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To: CE Office, Shikoku Region

7 March 1949

Inclosed for your information and possible use is a set of materials in English with Japanese translations, prepared by Stuart Lyman, CE Officer, Fukuoka MG Team. Mr. Lyman takes a set of this material and leaves it for a week so they may read and copy whatever they desire. He has found it useful, and the Japanese like it.

Rec'd: 9 Mar. 49

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(481)

An awful lot of paper.  
Actually, a part of textbook  
in excess.



Rec'd: 9 Mar 49

CURRICULUM NEWS AND VIEWS

October 1946

Philadelphia Public Schools

The extent of juvenile delinquency in a neighborhood is a measure of the unfitness of that neighborhood as a place for children to live in. Juvenile delinquency was decreased in Detroit last year by 35%, and it is expected to decrease by another 35% this year. This was done by removing attention from the offenders and focusing it on the conditions that cause the delinquency.

Likewise, the disorder and unruliness of children in a school is the measure of the unfitness of that school for children. Neighborhoods, both community and school, make children what they are.

If their needs are not met, people react in one of three ways:

- (1) By being stupid. Children soon learn to be 'dumb' if there is no motivation.
- (2) By becoming neurotic. This is one of the best ways of getting out of the situation that you do not like.
- (3) By becoming aggressive and fighting back.

What are the needs of children? There are seven pertinent needs.

- (1) Friends, affection, approval, security. A prominent educator has said, "I have not yet found a delinquent child who had a decent grownup friend. We must eliminate from our behavior all unfriendly attitudes."
- (2) To be needed, to be valuable, to count for something. Say to yourself, "What do these pupils need that I can supply?"
- (3) To have a sense of freedom. We lack space in schools in which children can feel free. We should provide more opportunities for playing, running, talking, and writing notes to their friends.
- (4) A feeling of accomplishment. We should minimize competition. This causes wars. A child does not have to be the best to obtain satisfaction. We need more doing in the schools, and what a child does, must matter to him.
- (5) A feeling of self-respect. The child should sometimes be ashamed of what he has done, never of himself. We must not undermine his self-respect. This is the central theme of mental hygiene.
- (6) A feeling of gratification, of fun. Children can learn phenomenally difficult things that really interest them.
- (7) An intelligent respect for authority - not fear of authority. This respect must be won, not demanded.

It is easy to become so busy teaching subjects, arithmetic, history, that we have not time to be friendly, but this is our highest duty.



## MAJOR OBJECTIVES OF EDUCATION

The Major objectives of education are as follows:

Aim: to insure the basis for rich, useful, ethical living in a society promoting the common welfare.

The developments of worthy character has always been considered an important part of the school's responsibility. The morale of the school itself and the stability of society are related to such fundamental virtues as honesty, loyalty, courage, perseverance, self-control, self-reliance, cooperation, and social sensitivity. As such, character is closely tied up with moral and ethical values and patterns in our present-day society. These touch upon the individual's behavior in every situation because every activity has personal, social, moral, and ethical consequences. Every teacher must recognize this obligation and strive to make every school experience contribute toward character-building. Character is developed when opportunities are provided for desirable behavior in these situations which can serve as patterns to encourage similar action throughout life. The student trained to be self-controlled and self-reliant in the school shop may reasonably be expected to reveal the same qualities later on the job. On the other hand, bad habits evidenced in school are not likely to disappear upon the entrance into employment; the transition from the evaluation and reward of the report card to those of the pay envelope will not effect any sudden change in character traits already acquired. These facts, of course, apply not merely to the narrow realm of life in the shop and factory, but to the whole breadth of life's experiences.

The success of any program of character education depends upon the teacher's ability to make clear the social nature of the moral and ethical standards which must be achieved. The individual must learn that he is not alone. "Good actions" help others; "bad deeds" hurt them.

No clear-cut distinction can be made between direct and incidental methods of character education. Should classroom time be devoted to the discussion of moral and ethical ideas? Or should these concepts be developed in connection with other experiences? An effective program will include elements of both methods. Opportunities must be provided for desirable behavior in social situations as well as for a degree of cultivation of inner-consciousness of character. The teacher, therefore, should make certain that with each experience is combined a realization of its meaning arrived at through discussion, analysis, interview and example. A carefully planned approach is as essential in the task of fostering desirable character traits as in the teaching of any other phase of the curriculum.

It is important to realize that the school cannot assume the sole responsibility for building character. The home, church, and many other social agencies have an equal responsibility in helping the individual develop those qualities of character that are considered desirable in our democratic society. As far as possible, the programs and practices of the various agencies should be coordinated, and each should have a clear understanding of the precise role that it is play-



ing as a character-builder.

#### SOCIAL RELATIONSHIPS

Aim: to develop desirable social attitudes and relationship within for family, the school, and the community.

Life in our democracy depends upon the intelligent and willing contribution of the individual member to the work of the group. The development of a sense of responsibility, of self-control, of spiritual values of action, of respect for the beliefs and the work of others, of a desire for cooperative effort depends upon the degree to which the vocational high school student appreciates his rights and obligations in relationship to other individuals and to society. It is the task of the teacher to provide experiences which will serve as patterns of desirable social conduct. However, it should be remembered that the teacher is responsive to the school system which in turn is conditioned by the feeling and attitudes of the community. It would seem wise, therefore, to develop a program of training for satisfactory social relationships which will utilize the thinking of the school, home, church, and community, so that each segment of the student's life will contribute its share toward the fullest realization of the individual's potentialities.

In high school the student is provided with experiences in democratic living. Responsibility for action, development of initiative, appreciation of the dignity of human labor are illustrated in the school shop. Here pupils learn to work together just as they will one day in industry. Use of stock clerks, shop foremen and tool room managers not only stimulates industrial conditions, but also serves to develop initiative, cooperation, responsibility for property, and group leadership. The shop problem-project method provides a useful and realistic procedure for developing self-criticism and group criticism, as well as group recognition for work well done. Shop exhibits usually attract school-wide attention. They are a very satisfactory way of dispelling intercultural misunderstanding, for good workmanship is a universal; it knows no race, religion, or color. During the extended shop session the teacher has an excellent opportunity to observe his pupils at work, to note any tendencies toward anti-social behaviour, to analyze the problems and to provide group activities which will eclipse or sublimate unsatisfactory behaviour patterns.

All other teachers likewise have opportunities for providing experiences that enable growth in democratic living. Real life situations, as well as textbook analysis of community problems, offer an avenue of approach to the study of group living. A visit to a housing development is more impressive than a pamphlet on housing for low income groups. It might also engender a pride in civic development with a desire to further opportunities for all groups of the community. Similarly experience with the pamphlet on "Counterfeit Money" has shown that it became a live subject through the medium of a talk by a member of the Federal Bureau of Investigation. The preparation of classroom discussions under the leadership of the teacher helps each student to understand the value of working together. The assembling of facts, the evaluation of sources of information, the interpretation and ordered presentation to others are experiences



in group living. Encouraging students to carry these practices into the home via the supper-table discussion or in connection with listening to the radio will promote better family relationships.

The home guidance period can be used by the alert teacher to develop group activities. The success of the extra-curricular activities is dependent upon the cooperation of the home room teacher. While the school council, the club program, or the school newspaper may be of benefit to a few, the leadership of the home room teacher during the official period will enlarge the effectiveness of the activities by stimulating individual participation or contribution or by encouraging discussion of proposed action related to the activities.

The selection and utilization of teaching content, as well as the organization and administration of democratic procedures in the classroom, are bases for the growth of pupils in democratic group living. The class or school forum, the socialized recitation, the provision for individual and group differences and the development of pride in one another's achievements together with an understanding of home and community relationships, are the teacher's tools for educating for life in our democratic society.

#### ECONOMIC RELATIONSHIPS

Aim: to create an awareness of economic forces and an understanding of their impact on all who serve in the world of work.

A MOST important objective is the recognition of the worth and dignity of useful labor. The standards of work in the trade subjects are high. The teachers themselves maintain many of their former professional contacts, and consequently they bring to the students concrete data on what is expected from them when they enter industry. Successful completion of work projects is made a matter of personal pride in accomplishment. The making of a superior craftsman is discernible in the apprentice. Standards of economic competency are stressed, pride in fine workmanship is emphasized; yet this is, educationally, only half the job. The dignity of labor must receive its full measure of attention. If students are not too young to learn a trade and frequently to work at it after school hours, they are not too young to be exposed to the idea of the place of labor in world affairs. They are not too young to know of the achievements of the organization of labor, of how the inarticulate majority found its voice in trade unionism, of how to detect and cast out from labor's ranks such things as racism, of how to use their union franchise to prevent dictatorial control, of how to distinguish between sound and unsound leadership.

Economic education should deal with the relationship of the individual to problems involved in the production, distribution, and consumption of goods. The modern high school has a responsibility for helping pupils to become informed regarding the role of management and worker in the production of goods and their distribution to consumers. As a consumer, the individual should have an adequate background of consumer education. The student in high school should be well informed and should learn to act intelligently on such economic problems as establishing balanced production, the regulation of



industry by voluntary action on the part of labor and management, restricted and unrestricted production, tariffs and trade agreements, business cycles, standards for food and materials, advertising in relation to the consumer, and the multiplicity of other problems that face every man in his economic relationship.

#### THINKING

Aim: to develop reasoning based upon adequate hypotheses, supported by facts and principles.

The educated person pursues knowledge in a genuinely disinterested spirit, suspending judgment until all the facts are in, distinguishing between fact and opinion, basing his conclusions on satisfactory evidence, and evaluating authorities quoted in support of a thesis.

In the trade subjects students can readily be taught that a hasty or faulty judgment often results in repeating the job, in extra work, in waste of materials, time, and human resources. Both by experience and by direct instruction children should learn that wrong judgments take their toll in money, prestige, and morale. Each job requires thinking through in the same way as any other life problem. The opportunity should be grasped, therefore, to teach the need for logical organization and for knowing all the facts; without sufficient data a job cannot be carried out successfully. The student should learn, too, that in "thinking through" or planning there is not always one best way, that no one has a corner on the best in anything.

The social studies present a fertile field for this type of training, although it must be said that here the issues are not always clear cut because history, economics, and related subjects are not exact sciences. The habit of suspending judgment until all the available materials has been considered is probably one of the most desirable traits that can be cultivated in this area of learning.

Developing the power of thinking is likewise the function of science and mathematics teachers. In the passing years, the student may forget the chemicals and formulas involved in a particular reaction, but if the habits of critical thinking, suspended judgment, and suppression of personal bias have been emphasized, they will remain as part of the thought pattern of the adult citizen. The teacher of science has a unique opportunity to develop the scientific process of thinking, of suspending judgement until all the facts are collected, of reasoning from cause to effect. The value of mathematics as applied to a real situation is obvious.

Since the language arts are the tools of thought, they too play an important part in developing the powers of critical thinking. Expression must be preceded by thinking; instruction in one involves training in the other. Further, without a rich vocabulary students are handicapped in their thought processes. Therefore the English teacher, and all others as well, should use every possible device to enlarge the stock of words for each individual according to his ability.



Boys and girls should be given greater opportunity to express themselves freely. Question and answer procedures should not be overworked as a method of promoting clear thinking, but should be supplemented by well-motivated student talks, panels, and discussion.

#### SKILLS AND KNOWLEDGES (ACADEMIC)

Aim: to insure a command, in accordance with ability, of the common integrating knowledges and skills.

##### Reading

When students arrive at the secondary school level, it is assumed that most of them have mastered the fundamental skills of reading. However, we must realize that there are individual differences in reading ability, and that for the pupil to move forward on a secondary level in reading, his exact reading ability should be known both by the teacher and by himself. Through testing, the range of individual differences can be ascertained and adaptations made for the individual.

Teachers of all subjects, especially language should guide the student's growth in reading. For satisfactory achievement in academic subjects ability to read and to assimilate what is read is necessary. In trade subjects reading is often a necessary tool for the mastery of skills. For example, in the food trades, students must read and understand recipes, must study chemical changes caused by the combination of different ingredients. Published findings, in nutrition must be followed constantly in order to keep up to date. Similar conditions prevail in other fields.

##### Oral and Written Expression

The art of expression is one that is not only connected at every point with the aims and purposes of general education, but is also related in many instances to the purposes of trade training. Instruction should be given in the mechanics of writing and speaking; creative expression should be encouraged. The content and practice of English courses, as in any other secondary school, should be governed by students' abilities, interests, and needs.

In each trade, related, or academic class, or wherever it is necessary for the student to express himself by speaking or writing, the standards of oral and written work as set up in the English class should be maintained. Every teacher must be a teacher of language. Every student should develop a consciousness for correct form without, of course, any corresponding hindrance of free expression.

##### Mathematics

The ordinary activities of everyday life, such as budgeting, keeping records, and computing taxes, require competence in arithmetic. Buying, selling, construction, and shop operations are only a few of the experiences that demand adequate knowledge of elementary arithmetic or mathematics.



The school must provide, therefore, instruction in arithmetical processes, geometric constructions, elementary algebra, and trigonometry.

The use of standard and in formal tests will identify those processes in mathematics in which the pupil is strong or weak. On the basis of these findings the curriculum in mathematics can be adapted to the individual in terms of his needs and his abilities. Pupils should be taught to understand the use that is made of mathematics in everyday living and in the world of work. Problems centered around the occupation in which each is interested and for which mathematics is required will provide motivation for the study of the subject.

### Science

The study of science should stimulate a curiosity about the world of nature. Edwin Slosson says, "Science begins in wonder." However, it is not enough to arouse a feeling of awe and wonderment in the presence of natural phenomena or the wonders of modern applications of scientific principles in industry.

By the scientific method students should cultivate a thorough understanding of the principles underlying the marvels of scientific inventions. The habit of inquiry should be encouraged and developed. Students should be urged to look for reasons and relations in things about them, to gather essential data and base conclusions on the evidence present. The importance of the scientific method should be continually emphasized, and it should be taught so as to carry over into pupils' reactions to all their experiences and activities.

The science-teacher should present assignments in the form of problem situations related to the practical needs of working and living. The objective of the presentation must always be kept in mind, and all data must be collected with reference to the problem.

The stories of the lives of the great scientists will be read if they are presented in popular form. The literature of science is a storehouse of material dealing with men of the high ideals and noble character essential in the struggle for greater knowledge of nature and better living. Such reading should be encouraged for its own sake and in the solution of practical problems.

Instruction in science should utilize the vocational interest of the student to stimulate the desire for more intensive study of the various areas of science. In addition, the student should secure a better understanding of his shop work and of the scientific and technological aspects of our culture and industrial economy.

Science functions in the trade and in life. It should be the purpose of the program to show the pupils the unity of the world of work and of the world of living, and it should assist the student to participate in both as a citizen-producer and consumer.

### Social Studies

The objectives under the headings Character, Social Relationships, Economic Relationships, and Thinking are all in the field of the social studies. In these areas the social studies must often accomplish more direct teaching than is the case with other subjects. While the shop class can give incidental practice in democratic procedure, the work of directly informing boys and girls about our heritage and the nature of democracy belongs to the realm of social studies. Guide posts to content and method in the social studies are contained in each of the sections under the aforementioned headings.



Effective instruction in this subject, however, need not be confined to a particular class session. The whole school can become a laboratory for the study of government through the organization of a student republic or similar body, providing an insight into federal, state, or city governing procedures. Some schools have found such devices effective in teaching the specific content, as well as in implementing the other aims of the social studies.

#### APPRECIATION AND EXPRESSION

Aim: to promote the appreciation and enjoyment of the aesthetic and cultural aspects of living, and to foster powers of creative expression.

Appreciation may be stimulated through concrete presentation by means of films, slides, graphic illustration and models of all kinds. A library of suggestive materials selected from all fields should be at the disposal of the students. Field trips should be made to supplement the work whenever it is deemed advisable. Students should be given extensive exploratory experiences in working with a variety of media, namely, charcoal, crayon, ink, oils, water color, wood, metal, clay and textiles.

The artistic impulse should be encouraged. Boys and girls should develop a pride in craftsmanship and experience a feeling of satisfaction over a job well done. When a student has discovered his particular aptitude, he should receive special guidance and be permitted to go on with more difficult work as rapidly as he is able to do so.

There is a wide field in the designing of useful things. In advertising and in the finished products of industry there is an opportunity to introduce originality of design and general form. The construction of an artistic poster involves all the principles of design and color, and practice in this work is valuable as a preparation for commercial art.

Art education should develop good taste. It should lead students to understand that utility and beauty are not incompatible but may go hand in hand. It should create a feeling of discontent with conditions that are ugly and foster a desire to make the world a more beautiful place in which to live.

A few students will become producers in the field of art; they are the ones who intend to make art a career. Others will find use for art as a hobby during leisure time. The great majority, however, will be consumers for whom appreciation will be the extent of their art activity. Art education should be attuned to these realities.

#### Music

Except for the students who have vocational goals in the field of music, the primary objective of this phase of education is to give the student the joy that comes from hearing and singing the best music of the world. The emotional response, whether native or acquired, is of paramount importance. However, it is assumed that the secondary school student's reaction will become more than just one of emotion. If music appreciation is to develop into an understanding of what has made certain music great, it is necessary to know something of the purpose the composer had in writing it, his mood at the time, and why he used a particular form or design.

The youth we train should be brought into contact with good music according to a carefully planned program. That have already had some musical education in



the lower schools, and the study should be based on that foundation. Singing may be continued, but since the most common form of musical activity is listening, this should constitute a large part of the music program.

Study of the technical aspects of music should be adapted to the intellectual ability and musical experience of the group. This must not be taken as an invitation to cater to poor taste. On the contrary, given an opportunity to hear the classics in music regularly and often, to study musical form and the characteristics of composers, students are bound to grow and develop in musical taste. Since the radio and the phonograph have brought good music has become a matter of guidance in the selection of the better programs and the purchase of better recordings. The schools should avail themselves of this opportunity.

The music appreciation period should not be permitted to degenerate into a memory test of titles, authors, and dates alone. Students are more likely to remember these facts when they have learned something of the type, recurring themes, and the background of themes. Thus listening becomes a more intelligent understanding.

Participation in musical clubs should be encouraged and outstanding talent noted. Students who will play in an orchestra or band or who will perform as soloists as means of earning a livelihood should receive special training.

#### Literature

Within the range of pupil background and comprehension the "sweetness and light" of literature ought to be brought to all our boys and girls. This does not imply a necessity for teaching the classics. The latter may be taught, of course, where they contribute significantly to understanding and appreciation of present-day experiences, but stress ought to be placed on the worth-while materials of our own time and culture.

At the same time literary expression by students themselves should be stimulated. Talented children can write poetry, radio scripts, playlets to be presented in class or assembly, articles and stories for school publications. All such activities have a high value in the development of the total personality of the child.

#### Creative Expression

Creativity, whether in the arts or in trade processes or in human relationships, needs to be encouraged under all conditions. When young people with special gifts are discovered, every effort should be made to nurture their budding talents into full bloom.

#### HEALTH

Aim: to develop and maintain body and mind in sound, wholesome condition.

An important phase of secondary education is the continued development and maintenance of sound physical, mental, and emotional health among young citizens. Secondary education is concerned with the age of adolescence, a period of serious physical and mental strain. In order to be effective the health curriculum must meet the needs of all pupils, must have sufficient space and facilities, and must have expertly qualified and professionally prepared teachers.



Health service should function as a guidance activity designed to have each pupil concerned about his health and how he can maintain his physical stamina, vigor, and strength. The applicant for admission should be examined to determine his fitness for trade training in *general*, as well as to ascertain his capacities to perform the tasks of any individual trade in particular. After admission and throughout his entire school career, the pupil should be given at least one thorough medical examination annually, accompanied by careful follow-up of the school doctor's recommendations. The health education teacher can interpret the physician's findings and help the student to understand how remediable defects drain vitality and interfere with his progress. More important still, the health guidance teacher should assist the pupil to take those steps necessary to remedy his defects.

Like physical health, mental hygiene is the concern of all teachers and supervisors. If the individual suffers from fear, frustrations, and emotional disabilities, he needs sympathetic guidance to improve his mental hygiene and to function more effectively in his social relationship with others in the school and community. The course of study must be planned around the needs of the adolescent, must be adjusted to his age and level of maturity, must teach attitudes of healthful living.

The teacher of trades has an opportunity to provide health education as a part of shop work. Correct posture and methods of standing, lifting, and carrying can be developed in the shops. Since the working conditions of the school shop can be made to approximate those of the factory, the shop teacher has the chance to establish wholesome attitudes and emotions in situations similar to those with which the graduate will be confronted later in life. He can also cultivate safety habits and teach methods of avoiding special occupational hazards.

The teacher of related subjects, particularly science, should impart knowledge both directly and indirectly conducive to mental health. Science courses should teach pupils to adjust themselves to environment; this is an important phase of mental hygiene.

#### EXPLORATION AND GUIDANCE

**Aim:** to discover and direct desirable individual interests, aptitudes, and abilities; and on this foundation to encourage a wise choice of educational, vocational, and social goals.

The discovery of the child's needs, interests, abilities, and ambitions is a serious responsibility for the school. It is especially important, too, to discover whether the individual's educational and vocational plans are consonant with his interests, aptitudes, and abilities. Carrying through on ventures of exploration is no casual matter. Explorer Balboa laboriously penetrated the Central American wilderness, climbed a mountain peak, and looked down "with a wild surmise" upon the Pacific. De Soto painfully cutting a track through tangled forests found the Father of Waters, the Mississippi River. There is an analogy to such journeys of discovery in the educator's expeditions into the psychological depths of personality and the unknown areas of human interests, aptitudes and abilities; while the teacher's results may be less dramatic, they require no fewer pains in the making.

To assist in this process of discovery is one function of every school activity. The work of the guidance counselor is obvious. His is the specialist's approach, giving systematic, organized counseling based on valid, reliable information and approved techniques. The guidance counselor, however, cannot complete the task alone. Every teacher must share in the unceasing effort to get information about each child by tests, interviews, and daily observation of individual performance; in effect, every teacher must be a counselor. When he has studied the pupil and discovered his physical and mental characteristics, and has gained some



insight into his character, personality and social adaptability, the teacher must make sure that the student is using his abilities to the fullest extent and is developing those qualities needed for adjustment to school, life, and society.

The shop teacher has an unusual opportunity to discover and direct talent, as well as to develop it. By guiding pupils in their selection of projects he helps them to choose the kind of job for which to prepare. Because of his experience in industry he is well qualified to give vocational guidance. He knows not only the general requirements of an occupational area, but he is familiar with the bread-and-butter details of the job. The guidance counselor cannot be expected to have the detailed knowledge of the requisites for success in a trade which is the natural result of the shop teacher's experience. Furthermore, the trade teacher spends more time with the pupil; he comes to know the child better than does any other teacher. His is the opportunity to gain the pupil's sympathy, to become acquainted with the boy or girl's personal and family problems, to give guidance not merely in vocational aspects but in all phases of the whole life of the student.

The teacher of related subjects also can broaden the pupil's vocational outlook. He should provide an understanding of the varied elements of industry, such as sales, purchasing, design, manufacture, and repair. First-hand knowledge of various industries or of departments in a given company should be used to direct the student into the type of work for which he is best fitted, and to help him take an intelligent interest in modern industry.

The teacher of academic subjects will find in his special field many opportunities for the guidance of his pupils. How can I help Roger, Carl, Concetta, and Mabel to find the best possible level of living socially, personally, vocationally? This problem lies squarely before the academic teacher, as it lies before all teacher. Guidance is properly a phase of all teaching.

While the teacher must thus explore the possibilities in order to guide the student, the latter must also undertake some exploring for himself. Boys and girls need opportunities to investigate the potentialities that exist in themselves and in their environment; the school should furnish these opportunities. This is a consideration which should be kept uppermost in pre-registration guidance and in the continuous program carried on by counselor, teacher-advisor, and subject teacher. It is the aim which should be constantly stressed in the ninth-year exploratory course.

The ninth year is a guidance year. Through experience in a variety of shops the student should realize where his interests and aptitudes lie. Moreover, through talks with other students, visits to other classes, assembly programs sponsored by the different departments, extracurricular activities, flexible courses of study and changes of program, the boy or girl may be further aided to find the proper niche in the world of work. To make the most of such self-realization, it is important that there be opportunities for well-considered transfers within the school or between schools in both high school divisions.

During the four years, and particularly in the ninth year, contacts should be established and maintained between the school and the parents. Too often they are called in or visited only when difficulties arise. They must do their share toward helping the child adjust to school, choose his occupation, and apply himself to the necessary study to attain his objective. They should be encouraged to visit the school frequently, to take an interest in all of the high school activities, and to know the teachers who work with their children.



The sum of all these efforts at exploration and guidance should include three types of goals: vocational, educational, and social.

For vocational guidance the school should first obtain adequate information about occupations--- the qualifications necessary, the advantages and disadvantages. This information should be passed on to the student, and he should be encouraged to get data from other sources as well. Visits to other schools, to industry, film showings, and museums will be helpful in stirring ideas and arousing ambitions. Secondly, the school should assist the pupil to analyze his own strong points and weaknesses. Finally, it should aid him in making a vocational choice suitable to him and to which he is suited.

Educational guidance should take into account the fact that young people's decisions are sometimes capricious, unstable, and based on inadequate information. Although the graduate of an elementary or junior high school may attend the vocational high school from his home or on advice from sources of varying reliability --- the boy next door, a favorite aunt, the corner grocer. Having been admitted to the school, the pupil may evidence a strong determination to learn a particular trade or to study some specific course. Nevertheless, this should be considered only a tentative choice. He may wish to change later, and it may be to his advantage to do so. Possibly his school experience may prove to him the logic of changing to a course in an occupation better suited to his capacities. The merchandising student, for instance, has the opportunity to test his abilities in the salesroom of the school. Here he meets the impact of actual working conditions and can decide whether the vocation of retailing is attractive or fitted to his personality or capabilities. If he is not fitted to the work, he should be guided to another course. To help the young person make the wisest decision regarding his educational career demands a wide acquaintance with the curricula of all high schools on the part of teachers, counselors, parents, and the students themselves. The door of choice should never be closed through lack of proper information and guidance.

Social guidance seeks to influence the individual to accept desirable social, moral, and civic standards of conduct. It is, of course, related to the objective of character-building, but it aims at adjustment of specific problems more than at general instruction. Satisfactory habits of work, desirable attitudes towards others, cooperation, respect for property rights, participation in social affairs, learning and practicing the right forms can all be outcomes of guidance. What is most needed is the training of the student to find out things for himself, to guide himself.



### THE GROWTH AND NEEDS OF YOUTH

The adolescent comes to high school after some fourteen or fifteen years of growth and development. In the course of those years his body has grown almost to maturity. His mind has developed almost to adult capacity. Emotionally he is a combination of many conflicting feelings, drives, needs, and attitudes. Social development has, in most cases, kept pace with intellectual and emotional growth. During these years many forces have acted on the individual for good or for ill. The family, the church, the neighborhood, the children and adults in the community, the school, the radio, the movies, the newspapers, the comics, and many other factors in the environment have operated to affect his original potentialities and predisposition, to greater or lesser degree, both positively and negatively. At the stage that he comes to high school, he is a complex human being, about ready to leave the dependent period of childhood behind and proceed to the role of the independent adult in the process of taking his place in society.

By virtue of different hereditary background, different body chemistry, and different forces acting on them, adolescents will not all reach the same stage of development in the same number of years. The permutations and combinations of factors operating on different individuals are so great that it is remarkable that individuals of the same age are as similar as they are. Close inspection, however, reveals tremendous differences in every respect of development.

Although no two individuals are exactly alike, each age group has its own major characteristics. In each aspect of development we find a large majority of individuals of the same age generally showing approximately the same level of development. It is also characteristic of each age group, however, that for each element of growth and development there are individuals who show retarded development and others who show accelerated growth. Between these two extremes are found many gradations, with the greatest number, however, coming close to the average of the group.

### SOME FACTS ABOUT THE ADOLESCENT

The average or composite adolescent in high school may be described physically as follows: If a boy, he is between five feet, five inches and six feet in height and weighs between 115 and 145 pounds. If a girl, she is between five feet, two inches and five feet, eight inches in height, and weighs between 120 and 140 pounds. The boy has recently passed through the period of puberty or else is still pubescent; the girl is usually sexually mature.

For both sexes the period is one of rapid growth. Boys and girls may be expected to be awkward and to be embarrassed over their increased size. Gains in muscular strength for girls are substantial; for boys the increase is even larger. The adolescent's face may be distinctly out of proportion, the lower part being too small for the upper. The skin is likely to show eruptions. The typical adolescent may complain of cramps and pains in his muscles. His bodily proportions are reasonably characteristic; he or she



has a high waistline, a high hipline, broad shoulders, long arms, and large hands and feet.

The adolescent usually has a heart too small for his arteries and is, therefore, liable to heart strain. Many boys and girls experience faintness, dizziness, and heart palpitations at one time or another. Digestive disturbances may be expected.

Both boys and girls may be expected to worry over the appearance of the various signs of maturity, and may become self-conscious. The secondary characteristics appearing during adolescence—the boy's deepening voice, the girl's changing body contours, and other traits — tend to disturb the growing individual. However, this disturbance is more mental than physical, and is related to the youth's social life. Boys and girls are concerned about the way these new developments will affect their relationships with others. The boy's voice cracks, and the class laughs. The junior miss has outgrown her little-girl wardrobe, and the family budget does not permit adequate replacements. These can be genuine torments for the adolescent.

Social pressures bear down upon the adolescent with great force. Anger, melancholy, and fear are common emotions among boys and girls at this stage. There is a desperate desire to conform, to be "in the groove," to fit into the pattern of the "crowd" or clique. Some individuals are constantly wrought-up and nervously excited by the increasingly difficult demands made upon them; their advance into an adult position in society does not always lie along a smooth and easy road. When conditions become too difficult to face, the youth may attempt to find a way out to escape. He sometimes longs to leave home, school, or other restraining situations. One favorite technique is to indulge in daydreaming. In imagination the boy can be as heroic and the girl as glamorous as the brush of fancy can paint.

The adolescent's anger may be readily aroused by those conditions which make him seem ridiculous or cause him to feel that he is being treated like a child. The belligerence of many youths who are socially underprivileged or emotionally deprived may be a direct product of the unceasing blows to dignity dealt by an actually or apparently unkind environment.

The fears of the adolescent are a mixture of the most persistent terrors of childhood and those characteristic of adults. He may be afraid of disease and accidental violence. He is fearful of being seen at a disadvantage in any social situation, and he would rather not play in a game or go to a dance if there is a chance of appearing inferior to most of the others participating.

The adolescent prefers to go along with the crowd. But this performance is restricted to the members of his own immediate circle. He is less conscious of the prevailing currents in society at large, and will go against them if his clique does. He is deeply concerned with winning his group's approval in certain matters: his behavior in social situations, the appearance of the members of the opposite sex with whom he is seen, the reputation of close friends, and his general social standing. He is acutely miserable unless his clothes are the currently fashionable model. The average adolescent may belong to one or more clubs and may customarily



play several games. He may also pursue one or two of the popular hobbies with a degree of enthusiasm depending on the mood of the moment.

Possibly because it is the "thing to do," many adolescents show comparatively little enthusiasm for scholarly subjects. If the boy must write compositions, he prefers topics concerned with athletics, travel, outdoor activities, machinery, and vocational matters. The girl prefers topics like travel, personal experiences, the home, and school life. Both like games in which work is important. Increased interest in all kinds of social affairs bringing together members of both sexes is apparent, the girls showing such interest a year or two sooner than the boys. During the entire period the girls have a far more intense interest in social matters than their brothers.

Every adolescent has a personal code and judges his own conduct in terms of ideals, which may or may not be generally acceptable to society. His partiality for extremes may be peculiarly trying. But he does develop some individual standards for estimating conduct.

Accordingly one of the greatest problems that confronts him is that of reconciling his ideals with the actions of society. The adolescent sees in many situations the ability of the strong to exert pressure on the weak and realizes that there exists a tremendous discrepancy between what he has been taught in the home, the church, and the school, and what is actually done in society. Attempting to square his intense ideals with the deeds of society, he often finds himself perplexed. As a consequence, an awareness of basic social conflicts is of paramount importance in interpreting and adjusting the behavior problems of many youths.

#### INTELLIGENCE AND THE ADOLESCENT

When we speak of "general intelligence," we speak rather loosely, since most psychologists are agreed that there are several types of intelligence. The three most common are abstract intelligence, which is the ability to deal with abstract ideas or verbal concepts; concrete intelligence, or the ability to deal with practical material; and social intelligence, or the ability to deal with other human beings. It is a mistake to think only of the first as constituting all of intelligence. It is likewise a mistake to use only a verbal intelligence test to measure intelligence. Some individuals possess equally high levels of all types of intelligence; others have greater development in one or another type, while still others may show less than average development in all three types. In the complex society in which we live, all types of intelligence and abilities are essential for doing the work necessary for maintaining society at a high level, and for providing each member with the personal satisfactions that tend to make him a satisfied, well-adjusted citizen.

The high school is a democratic institution, designed to meet the needs of all adolescents.

The high school must therefore supply curriculum offerings to meet the needs of almost every type and every level of intelligence. In estimating



the levels of intelligence of its student population and of their educational potentialities, too great reliance should not be placed on verbal intelligence tests. These tests are important in that they may be used as aptitude tests for the acquisition of academic skills. For an estimate of practical intelligence, however non-verbal tests should be utilized to supplement the verbal tests, since these will serve much better as predictive instruments for determining potentiality in the non-academic offerings of the high school. Surveys of high school students have shown that on verbal tests the distributions of test scores are similar to a "normal" distribution, with a somewhat larger concentration of less than average scores. However, on non-verbal tests, this is not true; the distribution is likely to follow the normal curve of distribution in every respect. This has important implications for curriculum construction and for course offerings in high schools.

#### EMOTIONAL DEVELOPMENT OF THE ADOLESCENT

One of the most neglected areas in all of education is that dealing with the emotional development of children. Too often, schools are so engrossed in the intellectual growth of pupils that they neglect the social and emotional. The importance of this aspect of personality can be seen from the fact that 35 to 40% of Selective Service rejectees were turned down for "neuropsychiatric" reasons, and that approximately the same figures prevailed for those discharged from the army up to V-J Day. These neuropsychiatric casualties cannot of course be blamed on the schools, but schools do play an important role in the development of the individual, and to a great degree influence the emotional development of the student. We frequently find students with excellent abilities who do not utilize them, and investigation in such cases almost always reveals social and emotional factors that are blocking their utilization. It is therefore important for the vocational school to consider the emotional needs of adolescents.

Emotional growth and development occurs along with intellectual, physical, and social development, and does not exist apart from them. In the healthy individual, all of these phases of development will keep pace. In the adolescent, new problems of growth, unevenness of growth and development, changes that are taking place, social pressures, and conflicts between the irresponsibility of childhood and the greater responsibility of adult life, all tend to create tensions and conflicts which frequently cause even the normal adolescent to be in a constant state of inner turmoil for short periods of time. In many cases, however, because of the attention by parents and teachers to physical and intellectual growth, without parallel attention to emotional growth, the adolescent may not reach emotional maturity at the time of physical maturity, and such under-development is bound to create difficulties in the use of intellectual capacities.

The school cannot of course do the entire job of educating its students emotionally; the home is by far the more important factor in this respect. However, the school can do much toward encouraging emotional growth and toward avoiding situations which disturb healthy emotional development. The adolescent, for example, has great need for being accepted as a member of the group; he strives for achievement in fields that are meaningful to



him; he is likely at this stage to be idealistic; he is in need of security both at home and at school; he is in need of mature, sympathetic adults to whom he can come with his problems; he needs to feel that he is respected as an individual and that what he is doing is important. The educational program and the guidance program of the vocational high school will be more effective if these elemental needs of all human beings are taken into account. This does not mean "soft teaching" or the pampering of students. On the contrary, experience has indicated that when primary emotional needs of students are met, individuals can be expected to function at higher levels, to assume greater responsibility, and to participate much more unselfishly in the life of the school and, later, in the community. Good teachers have always recognized this intuitively. Modern psychology and psychiatry have demonstrated this scientifically. The experience of the recent war with twelve million men and women has served to reinforce these principles.



**WHAT ARE SOME CHARACTERISTICS OF A DEMOCRATIC CLASSROOM?**

As schools increasingly center their attention on developing democratic beliefs and practices, teachers, administrators, and students need to check their classroom practices to see to what extent these practices are conducive to democratic aims. Such procedure may be helpful in appraising present practices and in suggesting others conducive to the development of democracy. The following are some criteria for judging classrooms in terms of their democratic procedures:

- (1) Pupils participate in the planning processes, set for themselves tasks to be done, and make choices which involve real consequences.
- (2) The points of view of an individual are genuinely respected by the group and pupils feel free to present points of view different from those of the teachers.
- (3) There is a willingness to try out or act upon new ideas, not necessarily to be accepted or defended, but to be examined or reflected upon.
- (4) Pupils show a willingness to modify or give up previously held ideas.
- (5) Pupils are free to help each other with problems and projects.
- (6) Members of the group are sensitive to the effects of their behavior on others.
- (7) Pupils are concerned with group problems as well as with individual problems.
- (8) Materials and procedures are employed which provide for individual interests and purposes and which promote the development of methods of thinking rather than of a specific set of "answers."
- (9) Pupils exhibit a concern for eliminating barriers to cooperative relationships and constructively criticize present procedures.
- (10) Pupils participate in evaluating their own progress.
- (11) The group appreciates the significance of cooperative processes.
- (12) The teacher is alert to see the work of the classroom in terms of what it does to the pupils.
- (13) Pupils are sincere in their efforts to observe social habits which they have accepted through discussion and in which they recognize meaning and value. (Obedience, respect for property, cleanliness, reliability, orderliness, wise use of time, initiative, and group self-control.)
- (14) Pupils show a growing desire to apply desirable social behavior in situations outside the school. (Home, church, playground, on trips, etc.)



WHAT USE CAN BE MADE OF OTHER TEACHERS, PUPILS, AND  
RESOURCES OF THE COMMUNITY?

Pupils learn best through experiences which are "real." A variety of real experiences is desirable because it makes specific or definite for the pupil generalizations and abstractions often employed in the class. Such experiences afford an opportunity for attaching problems on familiar ground. They bring theory home. Every school community has some of the facilities listed below that may be effectively utilized:

- (1) Other teachers
- (2) Local officials
- (3) Professional people
- (4) Business men
- (5) Skilled laborers
- (6) People who have traveled
- (7) Industries and business establishments
- (8) Natural resources
- (9) Federal agencies such as soil conservation, home demonstration, agricultural agents, and others.
- (10) State and local agencies such as health department, welfare, rehabilitation, and others.

Environmental resources such as those listed in the foregoing statements may be used to stimulate, broaden, and develop interests. They may be employed as introductory experiences which lead into detailed investigations by the pupils. They may serve as practical illustration of problems or subject matter being studied. As with any other teaching media, for best results, environmental resources should be utilized after careful and not indiscriminate planning. There must be a purpose for their use involving preparation on the part of the pupils; and there must be a follow-up interpretation of the experience so that the opportunities afforded can be put to full advantage. Specialists in the persons of fellow teachers or visitors can often clarify and enrich a general field or aspect of a problem, so that further study in the field is a natural and interesting process. Experiences gained through the utilization of environmental resources are perhaps the most realistic of these within the range of the teacher.

Groups of students concerned with the problem of local government may invite the city manager, mayor, county supervisor, or some such official to the class to explain the set-up of local government and the services rendered by its several branches, such as the planning board, city



of county engineer, treasurer, or tax assessor. The group, having prepared for his visit, will have definite questions to ask. This experience may well be followed up by research on the part of the pupils who compare the services of their community with those of other communities. Pupils may visit the water purification plant, the court house, the sheriff's office, or the police station, ask further questions, and assimilate more information.

A group in a class studying home economics may desire first-hand information about why food is sealed in air-tight cans. The chemistry or biology instructor may be invited into the class to explain conditions under which bacteria grow or to explain why two holes have to be punched in the top of a can to give a smooth flow of the contents. Many students then gain in a realistic way information about food preservation, the laws of air pressure, and the like.



WHAT ARE SOME TECHNIQUES THAT AID IN THE EVALUATION  
OF PUPIL PROGRESS?

"Evaluation is not limited to the giving of examinations. It involves the collection of any pertinent evidence which indicates the degree to which the school is attaining its objectives." Evaluation is a continuous process, and is closely related to all phases of the instructional program. Teachers, pupils, and parents are actively concerned with evaluation; that is, they are all evaluators.

Some of the techniques most frequently used in appraising the progress of pupils in a modern school are:

(1) Observing pupils in action.

The teacher looks for changes in the behavior of pupils in the classroom, in the auditorium, halls, cafeteria, on the playground, and in the community. The kinds of changes in behavior the teacher seeks to find are changes in attitude and changes which indicate the application of understandings gained in the classroom.

(2) Recording pupil's activities.

Some of these records are called "Anecdotal." It is valuable for the teacher to be able to look back on specific instances which have been recorded over a period of time and through this means to appraise the pupil's progress toward a goal or goals. Lists of books read, works learned, and the like can be used by both pupils and teachers in evaluating progress.

(3) Studying products which the pupils make.

This technique is a practical way of continuously evaluating the pupil's work and of getting an over-all view of the improvements which take place in the pupil's activities over a long period of time. The pupil may save his work and appraise his own progress. The teacher may keep samples of the pupil's work in an individual folder. These give the teacher and pupil specific illustrations of the pupil's development.

(4) Recording and interpreting questions which the pupils have raised throughout work on a project.

Students' questions not only reveal their interests but also indicate their insight into problems. Records of such questions may give the teacher help in understanding the thinking of pupils and in sensing their progressive development. Organizing the class so that this and other revealing information may be recorded will be of value to the teacher.

(5) Keeping a card file of specific needs of individual pupils.

Students' weak spots or needs come to light in their speaking, writing and organizing of material. Teachers often find it valuable to record these needs on a card and to make this card available to the pupil. The pupil may contribute by evaluating himself in recording further needs which



he feels.

(6) Interviewing the pupil at intervals.

Teacher interviews with individual pupils or with small groups of pupils serve to clarify the thinking of the pupils themselves and to give the teacher a comprehensive overview of the pupils' understanding of what they are doing and why. Progress becomes apparent throughout a series of interviews. Mistakes and shortcomings can be discovered and discussed.

(7) Keeping individual or class diaries of activities, plans, interpretations.

A class diary clearly and precisely written gives a valuable picture of class progress. Measuring progress toward goals as indicated through diaries is true evaluation. The same values can be found in the use of individual diaries.

(8) Testing.

Wherever testing can be used as a means of collecting pertinent evidence to indicate that desirable changes are taking place in students, it has value as a method of evaluation. Tests should be stimulating to pupils. In cases where knowledge of factual information can be tested for the whole group, the questions should stress the significance, interpretation, and application of this material. The situation type of test can sometimes be used to stimulate critical thinking.

(9) Using rating scales, questionnaires, and check lists.

Techniques as those mentioned above can be stimulating to pupils. They may often be helpful in revealing to the student his shortcomings and may suggest desirable fields of activity. Although the outstanding value of the foregoing methods is that of self-evaluation, they also may be very significant to the teacher in measuring self-evaluation. Personality check lists and rating scales, when used to advantage, stimulate thought about personal traits. They may lead to further study and to a program for personality improvement. Attitude questionnaires stimulate critical thought and discussion; thus, such questionnaires may be used to modify desirably the attitudes of pupils.



WHAT ARE SOME TECHNIQUES OR PROCEDURES WHICH MAY ENRICH THE  
SHARING PERIOD IN PUPIL WORK?

In any classroom where varied learning procedures are used there are occasions when individual pupils or groups who have been doing different things need to bring these together and share them with the whole class. This is especially true in a core program where a problem approach is used. These sharing periods may be scattered through the study of the problem or unit and may be rather brief, involving only a few members of the group, or they may be rather extended and may give every member of the group a chance to share his experience or findings. This sharing process is an important feature of the culmination period of a unit or problem.

Sharing of pupil work or experience can be highly educative since it contributes, among other things, to the ability to organize one's thoughts, the ability to express ideas clearly, the ability to interest a group, and hold this interest. Much thought and planning, however, is necessary to make this an interesting and truly educative experience, for it is very easy to allow the pupils to use so few procedures that this sharing period becomes quite dull and often uneducative. It seems wise for the group to keep methods of sharing in mind during the planning phases of a problem and to do some definite planning for the sharing phase of the work.

The teacher may stimulate the pupils to realize that the nature of the sharing or culminating activities is determined by the purpose behind the study or behind the specific gravity. For example, if a study of manners has been made by a committee and this small group desires to help the members of the class discover the range of problems in this area of study and also the personal items or practices concerning which they need further study, the committee may share through a check list or questionnaire followed by a general discussion. In planning for the sharing activities the students may keep in mind these questions:

- (1) What do I want to get from the study?
- (2) What should I like for the class to get from the study?
- (3) How do I propose to share my findings with the class?

The following suggestions, drawn from the practices of Virginia teachers, are made with the hope that they will help vary and enrich the sharing activities of high school students. This list will doubtless cause other procedures to be thought of by teachers and pupils and, from all of these, a wider range of sharing techniques may be developed for the use of all Virginia teachers either in subject field or core work.

- (1) Compile or collect in one folder or class booklet reports written by pupils. These may be read to the class at intervals or may be available for individual pupils to read.
- (2) Have a series of pupil talks on various phases of the topic or problem.
- (3) Dramatize phases of the study through such things as one-act plays or puppet shows.



- (4) Hold panel discussions or two-person conversations concerning some aspect of the problem or some recent experience.
- (5) Read written reports to the class as a basis for discussion or comment. (Help pupils use their own language with a minimum of quotations.)
- (6) Present recommendations growing out of the study, proposed by a class committee, to be accepted or revised by the class. These may be used as a basis for group action or for presentation to others.
- (7) Give a program at assembly, at a Parent-Teacher Association meeting, or at some other time showing aspects or outgrowths of the class work to be shared by student body and adults.
- (8) Exchange with each other or present to the class notebooks or other records of pupil work.
- (9) Demonstrate to the class some experiment or project which a part of the class has worked out.
- (10) Present radio programs, either over a nearby local radio station, over the school loudspeaker, or over a make-believe set-up in the classroom.
- (11) Debate issues arising in the study, followed by an open forum.
- (12) Use questionnaire or check list developed by a part of the group in helping the entire class or even the entire student body evaluate their recent learning or their present points of view, knowledge, or needs.
- (13) Set up and use in the classroom or school certain lifelike procedures which have been studied. For example, a student election, a courtroom session, a straw poll, or a student party or social occasion.
- (14) Develop, either by individuals or the group, a list of high spots, values, and weaknesses seen in recent learning activities as a means of making evaluation a phase of the sharing period.
- (15) Share and discuss the results of interviews with out-of-school people or bring these individuals to the class.
- (16) Arrange original displays such as posters, pictures, illustrations, art products, and the like, to be shared informally.
- (17) Interpret to the class a bulletin board, a frieze, or some other such display.
- (18) Bring to the class and share transcriptions, recordings, pictures, movies and the like. These may be made locally by a student or his friends or may be secured from some other source.



- (19) Engage in general informal discussion. This will doubtless follow a period of reading, exploration, interview, or other types of individual work relating to common goals.



HOW CAN TWO OR MORE TEACHERS WHO HAVE TEACHING ASSIGNMENTS ON THE SAME GRADE LEVEL PLAN EFFECTIVELY TO PROVIDE AN OPPORTUNITY FOR RELATING EXPERIENCES OF PUPILS?

Teachers and principals are desirous of making the common experiences of youth as conducive as possible to effective, well-rounded growth. One of the ways of doing this is by more closely coordinating or relating the experiences of pupils of a given grade level. It should be helpful not only for two or more teachers who are working with the same group of pupils to be able to work together closely but also for all those teachers on a given grade level to be able to plan together.

There are several teacher-combinations in schools where this emphasis is being made. The most common type is that of having two teachers work with a pupil group over a three or four-hour period of time. The time is usually divided so that each teacher is with the group two consecutive hours. In other situations, as many as three or four teachers are working with the group.

The difficulties and extra work involved in successful planning often block attempts to provide for more significant experiences for youth. If the work of pupil groups is to extend beyond the limits of each content field, however, the question of effective cooperative planning cannot be evaded. Several suggestions are therefore given in the following sections:

- A. One teacher may be assigned to each pupil section of given grade level as the person who will be most concerned with relating the various experiences of that group of pupils. He will teach one or two of the classes of his group and he will be interested in finding out what other teachers are doing, in telling them of his plans and activities, and in planning for ways by which these may be related. This procedure can be followed for each of the pupil sections, if there is more than one, and may lead into a rather general type of teacher sharing.
- B. One teacher may be the coordinator or the chairman for the group of teachers who work with pupils of the same grade level. The coordinator may assume the responsibilities of arranging for time and place for planning, he may lead off with the group of pupils in planning and launching the work, and may assume the over-all leadership for whole-grade activities. This need not and probably should not be continuous leadership on the part of one person. There is a distinct advantage in rotating this leadership in accord with the special qualifications of teachers or the nature of the job to be done. A type of grade coordination such as this does much to enrich learning and does even more to develop pupil group solidarity.
- C. The principal may help with the coordination of pupil work through having his office serve as a clearing house for information concerning problems or services available. Where the faculty is rather large, or even in small schools where teachers experience difficulty in seeing each other, the teachers may furnish to the principal at intervals the topics or problems being studied in their classes



and he may have these duplicated and given to all interested teachers. In this way teachers may be able to offer suggestions to each other; and teachers in areas of art, home economics, or industrial arts may be able to keep informed of the emphasis in other classes. On the other hand, the teachers of the special areas may furnish the other teachers, directly or through the principal, suggestions as to services which they may give on specific activities. The principal may help in an exchange of ideas and needs through informal ways or he may use faculty conference time in furthering this sharing on the part of teachers who are concerned with the work of particular groups of pupils.

D. The faculty may agree to work under a plan of giving each other help at special times and upon specific requests. The faculty members may canvas their personal interests or experiences and may suggest ways in which they can help other teachers. A trip to some noted place, a hobby, or some special study may be the source of aid to other teachers and pupils. This type of interchange may do much to enrich all fields concerned.

E. The following suggestions may further implement those already proposed:

(1) During the day teachers may pass from one room to another when a purpose dictates or a need arises.

(2) During a given period pupils may pass from one room to another when they have some contribution to make or some need to meet. This may involve both teacher-pupil and pupil-pupil activities.

(3) Pupils may assume the responsibility for informing the teacher what has been done in another class. This is effective in keeping up with minor details after planning has already been done. It encourages the pupil to be actively concerned with his own learning and the place of new experiences in his total development.

(4) Pupil secretaries may keep records of what has been done and of plans for further work. These records may be shared with other groups.

(5) Teachers may keep diaries to be shared with other teachers in the process of joint planning.

F. Suggestions facilitating planning:

(1) The teaching schedule may be arranged so that those teachers who normally desire or need to plan together may be free from teaching at the same time each day or at least several times during the week.

(2) A teacher who has a free period may arrange with one who has a class to use<sup>a</sup> part of the period for planning.

(3) Conferences after school may be used for planning.



**CODE OF ETHICS OF THE NATIONAL EDUCATION ASSOCIATION**

The Code of Ethics of the National Education Association is presented here for use by a school staff as a means of evaluating their practices and as one aid in formulating their own code of ethics.

**PREAMBLE**

In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics.

**Article 1 -- Relations with Pupils and to the Community**

Section 1. The school room is not the proper theatre for religious, political, or personal propoganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

Section 2. The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propoganda of any kind.

Section 3. In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environment of pupils.

Section 4. The professional relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

Section 5. The teacher should seek to establish friendly and intelligent cooperation between the home and the school.

Section 6. The teacher should not tutor pupils of his classes for pay.

**Article II--Relations to the Profession**

Section 1. Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a stepping stone to some other vocation.

Section 2. The teacher should maintain his efficiency and teaching skill by study, and by contact with local, state, and national educational organizations.



Section 3. A teacher's own life should show that education does enable.

Section 4. While not limiting his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

Section 5. The teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

Section 6. The teacher should not apply for another position for the sole purpose of forcing an increase in salary in his present position. Correspondingly, school officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from otherschool systems have forced them to do so.

Section 7. The teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection of purchase of which he can influence or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

#### Article III--Relations to Members of the Profession

Section 1. A teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interest of the school.

Section 2. A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

Section 3. There should be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to self-expression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

Section 4. The teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

Section 5. Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

Section 6. Testimonials regarding a teacher should be frank, candid,



and confidential.

Section 7. A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

Section 8. Due notification should be given by school officials and teachers in case a change in position is to be made.



**PRINCIPLES AND PRACTICES UPON WHICH THE PROGRAM  
OF THE JUNIOR HIGH SCHOOL SHOULD BE BASED**

The purpose of modern education is to promote, foster, and develop the democratic way of life.

The responsibilities in a junior high school for helping boys and girls to attain the major goal, namely, the maximum growth and development of each child in the democratic way of life, are:

Principles

Recommended Practices

- |   |   |
|---|---|
| 1. Making life situations the central theme of the curriculum                                 | <ul style="list-style-type: none"> <li>1a. Making use of common interest areas and needs as a basis for class work</li> <li>1b. Practicing pupil-teacher planning</li> <li>1c. Teaching skills and knowledges in a functional situation and, at the same time, providing time for meaningful drill.</li> <li>1d. Carrying on activities aimed at making situations concrete and real; keeping a balance between visualizing and verbalizing activities</li> <li>1e. Planning and participating in social functions</li> </ul>   |
| 2. Recognizing that individual concerns and social concerns are interdependent                | <ul style="list-style-type: none"> <li>2a. Providing for and encouraging realistic learning experiences: gardening, election of officers, nursery school, and the like.</li> <li>2b. Providing for group work and individual differences.</li> <li>2c. Providing for functional use of student councils, leagues, clubs, and so on.</li> <li>2d. Providing for boys and girls a fair balance between success and failure in meeting the experiences of life.</li> <li>2e. Recognizing and using pupil leadership and planning in all school activities</li> <li>2f. Sharing in work and recreation in a democratic way</li> </ul> |
| 3. Making guidance functional and continuous --an integral part of all educational activities | <ul style="list-style-type: none"> <li>3a. Providing continuous guidance</li> <li>3b. Considering teacher-pupil load by               <ul style="list-style-type: none"> <li>(1) Having class size not over 35</li> <li>(2) Providing for counseling teachers</li> </ul> </li> </ul>  |



a minimum of one period a day without a class for the purpose of planning and counseling (group and individual)

- 3c. Keeping and using locale folders by the counseling teacher in his own room
- 3d. Giving consideration to the ability of teachers to help pupils choose, plan, and replan meaningful experiences and activities.
- 3e. Providing for counseling teachers to see 6A pupils at work
- 3f. Providing for visitation between instructional levels
- 3g. Providing for the counseling teacher to plan with parents
- 3h. Providing for not more than two counseling or guidance groups per teacher
- 4. Evaluating the school program in terms of behavior changes in the pupils
  - 4a. Evaluating achievement in terms of the ratio between achievement and I.Q.
  - 4b. Evaluating personal and social growths by the use of skilled methods
- 5. Organizing a unified program to reveal the essential relationships of learning
  - 5a. Providing for individual differences
  - 5b. Encouraging teachers to accept freedom to work with pupils. This freedom should extend the imaginative and creative powers of both teacher and pupil within the limits of the scope and sequence of the program.
  - 5c. Using the unit approach as a central emphasis, but providing time for functional drill where skills are being developed.
  - 5d. Providing for teacher-teacher planning
  - 5e. Providing for continuous professional assistance for teachers
  - 5f. Providing and organizing sufficient materials according to units
  - 5g. Providing for a required minimum of experiences which show a thread of continuity from Grades 1 to 12



6. Providing a cooperative working relationship with the community

- 6a. Providing for educational excursions
- 6b. Participating in drives: Red Cross, Community Chest, and the like, to make them more meaningful
- 6c. Organizing athletic contests, play festivals, music week activities, and so on
- 6d. Providing for teacher-parent planning and teacher-pupil-parent planning
- 6e. Utilizing neighborhood resources—churches, speakers, theaters, and others
- 6f. Organizing community councils for special problems
- 6g. Alerting the community to school and civic problems (proposed laws and the like)
- 6h. Providing for more functional parent-teacher associations
- 6i. Providing for a better understanding among racial and minority groups
- 6j. Alerting the school to community problems



The Needs of Junior High School Students

The following statement of needs provides a good guide in the development of the junior high school program. All units and activities included in the program should be evaluated in terms of these needs.

- Need 1.** All youth need to appreciate their heritage and to understand the rights and duties of citizens in a democratic society. They need to be diligent and competent in the performance of their obligations as members of the community and as citizens of the state, nation, and world.
- a. The junior high school is a period which offers greater freedom and requires more self-direction than the elementary school; therefore, there is a need for an understanding of freedom and of the obligations required if freedom is to be maintained.
  - b. The junior high school is a period during which strong group loyalties are developed; therefore, there is a need for stress on obligations and responsibilities of group membership and on ways of organizing group activities effectively.
  - c. The junior high school is a period during which independence develops; therefore, there should be activities which help pupils to understand the need for controls by putting them in positions of responsibility.
  - d. The junior high school is a period of rebellion against authority; therefore, there is a need for developing concepts of government and the pupil's relation to it and for understanding the reasons for rebellion and ways of getting constructive results from it.
  - e. The junior high school is a period of beginning conflicts in ideals; therefore, there is a need to understand various sets of values and their interrelationships (racial, national, cultural, religious).
  - f. The junior high school is a period of idealism and hero worship; therefore, there is a need for activities which strengthen idealism.
- Need 2.** All youth need to develop and maintain good physical and mental health.
- a. The junior high school is a period of physical changes; therefore, there is a need for assurance that these changes are normal.
  - b. The junior high school is a period of awakening curiosity; therefore, there is a need for widening interests.
  - c. The junior high school is a period of physical growth; therefore, there is a need for manual activities.



- d. The junior high school is a period of new contacts with people; therefore, there is a need for poise and understanding in meeting new situations.
- e. The junior high school is a period of desire for peer approval; therefore, there is a need for an opportunity to gain that approval and understand it in relation to adult approval.

**Need 3.** All youth need to develop respect for other persons, to develop and maintain social acceptability, and to be able to live and work cooperatively with others.

- a. The junior high school is a period of participation in group activities; therefore, there is a need for understanding one's responsibility as a member and/or leader.
- b. The junior high school is a period of shift from self-interest to concern for others; therefore, there is a need for developing respect for the rights, property, and opinions of others.
- c. The junior high school is a period of increasing membership in community activities; therefore, there is a need for understanding community services and how they are developed.

**Need 4.** All youth need to grow in their insight into ethical values and principles in order to develop a personal philosophy of life.

- a. The junior high school is a period of developing individual values; therefore, there is a need for understanding values and their effect on society.
- b. The junior high school is a period of increasing determination of one's own choices; therefore, there is a need for understanding different bases for making choices.

**Need 5.** All youth need to develop skills, understandings, and attitudes that make the individual an intelligent participant in everyday life.

- a. The junior high school is a period of individual and group work; therefore, there is a need for understanding methods of study.
- b. The junior high school is a period of establishing work habits; therefore, there is a need for understanding how to recognize a problem, plan methods of solution, gather information, and reach a conclusion.
- c. The junior high school is a period of increasing awareness of the adult world; therefore, there is a need for critical listening, reading, and thinking.
- d. The junior high school is a period of assuming individual and group responsibilities; therefore, there is a need for acquiring basic knowledge and attitudes.



- e. The junior high school is a period for exploring vocational opportunities; therefore, there is a need for understanding the advantages and disadvantages of various occupations.

Need 6. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

- a. The junior high school is a period of an increasing awareness of family membership; therefore, there is a need for understanding the home responsibilities of each family member.
- b. The junior high school is a period during which recognition and affection in the home are desired; therefore, there is a need for facing realities and understanding youth and adult personalities.
- c. The junior high school is a period of greater family participation in community activities; therefore, there is a need for understanding the relationship between the family and society.

Need 7. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by them as consumers and the economic consequences of their acts.

- a. The junior high school is a period of increasing personal wants; therefore, there is a need for understanding the place of the individual in family spending.
- b. The junior high school is a period of increasing desire for making one's own purchases; therefore, there is a need for understanding the use of individual allowances and how to make purchases wisely.
- c. The junior high school is a period of awareness of adult financial problems; therefore, there is a need for understanding simple economic problems and their relation to the individual.

Need 8. All youth need to understand the methods of science, the influences of science on human life, and the main scientific facts concerning the nature of the world and of man.

- a. The junior high school is a period of scientific curiosity (what is this, how does it work); therefore, there is a need for opportunities to investigate scientific procedures.
- b. The junior high school is a period of increasing interest in travel and transportation; therefore, there is a need for understanding transportation and its effect on living.
- c. The junior high school is a period of increasing awareness of world-wide scientific developments; therefore, there is a need for understanding what these developments are and the effect of them on society.



**Need 9.** All youth need to be able to use their leisure time well and to budget it wisely. They should balance activities that are individually satisfying with those that are socially useful.

- a. The junior high school is a period of rapid physical development; therefore, there is a need for careful balance between work and play.
- b. The junior high school is a period of increasing demands in the work required of the individual; therefore, there is a need for developing the ability to shift readily from work to play and back again.
- c. The junior high school is a period of increasing social demands on the individual; therefore, there is a need for balancing activities which provide individual satisfactions.
- d. The junior high school is a period of high physical and nervous tensions; therefore, there is a need for understanding kinds of relaxation appropriate in relation to various kinds of activity.
- e. The junior high school is a period of extensive group activity; therefore, there is a need for developing individual activities which provide opportunity for reflection or for solitary pleasures.

**Need 10.** All youth need opportunities to develop their capacities to appreciate beauty in literature, the arts, music, and nature, and to find mediums for self-expression which will provide a wholesome emotional outlook.

- a. The junior high school is a period of high sentimentality and idealism on the verge of disillusionment; therefore, there is a need to bring out conflicts in ideals and answer questions which bother children.
- b. The junior high school is a period of strong emotional drive; therefore, there is a need for creative opportunities for expressing this emotion through art, music, creative writing, decoration of rooms, freedom of movement, the dance, dramatic activity, nature activities, and care of pets.
- c. The junior high school is a period of eagerness for a wide range of information and of rapid change in interest; therefore, there is a need for collector's groups, quiz groups, and other provisions for short-term explanatory activities.
- d. The junior high school is a period of rapid development, physically, mentally, emotionally and socially; therefore, there is a need for a balance of various kinds of activity.
- e. The junior high school is a period of strong desire for peer approval and for belonging to the group; therefore, there is a need for developing a pride in originality and a respect for unique, creative efforts.
- f. The junior high school is a period of insecurity in peer relationships; therefore, there is a need for a sense of accomplishment and significant participation in group achievement.



**Need 11.** All youth need to grow in the use of their ability to think rationally, to read and listen with understanding, and to express their thoughts clearly.

- a. The junior high school is a period of increasing personal problems; therefore, there is a need for developing techniques of thinking through problems.
- b. The junior high school is a period of great self-consciousness; therefore, there is a need for activities which develop ease of expression.
- c. The junior high school is a period of intense self-interest; therefore, there is a need for activities which call attention to others through such emphasis as the importance of listening well.
- d. The junior high school is a period of developing independence; therefore, there is a need for making plans, weighing findings, and otherwise developing skills needed for independent action.

#### Required Units

It is the recommendation of the Junior High School Committee on Instruction that each school assume responsibility for developing units in the following areas at each grade level:

Seventh Grade: 1. Orientation  
2. Health

Eighth Grade : 1. Origins of American Culture  
2. Health

Ninth Grade : 1. Colorado and Denver  
2. Health

The units so developed will become the basic requirement of the junior high school program.



### The Teaching of Skills

The teaching of skills is inseparably bound up with questions of general objectives, of child development, of individual needs and abilities, and of methods of practice, drill, and application.

Skills are a means of furthering growth, adjustment, and development. They serve few ends in themselves. Therefore, they are best learned and retained when they are related to the needs, interests, and capabilities of the learner.

The acquisition of a skill is an individual accomplishment, dependent to a large degree upon the individual's capacity and training, and the procedure set up for teaching the skill. This is a field for much study. Such questions as "How can maximum skill expectancy be determined?", "How does maturation affect the acquisition of skills?", "How does experience affect skills?", "Is there one single best pattern for developing an individual skill?" must be explored.

Arbitrary grade standards for the acquisition of skills must be carefully considered in the light of the character and experiences of the pupils in any school year or class. The time at which it is most appropriate to learn a skill may vary with individuals and groups of children. Likewise, the amount of time which is necessary for this learning will also vary.

There are skills involved in every human activity; hence the development of skills is an inseparable part of every type of school experience. The skills with which the school is concerned may be classified as:

1. Motor skills-gaining bodily control and coordination, avoiding accidents, playing games, manipulation of tools and materials, etc.
2. Social skills-living cooperatively, sharing responsibility, judging others fairly, adjusting to economic life, etc.
3. Skills in using and interpreting the symbols of language, number, music, and visual materials (pictures, graphs)
4. Skills in problem-solving-gathering and interpreting data, thinking, evaluating results, quantitative thinking.
5. Expressional skills, including rhythms, conversation, original writing, the visual arts, music, building and construction, and the arts of dress and homemaking.

It is recognized that there is considerable overlapping in this classification, because most activities and purposes combine skills of various types. Few skills can be practiced as entirely isolated activities and many skills are best learned in connection with other skills. Skills taught in one field of knowledge should be applied in other fields. Wherever possible.



The elementary school guides children in only the simplest steps in the development of some of the skills listed. For instance, the preparation the school offers for economic adjustment consists principally in giving children some primary skills as language, number, and study skills without which adjustment to any sort of work would be impossible, and some skill in the wise use of materials, time, and money.

### Planning a Program of Skills

In planning a program of skills for a class, there are two general types of skill to be taken into consideration: those for which specific practice cannot be devised nor exact measurement of achievement made; and those for which measurement can be made and specific practice at various levels of achievement can be provided. In the first group are social skills of many sorts—for example, co-operativeness. To specify this aim for an experience would make both the situation and the virtue artificial and the children self-conscious. However, the teacher will be watching for signs of the development of cooperativeness in every social situation. She may even set up situations designed to build up this skill, along with others, in her children.

The second group consists of skills for which levels of achievement can be defined in terms of processes mastered or rates of speed attained. Groups or individuals requiring help can easily be identified, and specific practice can be applied at the point needing improvement.

In order to know which skills, of each type, should receive emphasis in a given class, the teacher will depend largely on what the daily living of the children shows her. She should know also what the previous record of the group is and something of the needs and abilities of individuals—at any rate of those who deviate strongly in achievement from the rest of the class. She will understand what skills require sequential teaching, and will make sure before attempting to lead her children to take a new step that the necessary foundation is there and is in usable form. Suppose that only a few individuals in the class lack this foundation, what then? In their case, as in all others, the teacher must start where the children are. She must build the foundation. And if, in the interval, they require the skills which they do not yet possess, the teacher herself or another child will lend a hand until they are equal to taking entire responsibility for their projects.

In deciding at what place in a school's program a certain academic skill should be placed, the question should be asked: where can it be learned. Perhaps it cannot be learned at all, although the children may "go through the motions" without comprehension. Perhaps it can be learned, but not economically. If a child can learn an item easily and permanently at a certain level, there is no point in requiring him to learn it at a lower level where he will experience difficulty, unless his living will be impoverished or hampered by not having acquired the ability early. Perhaps it can be learned economically—that is, with relative ease and permanence, in a context giving it meaning and under conditions favoring desirable attitudes.

Even if a thing can be learned economically, it may not be worth learning unless the child's needs and interests, or the needs of society, justify including it in the program. When life experiences involving the whole child deter-



mine the skills to be learned as they determine other activities, some of the problems of selection and placement solve themselves. Children behaving naturally and attacking problems of interest to them will show clearly what they have learned and what they need to learn. It may be, of course, that a problem about which the children are concerned can be solved only by the use of a skill they have not yet mastered. Rather than thwart their immediate purpose, the teacher will do the work for her children; but she will use this situation to show them their need to learn the skill it demands.

The need for some skills must be anticipated by the teacher in order that these skills may be learned at the proper point in a sequence. It will facilitate learning to show children how the skill to be learned will assist in the attainment of established goals.

#### Some Suggestions for the Teaching and Learning of Skills

Some skills can be learned "incidentally," but to depend entirely on incidental learning is to reduce it to the level of "accidental" learning. The teacher must always be alert for the incidental or concomitant learnings which may result from an experience, must provide conditions which favor these learnings, and must, in whatever way may be possible, ascertain whether these learnings have been or are being acquired.

When the skill to be learned is complex, specific instruction and practice may be required to insure a degree of mastery which permits practical use of the skill. The specific instruction will usually be given initially to the entire class. Those who learn at that time will constitute a group able to go ahead "on their own", while those who do not learn will be given further opportunities for learning. One or two individuals may require a third or fourth effort to learn. It is important, in many cases, that the teacher vary her methods in dealing with slow learners, trying different approaches until she finds the one that reaches the heart of each child's difficulty. For example, children who cannot learn spelling by the visual auditory method must be given an opportunity to comprehend and practice words by the kinaesthetic method.

The teaching of a skill requiring specific attention has three aspects: (1) effective presentation of new material; (2) demonstration of effective practice procedure and constant guidance and encouragement of correct practice; and (3) prompt and repeated use of the newly learned skill in meaningful settings or patterns. It is often undesirable to separate these three aspects in a classroom situation. Suppose that children are being introduced to the business letter. To ask each child to write six headings, six inside address, six salutations, six complimentary closings, and six outside addresses is to demand a series of exercises which can hardly be expected to stimulate a desire to write business letters. A resourceful teacher will time the lesson so that it coincides with the children's need to make an inquiry from a business letters, the children bring to school actual letters. Observation is directed accurately; letters are discussed and criticized. As each child tries his hand at writing the letter which has motivated the study, he discovers what elements he needs to study. He finds names and addresses of real firms, by consulting the telephone book or any other directory, and gives himself the drill he needs. The letters he himself needs to write, or those which the group wants written, afford functional practice.



### Presenting a New Skill

In presenting a skill, the teacher should show her class the pattern into which the new material fits. Its connections with the child's own purposes should be emphasized. Its meaning in terms of what the child has already learned should be made clear to him. To start with the technique instead of the pattern is to lose a powerful motivating force.

When a process is so complex that the child must practice it step by step, the teacher must take special care that its wholeness is not destroyed. Practice may often be preceded by an overview which shows the steps in their relationship to each other and to the total skill. These relationships should be emphasized as practice proceeds. Time spent in making the parts fall into their rightful place is time well spent.

In presenting skills requiring the use of symbols (letters, words, new terms of specialized meaning, numbers and arithmetical signs, algorithms, units of measurement, musical notation, etc.), provision of concrete materials and direct experiences is essential if children are to put meaning into the symbols without knowing what they mean, just as he can talk without understanding clearly what the words he uses mean.

Some further suggestions as to the presentation of a skill follow:

1. The length of a lesson or a study period should be adjusted to the children's span of attention.
2. Explanations and demonstration should be clear. Children are shown the what, the why, and the how. Only the best method should be presented.
3. Principles and ideas should be made clear by the use of examples.
4. New materials should be so selected and presented that the child's first response is correct and successful.

### Practice and Drill

Guidance in methods of practice and drill is often necessary for economical learning. Without guidance, the learner may habituate himself to an inefficient method if it is easier for a beginner.

Practice means the use of a skill in a number and variety of situations. Drill means the repetition of a process under conditions which are similar. Practice is required for the mastery of most skills. Drill is needed when specific mental associations are to be made automatic and permanent. Occasionally conditions may be so favorable to learning and first impressions may be so sharp that a new skill will function without drill. While this ideal situation does not often occur spontaneously, it can be approached by skillful teaching and the setting up of conditions which bring out the value and meaning of what is to be learned; thus the amount of drill required for mastery can be greatly reduced.



It is possible that drill has been used to an unreasonable extent in the past - that is, that there has been an attempt to make too many processes automatic and to require children to attain a degree of proficiency and speed greater than their life needs would justify. Even in cases where repetition is clearly necessary, repetitive drill in and of itself does not insure mastery; the kind of drill is the all-important factor. Drill which becomes an unpleasant task or is accompanied by unpleasant conditions is likely to bring about negative learning - that is, attitudes which block, sometimes permanently, the learning of the particular skill involved.

Drill means doing the same thing many times in the same way under the same conditions. "The same thing" and "the same way" do not, however, remain the same; the task is done progressively better or, sometimes, progressively worse. Nor can conditions be exactly duplicated. However, the attempt to keep everything the same often creates a situation which is boring to the child. To vary the monotony, he will devise changes in his manner of doing or in his way of thinking about what he is doing. Sometimes these changes may be in the direction of greater proficiency or better understanding as when a child finds for himself a short cut in adding or sees the reason for a rule in punctuation. On the other hand, it is unsafe to rely upon such adjustments, because the changes which the unguided child makes may lower his efficiency, interfere with his concentration, or result in mistaken ideas.

It is essential that the pupil undertaking a task should feel the need for the exercise and understand its utility in a total pattern what he can do with it and how it will help him to do other things he wants to do. To this end, practice or drill should be required of a pupil only when and where needed. As the Army says, "Never drill a man on the mistakes he doesn't make!" Obviously, the same kind and amount of practice or drill should not be assigned to all pupils.

Before the pupil starts practice or drill, he should know exactly what he is to do and what standards of achievement are expected of him. As the period proceeds, he should be observed to make sure that he is not forming any incorrect habits. His methods of working should be studied in order that those which are effective for him may be encouraged, even though they differ from the usual methods.

Every child desires detailed and accurate information as to his progress. Therefore, he and the teacher should analyze his performance to discover its good and its bad features. Both formal and informal means may be used for appraising growth and diagnosing needs. The child's successes should be emphasized, but it is important also that he should know his errors and weaknesses and that this information should be given to him in such a way that he is stimulated to correct them rather than to attach discouragement or any other unfavorable emotion to the process on which he is working.

Drill periods should be short, and, if necessary, frequent, rather than long and widely-spaced. The type of drill should be varied. To sustain interest and to promote effective learning, pupils should be presented with new and increasingly difficult assignments. However, the teacher must guard



the child against the frustration which may result when he is confronted with tasks beyond his ability. Accuracy rather than speed should, in general, be emphasized in guiding drill and practice procedures.

As soon as possible, every learner should be encouraged to substitute purposeful practice for drill. As practice involves applying skills in more than one type of situation, it is not subject to the monotony of repetitive drill and the resulting danger of negative learnings.

The skilled person is efficient and dependable, but he varies his methods from time to time. He can use a skill most readily in situations similar to those which accompanied training in the skill. Therefore, in order to help children to recall the skill and to use it when and where it is needed, the teacher should follow these principles:

1. A skill should be practiced under varying conditions and in varying situations, resembling as closely as possible those which will require its use both inside and outside of school.
2. The skill should be practiced in the form in which it will be used; for instance, most persons use written spelling far more frequently than oral.
3. Early and frequent opportunities for using the skill reinforce it and make it more lasting.

#### Some Problems to be Solved

The mere knowledge that unsolved problems exist affords a breadth of viewpoint impossible to the teacher who "knows all the answers." Some unsolved problems relating to skills are:

1. Should standards of achievement be individual; that is, are some skills gained at too great expense, especially by children of lesser academic ability?
2. Should a lesser degree of proficiency than is customarily required sometimes be accepted in one skill in order to permit the attainment of another and more rewarding goal?
3. Can we find more effective methods of drill which will reduce the time that must at present be given to these procedures?
4. Should there be a daily period for Skills and Drills? Would such a period lead to drill for drill's sake and for detaching items of skill from their purposeful connections?



### Principles of Learning and Teaching

"Learning is doing" has been said so often that its meaning has become obscured. One is more likely to think of physical than of mental activity in connection with this principle. Yet it applies equally to listening, reading, and thinking. The pupil does not learn what he reads or what the teacher says; he learns only what the words he sees or hears cause him to do, to think and to feel; e.g., to develop or question the thought, to associate it with previous experience, or to apply it to his own purposes. Questioning is good only when it calls forth mental activity from all pupils the one who is giving the answer, and the others who are considering an answer. A teacher's success can be gauged by the number of desirable reactions she brings about in her children. These she may bring about in two ways; directly, when she occupies the center of the stage; indirectly, when she creates the atmosphere and conditions in which children learn from each other and from their own experiences. There are values in both the direct and the indirect method.

Learning is a progressive change in the individual, which makes him more capable of dealing adequately with his environment both in getting more from what it offers him and in giving to it what he has to contribute. Teaching is the guidance of the learning process. Therefore, many of the principles basic to effective teaching refer to how children learn:

1. The child must be considered as a whole, since learning is a physical and emotional, as well as a mental, process. Hence the child should be given the opportunity and the stimulation to seek the broadest possible experience in connection with any learning project.
2. The child's learning should help him to be more articulate. As he comes to be thoroughly at home in an experience, he should be able to deal verbally with the materials comprising it. To this end, he should be helped to acquire an adequate, specific vocabulary.
3. Mastery of materials means more, however, than being able to talk about them. Becoming acquainted with things by touch, taste, and the other senses; construction, painting, and other work with the hands; dancing and play all such activities are the very stuff of learning as well as the product and test of learning.
4. Noncomitant learning as of attitudes and appreciations is inevitable, and must not be overlooked for either its good or its bad potentialities. On the other hand, no really worth while learning should be left to chance. There should be definite planning to take advantage of the many creative possibilities that every learning situation offers. To this must be added resourcefulness in seizing unforeseen opportunities as they arise and in turning to account or averting less favorable developments.
5. Satisfying conditions should accompany all experiences, since emotional tone is related to ease and permanence of learning. "At-homeness" in the learning situation is one such condition. A spirit



of friendliness and cooperation should prevail. A wide enough range of experiences should be provided so that each child has opportunities for success. Physical conditions in the classroom should be wholesome, arrangements should be convenient, and interruptions from outside should be as few as possible.

6. Learning should be a continuing process. It begins in those experiences of the child which determine his readiness for further related experiences. Transitions should be gradual, with one experience growing naturally out of the preceding one. The child participates in new experiences because of their (a) meaningfulness, (b) purpose, and (c) satisfaction.

Readiness, goal-seeking and other motivation, and the development of meanings are factors of importance in learning. Readiness must precede every step in learning. Goal-seeking sets off the learning process; but major goals are sometimes modified as meanings grow, and subordinate goals may develop.

Everything that a child does and everything that is done to him changes him somewhat, and helps to determine what sort of things he will next be interested in and how he will respond to his new interests. His preoccupations determine what problems he will see in a given situation. The principle of readiness is this: a pupil learns when he meets situations adapted to his level of mental, physical, emotional, and social maturity. Maturity is the joint product of growth and experience. To ascertain a child's readiness for a given experience, the teacher supplements all her other information about the child by observing him as he works. She may set exploratory tasks, either formal tests or other trials of performance and knowledge. She allows the child a part in selecting the level of difficulty and the kind of work that he himself can comprehend and master.

The readiness of the group, as well as that of the individual, is a matter of concern to the teacher. Readiness has been studied most exhaustively in connection with reading at the beginning level. However, it is a factor to be considered at every level, and in the initial stages not only of every subject as, for example, arithmetic but of every step in the subject as long division.

Ease and permanence of learning depend largely on the meaningfulness the new material has for the child. Therefore, material that falls into a pattern related to life situations is the easiest to learn and retain. The more varied the experiences to which the child can relate what he has learned, the clearer will be his concepts, because it is through use of material that meanings are extended.

#### Goal-Seeking

The goal of a child's activities must be one which he recognizes as his own and really desires to reach. Ideally, it should originate with him. If it originates elsewhere, it must be presented in such a way that it becomes his own.



Motivation is the feeling of a child for his goal, which energizes his behavior. As such, it is tied in with the total situation, not something applied from without. It is important, however, that all supplementary sources of motivation be found and tapped. Setting a time limit for solving a problem or practicing a skill may have value when it helps the child to compete against his own past record. Thus it may help him to develop speed and the ability to concentrate within a fixed period. Discovery and creative work have high motivational value. The teacher should help every child to discover creative outlets for himself.

Motivations not forming an integral part of an experience are of doubtful value. Marks and honors become ends in themselves and thus are so deeply entrenched that dislodging them in favor of higher motives is almost impossible.

Competition requires careful management. Team spirit presents opportunities for desirable competitive effort. Competition involving individual effort is wholesome only when every child has a chance to win. Otherwise, a type of rivalry may develop which builds up habits and attitudes of questionable value. It may reinforce competitive to withdraw from participation. It may foster cheating, enmity, prejudice, and favoritism. The best form of competition is that in which the child tries to surpass his own previous record. However, if he is encouraged to set himself goals which he is unlikely to reach, discouragement is sure to result.

The realization that he is learning is in itself a source of motivation for the child. The teacher can foster efficient learning by:

1. Guiding the child in the pursuit of his goal. His work habits should be supervised and checked to promote efficiency, accuracy, and the focusing of attention on what is being done.
2. Providing him with content that leads to the attainment of his goal.
3. Providing for a wide range of sensory motor activities and experiences. This principle applies not only to young children but also to adolescents.
4. Giving the child time, opportunity, and freedom for:
  - (a) Independent work.
  - (b) Reflective thinking, which is often the major and most time consuming activity in pursuit of an intellectual goal.
5. Challenging him with suitable, meaningful, and interesting tasks, opportunities, and expectations.

#### Transfer of Training

What is learned in connection with one experience or situation may often be used in connection with another. The principle underlying the application of learnings to new situations is called transfer of training. When transfer



occurs, the reason seems to be that the new situations are in some respect similar to the original one. They may demand the same skill or knowledge; they may involve the same methods of learning or the same form of organization; they may be understood on the basis of the same generalization or the same mental process; they may call for the same attitudes.

There are differences of opinion as to the way in which transfer takes place. It is generally agreed, however, that the learner needs to be helped to see the relationships between the two situations or experiences, and to apply his old learnings in new settings. A child whose spelling papers are entirely satisfactory in neatness may nevertheless have to be shown how the principles of neatness apply to his arithmetic work, his personal appearance, or the care of his possessions in class and at home. Transfer is favored when the connections between the child's school and home environments are established and emphasized. Every school situation has its social and ethical aspects. The teacher should seek to develop those aspects which will reinforce wholesome group relationships and other desirable attitudes and habits.



### Teacher-Pupil Planning

The teacher needs the force of children's feelings and ideas in order to make a workable plan. She must be willing to bring her preconceived plans into line with the needs of ever-changing minds and bodies; and one way of keeping abreast of these needs is to listen to the voices of her children. Therefore, it is valuable for the teacher's growth as well as for the children's that they participate in working out the living curriculum.

The extent of the children's share in planning depends upon the age, the background, and the ability of the children, and specifically on how much experience in planning they have had. But whether their share is large or small, it must be really theirs. They may be encouraged to make decisions in only a limited field; but within this field, their decisions should be respected. The teacher will strive to build up her children's competence in planning, in order that they may have increasing opportunities to develop their powers of thought and their initiative.

The teacher does not dominate, but neither does she abdicate her leadership. She is a contributing member of the group. With immature children, her contribution may be to guide every step; to lead the children's thinking by questions; to suggest a number of procedures from which choice may be made. Even with children who can plan soundly and on a broad frontier, the teacher's contribution is essential. She must have in mind the specific needs of the group and of individuals; the learning possibilities of whatever experience is in progress; questions which will lead children into all-around comprehension of an issue or an undertaking; and a variety of possible topics, activities, and materials to extend the scope of children's plans. She stimulates thinking, draws out ideas, and indicates relationships and possible directions of inquiry. She must be willing to hear her ideas questioned, her plans modified; at some times children may learn more from their mistakes than from the explanation which would have turned their efforts in another direction.

The number of children participating in any planning depends on the number involved in the experience under consideration. Activities in which the entire class takes part are usually planned by the entire class, although some older classes may arrange for a committee with rotating membership to take charge of class planning. Children who are mature enough to work in committees pursuing their own interests may be mature enough to plan their work among themselves, with or without the advice or help of the teacher. The teacher must know what is going on in every group and hold herself in readiness for consultation at all times. In planning help to an individual, usually the individual himself and the teacher are the only persons involved. If the child can, through talking about them, come to see his difficulties clearly, he will be more likely to progress in remedying them.

At every level children plan some of their own activities, and at an early age they take some part in planning the daily program, or at least in choosing among suggested alternatives. Pupil-teacher planning is time-consuming at the beginning, but it is worth what it costs.



Plans should be explicit, so that all activities except routines are described in some detail, preferably in the children's own words or an approximation of these. The plan should be such that the children can refer to it at any time during the day for guidance on what to do next. Planning one day's work involves recalling what was learned yesterday and judging what yesterday's completed or uncompleted work suggests for today. Thus children learn to evaluate their progress and their needs.

With increasing competence, children may gradually come to choose objectives, decide what procedures and materials will best serve their purposes, select experiences, analyze a problem into parts which they will then apportion to various committees, assume responsibility for specific tasks, evaluate their progress toward their goal, and plan changes in procedure as they find inadequacies.

In helping children plan, the teacher should make sure that major experiences have depth and breadth; that her children are led toward interests which offer sequential learnings; and that their activities utilize knowledges and skills appropriate to their growth level.

The teacher should give her children ample opportunity to profit from what she herself can do unusually well. Although she will not impose her interests on the group, she will regard her experiences as resources to be put at their disposal. Her enthusiasm for a plan may be so infectious that the children will choose to accept it. Her background in an area may be so rich that she can assure the group of such stimulation, detailed information, and assistance with specific problems as they could get in no other way.



### CLASS, GROUP, AND INDIVIDUAL EXPERIENCES

The nature and purpose of every learning experience determines how many children should take part in it. Some experiences are more effective when an entire class participates, some are appropriate for smaller groups, and others may best involve only one individual.

#### Class Experiences

The entire class should participate in experiences which (1) give children a common basis for understanding, (2) bring about broad socialization, or (3) provide economy of time and effort through class participation.

##### 1. A Common Basis for Understanding

If children are to reach the same understandings, they must have similar experiences on which to base these understandings. We sometimes assume that children have a common basis of understanding when in reality they have had experiences so different that they cannot put the same meaning into words used to describe these experiences. This is particularly true of young children, because they have come from widely different backgrounds and have not yet had much common experience in school.

An example may serve to make this problem clear. Suppose a teacher assumes that all her children have a common basis for understanding a unit on pets - a reasonable assumption, it would seem. As a matter of fact, however, there are many children in New York who have no pets. Many children have not even had a wide acquaintance with other people's pets. Therefore, some children have few ideas about pets; others have inadequate ideas, because they have not known a variety of pets. The vocabulary used in speaking about pets will not mean the same to all these children. The word pets itself may mean to some children only cats and dogs; or only a limited variety of dogs, the breeds most commonly seen in the neighborhood. Every child's ideas of the care of pets, their eating habits, and their characteristics are necessarily based on his observation of the pets with which he is familiar.

The teacher can, even in classes consisting of children whose experiences with pets have been very few, make a unit on pets successful by providing common experiences and common understandings. She may take the class on visits to a pet shop, encourage children who have pets to bring them to school now and then, or perhaps arrange for the class to have a pet of its own to care for. She will encourage the children to tell of their experiences with pets and will interpret these to the class. She will draw out significant facts and ideas through effective questioning.

In academic subjects as well as experience units, a common basis for understanding is equally important. For instance, many class experiences with quantity must precede the use of symbols and paper-and-pencil computations dealing with number situations.



## 2. Broad Socialization

Some experiences require a large number of participants - for example, certain games and other physical activities. Little children, who often prefer to work or play with only a few companions, may become accustomed to large groups through taking part in such activities. Many experiences give more "lift" when a large number are participating; among these are group singing, dancing, dramatic play, drives, rallies, and the planning of certain kinds of projects. "Partaking" of music and literature as a listener among many listeners sometimes provides great emotional release. Intellectual activity can become an exciting group experience when a child is reporting on a topic of interest to his classmates or the class is working out a problem of common concern.

## 3. Economy of Time and Effort

Using school time and teacher effort economically involves providing for the entire class those experiences which the entire class needs and which are adapted to class presentation. By doing effective class teaching, the teacher will save time which she can devote to smaller groups or individuals needing further explanation or extra help.

Among experiences which are economically developed when they involve the entire class are: orientation to a new unit or a new topic; sharing many types of experiences reported by individuals or small groups; evaluations of progress in, and culminations of, units or other all-class projects; many types of tests; listening to story-telling, musical recordings, and radio programs of various kinds; watching moving pictures and slides; and planning services to the school which are a class responsibility.

Many experiences are adapted to all-class participation for a combination of the reasons mentioned above.

### Group Experiences

In order to adjust the curriculum to the needs and potentialities of each individual, it is often desirable to provide experiences for smaller groups within a class. Suggestions on "How a Class is Organized for Group Work" will be found in *Changing Concepts and Practices in Elementary Education*, Curriculum Bulletin No. 1, 1942-43, p. 23 (pp. 27-28 in reprint).

If group work is to be effective, children must be mature enough to take a measure of responsibility for their own activities. In classes consisting for the most part of children who are accustomed to working in groups, much group work can be done. In other classes, the teacher will initiate group work gradually, perhaps permitting only one group to be formed at a time, the first group consisting of children who have the greatest social maturity and other groups being set up as more children become capable of managing themselves and their affairs.



The teacher herself must be "ready" for group work. She must know clearly the purposes of grouping. She must be prepared to distribute her attention. She must not set up more groups than she can handle. Probably there will be few groups at any level who can work in complete independence of the teacher. In general, she must help each group plan, she must supervise to a greater or less degree, and she must help child-record and check their own progress. It is essential that she should provide adequate materials, fitted to the respective levels and problems of the group using them.

The purpose of grouping determines the method by which the group is formed, the membership of the group, the procedures within the group, and the outcomes concluding the existence of the group as a group. The chief purposes served by grouping are:

a. Training in Specific Skills and Knowledges

Children who have reached approximately the same stage of proficiency or who have run into similar difficulties are grouped by the teacher for further instruction and practice. A child who overcomes his difficulties, or who progresses at a different rate from others in his group, is placed in a different group. Not every child in a class needs to be in a group for practice or special study; a child who has reached a satisfactory degree of proficiency may be applying his new abilities to his own purposes or pursuing another desirable activity. Some groups may persist in practically the same form throughout a year, as often happens in reading readiness; others may be re-forming and dissolving constantly, as in the mastery of details of arithmetic processes.

b. Committee Work on Matters of Common Interest

Children who wish to undertake research on some aspect of a unit, to work together on a mural, or to carry on any other intellectual or artistic project serving their own or class purposes usually group themselves as they or their leaders wish. However, the teacher must feel free to make changes in personnel if these are required:

- (1) In order to keep the same children from working together constantly. One aim of the committee work is to broaden socialization.
- (2) To make sure the group is well managed and includes children having abilities essential to achieving the purpose for which the group was organized.
- (3) To serve the developmental needs of an individual. A child may need to broaden his grasp of a certain kind of information or may need the security of working with a particular child and getting help from him.
- (4) To adjust the size of a group to help it function properly.



Such groups usually stay together as originally set up until they have reported on their research, solved their problem, or otherwise finished the job which was their reason for being.

c. Service for the School or the Class

Projects such as housekeeping, care of supplies, and messenger service for the school are usually entrusted to committees. The membership of these committees should be frequently changed, in order to give every child a taste of every type of responsibility which he is capable of taking. Some groups may be reconstituted every week. Those whose duties require longer training will keep the same members for longer periods. Occasionally a function will require such detailed knowledge (as taking charge of catalogues of visual aids, counseling as to suitable films, ordering, storing, and distributing such materials) that one group will take charge for an entire term. Within groups, it is desirable at times to rotate duties so that each child's experience may be enriched.

d. Informal Association

Since one of the objectives of education is to bring about competence in informal, as well as in formal, social relationships, definite provision should be made for free association of children and mingling in small groups on the basis of mutual liking.

Not all the groups designed to serve similar purposes need meet at the same time. The extent to which each group needs guidance from the teacher will determine how many groups can advantageously be meeting at one time. Some forms of free play, free reading, and individual work of various kinds can be going on in a room while the teacher gives specific attention to a group needing instruction or close observation. In other cases - let us say research in social studies - it may be possible for all groups to meet simultaneously, while the teacher circulates and keeps an eye on every group. The teacher is always alert to see whether her judgment is needed, whether groups are working efficiently, whether certain individuals appear to lack any essential skill, how source material is being used, and how the various situations are working out. As children become expert in carrying on group work, they will know when to consult the teacher for help or explanation.

In fact, the efficient functioning of groups comes only as the result of considerable experience, on the part of both the children and their teacher. In working to develop reading readiness with a class, the teacher will before long be able to select a few children who are making much better progress than the average. She works with this group so that they need not be delayed by slower learners. Thus they may soon be able to manage themselves at their work independently, while the rest of the class are being taught all together or while new groups are being trained. Young children cannot be expected to work efficiently by themselves for more than a short period at a time. Older children, may adopt group work easily, sometimes almost spontaneously.

There are certain conditions essential to the smooth functioning of groups. Children should be working for purposes in which they are truly



interested. They should see the relationship of what they are doing to the completion of the unit or the fulfillment of any other responsibility which they are sharing. They should be provided with materials adjusted to their abilities. There should be an adequate variety of materials, to meet different needs and interests. Emotional adjustment has a direct bearing on a child's capacity to carry on group work.

#### Individual Experiences

All the purposes of group work, except socialization, may sometimes be served by individual work. There is no logical reason why a group receiving help on a specific problem might not dwindle to one member. There is no reason why certain contributions to a unit or certain services should not sometimes be the responsibility of one child. The opportunity to work alone is essential to many forms of creative effort. There should be time in every school day when a child may have opportunity and suitable conditions for reflective thought. The gifted or talented child is often capable of making a valuable individual contribution to the school life along the lines of his talent. Most children will benefit by individual responsibilities and opportunities.



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MAINICHI SHIMBUN

17 Dec. 49

-¥ 20,820,000 of national subsidy for the reconstruction work of the 63 educational system was allotted to Kagawa Prefecture about two thirds of a total of 173 lower secondary schools in the prefecture, can continue their school work by using the existing school buildings. However, for the remaining one thirds, it is urgently necessary to construct new school buildings or enlarge the present school buildings. The national subsidy equal to about one hundredth of the construction expenditure of school building was in the past allotted to each city, town and village. However this time the national subsidy for the construction work of the 63 educational system will be allotted only to the cities, towns and villages where the average floor space of school room of upper and lower secondary school and primary school is less than 0.7 tsubo per one student. There are only 39 schools in Kagawa which are qualified to receive the national subsidy.

The cities, towns and villages where the average floor space of school room of upper and lower secondary school and primary school is more than 0.7 tsubo, can not receive the national subsidy. Those cities, towns and villages which have already constructed or are constructing or intend to construct new school buildings, in anticipation of the national subsidy, may face more or less financial difficulties.

Within this limitation, the national subsidy must be preferentially allotted to the model school (Yamada Lower Secondary School, Ayauta-gun) and associated schools (Kumiai-ritsu schools) Anyhow, the distribution problem of the national subsidy for the 63 educational system will become a big subject of discussion for the prefectural board of education.

(By Takahashi Dec. 23)



Tokushima

Number of schools inspected in Tokushima-ken.

*F*  
*Edwards*  
*Info*

Period May 1947 to August 1949

Primary	Low Sec.	Upp Sec.	Part time.	Private	Special	College
73	41	49	4	2	0	1

Besides these schools, 1 primary school and 2 upper secondary schools were re-inspected.

Number of schools inspected in Kochi-ken.

Kochi

Period July 1946 to July 1949

Primary	Low Sec.	Upp Sec.	Part time	Private	Special	College
96	42	75	4	2	1	6

2 private schools are one lower secondary and 1 upper secondary school.



Inspection Report # 144

Date Inspected: 18-21 Apr., 1949

Summary of Inspection

Niih Agricultural High School

a. Stock-breeding Processing.

The facilities for stock-breeding processing look to not be used practically, so they are required to be utilized in view of the importance of agricultural education too.

b. Facilities.

Repairs work of 2 class-rooms & one agricultural implements room, receiving the combined efforts from the School's Supporting Association. I hope that it will be completed rapidly.

The hot-house of this School is just in devastation, but its scale and structure are far better than other high schools within this Prefecture. Rapid repairs are desired to be carried out for fear that it will be unfit for utilization.

c. Products.

I perceive that the quantities of various products obtained through actual training have tended toward small.

As this is not only financial loss, but also has a bad effect upon the education, the school authorities should be strict with the management of the products so as not to regret in after day.

d. Various incomings.

Various incomings are dealt with by the Incoming-book, Daily Accounts-book for Indomings, but it is unsatisfactory File of Reports on Various Incoming, but it is unsatisfactory that the earnings from products are not clear and also the Various Incomings Collection Book are not kept.

e. Demand expenditure.

The demand expenditure remains considerably. On the contrary, various implements and materials are not furnished enough. A proper step desired to be taken to make necessary outlay as far as estimate permits out of the way of actual training and other educations.

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Inspection Report #114

Date Inspected: 18-21 Apr., 1949

Summary of Inspection

Saijo First High School

a. To fill the position of principal.

As it is improper for the School to be conducted that the position of principal has been vacant since December, last year and it has not been filled yet in this year, it is desired to appoint principal immediately.

b. Library.

More efforts are desired to be made by the School authorities for a perfect collection of books, though pointed out this problem at the previous inspection.

c. Fixtures & utensils for study.

The science and natural-history specimens and utensils for experiment are covered with the dust and some of them are left in damages in disorderly fashion. I am very sorry to see that the facilities have not been used to the full, despite they were furnished at a pretty large cost. Careful cautions are desired to be given for keeping them in custody.

d. Incoming & outgoings.

i. The school expenditures and the high school expenditures (part-time) are dealt with in the same account, though they should be classified into different accounts.

ii. The amount of outstanding tuitions to part time system high schools totals ¥1,050 and in view of these facts, special efforts are desired to be paid for the securing of revenue for fear the schools may be conducted as a loss.



Inspection Report #114

Date Inspected: 18-21 Apr., 1949

## Summary of Inspection

Niihama Commercial High School

## a. Fulness of facilities.

As this School is borrowing and using jointly the school houses & auditoriums of adjacent elementary schools, because of its facilities being very imperfect, it is very inconvenienced every way. I hope that these are fulfilled and at the same time general teaching data are equipped well in order to conduct the prefect instruction.

## b. Arrangement of various books.

I recognize it a best policy to keep various prescribed books in good order and to make up the Teachers Dwelling-places List & File of Curriculum Vitae so as to facilitate the business. I think that it is good to collect various written applications and reports, but as it is subtle to classify the Travelling Report, Study-day Report, Acknowledgement Holidays Application and Absence Report into different files, the study is desired to be made for simplification of filing.

## c. Securing of school-house.

The City office has used the school-house (one room of 10 tsubo) for the office of Kaneko Agency, but it has been decided to move out not later than March this year and the remaining affairs are now being wound up. This room should be vacated as soon as possible in order to secure the school-house.

## d. Incomings &amp; outgoings.

This school was transferred to the prefectural operation in June, last year and a clerk in charge of accounts lacks experience. Nevertheless, as the accounts business has been arranged well, his study and efforts are noticed fully.



Inspection Report #144

Date Inspected: 18-21 Apr., 1949

## Summary of Inspection

Nihama First High School

## a. Business.

Newly-appointed principal has made the Teachers Service Regulations, the Allotted School Task & the Education Policy after consultation with teachers and they are making efforts to conduct a disciplined business and a pupil focusing education becomingly to a prefectural school. I expect that they will obtain good results.

## b. Repairs of school-house.

Reconstruction works of old air defences and repairs of the damages from storm & flood and of the damages by the earthquake have been planned and are being carried out with ¥400,000 (contribution of ¥200,000 from the supporting society plus the Prefectural expenditure of ¥200,000). I felt the seriousness and the bright & cheerful atmospheres. The plan was entrusted to an expert in this city and he is acting as a field overseer. In addition to this, the formalities of works-contract were proper and the school authorities have made up their own Works Diary and are supervising over the works by themselves. These steps are considered to be appropriate.

## c. Matters to be required.

In view of the following requirements having reasons, the authorities' study are desired.

i. Disposition of personnel, particularly of secretaries, and the facilities are desired to reach to the Standard of Secondary School's Establishment as soon as possible.

ii. In order to conduct the accounting business strictly, because of its becoming complex and its quantity's increasing, the short-course for practical accounting business is desired to be held once or more every fiscal year in order to bring up good accountants.

iii. Concerning the repair & maintenance work, it cannot be carried out perfectly unless it gives an expert trouble and also must be continued because of the devastation being severe after the war. Therefore, school engineers in charge of repair & maintenance are required to be stationed respectively at the arterial places in the eastern middle & southern districts of  
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Inspection Report #115

Date Inspected: 18-21 Apr., 1949

Summary of Inspection

Saijo Second High School

a. Dilligence of the teaching staff.

This School has a staff of 20 teachers and clerical personnel, who are all good in attendance, But only one of them has been absent from his duty for a long time.

b. Complete equipment of school-houses.

The repair works of ceilings which were taken away during the war and the roofs damaged from a storm have been completed to be changed into new aspect.

As the window-panes of 3 class-rooms which were rented to a Secondary School until March of this year have been damaged severely, they should be replaces with new ones in haste.

c. Incomings & ourgoings.

Nothing particularly wrong was noticed in the various books and vouchers when they were inspected closely by me. But it should be corrected rapidly that the non-regular staff's salary is paid out of the regular staff's salaries.



Inspection Report #115

Date Inspected: 18-21 Apr., 1949

Summary of InspectionSaijo Agricultural High Schoola. Management of school-houses.

As the school-houses are considerably old and also damaged in many places, the School authorities have done all they can do within their power for repairs since the end of last year when newly-appointed principal arrived here. But the repairs are desired to be carried out more steadily as planned, because it is economy of expenditure to complete the work as soon as possible.

b. Incomings & outgoings.

Nothing particularly wrong was noticed in the various books and vouchers when they were inspected closely by me, but a judicious step is desired to be taken especially concerning the following items.

i. No account in the "Item" column was made.

ii. Unsuitable points were seen in the "Paragraph" & "Items" of expenditures.

c. Supplementary expenditures balanced are paid for the link-purchase of animals and cattle, But it is unfit that selling & buying of them are dealt with in the same account.



Inspection Report #115

Date Inspected: 18-21 Apr., 1949

Summary of InspectionNiihama Second High School

a. Accomodations for part-time high school.

Since school boys are inconvenienced, bucause this school has no latrine for boys, though its establishment is under program, a step is desired to be taken for it as soon as possible. As there are several burglaries at bicycle parking place whose facilities are imperfect, the authorities are desired to take a proper step for completion of the facilities.

b. Incoming & outgoings.

Nothing particularly wrong was noticed in the various books and vouchers when they were inspected closely by me, but more study is desired to be made for appropriation of estimates.



Inspection Report #115

Date Inspected: 18-21Apr., 1949

## Summary of Inspection

Niihama Technical High School

## a. Allotment of estimates for actual training expenditures.

This school has a contract for the repairs and processing of the machines and tools of the Nisshin Chemical Industry Co. and Besshi Weights & Measurements Co. so that actual training lesson may be assigned to Machine Course. The revenues of ¥40,236 which were obtained through actual training are dealt with as a special account. Out of them ¥38,879 have been appropriated for the expenditures of non-durable goods, motive power and fixtures for actual training and the estimated prefectural expenditure for actual training revenue. The remainder of ¥1,357 is kept in custody in cash.

I consider that the above method has been taken, because the estimate for actual training allotted is small, but I can not recognize that the method is not proper, since they should be appropriated in the budget of prefectural expenditure. The authorities are required to examine the actual conditions mentioned above and to take a counter-measure.



Inspection Report # 117

Date Inspected: 26 and 28 Apr. 1949

## Summary of Inspection

Shuso High School

## A. Cleaning.

The cleaning and arrangement in the school are kept well and efforts for management of cleaning are appreciated.

## B. Repair of "tatami" mats in the sewing-room

The "tatami" mats in the sewing-room which have been used by the part-time women's dept., have been seriously damaged. And so sooner repair of them is required.

## C. Furnishing of books.

There is no book-shop and circulating library in this district, and so this school authorities intend to purchase the books worthy of ¥200,000 with the membership fees of alumni association and PTA., profits from the bazaar, and other expenses. This is desirable for the students.

## D. Incomings and outgoings.

As a result of my minute audit of various account-books, files, etc., none of particulars could be found wrong. With reference to entry in the account-book, there could be found many corrected parts because the clerk was unaccustomed to business. Therefore more study in this respect is required.



Inspection Report # 127

Date Inspected: 26 and 28 Apr. 1949

## Summary of Inspection

Koyasu High School**A. Plan to expand the facilities.**

The school authorities are planning to construct the main hall within the current fiscal year at a cost of ¥1,200,000 which are to be donated by the PTA. and others. The emphasis is also laid on the library and this school is proud of 6,000 volumes of books including those which were contributed by Komatsu-cho at the time when this school was transferred from private to prefectural management. In order to supplement the books, this school intends to purchase books worthy of ¥100,000 every year. This plan is noteworthy.

**B. Repair of school-building.**

The school-buildings have been seriously damaged because the wind blows severely in this district. The slightly damaged parts have been repaired by the teachers and pupils, but the window-panes and other parts are left damaged. The special consideration should be taken in this respect.

**C. Part-time course.**

In the part-time course of this school, there are 131 pupils for the men's evening course and 200 pupils for the women's daytime course. The percentage of their attendance is more than 70% and it was not acknowledged that their attendance had been bad.

**D. Incomings and outgoings.**

a) It is regrettable that the entrance examination fee which should have been delivered to the prefectural authorities at the beginning of the fiscal year, was delivered at the end of the fiscal year because of the accountant's negligence.

b) The entry in the account-book in case of appropriation of the budget is not good. More study in this respect is required.

c) As to the additional pay of the increased salary during the period from January to March 1948, the amounts which should not have been paid, were paid and they should be returned, as soon as possible.



Inspection Report #117

Date Inspected: 26 and 28 Apr. 1949

Summary of InspectionNii Educational OfficeA. Construction of secondary school buildings.

The first stage construction of the secondary school buildings in 11 towns and villages of Nii-gun has been all completed. It is acknowledged that this is due to efforts by not only the town and village authorities but also this office and other parties concerned.

B. Qualification of teachers

Of 245 teachers of the primary schools, there are 112 assistant teachers and the ratio of the latter to the former is 45%. Of 158 teachers of the secondary schools, there are 33 assistant teachers and the ratio of the latter to the former is 21%. The number of these unlicensed teachers in this "gun" is more than those in other "gun". To cope with the present circumstances, the re-education and other appropriate measures should be taken to the effect that the unlicensed teachers would be trained.

C. Teachers in charge of health.

The fixed number of teachers in charge of health is 7 persons in this gun where there are 31 primary and secondary schools, but at present there are only 4 persons. In view of promoting the school sanitation, it is necessary to increase the teachers in charge of health.



Inspection Report # 119

Date Inspected: 27 Apr. 1949

## Summary of Inspection

Shuso Educational Office

## A. School forest.

The area where the pupils of school planted the trees during the "Green Week" is as follows.

TYPE OF SCHOOL	NO. OF SCHOOLS	AREA REFORESTED (cho)
Primary School	3	15 cho
Secondary School	5	8 cho

Furthermore, in order to supply the young trees to the secondary schools, this office is operating the forest nursery maintenance of which is entrusted to the other organization, and in this nursery, 30,000 young trees of cryptomerea and 20,000 young trees of pine-tree are being cultivated as the three year old young trees in the next fiscal year. This planned measure being worthy notice, the continuous guidance is hoped.

## B. Qualification of educators.

The number of educators and that of unlicensed educators in this Gun are as follows.

Type of School	No. of Educators	No. of Unlicensed Educators	Percentage of the latter to The Former
Primary School	246	33	12%
Secondary School	152	18	10%

This figure is good throughout the country and it is requested that the qualities of these unlicensed educators be promoted by means of reeducation and other methods.



Inspection Report # 121

Date Inspected: May 2, 1949

## Summary of Inspection

Educational Board

## 1. Fees for examinations of applicants for admission to high school in academic subjects:

Selective examinations of applicants for admission to high schools for 1949 were held in accordance with Note No. 11 (Ha-tsu gaku), dated Feb. 1, 1948 from Chief, School Education Bureau, Education Ministry. In this connection a fee of ¥20 per applicant for examinations in academic subjects was collected in addition to the fee of ¥40 per applicant for selective examinations for admission prescribed in Ehimeken Ordinance No.9, dated April, 1948, subject: Collection of Tuition Fees and Expenses of Prefectural Schools. Fees of full-time high schools totalled ¥86,260 and those of part-time ones, ¥93,920. The receipts were mostly appropriated for various expenses of the examinations in academic subjects. Our findings of this matter are as follows:

1) If it was necessary to collect the fee for examinations in academic subjects, the authorities concerned should have arranged to make a relevant ordinance in advance which authorized the collection of the fee according to Arts. 222 and 223, Local Self-govt. Law, Para 2 Art, 6, School Education Law, and Education Ministry Order No. 15, dated June 24, 1947. It was a serious fault on their part that they should have failed to take such steps beforehand.

2) As to the management of the collections of the fee for examinations in academic subjects, directions relative to the receiving of the collections of the fee for full-time schools were given by Note No. 76. (Kyo gaku), dated Feb. 26, 1949 from Superintendent, Education Board while instructions relative to expending the receipts of part-time schools were given by Note No. 205 (Kyo Kan), dated Mar. 25, 1949 from Superintendent, Education Board.

But legally speaking all the receipts of the fee as well as the expenditures should have been voted by the prefectural assembly in the budget, and the affairs ought to be managed by the chief treasurer. It was another fault of theirs that they should have neglected to take budgetary steps in this matter.

3) The following are the receipts of the fee and the disbursements there from.



## 1) Full-time high schools.

Total receipts: ¥86,260

The fee was ¥20 per applicant and the applicants totalled 4,313. There is no doubt as to the correctness of this account.

Total Disbursement: ¥83,020

We recognized that the sum was expended on indispensable items for giving the examinations in academic subjects.

They were advised to be discreet in disposing of the balance of ¥3,240.

## 11) Part-time high schools:

As the fee was ¥20 per applicant and the applicants totalled 4,696, the receipts must have totalled ¥93,920. And the receipts must have been used in various expenses relative to the examinations in academic subjects according to Note No. 205 (Kyo Kan), dated Mar. 25, 1949. The principals who were entrusted with the matters have not yet presented relevant data. As soon as the data are available, we will inspect them and report our findings.

4) Though the accounts of the fee of full-time high schools were conducted directly by the educational board, those of part-time high schools were entrusted to the principals. But there was no legal authority to entrust them with the affairs. Such arbitrary arrangements must be denounced.

5) In short all arrangements made in this matter are unlawful unless they are approved by the prefectural assembly in the budget and ordinances. The authorities should be advised to take prompt steps to correct the arrangements.

## II. Salary of Superintendent, Education Board:

The relevant ordinance provides that the 1st grade salary of the superintendent is ¥25,000 a month, the 2nd grade ¥20,000, and the 3rd grade ¥16,000. The present superintendent is rated by the Education Board to get the 2nd grade salary (¥20,000) while ¥16,000 a month was appropriated for this salary by the Prefectural assembly in the budget. It is very improper that there should be a discrepancy between his rating and the appropriations for his salary. The authorities concerned should be requested to take speedy action to remedy the matter. Furthermore they must be advised to be more careful not to commit such a blunder in the future.



Inspection Report #122.

Date Inspected: May 6 and 7, 1949

Summary of InspectionMatsuyama Agr. & Forestry School:

## 1. Preparations for elevation of school status:

This school which will be raised to the status of a college is making steady preparations for the elevations of the school status by remodelling its school-houses and purchasing implements, specimens and books with the facilities completing expenses of 7 million yen for this year. Though we appreciate their efforts, we hope they will make prudential arrangements for completion of facilities worthy of a college.

## 2. Farms:

1) The wheat and vegetables of the farm in the campus were in excellent condition. We appreciated their hard work.

2) The farm at Higashimo was out of repair because of bad management and the poor quality of the soil. We hope they will make further effort to improve the farm.

3) The instructors and the students are making united efforts to establish a modern model ranch of fruit-growing and live-stock product processing on a land of 15 "cho" at Ojoin-mura, Nik-gun. As the ranch is situated at a distance, we hope they will be particularly careful in managing the ranch and its accounts.

## 3. Accounts:

We closely inspected the books and evidences but found no irregularities worthy of special mention in them. They are requested, however, to take note of the following items.

1) A reward of ¥200,000 was paid out of the expenses for fixtures to H. Kajitani and four others for their donation of 2,596 books. But it is improper to pay a reward for a donation. We think they should have taken a form of purchasing books from the expenses for fixtures.



2) As to the proceeds of ¥280,000 from sales of trees of an experimental plantation, ¥86,948 has been paid into the Ken treasury, but the rest is in arrears. They also have not yet paid a contract percentage to the creditor. These payments should be quickly made.



Inspection Report #123

Date Inspected: May 6 and 7, 1949

## Summary of Inspection

Matsuyama Agr. High School:

## 1) Transfer of School Facilities to Prefectural Authority:

This school was opened in 1947 on condition that the school-houses and other facilities of a former youth school which was conducted by an association of towns and villages would not only be made available for this school, but also transferred to prefectural authority. But the condition has not yet been fulfilled, although we admit that there have been unfavourable circumstances. At any rate they are requested to take prompt steps to settle the matter.

## 2) Ownership of income from practice-fields:

The practice-fields of the school consist of 1 "cho" 2 "tan" of paddy field, 1 "tan" 2 "se" of truck garden, 3 "tan" of cultivated land, and an orchard of 9 "se". The ownership of income from those practice-fields is not clear on account of the said circumstances, which make the legal position of the fields ambiguous. The authorities concerned are requested to take quick action to clear up the matter.



Inspection Report #125

Date inspected 11 to 13 May, 1949

Summary of InspectionHigashiuwa High SchoolA. Repair of school buildings:

Repair of an auditorium pointed out in our former inspection was completed in December last, but that of a musical room which is not yet completed must immediately be reinforced with other repairs.

B. Accountant's business:

Though nothing was found wrong in particular, the accountant seemed unaccustomed to his business being young in his post. He was warned against the following matters.

(1) As the revenue budget from proceeds of sale of products which has been apportioned to this school is not proper to such a school of general course, the authorities concerned are requested to take more appropriate measures against it.

(2) It is not proper that small amount of proceeds from sale of useless articles estimated is not yet received.

(3) It is advisable to file written instructions concerning budget separately from other papers in general.

(4) An account-book of non-durable goods must promptly be provided.

(5) Demand and receipt of traveling expenses must comply with regulations relative to demand of traveling expenses.



Inspection Report #126

Date inspected 11 to 13 May, 1949

Summary of InspectionUwa Agricultural High SchoolA. Expenses of part-time high schools:

A central part-time high school and three branch schools thereof have been established in this school, but, the authorities are hoped to take appropriate actions upon deliberation against the present situation that these schools are under the financial support of local towns, and villages, on account of too small budget for electric light charges and supply expenses.

B. Dwellings for teachers:

It tells how keenly people in these districts are interested in education, that, to my joy, teachers of this school are blessed with better living circumstances being possessed of 5 teacher's houses which were built by the support of local citizens, supporters' assn., etc.

C. Accounts business.

My minute audit of various books and files of evidences proved nothing wrong in particular, but appropriate actions are needed to be promptly taken against the following matters.

(1) It must be taken note of that there was found some improper payment of family allowances.

(2) It is not proper that the school is not equipped with an overtime orderly book.

(3) With regard to management of future budget more studies are needed considering that the present one is not yet carried into effect, which cannot be regarded as budgetary economy.



Inspection Report # 126

Date Inspected 11 to 13 May, 1949

Summary of Inspection

Nomura High School

A. Practical garden:

Practical gardens consisting of 1 cho 7 tan and 8 se of upland field and 4 tan 1 se of paddy field are to be donated by local townsmen and villagers. The school should promptly go through procedures for their donation to clear up its possession thereof.

B. Accounts business:

My minute audit of various books and files of evidences proved nothing wrong in particular, but more efforts are needed to receive proceeds of sale of products, which are deemed too little at present, to the limit.



Inspection Report#127

Date Inspected 12 May, 1949

Summary of Inspection

Higashiwa Educational Office

A. Business management:

It being not long since it was established, this office has so many important problems unsettled regarding reeducation and posting of school teachers, guidance for school construction and social education, staff reduction, etc., which it is the mission of the office to solve. Pertaining to their solution their office management seems to be full of difficulties. Though their efforts hereafter are much anticipated, they are requested to exert themselves in most appropriate and familiar guidance for those matters which are inclined to be neglected, such as school sanitation (re-pletion of teachers in charge of nursing,) promotion of establishment of civic halls, upbringing of youths' associations, as they are apt to lack in self-sufficient financial resources for these activities and be a tame ending in their guidance plan.



Inspection Report No. 51

*NEW FILE*  
*File # 620*  
*Miscellaneous*  
 30 Oct. 1948.

This is to make the result of inspection public as follows, in accordance with Art. 199 the Local Self-government Law.

Ehime Ken Inspector : OCHI Naosaburo

1. Date inspected : 13 Oct. and 14 Oct. 1948.
2. Object inspected : Education Sect., Physical Education Sect., and Social Education Sect., Education Dept., Ehime Ken.
3. Summary of inspection :

(1) Education Section : (as of 13 Oct. 1948)

A. High school:

The 49 high schools in this prefecture must be completely furnished with facilities based on the standard decided by the Education Ministry by 1951 with the expense to be borne by each local public office. However, judging from the present financial condition of cities, towns and villages, its realization will face the difficulty. Accordingly, abolition, continuance or merger of schools, construction of which will not be able to be ~~xxx~~ completed by designated date, will be decided according to their future development, geographical condition and other circumstances. Therefore, special attention should be paid so that the high schools may not fall into the post-war state of the youths schools, the doors of which were opened but the teachers and pupils of which did not attend.

B. Construction of secondary school building.

The new construction of the secondary school buildings in 1947, was, for a while, at the standstill for want of funds and materials but the parties concerned obtained the remarkable results as following by over coming the bad conditions. This year too. it is requested to obtain successful results at all costs.

<u>Item</u>	<u>Result of const- ruction in 1947</u>	<u>Plan of construction</u>
Acrage (tsubo)	9,876	11,585
Number of class-room	395	463 395 68
1.		



2.

### C. Training of primary school teachers.

Aiming at the increase of primary school teachers and promotion of their qualities, the extraordinary teachers training schools were set up in Kawano town, Yawatahama city and Uwajima city in April 1948, and each 50 persons as fixed number are being trained there with six months as the training term. At the end of October, they are to be graduated from the schools at the first time. Their qualities and scholarly attainments are very superior and the results of training are expected.

By the way, about 30% of all the primary school teachers in this prefecture are the assistant teachers and they have no licence for teaching. Therefore for the purpose of completion of primary education and teaching, it is desired to carry out above program in succession and to take into consideration the extension of the said facilities.

### D. Health of teachers.

The teachers who are taking the rest from duty on account of tuberculosis, totaled 180 persons of primary, secondary and high schools in this prefecture. As the result of medical examination upon the children of whom the tuberculous teachers had charge, the tuberculin injection had 100% responsive effect upon the children. This is very deplorable, and so on the occasion of employing new teachers in the future, the health offices and other medical offices should examine the health of the teachers to be newly employed, and a special attention should be paid so that the unhealthy teachers may not be employed. Furthermore, the measure should be devised so that the teachers who are resting from duty on account of tuberculosis, may be placed under the members out of fixed number for the purpose of taking rest without anxiety about their teaching. In this way, efforts to maintain the healthiness of education are requested to be made.

### E. Election campaign.

On the occasion of the School Board election which took place recently, the teachers conducted the election campaign in rational manner on the one hand, but it is a fact that their election campaign brought about various hindrances over teaching on the other hand. It is regrettable that generally speaking, their election campaign seemed to be eccentric.

Needless to say, the enlightening movement for the School Board itself, should be allowed but a few violations against the Election Law through the movement of this kind were reported in the newspapers. Therefore, the authorities intend to probe



3.

into its real fact from the independent standpoint, as soon as possible. In this case, those which are perceived to be illegal, shall be severely punished in view of fairness of the educational administration and especially all possible guidances are keenly desired so that the violation like that may not be committed again.

F. In coming and outgoings.

As a result of my minute <sup>a</sup>udit of various account-books, files etc, none of particulars could be found wrong.

(2) Physical Education Section. (as of 14 Oct. 1948)

A. Physical education at school.

A remarkable revival of various kinds of sports after the end of the war, has exceeded the expectation of the parties concerned. The present circumstances of the physical education at schools, however, have not always been so, and cursed by the bottlenecks such as imperfect facilities and guidance organizations or insufficient materials, its full-scale activity could not be expected. Judging from the standpoint of the people's health, its promotion and development are urgently necessary, and so the special efforts for realization of the following matters are urged.

i. In connection with development of the physical education, it is urged to establish the physical education guidance members system endowed with enough expense for full activity.

ii. It is requested to subsidize to schools in cities designated as those for researching the physical education.

B. Meal service for school children.

The simplest and surest method to promote the health of the people in the future is to replenish nutrition to all the children by systematic means such as the meal service at school.

Therefore, it is desired that the meal service at school will be expanded and strengthened and the further guide will be taken so that the parents may cooperate in carrying out the meal service at school.



4.

Furthermore, in order to help the children of the quasi-paupers, to take meals at school, the authorities concerned are requested to give them the subsidy equivalent to a half of the charges for their meals. (subsidy is enough at ¥500,000). In this way, all the children will be able to take meals at school, and the meal service at school will bear fruit.

C. Incomings and outgoings.

As a result of my minute audit of various account-books, files, etc, none of particulars could be found wrong.

(3) Social Education Section. (as of 14 Oct. 1948)

A. Management of Public Hall.

The public halls which were set up last year, numbered 73 and this year, they are scheduled to be increased to 80. In managing the public hall, the various measures such as to dispatch lecturers and to create the chair of lectures have been devised but more efforts are needed to manage the public hall completely.

B. Correspondence education.

In parallel with the part-time high school, a plan to enforce the correspondence education system is under way. This is a timely measure and is expected. On the occasion of carrying out it, its application to youths residing in remote districts, who are not given the opportunity to study, should be especially taken into consideration.

C. Guidance for women culture committee.

Though promotion of women's culture was very important, no measure in this respect, was not taken. Recently, the women culture committee has been set up and is now studying and leading i). rationalization of life, ii). side-job of woman, and iii). counter-measure to prevent the youths and minors from delinquency. This is an appropriate measure and more effort to diffuse such the measure into the people is desired.

D. Establishment of Film Library.

With the object of educating the public mass with democratization, culture, international situation, etc., the Ehime Military Government Team loaned 20 projectors to Ehime Ken in October. The three of them were delivered to the Ehime Prefectural Office and 17 to cities, towns and villages respectively. Each management



5.

committee which has been set up in cities, towns and villages, is making efforts to make the most of the projectors. This is expected, as a hopeful plan.

E. Incomings and outgoings.

As a result of my minute audit of various account-books, files, etc., none of particulars could be found wrong.



Hatsu-sho 49

28 June, 1949

F  
(254)

Subject: Fixed Number of Teachers Working for Compulsory Education  
and Fixed Amount of Salary

1. On the basis of the Compulsory Education National Treasury Defrayment Law, the fixed number of teachers in your prefecture has been decided as follows:

Primary School	3,499
Lower Secondary School	2,060

2. If exceeded the fixed number, upon close investigation of the real number of teachers on the date of 1 April, about half number of them will be taken into consideration to be paid from the National Treasury as a principle, but you please consider about their discharge or voluntary retirement during this year.

3. Fixed amount: As we reported you in Hatsu-gaku 257 dated 13 April, 1949, the basic salary was changed to ¥6,307. Going back to January 1948, the salary would have been recounted. After investigation of 1948's status, we will send you the decided report within September at the latest.

4. This year's fixed member and fixed amount have been temporarily decided because it was necessary to make it in a hurry. So regarding the fixed number and fixed amount from next year on, we intend to fix it adequately under more earnest consideration.

Hsu (P)



22 October 1949

F  
(WHA)

TO : Mr. Kerlinger, Chief of Education Section, Shikoku CA Region  
 FROM : Mr. M. Kawano, Superintendent, Tokushima Board of Education  
 SUBJECT: Average amount of salary and number of teachers at primary and lower secondary school

I beg to inform you the subject matter. This reports is based on September salary.

## Statement

	Number of teachers	Average amount of salary
Primary school		
Total	3,483	¥ 5,549
Principal	296	¥ 8,835
Teacher	2,792	5,473
Asst.-teacher	395	3,850
Lower Secondary School		
Total	2,085	5,757
Principal	147	9,258
Teacher	1,772	5,611
Asst.-teacher	166	4,218



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up

ASAHII

25 Oct. 1949

F  
(254)

Kagawa Board of Education restricted the educational trip at schools within ¥ 2,000 and 4 days for upper secondary schools, ¥ 1,000 and 3 days for lower secondary schools and ¥ 500 and 2 days for primary schools.

However, in view of the fact, even under such restriction, the expense of educational trip is too expensive for many parents of school boys and girls, the Board of Education desired the authorities of all schools to refrain from going on an educational trip as much as possible.

BY Takahashi, 25 Oct. 1949



MAINICHI SHIMBUN

19 October 1949

F  
#3-4

According to the survey conducted by the Research and Statistics Section of the Kagawa Board of Education as of October, there was a total of 487 children (270 primary school children and 217 lower secondary school children) who were absent from school for a long time or who are in a habit of not attending school out of the 4,084 children investigated in the three primary schools; Matsushima, Kameoka and Tsuruo, and 2,905 children of the three lower secondary schools; Matsushima, Niban-cho and Tsuruo of Takamatsu. The causes for absence were: 175 from poverty, 99 from non-understanding at home, 143 having no intention of studying and 70 from illness. Among them absence caused because of poverty occupied the largest number. Owing to poverty 97 children had no textbook, 87 had no pencil, 91 had no notebook, 184 had no drawing equipment, and 267 had no umbrella. These figures indicate that something must be done to schools.



April 30, 1949

公共事業六三判之集配分基本原則

第一

五月以後より着工していつ、すでに完成してゐる学校

第二

現在すでに着工していつ、来年三月三十一日迄に完成確實したる学校

第三

今後着工していつ、来年三月三十一日迄に完成確實したる学校

附 町村で第一項の條件に於ては補助金は同様に可なり



Ragawa

1949-50

Subsidy by Momburo for Elem. & LSS

様式1の2

六三制学校建物整備費国庫補助の配当市町村一覧表 香川県 1101

文部省算出				都道府県配当案	
児童生徒一人当保 有面積	児童 生徒数	基準以下の 市町村 (基準の低い 市町村順)	補正の 不足 面積	配当 面積	配当又は配当1回分の理由の要 点
0.45	787	麻村	193	196.75	3,108.650
0.46	1,574	長尾町	373	377.76	5,968.608
0.46	6,234	丸亀市	207	1,496.16	23,639.328
0.43	996	園座村	264	268.92	4,248.936
0.45	1,199	仏生山町	276	299.75	4,736.050
0.47	483	補赤村	113	111.09	1,755.222
0.49	292	五名村	61	61.32	968.856
0.56	19,647	高松市	1,875	2,750.58	43,459.164
0.56	699	堀江村	0	97.86	1,546.188
0.58	1,437	引田町	1	172.44	2,724.552
0.59	1,933	草履町	0	212.63	3,359.554
0.50	905	白鳥村	183	181	2,859.800



0.49	292	五名村	61	61.32	968.856
0.56	19.647	高松市	1.875	2750.58	43,459.164
0.56	699	堀江村	0	97.86	1,546.188
0.58	1.437	利田町	1	172.44	2,724.552
0.59	1.933	草履町	0	212.63	3,359.554
0.50	905	白鳥村	183	181	2,859.800
0.51	846	川岡村	162	160.74	2,539.692
0.54	508	依柳島村	83	81.28	1,284.224
0.56	650	川田村	88	91.-	1,437.800
0.56	517	福田村	75	72.38	1,143.604
0.58	838	府中村	105	100.56	1,588.848
0.58	535	財田大野村	64	64.20	1,014.360
0.59	533	大鐸村	61	58.63	926.354
0.59	647	三谷村	73	73.37	1,159.246
0.63	886	法興寺村	0	62.02	979.916
0.64	586	辻村	84	35.16	555.528
0.65	7.237	坂出市	0	361.85	5,717.230
0.67	828	高尾村	18	24.84	392.472
0.69	1.582	土庄町	0	15.82	249.956
0.69	1.908	津田町	0	19.08	301.464



No. 2

文部省算出				都道府県配当率	
児童生徒一人当保有面積	児童生徒数	基準以下市町村(基準の1/2未満市町村)	補正率(不足面積)	配当率面積	配当又は配当1回以上理由の要否
0.69	924	石岡村	0	9.24	145.992
0.60	582	其瀬村	57	58.20	919.560
0.61	664	造用村	60	59.76	944.208
0.61	1662	栗治村	147	149.58	2,363,364
0.61	955	忍作村	89	85.95	1,358,010
0.64	699	松栄村	44	41.94	662.652
0.65	440	二生村	24	22.00	347.600
0.65	227	馬見島村	11	11.10	175,380
0.65	1,429	宇羽郡	69	71.45	1,128,910
0.67	665	二里村	18	19.95	315,210
0.67	593	栗駒村	17	17.85	282,030
0.68	1,179	水上市	59	23.58	372,564
0.68	1,122	平戸村	18	22.44	354.552
0.68	630	大野村	16	12.60	199.080



0.65	227	高見島村	11	11.10	175,380
0.65	1,429	宇野町	69	71.45	1,128,910
0.67	663	二宮村	18	19.95	315,210
0.67	593	栗島村	17	17.85	282,030
0.68	1,179	水之上	29	23.58	372,564
0.68	1,122	井ノ中村	18	22.44	354,552
0.68	630	大新町	16	12.60	199,080
0.68	1,143	和田村	23	22.86	361,188
0.69	1,094	白鳥本町	2	10.94	172,852
0.69	793	常盤村	11	7.93	125,294
0.69	1,020	川瀬村	9	10.20	161,160
0.69	355	多和村	3	3.55	56,090
合計		45市町村		8,108.21	128,111,298.

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4,054.155

64,055,649.



# Subsidy to Nagawa L.S.S. 1949-50

公文三制学校建物整備費不庫補助配分計画書 (香川県)					
設置者名 (所在地)	学校名	工事 延坪	工事 単価	建築 費	補助 坪単価
高松市	瑞松中校	323	15,800	2,551,700	2,600,000
丸亀市	丸亀小	177	15,800	1,398,500	1,420,000
坂本市	西印	170	15,800	1,343,000	1,670,000
	林田	160	15,800	1,264,000	970,000
大川郡	引田	160	15,795	1,263,650	950,000
白鳥町	白鳥町 錦町	185	15,800	1,461,500	1,570,500
杨栄村	杨栄	44	14,722	323,900	200,000
丘名村	丘名	75	12,850	481,900	200,000
袖茶村	袖茶	120	14,878	892,700	600,000
造田村	造田	64	14,565	466,100	300,000
小田村	小田	92	15,113	695,200	500,000
小豆郡	大銀	60	15,273	458,200	300,000
草履町	草履町 内海	210	15,800	1,659,000	1,000,000
木田郡	井戸	20	14,220	142,200	100,000
三谷村	三谷	97	14,991	576,700	400,000



五方村	五方	75	12,850	481,900	200,000
袖茶村	袖茶	120	14,878	892,700	600,000
造田村	造田	64	14,565	466,100	300,000
小田村	小田	92	15,113	695,200	500,000
小豆郡 大銀村	大銀	60	15,273	458,200	300,000
草尾町	内海	210	15,800	1,659,000	1,000,000
木田郡 井戸村	井戸	20	14,220	142,200	100,000
三谷村	三谷	77	14,976	576,700	400,000
庵治村	庵治	70	15,800	553,000	400,000
香川郡 仙生小町	仙生	80	14,812	592,500	400,000
雄雄身村	男木	20	15,800	158,000	110,000
鼓歌郡 山田村	山田	20	15,800	158,000	300,000
府中村	府中	78	15,800	616,200	300,000
宇羽津町	宇羽津	56	15,800	442,400	300,000
淡熊寺村	淡熊寺	60	15,800	474,000	300,000
仲野及郡 安身村	安身	20	15,800	158,000	110,000
三望郡 能伊村	能伊	100	13,430	671,500	470,000
町家村	町家	20	14,220	142,200	100,000
辻村	三野	25	15,800	197,500	320,000
本山村	三野	30	15,800	237,000	200,000
麻	麻	183	15,800	1,445,700	867,000



- \* The community people, in the rural areas, have no ideal for their future. They merely pass their days traditionally. It is doubtful whether we should depend to leave the children in such hands. What can we do to educate the community? Are we really contributing to the students' life? Especially, are the unqualified teachers capable enough in handling the children?  
5 days week might give us a chance to revise these situations.
- \* Effective 5 days is better than haphazard 6 days. Why not try it out? We can go vack if we feel necessary.
- o Would the teachers really utilize the one day? Would they teach the 5 days fully?
- \* That's a problem. Especially when we see the low-quality graduates from the normal school, we can't be best dubious.
- o It is a fact that the unqualified teachers occupy a larger percentage than qualified ones. Has the Secretariat any plan to send us teachers, even the unqualified, who are willing to accept, sincerely, training to develop themselves?
- \* I doubt it.
- o Speaking about unqualified teachers there is nothing to improve situation of Duplicated or Triplicated classes. Experimental schools, teachers consultants, should place more emphasis on such unfortunate schools
- o One solution is to develop good teachers from your own community Mayor and the community may assist in this program, for instance establish scholarships fund.
- o I understand the purpose of this meeting.  
But it would have been nice if the School Board Members and other respentive authorities are here, at least to be able to answer the



*EDUC*

*Kochi  
(254)  
(Confidential)*

Enclosed are notes from five meetings of Elementary and Lower Secondary School Principals<sup>8</sup> held in Ehime Prefecture.

You will note that two of them include notes from the Lower Secondary School Principals' meeting held at Okayama on 10-11 February.

The meetings were held as follows;

- 21 February-----Uwajima City
- 22 February-----Yawatahama City
- 24 February-----Imabari City
- 25 February-----Saijo City
- 28 February-----Matsuyama City



*Worsh*

THE ADMINISTRATION OF THE SCHOOL

- A. The chief administrative officer of any school shall be designated as the school principal.
- B. The powers and duties of the school principal shall include the following: He shall
1. Administer general policies and programs of the school system
  2. Within limits of the law, Board regulations, and instructions of the superintendent, be final administrative authority in his school
  3. Through established channels, keep superiors advised as to conditions and needs of his school
  4. Be responsible for:
    - a. detailed organization of program of school
    - b. assignment of duties of staff members
    - c. administration of instructional program
    - d. inspection of property in his charge
    - e. direction of workers at his school
    - f. keeping records and executing such forms as required.
  5. Safeguard health and general well-being of staff and children in his school and  
Provide for safety and care of children in case of fire, storm, or other sudden danger to the school plant and plan for training of children for such emergencies
  6. Shall not absent himself from school without leaving someone in charge and  
Shall never absent himself without permission of the superintendent except for matters dealing directly with his school
  7. Handle complaints affecting his school; shall investigate same, and refer cases not satisfactorily handled to the superintendent.
  8. Shall evaluate efficiency of each member of the school staff
  9. Be responsible for unified and coordinated plan for improvement of instruction in his school



10. Be responsible for corporal punishment, suspensions of pupils and for recommendations for dismissal
  11. Report damage to school property and any injuries to pupils or school staff that occur at a time or place wherein rights or responsibilities of school are involved
  12. Account for all moneys from student activities, school lunch, student fees, entertainments, gifts, and for any other funds belonging to the school or to the student body or any student group within the school
- C. Duties of clerical, janitorial, and like shall be fixed by the principal of the school
- D. He issues and signs all requisitions for supplies, apparatus, furniture and equipment for his school

Summarized material from Rules and Regulations of the East St. Louis Illinois School Board used by Capt. Snyder in explaining the part taken by the principal in the administration of the school.