GHQ/SCAP Records (RG 331, National Archives and Records Service)

Description of contents

(1) Box no. 2966

(2) Folder title/number: (25)
School (Junior High School)

(3) Date: ___, 1948 - Feb. 1949

(4) Subject:

Classification	Type of record
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(5) Item description and comment:

Osaka

(6) Reproduction: (Yes) No

(7) Film no. Sheet no.

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File Copy
Dr. H.S.
(1 copy is in Sch. Building)

No. of Class Rooms of Junior High Schools in Osaka Prefecture

As of February 1949

Cities & Gun	Ordinary Class Rooms	Special Rooms that CAN BE Used for Class Room	Special Rooms that CAN NOT be Used for Class Room	Total	Preparation Room	Library	Total	Grand Toral
OSAKA	916	111	55	1,082	44	29	73	1,155
SAKAI	111	10	2	123	2	2	4	127
KISHIWADA	58	3	2	63	-	-	-	63
TOYONAKA	45	6	3	54	2	1	3	57
FUSE	71	7	6	84	1	1	2	86
IKEDA	31	11	7	49	6	3	9	58
SUITA	24	4	-	28	-	1	1	29
IZUMIOTSU	26	7	3	36	3	1	4	40
TAKATSUKI	28	2	-	30	-	1	1	31
KAIZUKA	25	4	3	32	1	1	2	34
MORIGUCHI	28	2	-	30	-	-	-	30
HIRAKATA	30	4	-	34	-	2	2	36
IBARAGI	No Junior High Schools							
SANO	28	-	2	30	-	2	2	32
YAO	45	4	-	49	6	3	9	58
MISHIMA	72	5	9	86	3	4	7	93
TOYONO	46	15	5	66	4	3	7	73
SENBOKU	111	14	9	134	1	8	9	143
SENNAN	93	11	5	109	2	-	2	111
MINAMIKAWACHI	187	22	17	226	5	4	9	235
NAKAKAWACHI	171	19	8	198	3	7	10	208
KITAKAWACHI	74	4	1	79	1	1	2	81
TOTAL	2,220	265	137	2,622	84	74	158	2,780

Feb-7, 1949.
Rayk. Otaka

April '49
File Sch. (J.H.)

NAMES OF MUNICIPAL JHS WERE CHANGED

OLD NAME	NEW NAME
Kwannan	Kita 1st.
Hoburyo	" 2nd.
Tokaburo	Miyakojima 1st.
Sakuranomiya	" 2nd.
Kasugade	Konohana 1st.
Higashi	Higashi 1st.
Nishi	Nishi 1st.
Hananoi	" 2nd.
Ishioka	Minato 1st.
Taisho-Higashi	Taisho 1st.
Taisho-Chuo	" 2nd.
Tennoji	Tennoji 1st.
Kozu	" 2nd.
Minami	Minami 1st.
Sakuragawa	Naniwa 1st.
Naniwa-Higashi	" 2nd.
Oyodo	Oyodo 1st.
Toyosaki	" 2nd.
Yodo	Nishi-Yodogawa 1st.
Nishi-Yodo	" 2nd.
Kitajima	" 3rd.

Juso	Higashi-Yodogawa	1st.
Shin-Kitano	"	2nd.
Nibuni	"	3rd.
Mitsushima	"	4th.
Shibashima	"	5th.
Awaji	"	6th.
Zuibo	"	7th.
Toyo	Higashi-Nari	1st.
Honjo	"	2nd.
Tamatsu	"	3rd.
Oike	Ibuno	1st.
Katsuyama	"	2nd.
Ibuno	"	3rd.
Higashi-Ibuno	"	4th.
Tajima	"	5th.
Kyokuyo	Asahi	1st.
Omiya	"	2nd.
Kyokuto	"	3rd.
Hanaden	Joto	1st.
Gamo	"	2nd.
~~Joto~~ Joyo	"	3rd.

Hoshi	"	4th.
Showa	Abeno	1st.
Fuminosato	"	2nd.
Hannan	"	3rd.
Matsunuoshi	"	4th.
Nanryo	Sumiyoshi	2nd.
Sanryo	"	3rd.
Abiko	"	4th.
Sumiyoshi	"	5th.
Setsuryo	Higashi-Sumiyoshi	1st.
Hirano	"	2nd.
Tanabe	"	3rd.
Higashi-Sumiyoshi	"	4th.
Tengachaya	Nishi-Nari	1st.
Imamiya	"	2nd.
Seinan	"	3rd.
Tsurumiboshi	"	4th.
Yosaba	Yosaba	
Shimo-Fukushima	Shimo-Fukushima	
Motomaba	Motomaba	

Kita 3rd.
Konohana 2nd.
Sumiyoshi 1st.
Higashi-Sumiyoshi 5th.

} not yet decided.

EIJ

file

April 49

Junior High Schools

	No. of Children	Average No. in a Class	No. of Classes	No. of Teachers	
Actual 1948 Sep.	120,397	50	2,407	4,447	1.84
1949 Apr.	174,090	50	3,481	4,447	1.27
"	174,090	60	2,900	4,447	1.53

File
Jr High
1947

NAME LIST OF PUBLIC JUNIOR HIGH SCHOOLS & PRINCIPALS IN OSAKA PREFECTURE

OSAKA CITY

SCHOOL NAME	ADDRESS	PRINCIPAL'S NAME
Kita First	Sugahara-cho, kita-ku	Kotaro Kobayashi
Kita Second	Daigo-cho, Kita-ku (Inside of Ogimachi Com.)	Sadao Yasuhashi
Miyakojima First	Keba-cho (c/o Yodogawa P.S.)	Sonji Fukuyama
" Second	Kawasaki-cho, Kita-ku (c/o Sakuranomiya G.H.S.)	Fusao Endo
Fukushimayasaka	Sagisukami 3 chome (c/o Yasaka P.S.)	Kiyoshi Tsukamoto
Fukushima-Shimo-fukushima	2 chome, Shimofukushima (c/o Shimofukushima G.H.S.)	Yoshio Kuriyama
Fukushima-Noda	1 chome, Shinya-cho(c/o Shinya P.S.)	Tadaishi Mukai
Konohana First	Ue-1chome, Kasugade-cho (c/o Kasugade P.S.)	Akira Yamada
Higashi First	1 chome, Shimacho (c/o Kita-Oe P.S.)	Masaru Hori
Nishi First	Hanazono-cho (c/o HanazonoP.S.)	Heizo Hirazawa
Minato First	3 chome, Awaji-cho(Kikusui)	Soji Yagi
Taisho First	5 chome, Taishodori (Sangenyaminami)	Tokuto Kubo
" Second	Kobayashi-cho(Taisho)	Yoshimitsu Nakajima
Tennoji First	Shiidera-cho (Oe)	Heitaro Sekiguchi
" Second	Shimizudani-Higashino-cho (Shimizudani G.H.S.)	Jiichi Moriwaki
Minami First	Nishishimizu-cho (Mitsu Girls Com.)	Eiji Muneyuki
Naniwa First	2 chome, Sakuragawa (Sakuragawa P.S.)	Gunzo Yokoyama
Oyodo First	Kita 2 chome, Urae (Urae P.S.)	Seikichi Hayakawa
Nishiyodogawa First	Owada-cho (Owadanishi)	Shunzo Nonaka
" Second	Himejima-cho (Himejima P.S.)	Seiji Komori
" Third	Nozata-cho (Utajima)	Yuei Itoh
Higashiyodogawa 1st	4 chome, Higashinomachi, Juso (Juso P.S.)	Tatsumi Takahashi
" Second	1-chome, Kitadori, Imazato (Kamitsu P.S.)	Shigeo Uchida
" Third	2-chome, Nonaka-Kitadori (Nonaka P.S.)	Shigeyasu Maeda
" Fourth	Kashima-cho	Seishi Fukuzawa
" Fifth	Tanaka-cho(Keihatsu P.S.)	Choishi Uemura
" Sixth	Kunitsugi-cho(Higashi-Awaji)	Shigeji Kanda
" Seventh	3-chome, Komatsu Nakadori	Takekichi Hatanaka
Higashinari First	3-chome, Nishi Imazato-cho (Nishi Imazato)	Gentaro Nakano
" Second	1-chome, Kitanakamoto-cho (Nakamoto P.S.)	Seigetsu Goto

OSAKA CITY (Cont'd)

SCHOOL NAME	ADDRESS	PRINCIPALS' NAME
Higashinari Third	Oimazato-cho (Imazato P.S.)	Junichi Murauchi
Ikuno First	6-chome, Ogaino-Sakae-Minami (Oike P. S.)	Kosaku Nishioka
" Second	8-chome, Katsuyamadori Kokoku Com.)	Yoroku Murai
" Third	5-chome, Minami-Ikuno-cho (Ikuno Middle Sch.)	Shotaro Kawanishi
" Fourth	4-chome, Higashi Momodanicho (Ogaino)	Harutsugu Fujii
" Fifth	8-chome, Katayamadori (Ikuno G. H. S.)	Shotaro Kawanishi
Asahi First	2-chome, Omiya-cho (Takadono)	Masami Nagahara
" Second	Nishinocho, Omiya-cho (Omiya Nishi)	Isao Hattori
" Third	7 chome, Morishoji (Furuichi)	Muneo Shirono
Joto First	Hanaten-cho (Fukumichi)	Matsujiro Yamashita
" Second	Imafuku-cho (Namazue)	Kiyomi Inoue
" Third	Shigino-cho, (Shigino)	Zenichi Osa
" Fourth	4-chome, Fukuichi-Minamidori	Fumito Morita
Abeno First	Higashi-3 chome, Showa-cho (Showa)	Yoshio Anabuki
" Second	Hannan-cho, 1-chome (Abeno GHS)	Seishu Okamoto
" Third	Nishi-2 chome, Hannan-cho (Hannan G.H. S.)	Yoshizo Oyasu
" Fourth	Naka-1 chome, Hannan-cho (Abeno G.H.S.)	Seishu Okamoto
Sumiyoshi First	Kohama, Nishinocho, 2 chome (Nishikohama)	Kaoru Miyamichi
" Second	Kagayacho (Sumiyoshi Com.)	Yoshinaru Tomonari
" Third	Higashi-1 chome, Suminoe (Sumince)	Shizu Akasaka
" Fourth	Higashi-Nagaoricho (Nagaori P. S.)	Kaichi Watanabe
" Fifth	Nishi-4 chome, Tezukayama	Toshio Sakaguchi
Higashi Sumiyoshi 1st	Nodo-cho, Hirano (Hirano)	Tokutaro Murata
" " Second	Hiranomiyamachi (Hirano)	Kanji Morita
" " Third	Tennoji-cho (Tennoji Boys Sch.)	Kiichi Inoue
" " Rourth	Tennoji-cho (Tennoji H.S.)	Kameyoshi Morioka
Nishinari First	Yanagi-dori, 2chome (HamadaPS)	Ichibei Kawamura
" Second	Hanazono-cho (Koji)	Tomekichi Hagitani
" Third	2 chome, Shinkai-dori	Tsuneshiro Chika
" Fourth	8 chome, Nagahashi-dori	Yoshitame Masui
Suburbs		
Habikino	Uemura Village Minami Kawachi Gun	Atsumi Yamane

SAKAI CITY

SCHOOL NAME	ADDRESS	PRINCIPAL'S NAME
Mun. First	Kaorigaoka-cho	Teru Kijima
" Second	Higashi 2 chome, Kushiya-cho (Tonobaba P.S.)	Ko Minoshi
" Third	Minami-Mikunigaoka-cho	Tomio Hayashi
" Fourth	Mimihara-cho (Mun. G.H.S.)	Tomiyuki Nagai
" Fifth	" "	Nobuya Tooda
" Sixth	Suwanomori-cho (Hamadera P.S.)	Mitsuzo Mizobata
" Seventh	Mukogaoka	Kentaro Saito
" Eighth	Mozu (Mozu G.H.S.)	Shikazo Matsumoto
" Ninth	Kanaoka-cho	Kota Higaki

KISHIWADA CITY

Mun. First	Sone (Hankyu Line) Kakumei PS	Shohachi Yono
" Second	Oike P. S.	Toshinao Kawai
" Third	Boys - Toyonaka Middle Sch.	
	Girls - " Girls H. S.	Go Imachi

FUSE CITY

Mun. First	Nagaidera Ichi	Seiichi Yamada
" Second	Shinkita	Konosuke Nakano
" Third	Nagase First P. S.	Kanemi Okano
" Fourth	Taiheiji-cho	Saburo Urano
" Fifth	2-chome, Minose-cho	Hokaichi Watanabe

HIRAKATA CITY

Mun. Hirakata	Mitonoyama, Hirakata City	Kiguma Okamura

IZUMI SANO CITY

Kumatori	Kumatori Noda	Takeo Yasuda
Sano First	Sano Onishi	Tsune Negoro
" Second	Sano Tsuruhara	Noburu Morishita

YAO CITY

Mun. Yao	Yao	Ken Kuroda
Mun. Kyuhoji	kyuhoji	Tsurusaku Tsurumaru
" Ryuge	Ryuge-cho OTaishido)	To Shibano
" Taisho	Taisho-Ota	Tetsunosuke Okada
" Nishigori	Nakanotsuji, Nishigori	Shuta Wada

SCHOOL NAME	ADDRESS	PRINCIPAL'S NAME
	IBARAGI CITY	
Yosei	Kaminakajo Ibaragi City	Shushiki Ohama
	MISHIMA GUN	
Tonda	Tonda-cho	Shigeru Adachi
Mikomaki	Mikomaki Village	Masao Mine
Shimamoto	Hirose, Shimamoto-cho	Masatoshi Wada
Torikai	Torikai Village	Kiyoshi Ishihara
Ninchoji	Miyama Village	Daicho Fujiyama
Seien	Seien Village	Kazubumi Inui
Yamada	Yamada, Yamada Village	Taketo Amako
Toyokawa	Toyokawa Village	Shunkichi Obata
	IKEDA CITY	
Mun. First	Kami Ikeda-cho	Kazuyoshi Hoshino
" Shibuya	" Shibuya-cho	Genichi Uono
" Johan	Jonan-cho	Sunichi Suzuki
	SUITA CITY	
Mun. First	Suita First P. S.	Yasuo Hirata
" Second	Katayama (Tendo P. S.)	Netake Iwaki
" Third	Suita Thirsd P. S.	Jingo Asada
	IZUMIOTSU CITY	
Mun. First	Chuo Primary School	Sadao Takaba
" Second	Seisetsu School	Kenzo Fujita
	TAKATSUKI CITY	
Mun. First	Former Takatsuki Engineer Bttn	Koshin Amano
" Second	Kita P. S.	Jikkei Kawakami
" Third	Kizumi-cho	Mitsuru Harada
	MORIGUCHI CITY	
Mun. First	Sango-cho, Oeda	Sanshiro Maeda
" Second	Takase-cho	Yoshinobu Komai

TOYONO GUN

Higashinose	Yono, Higashinose Village	Hachiro Miyasugi
Nose	Kuragaki, Utagaki Village	Keizo Nakamura
Tajiri	Tajiri, Tajiri Village	Eishiro Nishizawa
Nishinose	Morikami, Nishinose	Hitomi Tsuda
Yoshikawa	Nakanomachi, Yoshikawa Village	Shinji Yoshida
Todoromi	Todoromi Village	Koshu Asakawa
Mino	Makicchi, Mino Village	Yoshio Tomohiro
Shonai	Komoe, Shonai-cho	Masao Miyamoto

SENBOKU GUN

Mikita	Mikita Village	Seiji Minami
Uekamiya	Uekamiya Village	Hideshi Nishimoto
Nishitoki	Nishitoki Village	Jusaburo Shimomura
Higashitoki	North Higashitoki Billage	Jujiro Shimo
Kuse	Kuse Village, Hirai	Yasutaro Tsujita
Yokoyama	Yokoyama Village, Kita Tanaka	Yasujiro Nishikawa
Minami Yokoyama	Minami Yokoyama Village, Chichioni	Shinichi Tsuji
Minami Ikeda	Minami Ikeda Village, Naka	Yoshio Tada
Kita Ikeda	Kita Ikeda Village	Shintaro Katsuragi
Kita Matsuo	Kita Matsuo Village, Karakuni	Umezo Fujiwara
Minami Matsuo	Attached to Minami Matsuo P. S.	Shunsei Takaoka
Izumi	Izumi-cho, Fuchu	Kuchiro Fujino
Yasaka	Yasaka Town	Yosozo Nakata
Shinta	Shinta Village	Kazuhiro Tanaka
Fukuizumi	Fukuizumi-cho, Hishiki	Keizo Mizobata
Tadaoka	Tadaoka Town	Hideo Kawachiyama
Toriishi	Toriishi Village, Tomiki	Hajime Aoki
Takaishi	Tadaishi Town, Hagoromo	Buhei Fujimura

SENNAN GUN

Hinemo	Hineno Village	Yasuo Suyama
Oki	Oki Village	Hidenosuke Kitajoji

Tajiri	Tajiri village, Yoshimi	Masaru, Oku
Nishi-shindachi	Nishi-shindachi Village, Okada	Masaaki Eguchi
Shindachi	Shindachi-cho	Tomoaki Aekimoto
Tottori	Higashi Tottori Village	Seiichi Sugano
Tannowa	Tannowa Village	Umejiro Okuno
Fukaki	Fukaki Town	Shigeru Tanaka
Tanikawa	Funagawa Town, Tanikawa	Shizo Okuno
Chonan	Nagataki Village	Yoshio Kimura
Kaminokyo	Kaminokyo Village	Tanekazu Shimayoshi
Kumatori	Kumatori Village, Noda	Takeo Ysuda
Yamoi	Oshindachi Village, Baba	Takio Nishi

MINAMI KAWACHI GUN

Yoda	Furuichi Town, Yoda	Kichi Fujita
Shiki	Shiki Village, Tainaka	Sakuichi Morimoto
Fujiidera	Fujiidera Town	Toshio Okada
Takawashi	Takawashi Village	Tei Takei
Tondabayashi	Tondabayashi Town, Kenintani	Yoshikiyo Matsuyama
Ishikawa	Ishikawa Village	Taro Sawamoto
Isonaga	Isonaga Village, Kasuga	Kameo Kusumoto
Yamada	Yamada Village	Ichijiro Yoshida
Shiroki	Shiroki Village	Tyoji Kitano
Kawachi	Kawachi Village	Yoshio Doi
Nakamura	Nakamura, Kamiyama	Kenji Sakamoto
Akasaka	Akasaka Village, Mizuwake	Yasuzo Yoshida
Chihaya	Chihaya 'illage, Higashizaka	Shinjiro Yoshida
Tojo	Tojo Village	Kakutaro Ueno
Nagano	Nagano Village	Tamotsu Okuno
Takamuki	Takamuki Village	Kenichiro Yoshikawa
Mikkaichi	Mikkaichi 'village	Yukio Okuno
Tenmi	Tenmi 'illage, Tenmi	Shinichi Ueda
Kawakami	Kawakami Village	Yoshiharu Mine
Sayama First	Sayama 'village (Mito P. S.)	Masao Nishikawa
" Second	" " Ikejiri	Masao Ishii

Minami Kawachigun
(Cont'd)

Noda	Noda Village, Joroku	Takashi Kosho
Hiokisho	Hiokisho Village	Tsuneo Shibano
Kuroyama	Kuroyama Village, Aya	Misao Fujita
Hirao	Hirao Village	Yoshio Muramoto
Okusa	Okusa Village	Sukenaga Kiyota
Tannan	Tannan Village	Yoshio Tsubosa
Tanpi	Tanpi Village	Seiji Wada
Kitayashimo	Kitayashimo Village, Naka	Tanejiro Inoue

NAKAKAWACHI GUN

Minogo	Minogo Village, Tamai	Kamehira Uchimi
Kami	Kami Village, Shinmei-cho	Seitaro Tsukaguchi
Tatsumi	Tatsumi Village, Daichi	Masanori Hattori
Numobe	Nunobe Village	Chujiro Izuno
Yada	Yada Village	Matsuo Ahiru
Tenmi	Tenmi Village	Noboru Okuno
Matsubara	Mtsubara-cho, Ueda	Kazusabuto Asada
Miyake	Miyake Village	Ko Saito
Uriha, Nagayoshi	Nagayoshi Village	Norio Takahashi
Keiga	Keiga Village, Ohori	Kameichi Tsujioka
Akatsukigawa	Akatsukigawa Village, Yaomizu	Chozo Ishida
Kashiwabara	Kashiwabara-cho, Kashiwabara	Keizo Musuda
Minamitakayasu	Minamitakayasu Village, Ouchi	Ninkyo Kaguyama
Takayasu	Takayasu Village, Hattorigawa	Mikio Kozasa
Nawate	Nawate Village	Teitaro Okuda
Hiraoka	Kiraoka-cho, Kakuta	Takashi Inamoto
Ota	Oto Village, Ishigiri	Matsujiro Asada
Kusaka	Kokie Village	Tokujiro Tatsumi
Eida	Eida Village, Matsubara	Hiroshi Sugita
Kantsu	Kantsu-cho, Yoshihara	Kanji Funakoshi

KITAKAWACHI GUN

Dennan	Monshin Primary School	Kaku Tone
Neyagawa	Neyagawa-cho, Takayanagi	Eiki Miyazaki
Mizumoto	Mizumoto Village, Uchiage	Takao Nakao
Katano	Katano-cho, Tsuda	KumazoMurata
Tsuda	Tsuda-cho, Tsuda	Hachiro Kubota
Saura	Sumimichi-cho	Isamu Kinji
Ibatogo	Ibato-cho	Tanetsugu Iida
Shijonawate	Shijonawate, Nakano	Masuo Horino
Tahara	Tahara Village, Iimori	Heitaro Iketani
Nango	Neyagawa-cho, Horimizo	Shuntaro Yumoto

Investigation of the Number of Junior High Schools in Osaka Prefecture.

I.	Total number in the Prefecture	204
	Osaka City	58
	Outside of Osaka City	146
II.	Those having independent building.	112 (15)
	Osaka City	36 (2)
	Outside Osaka City	76 (13)
III.	Those attached to Senior High Schools	9
	Osaka City	3
	Outside Osaka City	6
IV.	Those attached to Primary Schools having no branch schools.	68
	Osaka City	13
	Outside Osaka City	55
V.	Those sharing building with Primary Schools but have branch schools.	15
	Osaka City	6
	Outside Osaka City	9

EDUCATIONAL BUDGET FOR ONE STUDENT

(1948)

Pref. Budget	City, Town & Village Bt.	Total

May '49 EIJ
The following new Junior High Schools 1R
have been opened from 1st April.
I have listed them as following:
(list of Jr. H Sch. in Osaka City)

62	Nishi	2nd	Nishi-ku
63	Kita	3rd	Kita-ku
64	Konohana	2nd	Konohana-ku
65	Naniwa	2nd	Naniwa-ku
66	Oyodo	2nd	Oyodo-ku
67	Higashi-sumiyoshi	5th	Higashi-sumiyoshi-ku

Hashimoto

Jr. H.S.
20 Jan 49

NUMBER OF NON-SCHOOLING PUPILS

Name of Ward	1	2 (Boys)	3	4	2	3 (Girls)	4	2	3 (Total)	4
Kita	5	1442	15	1.04	1400	6	0.43	2842	21	0.74
Miyakojima	1	171	2	0.12	198	1	0.50	369	3	0.81
Fukushima	5	2176	18	0.82	2019	11	0.54	3195	29	0.69
Konohana	4	1661	3	0.12	1600	12	0.75	3261	15	0.46
Higashi	4	863	3	0.33	856	2	0.23	1719	5	0.28
Nishi	4	997	5	0.50	968	3	0.31	1965	8	0.41
Minato	1	214	2	0.96	191	1	0.52	405	3	0.74
Taisho	3	1238			1227	2	0.16	2465	2	0.08
Tennoji	3	1006	8	0.07	948	4	0.42	1954	12	0.61
Minami	2	610			535	2	0.37	1145	2	0.17
Naniwa	4	619	6	0.97	538	4	0.74	1157	10	0.81
Oyodo	1	559	3	0.52	566	4	0.71	1125	7	0.62
Nishi-yodo	5	1493	25	1.69	1451	17	1.17	2944	42	1.42
Higashi-yodo	7	2481	18	0.72	2462	22	0.90	4943	40	0.81
Higashinari	8	4178	37	0.89	4105	29	0.70	8283	66	0.79
Ikuno	9	6054	43	0.71	6001	46	0.76	12055	89	0.74
Asahi	4	2455	23	0.93	2458	23	0.93	4913	46	0.94
Joto	8	5008	28	0.55	4878	28	0.78	9886	66	0.67
Abeno	4	3108	12	0.38	2846	4	0.14	5954	16	0.27
Sumiyoshi	7	3814	51	1.34	3814	29	0.76	7632	80	1.05
Higashi-sumi	10	8471	62	0.74	8153	56	0.68	16624	118	0.71
Nishinari	13	5756	45	0.78	5766	42	0.73	11522	87	0.75
Total	112	54373	409	0.75	5984	358	0.68	107358	764	0.71

1 - Number of School
2 - Number of Pupils In Roll
3 - Number of pupils non-schooling
4 - Percent

NUMBER OF NON-SCHOOLING JUNIOR HIGH SCHOOL PUPILS (1948)

Name of Ward	1	Boys 2	3	4	2	Girls 3	4	2	Total 3	4
Kita	1	356	4	1.12%	306	9	2.91	662	13	1.96
Miyakojima	4	845	9	1.06	731	37	5.06	1576	46	2.91
Fukushima	1	370	6	1.62	290	17	5.86	660	23	3.48
Konohana										
Higashi										
Nishi										
Minato	1	206	4	1.94	141	1	0.71	347	5	1.44
Taisho	1	190	9	4.74	113	8	7.08	303	17	5.61
Tennoji	1	260	4	1.54	179	4	2.23	439	8	1.82
Minami	1	182	10	5.49	146	12	8/21	328	22	6.70
Naniwa	1	273	14	5.12	263	8	3.04	536	22	4.10
Oyodo	2	351	40	11.39	344	22	6.39	695	62	8.92
Nishi-yodo	5	857	86	10.03	795	90	11.32	1652	176	10.65
Higashi-yodo	2	455	66	14.50	391	78	19.94	846	144	17.02
Higashinari	3	1218	106	8.70	507	25	4.93	1725	131	7.59
Ikuno	2	800	21	2.62	795	15	1.88	1595	36	2.25
Asahi	3	842	72	8.55	884	78	8.82	1726	150	8.69
Joto	3	810	36	4.44	595	51	8.57	1405	87	6.19
Abeno	3	898	43	4.78	753	61	8.10	1651	104	6.29
Sumiyoshi	4	1433	56	3.90	1050	46	4.38	2483	102	4.10
Higashi-sumi	2	702	27	3.84	563	21	3.73	1265	48	3.79
Nishinari										
Total	40	11048	613	5.54	8846	583	6.56	19894	1196	6.01

1 - Number of School
2 - Number of Pupils In Roll
3 - Number of pupils non-schooling
4 - Percent

J.H.S.

NUMBER OF NON-SCHOOLING JUNIOR HIGH SCHOOL PUPILS (1948)

Name of Ward	1	Boys 2	3	4	Girls 2	3	4	Total 2	3	4
Kita	1	356	4	1.12%	306	9	2.91	662	13	1.96
Miyakojima	4	845	9	1.06	731	37	5.06	1576	46	2.91
Fukushima	1	370	6	1.62	290	17	5.86	660	23	3.48
Konohana										
Higashi										
Nishi										
Minato	1	206	4	1.94	141	1	0.71	347	5	1.44
Taisho										
Tennoji	1	190	9	4.74	113	8	7.08	303	17	5.61
Minami	1	260	4	1.54	179	4	2.23	439	8	1.82
Naniwa	1	182	10	5.49	146	12	8.21	328	22	6.70
Oyodo	1	273	14	5.12	263	8	3.04	536	22	4.10
Nishi-yodo	2	351	40	11.39	344	22	6.39	695	62	8.92
Higashi-yodo	5	857	86	10.03	795	90	11.32	1652	176	10.65
Higashinari	2	455	66	14.50	391	78	19.94	846	144	17.02
Ikuno	3	1218	106	8.70	507	25	4.93	1725	131	7.59
Asahi	2	800	21	2.62	795	15	1.88	1595	36	2.25
Joto	3	842	72	8.55	884	78	8.82	1726	150	8.69
Abeno	3	810	36	4.44	595	51	8.57	1405	87	6.19
Sumiyoshi	3	898	43	4.78	753	61	8.10	1651	104	6.29
Higashi-sumiyoshi	4	1433	56	3.90	1050	46	4.38	2483	102	4.10
Nishinari	2	702	27	3.84	563	21	3.73	1265	48	3.79
Total	40	11048	613	5.54	8846	583	6.56	19894	1196	6.01

1 - Number of School
2 - Number of Pupils In Roll
3 - Number of pupils non-schooling
4 - Percent

NUMBER OF NON-SCHOOLING PUPILS

Name of Ward	1	2 (Boys)	3	4	2	3 (Girls)	4	2	3 (Total)	4
Kita	5	1442	15	1.04	1400	6	0.43	2842	21	0.74
Miyakojima	1	171	2	0.12	198	1	0.50	369	3	0.81
Fukushima	5	2176	18	0.82	2019	11	0.54	3195	29	0.69
Konohana	4	1661	3	0.12	1600	12	0.75	3261	15	0.46
Higashi	4	863	3	0.33	856	2	0.23	1719	5	0.28
Nishi	4	997	5	0.50	968	3	0.31	1965	8	0.41
Minato	1	214	2	0.96	191	1	0.52	405	3	0.74
Taisho	3	1238			1227	2	0.16	2465	2	0.08
Tennoji	3	1006	8	0.07	948	4	0.42	1954	12	0.61
Minami	2	610			535	2	0.37	1145	2	0.17
Naniwa	4	619	6	0.97	538	4	0.74	1157	10	0.81
Oyodo	1	559	3	0.52	566	4	0.71	1125	7	0.62
Nishi-yodo	5	1493	25	1.69	1451	17	1.17	2944	42	1.42
Higashi-yodo	7	2481	18	0.72	2462	22	0.90	4943	40	0.81
Higashinari	8	4178	37	0.89	4105	29	0.70	8283	66	0.79
Ikuno	9	6054	43	0.71	6001	46	0.76	12055	89	0.74
Asahi	4	2455	23	0.93	2458	23	0.93	4913	46	0.94
Joto	8	5008	28	0.55	4878	28	0.78	9886	66	0.67
Abeno	4	3108	12	0.38	2846	4	0.14	5954	16	0.27
Sumiyoshi	7	3814	51	1.34	3814	29	0.76	7632	80	1.05
Higashi-sumi	10	8471	62	0.74	8153	56	0.68	16624	118	0.71
Nishinari	13	5756	45	0.78	5766	42	0.73	11522	87	0.75
Total	112	54373	409	0.75	5984	358	0.68	107358	764	0.71

1 - Number of School
2 - Number of Pupils In Roll
3 - Number of pupils non-schooling
4 - Percent

大阪新聞 24.6.[illegible] 177.

準備教育ならぬ"

市教委、全中学校長へ警告

…来年三月の新制高校入試のため早くも大阪市内の新制中学の中には最上級生徒を集めてクラブ活動と称し、進学、就職の両クラスにして進学クラスには数学、國語、英語に分けて準備教育を夏期休暇特別補習の名目で計画しているところがある

これは担当教師と父兄間に利権[illegible]が伴う弊風を生じ、さらに[illegible]教育である新制中学の教育精神を破壊するおそれがあるので、大阪市教委指導所では十七日市内全中学校長宛に進学指導まかりならぬとのきつい通牒を発して警告した

MR PC 1

Osaka Shimbun,
17. 6. 1949.

No Preparatory Education

Municial School Board, Principals Warned.

Preparatory to entering Senior High Schools, there are some Junior High Schools in Osaka City planning to have a Supplementary Summer Course.

The course was to have been under the name of Club Activities in which were to be two classes, a prep course and a vocational course. As this would offer more chances of parents working on the sympathies of the teachers and offering of gifts and also would be against the spirit of Junior High School education, the Guidance Section of Osaka School Board has strictly warned all the Principals against it.

16 Mar 49

THE NEW LOWER SECONDARY SCHOOL

By the Ministry of Education, 1948

THE NEW LOWER SECONDARY SCHOOL.

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Chapter I

FUNDAMENTAL CHARACTER OF THE LOWER SECONDARY SCHOOL

I. Why Was the Lower Secondary School Needed?

1. Complexity of Former System of Secondary Schools

The former school system of Japan was much too complicated and complex. Above the six year course of the national elementary school, there were such various kinds of schools as the higher course of the national elementary school, the common course of the youth school, the middle school, the girls' high school, the vocational school, and miscellaneous schools. While the number of the pupils who entered the higher course of the national elementary school and the common course of the youth school was about 70 to 80 per cent of the graduates of the elementary course of the national elementary school, the number of those who entered the middle school, the girls' high school and the boys' or the girls' vocational schools, which were considered to be the regular course, was only about 20 to 25 per cent.

Among the several types of schools attended by youth of lower secondary school age, there was no uniform system of standards or accrediting. Their graduates did not receive equally good training for their immediate or future life needs, nor did they enjoy equal status with regard to entrance to higher schools of learning. There was little possibility of transferring from one of these types of schools to another. Pupils were often routed into one school or course with little choice on their part. Once they attended one of these types of schools, there was little opportunity to change to another.

The new lower secondary school plan eliminates much of the confusion which had developed from the lack of uniformity in the former secondary school program. All of the children will attend schools of equal status, similar standards, comparable credits, and equal rank with regard to entrance in higher secondary schools. Students in one school will more nearly have as good training for their life needs as students of another school. Graduates of one school will have as much opportunity to enter higher secondary schools as graduates of another school.

2. Equality of Educational Opportunity

With the new lower secondary school being rapidly made compulsory, a tremendous increase in educational opportunity has been accomplished for Japanese children. This means an increase of three years of schooling which is required for every child.

In the earlier schools, there were two distinct courses and those who entered the regular course came to entertain some privileged class consciousness. The greater number who entered the higher course of the elementary school or the common course of the youth school did so not for any reason arising from their personalities or talents, but they were obliged to give up the hope for entering the secondary school mainly because of the economic conditions of their families. The mere accident of fate that they were born in poor families obliged them to give up the chance for the brighter future with all their natural talents.

To those who entered the higher course of the national elementary school or the common course of the youth school were given very few opportunities for further study. They entered as it were, a blind alley, for which there was no bright prospect, and it made them abject and servile. Such atmosphere could be noticed even in the days of the elementary course of the national elementary school, where there were two different and distinct worlds among pupils--one for those who would go on to the higher levels of secondary education and even college, and one for those whose education would end with elementary school or the youth school.

Concerning those who entered the vocational school there was this defect, that in most cases, their personalities or hopes were not the decisive factors in the choice of the school, but they had to choose their future vocation just as others advised them. Therefore, even if they happened to want to enter the high school of the university while at these schools, the school system did not offer them any opportunity to enter those schools. Often pupils entered vocational schools after they had failed to gain entrance to a boys' middle school or a girls' high school.

Since, therefore, only those who could enter the middle school or the girls' high school were assured of a bright prospect, people in general thought that only this kind of pupils were advancing along the regular course, and the entire school system, too, was so organized that it would benefit mainly such pupils. Moreover, between these two kinds of secondary schools, clear distinctions were made in regard to curriculum, textbooks, etc., women having been thought to have to be satisfied with lower-grade culture and scholastic attainments. The thought that women are inferior to men, that they naturally ought to be inferior to men, underlay the attitude toward entrance of women to colleges and universities, and except for some private colleges, there were very few higher grade schools which admitted women.

Such inequality in opportunity in regard to young men and women has been taken for granted as a matter of course for a long time. This has allowed the existence of great inequalities in spite of the fact that man was created equal. Therefore our school system should be so organized that it will realize the principle of greater equality of opportunity. The new lower secondary schools are rapidly becoming coeducational and provide education to youth of all economic levels.

3. Entrance Examination System

The entrance examination system had transformed the educational institutions of our country into mere preparatory organs for entering higher grade schools and had brought about the irrationality that educational institutions on each level ranging from the national elementary to the university could not perform their own proper functions.

Especially the indescribable anxiety and burden of little national elementary school pupils were constant sources of pain not only to pupils themselves but also to their parents and teachers, the more so since they were still undeveloped both physically and mentally, and naturally very fond of playing. Some of them died, while they were still thus young, because of the hard work compelled upon them by the secondary school entrance examination, and some became ill. Thus its influence was far greater than we might imagine. The joy parents felt when their children entered the first grade of the national elementary school usually lasted only a short time, for as soon as their children became promoted to the 4th grade, they had to worry about the entrance examination that lay ahead.

On the other hand, whether the national elementary school was good or bad was judged from the number of the successful applicants that school produced, in the entrance examination. This added to the zeal on the part of the school in its preparation for the entrance examination. The pupils who were expected to take the entrance examination and those who were not were checked even while they were still in the lower grades, and conscious discrimination was made between these two classes of pupils so that the school could achieve better results in the entrance examination, win a good reputation, and satisfy parents. Therefore, the national elementary school which ought to afford equal opportunity for fundamental education to all the pupils as compulsory education, was apt to make distinction between the would-be examination applicants and the other kind of pupils -- sometimes by carrying on lessons in different classrooms and sometimes by making them belong to different classes. This forced upon the former the makeshift, cramming education for the purpose of the examination, and brought about treatment of the latter as if they were uninvited guests, letting them have their own way.

This kind of entrance examination system was adopted probably because there was not enough capacity to admit the entrance of all those who

wanted to enter higher grade schools, but the effect it exercised was, indeed, very great. The ordeal of the entrance examination which young people who were in that dangerous period of life, in that transitional period from the juvenile to the adult, when the greatest change takes place both physically and mentally, had to undergo in order to enter a few higher schools, colleges, and preparatory courses to universities made them sometimes victims to nervous breakdown, consumption, and even death. These sorrowful victims of the entrance examination system experienced innumerable unknown tragedies. The loss thus caused to the man-power of the country and the evil caused by the mechanical and formal cramming into which education in Japan degenerated without being able to perform its due functions, were indeed immeasurable.

The education in the university, which was the highest institution, tended to degenerate into a mere means of achieving worldly success. The diploma became a mere passport which gave its holder a priority in finding employment. Thus what counted was not true ability but title. This sad reality was the result of the deplorable educational system.

4. Content of Education

Viewed from the new type of ideal man of the new age, the content of the former education can be said to have been biased. For example, the education in the middle school and the girls' high school placed too much emphasis upon giving general education to pay enough attention to the training of efficient workers. In the extreme case it was liable to become that sort of education which despised and disliked work. And the public, the school and even the pupils themselves came to entertain the idea that this kind of education which was based upon such old concepts of learning was the education of the higher social classes. Vocational schools, on the contrary, made light of general culture which was important to man. They emphasized short-sightedly the kind of education that would be of ready use, that would instantly be of practical use for some vocation or other, so much so that they came to differ very little from what is called apprenticeship education. These two factors, general culture and vocational training, should go hand in hand with each other in good education. When we think of a real man living in our society, we cannot safely disregard either the one or the other of them. A good citizen is a good worker who is at the same time a man of broad and extensive culture. One must sooner or later take up some vocation or other and make contributions to the society and the country through one's occupation. The aim of education should be "to train a good man, a good citizen, and a good worker." The mere fact that one is more proficient at English or mathematics than another does not mean that he is a better man. Nor will society demand an apprentice of poor culture. Everybody will want a well educated, and yet an honest, hard worker. As mentioned above, the curriculum of the former middle school and the girls' high school or of various vocational schools only emphasized one aspect of this desirable type of man.

In the earlier system of education, the upper elementary schools and other types of schools attended by pupils after elementary school and before secondary school devoted most of their time to a repetition of the elementary school curriculum. This was in an attempt to help these pupils who were unable to pass the secondary school entrance examinations prepare to take them again. Also it was an attempt to equip these pupils with the fundamentals of elementary education which they had not earlier acquired. The concept that the upper elementary school might have a unique function of its own did not appear.

Again, briefly speaking, in the older type of schools the chief actor was the teacher, and this was not the case with the middle grade school alone. The kind of education in which the teacher played a one-sided role was in general practice. The uniform method of teaching, which was nothing but cramming and which resorted solely to the textbook and the notebook, was prevalent. Regardless of the pupils' interests and what their actual daily lives were, education centered around the teachers' guidance, which placed too much emphasis upon knowledge. And after several required years had passed in this way, they could receive the diplomas. No attention being paid to either the personality or the talent of the pupils, this kind of education, which had been long in practice, tried to mould all and sundry pupils into one and the same type. For that purpose the teacher ruled over the pupils authoritatively,

stirred up their competitive spirit, and threatened them with examination after examination.

The teachers on their part were constantly oppressed and coerced by the influential local people and supervisors. They became abject and servile yes-men. As a result their will and desire toward free, lively, and independent study and creative work was suppressed, and they had to assimilate themselves into an atmosphere in which the principle of 'safety first' and the stereotyped method of teaching prevailed.

New education is revolutionizing the old type of curriculum, textbooks and guidance of learning. The textbook which was formerly something to be memorized has become the pupils' handbook; uniform cramming has been developed into an independent and voluntary form of study made by pupils themselves with the guidance and assistance of the teacher. School administration suiting the individual character of the school, and the new type of guidance originating in the teachers' creative thinking came to be made much of. The teaching materials were liberated from the limited number and kinds of textbooks so as to be based on the actual everyday experiences of pupils.

The youth school which had formerly maintained its identity by placing chief emphasis upon military training declined so deplorably since the end of the war, when military training was banned, that it could hardly be called a school. The reason for the fact that after the end of the war, the attendance of the pupils had become so small that the school had to invite them by every possible means, is that the school had degraded into such a hopeless condition that pupils could not have any interest in it. Because of its great deficiencies, the youth school was legally abolished in April, 1948. We must not forget that of the many reasons that obliged the birth of the new lower secondary school, the remedy of the youth school situation was one of the greatest.

5. Role in the Total School Program

The lower secondary school plays a vital role in the total 6-3-3-4 school program of Japan. Its pupils for the most part are in the early years of adolescence. This school can meet their special needs for personal-social orientation by adjusting its curriculum and guidance program to meet their special needs.

For many youth who may not achieve higher secondary education, because of lack of economic resources, intellectual ability, inclination for study, or lack of upper secondary school facilities it provides a terminal point in their education. It provides them understanding of themselves and the world in which they live which will make possible better adjustment in their living. It gives them opportunity to explore various vocations and to choose one in which they are interested and are likely to succeed. It provides training in fundamental skills of language, mathematics, and handicrafts which will enable them to operate effectively in their work and social life.

It is assumed that all pupils who complete successfully the work of the lower secondary school are qualified to enter an upper secondary school. Where the number of applicants exceeds the facilities available, selection will be made on the basis of a prognosis of ability to succeed in upper secondary school work, with personal, social, emotional, and vocational development considered. There will be no entrance examination, as such.

Youth of the lower secondary school age are in many respects immature, physically and mentally. They are not ready for the more rigorous examinations, studies, and other activities of the upper secondary school. The lower secondary school provides a transitional phase in the individual's education, in which he moves from elementary school to secondary school without the sharp break that formerly existed between the two levels of education.

II. How Was the Lower Secondary School Established?

The lower secondary school came into being because of the unique function it could fill in the total Japanese school system. It was recommended by the United States Education Mission; plans were developed by the Japan Educational Reform committee; and it was established by law in 1947.

1. The Report of the United States Education Mission

In March 1946, the United States Education Mission consisting of about thirty eminent members headed by Dr. Stoddard visited Japan and had a conference lasting a month with the Japanese representatives of various aspects of education. They made careful study concerning the reform of Japanese education before they left and afterwards the results of their work were submitted to SCAP in the form of a report, which is called the "Report of the United States Education Mission." This report submitted very useful suggestions, not only regarding the problem of the lower secondary school, but also for the reconstruction of Japanese education in general.

The report criticized the older educational system in Japan as follows: "The system was based on a nineteenth century pattern which was highly centralized, providing one type of education for the masses and another for the privileged few," and pointed out that the older educational system in Japan was a dual one which was undemocratic, by no means offering equal opportunity to all. It also says, "A system of education for life in a democracy will rest upon the recognition of the worth and dignity of the individual. It will be so organized as to provide educational opportunity in accordance with the abilities and aptitudes of each person. Educational opportunity commensurate with individual ability should be equally available for all persons regardless of sex, race, creed or color," and it continues to say that it is important to eliminate "partisan teaching, political or religious" in the public schools.

Referring directly to the establishment of the lower secondary school, it says, "Beyond the six year primary school, the organization is somewhat confused by the addition of one or two years for pupils who fail the examinations for entrance into the middle schools or who want to extend their education before going to work. The present middle school, following the primary school, is intended to meet the needs of students who seek entrance into the next higher schools of the same type. We recommend that there be established for the next three years beyond the primary school a lower secondary school for all boys and girls, providing fundamentally the same type of curriculum for all with such adjustments as are necessary to meet individual needs. The main purpose should be similar to those of the primary school, with emphasis upon personal development, citizenship and community life. Into this school should be introduced certain opportunities of an exploratory nature in the vocational field. We recommend that attendance in the 'lower secondary school' be made compulsory for three years, or until the age of sixteen. These 'lower secondary schools' should be free from tuition fees. They should become co-educational, as rapidly as conditions warrant, the principle involved being as applicable at this level as in the primary schools."

Then it mentions the "upper secondary schools" and says as follows: "...we recommend the establishment of a three year 'upper secondary school' free from tuition fees and open to all who desire to attend...." It concludes with the following words: "What this proposal intends is that all the tax-supported schools receiving graduates of the primary schools might well be merged into a single system."

These suggestions given by the Report had no small influence upon those people of our country who were earnestly trying to push through the educational reform soon after the war. Above all, it presented most instructive basic data for the deliberation by the Japanese Educational Reform Committee.

c. The Japan Educational Reform Committee

When the Japanese Committee which assisted the United States Education Mission was dissolved, it was reorganized into the Japan Educational Reform Committee by Imperial Ordinance No. 374 issued on August 10, 1946. This Committee is composed of about 50 well-learned and experienced persons from various fields such as political, educational, religious, cultural, economic, and industrial. Their task is to investigate and deliberate upon important matters concerning education; it has the importance accruing to, as it were, the highest advisory organ concerning education, and at the same time, in order to guarantee its independence, it has been decided to belong not to the Minister of Education but to the Prime Minister.

This Committee has been divided into many sub-committees according to the items to be discussed, and it is the second Sub-Committee, that has been appointed to deliberate upon the secondary school. This Sub-Committee with Mr. Teizo Toda as its chairman, held its first meeting on October, 1946. Since then they have held fifteen or sixteen meetings as a result of which the fundamental scheme of the lower secondary school was developed, and with the approval of the general meeting, the Committee's reply to the Prime Minister was made. It was on February 25, almost towards the end of the 1947 fiscal year, that the government submitted it for Cabinet discussion and decision.

The fundamental scheme stated in that reply was roughly as follows:

a. To admit and educate all those who have finished the six year primary school course.

b. To make it the compulsory education organ like the primary school.

c. The length of study shall be three years.

d. It should be a full-time course.

e. Night course shall not be acknowleaged.

f. The basic principle should be co-educational.

g. The school building should be, in principle, an independent one.

h. The principal and teaching staff should be full-time, in principle.

i. In order to achieve the aim of equal opportunity for education, the educational institution which directly follows the primary school should be the lower secondary school alone.

j. It should, in principle, be founded and maintained by city (ward), town, or village.

k. The public school should be free of tuition fees, and be maintained at public expenditure.

l. The standard for general education shall be nearly the same all over the country. Emphasis shall be laid on the development of personality, on citizenship, and social life, and at the same time vocational guidance and training shall be conducted.

m. In the case of the schools supported at the public expense, there will be no entrance examination.

n. The public school shall be a local institution.

o. The above-mentioned lower secondary school shall be put into practice from the year 1947.

p. To take appropriate transitional measures for the carrying out of the above-mentioned program.

3. Law and Ordinance

The School Education Law which was presented to the 92nd Diet session materialized these principles in legal form, and they were promulgated as Law No. 26 dated March 31, 1947, and the Enforcement Regulations of the same law provided for the transitional measures on the occasion of the conversion. It came into effect as the Education Ministry Ordinance No. 11, May 23, 1947. Thus the legal endorsement of the lower secondary school was completed, and in fact as well as in name it became ready for development.

III. What Is the National Ideal for the Lower Secondary School?

The cry for "Secondary Education for All" is heard in every cultural country in the world as the voice for the common ideal. In Japan, however, the realization of such an ideal had long been outside the bounds of possibility.

The national idea of reconstruction to a peaceful, democratic, and cultural country as inspiringly manifested in the new constitution, is of necessity dependent upon the reform and development of education as well as the rehabilitation of economy in our actual life. Therefore, even amid the great confusion and extreme poverty after the surrender, Japan has determined to achieve this lofty ideal. The first step she resolutely took was to carry out the program for the extension of the compulsory education for all young people, boys or girls.

Article 26 of the new constitution reads: "All people shall have the right to receive an equal education correspondent to their ability, as provided by law. All people shall be obliged to insure that all boys and girls under their protection receive ordinary education as provided for by law. Such education shall be free."

The Basic Law of Education expands in Article 4 (Compulsory Education) upon the second paragraph of the above-mentioned article:

"People shall be obliged to insure that all boys and girls under their protection receive the nine year ordinary education.

As to the compulsory education conducted at the school established by the national government or any local public body, the tuition fee shall not be levied."

Thus the epoch-making national ideal is definitely put in the words of law in regard to the compulsory education of the lower secondary school as well as the primary school.

With the above ideals as the background, the general character of the new lower secondary school may be summarized as follows:

a. The lower secondary school is a three year compulsory education institution beyond the six year education of the elementary school, newly established to conduct the common education on the secondary level.

b. This is provided for by law as the will of the whole Japanese nation. The ideal has its basis in the high desire for reconstructing a country capable of contributing to world happiness and human welfare, attaining a peaceful, democratic, and cultural country as manifested in the new Constitution.

c. It is based upon the determined will of the nation that, for the attainment of the ideal, the standard of the national culture shall be raised and the improvement of the personal, social, civic, and vocational qualities be furthered through the compulsory educational system covering all the boys and girls ranging from twelve to fifteen years of age, who will constitute the backbone of the future nation.

IV. What Are the Purposes of the Lower Secondary School?

The aim of education is defined in Article I of the Basic Law of Education as follows:

"Education shall be conducted aiming at the full development of personality and the rearing of the people, sound in mind and body.....as the builders of a peaceful country and society."

More concretely, this means that education should have the objective of the full development of the personality of each individual capable of being a moving factor in the construction of a democratic Japan. Education must take a positive attitude in the attempt for social and national development through the individual development of each personality, with respect for individual dignity and recognition of freedom of personal judgment and

originality within an organized social order.

The School Education Law enlarging on the spirit of the Basic Law of Education (Article 35 and 36 of Chapter 3, the Lower Secondary School) stipulates more in detail concerning the lower secondary school as follow:

Article 35. The lower secondary school shall aim at giving the pupils secondary general education according to the development of their minds and bodies on the basis of the education given at the Primary school.

Article 36. In the lower secondary school education, efforts shall be made to attain the objectives mentioned in each of the following items in order to realize the aim stated in the foregoing article:

1. To cultivate the qualities necessary as the members of a society and the State, securing the objectives of the primary school education more thoroughly.

2. To cultivate the fundamental knowledge and skill of the vocations required in the society, the attitude to respect laboring and the ability to select their future course according to their individuality.

3. To promote their social activities in and out of the school, to guide the sentiment rightly and to cultivate their fair judgment.

Since the lower secondary school, as stated in the foregoing paragraphs, was established with its fresh and unique character in response to the national and social demand, and it really marks an epoch in the history of education in our country, it is highly necessary for the operation of the new school to exert every effort for study and understanding of the objectives which reveal its character.

The statutes which were decided after the full deliberation and discussion of the Diet, must be carefully read and understood. However, as law cannot avoid being abstract in most cases owing to its form, it necessarily needs explanation with regard to practical operation as well as interpretation.

a. It is stated that the lower secondary school is an institution to provide general education on the secondary level. In other words, it provides the general education higher in standard than the primary general education which is given in the elementary school. However, the concept of this general education cannot be understood in its true and concrete meaning without consideration for the social demands of the time. Generally speaking, the concept of general education differs from that of specialized education and is defined as "the education aiming at the harmonious development of the mental and physical functions common and innate in mankind." It may be defined, also, as "the basic education common and indispensable to the nation." However, consideration is highly needed for the conditions of the time and society when and where the lower secondary school now exists.

b. The objectives of the lower secondary school are a more concrete form of the major aim of education and are very important for deciding the nature of the lower secondary school. To speak plainly, <u>general education in a democratic society may be said to aim at cultivating sound individuals, both mentally and bodily, and developing the qualities and abilities required as members of society, in accordance with the demands of the community</u>.

Therefore, the school may be said to educate pupils according to their ages and abilities so that they may attain a desirable human culture or the humanistic pattern of life which meets the demands of the community where they actually live. And it may be said to be an educational entity for developing individual, social, civic, or vocational and economic abilities. Such education may also be defined as one which anticipates the cultivation of individual personality in a human life and the culture necessary for the social existence.

As far as man, unable to live a life in a vacuum, has an existence which more or less has its roots in society, the individual and the society are quite inseparable. In this sense, the aim of education may be condensed

briefly: the rearing of man as a social being rich in personality. As emphasized in the Constitution and the Basic Law of Education, however, great attention must be called to the fact that the hope of rearing a social being without due regard to the worth and dignity of the individual, is liable to result in mere transformation of the past stereotyped education into a social-being-type one. Without paying due respect to individuality, we can by no means develop social beings rich in individuality.

So far this discussion has been presented to assist in understanding the aims of secondary general education more concretely and definitely. To go further, when we consider the educational objectives of the lower secondary school on the basis of the educational ideals cherished by the present day and society, they may be itemized as follows:

Objectives of the Lower Secondary School

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.

a. Explore academic fields.
b. Cultivate the ability to appreciate the beauties of literature, fine arts, music, and nature.
c. Develop many interests and skills for use in leisure time.
d. Learn ways of healthful living.
e. Develop a well-adjusted personality.

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

a. Develop skills and abilities for effective human relationships (home, school, community).
b. Understand the value of materials and services to the consumer, with knowledge of how to obtain and make use of them.
c. Learn how to participate in democratic processes and accept responsibilities of citizenship (voting, community improvement, etc.)
d. Acquire effective communication skills in listening, reading, speaking, and writing.
e. Understand scientific method and the relation of science to our life today.
f. Understand the world in which he lives—local, national, international—and his place in it.

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

a. Learn about many ways of making a living.
b. Make an intelligent vocational choice.
c. Acquire specific skills related to that vocation.

V. What are the Functions of the Lower Secondary School?

For the lower secondary school to attain the above-mentioned aims and objectives, it must perform various functions. A few of the most important ones will be discussed here. The secondary school education which aims at the cultivation of good individuals, good members of society, good citizens, and good workers, and meeting the demands of society as well as the aspirations and characteristics of young people, will make possible in its program the perfection of happy individuals by the protection and development of individuality, civic education for the training of desirable members of society and guidance in the selection of their future course of life.

1. Perfection of Individuals

To develop well-rounded individuals is a matter that demands primary consideration, hence the lower secondary school must endeavor to foster desirable knowledge, understandings, attitudes, skills and habits. Also it must develop that character necessary for the founders of a democratic

society. Taking into consideration the psychological and physiological characteristics peculiar to adolescents, it must try to build up better health among them so that they will be able to lead their present as well as future life more happily and more efficiently. We can say that these things belong to the guidance of pupils in the lower secondary school, so it is important to utilize to its fullest extent the professional book "Pupil Guidance in the New Upper and Lower Secondary Schools" so that the most effective guidance may be carried out.

The lower secondary school should lead its students to have rich cultural experiences so that their ability for leading a cultural life may be developed. In post-war Japan the establishment of a cultural country is one of the ideals for its reconstruction. The lower secondary school must, then, try to create and develop a peaceful Japanese culture as well as respect for the worthwhile elements of the cultural heritage. For this reason it is necessary that the lower secondary school help young people who are going to participate in these activities to become fully aware of this national ideal and cultivate their creative abilities accordingly.

Above all, interests are prerequisite to learning activities of the individual. The lower secondary school must try to discover in what line the interests, aptitudes and abilities of each pupil lie and to develop continuously, through individual guidance, these characteristics so that appropriate results can be achieved. For this purpose it is necessary to have electives as well as compulsory subjects in the curriculum of the lower secondary school, and to place emphasis upon the individual and voluntary activities of pupils. This protection and development of individuality is especially important in the education of adolescents when individuality begins to assert itself markedly. Also it has a very important relationship with the acquiring of the above-mentioned cultural heritage and its future development.

2. Social and Civic Education

The function of the lower secondary school lies not only in the perfection of the individual, but also in the social and civic training. The ideal of guidance is the development of the whole man. For a man to be worthy of respect as an individual and to have enough qualifications to be a good member of society are one and the same thing. A good individual means a good member of society - a man who is profoundly interested in the establishment of a better society.

It has been said that in this country the training for life as a citizen and a member of society has tended to be neglected. But now when our nation is uniting its effort for the establishment of a democratic society, pupils must experience for themselves the real significance of the mutual respect for each other necessary for the preservation of liberty and the social order.

School life itself is an epitome of social life in general and the school is a part of society. We must study how the school can embody this principle so as to achieve its educational purpose in accord with the idea of a community school. In the lower secondary school the environment and program suitable for the pupils must be formed so that pupils can have real experiences demanded by society. Needless to say, now that the whole life of pupils is the substance of learning for them, guidance of their lives outside the school must be planned together with the program within the school for social and civic guidance and training.

3. Co-education

Since the time it started, co-education has been and is still a central problem of the lower secondary school. When the school asked the opinions of pupils and their parents concerning co-education at the time of their entrance, their almost unanimous answer was, "Since men and women are living together in this society, we think it natural that they should study together."

This answer shows a desire for co-education, but at the same time it does not show much understanding of it. Co-education is being widely accepted for lower secondary education, but as a matter of fact neither school nor society has shown anything more than a mere opportunistic

understandingof it. It seems that there was no positive and practical program at hand.

The former understanding of co-education has been based only upon the equality of men and women in regard to fundamental human rights and not upon the equality of men and women in spite of the full recognition of their respective missions and functions.

The reason why co-education is not considered a serious problem in primary schools is that there is no outstanding consciousness of differences between the sexes among children of that age, or the resulting personal and social implications of such consciousness. But since in the lower secondary school there is a growing consciousness of and interest in the opposite sex, it is necessary to understand better the significance of co-education at this level, and the need for training pupils in the proper relationships between the sexes in school and social situations. We must not be satisfied with the mere fact that there has occurred little difficulty or trouble involved in co-education; we must strive to make pupils experience in a proper way mutual understanding, co-operation and respect between the two sexes.

This is by no means an easy thing. It may be hoping too much to try to realize our object in a short time under the existing circumstances when not more than a year has passed since this system was adopted and when we have neither tradition nor experience, but we hope that the problem will occupy an important place in the whole program and be eventually solved. The teacher must frankly admit the existence of differences and similarities between men and women, try to develop their best characteristics, arrange the environment of learning and the foundation of life, and try to give them as many opportunities as possible of thoroughly understanding and realizing mutual value and function both in learning and life so that the function of the lower secondary school can be duly performed.

4. Guidance for the Selection of the Future Course of Life

Everybody would desire that compulsory education might be extended and expanded so as to include the upper secondary school, but at present we must be satisfied with the level of the lower secondary school. In the present system, pupils are expected to finish their lower secondary course at the age of fifteen (full age) and to select their future courses either to the higher grade schools or to actual society, and so proper guidance in the selection of their future course of life must always be in the teachers' minds while they are at school so that proper and careful planning can be made. Herein lies another major function of the lower secondary school.

When we consider that about eighty per cent of the lower secondary school graduates enter into actual society and take up some type of work immediately after their graduation, and that even if they enter a higher level of schools, it has a profound influence upon their future life whether they have selected those schools wisely or not, the guidance for the selection of their future course of life, which should be continuously conducted while they are in school is a most important function of the school. It should cultivate the power of judgment necessary for helping them embark upon their proper courses by leading them to know themselves better; that is to say, by making them aware of their own interests, aptitudes, skills and abilities. The teachers of the lower secondary school must understand that to give such advice and guidance in a proper way is one of their duties.

Guidance for the selection of the future course of life, sometimes called vocational guidance includes all educational activities involved in the selection of higher schools and vocations. It does not appear in the curriculum as an independent course, because vocational guidance is related to all courses of study, all learning activities, beginning with vocational courses, home economics, and social studies. We must not neglect this important function of the school simply because it is not listed as a course in itself. The requirements of vocational guidance are that is activities be based upon the individuality of each pupil and that they meet the demands of real social needs such as the reconstruction of Japan, industrial and

economic recovery. At the lower secondary school level must begin such educational guidance fitting their age level as will train them as desirable workers and citizens, as those who will lead a satisfactory social life sooner or later. Accordingly, at the lower secondary school level enough study must be made for performing this function.

5. Function in Society

We are confronted with the necessity of uniting the whole strength of education together with other organizations and institutions so as to consolidate and elevate the living standard of Japanese people. For accelerating the solution of national problems, the elevation and development of the school, which is devoted to education is necessary. The school as the central organ of the community, must, for the time being, make every effort for the elevation of the standards of the community. The motivating power for this lies where the lower secondary school meets the demands of young people and the expectation of society at large. The lower secondary school is the place from which is produced the backbone of the community.

In order to meet the requirements of a peace-loving country, it is necessary to inspire and inflame young people with the spirit of love for peace. For that purpose it is necessary to cultivate in them the spirit and attitude of tolerance and friendliness toward all the peoples in the world, to make them understand the value of an individual and the relation between individuals, which is necessary for the present and future Japanese people who constitute one part of the chain that binds together the whole world, to cultivate good character so as to accelerate the realization of the human ideal of the extermination of war by establishing a decent and honorable country and society here.

The lower secondary school is the educational organ of young people. As the proverb says, "You can tell the future of a country by its young people." Indeed, the actual condition of lower secondary school pupils is a matter most vitally connected with the fate of a country. The lower secondary school must devote its whole energy to the protection and education of young people so that it can lay a broad and sound basis. The personnel of the lower secondary school must unite their whole effort for the maximum realization of this aim.

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Chapter II

CHARACTERISTICS OF LOWER SECONDARY SCHOOL PUPILS

I. Common Characteristics

Since the new lower secondary school has been established to take care of the special needs of a certain age group of pupils, it is essential that these responsible for their education understand their characteristics. One of the first things we notice is that the lower secondary school pupils are physically more developed and taller than elementary school pupils, with features which are no longer as childish as when they were in elementary school. A growing development is seen not only in the physical structure but also in the mental, emotional, and social aspects of the pupils. For example, a child who has been absolutely docile and obedient to his parents may begin to show signs of reluctance and disobedience in this period of his development. He will argue, complain, and often turn blame on others. He likes to talk in a rough and rude way, and he doesn't enjoy the close relationship with his parents he used to cherish. On the other hand, his relationships with his friends become more intimate, and sometimes he seems to enjoy his friends more than his home. He is no longer the sweet little child he used to be.

We must realize that pupils of the lower secondary school are in many respects different from the elementary school children. Without this understanding, our efforts to associate with and guide them are likely to be ineffective. If we want to give help and guidance to the lower secondary school pupils, we must first study and understand the characteristics of their life. Some of those characteristics will be explained below.

1. Rapid Growth and Change

One of the characteristics which attracts our attention first of all is the rapid growth and change undergone by children of this period. If we don't see a boy or girl of this age period for more than a year, we can hardly recognize him when we meet him next. In fact, as is clearly seen from Chart I, the increase of height during this period

Chart I

Rate of Growth in Height

is really remarkable. During elementary school year, the rate of growth is 4 centimeters a year on an average, while in the lower secondary school, with children of from 12 to 14 years, the rate of growth shows from 5 to 6 centimeters increase in height. Weight also shows rapid increase. A child who gained only about 2 kilograms a year while he was in the elementary school, will now gain 4 to 5 kilograms a year.

Chart II

Rate of Growth in Weight

Chart II

Rate of Growth in Weight

Generally speaking, girls begin to show such a drastic change about one year earlier than boys, but it is a common phenomenon with both boys and girls that they show rapid change and growth while they are in the lower secondary school.

Such rapid increase in height and weight makes us assume that there must be a corresponding change and growth inside their bodies. Indeed, the growth and development of the large bones and muscles at this period is quite remarkable. This rapid growth makes their movements awkward and even clumsy because the bones and muscles may grow without perfect coordination. The way the pupils walk and the way they handle things is often unbalanced and sometimes seems rough.

The visible changes described above are accompanied by rapid change and development in physical strength. On chart III is shown the development of back strength. A child in the fourth or fifth grade of elementary school shows only a 7 to 8 kilogram increase a year, while a lower secondary school pupil gains twice as much strength as an elementary school pupil. Girls also show remarkable increase although their absolute amount of strength is less than that of boys. A girl who showed a 3 to 4 kilogram increase in her elementary school days will now gain 12 to 16 kilograms strength a year.

Chart III

Development of Back Strength

Chart IV shows the development of breathing capacity, with a remarkable increase occuring in the year between 13 and 14.

Chart IV
Development of Breathing Capacity

All of the above charts prove that the children of this age go through a period of rapid growth and development, which can be readily seen just by looking at them. The lower secondary school period is a very important period of growth and change in one's life.

However, is it only the body that grows and develops so rapidly in this period? Do not the mental abilities develop in big strides? Let us consider this now.

There are many phases to mentality, but first of all we shall discuss changes in the child's emotional inclinations.

Chart V was prepared by Dr. KUBO, as a result of his extensive investigation regarding disobedience, rebellion, and resentment experienced by children of this period. Dr. KUBO sent questionnaires to pupils of the former boys middle schools, girls high schools and higher normal schools, asking them to put down the age when they felt like disobeying their teachers or parents in case they were oppressive, when they revolted against criticism and advice of others, and when they resented the remarks of their parents and other family members.

Chart V

Ages of Emotional Changes

According to the investigation, boys often become disobedient and rebellious at the age of 12 and reach a climax at the age of 15, while girls begin to show such symtoms at the age of 13 and reach their highest point at the age of 16. This reminds us of the studies carried out by Busemaun. He studied the records of girls' lives and found out that their rebellious attitude reaches a culmination when they are 13 years of age, and that they get angry more often and more vehemently around 12 or 13 years of age. Thus we realize that in their emotional life also, children of this age period are experiencing drastic change and development.

Changes are seen not only in their emotional life but also in their evaluation of moral values in general, at about 13 years of age. (Mr. OMORI

Yasuhei) Also the first year of the lower secondary school is the time when many children's self-consciousness awakens (Mr. SUZUKI Kiyoshi). Strong likes and dislikes of colors appear when children are about 12. (Mr. IMADA Megumi) There are many other changes, discussion of which will be omitted here.

As described above, children show rapid change and development in their mental and emotional life around the ages of 12 to 14. Physical change and growth is usually accompanied by mental and emotional development in that particular period of life. In other words, the whole management of body and spirit starts changing around the age of 12 and keeps growing until the child is 15 or 16. This period is a transition from childhood through adolescence, initiating children into adulthood step by step. The ages of 12 or 13 are the beginning of adolescence, with increasing indications thereafter. And the knowledge that this difficult period is experienced by pupils during their lower secondary school education must be borne in mind by all of us who are concerned with problems of lower secondary school education.

2. Emotional Characteristics

Among all kinds of changes that a child goes through at this period, very conspicuous are the changes in feelings and emotions. Generally speaking a lower secondary school pupil is more impressionable and emotional than he has ever been before. He gets angry easily, and is worried or overjoyed over trivial matters. He experiences distinct ups and downs in his emotions. Furthermore, the emotions he experiences are more intense than formerly. Therefore, a child of this age is often rebellious and disobedient. If someone talks to him in an overbearing way, he feels hurt and wants to rebel against him. He gets furious over trifling matters and his resentment leads him sometimes to revenge. Such behavior on the whole gives us the knowledge that the children of this age are very emotional.

Because he is very impressionable, a child of this age is liable to get many stimuli from his environment. When we see him being moved by a certain stimulant, the next moment we find him being moved by another. This shows his emotions are in an unbalanced state. He feels insecure and he is easily moved by one thing or another all the time. Because of the intensity of his emotions, he is often driven from one extreme to the other, though we are apt to regard these changes merely as youthful whims.

With his emotions in a confused state, a pupil of the lower secondary school is often very changeable in his attitude toward studies. He is very industrious at one time, but the next month he surprises his teacher by slackening into a lazy student. He is very enthusiastic about something, but the next day he doesn't care a bit for it. It is often difficult for a child of this age to settle down to one objective and carry it out successfully to the end. This is a matter of individual differences. His ideas and interests are in a state of change, so he sometimes finds it hard to pursue one project according to a definite plan.

Such changes in his emotional life constitute difficulties for us when we guide lower secondary school pupils. How we can overcome those difficulties must be considered seriously from the point of view of guidance.

3. Social and Sexual Characteristics.

The tendency of children to group together with other children of similar kind is clearly seen from early childhood. This is what we call sociability in children. Its culmination in early childhood comes when children are about 4 or 5 years old. Their tendency to get together is often very strong at that age. After that time, children's group consciousness becomes more and more developed, and bursts out into an urgent demand for friendship when they are at 12 to 15 years of age.

Now, at the beginning of this phase of his social life, his home life with his parents and brothers and sisters becomes less important in his mind, with more emphasis laid on the associations with his friends. Inti-

mate friendship grows and the friends are together all the time —— on the way to and from school, at school and at each other's homes. At the same time, a child's group-consciousness develops and he becomes fully aware of such groups as class, school, village or town, and he is now able to lead a successful group life. In other words, a child's daily life is closely related with the daily life of the community he is in.

A pupil finds great interest in talking about his class with his class-mates or working together for a class meeting. He is also interested in club activities at school which are organized for the purposes of study, sports and play. Besides these school activities, the adolescent boy or girl is much interested in such a group activity as boy scouting, girl scouting, and other youth organizations, which enables him to get to know other boys and girls in his community outside school. Sometimes in today's changing society, a group of innocent youngsters is tempted to theft or mischief through associating with unreliable people.

Because of his strong group consciousness, a lower secondary school pupil finds great interest and significance in such group activities as class activities, club activities or boy scout activities. Group study in his class, the class's self-government, smaller clubs in a class —— athletics, painting, music, science, etc. —— and camping and hiking trips as a member of the boy or girl scouts appeal to the youngsters greatly and become a very important part of their lives.

We should give appropriate attention to the question of leadership in group life. Whether it is a group of children or of older boys and girls, a group must necessarily have a leader who supervised the group.

When the leader is competent, the group can enjoy an active life, but if the leader is not capable his group will not have smooth and well co-ordinated activities. Furthermore, the trend of activities also is very much influenced by the leader. It is even said that a group of innocent youngsters might be turned into a group of gangsters if they happened to have a leader who was influential enough to lead his group that way. So, we must fully realize the importance of a good leader, if we want to see efficient group activities carried out along the right course. 1.

As the desire for group life is usually so strong in a lower secondary school pupil he is often fascinated with his life with friends, and he sometimes neglects his home, spending more and more time with his associates. Furthermore, reasons for such an attitude are often found in the fact that his emotions, interests, or ideas are not fully understood by his parents, causing him to look for a kindred spirit elsewhere. Accordingly the parents must be very careful and understanding when their children are at the lower secondary school age.

Among the increased social activities of a lower secondary school pupil, there is usually an awakening interest in the opposite sex. A boy of this age usually experiences a tense feeling when a girl is nearby. She attracts his attention and he cannot disregard her being there. A kind of exaggerating attitude then appears in many boys and a bashful demeanor in girls. Especially in a country like Japan where no friendship was allowed between boys and girls, the acute self-consciousness and tense feelings are apt to take the forms of feigned contempt and disrespect on the parts of boys and girls respectively. The natural instinct of boys and girls to attract and approach each other has been artificially curbed and has led to antagonism. Such attention and tensity of both boys and girls is very characteristic of young people of the lower secondary school age and must be carefully studied as a significant psychological phenomenon.

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1. See Chapter X, Handbook on Secondary School Administration, for more detailed discussion of choosing leaders.

4. Self-realization

Lower Secondary School pupils who will soon enter the period of adolescence are often just beginning to have distinct feelings of self-realization. The first awakening of self-realization comes when children are about 4 or 5 years old, but the second and more outstanding one occurs in this period of early adolescence. The main difference between the two is that with smaller children, self-realization is a matter of mental development —— they realize that they are themselves and nobody else while, on the other hand, the self-realization of the early adolescents is more emotional. They are unhappy if they don't feel they are superior to others in some ways and feel very uncomfortable if their ego is hurt and they come to have a very strong sense of honor.

Boys and girls with increasing self-consciousness feel that they are no longer children, and they expect others to treat them as grownups. They feel discontent if they are treated as children. Accordingly, they don't like to have adults treat them as if they were small children. If treated in such a way, they feel like rebelling against their elders. We often see them show great rebellion when they are scolded for their mistakes with violent words, bodily punishment, or sarcasm. In other words, they get very angry if they feel they are mistreated. They want adults to treat them in a reasonable manner.

As described above, the lower secondary school pupils do not usually enjoy being controlled by elders, and they sometimes oppose them if they try do so. At the same time, their desire for recognition and popularity in their own group is very strong. They want very much to be recognized and respected by their friends. Children in this period feel very miserable if they are despised or disliked by their contemporaries. They often don't care so much for the opinion of their parents and teachers regarding themselves. Criticism from their friends usually has more importance for them than advice of their parents or teachers.

Thus, the self-realization of the lower secondary school pupils presents many problems, and therein lies a reason why pupil guidance at the lower secondary school level is of major importance.

5. Growing Interests

The awakening of self-consciousness mentioned above affords a turning point in the interests of lower secondary school pupils. As Dewey said, to have an interest in something means to find the ego in a certain object or idea and to try to unite his ego with it. So, it is only natural that the development of self-realization should bring about changes in interest.

Now, interest is a motivating force in human life. Especially with the lower secondary school pupil who is now entering adolescence and displays more marked emotional inclinations, interest has tremendous influence over his actions. He doesn't feel like doing anything which does not interest him, but he puts great effort in the work in which he is really interested. Whether or not he is interested in his study or work has a great deal to do with the success or failure of his undertaking. For example, a pupil tends to learn well and fast if he has interest in what he is learning, while his progress is more apt to be very slow in the course which doesn't interest him at all unless other motivation be provided. However hard he may work to get advanced in his study, he is often held back by his lack of interest.

Interest has a great influence over the children of this period and it can be considered a great motivating force in their life in general. A great variety is seen in the objects of their interest. Whenever they have a different interest, their lives are accordingly influenced by it.

At this period, boys and girls find great interst in such things as music, movies, or sports. Interest in music is particularly strong with some of them. They love to sing and show equally strong interest in musical instruments. Movies also are very popular. They like adventure detective stories, tragedies, and are fascinated by thrilling scenes.

Baseball, ping-pong, and many other kinds of sports also become objects of their strong interest which are related to their physical development.

Another important phase of the interest of children of this age is that they come to have more clear-cut interests toward their vocational careers. For one thing, it is because the mental growth of the child enables him to think about his future, and for another he faces the necessity of choosing his course as to whether he goes on to a higher school or goes out into the world immediately after his graduation from the lower secondary school. In that sense, the interest in vocations of the third grade pupil who is facing graduation is particularly strong. In the case of a younger child, interest in vocations is usually naive and vague. He wishes to be a station master, principal, minister or keeper of a candy store, without thinking clearly of how to become one; while a lower secondary school pupil has a more realistic view of this, paying more consideration to the actual possibilities for him. However, although his interest is keen, he is still too young and inexperienced to think adequately of his vocation in terms of his individual characteristics and environment, and his judgment is still somewhat unsound and changeable. Hence it is up to his parents and teachers to advise him and lead his interest to an appropriate course which is best suited to his case. 1.

A secondary school student has a wider scope of interest as stated above, but there is a considerable difference between the boys and the girls. For example, a boy is more interested in reading detective stories or adventure stories while a girl is more attracted by sentimental novels or comics. Books on music or art find more readers among girls while scientific books appeal more strongly to boys. As for movies, also, boys prefer detective or adventure films, but girls are more enthusiastic about romance. And boys enjoy sports better than many girls who have a greater interest in such other things as knitting, sewing, and home making in general. Accordingly such differences in interest lead to differences in the kind of life they lead, and, of course, there are individual variations among boys and among girls. Also the boys and the girls share many of the same interests in reading, in work, and in recreation.

6. Mental Development

We have been drawing a brief sketch of the emotional development characteristics of the lower secondary school pupils. Now we shall turn our attention to their mental development. Ability to do logical thinking, which has been developing ever since early childhood, has now reached a point when a child is able to think more abstractly. This ability marks a great turning point in one's mental development. At this point, the individual's world of intellectual interest widens. He trys to look for the truth hidden behind phenomena, entertains doubts and questions regarding ethical problems and has a keener desire for investigation in all kinds of problems. However, as a child in this age period has stronger emotional inclinations, he may investigate an abstract problem rather emotionally and vaguely, without resorting to logical and scientific methods. This is why intellectual guidance is very important in the lower secondary school. Another reason why it is so important is that because of his emotional drives, his interest and concentration in an investigation are often very transient and not lasting.

During the few years which a child spends in the lower secondary school, his mental ability achieves a great development. This period is most important in his intellectual life. According to the studies made so far, a great difference in breadth and depth of thought and the ability to do abstract thinking is notices between a boy who studies at school, devoting full time for intellectual development, and a boy who works at a firm or factory without being able to spend much time in studies. We can never emphasize too much the importance of intellectual guidance in the lower secondary school when we think of the above fact.

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1. For methods of vocational guidance, see Ministry of Education Handbook on Vocational Guidance and Chapter V of this publication.

II. Differences in Development

So far, we have been discussing characteristics common to boys and girls of the lower secondary school period. One thing we must note, however, is that although general characteristics are in common, there is a great deal of difference with each individual child. When we visit a class in the lower secondary school, we can see there are two types of pupils at each extreme. One group is comprised of pupils who are still short and retain much of their childishness, and the other group is of more fully grown pupils with the features of adults —— they are almost young men and women. Some boys talk in a high-pitched childish voice, while others speak in a deep manly voice. Their emotions also are in different stages. Some feel and act like children but others distinctly show the characteristics of adolescent emotions. Some follow the teachers with childlike obedience, while more developed pupils have a tendency to rebel against them. Between the two extremes described there are many pupils of varying degrees of maturity. All of these instances show that a great deal of difference lies in the development of the lower secondary school pupils. Generally speaking, they can be divided into three groups. Firstly, there are pupils who are not developed yet and are still in their childhood; secondly, come the pupils who have made rapid development and have just reached adolescence; and thirdly, are the pupils who are already in the more advanced stages of adolescence. Their differences are so great that it seems almost unfair to put them all in the one category of the lower secondary school pupils, but this variability is another characteristic of the lower secondary school pupils as a whole. It must be kept in mind that there are no sharp divisions between the three maturity levels described. There are many gradations between and within each. If we study it more concretely, the kind of difference that is most striking is the difference in physical development. The difference in height of the elementary school children of the same grade is about 30 centimeters up to 10 or 11 years of age.

Chart VI

Differences in Height

Chart VI

Differences in Height

But after this, the difference in groups is surprisingly great, sometimes exceeding 30 or even 40 centimeters among the boys or the girls of the same grade, namely, some of the 12 or 13 year old children. But with them are other pupils who are as tall or, in case of girls, even taller than an average man or woman. To this extent is the difference in height of the children of this period.

As for weight, also, there is a similar difference although it is not so simple as in height. Some gain in weight as well as in height, and as a result they appear to be fully grown adolescents; but, on the other hand, there are some pupils who are still in the stage of childhood.

Apart from such outward differences, there are some in the structure of the pupils which are not apparent to the eyes. Chart VII shows the results of an investigation of breathing capacity. As is seen from the chart, a great difference between the maximum and the minimum capacity appears at 11 or 12 years of age in the case of both boys and girls.

Chart VII

Differences in Breathing Capacity

The difference between the minimum capacity of the 10-11 year old boys and that of the 11-12 year old boys is only 200 cubic centimeters, whereas difference in the maximum capacity of the same groups is 580. In case of girls, the minimum difference is only 120 cubic centimeters, while the maximum difference is 280 cubic centimeters.

A great difference is found also in the back strength, as indicated by Chart VIII. The difference widens at 12 or 13 years of age.

Chart VIII

Differences in Back Strength

Thus, a marked individual difference exists in the physical development of athletic abilities of the lower secondary school pupils. Not only are there great individual differences but also there are great differences between the average lower secondary school pupil and the elementary school pupil, or the upper secondary school pupil who is in full adolescence. For instance, if we take the instance of 18 year old girls who are in adolescence, their breathing capacity is 2000 cubic centimeters at the lowest, and 3350 cubic centimeters at the highest, the difference being 1350 cubic centimeters. With the 19 year old girls also, the difference is only 1150 cubic centimeters with the lowest at 2050 cubic centimeters and the highest at 3200 cubic centimeters. In neither of the cases, is there such a difference as 2000 cubic centimeters which we have seen in Chart VII.

The above serves as testimony to great individual differences in physical aspects. And we can see that such differences exist in their mental side also if we study the cumulative records of the elementary school pupils and the lower secondary school pupils. We can see much more difference in the case of the latter. Their interests also are more varied, with some pupils having interest in comics like the elementary pupils and some in more abstract matters like adolescents. Some of them show keen interest in social activities, but some others have their interest still unawakened.

In this way, the lower secondary school includes all kinds of pupils, from child-like pupils who have similar attitudes and immature personalities somewhat like elementary school pupils to the more mature pupils who feel and behave like adolescents, and have fuller self-realization, and interest in sex.

We have been talking about the differences in boys and those in girls separately, and when we compare them, we notice that girls are generally more mature than boys. Various scientific measurements also prove it. Accordingly, girls as a whole, learn more rapidly than boys and also grow up more rapidly.

In conclusion, we must stress again that the lower secondary education and its problems must be given special attention because of the greatness of individual differences among the boys and girls of the same class, same grade, and the same school.

III. Adjustment of the Program to Meet the Special Needs of Young Adolescents

1. Emphasis on Guidance

As has been stated above, sweeping generalizations about the boys and girls of this age group are impossible, since there are marked individual differences in their development. Nevertheless their self consciousness develops and they awaken to their egos and at the same time their social consciousness develops. It is the time when they also develop intellectually and they begin to show interest in vocations and come to think more about their future. In this period they approach the state of adulthood by leaps and bounds. But on the other hand they are emotionally very sensitive and susceptible to stimuli, and they reveal considerable instability. Therefore, while their mental development spurs on their learning activities, they are also liable to neglect them because of the fluctuation of their interest. Accordingly, it often happens that they find it very difficult to devote themselves for a long time to the achievement of one objective. Though they may think about their vocation and their future, their thinking is by nature very emotional so that instead of thinking persistently about what is essential in these problems, they are very often influenced by the momentary emotional colorings, with the result that they often waver in their thinking and reveal the frivolous nature of their thoughts. Since their life's motivation is an emotional one, they can be as easily excited as cooled off; they are so impulsive in their conduct that they are liable to run off the beaten track of life. These factors complicate this dangerous period of life and often lead to the wavering of personality and the danger of degradation. Therefore, it is not too much to say that one's whole life is affected strongly by how one spends this period of life, and herein also lies the reason why many people say that one's second birth occurs in the period extending from this period until the juvenile period. We cannot help recognizing the importance of guidance in this period of life.

Then what kind of guidance should we give? First of all, we must think of the goals toward which these pupils should be guided. At the same time it is important to adapt our guidance to the characteristics of the pupils of this age group. When we consider the guidance of the lower secondary school pupils from this viewpoint, we cannot treat them in the same way as the pupils of the primary school, since they are different in their characteristics, though the aim of the guidance be the same. The guidance of the lower secondary school pupils must be adapted to their mental, physical, emotional, and social development. As the fundamental concepts underlying the appropriate method of guidance of this age-group we should consider two principles. One is for the pupils themselves to participate largely in making decisions about their own lives and the other is for them to conduct their lives in such a way as to adapt them to the society through their social experiences.

The pupils of this age-group usually hate outside pressure of constraint because of their dawning self-realization and their rebellious tendency which is due to it. They often reveal a predominant tendency of not pursuing anything unless they themselves have found enough reason for doing it and are willing to do it.

Even when grownups try to give them guidance from outside in these cases, they cannot be certain of great success. In these cases, it is more fruitful to guide them in such a way that they themselves see the necessity for making right decisions and acting upon them.

Next, the lives of the pupils of this age-group, as has been stated above, reveal a strong social tendency and to carry on social life is their strong desire. To be censured or blamed by their peers is to prick their most sensitive spots, and it is one of their most important problems to adapt themselves to this kind of social life and the control of themselves in this society is done positively and voluntarily. It is one of the most important educational methods of working with this age-group to lead them to develop their characters through their experiences in social life.

Thus self-control and the formation of their personalities through

social experiences can be considered to be important principles for the direction of the guidance work with this age-group. But, as has been stated above, the development of pupils varies a great deal according to individuals, so that some of them will need the same kind of treatment as that of primary school children or some of them may need the kind of guidance that should be adopted with regard to the older pupils. The above mentioned two principles are principles and nothing more. These things should be taken care of according to the extent of each individual's development.

2. Helping Pupils Know Themselves

We have just mentioned the principles of self-control for the guidance of this age-group. For the purpose of their controlling their own lives, it is important to guide them in such a way that they come to realize what kind of lives they are leading as well as the nature of the ideal life. If they come to know the kind of lives they are leading, they will begin to consider this and aim at self control based on this knowledge of self.

Therefore, in their guidance, it is necessary to think of ways and means for their self-knowledge. For example, they may be encouraged to write an autobiography, which may later be studied by teacher and pupil as a means of knowing the pupil better. They may make lists or inventories of their interests, problems, and aptitudes. They may take various kinds of tests which reveal their abilities and their problems. The important thing is to guide them in such a way that they can view themselves as objectively as possible and plan for their future development. When a pupil learns about the nature of his problems and weaknesses, he should be given help in overcoming them. When he discovers his aptitudes, interests, and abilities, he should be given opportunity and guidance for developing them. These things will be very fruitful compared with the method of asking pupils to control their lives by simply giving them ideological advice and trying to persuade them.

3. Helping Pupils Have Socializing Experiences

As has been said before, social life occupies a most important part of the pupils of this age-group. Therefore, social life in their classes, various group activities in their school, club activities, group activities outside the school - e.g. boy scouts' activities - have a very important role to play in their life. The pupils, in these activities, will realize that egotistic attitudes will not be successful, and they will learn, through their own experiences, how important it is to co-operate with each other, controlling their personal desires, and how important co-operation is for the sake of the welfare of social life.

They will also learn how important individual service is for the proper functioning of society. They will learn the necessity of controlling their lives so as to adapt them to society while their social character is thus being cultivated. But in order that pupils can cultivate in a proper manner their social character through such socializing experiences, the social life itself must be functioning in a proper and desirable way. If the pupils' group activities develop in an undesirable direction, the character of the pupils cannot but develop in such an undesirable direction so that the harm will really be very serious. Therefore, every effort must be made so as to lead the pupils' social life in the right direction. Therefore, when we speak of pupils' development through their social experiences, we also mean that it is one of the teachers' tasks to pay sufficient attention to such socializing activities as to guide them in the right direction.

But in the guidance of such social life of pupils, emphasis should be laid not in merely "preaching" about the importance of co-operation or the cultivation of a co-operative attitude, but in rectifying the problems of their life, and improving the standards for their activities. In this respect the guidance of their social life should be so directed as to give them proper suggestions and guidance as to how they should carry on various sports meetings, dramatic or reading clubs, camping, work or social services, etc., so that they can have proper social experiences by means of wholesome activities and thus their social character can be formed.

The control of their lives through self-introspection and the formation of their lives through social experiences are most important for the guidance of boys and girls of this age-group, and we must not forget that these things are far better than what is called "good advice" from adults.

4. Helping Pupils Explore Their World

As has been stated above, the lower secondary school pupils have already begun to develop intellectually; the world of abstract and logical thinking begins to dawn upon them. Therefore, unlike the primary school pupils who try to grasp what is really before their eyes and to interpret it in terms of real behaviour, they begin to take interest in various invisible problems and to entertain a certain ideal and to relate their ideals to realities and to pay attention to such wide environments as nature and the universe and thus to discover their own world. They begin to think about how their families and school ought to be. They begin to take an interest in their village and town affairs, the problems of nations and the world, life in foreign countries, or nature and the universe, and their exploring eyes will be directed towards these things.

In the lower secondary school education, it is of utmost importance to promote and develop such exploratory tendencies which the pupils have toward everything around them, for such things not only attract the interest of pupils but they have much significance for their future life. When they begin to show such interest and develop such capacity, we can find the potentiality for future guidance and development.

From this view-point, the guidance of the home economics course, social studies, or natural science in the secondary school curriculum comes to assume utmost importance. This is to say, the home economics course offers the proper opportunity for the pupils to cultivate and develop desirable attitudes towards their family life and the social studies course should incite their interest in such problems as families, schools, nations and the world and thus can fulfil the need of cultivating the proper understanding and attitude towards the life in such environments. And the natural science course is expected to satisfy the curiousity of pupils about nature and the universe, to deepen and broaden their mental development in this area, and to lead them to further and more mature interests. Indeed, the lower secondary school period offers the best opportunity for the cultivation of exploratory study and thought, and proper guidance in this period not only satisfies the need of pupils but also lays a cornerstone for their future development.

There is still one thing that we must be careful about. It is necessary in our guidance as well as in other learning activities to take into consideration the timidity, the lack of self-confidence characteristic of many pupils of this age-group of rapid growth, their emotional instability and the difficulty due to it of paying continuous attention to one thing. At the same time it is important for us to bear in mind that there are some pupils, especially among boys, who are still quite immature for their ages.

5. Coeducation

What is to be discussed here is the guidance of coeducation in lower secondary schools. During this period, the pupils' attention begins to be attracted by the existence of the opposite sex. Various things worthy of our attention in our guidance begin to appear as the result of this interest between boys and girls. Especially in our country where the old proverb saying "Boys and girls should not sit together when they become seven years old" has held away for a long time, we have tried to avoid putting boys and girls in one place so that they could live and study together both at home and at school. Therefore, we cannot imagine that boys and girls thus separated for a long time can live in a harmonious relationship because coeducation has been put into practice all of a sudden. The tendency of leading a separate life though placed in one and the same room does remain all the same, and it is quite natural that in lower secondary school days when their interest begins to be attracted by the opposite sex, they begin to look, as it were, at each other through the holes in the screens that partition them with the result that the unnatural strain often causes them to find fault with each other and presents the result of pretentious resistance against each other. Coeducation in the

lower secondary school of today often contains such problems arising from unharmonious relations, and we can say that it is based upon such psychological factors.

But this phenomenon has appeared as a transitional one and we can say that it is likely to disappear sooner or later. But on the other hand the teachers' attention and guidance with regard to it are also important, especially in such a transitional age as this. In any case the co-operation and mutual respect andlove of men and women are fundamental factors that constitute our social life. It is indispensable for the progress of social life for men to respect women and for women to respect men and to carry on social life through mutual co-operation based upon mutual respect and love. It is a matter of course that we should be accustomed to such life and cultivate such attitudes from our infancy, and the true spirit of co-education lies in this. It does not mean that we should regard both men and women as possessing exactly the same abilities and the same sentiments but that they should respect each other's characteristics and co-operate with each other in accordance with their respective characteristics.

When thus considered, there will be born a fundamental way of thinking for the guidance of coeducation. The teacher in his guidance should first help pupils to understand the characteristics of the opposite sex and at the same time they may come to respect and love each other. Then it becomes important to guide the mixed class and the co-operation of boys and girls through actual experiences. In the older type of education which separated boys and girls, it was difficult to cultivate such mutual understanding and love and respect, and even though an effort was made to cultivate such mutual regard, it was almost impossible to develop this through actual experiences. Herein lies a fundamental defect of the older type of education.

Such guidance of coeducation must be continued from primary school days, and the lower secondary school pupils will cease to have mere curiosity about the opposite sex, and the real aim of coeducation will be achieved through their mutual understanding and respect.

IV. Summary

We can summarize what has been said about the lower secondary school pupils as follows:

1. In the lower secondary school period, pupils make rapid development and undergo radical change so that in their development there are vast individual variations. Accordingly, some of the pupils are not very different from primary school pupils, while others have grown as much as the upper secondary school pupils. Therefore, the teacher must bear this fact in mind both in intelkctual guidance and in the guidance of their individual life and their social life.

2. Though the lower secondary school pupils present vast individual differences in their development, we can point out, as their common characteristics, remarkable intellectual development, evident self-consciousness, the development of social interest, emotional sensitiveness and instability, and the growth of their interest towards the opposite sex.

3. The intellectual development noticeable in this age-group attracts their exploratory attention to their near and distant environments. The teacher's guidance should be directed to help their interest in their families, nation or world or the problems about nature and the universe. Of course sufficient attention must be paid to the individual differences in the pupils' intellectual development.

4. Emotional sensitiveness and instability as well as the awakening of self-consciousness has import for the guidance of this age-group. Regarding this problem, guidance must be given to enable pupils to know themselves and control themselves on the basis of this self-reflection. At the same time in view of the development of their social interest, it is necessary to afford them proper socializing experiences through various kinds of social life so that they may be able to control their life and cultivate their social character. From this viewpoint, common life in the class and group life both in and outside the school have a very signi-

ficant place in the guidance program of the lower secondary school. We must know that for the proper development of pupils such self-development through actual experiences is more fruitful than mere lectures and talks.

The growth of interest in the opposite sex seems to present various problems concerning coeducation at present in the lower secondary school, but this comes from the lack of proper guidance, and in this sense the guidance concerning coeducation is one of the very important tasks of the lower secondary school.

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Chapter III

THE CURRICULUM

I. Nature of the Curriculum

1. The Former Curriculum

The democratization of education has naturally given the educational world of Japan a weighty problem with regard to the curriculum. Many changes have been necessary in order to make possible a transition from the older to the newer type of school.

In this country, the organization of the various subjects of study and the apportionment of time to each subject for realizing the objectives of education, has been thought to comprise the curriculum. But the Central Government having planned and organized courses of study and textbooks, and compiled prospectuses and teachers' handbooks, little room was left for teachers to develop new ideas in their curriculum and instruction. There has been little more for teachers in schools to do than to follow the courses and textbooks assigned to them and to concern themselves with matters of little moment.

Being of a very old type, called a subject matter curriculum, the one set up by the Central Government and prescribed to schools is a form which has been continued traditionally and for a very long time.

To sum up briefly some of the demerits of this subject matter curriculum:

a. Being stationary, it did not adjust to the progress and expansion of society.

b. A fixed curriculum was forced upon the students regardless of their interest or ability.

Major causes of these demerits were:

a. Being abstract and general, the objective of education did not take into account the life and experience of human society, and consequently, it failed to attain a functional expression which took the requirements of society into consideration.

b. Because the objective of education was abstract and general, there developed an irrational gap between it and the curriculum, since there was nothing to connect them. If the objective of education is to attain desirable social and national ideals, it follows naturally that both the substance and method of education are to be derived from this objective, and consequently there should be between them the specific objectives which would make the attainment of the major goal possible; and the deficit is due to the fact that this was not fulfilled.

2. The New Curriculum

While the former curriculum was merely a combination of the various subjects of study with the distribution of time, and while the subjects of study had a ready-made system of learning for their basis and were the mere arrangemtns of its parts; the new curriculum varies in concept and definition, but generally, it has come to have its basis on broader and more advanced ideas such as the following: "The whole substance of activities or the whole life experience for attaining the objectives of education." "All of the various life experiences the school provides for a desirable growth of the pupil in order to attain the objectives of education."

The nature and type of the curriculum depend upon the attitude toward the objectives of education and the learning experiences and materials forming its substance. Now, let us consider a few of these types with comparatively representative characteristics.

a. The subject-matter curriculum based on the logic of the academic school is of the oldest type including the former government plan of this country. This curriculum was formed along the lines of cultural heritage,

and teaching materials, based upon the traditional classification of the system of learning. It has been supposed that, by learning these divided teaching materials step by step pupils would acquire a view of our whole culture and civilization in the end. Therefore, a logical distribution and order of teaching materials was made much of, teachers and textbooks were regarded as important, and students were considered least in the educational world.

The teaching method came to be a listening method, which consisted mainly in mechanical cramming and memorizing. Students' interests, autonomous activities and their experiences and growth were disregarded, and it was wrongly believed that the teacher's guidance and control were able mainly to bring the students to the goal.

b. The pupil-centered curriculum of the Progressive School sprang up to counteract the great mistake of the subject-matter curriculum. This curriculum found its center, its objective, and its beginning in the pupil.

If the ideal of education is regarded to be in the desirable growth and development of the pupil, it can be said that all the teaching materials and learning activities are for this end; they are all nothing but instruments for the desirable growth and development of the pupil. But it is illustrated by the proverb, "A man can lead a horse to the water, but can't make him drink," that a mere cramming from the outside, not through the pupil's own activities, can never make the pupil really grow and develop. Further, the curriculum is based upon the psychological principle that a main condition of these pupil activities is interest, and the continuance of this interest is the major requirement of desirable learning activities.

It was a great merit of the Progressive School that, pointing out the mistake of depending upon ready-made teaching materials not based upon pupils' experience, and working out a curriculum based upon pupils' developing characteristics and experience, they emphasized the organization of education from these viewpoints. But by over-emphasizing the pupil himself andthus over-idealizing his substance, the curriculum could not keep from encountering the danger of pupil-centered accidental learning.

c. The life-centered curriculum is based on the conception of the community school. Having examined the merits and demerits of the above two, this curriculum gives social requirements a prominent place in the objectives of education. It is an experience type of curriculum which regards as the curriculum the organization of the educational experiences being had by each pupil in living under the guidance of the school. Since the pupil lives in society rather than in a vacuum, the Community School has much concern for the needs and requirements of society, and chooses many of its curricular materials from among the various things of the community, utilizing those which are educationally effective. It attaches great importance to the pupils' experiencing and learning of social life. The community is regarded as a living laboratory for carrying out learning experiences of pupils and bettering society, and the school an object of life activities wherein the pupils may learn about the community and their relation to it.

Education today does not only aim at perfecting the character of an individual student, or at his all-round development by cultivating his possibilities to the utmost, but also has come to attach importance to enabling him to acquire the common requirements of the good organizer of society today and tomorrow. Such an education necessarily leads to the appearance and adoption of life units and comes to emphasize activities centering around areas of interest. Further, it helps pupils understand relationships between man and man and between man and his natural environment. It becomes an education which take into account both the needs of society and the needs of the individual.

Such a curriculum ceases to be a more fixed framework of processes, teaching materials, and activities, but must be developed in accord with a changing society and rapidly growing individuals. It is quite natural, then, that one of the characteristics of the new life-centered curriculum or experience curriculum is flexibility.

3. Relations Between Curricula and Courses of Study

The Education Ministry has issued "Curricula" and "Courses of Study". When the former subject-matter curriculum was in use, since it was carried out through what was called learning-curriculum (gakushu-katei), there was hardly any distinction between them.

Since, however, the new curriculum is not fixed, but moving and elastic, the relations between the two have come to be comparatively clear.

Namely, "curriculum" has come chiefly to mean all of the experiences pupils have under the guidance of the school.

The "course of study" can be said to serve the teacher as guide-book or handbook compiled in such a way as to help him when developing the curriculum with pupils. It treats mainly of classroom instruction and curriculum management as a means of helping the teacher lead the pupils to desirable growth and development.

Hence it follows that, in order to attain a desirable development of the curriculum, the course of study contains the objectives, the scope of subject matter and experiences, the method of teaching, and suggested instructional materials.

II. Curriculum Development

1. Organizing the Curriculum

The first condition for improving the curriculum is to clarify the objectives of education.

The second is to select and organize instructional materials and learning activities for accomplishing the objectives.

As aforesaid, the present tendency of the new curriculum is toward the perfect development of the social, civic and vocational abilities of the individual. Consequently, it aims at the perfection of character including all such elements and also at the completion of all those objectives which are shown in the School Education Law.

In other words, it may be said that the new curriculum is based on the organic inter-relation between social requisites and pupils' characteristics and learning must be planned, and the whole substance of educational activities must be formed, along the line of pupils' life experiences and the persisting needs of the community. It may be said that the harmonious arrangement made between such realistic requirements and the degree of pupils' growth and development is the basic attitude to be taken in organizing the curriculum.

Consequently, the questions we are facing are:

How should we organize the actual experiences that pupils have?

How can we analyze social requirements so as to localize the objectives of education?

To solve these weighty questions is a first step in making curriculum and course of study plans elastic and dynamic, usable in many localities and adapted to the transition and development of the age.

A functional method for organizing the curriculum is to build a frame work on a combination of sequences of the areas of social life and the stages of pupils' development.

2. The Monbusho Plan as a Basis

The lower secondary school curriculum should be based on the tentative plan published by the Monbusho in the "Course of Study". Concerning the basis of lessons, in Item 1 of Education Vice-Minister's Notification, Hatsu-gaku No. 9 of June 8, '48, entitled, "On the Educational Activities of Teachers and the Betterment of their Qualities," it is emphasized that, as is provided for in Article 14, of the School Education Law, the basis shown in the "Course of Study" with regard to teaching, curriculum, and contents of subjects of study is not to be arbitrarily regarded.

By this is understood that, since the basis shows the minimum scope, each locality or each school is expected to meet its own special needs and requirements in this scope. Consequently, the question of specific content to be taken up by instructors in actual teaching is left an unknown quantity. Being entirely a tentative plan, the course of study for each subject of study never shows a final framework. And the textbooks compiled by the Ministry, being nothing but samples for the future which were produced in a transition period, are together with authorized ones, soon to be subjected to the choice of teachers in schools.

The present middle school curriculum is only a chart dividing all the subjects of study into compulsory and optional, and distributing for the school year the number of hours of learning for the respective subjects. The objectives of subjects of study, the scope of teaching materials, instructional guidance and evaluation are left to the Course of Study. The curriculum plan only gives suggestions useful to the teacher when he develops a curriculum, gives guidance in learning, or makes evaluations, etc. In the near future, part of the subjects and the method of distributing hours will be revised. Instead of showing the number of hours for the various subjects as well as the total number of hours for the year on the sole system of minimum requirements, the minimum - maximum system - such as (3 - 6) for instance - will be adopted so as to meet better the needs of the individual school.

In order to accord with the stage of development of the lower secondary school pupils, both compulsory and optional subjects are used side by side; compulsory subjects required of pupils in general with their total number of hours and the optional system for meeting the needs and requirements of the individual pupil, have been set up. Since the nation has agreed that, like primary education, lower secondary education, shall be compulsory, it is expected that the culture, abilities, and skills of the individual pupil as a member of a cultural and democratic state, shall be developed and fostered to the utmost, and the opportunity has been legally guaranteed. Further, as has been stated, the activities belonging to what were called "extra-curricular activities" are liable, under the name of extra education or extra activities, to be placed beyond the regular learning activities. They ought now, when the whole life, all the activities, and all the experiences of the pupil have come to be regarded as educational substance, naturally to belong to the category of the regular curriculum; but if we be hair-splitting, they may be called special-curricular activities, and may be regarded as forming part of the whole educational program.

It is greatly to be hoped that the question of curriculum development shall be taken up according to localities, the needs of the pupils, and the kinds of schools, and the harvest of this approach shall be reaped.

3. Methods of Curriculum Development

In planning and developing its curriculum in accord with the plan of the Ministry of Education each locality or each school must work out an effective method of procedure. This should be done in the most functional and practical way possible. Techniques of democratic co-operative planning, working, and evaluating should be used which will make possible participation of all those who have an interest in the curriculum - teachers, pupils, parents, principals, and supervisors.

Some of this work will be done by committees and some in teachers' conferences and workshops, but the most important of all will be the new curricular developments worked out by pupils and teachers in their classrooms. With this method, group study of common problems, experimentation, evaluation, and sharing or publishing of results are essential elements.

Should the social science teachers of a lower secondary school wish to improve their curriculum, they would begin meeting together. They would soon identify their major problems. Then assistance in solving the problems might be secured by reading publications on the subject, securing advice from consultants, listening to radio transcriptions, or observing what other schools are doing. Pupils and parents usually prove to be valuable resources, since they are the ones most concerned in the matter.

When tentative plans for solving a problem are decided upon, they should be tried out in regular classrooms. This is where pupils and teachers are actually developing the "life centered curriculum" in reality. This new curricular or instructional experiment should then be carefully evaluated. If it is successful, the results should be made known to other teachers, parents, and pupils so that they may benefit also from the new development. It may be a new unit of study, a new method of studying social problems, or an improved way of acquiring skill in human relationships.

A similar process of co-operative study of a mutual problem can be effective when used for improving any subject course of study or the larger curriculum of general education for an entire school or school system. When significant results are attained, they should be published or otherwise shared. The curriculum of the lower secondary school should be continuously developing in terms of the changing needs of pupils and of society and should never be allowed to become static.

III. Modern Trends and Problems of the Curriculum

1. Changes in the Character of the Curriculum

If we consider the various types of curricula, making a list with the subject-matter curriculum and the experience curriculum at the extreme ends, we find such a series as the following:

a. Subject-matter curriculum
b. Correlated curriculum
c. Fused curriculum
d. Broad-field curriculum
e. Core curriculum
f. Activity curriculum
g. Child-centered curriculum
h. Units-of-work curriculum
i. Functions-of-social-life curriculum
j. Community-centered curriculum
k. Experience curriculum

As we can see from this series, the latest development in the modern curriculum can be seen in the experience curriculum. This type of curriculum, going beyond the development of experiences with only the interests of the pupils at its center, further includes the solution of problems with which the pupils are actually confronted in the community.

A trend of thought similar to that of the experience curriculum can be seen in the project method and work education which had once been introduced into our country and had been partly tried in many schools. But today attempts are being made to construct a curriculum from the viewpoint of linking education, community, and life close together.

One of the trends, remarkable for its importance in today's curriculum, is that the community, which education had once handled only in the world of ideas, has come to be accepted actually and concretely as an important educational problem. Another trend is the fact that the pupil himself in which little interest had once been shown, thinking his importance to be too obvious a fact, has come to be found a new and studied more carefully than ever before. In other words, a bridge has been built over the stream lying between education and the community and over the river running between education and pupils' psychology, between education and life experiences.

2. Problems in Curriculum Construction

a. Today the big problems of curriculum lie in the question, "How are we to bring up pupils?" rather than in "What are we to teach?" As has been said before, the former schools put emphasis on the textbooks, and the learning of them was thought to be the curriculum by such schools. According to the modern view of curriculum entertained by the new schools, curriculum has come to be understood as meaning all of the experiences of the pupils which are under the guidance of the school, so that the objec-

tives of education will be attained and the pupils will attain a satisfactory development, both physical and mental. Thus, today the study of what are called the experience curriculum, the life-centered curriculum, the community curriculum, etc. has come to be very popular. Accordingly, in these new schools such activities and studies as the performance of plays; sports meetings, activities of pupils' associations, literary exercises, and club activities, which were formerly called extra-curricular activities and were placed outside the limits of curricular activities, have come to be treated as a part of pupils' desirable learning experiences as special curricular activities, and to be regarded as an integral part of the whole school program.

Further, according to the new point of view, even the discrimination between school and community is being eliminated. The whole community is a classroom itself, and the school simply looks at the community from an educational point of view, and, takes acceptable portions of the community life into school education, to help the pupils develop their individual, social, civic, and vocational abilities in relation to it. This is the concept of the "community school" which has been introduced as one of the new trends.

b. It is necessary for the new schools in the future to make a picture of the life of the ideal community within the life of the actual community, to discover many life problems which are pressing us for an immediate improvement and solution, and to study such problems effectively and systematically, in accord with the development of the pupils. And such problems should be selected from among the most familiar and concrete problems, judging from the life experiences of the pupils and of the community in which they are now living. They should be studied and solutions sought in the order of their urgency.

Lower secondary schools should give up without hesitation the old view of teaching materials, which based the contents of education on traditional informational materials. And closely examining what the contents of education should be with a new frame of mind focused on the community and its people, they must immediately start study and activities for developing the pupils into citizens well fitted to function effectively in the community. The contents of education in such a sense are concerned with the development of persons of practical character, able to cope with the problems of life.

c. Often by the idea of "community" a narrow, limited area is thought of. Its true sense, however, is not limited to such a sectional one. When pupils begin learning experiences, the place to begin should be the place of their actual daily life. This place is naturally the community. Problems of our society, however, which are actually pressing us for their solution, are connected with societies and further with the areas of international society. In studying community problems, and by finding a clue to their solution from similar problems in other societies and in the area of international society better ways may be found. It is not good to be shackled by the geographical space of an area. The idea of "community" should be extended from an idea of two dimensions to one of three dimensions, and it is not inappropriate to call it the 'sphere of action for living.'

d. The important question of what experiences are to be provided to pupils and in what order they should occur must be studied by the school. The answer must be found in the maturity levels and the interests of the pupils and in the needs of society. Thus the construction of a curriculum suitable for cultivating the abilities of persons of practical character can be attained. Learning about society does not mean mere geography, history, or civics, but is learning organized around areas of living.

e. The school must analyze scientifically the whole process in which pupils are brought up. It must also find out the actual conditions of life in the community and the life problems coming out of them. Such important work each school must accomplish as a part of the school program. And naturally the construction of a curriculum based on the characteristic features of the community should be promoted by the school with the cooperation of the people interested in the education of the area organized as a committee.

3. New Trends in Japanese Language

The aim of the new curriculum in Japanese language has become much enlarged; namely, from the former one which did not go beyond the rigid interpretation of words and formal composition, to the present one, standing on the basis of the function of words, which aims to nurture the ability of using the language as an instrument for meeting social demands.

Although a textbook of the Japanese language is of great help in cultivating the children's ability of understanding and expression, the former use of it for developing children's language ability by going through it lesson by lesson is now discarded, and today the primary importance is given to children's own language activities, and various teaching materials are selected in order to enrich them. Accordingly, the teaching materials may be newspapers, magazines, books, or such audio materials as radio programs and recordings, and such visual materials as pictures and films. In other words, every language experience of children is regarded as having value as teaching materials, and the theory which regarded only printed matter, stories and textbooks as teaching materials has come to be out of date.

Now the study of language is not thought to be carried on at school alone, but in a broader field which covers every phase of life. Today language study permeates the whole phase of children's lives not limiting itself to that of just reading and writing. Speaking and hearing are also regarded as important parts of the study of the Japanese language, and the school has the responsibility of fully cultivating the children's basic abilities in these communication skills.

There is an increasing amount of composition work and creative writing in order that pupils be able to express their ideas in writing as a result of learning calligraphy.

Moreover, the former methods which gave only mechanical, formal, and cramming instruction to children are now being eliminated and instead children's needs and interests based on their desire for communication provide the motivation for language study.

There is a definite trend toward simplification in the content of national language instruction. It has been recommended that the total number of characters to be used in general be limited to 1850. This plan is compulsory for government offices and has been adopted by practically all of the newspapers and some of the magazines. It is compulsory for all textbooks. Within the 1850 characters, 881 have been selected specially and designated for required study in the schools. Pupils should learn to read and write these 881 characters during their first nine years in school. This means that a considerable amount of this instruction must be done in the lower secondary school grades. As for the remaining characters of the 1850 which may be used in textbooks, the children should be taught to read them but not necessarily to write them.

With regard to reading the language, there is a trend toward more silent reading and more reading outside of school than was true in the past. This is because this kind of reading is such an important skill for a citizens in a democracy. In general oral reading is done for an audience. One individual reads aloud to another or to a group as in a real life situation.

A certain amount of Romaji is being taught as part of the national language course. It is not to be used as an introduction to the study of the English language as some people have thought.

4. New Trends in the Social Studies

A great defect seen in the lessons of morals, civics course, history, geography, etc. of the past is that the ability of boys and girls to grasp the facts and their inter-relationships was underestimated and they were forced to accept the interpretations of others. In these courses stress was not laid on the development of the pupils' social experience but teachers were apt to think it their task to instill factual knowledge of ethics, law, economics, geography, and history into their brains. Pupils could obtain various sorts of knowledge about social life, it is true, but such knowledge and teaching did little to help the natural growth of young peoples' social experience.

The new course in social studies aims to enrich and deepen young peoples' social experiences based on the problems of their actual life, not by the so-called systematic learning. Accordingly, it is not a mere collection of the former morals, civic course, geography, and history put together.

The social studies is expanding its field outside the school and home, and in that sense it is an entirely new course which provides the nucleus of the educational activities of pupils. It gives interest and motivation to the pupils' lives for it has its roots in their psychological characteristics and the problems of their actual life.

The social studies aims to develop various abilities and attitudes needed for young people to live in society; it is not to be thought of as an abstract preparation for their future social life, but it is planned for developing their present social life. It tried to attain this objective through developing their social experiences. In short, social studies aims to help pupils understand; (1) the relation between men, (2) the relation between men and the natural environment, (3) the relation between the individual and the social system, and (4) to bring up useful members of society with practical ability and attitudes necessary for the development of the social life in which they live, and required for the construction of a democratic society.

Since the social studies aim to enrich and deepen the social experiences of pupils with a view to helping them understand the social life and co-operate with its development, such results cannot be attained by the conventional method of learning. Accordingly the most recent trends in developing this course are as follows:

a. The learning is based on the specific problems in the pupils' lives.

b. Various activities are being encouraged toward the solution of those problems. Learning activities give pupils truthful knowledge and understanding of social life, and these are only obtained when they work out some activities or other for themselves and experience some kind of social life. Much emphasis is given to acquiring skills in problem solving. The principle of "learning by doing" is especially accentuated in the study of this course.

Throughout the social studies curriculum there is much more attention to developing understandings of and providing experiences in community life. Citizenship training for living in a democratic society is given much emphasis. Education for world citizenship is furthered through studies of other peoples and cultures of the world and through studying ways of attaining better co-operation of people on a world-wide basis.

5. New Trends in Mathematics

In the past the teaching of mathematics used to be focused on leading pupils to acquire skills in an already fixed system of learning on the basis of textbooks, and the activities were determined by the teacher's plans which attached main importance to ability in calculation. The present aim of education in mathematics is coming to be to give pupils definite concepts of number, quantity and shape with regard to everyday phenomena as well as to develop their ability to observe and deal with these phenomena and to encourage a scientific attitude of living.

The curriculum of this course should have both mathematical objectives and social objectives. Problem solving is most important, far more important than computation alone. And the problems to be solved are drawn from life and whenever possible are related to the mathematical needs of the pupils in their current living.

6. New Trends in Science

Science courses in the past tended to direct their main efforts to the cramming of scientific knowledge and were apt to forget the importance of scientific attitudes and abilities. Objectives of the new science teach-

ing are not only the acquisition of the knowledge regarding scientific principles and their application, but also the development of the abilities to observe, think, or handle things in a scientific way, to use scientific machinery or apparatus and to work safely, to discover truth and further to invent new devices upon the finding. In other words it has the broader aim of developing the pupils' ability to lead a satisfactory life, able to find adequate solutions to various problems which they face or will face in their future life, and coming to be people of so-called scientific character. The former knowledge-centered science teaching would surely have helped pupils in their examinations but was of little avail in their everyaay life or in their development of character.

7. New Trends in Music

Several new trends in the music curriculum have evolved with the development of the new lower secondary school. Compared with the music education of the former schools are the following characteristics:

a. In the new course in music, the standpoint is taken that music is an art and not merely the means to an end; namely, the education of the emotions. At the same time, rich esthetic emotion is nurtured through the appreciation of the beauty of music which is rendered possible by good music education.

b. Music education of the past tended to impose adult standards of appreciation upon children. This made it rather dull and dry to children, who at times found far more interest in popular songs than in a higher level of music. In the new music education, the guidance and instruction is more often based on the interests and wishes of the children.

c. In the former music education, only singing was regarded as important. For an adequate understanding and appreciation of music, not only singing but also experiences in listening to and playing instrumental music are found to be necessary. The education in instrumental music is by no means a completely new practice, but its place in the new education is really outstanding in that it is expected to be practised on a nationwide basis. Also in the composition education, the aim to deepen the pupils' appreciation of music by their experience of making compositions is a newly adopted one.

d. Appreciation is likewise not a new practice. But the general method of the past was a mere explanation by words. As much as music cannot be explained by words but is to be experienced directly from sounds, too much explanation by words can obstruct the appreciation and may harm the attitude of appreciation based on the desire to listen and enjoy the music freely.

e. Experiences in composing music are being provided boys and girls as a means of deepening their understanding and appreciation of music. Sometimes by groups of pupils.

8. New Trends in Drawing and Handicraft

The stated objectives of the drawing or handicrafts in the curriculum of the past were extremely abstract as shown in the words "to observe and express shapes" or "the skill of construction". These aims were set on a tremendously high level. For instance, in appreciation, the custom was to take the materials from the pure fine arts, of painting, sculpture, architecture, etc.

In the new course of drawing and handicraft, the aims are expressed quite simply and specifically as "to observe and express natural or artificial things", and the pupils are considered further in the phrase "To cultivate the skill to make things beautiful or useful at school or at home," and also "to gain the skill to use ordinary arts and crafts tools, materials and equipment and to keep them in good condition". In other words, the former abstract and logical teaching which urged pupils to reach a high ideal far above their actual life is now cast away, and the new course of drawing and handicraft has really practical aims based on life, in accord with the general objectives of lower secondary education.

In other words, we must start from the problems which actually are connected with the pupils' real life and then follow step by step the way that leads to higher aims. This is the most natural course of learning to be adopted. Accordingly, the objectives of the education in drawing and handicrafts may be stated in these words, "to begin with the learning of living skills which make pupils' domestic and school life bright, merry, beautiful, and pleasant, and then gradually further the learning to higher and creative culture to give them the basis for their future cultural development."

Pupils today require experiences with using many media of instruction. Hence the art and handicraft classroom should be set up as studios with many work tables and easels where they may express their ideas in whatever media they choose -- metal, paint, paper, yarn, crayon, wood, etc. Such materials are scarce now but should be secured when supplies are more available.

There is a noticeable increase in the amount of creative work being done by the pupils. Each individual is allowed to work out his designs and illustrations independent of the teacher or of other pupils. The teacher may help him and give him suggestions but does not tell him how he "must" execute his plan.

9. New Trends in Physical Education

The former physical education laid too much emphasis on physical exercise which was called gymnastics. Other sports were adopted, but only in addition to it. The aims likewise tended to be limited to the physical development of an individual and moreover individual differences were neglected and a formal totalitarian practice prevailed. The new physical education is organized on the basis of the pupils' requirements for the physical development needed for their present and future life as well as their psychological demands. Its aims are regarded in the new light of the role of physical education for the construction of a wholesome, democratic society.

Pupils spend much time in outdoor activities and develop themselves by such activities. It has been said that physical education and sports are necessary aspects of democratic life and sportsmanship is said to be the nucleus of it. The co-operative spirit, justice, generosity, and friendship nurtured by sports are the basis for good social relations. In the new physical education we must nurture, in relation with other courses, good practical habits regarding individual sanitation for the security of life as well as good attitudes for healthful living. Further, more attention must be given to helping pupils realize their social responsibility regarding a healthful life in addition to maintaining their own personal health.

When we speak of physical education, we are apt to think of its physical side only. But its aim should include the well-rounded general development of children. This is easily understood in view of the inseparable nature of the body and spirit. In other words, the new physical education emphasizes a balanced development of the personality of pupils as well as of the various bodily functions, bone structure and muscles, by giving them proper exercises and proper experiences.

Physical education is fulfilling an important role in our present society by helping individuals learn wholesome ways of spending their leisure time. Especially is this important in the lower secondary school where the pupils are young adolescents who often need much guidance in their recreational and social life.

10. New Trends in Home Economics

Home economics is a new course which made its debut with the establishment of the new school system. It is true that we used to have courses very similar to it such as the sewing course or the domestic course, but we should understand that the home economics is not a combination of these courses but has been created to fulfil an entirely new mission.

Home economics aims at the education for family living and home making. Accordingly, it has its basis in family relationships and aims to develop members of the home who can share the responsibility for the creation of a good home. From this standpoint children are guided to have a thorough understanding of the fact that home is the basic unit on which society stands and that the most fundamental human life exists in home. By this course we aim to nurture children's abilities, attitudes, skills, and habits as are essential for the construction of a home-life which is a unit of the community. Compared with the sewing and domestic courses of the past which were taught to girls only and dealt with the mere conveyance of knowledge and skills, the new home economics is studied by both sexes and its aims have changed to the following:

a. To help children understand their responsibility for the home and community activities.

b. To help them acquire the knowledge and skills for leading a happy and better home life.

c. To help them improve their effieiency and culture in their home life and enable them to have opportunities for broader activities and service.

It is quite clear that the new course doesn't aim at the mere skills of cooking and sewing. Its fundamental objectives are the amelioration and advancement of the home and family life that is common to both sexes. It carries out a comprehensive planning for the development of children's understanding and attitudes, abilities and skills, finding and solving the most specific problems near at hand according to the interest and ability of the children.

11. New Trends in Vocational Courses

The course in vocations is also a newly created course in the lower secondary school. Different from the past professional courses which chiefly aimed at the training of a certain special techniqne, the new course was installed within the curriculum of general education to meet the social requirements and the pupils' needs.

Aims of the vocation course are clearly stated in the second paragraph of the objectives of the lower secondary schools in the School Education Law. That is to say, the course should be managed to attain the three-point objective of "to nurture the fundamental knowledges and skills of the vocations necessary for the community, the attitude which respects diligence, and the ability to select their future course according to the pupils' personality."

The vocation course in secondary education is established to develop the vocational ability in youngsters, ranging from twelve to fifteen years of age, which is indispensable for them both as individuals and as members of society. This is really epoch-making because it is meant for all Japanese youngsters of this age group as a part of compulsory education.

However, the vocational course which is placed in the optional courses is given to the pupils who have specially selected it just as the home economics and similar courses. In this case deeper knowledge or skills corresponding to the requirements of the pupils or of the society are given. It is generally said that the character of this course which was only recently created as part of the lower secondary education curriculum is one of the hardest to grasp. At any rate the teachers will have to understand the proper management of this course in view of the three major objectives of the lower secondary education and must fulfil the purpose of this course which is unique to the lower secondary school. Above all, since a majority of the graduates of the lower secondary schools enter directly into the social life, this course must be carried out most concretely and effectively so that the pupils may be really happy individuals and useful members of society both in their vocational and family life.

Though the vocational guidance is not established specially as a course, special attention must be paid to the necessity of appropriate guidance in the selection of jobs or upper schools, keeping in close contact with the vocation course, the social studies, home economics, and other courses. It is desired for the development of the lower secondary school curriculum that adequate planning and practice will be carried out with reference to the chapter on vocational guidance in the course of study.

12. New Trends in Foreign Languages

The curriculum of the new lower secondary school includes foreign languages as optional courses. The foreign language need not necessarily be English, though most of the pupils are now selecting it. Pupils, at their entrance to the lower secondary school, must decide whether they will choose English or not. They will often consult their parents or seniors, but the final decision must be made by themselves. It is important that this selection should be based solely upon the real desire of the pupils. Selection not based upon the pupils' initiative should be avoided. The ideal class for the study of English is taught by teachers understanding this motive for selection. Teachers must clarify the reason why English is an optional course.

In the next place, we must make clear the various ways in which the study of English differs from that of the prewar days. The prewar teaching of English was usually based upon the technique of memorization. It was a cramming type of education uninteresting to many pupils. Most of the pupils studied it willy-nilly for the entrance examination to upper schools and very few enjoyed the learning of it. Pupils were generally forced to learn mechanically and passively.

The new study of English must before anything else be based on the pupils' standpoint. It must be initiated by the childrens' interests in daily life and must correspond to the maturity level of the children.

It is important that the learning of English should not be a means to an end but itself be a purposeful activity. The learning should be considered from such points as the need for a better understanding of the people of the world, a breadth of view, skill and efficiency in communication beyond the borders of one's own country. It is basic that the future education of our country must stand upon an understanding of the world, namely the understanding that there are many individuals in the world besides ones'self, and many other countries besides one's own. It is clear that the study of English is very effective for nurturing this world understanding. When we think of the mission of our country which has been building herself as a cultural country since the end of the war, we must say that the mission of English teaching based upon pupils' voluntary selection is very significant because it aims to cultivate a broader view which can compare the cultural accomplishments of foreign countries with that of our own.

The past teaching of English was apt to neglect hearing and speaking. In the new study the hearing and speaking are placed first and reading is introduced after these are learned to a certain extent. In writing, the aim of the lower secondary education is to write effectively. Translation, which used to be very much accentuated in the past and very hard for pupils, is not carried on as much as formerly, but emphasis is placed rather upon composition and creative writing.

The fact that greetings, school conversation, everyday conversation, etc. are regarded as important and placed before reading and writing in the contents of textbooks of the lower secondary schools is a new trend in this country.

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Chapter IV

INSTRUCTIONAL PROCEDURES AND TECHNIQUES

I. Characteristics of the New Classroom

The field of education is now going through a period of rapid conversion, shifting its center from the teacher to the pupil, giving up a collective, cramming system of education for a more individualized type of study under expert teacher guidance, and abandoning a regimented and uniform education with first consideration for subject matter for a kind of learning based upon experience with emphasis upon everyday life. It need scarcely be said that there is a deep philosophical basis for this conversion in the hope that "a new type of man" shall be borne in the new age as desired by mankind to develop the future history of civilization. If a teacher looks back at his own classes from such a universal angle, he will surely notice the fact that many alterations must be made.

First of all, a change is coming about in the spiritual attitude of the teacher. A classroom is not the place where the teacher passes on the knowledge which he has previously stored. In the days when the bestowal of information was considered education, the accepted technique consisted in seeing how cleverly the teacher could make his pupils understand his ideas and knowledge so that they could digest them with ease. With the new education, the teacher who has the most extensive knowledge cannot always meet the needs of his pupils. Only the person who understands the pupils is able to be effective in the new education. This teacher plays a very important role in the teaching-learning process for he acts as wise leader and counselor to his pupils.

Secondly, the spiritual wall which has surrounded the classroom is being removed and it is becoming more directly connected with society. The problems studied in the school must be those of society and the results of their study must be brought back to the society for its improvement. The method of study should be co-operative and the work should be divided just as in the social life. Because of this fact those types of study as problem solving, the discussion method, small group method, project method, and the like must naturally be adopted in abundance for practical use.

Thirdly, some material alterations are being made in the classroom itself. Namely, the fixed arrangement of pupils' desks is being changed; and, since the classroom is truly becoming a place of learning, there are being provided various teaching aids such as books, pictures, wall-maps, films, etc. as it becomes possible to acquire them. Pupils and teachers may make a great deal of their own equipment as a part of their learning activities. The making of bookshelves, reading tables and chairs, easels for painting, and room decorations provide excellent experiences in crafts and art work. Among other materials, the students' cumulative learning records are becoming available. From this new point of view the present classroom is gradually being changed to one for individual and socialized types of study.

II. The Unit Method

In the new education, the unit method of teaching and learning is being widely used. This is especially true in such fields as the social studies and science. A unit is a type of learning experience, but there is no common agreement as to its nature. Some units are subject matter centered; others are based on the needs of pupils and society. In the new lower secondary school, it is expected that experience units will be developed by the pupils and teachers which will deal with the concerns of the pupils and their environment.

In general, the unit should deal with a large area of experience, such as communication or community life, which will contain something of interest to every individual in a class, at the same time dealing with an area of social life common to all. Because the individual lives in a

social environment, his concerns and those of society cannot be separated. Since the unit deals with human experience, it will include many problems in its scope; thus problem - solving will become one of the major activities.

Essential characteristics of a good unit are as follows: (1) it does not have a piecemeal organization for learning but has a close relationship among its parts, and there must be a natural ladder from one unit of learning to another, while at the same time the unit itself must constitute a united whole; (2) a unit must have clear and definite starting and closing points; (3) a unit should be developed in accord with the learning goals of the pupils; (4) a unit must further deepen the pupils' understanding and help them acquire happy and successful techniques of living; (5) the learning activity of a unit itself should be significant both from the educational point of view and the interest of the pupils; (6) a unit should offer opportunities for pupils to acquire worthwhile knowledge, attitudes and skills.

Units may be selected co-operatively by pupils and teachers planning together, they may be selected by the teacher, or they may be selected by a curriculum committee. For the most part the social studies and science units of the lower secondary schools have been selected by curriculum committees and published in a course of study. However, whenever a teacher and his class wish to substitute a unit of special concern to them for one in the course of study this may be done. Also they may make as many changes in the unit as desired. The course of study unit merely presents suggestions which pupils and teachers may use for what they are worth.

A social studies or science unit is usually studied from four to eight weeks. It generally develops in about three phases: orientation and planning, intensive study and activity, and culmination. Evaluation takes place throughout its course.

During the <u>orientation and planning</u> phase, pupils and teacher plan together: (a) what they will study, (b) what activities they will carry out, and (c) where they will find information. They will gain as broad an overall view of the unit area as possible through excursions, visual aids, and interviews. They will explore libraries and printed materials to locate information and study helps.

During the <u>study and activity</u> phase of the unit, pupils make individual, small group, and class studies of various aspects of the unit. Each pupil may study all the parts and problems of the unit or he may select one aspect for intensive study, which he will share with the rest of the class. Some-times the pupils will study alone and sometimes in small groups. They will read extensively, go on excursions, study visual aids, listen to radio, and hold discussions to gain information and understanding. They will engage in creative writing, speaking, art work, music, dance, drama, and construction work to express their ideas and attitudes and to share these with others.

After the pupils have reached their objectives of learning and doing, the unit reaches its <u>culmination</u> phase. The outcomes of the unit are evaluated in terms of the objectives. Tests are made by pupils and teacher and taken in order to measure information, understandings, and attitudes gained. Exhibits are held of the pupils' work. A final activity is usually held to bring the unit to its close. The culminating activity may be a play, a program, a party, an exhibit, or an informal class meeting. Parents or other pupils are usually invited to see what the class has learned and accomplished. This is in many ways a form of evaluation.

The unit system has been adopted in the organisation of the new curriculum. It necessarily is based upon the new educational philosophy. As for curriculum making, although it had been the case up to the present, units cannot be formed and directed in every detail of the contents by someone or a committee removed from the classroom. Each one of the teachers is the person responsible for the development of the curriculum and the establishment of the unit, in co-operation with his pupils and the community of the area.

III. Pupil-Teacher Planning

In the former classroom teaching, there have been the two extremes of planning and non-planning. With non-planned lessons one hour was spent in an inactive and lazy way, with neither a clear beginning nor conclusion, not to speak of the lack of teaching plan. In such lessons there was no favor on the part of the teacher and the pupils were only forced to endure them with patience. In the planned-out lessons, one hour was carried through with care so that the class would not go astray from the regular course of the teaching. In most cases there was also dryness and lack of spontaneity. The teaching program was prepared only by the teacher, and the pupils had almost no part in the planning.

The new education must break down both such extreme formalism and non-formalism. The learning conducted in the schoolroom must have a systematic plan; however, this plan should not be monopolized by the teacher, but it must be formed through the co-operation of the pupils and the teachers. This pupil-teacher planning should be done at the beginning of the unit, when discussion is held on what the pupils want to learn about the subject, problems or topics to be followed, what activities will be carried out, how the work will be divided, and where materials and information may be located. The plan of each unit which has been developed through class discussion of its aims, content, execution, and evaluation should be displayed in the classroom. The detailed plan may be on paper. A brief outline of problems and topics to be studied may be placed on blackboard or chart. Also lists of committees and names of pupils who are to be responsible for carrying out various aspects of the unit study and work may be posted.

In addition to pupil-teacher planning in the large-unit studies, there should be much co-operative planning in other phases of the curriculum, in the art work, music, physical education, home economics, industrial arts and language study.

In the co-curricular activities, which are carried out through the spontaneous interest of the pupils, the co-operative planning by both groups is made all the more smoothly. Being operated through group planning, the co-curricular activities can increase the planning ability of the pupils and make up for the possible weaknesses of the regular curricular activities in which the teacher may do too much of the planning. These school experiences are called co-curricular activities as they co-operate with the regular curricular activities. It is desired that the co-operativeness in the learning plans of the regular curricular activities will be increased through such democratic club activities.

IV. Taking Care of Individual Differences

Within any one class of pupils there is a wide range of individual differences. People develop in varying ways and at varying rates. No two mature in exactly the same pattern. The variations occur in different aspects of intellectual, social, emotional, and physical growth.

In a democracy, individual differences are desirable. They make it possible for each individual to make maximum contributions to groups of which he is a member through his special, unique qualities and abilities.

Teachers should take these differences into account in their classroom teaching and management. Some of the pupils' work will be highly individualized, with each pupil developing his special interests and attaining improvement where he has weaknessess. More of the work will be in small groups of from about three to ten pupils working together. Sometimes the pupils who have similar abilities may be grouped together. This <u>ability grouping</u> is often very effective for learning skills, such as reading, writing, speaking, or mathematics. Other small groups may be formed where pupils have common interests. <u>Interest grouping</u> is appropriate in social studies and science units where each group of pupils studies one aspect of the unit, of interest to its members. Interest grouping may also be used in reading, art work, and home economics classes.

Individual differences in background and experience can be a real resource in most classroom work, especially in social science and the arts. One pupil may live, or have lived, on a farm. Another lives in a village and his father is a merchant. Still another has visited cities and rural areas in a distant part of Japan. These pupils have a great deal to contribute to each other and to the rest of the class from their experience. In the same class, one pupil may know how to play a musical instrument, another may be a skillful painter, another may like to write plays, and several others may like to make puppets. By working together, each contributing from his special abilities and talents, a play is produced. In similar manner, all sorts of projects and studies are possible through giving the individual differences of the pupils an opportunity to function.

V. Desirable Pupil Activities

In a democratic school, a pupil must not merely be a person who is being educated, but must be the one who actively participates in the educational activities both in and out of school.

Education must start from experience and knowledge must be acquired through action. For this reason the socialization of the classroom and homeroom activities, characterized by the interaction of pupils who are living a group social life, comes to be an important matter. Students must be made members of the class and home room community by studying for themselves through free and voluntary activities and publishing the results of their study to the whole class, thus delivering their own experience to others and contributing it to the common discussion and use.

That pupils may develop well-rounded personalities, capable of performing effectively in a wide variety of situations, it is important that there be a good balance in their school activities. Whether the pupils are engaging in a unit or other type of study, their experiences should be distributed among the following types as far as is possible:

1. Exploratory
   - Discussing
   - Planning
   - Making excursions
   - Studying visual aids
2. Informational
   - Problem solving
   - Making experiments
   - Reading
   - Writing letters for information
   - Making excursions
   - Studying visual aids
   - Listening to radio
3. Expressional
   - Oral
   - Written
   - Art
   - Music
   - Dramatic
   - Rhythmic
   - Construction
4. Evaluational
   - Making and taking tests
   - Holding evaluational discussions
   - Arranging exhibits
5. Culminating
   - Giving programs
   - Producing plays

Holding exhibits
Giving parties
Having discussions

Throughout these activities, the pupils should be led to develop and use just as much creative ability as possible. This will enable them to live more richly and to contribute more effectively to the society of which they are a part.

Problem - solving is one of the most important types of activities for pupils to experience, since skill in it is so necessary to the individual and to our current society. The problem to be studied must be carefully selected and formulated in terms of personal and social needs. It should be of actual concern to the pupils. Data bearing on the problem should be secured through reading, interviewing people, seeing films, listening to radio, making excursions, etc. Then this information should be used in considering possible solutions to the problem.

If the problem is an immediate one within their sphere of control, the pupils should take further steps to attain its real solution. If it is a problem beyond their immediate control, they may make recommendations to the proper people or organizations which can reduce the problem or they may be able to take some first steps in the direction of solution. The ensuing results should be evaluated in terms of the success or partial success attained.

On a school-wide basis, there are many desirable activities within the school, such as club meetings, athletic matches, school publications, reporting of research achievements, and debate activities which offer excellent opportunities for pupil growth through activities. Another means by which educational objectives are realized effectively is the committee. This is the method by which pupils autonomously solve the various problems of school life by their own hand, and it is an inevitable method as long as democracy is to be learned through action rather than through study alone. The activities of the committee are concerned with the order, safety, discipline, hygiene, welfare, etc. of the school. It is desirous that the organization of the autonomous committee be related to the home room, and its activity will receive the guidance and responsibility of the home room teacher and pupils. However, it must be understood that this guidance will not trespass upon the pupils' activity too much or else their independence and autonomy will be curtailed.

The educational activities of the pupil outside the school are in most cases conducted through the activities of organizations such as the juvenile association, the boy's fraternity, etc. There are street beautification movements, arbor movements, relief movements, etc. A disinterested attitude of the school toward the guidance of these activities should not exist. The pupils' outside school activities must largely be encouraged, and at the same time learning must be guided so that the improvement of society will be attained through the individual power of the pupils. "From society to classroom, from classroom to society" is the saying which carries this meaning.

VI. Discussion Methods and Techniques

iscussion is a most important factor in the socialization of learning. Much experience and training are required for carrying on good discussion, and the possibilities of its educational applications are past conjecture.

There are several common misunderstandings about discussion. The first of them is the thought that discussion has some fixed form which must be learned if it is to be carried out. Discussion has no fixed form except the form of thought which develops spontaneously when several people get together and consider some common problem If a group of people put their heads together and try to settle or solve a social matter or a mathematical question in which all of them are interested and concerned, there will inevitably be created an effective form of discussion. However, even though good discussion may be generated spontaneously, waste of time by fruitless chat should be avoided. While there are many situations in which spontaneous discussions are appropriate, there are other times when

they should be preceded by various types of study activities for the purpose of getting information on which to base a discussion. This helps to avoid discussions in which pupils have little or erroneous information and about which they have read nothing.

The second misunderstanding about discussion is derived from the fact that we forget the importance of listening to the opinions of others in order to understand them well enough. Of course the training for skill in expressing our opinions is important, but training for listening attentively to others and evaluating what they say is just as difficult and essential a task. Discussion in which men give their opinions in as may directions as they please, listen to no one else, and reach no conclusive decision is nothing but parallel lines of meaningless monologue.

Thirdly there is a misunderstanding in thinking that the purpose of discussion is to confute the other party. To artificially divide people into two opposed groups from the beginning and carry on debate between the two with a view to defeating the other party on both sides may be of some use in developing oratorical power for giving out one's opinion persuadingly, but is is far from true discussion. In the new coeducational schools, boys often try to confute everything the girls say, and vice versa. Terrific arguments based on nothing more than antipathy toward the other sex often arise. Teachers should guard against this type of discussion through wise counseling. As discussion is group thinking, the most appropriate style of discussion should emerge as a necessary consequence.

Some of the most effective forms that group discussion may take are the informal discussion, round-table discussion, panel discussion, the symposium, and the forum. Informal group discussion may take place at any appropriate time with either a pupil or teacher leader. Sometimes a chairman is appointed and sometimes not. Round-table discussion is usually carried out with a group of from three to ten people with one acting as chairman or moderator. There may or may not be an audience. In a panel discussion from four to six people discuss with a chairman various aspects of a problem or topic. Often each may have a few minutes to present his point of view. Then the chairman permits various members of the panel or audience to raise questions, make comments, and further explore the problem. In a symposium, each member (four to eight) presents a different aspect of a subject and there is no cross-questioning. With forum discussion there are usually one or more speakers and then the chairman of the meeting throws the discussion open to the audience for questions and comments.

Most of these discussion forms are effective also for use on the radio. They develop from co-operative rather than competitive methods of thought and expression. If properly used, they enable the participants to reach a meeting of minds, rather than conflict and confusion.

As has been stated, discussion is an essential element in the socialization of learning, accordingly this method should permeate the techniques of learning for the entire curriculum.

VII. Experimental and Laboratory Methods

Voluntary learning activities on the part of pupils will experimentalize learning and change the classoom into a laboratory. If education lies in the reorganization of experience, as Dewey says, there will be no reorganization of experience without experiment. The adoption of laboratory methods in scientific education and the experimentalization and creative work in the arts (including industrial arts), and the training for home life has no brief history. Now this experimental method is coming gradually to be extended to other courses in the curriculum, such as social studies, English language, mathematics, etc. The strong points of this laboratory-like teaching method are that it is capable of realizing the following points owing to its free atmosphere:

(1) to meet individual differences and individual interests;

(2) to give much opportunity for new thought in solving problems;

(3) to help pupils learn to work co-operatively. and

(4) to develop the ability to do scientific thinking and to use scientific methods.

VIII. Remedial Instruction

Many pupils reach the lower secondary school before they have acquired effective skills in some of the basic tools of learning such as reading, speaking, writing, or mathematics. It is best that these pupils be in the lower secondary school with other pupils of similar chronological age and social development. However, they should be given special help in those skills in which they are retarded.

Remedial instruction may be given to the students who need it, in their regular classrooms on an individual or small group basis. For pupils who are severely retarded in reading or who have speech impediments, clinics may be established in the school where they may be given special instruction and guidance.

Some suggestions for making remedial work effective follow:

1. Remedial work should be based on the special needs of each individual.

2. Tests and expert diagnosis should be made for each pupil.

3. Causes of difficulty should be discovered and as far as possible removed.

4. Desire for improvement should be encouraged as a means of motivation.

5. Confidence in his ability to learn should be instilled in each pupil.

6. Remedial work should be so conducted as to be a pleasurable and satisfying experience.

7. Pupils should not be penalized by having to do remedial work after school hours.

8. Practice periods should be relatively short.

9. Attractive study materials, interesting to the pupil, should be used.

10. Do not expect too rapid progress, for results will likely be slow and gradual.

11. Use a positive approach with the pupils. Commend them on every bit of improvement, rather than deride them for mistakes made.

12. Records, graphs or charts, should be kept showing the pupil's progress on a daily or weekly basis.

IX. Supervised Study

Pupils need to learn effective methods of study. As they carry on their regular learning activities in their various classes, the teachers should help them acquire necessary study techniques. Some of this study is done individually and some is done as group work.

The large-unit method of learning offers excellent opportunities for pupils to learn many kinds of study skills such as locating materials and information, outlining and summarizing, note-taking, remembering what is important, carrying out study types of reading, evaluating information and ideas, writing reports, and making oral presentations. These skills need not be taught formally, but should be learned incidentally with guidance from the teacher when the pupils need it for carrying on their learning activities.

In locating information, pupils should learn to use the library and to find information in books through the table of contents or index. When reading, they should be given much guidance in ascertaining the author's main thoughts, rather than becoming lost among the details. They should gain sufficient speed in reading to permit them to read widely rather than the textbook only. Writing skills involve the a bility to set forth one's thoughts clearly in a legible well-organized manner. Speech should be distinct, appropriate for the purpose it is used, and understandable to the listeners.

X. Classroom Management

The management of classrooms and homerooms offers excellent opportunities for teachers and pupils to experience democratic processes. Co-operative methods should be used in the planning, executing, and evaluating of all activities, just as far as is possible.

An orderly classroom may be achieved through co-operative planning, with each member of the class assuming his share of the responsibilities. Various pupils or committees may take care of the windows, the materials, the books, the flowers, the blackboards, the bulletin boards, and other parts of the classroom.

Through group planning, standards may be established for behavior in the classroom in order that best working conditions may prevail. To a certain extent group methods may be employed in maintaining good discipline and courtesy. If one pupil or group of pupils presents a behavior problem for the rest of the class, a class discussion may be held on what to do about the situation. Thus, a difficult problem may often be handled democratically.

Such democratic procedures do not mean that the teacher has no part in the process. The teacher is the wise leader or counsellor and as such should participate in the classroom discussions and management as appropriate. But this is very different from the dictatorial taskmaster type of teacher who makes all of the decisions for the class and practically forces the pupils to conform. The best teacher leads the pupils to do what is right because they want to rather than because they have to. Then when they are free of the school they are better able to make right decisions and lead wholesome lives.

XI. Evaluation of Pupil Progress

On the part of teachers, the aim of evaluation is to find out difficulties in the pupils' learning, to judge whether the teaching materials are appropriate or not, whether the method of guidance is good or not, how effective the contents and organization of the unit have been etc., so that they can start on the next teaching activities equipped with better reference materials as well as with ideas for the individual guidance of pupils necessary for supplementary or remedial teaching. Pupils, on their part, will know whether their learning activities have been in line with their aim, so that they will understand the future direction and method of their study. Therefore, the evaluation of results is an indispensable step in the learning process. It should not be carried out merely at the end of a period of learning but continuously. Some evaluation should occur in one form or other every day.

There are many methods for the evaluation of results. Among these are several kinds of tests. First there is the essaytype test, secondly there is the objective-type, and thirdly the standardized test. As for the first type, since pupils' answers are expressed in the form of an essay or composition, teachers' ratings are apt to be subjective. Nearly all of the traditional methods are of this type. The second type has been devised so as to exclude, as far as possible, the intervention of the teachers' subjective judgement at the time of making. This type includes intelligence tests, diagnostic tests, skills tests and tests of scholastic achievement. Classified as to the forms of the questions, objective tests will be divided into: (1) True-False method which asks whether the statement expressing a certain fact or idea is true or false, (2) Multiple choice method which requires pupils to select a true answer from among several possible answers, (3) Completion method which requires pupils to fill in the blanks in sentences or problems with suitable words, figures, or marks, (4) Matching method which requires pupils to combine from among two or more lists, the ones that are mutually related, (5) Arrangement method asking them to put several items in proper order, (6) Analogy method asking them "what is to C like A is to B?", and (7) Reproduction method used for examining the memory of simple knowledge, skill in reading, writing letters, and other kinds of learning.

The third kind of test is known as the standardized test. It ascertains by repeated experiments and examinations a certain standard for pupils' scholastic attainments. This kind of test may be given at the beginning and end of the school year or term to measure the progress of pupils and ascertain how they compare with pupils elsewhere. In using the norms of such tests for comparative purposes, it should be kept in mind that they represent the score made on the test by average pupils and that superior, good, and slow-learning pupils should and will normally differ widely from the established norm published for the test.

Much evaluation may be done by means of methods other than tests. Direct observation is one of the best. Teachers may learn a great deal about their pupils - their attitudes, problems, behavior - and the changes and improvement taking place in them by observing them in various situations. They may be observed in classroom, in the halls, on the playground, and in the community. A great deal can be learned about pupils' attitudes and understandings by listening to what they say, reading what they write, and studying what they draw and paint when given opportunity for free expression. Pupil behavior, in such matters as safety, courtesy, group participation, honesty, etc., can be evaluated through direct observation much better than by paper and pencil tests.

Other methods of studying and analysing pupil growth which offer possibilities are the making of anecdotal records, photographing their activities (still or motion pictures), recording their speech (wire or tape recorders), and the use of inventories, check lists, and rating sheets.

The results of evaluation have been generally shown by means of marks. But concerning the reliability of marks there is still much room for doubt. It is very familiar to us that different people give different marks to the same question and that even the same marker gives different marks as the time and occasion of marking differs. Nor do the marks clearly state whether, what they represent is the ability in memory, reasoning, attention, or the speed of the solution of the problems. From this view-point, therefore, a trial is being made recently of describing as objectively and as concretely as possible the results of evaluation in the form of sentences. In some cases pupils themselves record the experiences of the progress of their own learning, including the experiences of reading, culture, creative activities, etc. This self-evaluation is a very important skill and should be encouraged. In other cases teachers record continually their evaluation of significant conduct and anecdotes, the results of the tests, the condition of the pupils' health, their parentage and character. This information is kept in cumulative records.

Another trend in marking or rating pupils is to do this on an improvement rather than a comparative and competitive basis. Especially in the skills and some of the arts subjects is it possible and desirable to rate each pupil according to his own progress, rather than by comparing him with other pupils.

The school must formulate a more scientific method of evaluation than is now the case. There is no fixed method of evaluation at present. According to our needs for evaluation various methods must be devised and applied. Then they must be modified according to the results attained. Thus we must build up a method of evaluation which is more objective and more concrete.

XII. Materials of Instruction

At one time, the textbook was the main type of instructional material widely used in the classroom. Now it is one of many types of learning aids being acquired for pupil use. A wide range of reading materials should be readily available in every classroom. There should be various textbooks, supplementary books, pamphlets, magazines, and newspapers in every classroom. Free and inexpensive reading materials should not be overlooked. A wide variety of printed materials is especially important for the study of large - units. These materials may be kept on shelves and pupil librarians may look after them.

Concrete visual education is more effective than abstract explanation for most students of the lower secondary school level. The materials of visual education may be classified roughly into two kinds, the one to be utilized within the classroom and the other utilized outside the school. The former includes (1) pictures such as photographs, posters, lantern slides, and films; (2) maps, charts, diagrams, graphs; (3) concrete objects such as globes, models, specimens, aquarium, equipment for scientific experiment; etc. The latter includes the school excursion for study to open fields, farms, parks, factories, stores, museums, governmental public facilities, scenic and historic place, etc.

In such visual education much energy will be wasted unless there is careful preparation on the part of both teacher and student. Therefore special techniques of education must also be taken into consideration for the execution of visual education. How best to handle visual materials must be learned by studying at all times the reaction of the pupils to each one of them.

When using educational films it is important to prepare pupils for seeing them by discussion, reading, or map study. Follow up activities, after seeing the film may include discussion, further reading, and various forms of creative expression as painting, writing, dramatizing or construction work.

The most careful type of planning must be made in connection with field trips and excursions. It cannot be emphasized too strongly that these trips should always be for definite purposes which are related to the work going on in the classroom. Preparatory activities should include discussing what is to be learned or observed, and how to conduct one's self on the trip in matters of safety and courtesy. Background reading and picture and map study are also effective preparation for the excursion. While on the trip, pupils may ask questions, listen attentively, take notes, and make drawings. Follow up activities may be writing reports, discussion of what was observed, art or dramatic work based on things seen. Additional reading after an excursion often gives further insight concerning the subject being studied.

The strong points of education through radio are that it: (1) enriches the program of the school life, (2) furnishes supplementary materials of education as well as experience, (3) provides current teaching materials of today's happenings which are more recent than materials from textbooks and other publications, (4) permits pupils to have lively and active contact with the surrounding world, (5) helps students form good listening habits, (6) helps them to cultivate critical thinking and a discerning ear, (7) assists them to learn effective ways of utilizing leisure time, and (8) aids them in learning a correct and standardized manner of speech.

Deliberate study must be made of the educational technique for utilization of radio in education. Consideration must be made for the

pupil on such points as the preparation before listening, guidance while listening, making notes on the contents, discussion of the program, and connection between it and the course of study after they have heard it. Listening to the radio need not be conducted in any special environment but in the ordinary schoolroom. However, in the present circumstances we must often be satisfied if we can have a radio room in the school. The radio room should have a radio program bulletin board on which the school radio program is given. It is beyond dispute that the desks in the room should be of the kind that may be used for taking notes as occasion demands in the course of listening to broadcasts.

If learning is to approach experience it will be learning through the eye, learning through the ear, learning through taste, learning through travel, etc. Community resources which can be utilized for study by observation trips are the post-office, bank, public agricultural co-operative association, store, factory, citizens' public hall, museum, zoological garden, botanical garden, etc. The educational value of those things increases in degree of complexity in the days of the lower secondary school compared with those of the primary school. Accordingly the thorough investigation of the social facilities in the locality of the school must be conducted in the lower secondary school. And at the same time the educational contact must be made with them by the pupils. Thus the school will be closely associated with the society of its area and become the nucleus of the progress and the improvement of the same society.

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Chapter V

GUIDANCE OF LOWER SECONDARY PUPILS

I. Importance of Guidance

The new education has great respect for individual personality. It recognizes that each one of the pupils has his own special needs and helps him in solving his problems and attaining his goals. Secondary school education occurs during the time when the individual's personality is being rapidly differentiated, and so it must be able to cope effectively with the process of the differentiation. If the new lower secondary school, which guarantees more equal opportunity of education, wants to attain this adequately, it will have to carry out such an educational program as will meet the unique interests, abilities, and needs of individual pupils.

Such education has not prevailed always and everywhere in Japan. Many great educators have had such an idea of education as the above; but in reality, it was realized only by a few persons working with a limited number of pupils. Only a few pupils shared in the individualized instruction and guidance, given by individual teachers at a few schools.

At present most pupils are suffering from maladjustment in many respects. Most of the present educational situations in which the pupils find themselves do not fit their abilities and interests. Almost all the pupils have such problems of their own as not liking school work, poor records at school, lack of pocket-money, traffic congestion, difficulty of obtaining wanted books, lack of friendship at school, not being selected for class committees, or not being able to be successful in some type of performance. These problems and annoyances cause considerable distress. Then the pupils desire to solve this maladjustment, and have a desire for making adjustments. Are they able to make adequate plans for meeting these needs and are they able to carry them out? No, they lack experience and skill in such planning. These pupils must be given counsel and experiences in making plans and carrying them out to attain their aims. Guidance involves such educational activities as this.

Firstly, we must recognize that pupils have their own abilities, interests, and needs individually; secondly, we must understand that their present various situations result from various factors in their environment. Now, it is not too much to say that these two are seldom as well adjusted to each other as they should be. But by no means, should they be left as they are in such maladjusted condition. For all pupils in the schools, adjustment should be possible.

The school, which has the responsibility of helping pupils in meeting their own needs, must make every effort for this purpose. Moreover, the school should not only give pupils knowledge and training for the future, but it should give full attention to pupils' individual needs and capacities in their present life. It helps young adolescents attain their interests and needs, and these experiences in their present life will develop the pupils more highly which will in turn contribute to their future attainment. Every moment at present is important for them. Present worth is the mother of future worth. Therefore, assistance for good adjustment lies in the present and that present develops into the future. Guidance starts first of all with paying attention to the present situations of the pupils.

What sort of maladjustment do pupils have? What are the pupils' needs for adjustment? What are their problems and what is necessary for attaining their needs? The school will be able to help the pupils better by learning of these matters.

1. Purposes of Guidance

The aims of guidance should be as follows:

a. Help pupils learn about the new type of education and the present educational opportunities offered to them. They should know that there

are some optional courses of study; that they may be able to make much use of libraries, collections of books, and school newpapers; that they may question their teachers in the teachers' room or in any other place; that the school has rooms for specimens; and that there are various activities in the pupils' association. These are only a small part of what pupils should know about the school. Pupils usually know much less about such matters than is thought.

b. Help pupils become adjusted to their own school situation. Pupils should become adjusted to their present situation, such as school regulations, customs, and traditions; tendencies of the pupils' ideas and behavior; structure of the school building; teachers' attitudes; climate and natural features of the district; cleanliness of the school building and grounds; safety measures, etc. There may be cases when pupils have to adjust themselves to the situation and some cases, on the contrary, when the situation can be adjusted to the pupils' needs. For instance, a class for practical training in agriculture may be substituted for a foreign language class, and pupils who are on duty for sweeping or keeping cleanliness may be changed to the duty of caring for books.

c. Help pupils learn more about themselves. They have to know more about their interests, abilities, needs, possibilities and limitations, and also of their own likes, health, emotions, attitudes, and all other matters concerning themselves.

d. Help pupils attain good personal - social adjustment in their living in the home, school, and community.

e. Help pupils learn of possible future educational and vocational opportunities. Secondary school life has a hopeful prospect in the future for its pupils. A youth who knows himself will try to better himself in the future. We should help them learn of their possible future opportunities before demanding of them preparation for the future.

f. Assist pupils to plan wisely, both for the immediate present and for the future, by encouraging them to relate themselves in their thinking to present and future opportunities.

g. Help pupils become adjusted to their new environment after they leave the educational unit in which they have been enrolled.

In order to be of assistance to the pupils in the ways outlined above, it is necessary for those concerned with such guidance to perform the following activities: Secure information about the pupils. Secure information about present and future educational and vocational opportunities, and give the information to the pupils. Help pupils get information about themselves. Stimulate pupils to think more about themselves and about their present situation as well as future possible situations, and relate themselves in their thinking to these future educational and vocational opportunities. We also should follow up the pupils after they leave the institution.

In carrying out such a program, it is not sufficient to view pupils separately from their situations and to see only the individual's abilities or interest without the situation of which he is a part. It will be impossible to find out the relative relation of adjustment and maladjustment unless we devote our attention both to the individual and to the situation. Only by devoting our attention to both and studying the individual-in-the-situation, may adequate present planning as well as planning for the future be made in accord with the pupils' own concern.

Major characteristics of secondary school education indicate clearly the special necessity and importance of guidance at this level of education. Secondary school pupils differ considerably from primary school children since they are in the process of rapid differentiation of personality. They are in a process of development which may take an infinite variety of directions and patterns. For the realization of more equal educational opportunities for such pupils, it is necessary to give them such education as is adequate for each individual pupil and this should be carried out generally and equally. For this purpose, varied activities with a broad scope of content, should be carried out continuously,

not only during the school days but also after the individuals have left school. Based on these needs and objectives, the school should plan the ghidance program and carry it out systematically. The new secondary school will complete its duties only with such a program.

2. Expected Outcomes of the Guidance Program

A. By having such a guidance program, we may expect the following results:

a. Fewer pupils dropping out of school.
b. Increase in standard of scholarship, because more people will be working to their full capacity.
c. Increase in pupil successes; fewer subject failures and withdrawals.
d. Better morale in the student body, as the pupils realise the friendly interest of the school in their present and future progress.
e. Reduction in the amount of retardation and probably an increase in percentage of acceleration.
f. Fewer misfits because of unwise selection of courses of study.
g. Better all-round school life.
h. Fewer personality or social maladjustments.
i. Pupils who are better able to guide themselves.

B. As far as future adjustment is concerned, we may look for:

a. Fewer misfits in higher institutions of learning.
b. Less waste in getting and keeping a permanent job.
c. Fewer occupation misfits.
d. Better citizenship in the community.

II. The Guidance Program

In order that effective guidance may be provided for all the youth of a school, it is essential that a comprehensive guidance program be planned. The entire personnel of the school should be included in this plan of operation since guidance is the most important function of every staff member. Suggested principles for developing such a program follow:

1. The worth of individuals must be respected as being of greatest importance.
2. Guidance should be concerned with the whole child, not merely a part of the child.
3. The total situation of the child must always be considered. No abstract view of the individual should be taken, but he must be observed as he really is.
4. Guidance workers should attempt not only to fit the individual to his circumstances, but sometimes to change circumstances so that they will be better fitted to him.
5. Guidance work must be provided for all children and not just for problem children.
6. Guidance is a continuous process.
7. Guidance must be a unified function since all aspects of a person's development are interrelated.
8. Guidance is a process in which both the teacher and the pupil participate and which has self-direction as its goal.
9. In a lower secondary school, all teachers must participate in guidance work.
10. The school should perform the guidance function by a definite plan.

Whether the guidance plan should be so drawn that all teachers participate in the work or so that a certain number of guidance specialists designated for the purpose alone do the work is sometimes considered a question. In our country there have been strong demands with regard to vocational guidance and health guidance, for employing specially trained people for the purpose. Employment of such specialists, however, does not at once contradict the participation of all teachers in the

guidance work, but is compatible with it. But as a practical question, since the staff of a lower secondary school is limited, when such specialists attempt to do all of the guidance work, it is absolutely impossible for them to guide all the students adequately. On the contrary, when all the teachers are the instructors of curriculum subjects and at the same time take an active part in the out-of-classroom guidance of students there are the following advantages:

1. The teachers, being close to the center of the school activities, are enabled to observe and understand a great deal about students.

2. By having more opportunities for studying children, teachers can better accomplish some types of guidance work than other people.

3. Work within the classroom will have more meaning and importance than mere academic instruction.

4. By being engaged in personnel work, teachers will gain new vision and their knowledge of pupils and their ability to counsel and teach will increase.

5. Students become more than the mere objects of curricular instruction to the teacher, for there is an increase of interest, love, and respect toward pupils on his part which makes him feel himself inseparable from his students and the work of education.

The guidance work may be classified into five categories according to their nature. Although the guidance program must always include these five kinds of guidance, at the same time it must be a unified program based upon an understanding of the interrelation among them all. To make it clearer, it is not that these five kinds of guidance must be given to every pupil in all stages of development and in an equal quantity, but that the over-all guidance of one student cannot omit any one of these five aspects of guidance.

1. Educational Guidance

It is the task of educational guidance to give students knowledge of the educational opportunities furnished by the school, to assist them in selecting courses, to help them understand the educational goals, special characteristics and activities of the school, and to help them become adjusted to the school-life. It is natural that the school should desire the pupils' daily lives to be bright, happy, and full of interest and value for them. It should so conduct its program as to avoid poor scholarship, dissension within the school, stagnation in the traditions of the school, lack of utilization of school facilities, and idleness and indifference on the part of students.

In the new lower secondary school the pupils often do not know how they ought to conduct themselves. One reason is that, different from the days of the old middle school into which only those pupils who qualified according to a certain standard might enter, the new lower secondary school is a compulsory school and having only a short history its character and special qualities have not been understood thoroughly by the public, including the pupils. Moreover no lower secondary school having an established tradition, students have no basis or standard to go upon for the method or quality of learning, attitude toward life, or participation in school affairs. Besides, when we consider the fact that school houses, equipment, textbooks, teaching aids, research materials, and even teachers are generally inadequate we must say that the importance of educational guidance is beyond description.

What should be kept in mind in educational guidance is that there are many instances where the adaptation of students cannot be realized without the reform of the school itself. We must not forget that the revision of the method and technique of educational guidance, the selection of teachers, school regulations, school functions, the curriculum equipment, affect the lives of students directly.

2. Physical-health Guidance

This is the guidance conducted for the promotion of students' health. It includes the cultivation of good health habits, discovery of health problems by means of physical examinations and through observation,

advice to pupils on consulting doctors for medical treatment, and instruction in healthful living. The teacher should observe his pupils daily to discover, without the least delay, changes in their skin, complexion, hair, posture, vision, hearing, teeth, etc. It must be recognized that good habits for preservation and building up of health include both private and social habits.

The health guidance of a school includes instruction, medical examinations and services, experiences in healthful living, and a healthful school environment. All of these phases of the work should be coordinated in order that each supplement and support the other.

3. Vocational Guidance

An outstanding characteristic of the new lower secondary school is that it helps students make their vocational choices, and develop fundamental skills and abilities needed in these vocations through its program of general education. The education provided is not as specialized as is that of the upper secondary school. This function of the lower secondary school makes it necessary to carry out vocational guidance both in curriculum work and in personnel work.

Vocational guidance aims to furnish knowledge about vocational opportunities and the necessary training or education for these. It helps students select their occupations, prepare for work, and secure positions by means of discovery of their own vocational abilities or interests, choice of exploratory courses, and fundamental training. Employment service for students and access to further guidance if it is desired by them after they enter into service is a vital part of the vocational guidance program.

The interpretation of vocational guidance as being mainly concerned with employment service is too narrow. Employment service is only a part of the vocational guidance work of the school, and its primary object in lower secondary education is the development of students' abilities toward vocational choice. Such being the case, althcugh employment service is the concluding step of the vocational guidance work all through the three years of its course, it is not the major aim of the guidance. At the same time, however, we must not overlook the fact that in Japan a majority of those who have completed the lower secondary school course will, at least for the next few years, enter directly into the life of working people.

It is necessary to clarify the interrelation between vocational guidance in the curriculum and vocational guidance as personnel work. The pupils' own concrete plans for making vocational choices and securing occupation gradually take more definite form as time passes by because of specific vocational opportunities and experiences. Personnel guidance, working in coordination with the curricular guidance, helps the pupils make these plans more wisely, and, gradually carry them through into reality.

4. Personal Guidance

Lower secondary school pupils, most of whom are in the early stages of adolescence, are peculiarly in need of guidance with regard to their personal-social adjustment and their development into worthy individuals and community members. They should be given much guidance in human relationships, including those with members of their family, neighborhood, school, and community. Since co-education is a new development in Japanese schools for youth of this age, they will need considerable guidance for getting along well with members of the other sex.

Self-realization is an important objective of education in a democratic nation. Each individual should be given opportunity for maximum discovery and development of his abilities. Most pupils of this age need considerable help in the development of effective personalities. This includes guidance with regard to the management of one's self, getting along effectively with others, and with regard to one's appearance,

speech, manners, and behavior. Guidance in those matters necessary for a reliable and trustworth character is extremely important. Some of this guidance may be accomplished through discussion and conference, but much of it is done in connection with the experiences in social living and their evaluation provided in the new lower secondary school.

5 Guidance of Recreational Interests

This is the guidance of students so that they will utilize their leisure hours in a healthy, cultural, enjoyable and respectable way. The pupil is encouraged to engage in sports, games of many kinds, development of hobbies, social activities, recreational reading, and many other recreational activities, and the school provides many opportunities to learn how to engage in these activities. As a minimum each pupil should generally be helped to learn and engage in some recreational sport suited to his physical condition; to learn some hobby which he can pursue alone or in the family group; to learn some accomplishment that will make him a welcome member of groups; to engage in recreational reading; and to become an effective member of one or more social or recreational groups.

III. Methods of Guidance

1. Knowing the Pupils

For success in personnel work, a teacher must have a thorough understanding of the pupils with whom he works. He must know not only the past and present status of his pupils but something of what their future might be. Besides he must know his pupils concretely, that is, in their environments as they are.

First of all, knowledge about the general needs of the adolescent contributes to the achievement of this task. They include:

a. The physical-health needs
b. The communication needs to express and receive ideas and information
c. The emotional needs. Some of the basic urges are desire for social approval, desire for affection, quest for the new, desire for success, desire for security --- to avoid fear and failure; desire for appropriate and progressive degrees of independence
d. Need for a wholesome attitude toward the problem of sex and to acquire and develop social skills in getting along with the other sex
e. Various needs for vocational choice and preparation
f. Recreational needs or the desire for better utilization of leisure-time
g. The need for formulating a satisfying philosophy of life.

Secondly, the educator should make a careful study of the pupils, record the results, and keep them in a cumulative record. From this study and data, diagnosis of the pupils' problems and predictions of and plans for their future accomplishments may be made. Some measures are follows:

a. Direct observation of pupil behavior, both in and out of the classroom.
b. Study of autobiographies and other writing of the pupils.
c. Tests of knowledge, aptitudes, skills, and attitudes.
d. Inventories of pupils' interests, habits, and attitudes,
e. Individual interviews and small group discussions.
f. Physical examinations.
g. Anecdotal records, or entries of bits of behavior which help in understanding the pupil.
h. Records of pupils' attendance, courses, marks, test results, and other important data.
i. An effective cumulative record system, which insures that pertinent information needed for understanding each pupil will be properly recorded and filed, where it is accessible to the personnel who are working with the pupils.

2. Group Guidance

Much of the knowledge an experience which students should have for their proper guidance is needed by many students in common. Therefore it can be furnished to groups with efficiency. In a group, students may be taught together and they may learn through mutual help among themselves. Their work together provides a stimulus for social relations. Knowledge, the art of planning, co-operation, sharing, accepting responsibility, and other social skills are spontaneously acquired or cultivated. By joining in a group activity, a student learns what is necessary to be a co-operative person. Also he learns how to become adapted and make contributions to the group in which he works, and secures the experience which is useful for the future as well as the present. He is able to cultivate in himself the social abilities, skills, and attitudes, which will be valuable to him throughout his life.

Many of the problems of the present time cannot be solved as private matters, but must be settled as social ones. There are many of this kind among the problems to be considered in personnel work. Group activities provide time and place for the observation and study of this kind of problems, and create opportunities for pupils to learn how to solve them. By observing pupils working in a group, the teacher can secure a better understanding of them.

By extending from the group to the whole school, the effect of the above mentioned group activities will be magnified. Personnel work, like other educational activities, holds highly the spontaneity of pupils, and teachers are in the position to guide their activities. The group activities of students being, as has been stated, useful in the personnel work, the school must have a positive attitude toward adopting these activities as an integral part of the guidance program. This implies that the students' group activities, such as those of every class session in the school and the homeroom, must be organized so that they will harmonize with the school guidance program.

3. Individual Counseling

Individual counseling is sometimes called the heart of the guidance program. The group activities alone cannot accomplish the goals of the personnel work. Both individual and group counseling are necessary, and the one supplements and supports the other.

Individual counseling will be necessary in connection with the whole field of personnel work. It must be done from time to time as occasion calls, sometimes when the teacher thinks it is appropriate and sometimes at the request of the student. This may seem to be an easy task, but to put it into practice often presents unexpected difficulties. Why is this? It is because of the nature of counseling. As the individual counseling is not an admonition, or the curricular instruction a warning, compulsion, or an order, true counseling cannot be realized unless the teacher and the pupil are together in their intention and frame of mind. The requirements for this work are these. First, there must be an atmosphere conducive for consultation between the teacher and the pupil; second, when the interview is opened there should be no perfunctory, cold, stranger-like air, but respect with confidence and reliance between the two parties; thirdly, the teacher must have a true understanding of the pupil and be able to carry on the conference in such a way that the student can trust the teacher with regard to the counseling.

It is important that the teacher should set up and carry out a schedule for the respective students of the whole class, assigning some time for individual counseling for each. This individual counseling should be planned with the aim of helping students in their planning for the future as well as the present. One hour or half an hour may be needed for each pupil. While the subjects of the counsel may be similar for most of the students, the details must be different for each one of them. In addition to any meetings that may be scheduled, the teacher will, of course, give help to individuals when it is needed.

In order that the individual counseling should obtain the expected results, it is necessary to study how to proceed with the interview itself, in addition to those matters stated above. Generally the individual counseling is composed of six steps. The first one is the step of preparation. By a preliminary investigation the counselor obtains as much knowledge of the students as possible and prepares information which should be given to him. The equipment of the interview room should be arranged carefully so that it will help to produce a good effect at the interview. Secondly, in the opening of the interview the attitude, facial expression, behavior, language, tone of voice, the attire, etc. have something to do with creating the necessary friendly atmosphere between the teacher and the student. Attention must be given to establishing friendliness with the student as quickly as possible. This is especially important if it is an interview with a new pupil or if the pupil is not in a normal condition at the moment (e.g. after he has had a quarrel, when he has behaved badly, etc.) The third step is the consideration of problems and questions. Fourth is the cooperative work toward the solution of the problems. Fifth is the termination of the interview. The solution of the questions is attempted by the co-operative work of the teacher and the pupil. The skillful and wise way of counseling is that in which the teacher perceives the direction of the pupil's thought in the earlier stage of the interview and guides him to make inferences in the right direction. The sixth is the step of evaluation and post-interview guidance.

IV. The Guidance Process

1. Helping Students to be Well Adjusted

There are two kinds of student adjustment with which the school must be concerned; that is, their adjustment toward new situations and the keeping of the well adjusted ones normal; and the readjustment of the maladjusted. Some examples of problems of adjustment to new situations arise with changes of situation, e.g. entering the secondary school, promotion to a higher class, becoming a club member, adoption of a new curriculum, being designated as the chairman of a meeting. These are common and general problems, that are likely to be met by all students.

One of the first problems of adjustment which is common to all lower secondary schools is the development of good study habits. Neither parents nor pupils have understood adequately the new learning method, so that it is necessary to furnish guidance accordingly. The school should help them learn such study skills and techniques as concentration, locating information, problem solving, participating in discussions, carrying out independent study and projects, experimentation, creative work, remembering what is heard or read, reasoning, critical thinking, propaganda analysis, application of what is learned, evaluation, and others.

No less important than guidance in good study habits is guidance in reading activities. Reading is an essential skill for lower secondary school students. The guidance of reading method requires special attention as it is necessary for success in school and for life in the community. Among the skills which should be taught are the grasp of main points and significant details, rapid rate, wide vocabulary, and the evaluation of the contents of the books.

Adjustment to the social relationships of the school is also one of the common problems for all pupils. It is an undeniable fact that our new democracy is still in an immature stage as yet and there are various remnants of the old feudalistic customs among our people. Now the students of lower secondary schools, who are going to join the community in its endeavor to establish a new democratic society and to make their own contribution to its formation, have the two problems of adjusting themselves to the social usages of the democratic society as well as to the customs of the present society.

However for the present, the meaning of social usage must be clarified in the school, home, and community life of the student and his adjustment to this usage must be effected as far as is possible. This is a question of behavior or conduct, and the school must set up its guidance program toward this aim. Through pupil-teacher planning, appropriate

items and problems may be selected for consideration. The following list of questions are the type which may be developed:

1. How should we act at school parties?
2. What kind of table manners should we have?
3. How should we act in the assembly?
4. How should we behave toward school visitors?
   How can we help our school in welcoming visitors at school?
5. How good should our manners be in talking with and meeting people?
6. How should we behave in public?

Such problems will probably be studied in detail. For instance, behavior in public would be considered with regard to being on trains, on the streets, in public buildings, or in an audience.

Next, there is the function of helping students who have various types of maladjustment. It must be said that this is a process to which the personnel work should direct some of its most careful and scrupulous intellect and efforts. Where there exists any maladjustment between the capacities, interests, and needs of a student and his situation, "readjustment" is a problem to be solved. Among the maladjustments which arise in the reality of the student's life, there are the maladjustments to home, school, and social situations. While there is a limitation in the scope of school experiences, in the actual life of a student his social situation includes not a few elements which are also a part of his school life.

From this viewpoint it may be considered that much maladjustment is due to the abnormality in the interrelation between the student's capacities and interests and his school opportunities. If we can make an equilateral triangle with three lines, its sides, representing a student's capacities, a student's interests, and his school opportunities, it may be concluded that he is not maladjusted. This is illustrated by the Figure below. However, if the triangle be distorted or its height shortened, as illustrated in the Figures 1, 2, and 3, maladjustments are to be found.

Figure 1

Figure 2

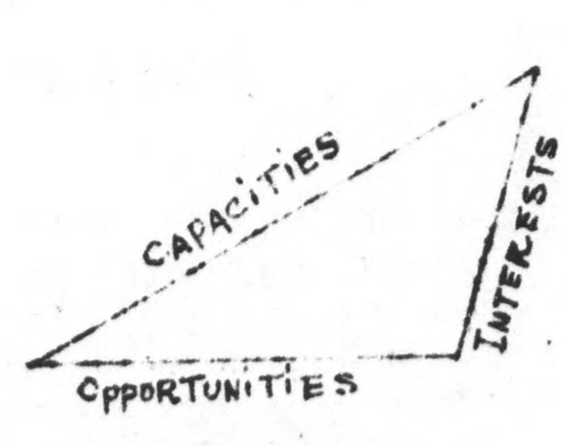


Figure 3

The first requirement for meeting these problems is the discovery of maladjustments and their causes. That a true knowledge of the student is indispensable in personnel work has been emphasized repeatedly. Only by observing the student where he is situated is the discovery of maladjustments possible. Not only the mere study of an individual but the observation of an individual in the group is essential. He belongs to many groups and he must be observed not only in his homeroom but in various curricular classes and the groups of special curricular activities. Not being satisfied with mere observation, we must conduct necessary inquiries, through which to discover the true state of things including the causes of maladjustments.

In order to facilitate readjustments, there are three types of things which an advisor can do. He can (1) change the situation, (2) help the student to change his attitude and or behavior, and (3) help

to adjust the individual to the situation by changing them both. To change the situation or the student is in some cases easy and in others difficult. However, it is observed, that the possibility in Japanese schools is gradually increasing for the change of undesirable situations. As maladjustments are rarely found in the whole part of a student's life it may be possible that by eliminating the causes for a part of the maladjustments the rest of the situations may become more endurable, and, further helped by this change. Thus the student himself may change his attitude and behavior and a degree of readjustment be realized. As it was important to survey the whole part of a student's life in order to discover his maladjustment, it is also important for helping readjustment.

One of the difficult questions in effecting readjustment is to decide whether the individual or the situation or both of them should be changed, and to what extent. However difficult it may look, either of them can almost always be changed to some extent. Should it appear that there is no way to readjustment, the school should exert itself to the utmost to diminish the amount of maladjustment, since it must be faithful to the first principle of the school that the students' lives are the first consideration and that the ultimate object of its function is the welfare of the students.

2. Aiding Students to Plan for the Present and for the Future

The most important aspects of this function of guidance are (1) helping students have a clear idea of their own capacities, interests, needs, prospects, etc.; (2) helping them to know about their opportunities for developing themselves; (3) helping them to set up workable plans for profiting by their opportunities and reaching their goals. To attain such ends, it is effective to use the two methods of group guidance and individual counseling concurrently.

There are five principal threads running through group guidance programs. These are; (1) orientation, or guiding students to initiate and work out plans for present and future; (2) social adjustment, or helping students adjust to their social situations; (3) the study of necessary educational opportunities; (4) a consideration of vocational opportunities; and finally (5) helping the pupil to discover his own interests and capacities.

The school gives suggestions, and offers information and other aids for these group activities. For instance it informs students of the nature of upper secondary schools by means of displaying handbooks, showing the letters of former students who have advanced to upper secondary schools, purchasing school news publications, etc. It establishes connections with the Public Employment Security Office, and conducts study and observation of plants, working places, etc. When pupils are considering the problems of leisure-time utilization, health, etc. as the subjects of group activities, the school furnishes opportunities for their study and active participation in pertinent and appropriate programs. In aiding such study and participation, if the school will collect or offer data, meeting the request of the students, its assistance will have greater value. The school may stimulate these requests from students through the methods of questionnaires and the like, and should work out appropriate programs based on the data thus obtained.

Acquiring knowledge through study, a student relates it to himself, which helps him learn more about himself and helps his teacher understand him better. Here educational and vocational opportunities are considered, both by the student and the teacher, in their relation to the student's capacities, interests and prospects, and the program developed into a concrete one. The important thing in this process is that this relationship will be based upon the voluntary and intellectual volition of the student. To make this program more effective, the method of individual counseling should be used, as well as counseling in small groups.

An important part of the plan for the future is the vocational plan. This is one of the basic concepts of the new education, accordingly, and it is necessary that a clear idea of this fact should be grasped to make the pupil's future plan an adequate one. It is hoped that old customs should be eradicated, such as trying to enter any upper school indiscriminately or hoping to be admitted to a so-called first-grade school,

while considering the matters of his own capacities and interests of secondary importance, an attitude not uncommon with the former applicants to upper secondary schools. There arises greater necessity for good assistance on the part of the school for the plan regarding preparation for vocations.

Adequate planning for the future should have a close relation with the student's abilities, interest and prospects with regard to at least the following elements and should include the ultimate vocational choice and the steps leading to that vocation:

a. Education
b. Health
c. Hobbies and recreation
d. Work experience
e. Aptitudes and abilities
f. Personality
g. Vocational interest
h. Vocational plan
i. Plan for advancing to an upper secondary school

What measures should be taken for the student who sets up an inadequate plan for his present and future? The only remedy is that the student concerned should be led to realize the inadequacy by the help of the teacher. However, it is not only inappropriate but also a clumsy way of guidance to point out the inadequacy directly.

3. Aiding Students to Advance to the Next Stage In Their Course of Life Plan.

There are three steps in the assistance to students as they near the end of their lower secondary school days: (1) aid in the preparation for moving to the next stage; (2) aid in the actual entrance into a new situation (e.g. being employed or being admitted to an upper secondary school); and (3) the aid (or guidance) for adjustment to a new situation. As for those going directly into a vocation, there is not much more guidance required at this time. Rather the problem lies in the matter of employment service. This employment service is the culminating stage of the vocational guidance in the lower secondary school. However, it belongs to the jurisdiction of the Public Employment Security Office, according to the law and, though to some extent it works in duplication with the work of the school, the medium for the conclusion of the contract, as well as its details, between an individual student and employer is a matter within the jurisdiction of the Employment Security Office. Such being the case the school should co-operate with the Employment Security Office in offering necessary materials and providing regular conferences, to achieve the completion of the personnel work. The exclusive jurisdiction of the Employment Security Office has a limitation. There is no objection for the school to introduce a specific employer to a student or give encouragement or advice about it, but the final conclusion of the contract must be conducted by the Employment Security Office.

Aid or guidance for former students is not an easy task, however in consideration of the following advantages it must be by all means put into practice systematically:

a. It works as a powerful encouragement all through a man's life that his mother school is concerned about him even after graduation. Consequently the school will be considered to be of greater importance by its former students.

b. It is an opportunity for the school to evaluate its own work.

c. It enables the school to realize the value of those it educated, and this realization encourages the promotion of its program.

d. It is significant for the municipality which maintains the school and for the parents of the students.

e. It gives good information and more opportunities to the present students.

4. Criteria for Personnel Work to Be Conducted by the Guidance Teacher

a. The development of plans for the future life and vocation does not take place all of a sudden on the day of individual counseling but is a continuous process. Aid toward this development is also a consecutive work.

b. Although the capacities and interests of students are the basic factors for planning and selection, neither of them is to be considered alone. Home background, health, local vocational opportunities and other factors are not to be neglected.

c. Most people can succeed in may courses and varieties of occupations and it is a rare instance that a man cannot succeed but in one thing. However, at the same time most people are usually able to obtain a greater success in a certain few courses of study or occupations rather than in certain other courses of occupations. Because of this fact it is essential to select suitable courses and vocations.

d. Although they may seem entirely different things at first sight, many courses of study and vocations have common qualities among them.

e. The aptitude of a man develops, and education and experience condition his nature. In conducting personnel work, not only the present state of the student but also his prospect for the future must be considered.

f. There is an infinite variety of abilities and tastes, as different as there are different men. It is the same with opportunities of all kinds. They may seem to have little difference among them at first sight, but in reality there are many kinds and many numbers of them.

V. Organization of Guidance Work

Guidance of students is one of the most important functions of a school, and it should be conducted for all students, at all times continuously, in a unitary way under a definite educational plan, and by all the school staff. Therefore it is desirable that the school should be well organized for personnel work. This means not only that the guidance program should be involved in and should hold a proper position in the educational program of a school but that the guidance program should be organized and administered according to the following principles:

1. The guidance program should be administered in terms of the needs, interests, abilities, and opportunities of the pupils.

2. Guidance services should be useful for and available to all pupils.

3. The guidance of pupils should result in the best development of the "total" individual. Therefore it must be so organized that all pupil experiences are coordinated and related.

4. The guidance program must be organized to enlist the understanding, interest, ability, and energy of every member of the staff.

5. The guidance program should be organized to prevent problems from arising, to care for problems that have developed, and to help each pupil secure for himself the most productive and positive experiences. In other words, the guidance program should be organized to prevent, to cure, and to enrich.

6. The administration of the guidance program should insure planned services which are purposeful and unified.

7. The guidance program should be administered so that specialists may constantly seek to strengthen teachers.

8. The guidance program should be organized to utilize, to supplement, and to enrich the guidance experiences provided pupils by the home and the community.

9. The guidance program should be so administered that personal contacts are provided and at the same time close social relationships are developed.

10. The guidance program should help pupils become increasingly able to guide themselves.

To organize a school for personnel work is to so organize various activities of the school as to further the guidance program. To do this we shall have to reexamine such matters as student activities, student councils, the organization of curriculum, school administration, etc. from the point of view of student guidance, and organize them to co-operate with the personnel work in the attainment of the same end.

1. Curriculum

For the attainment of our new educational aims, it is necessary that curriculum should be revised and reorganized. Then it should be continuously improved in accordance with pupil needs and our changing society. Considered from the angle of personnel work, curriculum involves a number of problems. Accordingly, up to this time various measures have been attempted such as the enrichment of the contents of courses, combination of courses, organization of curriculum with social problems as the central core, organization of curriculum in terms of the concerns of students, etc. The work of curriculum reorganization for the good of student guidance itself is successful when it coincides with the direction of the guidance. Guidance may play a central role in the reorganization of curriculum, as follows:

a. When the teacher is dealing with a course with the contents in accord with the needs, interests, and abilities of the pupils, the pupils thereby being interested in the course, the teacher can study the way to guide and motivate them effectively.

b. Being charged with the task of personnel work, a teacher often wishes to teach students who are not in his classes, or, he may desire to teach courses not assigned to him. When many teachers come to entertain such feelings, it may develop into a co-operative contribution, co-operative study and co-operative practice of unified courses or programs. This means the addition of new elements to the curricular guidance and instruction and results in greater integration of the curriculum.

c. When the homeroom provides guidance for students, the homeroom sponsors concerned meet frequently. At these meetings they study the reorganization of the curriculum.

2. Special Curricular Activities

The special curricular activities are concerned with the voluntary activities of students themselves. In the lower secondary school, they constitute an important field of educational activities, viewed from the angle of the developmental stages of students, and they hold a major position in the educational guidance program of the school. They have the following characteristics when considered from the viewpoint of the personnel work:

a. Students' interests are perceived here
b. They offer opportunities to learn about students
c. They promote the students' learning of leisure-time utilization

d. Students develop their interests, abilities and qualities and learn independence and spontaneity by these activities

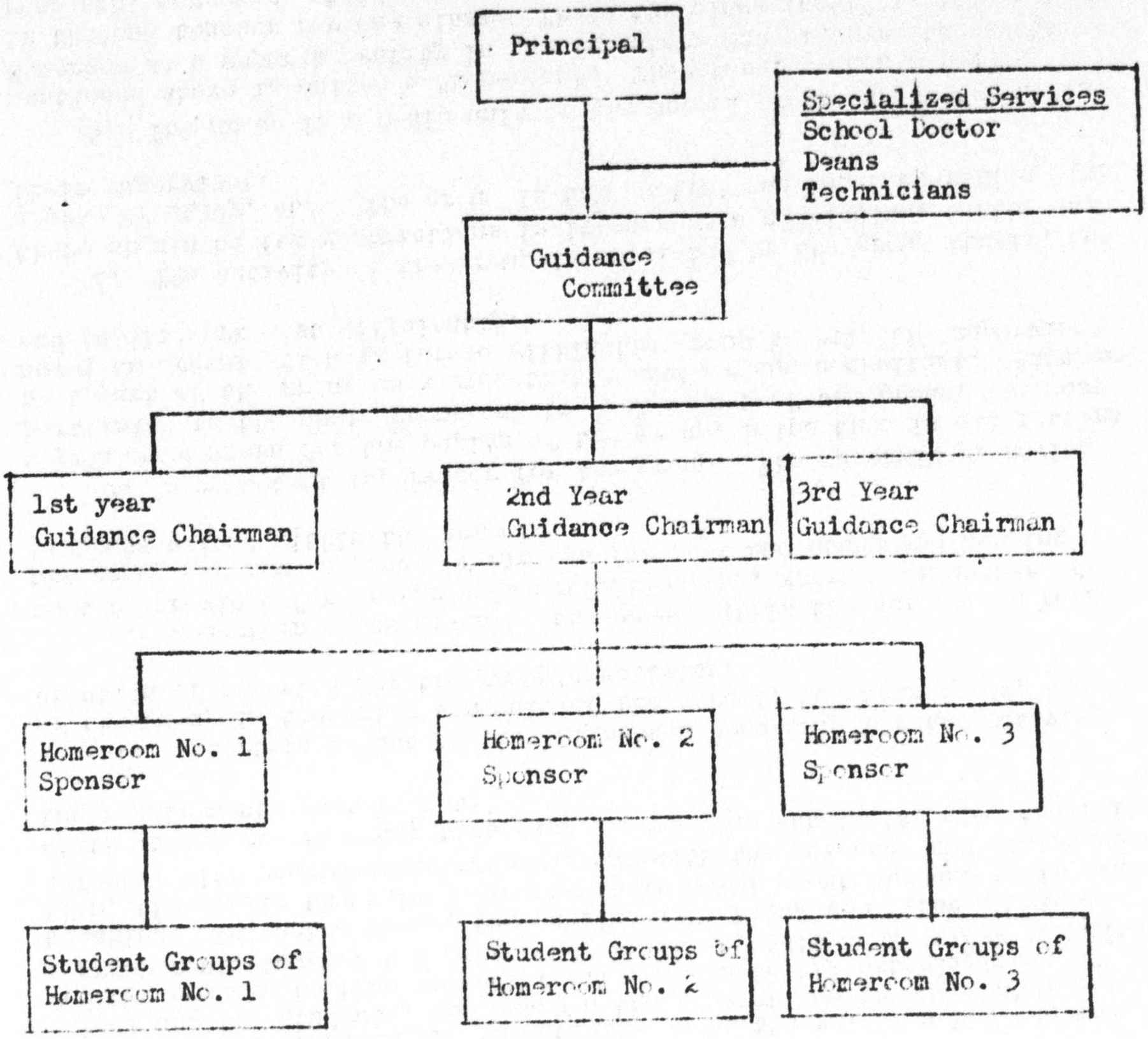
e. Friendships among students enlarge and develop here, and they promote harmony and friendship between the teacher and the pupils

f. The spirit of the school can be heightened and the worthwhile traditions of the school enhanced. To conclude, students here study through experience the school community, lead the life of community men, acquire knowledge, skills, attitudes and capacities required for community men and develop their personalities as individuals. They exercise group activities and learn the lessons of group living and the way of collective settlement of questions and problems. Accordingly it may be said that not only are special curricular activities available to further the work of guidance but they provide the situations where students, the object of the personnel work, may learn effective human relationships through experiencing. The special curricular activities are part of the nucleus of the lower secondary education and by means of them students study, plan, and adjust themselves to social situations largely through their own direction.

3. Administrative Plan

The third question regarding the organization of the school for the guidance of students is the completion of its plan of administration. Although it is natural that the personnel work should be the object of school administration and be conducted under the responsibility of the principal, no one type of administrative plan can be devised, since it must be organized for each school in accordance with the circumstances of the school and the many factors involved in the local situation. However, there are roughly two categories in the organization, centralization and decentralization.

The type of centralized administration is characterized by the provision of special staff under the principal. Accordingly in this category the personnel work is conducted by a staff of specialists only, not by the participation of all the school staff. For instance in the former lower secondary school, etc. the superintendence over the students was made by the dormitory-superintendent or student superintendents. On the contrary, the decentralized type provides groups consisting of teachers and pupils and makes these group activities the basic units of the personnel work. These groups have teachers who belong exclusively to them and they are responsible for the personnel work of the groups. Sometimes these teachers are connected directly with the principal, sometimes there are some intermediate persons between them, and sometimes there is in addition a supplementary organization of assistance and reinforcement composed of specialists. These decentralized types of organization may be set up as follows:



The student guidance organization of a school should be set up with regard to the actual circumstances of the school in accordance with the purport implied in the principles of the guidance program stated above. In most instances the decentralized administration type should be considered most suitable. Then the question should be studied as to the meaning of the groups of teacher and students, their functions, and the ways they attempt to realize the guidance program.

VI. The Homeroom

In the education of the lower secondary school, the primary consideration is given to providing educational experiences which will enable the pupils to develop into well-adjusted, effective individuals in a democratic society. To attain this goal we have the following questions to consider:

1. Something like a base for his school life is needed by the pupil. The pupil, starting from this base, will enter into various activities such as class, club activities, social events, participation in student councils, etc. and, after having new experiences there, will return to the base, where the pupil will be accorded guidance, sympathy, encouragement, etc. to make the experience really significant. Then the pupil will be encouraged enough to make a vigorous start for the next unknown world of experience. Such a base should be provided within the school, should it not?

2. In the lower secondary school, where the one-teacher for one-subject system is generally followed, each teacher cannot know the pupil as a whole but only in part. The teacher should have a chance to know the pupil better, shouldn't he? and to have the chance he should be given the opportunity to help each pupil in his effort to know himself through

his whole activities.

3. The school should accord all the pupils with effective guidance and render a service to individual pupils. Therefore, it is necessary that the school should have a system to provide them equally with both pupil guidance through group activities and through individual guidance.

4. The development of the pupil physically, mentally, emotionally, and socially involves various fields such as education, morality, occupation, tasts, personality, etc. Hence it is important to help this growth, giving efficient guidance in all the aspects of the development. In a school like the lower secondary, where the system is usually the one-teacher for one-subject, are we to be satisfied with saying that the effort of each teacher in the teaching of his subject will naturally bring about the attainment of the above aim? Is it not true that we should have some person who is to help the student in various problems on positive lines, becoming a guide in all the fields of the pupils' development, a teacher in learning, a leader in activities, or a senior as citizen, as the case needs?

5. Is it not proper to establish intentionally a personal connection between the teacher and the pupil which is characterized by a deep affection and regard?

6. The teacher develops through the requests, appeals, and stimulation from the pupils. The deeper and broader the stimulation is, the greater the development is. So, is it not necessary to consider the chance for teachers to receive such motivation?

7. It is necessary to establish an inseparable connection between the school program and the pupil's activities. In order that the pupil may participate in the school program effectively, there must be something like a student representatives meeting. And a school-wide organization might be necessary for such a purpose.

The above problems are essentially about the relation between the school and the students, and between the teacher and the students. And the answers to them are after all reduced to the establishment of a group consisting of a teacher and pupils in addition to those for class teaching. In such a group, the pupils' life being the first consideration, the pupils themselves promote their development through their own efforts, with considerable freedom, and with the guidance and assistance of the teacher. In order that such a group may attain its aim, the following requirements must be met:

1. A certain amount of time allocated regularly for the activity of the group in the daily schedule of the school; in other words, the creation of a period for the group's activity.

2. A certain place given to the group within the school. A room must be provided for the group's activities and, where each member of the group may have a place of his own for rest and study and keeping his possessions within the school.

3. A competent supervisor for the group. The supervisor, having a primary concern for the pupils of the group, helps them in all matters pertaining to the whole group and to each member of the group. He must be a part of the group as a sympathetic advisor and consultant. Furthermore, an organization is formed within the group to help the supervisor and pupils work most efficiently.

4. The activity of the group is initiated by the group itself, and there should be few restrictions in it such as a curriculum, textbooks, course of study, etc. The group is the pupils' own in co-operation with their supervisor.

5. The group is a basic unit of the school program. The group as mentioned above is called a "homeroom". Therefore, we don't have a homeroom as a separate entity in an elementary school where the system is the one teacher for one class. There the class itself is like a homeroom and, moreover, at the stage of the elementary school, the above

mentioned problems have not yet developed.

The problems have been encountered and the solution has been sought in the class system even in the secondary school. This was due to the fact that in the past secondary school there was virtually no distinction between the required and optional courses and, therefore, it was usual that a group of some fifty pupils always received the lessons of all the courses at the same place and the same time. The reason why such a way of teaching was possible was in part because all the students of the old secondary school had a certain common curriculum and in part because the regimentation type of education was the main tendency rather than the education for the pupils' sake in accord with individual difference. In the new lower secondary school, however, we may say it is quite impossible for the members of the class for each course to be the same throughout all the courses.

The homeroom is a group consisting of a teacher and pupils for both the pupils' activities and guidance, while the class means a group of pupils receiving the instruction of a course at the same time. The homeroom is also different from the clubs within the school or divisions or units of the students association, which are different groups from the classes. The latter are organizations for particular activities either within the homeroom; or from the homeroom as a base and the guidance is mainly for these activities as one means of developing the child and caring for his out-of-class interests; while the homeroom is an organization for the whole activities and guidance. The pupils participate in any club, division, or unit of the student association with the homeroom as their base. The homeroom is a base, but the scope is not so narrow and small as to be covered by the problems of the room only. Therefore, it is a wrong concept that since there is a shortage even of the ordinary classrooms, it is impossible to have the homeroom in addition. Moreover, since the teacher in charge of a homeroom does his work without any connection with a particular subject there is no reason for the argument that the homeroom in charge of a teacher of science must be located in the science classroom. The homeroom develops centering around the pupils' activities and the pupil guidance. Your attention is again called to the fact that the homeroom is an organization created for the proper relationship between the school and the pupils, and between the teacher and the pupils, as one of the best means of providing for the personal and social development of pupils.

It is hoped that each school will have the homeroom, and for the establishment of the homeroom, it must be emphasized that careful preparation is indispensable. The principal should lead the teachers to be increasingly interested in the homeroom, while discussing the problems involved, so that the desire for having the homeroom may come from teachers themselves. Then, he should encourage the teachers to have full discussion about it, provide them with data, give them the chance for training, and help them in every possible way so that they may acquire a firm belief in the homeroom.

The plan for the homeroom may be worked out in this way. It is desirable that the plan be flexible. Consideration is necessary for meeting the changes in the educational objectives, the number of the members, personality, etc. or problems to arise in the future, and for not interfering with the wholesome develpment of the individual abilities or originality of the pupils. The plan also must be carefully made that it be democratic, avoiding any forcible measures. In the plan, the teachers should be recruited as widely as possible, and some arrangement is necessary so that one teacher may assist another teacher at any time it is needed. When the activity is thus started by each teacher in charge of a homeroom, the activity should be effectively woven into the system of pupil guidance. Then a great deal of the success of the pupil guidance program will rest upon the plan of the homeroom.

The homeroom, having the above mentioned characteristics, has a very comprehensive and flexible content and has no prescribed form or type of its own. Each school should have its own homeroom plan. However, some common problems will be discussed as suggestions for each school's establishing the plan.

1. The Homeroom Period

The length, the time of day, the number of meetings in a week, etc. are decided in accordance with the aims and activities of the homeroom of the respective school. The precautions to be taken in this connection are to avoid delaying the start of the homeroom period in the schedule; tomake the homeroom period sacred and inviolable so that it is seldom shortened or canceled for the convenience of the school or interrupted from the outside; to give it a priority in school time; to have all the members of the group present at the period, and not to use the period merely as an opportunity for transmitting the school administrative matters to the pupils.

2. The Selection and Grouping of the Homeroom Pupils

There are several ways, with both merits and demerits, which may be followed in selecting the pupils for a homeroom. Selection may be made on the basis of one or some of the classes for courses, sex, scholastic standards, the optional courses they take, the school they graduated from, and the school attendance area. Or it may be done heterogeneously, and regardless of such factors. It is conceivable that the pupils for one homeroom may be selected from the same grade, or some pupils from each grade may form a homeroom.

Several plans are followed as to how long one teacher will sponsor a group in the homeroom such as: to have no change in the members (the pupils and the teachers) of a homeroom throughout their whole lower secondary school years, to change the teacher every year, or every semester, with no change in the pupils, or to change both the teacher and pupils at regular intervals. Each of these plans has its own merits and demerits. However if the homeroom teacher is successful, most authorities agree that the same teacher should have the same students throughout the three years of lower secondary school.

How may pupils are suitable for one homeroom? In this regard, too, the organization of a homeroom varies, according to the number of the pupils and teachers of a school and the teachers' abilities. Instead of assigning all the teachers equally, sometimes it is necessary to have one teacher assigned to work with all of the other teachers in charge of the homerooms of the same grade, to accord them guidance without being directly in charge of any homeroom himself.

In some schools it may be convenient to appoint a teacher, who himself is in charge of a homeroom, to be at the same time responsible for all the homerooms of the same grade. There are several other ways of organization conceivable. The number of homerooms and, therefore, the number of pupils for one homeroom may vary according to the whole organization. On the contrary, there may be a case where the number of pupils for each homeroom is decided first and the whole organization is formed on that basis. However, it must be kept in mind that with too large a group, it is impossible to give adequate pupil guidance; with too small a group, there are not enough pupils to form a basis for the pupils' group activities. Twenty to thirty pupils may be a standard number. However, this may be increased in many schools where there is a teacher shortage.

3. Organization of the Homeroom

Since the pupils have much responsibility for the homeroom activities, it is natural that they themselves decide on its aim and activities and elect the officers to operate it. Therefore, the officers will be decided by a democratic way of voting. Here we must consider the fact that the pupils of the lower secondary school cannot grow at a bound to be independent and self-reliant. So the first thing the teacher should do is to discuss the homeroom with the pupils and bring them to understand the aim and to feel the group responsibility for themselves. The election of the officers should be held after all the members of the homeroom have become well acquainted with each other. First, they should have a discussion of what officers are necessary. The most important officers for starting the program should be elected first and other officers should be elected later when necessary. The qualifications for each office should

be discussed first; then the actual election should be held. For instance, after discussing what characteristics, abilities, qualities, etc. are required for the general chairman, they should decide upon and list certain qualifications. The teacher should do his best to be a good supervisor as well as a good advisor throughout the procedures mentioned above so that a few pupils may not monopolize the discussions and election lest the plan of activity go in an eccentric direction. The kind of officers has much to do with the nature of the activities of the homeroom and in this regard, the past so-called self governing meetings will give some suggestions. (However, you must be remainded of the fact that the so-called self-governing meetings had many variations in content in the various schools, even though the name was the same.) The relation of the officers is not less important than the kinds of them, for it determines the operation of the homeroom. Again full discussion is necessary to avoid dictatorship as well as paralysis and to ensure a vigorous activity of the homeroom. Usually the central executive committee and the standing committees for the various responsibilities are elected and appointed, the former consisting of the teacher in charge, the representative, deputy representative, accountant, and chairmen of the standing committees who keep close contact with each standing committee, offering suggestions and co-operation with it. Study is necessary regarding the term of office, concurrent positions, qualifications, limitation of re-election, etc. so that as many pupils as possible may have the experience of being officers.

Whether or not the homeroom can achieve its aim depends strongly upon the activities of the officers. But the fact that some one has been elected to an office does not mean that he has discharged or is discharging his duty. The training of the officers is a most important work for which the teacher in charge is responsible.

VII. Pupil Behavior and Discipline

The behavior of the pupils in the classroom and in the rest of the school is a very important aspect of their development. Effective guidance is achieved when pupils attain good behavior, good habits and good attitudes. What is the process of their attaining these qualities?

Learning by action is a basic concept of the new education. Especially, good behavior, habits, and attitudes are acquired best through practice. Formerly in Japan, discipline at home and in society was held very important, especially in the days when there was no school educationalsystem. Discipline was a process of requiring people to go through systematized actions. After the school system came into existence however, households came to make light of home discipline, leaving it too much in the hands of schools. And as the discipline at school was not always thorough-going and appropriate, the result was not as satisfactory as expected.

Discipline in the sense of its meaning of training, strengthening, and correcting, is a part of pupil guidance. Consequently, discipline is the process of helping pupils to aspire for, practice, and acquire good behavior, good habits, and good attitudes. The assistance of immediate importance is to observe pupils, help them with their problems, suggest better actions, and give proper advice. It is also important that pupils understand that this type of discipline is a necessary part of pupil guidance, that they share in this responsibility, and that it is carried out for their own good and development.

Discipline is not for the purpose of moulding pupils' personalities into certain patterns. It is to guide pupils' development so that they can adapt to their social environment. Putting all pupils into one pattern, and trying to develop their skills and physical abilities within a pattern is not discipline but coercion. Discipline should have no dictational coercive element in it.

Again, discipline in its educational meaning is not surveillance. We must think of the wrong done by the institution called the inspector of students in the past. Forcing pupils to observe school-made rules and

regulations without paying any attention to their ability of disciplining themselves will result in making pupils observe the rules out of fear of punishment. Pupils do not consider it wrong to break such rules. They are only anxious not to be found out. With pupils having such an attitude, probably no good result could be expected of that type of pupil guidance.

Another noteworthy defect of our former discipline is that there was no consistency between the school, home or social standards of conduct and discipline. There was scarcely any liaison between them. The school has, as already mentioned, undertaken a greater part which was beyond their power, but home and society sometimes took quite different views regarding the kinds of discipline the school gave pupils, or sometimes they did not discipline children at all. This attitude of home and society was keenly regretted by all who have been engaged in education. In addition to that, the school had no definite principles regarding this matter. It was very particular about the relations between boys and girls; -- they were actually forbidden. But, on the other hand, they were careless in matters of discipline with regard to violence, respecting individual honor, observing national laws, and esteeming public interest and morality. Today it is unquestionablly clear that the discipline at school, home, or in society must be directed toward the aims stipulated by the Basic Education Law.

Regulations, rules, and standards ideally should be made by the pupils in co-operation with the teacher when they feel the need for them. Such self-discipline of pupils existed in various forms in some degree in the schools under the old system, and had some practical effects on the pupils. However, the teachers failed to regard them as important as they should have done. In the new school, pupils' self-discipline is considered most important. It will be readily understood if we think of the fact that the new school is pupil-centered and that teachers are regarded as pupils' advisors rather than dictators.

Regulations and standards for the sake of good behavior as well as methods of enforcing them are most significant when the pupils have participated in establishing them and see the necessity for them. Out of feudalistic, dictatorial, or terroristic concepts of discipline, only such things as punishment for punishment's sake, fear, and further employment of autocratic and terroristic practices will result. Generally speaking, punishment is not desirable; in most, if not all cases, the "obstreperous pupil failure" is actually a "teacher failure", in that the pupil's abilities, aptitudes, and interests were not discovered by the teacher, and effectively taken care of through the media of classroom and special curricular activities and affective methods of instruction. Penalties and restraints at school must be reexamined from the educational point of view, and managed in harmonious relationship with the other methods of developing the whole child.

As stated before, discipline, in the correct and educational sense, is an important part of pupil guidance. It is a process of assisting pupils to acquire good behavior, habits, and attitudes. It is <u>not</u> a process of scolding, controlling, or inflicting punishments. It is group or individual assistance which the teacher, as a democratic leader, gives to the pupils out of a spirit of service and respect for individuality.

Indirect methods of pupil control are often more democratic and more effective than direct methods. It is always best so to guide the school life of boys and girls that good behavior will generally result. The social control that comes from the student group may be used as a powerful means of encouraging good behavior. Direct methods of control and penalties will be resorted to only at times when nothing else will suffice. Such methods as deprivation of privileges and conferences with the pupils involved must sometimes be used. At no time should the teacher display anger or instill fear in the pupils. He must be firm and dignified, but always kind.

VIII. The Guidance of Pupils in the Graduation Period.

The two proces[illegible]s that were mentioned in Secti[illegible] IV concerning the

guidance of pupils - i.e. to lend them help in regard to their future plans and to lend them help for passing into the next stage of life - begin to appear predominantly in the third year that is near their graduation period. This has been called guidance in the selection of and entrance to the higher schools or guidance in the selection of and finding of jobs, to which the teacher in charge of the graduating class and the principal paid great attention and pupils' parents also were greatly concerned. In most cases, their interest in and emphasis on this phase of education was too one-sided and from the educational view point had strayed into the wrong course. We must reflect upon this fact in our guidance of new type power secondary schools. The guidance of pupils is not a problem that appears all of a sudden in the graduation period, but is a process continuing from the time of their entrance and before. The program for the selection of higher schools or for the selection of suitable vocations or the help toward its realization is a process that should be worked out and prepared from the time of entrance. Accordingly, simultaneous individual consultation at certain scheduled periods may be carried out in the following way, as one suggested plan:

First year: The influence of the new environment called the lower secondary school on pupils, required and elective subjects, overall future educational program, attitude toward education, the program during their stay in the lower secondary school, plan for the next year, etc.

Second Year: Social problems, tastes and recreation, participation in school activities, program for future vocation and education, plan for the next year, etc.

Third year: Selection of vocations, selection of a higher secondary school, plan for the completion of the lower secondary curriculum. etc.

This simultaneous individual consultation is, as is mentioned above, conducted in the spring on the basis of which the person in charge of pupil guidance assists with the development of the program for each pupil and aids in the realization of the program. It is a matter of course that in the theird year the work becomes more concrete and comes to treat individual cases more specifically. With regard to the selection of higher schools, the pupil's problems will be for example, what course in what upper secondary school should be selected, and what preparation should be made for entering it; with regard to one who wants to take up a vocation his problems will be regarding the place of employment, working conditions and requirements, which of them should be selected,and what should be done to realize his objectives. The teacher is expected to give such information to pupils as well as to obtain it. The requirements for employment may necessitate giving a test to pupils. Sometimes some vague promise may change in midway due to the employer's convenience and a fresh study of the problem and a fresh start is needed. Not infrequently, the decisions of pupils and their parents change from time to time. Finally from the viewpoint of pupil guidance, we must not neglect the guidance of those pupils who are to engage in the business of their family. Previously such pupils have been greatly neglected, but this is wrong. We regard them sweepingly as the ones expected to engage in their family's work, but in reality there is a wide variety. Some of them may already have had their future vocations fixed, some may be preparing themselves for the next stage, some may be merely staying in their homes as habit dictates them without any future program, while still others may be pursuing their family jobs temporarily for various reasons but without any intention or any hope of permanently continuing on.

But it is a matter of great regret for any one of them to pursue their family jobs without any desire to do so, since the task of the lower secondary school education is to cultivate the ability to select future vocations. Effort must be made in the guidance program for such pupils. Moreover, with regard to those who have taken up their family jobs with some definite intention, as much service should be rendered to them as to those who want to enter higher schools or who want to work in some other jobs than those of their family. Equal opportunity in regard to pupil guidance must be greatly emphasized in the future especially during the graduation period.

To classify pupils by their wishes for future courses of life in the organization of the homeroom and other groups and to concentrate the effort of guidance in the direction best fitted for each group with the intention of achieving the best results in the graduation period is usually a good plan. The usual method adopted is either to assign the persons best qualified for the guidance in school and vocational selection to the work of the homeroom teachers of the their year class or to assign the task of helping the homeroom teacher to those best fitted for it, either organized into a committee or as subordinate assistants, or to have the full-time persons solely working for school or vocational selection guidance and have them work in co-operation with the regular homeroom teachers, carrying our various phases of guidance necessary for it. The proper and adequate performance of vocational guidance involves very professional work and much effort for its success, such as keeping in contact with the Public Employment Office, the obtaining of vocational information, contact with and investigation of the prospective employers, the giving of various tests to pupils, liaison with pupils' families, the presentation of materials to the Employment Office or the employer, and information concerning the trend of the general vocational situation. Therefore, the school which has a number of pupils wishing to work immediately after their graduation must have an expert or experts in this line. But it is not desirable for these experts to monopolize vocational guidance. They should, rather, help the homeroom teacher and they together should discharge their task under joint responsibility. But in the lower secondary school, there is, generally speaking, no necessity for the persons working solely for guidance in the selection of higher schools. The new educational system intends that the entrance to the upper secondary school should not so much be restricted as the entrance into the previous secondary school. The curricula of most upper secondary schools now follow similar patterns and the tendency toward adoption of the school district system can be noticed. Hence there is no such problem involved in the case of guidance for the selection of and entrance into higher level schools as was formerly the case. On the other hand, the service rendered to those who are to pursue their family vocations corresponds to vocational technical education, and so the help of the teachers in charge of respective subjects is needed as in the case of those who want to enter higher secondary schools.

Note: With regard to pupil guidance, the Ministry of Education is publishing a Handbook on Pupil Guidance in the Upper and Lower Secondary School. Concerning vocational guidance, too, a Handbook is expected to be published soon besides the Course of Study, textbooks, and a book on social studies. Concerning guidance in the selection of higher secondary schools, the Handbook for the establishment of the upper secondary school and the Notes for the Selection of Applicants for Entrance should be referred to, and regarding health guidance the Handbook for Health Education slated to be soon published will be useful. This chapter has outlined the various phases of the establishment and operation of the guidance program of the new lower secondary school.

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Chapter VI

SPECIAL CURRICULAR ACTIVITIES

The lower secondary school not only serves its pupils as a place where they study such courses as national language, social studies, mathematics, science etc. but also offers them opportunities for having free and club activities, exchanging opinions, and participating in school affairs through a student organization. It is the center of the pupils' social life as well as the playground for sports and games. It is, in a way, their second home, because the lower secondary school is for its pupils, the place where most of their life outside of the home is spent. At the school they associate with teachers and with members of their own and the opposite sex. They play tennis, baseball, and various other games as well as learn how to think for themselves, make studies and express their opinions. A sense of humor as well as a spirit of fair play is developed while they are at school. In a word, the lower secondary pupils learn much freedom of thought and action and a good deal of self-reliance. How can we provide for a well-rounded development of the pupils in a happy and meaningful school life? Where is the secret of attaining education that observes the principle of "learning by doing"? That secret lies not only in the regular curriculum but in the various special activities outside of the usual curricular activities. When we look back upon the school education we have had, we realize that the special curricular activities at school had much more to do with the building of our personality than many of the regular school subjects.

When we consider the matter, we cannot but say that the special curricular activities should no longer be considered as extra-curricular, but, on the contrary, they should be regarded as an integral part of school life, and of the school's educational program. The term "special curricular activities" may be used to include all of these important activities.

I. Nature and Function of Special Curricular Activities

1. Significance of Special Curricular Activities

What, in the first place, are the special curricular activities in the lower secondary school? When we try to define the special curricular activities, we are met with many difficulties. Why is that? There may be various reasons, but the difficulties arise mostly where we are not able to decide what the special curricular activities are, and what place they hold in the new school curriculum. Although it is not necessary to be letter-bound by the definition, we shall define the special curricular activities as follows: "Special curricular activities include all the legal school activities which do not occur as a part of the work organized around school subjects." What we call special curricular activities have been called "extra-curricular activities" or "outside curricular activities." Even today, they are very often interpreted as such. And this concept is based on the idea what they are outside of the so-called curriculum and hence subordinate to the regular curricula activities in the order of importance. Therefore, the curriculum was considered to be the main thing, and the extra or outside-of-curricular activities have been allowed only a secondary position. This leads us to the question of how the lower secondary school curriculum is organized. We must now examine the character of the organization of the curriculum.

In the first place, the lower secondary school curriculum is the media for attaining the educational aims of the lower secondary school. These aims can be summed up into three major objectives. They are: (1) to help pupils develop their individual abilities to the maximum extent, (2) to cultivate good members of society and good citizens, (3) to give an appropriate foundation for their vocations.

In order to attain these three aims fully, the lower secondary school must effectively arrange all the spheres of experience for its pupils. For this purpose chiefly is the curriculum organized according to the content and forms of pupils' activities. As the pupils' activities are naturally comprehensive and interrelated, no distinct border can be drawn between them and the subject matter courses. Besides, there are some activities that cannot possibly be included in any of the organized subject matter areas. So, it is only rational that all these fields of activities be inclusively called special curricular and their activities, special curricular activities. Accordingly, special curricular activities must be

regarded as the curriculum itself rather than something that exists on the outside. For this reason, it seems better to call them "special curricular activities" and not refer to them as "extra-curricular activities" as we have been accustomed to do.

Before the present time, it has been as if two schools existed in one school building. The one school was run by the teachers and they saw to it that the pupils graduated after learning the fixed curriculum designated by the state, and the other school was comprised of sports, dramas, clubs, societies, various meetings, and friendships with friends and with some of the teachers. However, the teachers did not have much interest in the latter school, and sometimes they had nothing to do with it. In spite of this the latter school often had more claim on the mind of the pupils than the former. If the new education requires a school to be organized in such a way that it serves as a desirable place for pupils' learning and other activities, the above two kinds of school should certainly be united into one. In this case, if the teachers recognize the special activities to be as important as the regular curriculum, and if they are deeply interested in them and guide them with zeal, the pupils' activities will be carried out more effectively than ever before.

Special curricular activities in the new school must be planned, organized, executed and evaluated by the pupils themselves. The guidance of teachers, of course, is very necessary, but it should be kept to a minimum, and teachers should never be autocratic. This principle is of utmost importance in the case of special curricular activities.

In special curricular activities, it is desirable that all the pupils with their respective individual characteristics are given the opportunities to develop their abilities to the fullest extent. The plan for special curricular activities should give each pupil at some time a chance to be a leader, and all of them must learn to cooperate with each other while making the most of their abilities. In such harmonious special curricular activities, the whole being of the pupils can develop and they are usually very happy. For instance, pupils can play tennis and practice English conversation happily together at the same time. The pupils' spheres of interest will be broadened and their efficiency raised. The value of special curricular activities is really very great.

2. Relationships with the Curriculum

The so-called "regular curriculum" of the past was perfunctory, scholastic, and teacher-centered with the result that it was generally monotonous, uninteresting and stagnant, and the so-called "extra-curricular" activities were intended to make up for this defect of the regular curriculum since they had a character which was a step nearer to the ideal of the new education. However, these extra-curricular activities were, after all, derived from the regular curriculum, and they were aimed at strengthening the results of education through the regular curriculum. They were called by such various names as extra-curriculum, curriculum outside of the subject matter, special class, sub-curriculum and part-curriculum, but now there are some people who say that all such terms with auxiliary connotations should be abolished and they should be called the "cooperative curriculum." After all, these special curricular activities do not exist by themselves; they contribute as a whole to the total school program, and hold equal position with the regular curriculum. In this sense, it is inadequate even to call them "cooperative curriculum."

It seems only logical that the boundary between the regular and the cooperative curriculum be taken away, and all the pupil activities be reorganized into a more free and thorough going total curriculum. However, too many drastic changes are not to be recommended in the present stage of curriculum development. So we shall divide them into regular and special curricula, at least for the time being.

Now let us review the relationship between the regular and the special curricula in the new education from a concrete point of view.

In the first place, there are some special curricular activities that are required and organized as a part of the subject curriculum. For example, club activities may be required of all the students. This is the case when one or more school periods a week are set aside as a club period, during which each student participates in his clubs activities.