils locate materials. They should be given much instruction and guidance in the use of the library. They should learn how to use the card catalog and where various kinds of materials are kept in the library. Use of the table of contents and the index should be taught as means of locating information. Ways of checking out books and rules concerning this activity should be learned in order that pupils may make the most effective use of this service of the library.

Study Skills

The librarian should help pupils learn effective methods of reading and study. They need to learn how to concentrate, to outline, to take notes, to summarize, to find answers to questions, to find solutions to problems, to analyze and synthesize, to evaluate the accuracy and truth of what is read, and to remember the most important facts and ideas.

Many pupils are ineffective in their study because they have not learned to distinguish between what is important and what is relatively less important. They do not see the forest for the trees. The librarian has many opportunities in guiding the study of pupils in his library to lead these pupils to read primarily for the author's central thought and the related significant details, rather than to pay the same attention to each word in the content. This will result in much better comprehension of what is read by the pupils.

For the wide reading required by the new curriculum, the pupil's silent reading must be as rapid as possible. He must read many books, magazines, and newspapers in order to learn about the world and its problems. Slow plodding reading does not make this possible. The librarian should try to help pupils increase their speed and comprehension in reading whenever possible.

New Books

Keeping pupils and teachers informed of new books and magazine and newspaper articles is an important part of the librarian's work. He may send lists of these books and articles to the teachers and post them on bulletin boards. He may make exhibits of new books and book posters. When pupils come to the library, he may show them new books in which he thinks they may be interested.

Reading Interests

Pupils should be given considerable advice and counseling with regard to their reading interests. First the librarian should find out what a pupil's present interests are. This may be done by a book chat or asking him to fill out a brief interest inventory. In ascertaining his interests it is well to find out his favorite books, movies, and radio programs and what he most wishes for as a gift, what he dreams about, and what he intends to do when he grows up.

After the librarian has discovered what a pupil's interests are, he should give him suggestions for reading which will deepen and widen these interests. But he must always begin where the student is and go from there, improving his reading as a step by step gradual process. A youth does not go from reading about the adventurer to reading an ancient Chinese classic in one step.

A record should be kept of each pupil's recreational reading from year to year. This may be done on charts but preferably on individual cards or booklets for each pupil. Here each book title, author, and whether the pupil liked the book or not may be recorded. When analyzed these records usually show the pattern of the development of the pupil's reading interests. One pupil may read adventure stories mainly for some tine and then turn to science books. Another may prefer animal stories but also read stories about children and youth in other lands. Whatever the pattern of a pupil's reading, it may be recorded and studied by this means and will give much help and insight for use in counseling him.

Reading Habit

Pupils should be encouraged by every means possible to acquire the reading habit, for this can become a valuable asset to them and a very important part of their lives. Some of the ways in which a librarian may attract their interest in reading are to help pupils arrange book displays, give puppet plays and other plays based on books, book reviews, listen to radio programs, and see films of stories from books. The librarian should be sure to express much interest and appreciation in the pupils and in the reading materials of his library.

IV. Kinds of Reading Materials

To meet the requirements of the new lower secondary school, the library must be a place where not only books, but many other kinds of instructional materials are available for pupils and teachers. Among printed materials, there should be books, magazines, newspapers, and quantities of pamphlets and booklets. Pamphlets are sometimes free or inexpensive and should be obtained when available on vocational subjects, lands and peoples, and the government publications. The latter are especially valuable for the statistics they contain. One or more sets of reference books or encyclopedia should be available for the research type of study.

Visual aids are among the most effective of instructional materials. The library should collect many pictures, photographs, posters, maps, charts, motion picture films, lantern slides, and paper slide picture shows (Kamishibai). It is important that as far as possible these be related to the curriculum and pupil interests, otherwise a great deal of unused materials might occupy valuable space in the library.

Materials of the province in which the school is located should be collected, such as unearthed objects, historical objects or documents, provincial art objects, and specimens of products. In the past, such specimens have often been kept in a so-called "specimen room" where they could be viewed by visitors to the school. They were rarely used by children in the classrooms. Instead of gathering dust in the specimen room, those specimens which are related to the curriculum should be a part of the school library, so arranged and classified that they can be checked out for classroom and laboratory use.

Audio aids are being increasingly used by schools. The library should lend aid to this type of instruction by collecting records and transcriptions. It can further the use of radio in the school by acquiring and posting printed schedules of radio programs.

V. Furnishings and Equipment

The furniture of the library should be simple but functional. Sufficient shelves, magazine and newspaper racks, files and storage cabinets should be provided to make possible an orderly arrangement of the library's materials. A desk is needed for the librarian. Comfortable tables and

chairs for pupils to use when reading and studying in the library should be placed where there will be good light and ventilation. A radio, record player, film projector, and slide projector should be available for use in the library.

The book shelves should be open so that the pupils may examine and select books easily and without delay. The books should be classified according to the Nippon decimal system, which is adapted from the Dewey decimal system. Special collections on specified subjects may be placed together on shelves reserved for them.

The library should be made one of the most attractive and comfortable places in the school building. Works of art should always be displayed. A beautiful flower arrangement and growing plants might well be in the room. The walls should be painted a pleasing color, such as a light green or soft rose.

A suggestion for the arrangement of a library in a lower secondary school follows:

VI. Management and Operation

The library should be so managed and operated as to give greatest service to the school. Definite hours should be set and posted when pupils may use the library for study and may check out books. It should be kept open during the entire school day, from the oponing to the close of school. Regulations concerning the loan of books should be simple, but should be well understood by pupils and teachers. Such regulations should be well understood by pupils and teachers. Such regulations should be developed co-operatively by the planning and consent of all those who use the library - pupils, teachers, principal, librarian.

A major responsibility of the librarian is the selection and ordering of materials. This should be done in close co-operation with the teachers in order that curricular needs be met. Also pupils should be given the opportunity to request the kind of books they would like to read. As the librarian keeps in close touch with the pupils and their reading interests, he will be better able to choose suitable materials.

The librarian must work with the principal of the school to secure provision in the school's financial budget for the purchase of library materials. Also he must not overlook the opportunities for securing free and inexpensive materials for the library as well as ordering books through the regular channels.

VII. Classroom Libraries

In addition to the school library, there should be small libraries or collections of instructional materials in every classroom. These materials should usually be related to the large unit, problem, or topic being studied by the class. They may include textbooks, supplementary books, reference sets, magazines, newspapers, pamphlets, and various kinds of audio-visual aids.

These materials should be carefully classified and neatly arranged on shelves and tables where pupils can reach them easily. Pupil librarians should be selected for taking care of these classroom libraries and pupil committees or entire classes may help in obtaining the materials. They may be secured from the school or city library, prefecture library, homes, and by writing letters for free and inexpensive materials.

If a class should be studying a unit on a country, such as China, then many materials - books, pictures and art objects - would be collected on that subject. Should this unit be followed by a study of India, the Chinese materials would be returned and put away and others dealing with India would be collected to take their place.

An attractive reading center or classroom library may often be arranged in the corner of a room. Here a reading table with chairs is placed near

book shelves. The center may be made very attractive by adding flowers, art objects, pupil-made books, and posters.

VIII. Establishing the School Library

We have been discussing the educational worth of the school library, however, many difficulties lie in the way of realizing such an ideal. Problems of the shortage of school buildings, lack of sufficient schoolrooms, difficulty in the acquisition of books and other materials, and the heavy teaching load of teachers are some of them. But those people who really understand the spirit of the new education and have strong zeal for its realization will not put off the matter of the school library as a problem which may be considered after other things have been obtained. Notwithstanding the utmost shortage of available equipment, the library must start its activity in some way or other.

Now let us consider some points which may be helpful in establishing a school library:

1. Such activities as the utilization of books and other reference materials, and the use of homeroom library or school library should be included in the whole learning and guidance plan of the school in an organic manner.

2. Such schools that have no school library should begin this kind of work from those which are small scaled and easily handled, such as the homeroom library or classroom library. For this purpose a pupils' reading group should be encouraged and then gradually the reading work of the whole homeroom should be developed. Then the reading system of the homeroom will be made to develop step by step into the reading system of the whole school.

3. Such expenses as those incurred in securing reference materials should be put in the regular school budget. After that support from P.T.A., special contributions, and remuneration for the pupil's work projects may be added. In the past, many secondary school libraries have been supported entirely by Student Association fees. This is not a recommended method of financing the library because it often results in excessive fees which tend to limit attendance to middle and upper income groups. In the lower secondary school, where attendance is compulsory for all boys and girls, it is unthinkable that high fees should be charged for the support of the library.

4. The ratio among all fields of books in the library should be formulated according to pupil and instructional needs; and a device called "the Catalogue of School Books and Other Materials to be Equipped in the Library" is being prepared and will be published. Gradually the materials will be collected according to this standard.

5. As for the method of reading, "free inspection method" should be used, which allows the approach to bookshelves and the taking out and putting in of the books by the pupils themselves.

6. The teacher should give guidance in reading and in the utilization of various reference materials, and action which can be initiated without waiting for the completion of gathering large numbers of books and other materials.

7. Evaluation should be made continuously of the operation of the school library or of the homeroom library.

8. The School Library Manual, published by the Ministry of Education, should be used constantly for suggestions on setting up and operating the library.

From the foregoing it becomes obvious that every lower secondary school should have a library, even if at first it is only a small library. One of the reasons most frequently given for a school not having a library is that there are no trained school librarians. Of course it is desirable that the school should have a trained librarian, but it is not absolutely essential. It is doubtful if many of the small lower secondary schools

will ever be able to afford a full-time, trained librarian, even if a sufficient number are available at some future time. In most schools at this time there should be a teacher-librarian. It will be the duty of this teacher to supervise the library, with the assistance of a number of students who are interested in library work. The person selected for this position should be someone who has vital interest in library work and who is willing and anxious to learn library work. Preferably the position of teacher librarian should be filled by a volunteer, rather than by someone who is drafted by the principal for the work.

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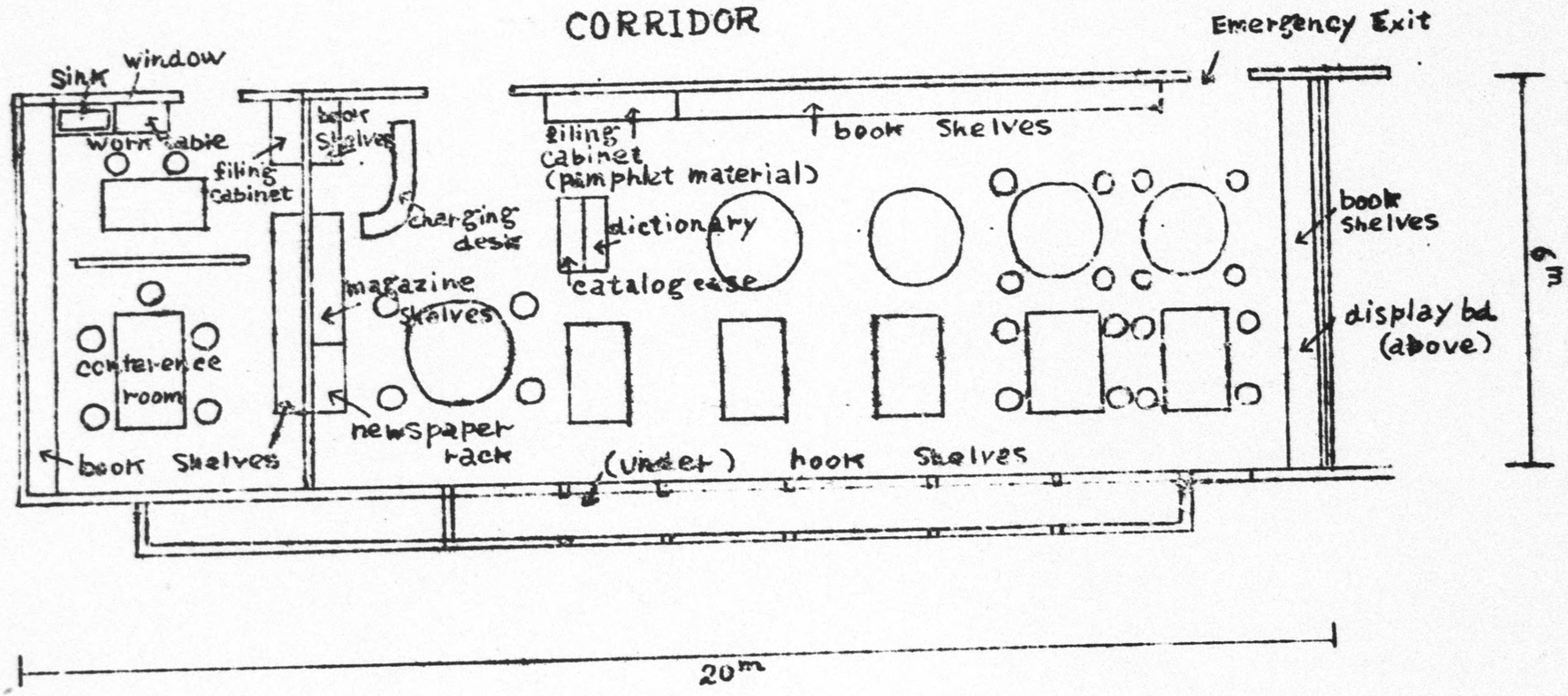
CORRIDOR
Emergency Exit
Sink
window
work table
filing cabinet
book Shelves
charging desk
filing cabinet (pamphlet material)
book Shelves
dictionary
catalog case
book shelves
display bd. (above)
6m
magazine shelves
conference room
newspaper rack
(under) book Shelves
book Shelves
20m

LIBRARY

Chapter XIII

ARTICULATION WITH THE UPPER SECONDARY SCHOOL AND THE ELEMENTARY SCHOOL

I. The Unique Function of the Lower Secondary School

The new lower secondary school was established on the principle of equal educational opportunity for all boys and girls. Accordingly, its curriculum is being developed to provide the same quality of general education for all. Since the pupils of this school level are in a transitory stage of growth - physically, emotionally, mentally, and socially - this school must carry out a program that is especially sensitive to the needs of the boys and girls. Hence elective courses must be included as well as required courses.

This school offers many opportunities for its pupils to learn about their own abilities, problems, aptitudes, and opportunities. It helps them explore the world in which they live and make a satisfactory adjustment to it. It helps them choose a vocation and plan for the necessary training. For many it offers practical vocational training in necessary skills and abilities.

This school is neither patterned after the elementary school or the upper secondary school. Rather it occupies a place of its own in the educational system. Its major concern is for the welfare of young adolescents and for the society of which they are a part. For many of the pupils, the lower secondary school is the terminal point in their school education. After graduation, they will go directly into work and other adult activities. For others, this school is one phase of a continuous program of education.

The lower secondary school performs its own functions rather than repeating elementary school education or merely preparing for upper secondary school. It is important that the upper secondary schools build their programs on this base instead of expecting the lower secondary school to devote most of its time and energy on preparatory work. The upper secondary school must accept each pupil where he is and help him advance from there. Likewise, the lower secondary school should take its pupils where it finds them and help each one to a maximum development for his ability and age.

II. Articulation with the Elementary School

Education should be a gradual developmental process without sharp breaks. Though the levels of schools differ, a pupil's learning experiences in each should merge smoothly into the next. The education of the individual should be always continuous and progressing.

Throughout curriculum planning, much more attention should be paid to vertical articulation. That is, there should be more concern for continuity throughout the learning process, from the first years of elementary school through secondary school and college.

The education of the lower secondary school should be based on elementary education, and upon this foundation accomplish its own special function. Necessarily, the teachers of the lower secondary school should be familiar with the curriculum, instructional practices, and development of children at the elementary school level. Many of the learnings, such as the national languages, begun in the elementary school should be continued in the lower secondary school and often on into the upper secondary school and even college.

Lower secondary school teachers may learn about the elementary school, its program, and its pupils by visiting them from time to time. Also they may study curriculum bulletins and other handbooks about the elementary school.

In order to guide each individual pupil intelligently through his lower secondary experiences, his teachers should know as much as possible about his early pattern of development. They should study his cumulative record to learn about his interests, abilities, aptitudes, and problems.

At the beginning of their first year in the lower secondary school, pupils should be given inventory and diagnostic tests in various fields to determine the needs of each for developmental and remedial work. This will help the teachers know their pupils better and make possible better adjustment to the lower secondary school program.

While pupils are still in the elementary school, probably during their last term, they should be introduced to the lower secondary school through a visit. At this time they should become acquainted with the various parts of the building and several of the teachers, the principal, and other members of the staff.

Early in the first term of attendance at the lower secondary school the pupils should be given much orientation to the life of the school. Much of this can be done in connection with the program of the homeroom. Some can be done in school assemblieds. An orientation unit may be studied in a social studies class or perhaps a national language class. In the language class, the pupils must listen, speak, read, and write about something, and that something might well be, for a time, about the new school to which the pupils have come.

Neither the pupils or the public understand sufficiently well the nature and objectives of the new lower secondary school in these first few years of its development. For this reason, considerable time should be given to interpreting the school to its newest students and helping them become adjusted to its life.

Older pupils of the school may study ways of helping the younger pupils feel at home and get off to a good start in their school. They may also be encouraged to select new students and help them specially during their first days, by becoming their "big brothers" or "big sisters" for as long as is desirable. This will give both the new and the older pupils invaluable experiences in human relationships and citizenship.

One plan which may be used in reducing the break between elementary and lower secondary schools for the pupils, is to reduce the number of teachers with whom the pupil must work in the lower secondary school program. In the elementary school, the pupil spent most of the school day under the guidance of one teacher, who came to know him well. Often in the lower secondary school, he may have a different teacher for each course. By combining some of the courses or by having one teacher teach a single group of students two or three courses in the lower secondary school, the adjustment usually becomes easier for the pupils and the teacher is able to know and counsel his students much more effectively. The courses taught in this manner may be those known as general education such as social studies, science, and national language. The work of these various course, if taught by one teacher, may be better related or integrated and hence easier for the pupils to understand.

Perhaps one class of pupils may have the same teacher for three hours a day during their first year in the lower secondary school. Then as they become older and more mature the length of time might be decreased. In their second year the same group would be with the same teacher for two hours. And in the third year they might remain with this same teacher for one hour a day. Thus the transition from having the same teacher all day in the elementary school to having a different teacher for each course in the secondary school would become a gradual process.

Whether or not one teacher teaches a group of students for more than one class period a day, he can at least counsel and instruct one group for more than one year. Preferably he would remain with the group for their entire three years in the lower secondary school. This would increase the articulation of the program with the total learning system and would make possible much more adequate instruction and counseling of the pupils.

The elementary school also can further the articulation process better by a greater understanding of the lower secondary school program. The teachers should be given opportunities to visit lower secondary schools from time to time and to study publications regarding the lower secondary school. It is also important that they be informed about the programs of upper secondary schools and colleges. By this means, they will have a better knowledge of the role of the elementary school in the total educational process and they will be better able to develop programs which will provide continuity and success in the educational experiences of the pupils.

III. Articulation with the Upper Secondary School

It is essential to understand the character and aims of the upper secondary school in order to develop a lower secondary program which will merge into the upper program without a sharp break. Teachers and principals of the lower secondary school should become familiar with the upper secondary program through visits and the study of publications in order to co-ordinate their work smoothly. This does not mean that the lower secondary school should be merely a preparatory school for the upper secondary school, but that its program should follow a natural developmental pattern for the pupils. It should ever widen and deepen their knowledge and interests, and continuously develop their skills and attitudes. Then the upper secondary school should be well informed of the lower secondary school program, and its unique qualities. It should learn as much as possible about the previous educational experiences of each of its upils. Upon such knowledge, it should develop its program a and care for the individual differences of its pupils.

If the principle that education should not be broken in the middle, but is a process of continuous growth, is always recognized and activated, the pupils would be happier and better adjusted and the whole educational process would operate more smoothly and effectively. Not only should lower secondary school pupils and teachers visit upper secondary schools but the teachers of the latter schools should become much better acquainted with the curriculum, instructional practices and pupils of the lower secondary school. In many instances, innovations in educational practices have been adopted by the elementary and lower secondary schools more rapidly than by the upper secondary schools and colleges. Teachers of these higher schools can often learn improved ways of teaching by visiting the lower levels of education.

Lower secondary school pupils who plan to go on to the upper secondary school, should be given considerable guidance of a practical nature in the selection of their courses, the kind of study skills they should learn, etc. They should learn as much as possible about the requirements and the advantages of the various types of secondary schools. They should be given much assistance in selecting the proper higher school in order that the best one be selected for meeting the vocational, recreational, and other aims of the student. There are several kinds of upper secondary schools, such as girls' schools, boys' schools, coeducational schools, specialized schools, and full-time, part-time, and night schools. Sometimes a pupil should be given the opportunity to visit more than one higher secondary school in order to make a more intelligent selection.

The personnel of the lower secondary school should be very careful and very skillful in keeping adequate cumulative records for each pupil. These should contain pertinent information concerning his aptitudes, interests, and problems. They should be sent to the upper secondary school in good order so that they will provide a basis for the teachers of that school to understand better the pupils sent to them.

IV. Co-operative Methods of Securing Articulation

That better articulation of the lower secondary school with the elementary school and the upper secondary school be developed to its greatest possibility, committees of teachers and other school personnel might well be appointed to study the problems involved and make reco-

mmendations for improvement. Standardized procedures should not be attempted for all schools. Instead, plans for the articulation of its schools should be developed to meet the special needs of each school system. The nature of these plans and their results should be made known to other school systems for such value as they may possess.

Chapter XIV

THE SCHOOL AND THE COMMUNITY

One of the major aims of the new school education lies in developing the ability of the pupil to perform the functions required by society. On the other hand, the reality and function of the society which consitututes the educational environment must be reflected in all the contents of school education. Herein lies the organic relation between school and society. But it is necessary to consider the reason why the school must exist as an institution in spite of all this relationship between school and community. The reality of society as the educational environment is not necessarily an ideal one nor are all its demands rational ones. The school is nothing but the reality of society reorganized into an educational environment. Especially in order to achieve the best results in modern education, schools have been organized from various viewpoints. In this respect the school should be always more ideal and progressive than society. Furthermore, the school itself contributes to the improvement of society.

But when the school holds too narrow a view concerning the independent character of the school as the educational environment, it tends to the bigotry and dogmatism. This is shown in the modern educational history of the world. Therefore, it is important for the school always to pay attention to the needs and demands of society as well as to develop in the proper way its own ideal and progressive character. This does not mean that the school will lose its own independent character. Rather, by paying more heed to the needs of society, we shall be able to find the clues to the guidance and enlightenment of society. On one hand the school must be on the alert lest it should be isolated from society and be steeped in bigotry and dogmatism; while on the other hand it must be on the watch lest it should become quite powerless in guiding society, by always flattering it. For example, if there are old customs and traditions remaining in the society which should be amended, the school must co-operate with other organs and organizations so as to improve them gradually. It is desirable that P.T.A. which has recently commenced its vigorous activities should be made the most of from this viewpoint.

I. Relation Between the Lower Secondary School and the Community

1. Significance of a Community-centered School

As is well known, the past educational movements can be divided into two major types. One is the traditional or academic type centering upon factual knowledge and study for its own sake and the other is based on the fundamental needs and interests of the pupils. These two different movements affected the development of modern schools in America, and we may well imagine that the community school emerged as the result of these two opposite trends. This fact is seen not only in America but also in the history of modern education in Japan. The so-called academic school tries to forge the children into the type of adult culture by education which is planned entirely by grownups. Consequently the education comes to be centered upon textbooks and the organization of the course comes to be centered on subject matter. Interests and needs of children are apt to be neglected and the study becomes solely the preparation for the future, without any relationship to the children's present interests. Viewed in the light of the relation with the community in which the school is located, the classrooms become ivory towers and the school is quite isolated from the community. The utmost attempt in this line would be to invite occasionally some noted person of the

community and hear his lecture. The academic school does, in a word, nothing but to communicate to the pupils the ready-made cultural materials prepared unilaterally by the teachers with complete disregard to the requirements of the pupils and the community.

However, since the beginning of this century, the criticism against this conventional academic school has become gradually active and especially after the Great War I, the so-called progressive school movement developed, to some extent, particularly in some private schools in Japan which had greater freedom in which to develop. The progressive school in Japan respects the pupils' psychological life and spontaneous activities, its principle of guidence being study based on the interests and needs of children. Children's psychology and interest are important, but are not the only factors to be considered in education. The social values of education must not be neglected. Education in a democratic society should not merely be concerned with the interests and requirements of children but the maximum needs and requirements of the community. If the children's interests and wishes are overstimated, the social needs and requirements may be neglected.

Experiences with these two types of education in the past have helped it advance from one for individualism to one for the improvement of social life, from concern with the school environment of the pupils to the larger environment of the actual community, from reorganization of the individual's experience to the reorganization of the social life in general. The education of the conventional school as a "strict discipline" and that of the pupil-centered school which pursued the "freedom from control plan", developed into the education which "respects the responsibility of a task and feels pride in fulfilling it". Or it may be put in this way; the education of the traditional schools, which highly respected memory, and that of the pupil-centered schools, which were based on understanding and expression, developed toward the new aim of nurturing the pupils' ability to control the environment better and to dispose properly of the problems of life. Thereupon, the new education planned its systematic combination of the pupil and the community, which gave classrooms the function of a place where various social experiences are to be had, and the community becomes the laboratory for discovery and advancement. Here the school, which used to be an isolated island, is deeply connected with the community, the main land. This type of education may be said to be the education centered on the life in the community.

2. Objectives of the Community-centered School

The objectives of the community-centered school may be considered as follows:

a. The community-centered school should work toward the improvement of community life.

Its educational activities are primarily social in nature. This does not overlook the individual, as he exists in a social environment. Educational activities do not exist apart from life, and an improved society is achieved by improving the individuals of which it is composed. Every practice in an educational activity is a part of life itself. But what is "life"? The term does not only mean the physical, psychological or instinctive life of an individual pupil. Nor does it mean only his past life. The "life" is the social life of today which keeps ever changing and developing. We may say that the present social life in which each pupil is actually carrying on various activities is the basis on which a man is being built. Didn't the education in the past, as mentioned before, lack this sort of thinking?

The so-called academic school, which was based on the traditional learning and curricula, did no more than to convey men's life and culture from the past. Also in the so-called progressive school centered on pupils alone, the psychological life of the pupils was over-emphasized. The community school is based on the educational activities in the actual life in which both adults and children are inseparably interwoven. Here the education tries to carry out its dynamic function in the actual life of today, where the past and present work simultaneously, in the actuality of social life. This thought leads us to the conclusion that a substantial function of education lies in its social nature. The school should not only concern itself with helping pupils understand their social environment but must assume responsibility for its advancement. Consequently, we may safely say that one of the objectives of education is the improvement of community life.

b. The community-centered school should aid in the orienting of community life toward a more democratic society.

This does not mean that the school has any authority over community organization. It has no such authority. The school offers to co-operate with all community agencies which have acceptable motives in the improvement of the community, and exercises leadership in community improvement programs, but it does not attempt to reshape the functions of other community agencies or attempt to "take over" the community.

The fact that education aims at the re-orientation of community life means that it aims to achieve more democratic living. The reorganization of community life should be based upon no other thing than the social will of the people of the community. This social will is decided through the free discussion of the people in a democratic society. This arouses the necessity for the community school to provide the education for nurturing the democratic social will before all else.

c. The community-centered school should develop individuals with social and practical intelligence.

The community school is oriented in the problems of present society. The problems are made known through the free discussion of every citizen of the community. Accordingly, this social awareness of the individual citizen is most important. This social will, however, must always be a progressive one with high intention which will be capable of solving the problems for social improvement. This sort of social will may more appropriately be called the social intelligence of the individual rather than a mere social will. And the intelligence must not be a mere intelligence but a powerful, practical intelligence, because the task of social improvement can be rendered possible only by powerful action.

d. The community-centered school seeks an important role for education in the present community.

The practical social intelligence can be obtained only by direct participation in the actual life of the community. Children are given their own part to fulfil in the actual community life in which both adults and children are included. When they fulfil their various social obligations, their social intelligence becomes gradually developed. For this, the living community must be the laboratory or classroom.

e. The community-centered school must develop universality in its pupils.

Inasmuch as the educational activities of the community school stand on the basis of the actual region, there is a danger that they may become too narrow and exclusive. Therefore the school must have an interest in the broader social

life of the world. In other words, it must not forget the indispensable development from life in the hamlet to life in village, town or city, to the social lives of the county, prefecture, district, and the country, and further to the social life of the world. Regional sectionalism must be avoided and broader and abundant education with universality must be established. The life of the community must not only be the object or means of study but it must be understood properly on a unversal basis and must be related to the main body of the social life of the state and the world.

II. Methods of Community-centered Education

1. Principles of Method

a. The direction of pupils' study should be the direction toward the solution of community problems.

The learning activities of pupils themselves are among the pupils' life activities. And their life is one of the activities in the whole life of the community. Accordingly we must say that the course of pupils' learning is the course toward the solution of various community problems. A sincere attitude of learning is expected in the children's effort to solve by their own power the problems of the community t which they belong, as their own problems. Here the children's problems are not units of study born from mere interest, much less are they found in the curricula which is based on a system of existing knowledge. We may well say that the life problems of the community with their social values should be the elements which make up the central part of the curriculum.

b. Units of study as life problems should be solved by co-operative learning and endeavor.

In the conventional subject matter centered school, individual pupils used to study each course and exert themselves to find out the already solved answers. But in the community school, since the contents of the curriculum are the living problems of today's life, the solution is dependent upon the exertion of the pupils, and these solutions can be reached only by the complete co-operation of the children and teachers and, if necessary, the adults of the community. Through these co-operative experiences the personality of children is all the more developed and during such activities, fundamental skills necessary in social life are learned.

c. The relation between the school and the community should be emphasized.

The contents of the lower secondary school curriculum includes units on community life, but also the tie with the community through every other possible means must be considered in order to expect an effective study. However, the tie with the existing society which has no desire for improvement may result in a compromise with the conservative keeping of the status quo. Therefore the school must find a tie with those organizations of people who have zeal for the improvement of the community, and advance the learning activities through effective co-operation with them. By this means alone, can the school fulfil its mission and responsibility for the improvement of the community.

d. Better understanding of the actual status of the community is needed.

Correct grasp of the actual status and problems of the community is a first prerequisite to the fulfilment of the school's responsibility for the social improvement and pupils' successful learning activities. As a means for this, the survey on the actual status of the community comes to be necessary.

e. The structure of the community school must fit the community in which it is located.

If there exists a formal structure under the name "community school", education really fit for the locality cannot be attained. Therefore, a community school must adapt itself to the actual situation of the community in every respect of the curriculum, educational methods, school building, liaison system with the community, etc. Adaption to the actual situation of the community, however, does not mean that the school is subject to every whim of the community. But we must not forget that the adaption to the status of the community is needed for the solution of problems of the broader, larger national and universal life.

2. Special methods of the Community-centered School

a. Curriculum

The conventional schools developed a curriculum based on a system of academic learning, since their aim was in educating men of knowledge. On the contrary, the community school aims at developing the men of life with practical intelligence, and accordingly its education must be done through such a curriculum as will directly tackle the problems of life. This does not mean that the past education never thought of the nurturing of living forces, but the mere endowment of knowledge was expected to be later developed to a living force. This theory, however, was found to be inadequate. As Dewey says, education is not the preparation for life, but life itself. And this life develops and matures through the continuous reorganization of experiences. Herein lies the real path of education. Children perpetually learn by experience and understand by action. This fact may be said to be a fundamental principle of the psychology of learning. In this sense, the curriculum of the community school may be said to be the curriculum of life. Now, what gives children the opportunity for experience and action? It is their life environment or the community. It is upon this basis that the community has a great significance in the learning activity of children. Therefore, the school must seek the place for learning in the actuality of the community and must provide pupils with opportunities for observation, understanding, and participation in the community life. This means that the school must organize and develop its curriculum within the community life. The real curriculum must not be a product of the lifeless, ready-made cultural system of knowledge, but must have its roots deep in the living actuality of the community. Books are the recorded human experiences, and in this sense, may contribute to the educational program of the school, but they can not dominate the whole educational program. The school program must be worked out in accordance with the requirements of the living children, the ever-changing era, and the ever-developing community. Children learn about the living community by participating in thevarious community activities. Such a community curriculum requires children to be always tackling the living problems of the community, and working for the solution of these problems with the other people of the community.

What are the problems confronting the community at present? What are the problems in industry, health, housing, public opinion, economy, consumer's life, recreation, personal and public behavior, etc? The curriculum must be so made as will help pupils locate these problems in the community life and, for their solution, collect materials from every possible angle through every possible method, and through these actions, acquire knowledge, nurture desirable attitudes, and learn skills appropriate for community life. The children's zeal for study is whetted by their will to participate in the work of their neighbors and citizens and to help construct a better community in which to live. Though the curriculum of the community school

stands on the locale of the community, the broader basis which develops from the village to the county, from the county to the prefecture, from the prefecture to the whole of Japan, and further to the whole world, must not be neglected. The community curriculum which is rooted in the actual life and excels in nurturing the practical abilities, is on the other hand apt to confine itself to the narrow locality and forget the wider universality. Attention must be taken that the curriculum may not be a closed on but onewhich leads to the broad world from the smallest community.

b. Guidance of Pupils.

The establishmentof the pupils' guidance program in the lower secondary school must secure every possible assistance from the community organizations and activities. Especially since a main aim of guidance in the lower secondary school should be in the development of pupils' social skills and relationships, the school must keep a close connection with the co-operative bodies of the community. In other words, the school should not grudge co-operation and assistance to the people of the c community, and the community should also give its utmost co- peration and help to the school. Then let us consider the community organizations from which the school may expect help and co-operation.

(1) As an assisting body which directly helps the vocational guidance and vocational education program of the lower secondary school, there should be a Vocational Advisory Committee in the community which is organized from an educational point of view. This committee should consist of the representatives of various vocations in the community, of employers as well as employees, members of agricultural co-operations, representatives of women's groups and the vocational guidance and vocational education teachers of the lower and upper secondary schools and other educational institutions of the community. The members should be appointed by the prefectural superintendent in case of a prefectural committee and by the local superintendent in case of a local committee. If there is as yet no superintendent in the city, town, or village, then the principals of the schools might get together and select such a group until there is a superintendent. The superintendent at either level would, of course, discuss this matter with the board of education concerned and get its approval before taking such action. This committee should make recommendations to the superintendent and board of education on the planning, execution, and training, in the field of vocational guidance and education of the lower and upper secondary schools. It also should make observations of the vocational life of the community and review the education provided in the vocational courses and vocational guidance program of the lower and upper secondary schools upon invitation by the superintendent or principal; study the problems of pupils' work experiences, equipment for vocational education in the lower and upper secondary schools, qualification and training of the teachers of the vocational courses; and give adequate advice to the superintendents or principals as well as offering practical assistance. The Advisory Committee which has these duties would be an effective means of co-ordinating the education provided in the vocational courses of the lower and upper secondary schools and the actual situation of the community, as well as to make the education of the school as practical and productive as possible. This committee could make a great contribution toward enhancing the interest of the vocational life of the whole community and the vocational education of the lower and upper secondary schools. Such a committee should be advisory only and never attempt to assume administrative authority of any kind or to affect directly the operation of the program of vocational guidance and education.

(2) [illegible]ch Guidance Organization.

It is desirable that an organization be established in the community for the guidance of youth. This youth guidance organization should of course not be directed from the top as the governmental, public, and private youth leaders, and the youth groups. It should handle many of the problems regarding the guidance of the youth in the community. The lower secondary school should co-operate closely with this organization, in establishing a guidance program of the whole school, and carrying out much of the actual guidance. For instance, in establishing the plans for recreation, sports, summertime camping, farming vacation, etc., the school needs the assistance of such an organization.

(3) Liaison with Other Community Organizations

It is also essential to keep close contact with recreation organizations, public health and welfare bodies which still remain in existence, information associations, hamlet assemblies, young men's associations, agricultural co-operative unions, vocational associations, agricultural experimentation stations, libraries, individual enterprises and farms, etc., to let them understand the guidance program of the school, and ask their positive help. The school also needs to weave the practical and progressive activities of these organizations into its guidance program. For instance, in the health guidance, it is desirable to work with such community activities as the athletic meetings; camping, mountain-climbing, swimming, sanitary facilities, etc; in the personality guidance, to co-operate with the morality organizations or crime prevention bodies of the community; in vocational guidance, to co-operate with the agricultural co-operative union, vocational associations, or the job exchange; and in recreation or leisure time guidance, to connect with the recreation organizations of the community.

However a caution must be observed; the school should examine closely the aims and practices of any group before it forms a relationship with it. It must ascertain that the aims of the group are in accord with the aims of the lower secondary school. As an example, many communities have had so-called "public sanitation" organizations which were intended to benefit their own officials rather than the public health. Many of these associations have had to be dissolved. The lower secondary school should not affiliate itself with groups which have a decidedly political motive, nor any group which seeks to exploit the public, nor a group which is under the control of "bosses", or in which the oyabun-kobun relationship exists. The lower secondary school may and should study all of these organizations, the undesirable along with the desirable, and find out why some are unsuitable, but it must not affiliate itself closely with any group until it is absolutely certain of the motives of the group.

c. Special Course Activities

Positive co-operation of the community is also necessary for the pupils' activities in the special course. There are various activities in the special course, but many of them, especially children's participation in the democratic organizations, various journalistic activities, sports, clubs in the school, (e.g. Play Club, Art Club, Radio Broadcasting Club, etc.), regular events of the school, meetings, and performances, need the co-operation of the community. When these activities in the special course necessitate the co-operation of the community, teachers should, after establishing the plans in co-operation with the children, co-operate closely with the various parts of the community. In order to make pupils' activities fully effective, teachers must make preliminary preparation so as to be able to get friendly understanding and thorough co-operation of the community. For instance, when children conduct various surveys, teachers should not just send out the children but should make necessary plans with the community.

If we desire fully effective activities in the special course, we must be well aware of the fact that nothing can be done without community liaison.

3. Teachers of the Community-centered School

Teachers of the community school must have before anything else a good understanding of social ideals. "The community plans for the improved community life"; "the school strives for the betterment of society"; but what is the improvement to be? How is the innovation carried out? Teachers should be able to give satisfactory answers to these questions. Right activities can be carried out only where the social ideal is firmly established. Teachers must grasp this ideal themselves and co-operate with the community people who have a similar ideal.

In the second place, teachers must be fully aware of conditionsin the community. For this, teachers must understand how to make social surveys and gain further insight regarding the direction of community improvement. Mere actual improvement of the community. Teachers must always know the fundamental facts and trends of the community andcommunity life.

Lastly, teachers should endeavor to make the whole life of the community educational. The former "teacher in the classroom" must be changed over to the "teacher in the classroom of the whole community". He must also exert himself to outgrow the hitherto "teacher who knows nothing about the world" and become the "teacher as a member of the community". If the fundamental aim of lower secondary school education lies in nurturing the children's adaptability to society, the teacher himself must first have a fine relationship with the community.

III. The Role of the Lower Secondary School in the Improvement of Community Life.

1. Adaptation and Improvement

In a democratic nation, it is a basis of social life to recognize the individuals' freedom and respect his personality. Accordingly, the mission of education is to develop the personality of the individual to the maximum and bring him up to have a character capable of leading a satisfactory social life. However, an individual exists only as a member of society. Therefore the development of his personality is actually done through his social life. Especially in the lower secondary school, education should emphasize this social training through the social life of the school and the community. Now specifically what is education through community life? It is the education which brings up each of the children to be able to understand the actual needs of the community and to make an adjustment to them. Since the needs of a democratic society are to be met by the will of its constituant members, and in turn they act upon each individual as a social force, they are by no means a mere outside force. Individual freedom cannot be the mere satisfaction of desires of impulses of the individual, hence the necessity of understanding the desirable social ideal and adapting to the society. Only when an individual adapts himself to the society and plunges into the real life of a society, can he criticize the society and the social life, and work for the constructive amelioration of the problems of society.

However, a man who is also a conscientious being, should not think that the mere adaptation to society is all of what he ought to do. He must set his feet firmly upon the actuality of society and perpetually exert himself for the internal, substantial betterment and progress of it with anticipation and insight for the future. A democratic society is by no

means a fixed entity, but it advances and develops with the advancement of its individuals. Education nurtures the hope for this social progress and develops in the individuals, attitudes of mutual respect, affection, and co-operation. This is the basis for the right use of individual freedom and the progress of the society. And the role of the lower secondary school in the betterment of the community should also be properly regarded from this standpoint.

2. The Lower Secondary School the Center of Community Life

The community is the laboratory or the center of life where the lower secondary school children learn about society. The lower secondary school, however, is coming to be the cultural center of the community, inseparable from the life of the people. Since theinstallation of the new school system, every village, town or city has come to have its own lower secondary school. Under the present economic hardships, community people are working hard for the construction of their own new lower secondary schools. In the former Japan, secondary education was not provided to all the people of each community. Although the prefecture had several middle schools or girls' schools, they were not for all, for they were mainly for the privileged class. But now secondary education is compulsory and has become the property of the villagers themselves. We must say that the contribution of the new lower secondary school to the development of the community culture is very great, for it is the highest existing organization which gives education equally to all the people. Further, with the help of the Board of Education Law, the lower secondary school has become substantially and formally more merged into the people's life. It has enhanced the relationship of the lower secondary school and the community. The wall which separated the school from the society is now eliminated. The school and community, now closely knit together, are steadily moving toward the goal of the completely democratic education. However, though the lower secondary school has become the center of the community, we must not be content with merely formal completeness. Various activities are necessary to make the community school a reality. The following are practical suggestions:

(a) Utilize the PTA.

Through this organization, the home, the school, and the community share responsibility and endeavor for the development and welfare of the children and betterment of the community.

(b) Co-operate with the activities of the various organizationsor people of the community.

It is necessary to contribute to the development and progress of the community through the researches and experiments of the lower secondary school and through various activities of the children. The achievements of the school must go out of the so-called ivory-tower and through some means or other reflect themselves upon the community. The school can exert itself for the welfare of the community through various activities such as killing harmful insects, cutting weeds, sweeping or repairing the homes, surveying the traffic or service for traffic safety, giving musical concerts and school plays, holding exhibitions, reporting announcements, working on its own projects of reforestation and dike building, etc. This does not in any sense mean that pupils are to be exploited as laborers on public projects. It means that the school itself attempts to improve the community.

(c) Open the school facilities to the public.

The school should be open to the public as long as it does not interfere with the work of the school. For instance, the opening of the school library will provide a source of culture

for the community people; opening of the laboratory, work room or farms will elevate the scientific knowledge of the people, and accelerate their learning of modern skills; opening of the classrooms and auditorium will offer chances for holding research meetings, discussion meetings, lectures, concerts, exhibitions, etc.; opening of the rooms for domestic science and manners will serve them for nurturing their tastes and learning of new skills. However, care must be taken so that the education program and the educational atmosphere of the school will not be disturbed by its opening to the public. For this, a committee of the principal, some teachers and pupils, and representatives of the community may consider democratically the rules for the use of the school buildings and make recommendations to the board of education. Under the provisions of the Board of Education Law, the final decision on use of school buildings by the public must be made by the board.

(d) Serve the community

Services to the village or town, agricultural work, antiepidemic work, traffic safety and girls' services to the nursery during the period when parents are busy with farming, etc. will not merely help nurture the pupils planning ability, taste, skills, and civic spirit, but also contribute much to the enlightenment and welfare of the community people. These services must not be a mere formality or carried out with confusion. They must be conducted with good order and based on the warm love for the community, strong responsibility, and a scientific attitude. These service activities of the teachers and pupils if carried out with sincerity and enthusiasm, will be a strong tie for connecting the school and the community.

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Chapter XV

EVALUATION OF THE LOWER SECONDARY SCHOOL PROGRAM

I. Need for Evaluation

Much progress has been made in the development of the new lower secondary school since it was established by law in 1947. This new school is so planned to meet the educational needs of the society including the young people of Japan that it is being established with great enthusiasm throughout the nation. There is no history or tradition for this new school, hence there are comparatively fewer hindrances to developing it in accordance with modern trends in education than there would be if it had a traditional pattern back of it.

But we must not relax our efforts and allow this school to become static. If it is to make continued progress, a continuous program of evaluation must be worked out as a basis for improvement. To what extent the school meets the needs of the pupils and the needs of the larger society must be determined. Since the pupils and the society are ever changing, the school must be always appraising its program accordingly.

Evaluation of the schools' educational program was not entirely neglected in the past. For instance, the results of education given by a school were often judged by the number of pupils whom the school sent to higher schools and who succeeded in the entrance examinations. But this type of evaluation sacrificed the welfare of many pupils and disregarded important educational goals.

II. Evaluation of the Present Program

The present program of the lower secondary school must be evaluated as to whether it is a success or a failure as a whole, and also in terms of its various parts. This appraisal must be carried out in keeping with the philosophy and the objectives of the school. Co-operative evaluation is most effective. All of those - teachers, pupils, principals, parents - concerned with the school should have some part in the process. Results of the appraisal should be used to make the program of the school progressively more effective.

A check list or set of evaluative criteria may be developed for appraising the work of any school or any class or other group within the school. In general, they may well be classified under the three major objectives of the lower secondary school, namely:

1. To help the pupil explore his interests, aptitudes, and abilities and to help him develop himself as an individual as nearly as possible to his potential maximum.

2. To help the pupil develop as a desirable social being and a good citizen.

3. To help the pupil explore his vocational interests and aptitudes and develop specific vocational skills.

Under each of these major objectives, specific objectives have been listed in the first chapter of this volume. They should be used as guides in the evaluation, but on the whole, the specific objectives of a school or of a single course should be in terms of the special concerns of the pupils, the community, and the larger society involved. The evaluation then should be carried out in these terms rather than in terms of someone remote from the situation.

Hence, it is recommended that by co-operative methods, check lists, tests, observation, and other forms of appraisal be developed in terms of the three generally accepted major objectives of the lower secondary school and in terms of the specific objectives

of a given school or course. For instance, in a mathematics course, if it is decided that the objectives be to help pupils gain practical algebraic concepts, gain a mastery of geometrical figures commonly existing in nature and in the industrial world, and develop skill in mathematical thinking needed in this scientific age, then the progress made by the pupils toward these objectives may be directly evaluated.

The extent to which the pupils come to know themselves and potentialities and develop as individuals must be evaluated as skillfully as possible. Direct methods of observation, study of behavior, analysis of creative work, conferences, interest inventories, anecdotal records, and cumulative records are some of the techniques and aids that may be used in making such appraisal. Especially important is informal observation of the pupil as he participates in social situations - schools and otherwise.

Much of the evaluation of the citizenship education of the school will have to be done by direct observation. To what extent the pupils co-operate, how well they accept responsibility, how they respect the rights of others, etc. may be determined only as the pupils participate in social situations. Check lists, evaluative criteria, and anecdotal records, are some of the techniques which may be employed in this type of appraisal. Changes in behavior rather than mere subject matter learned are the important factors to be determined.

A follow-up evaluation may be possible for citizenship education by finding out how awakened and active people are as a result of the citizenship training they received in lower secondary schools, in the elections of various kinds of representatives, and what per cent of them vote in comparison with other people. Other types of community participation and contributions may also be inventoried and compared.

The appraisal of vocational education, including vocational guidance, is difficult, but none the less important to the school and to the community. Where the object of vocational guidance lies in cultivating a knowledge of and an interest in various kinds of vocations, by analyzing the different vocations it will be possible to measure, to some extent, the effect of the guidance on the pupils. Investigating the kinds of vocations selected by the pupils when graduating from school gives some insight into the nature of the vocational education they have received. The efficiency of the graduates of a school as they function in various types of work may often be ascertained.

The evaluation of the health education of a school should be carried out objectively in as many respects as possible. Its results may be judged not only by the knowledge about health and hygiene but by decreases in illness and by more healthful living on the part of the pupils.

Education for the utilization of leisure time may be evaluated in many ways. Finding out what the pupils read, their favorite music, best-liked films, and most popular sports, crafts, and hobbies will give good information for this evaluation.

Part of the evaluation of the lower secondary school's program should be objective and part of it will have to be subjective. All of the appraisal must be in terms of the aims of the school. All evaluation should be comparative in nature. It should take place in some form or other continuously as well as periodically. Every effort should be made that the appraisal be as accurate and scientific as possible. On the basis of the results of this evaluation the school will be able to move ahead.

III. Some Accomplishments of the New Lower Secondary School

Among other attainments, the new lower secondary school has accomplished the following achievements, to some extent. However, it is well to keep in mind that further progress should be made on each one.

1. Has established a program of three years of compulsory secondary education.
2. Has adopted the plan of co-education.
3. Is attempting to meet the needs, interests, and aptitudes of pupils and also the needs of society.
4. Has provided for more pupil activity and participation in the learning process under the guidance of the teacher.
5. Has initiated a more practical type of vocational education, which is developed from the point of view of both producing and consuming.
6. Has begun to practice more democratic procedures, control, and management.
7. Has begun to give more attention to pupil guidance.
8. Has begun to stress the practical phases of life as well as the spiritual ones.
9. Is trying to meet community needs better and to participate in and contribute to community life.
10. Has begun to include more special curricular activities, such as clubs, sports, and social events, in the regular curriculum of the school.
11. Has recognized the need for skills in the methods and techniques of evaluation.
12. Has come to believe that the teacher plays an important role in developing the curriculum.
13. Has begun to utilize community resources-men and materials-more in carrying out the school's educational plan.

IV. Recommendations for the Future Development of the Program

While much has been accomplished in developing the new lower secondary school, yet the growth has been very rapid and there is much to be done. Some of the next steps for improvement are suggested here:

1. To base all curricular activities upon the aims of the school.
2. To organize the curriculum more closely around pupil experiences rather than subjects.
3. To attain a closer liaison between the teachers of different subject areas and their instructional and curricular activities.
4. To give increased attention to individual differences of pupils in the program.
5. To understand the significance of interest and to use this knowledge effectively in the guidance of learning.
6. To help pupils gain more skill in problem solving for use with problems they may encounter now or in the future.
7. To encourage pupils to carry out more creative work in all aspects of the curriculum.
8. To improve and widen the scope of health education, with special emphasis on the acquisition of good health habits on the part of the pupils.
9. To stress education for good citizenship, in the individual's community, national, and international relationships.
10. To give greater emphasis to vocational education and guidance (as producer and as consumer), whether the pupils are going on to higher schools or entering occupations immediately.
11. To develop better articulation of the lower secondary school program with the elementary school and the upper secondary school.
12. To work toward the reduction of the size of classes.

13. To develop coeducation more effectively, so that mutual understanding and respect between the sexes will result.
14. To develop improved methods of pupil control and discipline that are democratic and positive in character.
15. To secure the co-operation of the home, the school, and the community in reducing the social maladjustment that exists with many youth.
16. To relate field trips and excursions more closely to the curriculum and to plan them more carefully.
17. To include special curricular activities as an integral part of the regular curriculum.
18. To improve the quality and widen the scope of the guidance program.
19. To understand and develop the homeroom program more adequately.
20. To give greater attention to evaluation in education, so that teachers and administrators become well-versed in the significance, methods and techniques of various kinds of evaluation with regard to individual pupils, classes, special curricular activities, and the educational plan of the school.
21. To develop a more democratic relationship between the principal and the teachers.
22. To understand and develop the homeroom program more adequately.
23. To work more closely with the teacher consultants in raising the efficiency of the educational program.
24. To secure greater co-operation of the PTA in co-ordinating the work of the school and the community.
25. To form closer relationships with the community; use the community as a laboratory; and make the school a community center.
26. To interpret the characteristics as well as the reasons for establishment of the new lower secondary school to the people of the community and to cultivate a deep concern for education and the school.
27. To equip the school library and to increase its use for actual study and to cultivate the habit of reading.
28. To construct new school buildings and to use the present school buildings and equipment more effectively.
29. To make classrooms more attractive and increase school-made instructional equipment.
30. To endeavor to secure a higher grade of sanitation and maintenance for school buildings and equipment.

* *

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