on to the regional civil education officer and by him to the other civil education officers in the region.

4. IN-SERVICE TRAINING PROGRAM FOR TEACHERS. Assist and encourage the Japanese to establish an "in-service" training program for teachers in each school as directed in paragraph 2 d of Operational Directive 19 (1947). In this connection the following are essential activities:

a. The scheduling and conducting of regular teacher conferences. These conferences should be planned by the teachers themselves and the subjects discussed should deal with the improvement of teaching methods and techniques and the use of the "Course of Study".

b. The organization of study groups of specialized teachers, such as social studies teachers or mathematics teachers, by interested groups of teachers. These groups should study methods of teaching in their particular fields.

c. The organization of groups of teachers to listen to the "Teachers' Hour" broadcast each Monday, 1530 to 1600 over BCJ. If it is impossible for all teachers to listen in, a few should do so and report on the program at a teachers' meeting held later in the week.

d. The sending of teachers as delegates to regional educational conferences scheduled by the Ministry of Education. For example, if a conference on secondary education is conducted,

each secondary school should send delegates. When these delegates return to the school they should pass on the information obtained to the remainder of the teachers at a teachers' conference called for that purpose.

e. The establishment of a teachers' reference library at each school. These libraries may consist of only a very few professional books, magazines and journals. These libraries may be placed in the teachers' room or in a separate room, depending on the number of books, magazines and journals available.

f. The Ministry of Education plans to publish a handbook on the "in-service" training of teachers. Present plans call for the distribution of this handbook during March 1948. It will encourage each school to organize an in-service training program on a yearly basis and will suggest ways and means of doing so. After the publications and distribution of this handbook, all education officials, principals and teachers should be urged to make full use of it.

5. TEACHER SCREENING. Maintain close liaison with the prefectural Teacher Screening Committee to insure that all teachers guilty of militaristic and ultra-nationalistic activities are removed from the schools. In order to accomplish this mission the civil education officer should:

a. Become familiar with Imperial Ordinance 263, May 1947, Ministry of Education Instructions (Mombusho Munrei) Number 3, 1 May 1947, and all other directives on screening put out by the Ministry of Education. Imperial Ordinance 263 has been issued to

all military government teams. The Ministry of Education directives can be obtained from the prefectural education office.

b. Request regular activities reports from the screening committee in order to keep informed of its activities.

c. Maintain a list of all teachers who are screened out or purged to insure that these persons are not allowed to hold official office in the government or in educational positions. Be on guard to insure that purged teachers do not combine their influence in the schools.

d. Instruct the screening committee on how to prepare the evidence to forward to the Central Inquiry Committee in cases where screened-out teachers have appealed to the Central Inquiry Committee. Encourage prompt action in the preparation and forwarding of these cases.

e. Assist and guide the committee in the collection of additional evidence when a case is returned without action by the Central Inquiry Committee for lack of evidence. Encourage them to add the additional evidence and to re-submit the case as promptly as possible.

6. REORGANIZATION OF THE SCHOOL SYSTEM. Assist in the reorganization of the school system along democratic lines and in accordance with the "6-3-3 plan" by performing the following functions:

a. Make a careful study of the existing school system in the prefecture to include the number of schools of each type, the number of students attending each type, the distance traveled by

students, the number of elementary, lower secondary, and upper secondary teachers, the condition of school houses and the number of children of school age who are not attending school.

b. As a result of this study give guidance and assistance to the Japanese education officials in determining the number of schools of each type which would be established and where they should be located, the best use of present buildings, the repairs needed on these buildings and the planning of future building programs based on the needs of the different communities. It should be kept in mind that each school administrative district should contain all elements of the '6-3-3 plan' of organization.

c. Assist education officials in working out plans to provide for the compulsory 9th year in 1949.

d. Assist education officials in eliminating from public schools all methods of school entrance selection based on economic status, family position, creed or political belief.

e. Assist Japanese officials in the preparation of education budgets. Check on the sources of revenue. Advise them against counting contributions and donations as sources of revenue. Teach them to list each item of the budget separately so that it can be defended. There should be no concealed items (items which are included with more important items so as to conceal their identify and draw attention away from them) in the budget.

f. Through school inspections determine if the schools have received the new textbooks. Check through education officials to

determine if all schools have received their share of these books. If not, make recommendations to correct the discrepancies in the system of distribution. Assist the education officials in showing teachers how to use these new textbooks. One way of doing this is to arrange demonstration classes for teachers to observe. Another method is to organize demonstration or experimental schools, possibly in connection with normal schools.

g. Encourage officials to furnish as much equipment for the schools and as many teaching aids for the teachers as the budget will allow. Instruct the education officials in the preparation of simple inexpensive teaching aids so that they may in turn instruct all the teachers of the prefecture in the preparation of these materials.

h. Assist education officials and school principals in planning and developing health and sanitation programs in each school. Coordinate with the team public health officer in this work.

i. Assist principals and community leaders in the establishment of the new type democratic parent-teacher associations. Strive to have a PTA in each school. Coordinate with the team civil information officer in publishing the need for and the advantage to be derived from PTA's.

j. Encourage the establishment of co-education as a basic pattern in education in order to provide equal educational opportunity and normal social development of boys and girls. But do not attempt to force co-education upon the Japanese. The final

decision in this matter rests with the Japanese themselves.

k. Assist private schools in the solution of their problems when possible.

7. LOCAL CONTROL OF THE SCHOOL SYSTEM. Furnish guidance and assistance to the Japanese in the decentralization of control of the school system when it is provided for by law. After passage of the proposed "Local School Board Law" the following activities should be initiated:

a. An information program should be planned in conjunction with the team civil information officer to point out to the people:

(1) The purpose of the law.

(2) The provisions of the law.

(3) Method of selection, powers and duties of school boards.

(4) The importance and value of school boards and their great responsibilities to the people of Japan as their representatives in school affairs.

(5) Qualifications of a good school board member and the necessity for selecting the best qualified people available.

(6) How the nomination of candidates and the election are to be conducted.

b. After the election of school boards, the civil education officer should furnish guidance to each board in the selection of a superintendent of education and in the administration of the schools in its districts. Every effort should be made to secure

the appointment of a man qualified by experience and training to be superintendent of education.

c. When the superintendents of education have been appointed, the civil education officer should furnish them guidance and assistance in the performance of their duties. Maintain close liaison with each superintendent and endeavor to teach him the fundamental principles of school administration and supervision as well as to assist him in solving administrative problems as they arise.

d. Encourage each local conference group organized under Hatu-Gaku #63, 17 February 1947, to continue active planning in school affairs and to submit its recommendations to the board of education of its district. (Until the establishment of school boards, each conference group will continue to submit recommendations to the prefectural bureaus of education.)

8. WOMEN'S AFFAIRS. Encourage and furnish guidance and assistance to women's organizations throughout the prefecture. Responsibilities in this field include the following:

a. The democratic organization and conduct of these groups. Teach them correct parliamentary procedure. Help them to draw up their constitutions and by-laws.

b. Encourage the abolition of large, unwieldly organizations and the establishment of smaller organizations based on the interests of the various groups. Large groups are easily dominated and controlled by political parties or by government officials. Every effort should be made to avoid such control, or, if it alresy exists, to abolish it.

c. Encourage and assist these groups to run their own affairs without relying on men advisors.

d. Assist these groups in planning programs aimed at informing women of their rights and duties as citizens of a democracy. Suggest programs that explain the necessity for and the objectives of the major reforms in the school system, agricultural activities, labor relations, food collections, public health, public welfare, local and national government, and industry. Coordinate closely with the team civil information officer for ideas and materials for these programs and for suggestions as to the proper time to use them.

e. Continually impress upon women that their rights, responsibilities and duties as citizens are exactly the same as those of men and that men and women must work together in order to build a democratic Japan.

f. Impress upon women that it is their duty as citizens to vote in every election and that they should decide how to vote after a study of the candidates and issues involved and not be influenced by how others note or by how others tell them to vote.

9. TEACHERS' UNIONS. Encourage teachers' unions to devote their efforts toward the improvement of teaching conditions, professional standards and salaries of teachers rather than toward attempting to control school administrative affairs. The civil education officer should also encourage the teachers' unions to

reduce the number of teachers devoting their entire time to union affairs instead of classroom teaching. It should be pointed out to union leaders that a teachers' union which aims its activities only at selfish goals, such as acquiring political power, will ultimately injure itself, the teachers, the schools and the children of Japan. It should also be explained to union leaders that when they ask the government for an increase in teachers' salaries, they should be able to point out professional improvements the teachers are making to deserve the salary increase.

10. ADULT EDUCATION. Assist the Japanese in carrying on a program of adult education. The following are definite activities which should be carried on in this field.

a. The establishment of local organizations (clubs, PTA's, farmers' associations, discussion groups, women's groups, etcetra) in order to provide democratic media for the expression of opinions by adults on local and national problems and for the dissemination of information. Coordinate this program with the team civil information officer.

b. The establishment of Citizens' Public Halls and the inspection of them as they are established, making certain that they are operating as prescribed in the Ministry of Education directive, Hatsu-sha #122, dated 5 July 1946, subject: "Citizens' Public Halls: An Outline of Their Creation and Management".

c. The encouragement of community use of school plants for evening classes for part-time students and adults, discussion

forums, recreation programs and for PTA meetings.

d. Assisting colleges and universities to establish extension courses for adults and guiding them in the selection of courses desired by the greatest number of people.

11. YOUTH ORGANIZATIONS. Render assistance to communities in the development of youth organizations. Give particular attention to the selection and training of leaders of such organizations. Prevent the establishment of any organizations of the pre-war and wartime Seinen Dan type and the utilization of youth organizations for political, nationalistic or militaristic purposes. The civil education officer should:

a. Make a special report to higher headquarters without delay of any unwholesome or undesirable activities or practices discovered in connection with youth organizations.

b. Recommend the establishment of only 3 or 4 Boy Scout troops in each prefecture for the present. Scout uniforms, the flag ceremony and the study of the Morse or other codes are not recommended at the present time. Badges are permissible. Upon receipt of an operational directive on Girl Scouts, assist in the organization of Girl Scout troops according to the provisions of the directive.

c. Organize leadership training courses for youth group leaders in each gun and assist officials in finding a place in each community for youth groups to meet.

12. RELIGION.

a. Maintain close liaison with prefectural officials to insure that the occupation objectives in the field of religion are understood and accomplished. These objective are:

(1) To establish and foster freedom of religion.

(2) To separate church from state.

(3) To prevent government sponsorship and support of State Shinto and the dissemination of its doctrines.

(4) To prohibit militaristic and ultra-nationalistic movements from functioning under the guise of religion.

b. The civil education officer should familiarize himself thoroughly with Operational Directive 21 (1947), "Funerals, Memorials and Monuments for War Dead", and with SCAPIN 448. Violations of a serious nature should be reported to higher headquarters by means of a special report.

13. MISCELLANEOUS PROGRAMS.

a. Assist town and city officials in planning public play grounds and recreation facilities for young people.

b. Encourage colleges, universities and technical schools to furnish scholarships or to establish other means of assisting capable and deserving students of low economic resources.

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu) RSA/mth

AG 000.8 - BA 20 February 1948

SUBJECT: Civil Education Policy Summary

TO: See Distribution

1. This letter is the first of series of policy summaries in the field of education which will gather together in one place the currently stated policies from higher headquarters. Certain subjects such as, Boy Scouts (see paragraph 3) have become confused through conflicting oral instructions from SCAP and Eighth Army. This letter will serve to clarify such controversial subjects by quoting the authority of written policy.

2. As will be noted, policy is frequently found in indorsements to a single team which would not otherwise get general circulation. For your information each statement of policy is followed by a reference to the letter from which it was extracted. This letter will not replace, but will be in addition to the I Corps Civil Education News Digest; both will come out intermittently as the need arises.

3. JAPAN VISUAL EDUCATION ASSOCIATION

"Policy of the Japanese Ministry of Education provides that government officials should not be officers of the branches of the Japan Visual Education Association. Prefectural governors were informed of this policy in a letter from Ministry of Education, dated 11 November 1947". (3rd Ind, GHQ, SCAP, file AG 080 (14 July 1947), CIE to Ltr, hq Kyushu MG Region, subj: "Japan Visual Education Association," dtd 14 Jul 1947).

4. BOY SCOUTS AND GIRL SCOUTS.

"1. There are at present no directives which limit the organization of Boy Scout and Girl Scout Troops. The Japanese can organize these troops.

2. The following activities should be discouraged:

a. Flag ceremonies.
b. Training in the use of the Morse or any other type of communications code.
c. The wearing of a uniform.

3. Military government responsibility in this field includes:

a. Maintaining surveillance over the organization of these troops to determine whether or not militarists or ultra-nationalists have been placed in positions of leadership.

b. Reporting to this headquarters by special report when it is determined that militarists or ultra-nationalists are in positions of leadership.

4. Until receipt of further directives on scout activities from this headquarters, it is recommended that the Japanese be encouraged to organize only a very few troops in each prefecture, so that close surveillance may be maintained over the leadership of these troops.

5. The following statement by General Headquarters, Supreme Commander for the Allied Powers, concerning Boy Scouts, is quoted for your information and guidance.

(7)

'The drafting of a new constitution and new regulations has been completed by the Boy Scouts of Japan. The organization of local units is defined clearly by the new constitution and the new regulations do not authorize the conversion of other organizations to Boy Scout troops without 'appropriate changes in character of these organizations'".

(3rd Ind, Hq Eighth Army, file AG 080 (MG-Ie), dtd 28 Jan 1948, to Ltr, Aichi M G Team, subj: "Boy Scouts and Girl Scouts Activities" dated 19 Dec 1947.)

5. CORRESPONDENCE COURSES FOR JAPANESE

"1. Existing regulations of General Headquarters, Supreme Commander for the Allied Powers, do not permit the remittance by Japanese of funds which would be required for a correspondence course. Nor do current regulations governing the use of the International Postal Service permit the mailing to and from Japan of the materials which would be a part of such a course.

2. It is recommended that subject Japanese National be advised to postpone any plans to enroll in any correspondence course in the United States." (4th Ind, GHQ, SCAP, file AG 352 (28 Oct 47)CIE, dated 15 Dec 47 to Ltr, Nagasaki M G Team, file 200, subj: "Correspondence Course of Japanese National," dtd 28 Oct 47.)

6. SCHOOL SPONSORED ENTERTAINMENT PROGRAMS

"1. The article appearing in the 15 Nov 1947 issue of the SCAP, CIE Bulletin in reference to entertainment tax remissions for schools states that the "First requisite is that the whole amount of the admission charges or proceeds must be contributed to a philanthropic purpose." It also states that the "Decision in each case will be made by local tax authorities."

2. In each case when a school makes applications for the remission of entertainment taxes, the local tax authorities must determine whether or not the purpose for which the funds were spent can be considered a philanthropic purpose.

3. The Ministry of Education and the Finance Ministry have been requested to clarify for local education and tax officials the provisions of the tax remission agreement." (1st Ind, Hq Eighth Army, file AG 012 (MG-CE), dtd 5 Feb 1948, to Ltr, Hq I Corps, subj: "Remission of Entertainment Tax to Schools", dtd 29 Jan 1948.)

7. RESTRICTION CONCERNING MILITARY SCHOOL STUDENTS

"1. Attention is invited to the fact that the limitation of enrollment of former military and naval cadets in higher institutions of learning in Japan was established by the Japanese Education Ministry without directive from the Supreme Commander for the Allied Powers and is applicable to all such institutions in Japan. Any change is considered to be a matter for Japanese decision.

2. If data based on a National survey should reflect a need for reconsideration of this established policy, such data should be submitted to the Supreme Commander for the Allied Powers, to be used as a basis for appropriate advice to the Japanese Minister of Education." (4th Ind, GHQ, SCAP, dtd 8 Jan 1948, file AG 000.8 (11 Aug 47)CIE, to Ltr, Nagasaki M G Team, subj: "Military School Students, Restriction Concerning", dtd 11 Aug 1947.)

8. JAPANESE TEXT AND REFERENCE BOOK LIST

"The Ministry of Education has reported that preparation of a recommended list of teacher textbook and reference materials is being planned. When such a list is published, it will be given appropriate publicity." (4th Ind, GHQ, SCAP, File AG 000.8 (14 Nov 47) CIE, dtd 2 Jan 1948, to Ltr, Mie M G Team, subj: "Japanese Text and Reference Book List," dtd 14 Nov 1947.)

9. EDUCATION CONFERENCES

"1. This headquarters has been informed that it is not possible to set up a schedule of field trips by CIE, SCAP, personnel for more than one month in advance. A schedule will be made up on or about the 25th of each month and this headquarters will be informed.

2. Subordinate headquarters will be notified of these schedules without delay after their receipt by this headquarters." (2nd Ind, Hq Eighth Army, file AG 337 (MG-Ie), dtd 22 Dec 1947, to Ltr, Kyushu M G Region, file AG 334, subj: "Education Conferences", dtd 1 Dec 1947.)

10. TEACHER SCREENING

"2. In any case where the decision of a local screening committee is not upheld by the Central Inquiry Committee, the case is submitted to the General Headquarters, Supreme Commander for the Allied Powers, for review. The case is then returned to the local screening committee, where it should be re-screened as though it were a new case. Any available documentary evidence or authenticated statements should be included in addition to the evidence submitted with the first screening. The local screening committee should then re-submit the case to the Central Inquiry Committee, which will again take action on the case, and again refer its decision to the General Headquarters, Supreme Commander for the Allied Powers, for review, if its action does not uphold the decision of the local committee. Military government should submit, through channels, any comments on the case which it desires. These comments must be forwarded promptly so as to reach the General Headquarters, Supreme Commander for the Allied Powers, before the case is again reviewed." (4th Ind, Hq Eighth Army, file AG 000.8(MG-I) to Ltr, Nara M G Team, subj: "Special Report on Teacher Screening," dtd 4 Sep 1947.)

11. SHINTO CEREMONIES.

"1. It is deemed improper under SCAPIN 448 for public officials to participate in the offering of tamagushi (symbolic offerings to gods) at dedication ceremonies. Such participation by public officials constitutes an act of sponsorship, support, and perpetration of Shinto, and, as such, specifically violates paragraph 1-a of SCAPIN 448 and runs counter to the spirit of the entire directive."

2. It is suggested that the public officials involved be advisedthat their act constituted a violation of SCAPIN 448 and that they be warned against any recurrence thereof.

3. The Japanese Government has been requested to caution public officials against participation as public officials in Shinto ceremonies of any type and to warn them that such participation is in violation of SCAPIN 448." (3rd Ind, GHQ, SCAP, file AG 333.5 (6 Sept 47) CIE, dtd 24 Oct 47, to Ltr, Fukui M G Team, subj: "Investigation of Shinto Rites Held in Connection with the Dedication of the New Fukui City Railway Station Involving Participation by Prefectural and City Officials," dtd 6 Sept 47.)

12. RELIGIOUS ORGANIZATIONS

"2. The entrance into religious affairs to the extent implied in the basic communication might possibly be interpreted by Japanese religious organizations as a change in basic policy and as an invitation to refer many unnecessary and time-consuming religious problems to military government teams to the detriment of other required programs." (2nd Ind, Hq Eighth Army, file AG 000.3 (MG-I), dtd 29 Oct 47 to Ltr, Kyoto M G Team, file 000.3, subj: "Check Sheet for Religious Organizations," dtd 18 Sep 47.)

13. TEACHER SCREENING - PRIVATE SCHOOLS

"1. Correspondence concerning the Shimizu Girls Commercial School is returned for local action.

2. The answers to the questions enumerated in the basic communication depend generally on whether or not the individual has, in fact, maintained his position or influence in the educational system in Japan.

3. This matter should be turned over to the local procurator's office for appropriate action under the laws cited in the basic communication and Imperial Ordinance Number 311."

(3rd Ind, Hq Eighth Army, file AG 000.8 (MG-I), dtd 12 Nov 1947, to Ltr, Shizuoka M G Team, subj: "On the Continuing Influence in Education of the Screened Principal of Shimizu Girls Commercial School," dtd 10 Sept 1947.)
(Basic letter describes a purged principal living on school grounds while his wife continues as acting principal of a private school which the purgee and his wife jointly own. The policy stated is that this and all such matters is a Japanese affair and should be handled by appropriate Japanese authorities.)

BY COMMAND OF MAJOR GENERAL SWING:

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ANNEX E

To I Corps Military Government Plan for 15 Feb 1948 - 30 June 1948

CIVIL INFORMATION AND EDUCATION

During the period 15 February 1948 to 30 June 1948, military government CI&E Officers will exert every effort to insure that the following projects in the order listed are given priority attention amongst CI&E activities.

EDUCATION

(NOTE: The CI&E Sections of all teams in I Corps have made some progress on most items of the first three-months plan. They have in addition carried on a multitude of other activities, but they have not always given the three-months plan priority attention. As a consequence uniform progress has not been made on all fronts. Teams have developed specialities, which are in themselves commendable, but which should be secondary to the main effort of implementing the three-months plans.

The responsibility of the regional officers is:

1. To insure that the teams move forward simultaneously on all priority projects in education and information.

2. To give the projects the regional slant which will adapt them to the particular regional situation.

Such uniform coverage of priority programs in a region will reinforce the development of these projects in each individual prefecture. Reports of completed progress on the 3-months projects will be included in the team monthly activities reports.)

1. Priority No. 1 - School Inspections

a. The first responsibility of CI&E Officers remains the same, that of inspection of schools. A minimum of 5 educational institutions will be inspected each month with emphasis on primary and secondary schools. Additional schools may be revisited; especially those that evidenced trouble spots in the initial visit, but reports on them need not be made to higher headquarters unless the problems remain unsolved and higher headquarters should know about them. The school inspection should require from one-half to a full day and should be made, beginning 1 February, on the revised form handed out at the CI&E conference of 7 January 1948. The inspection should cover all aspects of the school: administration, staff, pupils, curriculum, school plant, and community relations.

(8)

It should culminate at the end of the inspection with a constructive critique given by the CI&E Officer before the entire faculty emphasizing the aims and methods of democratic education. One team has worked out a very successful inspection plan whereby the school is warned of the visit and given time.to prepare for it.

The form for notifying the schools is now in the hands of each team. This headquarters recommends that the method be used, but not exclusively.

b. During the current priority program effort should be made to achieve as complete a coverage as possible of the schools of the prefecture. Since all cannot be inspected, plan in advance to reach representative schools in all parts of the prefecture. Special effort should be made to reach those gun neretofore neglected. Priority should be given in school inspections to try-out schools. so that they can thereafter be used as demonstration schools and centers for conferences.

2. Priority No. 2- Re-organization and Decentralization of the School System

a. Surveillance over new secondary schools, lower and higher

The new upper secondary schools must be established, according to Matsugaku 534, on 1 April 1948. Most old middle schools wish to raise their status and become upper secondary schools, but priority should be given to lower secondary schools since they must provide for the newly-expanded compulsory education. The decision as to what type of school an old middle school is to become rests in the hands of the Governor and his responsible school officials. He should consider the recommendations of the Temporary Conference Groups in this matter. The CI&E Officer will request from the prefectural officials their plans for the reorganization of secondary education and insure that:

(1) Minimum standards as set up by law are met by the new secondary schools.

(2) Equal educational opportunities are provided all children in all parts of the prefecture.

(3) Co-education is effected at all grade levels as soon as possible.

(4) A comprehensive curriculum is offered in the new higher secondary schools rather than a specialized one, as was the case in the old higher schools. (This does not preclude specialized schools in urban areas).

(5) An in-service training program for teachers is set up. Suggest that schools use the "Handbook on In-Service Training of Teachers" (available in March).

b. Temporary Conference Groups, and Boards of Education

Temporary Conference Groups, the forerunners of Boards of Education, should now be operating in each prefecture, as provided by Hatsugaku No. 63. They should be planning bodies for long-range programs and should serve as advisors to local government in the field or education. Their immediate responsibility is to recommend which of the old middle schools should become lower secondary schools and which higher secondary schools. But the major purpose of the TCG is to pave the way for the new school boards. They should, therefore, have the responsibility for planning and executing a prefecture-wide information program on school decentralization based on the provisions of the new law establishing Boards of Education.

At the prefectural level, the TCG set up by Hatsugaku No. 63, has been found to be too large and unwieldy for practical purposes. It is suggested that the CI&E Officer recommend to the prefecture TCG that they nominate from among their members a half-dozen representatives who will serve on a working committee, and who will hold regularly scheduled meetings with military government until the Ken school board is set up. The CI&E Officer will request from this committee plans and blueprints for the long-range expansion of school plants necessary to provide for the compulsory years of education throughout the entire prefecture. This will require surveys at local levels which should be carried on by the local TCG in cooperation with the Ken education officials.

To assist in the effective decentralization of school control and the transition from TCG to school boards, the CI&E Officer should:

(1) Aid and assist the TCG in planning an information program as soon as the school board law is passed.

(2) Discuss with the Ken TCG standards for the selection of candidates on the new school boards, and encourage them to circulate petitions nominating worthy candidates.

3. Priority No. 3 - Teacher Re-education

a. In order to improve the quality of teaching in Japan and insure that the best practices of the new democratic education are substituted for the old authoritarian teaching, the CI&E Officer will aid the school authorities to organize a continuing program of re-education of all teachers whereby they will meet regularly in faculty study group in their respective schools.

The beginning course should equip the teachers with a greater mastery over the tools of their profession, such as subject matter, educational psychology, and scientific teaching methods. Later units of study should make them aware of their responsibility to participate actively in community affairs through membership in such organizations as democratic teachers unions and parent-teacher associations. The goal of any effective in-service training program is to instill in the teachers the habit of professional improvement and a pride in their profession, and give them a chance to improve their status by promotion to more important jobs.

At the end of the first phase, which covered "The Tentative Suggested Course of Study, General, 1947", required in the first 3 months plan, a committee of teachers in each school should plan the continuing course, using the experience gained during the past semester, and such advice as the prefectural education section can give them. It is particularly urged that the in-service training program be keyed to that broadcast by the national radio program on the Teachers Hour, Mondays, Wednesdays and Fridays, 1530 - 1600.

Principals should participate democratically in such training courses. In addition, they should organize regular city, gun, and ken meetings of principals to consider the principal's place as a teacher supervisor and guide rather than dictator and to study the problems of democratic school administration.

Further details for guidance in setting up an in-service training program will be forthcoming in a letter from Headquarters I Corps.

4. Priority No. 4 - The Budget

a. All prefectures are now preparing budgets for the fiscal year 1948. The CI&E Officer in cooperation with the other officers on his team should examine the budget and insure its adequacy and accuracy. The following suggestions given at the CI&E conference should be considered:

(1) Try to have the prefecture antidipate the total needs for the year as far as possible, taking ifflation into account, so that supplementary budgets will not be necessary every few months.

(2) Watch for misleading items such as "miscellaneous expenses". Insist that the budget headings be itemized in detail so as to indicate exactly the nature of each expenditure.

(3) In listing the revenues the budget should distinguish clearly the amounts received from national, prefectural and local sources. The prefecture should not count upon voluntary contributions, such as collections from the PTA, to eke out the needs of the schools. Such a practice is prohibited by the Ministry of Education.

(4) Draw together from all parts of the education budget operating expenses, and distinguish them from capital outlay. Among operating expenses separate cost of personnel from all other costs. There is a shortage of materials, but not of personal services in Japan.

(5) Figure out the unit cost for primary, junior high, senior high, and university education. Insist that the Governor or school officials explain any remarkable difference of one cost over another, e.g., university or higher school cost over primary school cost.

5. **Priority No. 5- Health and Safety Curriculum**

a. Plan a prefecture-wide health campaign, in collaboration with local doctors and prefectural school health officials, which will introduce units of health in each of the compulsory grades. Suggest to them the use of the T.B. material provided at the Kyoto conference, and get them to work out units of study on specifically local health problems. Plan an information program through press and radio, publicizing the same materials being taught in the schools. Also hit such habits as spitting, urinating, and defecating in the streets. Have the health campaign culminate in a prefecture-wide "health week".

On the basis of the I Corps safety plan, plan a prefecture-wide safety campaign to coincide with the opening month of school. Introduce units on safety in each of the compulsory grades and plan an information campaign for the public, culminating in a prefecture-wide "safety week". Encourage schools to survey their hazards and wherever necessary organize a school safety patrol.

6. Priority No. 6- Parent-Teacher Associations

a. The CI&E Officer has the responsibility of spreading the idea of democratic Parent-Teacher Associations by

(1) Conferring with the Citizens Public Hall officials, Teachers Union officials, and Social Education officials to publicize the new type PTAs and enlist their aid in introducing the I Corps PTA pamphlets into each school in the prefecture.

(2) Holding conferences to which the public is invited and the purposes and programs of the new-type PTA are explained.

(3) Only when there is a sufficient number of grass roots organizations, encourage a prefecture-wide federation which will become a planning body that will turn out monthly programs and educational material.

7. Priority No. 7 - Student Body Self-Government for New Middle and Higher Schools

a. Set up standards for the organization of democratic self-government in schools of secondary grade. Make very plain their limitations, so that they will not usurp the prerogatives of the

faculty or administration. Suggest activities which will promote the betterment of school and community. Start this project with a model group in which techniques can be developed. Later it can be extended to the schools at large. Sample constitutions will be sent out from I Corps Headquarters.

8. Priority No. 8 - Youth Groups

a. Youth groups are floundering for want of definite direction and adequate leadership. The responsibility of CI&E for this period is to:

(1) Encourage the organization of at least one Gun-wide leadership training course for youth group leaders.

(2) Materials for guiding the Japanese in setting up a leadership training course will be forthcoming from I Corps.

(3) Encourage the organization of a prefecture-wide Boy Scout Committee and a separate Girl Scout Committee which will set up a scout leader training course which may be held jointly. Boy Scout materials for this course are available from the chairman of the national committee, Mr. Tsuyo Mishima, 477 Yoyogi Hatsudai, Shibuya-ku, Tokyo. (See also document on "Japanese Boy Scout Movement" sent out by CI&E, SCAP, last year). Girl Scout materials will be sent out from I Corps Headquarters. An operational directive on scouting is forthcoming from Eighth Army.

(4) Help the youth groups find an adequate place to meet and have their offices. Suggested sites are the Citizens Public Hall, YMCA, CI&E Reading Room, or any other available non-government building.

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29 March 1948

HATSU-GAKU #117

FROM : Chief of the School Education Bureau

TO : Prefectural Governors

SUBJECT: On the Reorganization of the New Upper Secondary Schools

Detailed directions for the reorganization of new upper secondary schools were indicated by Hatsu-gaku #534, "Handbook on Organization of New Upper Secondary Schools", published on 27 December 1947. Recent reports from several prefectures indicate that in many cases the educational needs of both the new upper and the new lower secondary schools have not always been sufficiently considered. Therefore, for caution's sake, I notify here again to every temporary conference group and prefectural competent authority to take care particularly of the following matters:

1. The program of establishment of secondary schools should be well-balanced, recognizing the necessity for both the new lower and new upper secondary schools. For this purpose, the completion of the new lower secondary school program should be given priority, because the education of the school is compulsory and moreover it is the basic process of the new upper secondary school education. The assumption ought to be reconsidered that so long as the new lower secondary school pupils are housed, in any sort of school building or some substitute, full attention can be paid to the organization of the new upper secondary school.

2. Although it is most desirable to prepare the available new upper secondary schools and facilities enough to provide for all pupils desiring to attend the school, it is a goal to be aimed at for the time being and is not compulsory.

3. However, it could not but be an unbalanced program to hinder unjustly the new upper secondary school program, emphasizing the completion of the new lower secondary school program to an unreasonable degree. The goal is to work out a balanced program between the lower and upper secondary schools.

4. Whether each upper secondary school should adopt co-education should not be decided by the prefectural authorities arbitrarily, but the decision should be left up to the people of the community where each school is located. In that case, the necessity of the guarantee of equal educational opportunity for both boys and girls of the community should be fully taken into consideration. It would be a service to the future of education if there are at least some schools in each prefecture which will experiment with co-education in the upper secondary school this year.

(1)

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

MEMORANDUM: _____ (Date)

TO : Commanding Officer, Kinki Military Government Region, APO 301

REPORT OF VISIT

1. Name of Reporting Officer _____

2. Installation Visited _____

3. Date of Visit _____

4. Purpose of Visit _____

5. a. Discrepancy or Efficiency Noted

State here briefly discrepancy that you observed or note any special commendable performance, plans, or actions at installation visited.

b. Action Taken

Show here the action that you have taken to correct the discrepancy or reward efficiency.

c. Further Action Recommended

Include here the exact action that you recommend to correct discrepancy or reward efficiency.

6. a.b.c. (etc) In the same manner record other specific discrepancies or efficiencies noted, action taken, and further action recommended.

7. Use seperate numbered paragraph for any informational data that may be of interest to this office or higher headquarters.

Signature Reporting Officer:

(6)

CORRECTION

THIS DOCUMENT

HAS BEEN REPHOTOGRAPHED

TO ASSURE LEGIBILITY

C
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Y

29 March 1948

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FROM : Chief of the School Education Bureau

TO : Prefectural Governors

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(7)

5. At the national level it is impossible to determine what parcentage of schools should be comprehensive-type, but it should be decided according to the situation in the case of each prefecture, so that it will fully meet the needs of the young people of the district. The plan for comprehensive-type schools should be set up as a relatively long-range program, but in such a community where under some device it might be carried into realization, the execution of the program should be started at once.

6. A private old-type secondary school should be free to decide whether it will become a new upper secondary school or a new lower secondary school. If it decides to become a new upper secondary school, the application is to be approved as a matter of course if it meets the provided standards.

7. It is reiterated that students who were enrolled in the 2nd grade of the old-type secondary schools during the school year 1947-48 should be allowed to remain in the lower secondary school attached to those schools, even when the school becomes a new upper secondary school. This is provided for in Hatsu-Gaku #63, published 21 February 1947. Such students, if they were enrolled in an old-type secondary school during the school year 1946-47 or before, have a right to go automatically into the upper secondary school when their old-type secondary school becomes a new-type upper secondary school.

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

MEMORANDUM: _____ (Date)

TO : Commanding Officer, Kinki Military Government Region, APO 301

REPORT OF VISIT

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Show here the action that you have taken to correct the discrepancy or reward efficiency.

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Include here the exact action that you recommend to correct discrepancy or reward efficiency.

6. a.b.c. (etc) In the same manner record other specific discrepancies or efficiencies noted, action taken, and further action recommended.

7. Use seperate numbered paragraph for any informational data that may be of interest to this office or higher headquarters.

Signature Reporting Officer:

(6)

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

9 February 1948

MEMORANDUM:

TO : Division Chiefs, Kinki Military Government Region, APO 301

REPORTS OF VISITS

1. Purpose:

The purpose of this office directive is to prescribe:

a. Uniform Report of Visit form that will be used by all officers of this office in reporting the results of their visits to Military Government Teams and Japanese installations.

b. Method of reporting discrepancies and efficiencies which will assure completed staff work.

c. System of follow-up that will assure completion of all corrective or commendatory action that may be initiated by the inspecting officer.

2. Form

The attached Report of Visit form will be used by all officers in reporting the results of their inspections or visits to Military Government Teams or Japanese installations. The form prescribed will be followed as closely as practical, however, this requirement should not be construed to prohibit intelligent modifications. As shown, the report will include (in the first four paragraphs) the name of the reporting officer, installation visited, date of visit, and purpose of visit. This essential information is recorded at the head of the report where it can be readily noted by a reviewing officer.

Each discrepancy or efficiency considered worth noting by the inspecting officer will be reported in a separate, numbered paragraph as shown in the attached report. This provision is more than a formality in reporting. It prescribes a positive system of action for the inspecting officer.

Among many other requirements, a good inspecting officer should observe, evaluate, advise, note discrepancies or outstanding work, correct errors and reward efficiency on the spot, formulate positive recommendations, and finally follow through to see that his corrective action

produces results. The job of the inspecting officer does not end with the signing of his report. He owes a moral obligation to the installation inspected and to his own superior. That obligation is not liquidated until the discrepancy is corrected or efficiency rewarded.

Under paragraph a. "Discrepancy or Efficiency Noted" the inspecting officer will state briefly the exact nature of the discrepancy or efficiency. Be critical of stories, investigate carefully and report accurately.

Paragraph b. "Action Taken". Show here the action that you have taken <u>on the spot</u> to correct a discrepancy that you may have discovered. In some cases on the spot action may not be possible. In those cases take corrective or reward action when you come back to your desk. However, do not run with your problem to the executive officer or the commanding officer when you can personally or with the help of your associates solve your problem. In any case, report in this paragraph all the action that you have taken. This includes action taken by you <u>on the spot</u> and <u>on your desk</u>.

Paragraph c. "Further Action Recommended". Having exhausted your own powers of correction or reward, and you find that the problem remains unsolved, you procede to formulate carefully your recommendations. Include here positive lines of action that you recommend. It is important that your recommendation is in fact a completed staff work. Do not pass any job up to a superior. Give him a completed staff work. Specifically this means that your superior, in this case the commanding officer, should be required only to initial approval of your recommendations or sign a completely prepared memorandum, letter, or other correspondence that may be needed to initiate your recommendation. (These should be initially submitted in double spaced draft) As an example, let us assume that you find on visiting a Military Government Team, that uncoordinated instructions have been sent to the team. Obviously you cannot take corrective action on the spot. You therefore recommend in your report that a memorandum noting this descrepancy be forwarded to the proper section. But you do not stop there. You prepare the memorandum for the Commanding Officer's signature. This is completed staff work. The commanding officer can sign your memorandum and send it up, or return it to you disapproved. You have completed your staff work. However, it is still your job to follow through. In the same manner, when you find an outstanding performance of duty or initative, you recommend that a letter of ~~appreciation~~ be sent out. Again you also write the letter for the Commanding Officer's signature, and submit it with your report. This is completed staff work.

3. <u>Number of Copies</u>

The Report of Visit will be made out in triplicate. The reporting officer will retain one copy and send two to the Executive Officer.

Correspondence that maybe necessary to implement a recommendation will be made out as prescribed for that correspondence.

4. Action by Division Chief

The Division Chief will indicate by indorsement on the Report of Visit his approval or disapproval of action taken and recommendations submitted by the inspecting officer.

5. Follow-up

In order to assure that the recommendations for corrective action are properly implemented and effectively carried out, the Executive Officer will be responsible for all follow-up on reports of visits. This is a check responsibility and in no way relieves the reporting officer from his basic follow through obligations.

BY ORDER OF COLONEL DEVINE:

FOREST S. RITTGERS
Lt Col., INF
Executive Officer

Sample

HEADQUARTERS
KINKI MIL GOVT REGION
APO 301 (Kyoto, Honshu)

WJD/ay

MEMORANDUM:

TO : Commanding Officer
Kinki Military Government Region
APO 301

1. William J. Dickerson, 1st Lt., M.C.

2. Installation Visited - Nara Military Government, Public Health.

3. Date of Visit - 12 February 1948.

4. Purpose of Visit - Inspection.

5. Informational:

a. Inspection in general revealed that the team was doing a creditable job in supervising and aiding in the development of the Japanese Prefectural health program. The medical officer has only been with the team a few weeks, and he is already beginning to grasp the voluminocity of his job.

b. On this date a new Red Cross Outpatient Clinic and Hospital was opened. This opening was attended by the I Corps Public Health officer. This clinic is an advanced step toward the furtherance of medical practice in Japan.

c. The organization of an independent prefectural health department in compliance with Eighth Army Directive No. 9, dated 9 February 1948, has been formulated on paper, but is not in actual operation.

6. a. Discrepancy or Efficiency Noted:

(1) The public health filing system is inadequate.

(2) Weekly scheduled staff meetings with the prefectural public health officials are not held.

(5)

(3) More emphasis should be placed on disease reporting.

(4) The new coupon ration system should be investigated and placed into effect.

b. Action Taken:

(1) A copy of the recommended filing system and a list of all directives were given to the public health officer. He assured me that these deficiencies will be corrected.

(2) Reference paragraph 6a, (2), (3), and (4): These deficiencies were discussed with the public health officer and assurance given me that these deficiencies will be corrected.

c. Recommendation:

I will follow up the corrected suggestions on 8 March 1948 to see that they are carried out.

WILLIAM J. DICKERSON
1st Lt, MC
Public Health Officer

HEADQUARTERS
CHUGOKU MILITARY GOVERNMENT REGION
HEADQUARTERS AND HEADQUARTERS DETACHMENT
APO 317

CI and E CHECK LIST

Team Inspected _____

Date Inspected _____

A. GENERAL:

1. Office
   a. Neat & orderly? (yes, no)
   b. Large enough? (yes, no)
   c. Sufficient furniture? (yes, no)
   d. Interruptions caused by operations of other sections? (yes, no)
   e. Comments:

2. Personnel
   a. Up to t/o strength? (yes, no)
      (O._____; WDC_____; EM_____; Jap. Nat._____
   b. Functions of each. (List by name)

   c. On-the-job training (How handled)

   d. Complaints (By O. & by EM)

   e. Comments:

3. Files
   *1. Operational directives pertaining to CI&E work (yes,no)
   *2. SCAPINS pertaining to CI&E work (yes, no)
   *3. Policy file (yes, no)
   *4. Job analysis (yes, no)
    5. Special investigations (yes, no)
   *6. School inspection reports (yes, no)
    7. Correspondence (yes, no)
   *8. Information files (yes, no)
    9. Comments:

(* Denotes files that should be maintained in section)

B. SCHOOL INSPECTIONS:
   1. Who made school inspection for the last month?
   2. Are EM's used to make school inspection? (alone, as assistants)
   3. If EM's used as assistants, how are they used?

   4. Is a "situation" map maintained to show schools inspected? (yes, no)
   5. Can team CI&E officer readily determine the date of inspection of any given school? (yes, no)
   6. What problems were revealed as a result of these inspections? (List problems on reverse)
   7. What recommendations were made concerning the solution of above problems. (List on reverse)
   8. Is prefecture being covered? (yes, no)
   9. Do you re-check schools to see if your recommendations are being carried out? (yes, no)
  10. What were the results of this spot-check? (List answers on reverse)
  11. How much time, on the average, do you spend inspecting a school? _____hours
  12. Comments:

C. SCREENING COMMITTEE:

1. Is your screening committee doing a sincere job? (yes, no)
2. How many teachers have they screened? _____
3. How many teachers have they purged? _____
4. How many teachers resigned to prevent possible purge? _____
5. How often do you attend meetings of the screening committee? _____
6. What additional information besides the original questionnaire, has the screening committee gathered in order to make its judgement more accurate? (List on reverse)
7. Comments:

D. PREFECTURAL GOVT. ED. SECTION:

1. Who are principal officials in the education dept.? (List names)

2. Do they all co-operate with you? (yes, no) (If "no" explain)

3. Are they for or against the re-organization of the Japanese schools? (for, against) (Explain in detail) on reverse)
4. How often do you visit them?
5. Are Mombusho directives received by them regularly? (yes, no)
6. Comments:

E. INFORMATION:

1. Newspapers:

a. How many newspapers published in your prefecture?

b. How do you handle press releases? (Who prepares; translations; follow up)

c. Have you discussed the press code for Japan with publishers? (yes, no)

d. Do you have translations made of local papers? (yes, no)

e. Do you keep a file of these translations? (yes, no)

f. Comments:

2. Movies

a. Have you requisitioned any of the educational films from SCAP? (yes, no)

b. If so, have you had any difficulties in getting them? (yes, no) What difficulties?

c. What procedure was used to show these films? What was the audience reaction?

d. Comments:

F. ORGANIZATIONS:

1. What independent citizens' organizations have you helped get started? (List)

2. To what extent are the teachers of your prefecture unionized? (10%; 25%; 50%; 75%; 100%)
3. Are they affiliated with the national union? (yes, no)
4. Have they made official demands on the prefecture? (yes, no) What results?
5. Have you tried to stimulate any prefecture-wide teacher conferences? (yes, no)
6. How often do you get around the prefecture?
7. Have you sponsored any teachers' study groups? (yes, no) Results.

8. Comments:

G. PUBLIC APPEARANCES:

1. Have you given any original talks of your own? (yes, no) File copies?
2. How many talks did you make in the last month? _____
3. What type group (PTA, Teachers, etc.) did you address?

   _____
4. Comments:

H. RELIGION:

1. What evidence do you have of a satisfactory separation of church and state?

2. Have you noticed any elaborate funerals for the war dead? (yes, no)
   a. Were they supported by govt. officials? (yes, no)
3. Have you noticed any neighborhood association leaders collecting funds for Shinto Shrines? (yes, no)
4. Comments:

I. ARTS AND MONUMENTS:

1. Where are the important natural treasures and art objects located in your prefecture? _____
2. Has a thorough survey been made of them all? (yes, no)
3. What condition are they in?

4. Comments:

J. MISCELLANEOUS:

1. Are there any active women's clubs in this prefecture? (yes, no)
   a. Where _____
   b. Liaison (yes, no)
   c. Purpose _____
2. What can region do to help you? (Use reverse)
3. What suggestions do you have? (Use reverse)
4. What special projects have you initiated? What success? (Use reverse)

_____
(Name and Rank)
Region CI & E Section

3 November 1947

DUTIES OF THE C.I.& E. OFFICER

1. Exercise surveillance, encourage and assist in
   a. Public and private education.
   b. Reorganization of the school system.
   c. Adult education.
   d. Teacher training.
   e. Screening of teachers.
   f. Arts and monuments.
   g. Religion.
   h. Development of local information media and organizations.
   i. Local promotion of national information programs.
2. Observe and report on all C.I. & E. activities.
3. Make at least five school inspections per month.
4. Organize and supervise functioning of his section, including planning as well as operations.
5. Assist other sections of the team in promoting their information programs.
6. Keep team commander informed.
7. Be thoroughly familiar with applicable directives.

D. Anderson
CIEO
Kinki Region M.G.

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

HATSU-GAKU #534
Published by Ministry of Education,
27 December 1947

3 copies Rec'd

PREFACE

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

This handbook consists of four parts, as follows:

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

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

PART III DESIRABLE CHARACTERISTICS OF THE NEW UPPER SECONDARY SCHOOL

PART IV LIST OF EQUIPMENT FOR NEW UPPER SECONDARY SCHOOLS

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

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

****

TABLE OF CONTENTS

****

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

SECTION I BASIC PROBLEMS RELATIVE TO ESTABLISHMENT OF THE NEW UPPER SECONDARY SCHOOL 5

1. Time of Establishment
2. Bases for Establishment
3. Old-type Secondary Schools and the Establishment of New Upper Secondary Schools
4. Types of Upper Secondary Schools from the Viewpoint of Curricula
5. Equal Educational Opportunities for Boys and Girls in the New Upper Secondary School

SECTION II BASIC MATTERS PERTAINING TO NEW UPPER SECONDARY SCHOOLS

page
1. Object 14
2. Specific Aims
3. Qualifications for Entrance
4. Full-time and Part-time Courses
5. Programs of study
6. Founders
7. Period for Completion of School Course
8. Nomenclature of the Upper Secondary School

SECTION III SET-UP FOR ESTABLISHMENT OF NEW UPPER SECONDARY SCHOOLS

page
1. First Year (10th Grade) 17
2. Second Year (11th Grade)
3. Third Year (12th Grade)

SECTION IV STEPS TO BE TAKEN IN REGARD TO OLD-TYPE SECONDARY SCHOOLS

page
1. Old-type Schools Must Conform to New Standard 19
2. Disposition of Upper Grade Pupils When Old-type Secondary School Becomes New Lower Secondary School
3. Pupils of Old-type Secondary Schools May Graduate from Those Schools

SECTION V PRIVATE SCHOOLS IN THE NEW SCHOOL SYSTEM page
20
1. Private Schools May Become New Upper Secondary Schools
2. Relationship of Private School Planning to Planning for Public Schools

SECTION VI THE OLD-TYPE NIGHT SECONDARY SCHOOL IN THE NEW SYSTEM
page 21
1. Old-type Night Secondary Schools Usually Will Become New Upper Secondary Schools
2. Night Secondary Schools Are a Type of Part-time School
3. Transfer from the Old-type Night Secondary School to the New Upper Secondary School

SECTION VII QUALIFYING STANDARDS FOR NEW UPPER SECONDARY SCHOOLS
Note: (ALSO being published separately by Ministry) page
23

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

SECTION I PURPOSE AND GENERAL DESCRIPTION page
34
1. The Principles of Equal Educational Opportunity
2. Educational Object of the Part-time Course
3. Meeting the Needs of the Community
4. Making the Educational Program Attractive
5. Part-time and Full-time Courses the Same

SECTION II RELATION BETWEEN THE PART-TIME COURSE OF THE NEW UPPER SECONDARY SCHOOL AND THE PRESENT YOUTH SCHOOL page 35

1. No Direct Relationship
2. Part-time Course Not to Take Over Character of Youth School
3. Facilities and Teachers for the Part-time Course

SECTION III ORGANIZATION OF THE PART-TIME COURSES OF THE NEW UPPER SECONDARY SCHOOL page 36

1. New Upper Secondary School Should Have Both Full-time Course and Part-time Course
2. The Problem of Space, and Devices for Further Use of Facilities of Secondary Schools
3. Teachers Should Not Be Over-burdened
4. Establishers, Principals, Shuji, and Teachers
5. Some New Upper Secondary Schools May Have Part-time Course Only
6. Establishing a Branch School
7. Relation Between Central and Branch Schools

SECTION IV PROGRAMS OF STUDY OF THE PART-TIME COURSE page 40

SECTION V THE UNIT CREDIT SYSTEM, REQUIREMENTS FOR GRADUATION, AND RECORDS page 40

1. Need for the Unit Credit System
2. Requirement for Graduation is Completion of 85 Units
3. Years Required for Graduation
4. Not All Students Need Graduate
5. Records of Completed Credits

SECTION VI CURRICULUM OF THE PART-TIME COURSE page 42

1. Curriculum of Part-time and Full-time Courses Identical
2. Specialized Vocational Courses
3. Curricula of Branch Schools
4. Operation of the Curriculum of the Branch School
5. From the Branch School to the Central School

SECTION VII PRODUCTIVE WORK EXPERIENCE AS PRACTICAL VOCATIONAL TRAINING page 47

1. Credit for Productive Work Experience
2. Productive Work Experience Must Serve an Educational Purpose
3. Relation Between the School and the Factory, Workshop or Farm

SECTION VIII FACILITIES FOR THE PART-TIME COURSE page 50

1. Facilities of the Central School
2. Facilities of the Branch School
3. Minimum Facilities Required of the Branch School

SECTION IX ESTABLISHMENT OF THE PART-TIME COURSE page 51

1. Part-time Courses Must Be on New Upper Secondary School Level, Even if Limited in Number
2. Establishment of Central School and Branch School
3. Promoting the Understanding of the Public
4. Determining the Needs and Interests of Youth
5. Relation Between Establishers of a Central School and Branch School
6. Schedule of the Part-time Course

SECTION X PRIVATE PART-TIME NEW UPPER SECONDARY SCHOOLS page 55

1. Establishers Must be Foundational Juridical Persons
2. Disposition of the Old Private Youth Schools

SECTION XI NAMES OF NEW PART-TIME UPPER SECONDARY SCHOOLS page 56

1. In the Case of the Part-time Course of a Full-time School or a Branch School
2. In Case of a School Having the Part-time Course Only

SECTION XII THE PROBLEM CONCERNING SCHOOL FEES page 56

SECTION XIII MEASURES TO BE TAKEN IN REGARD TO STUDENTS OF YOUTH SCHOOLS page 56

1. Students of Youth Schools to be Promoted to Part-time Course of New Upper Secondary School
2. Those Who Will Complete the Second Year of the Ordinary Course
3. Those Who Will Complete the First Year of the Regular Course of the Youth School
4. Those Who Will Complete the Second Year or Above of the Regular Course of the Youth School

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

1. Time of Establishment

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

2. Bases for Establishment

As regards the new upper secondary school, there may be in the future those that will be newly established, but for the time being they will be established mainly by making use of some of the buildings, equipment, and teachers of the old-type boys' middle schools, girls' high schools and secondary vocational schools, in accordance with the "Standards for Establishment of New Upper Secondary Schools", published as a Ministry of Education document based on the School Education Law, but incorporated herein for the sake of convenience. (See Section VII). Old kotogakko and semmongakko may legally become new upper secondary schools, but each of these institutions must be studied separately in regard to its suitability to carry out the upper secondary school program. 6-5-3 6-3-3

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Procedure of Establishment

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

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

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

A. Types of Courses

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

B. Comprehensive-type Schools and Specialized Schools

In cities, where a substantial number of upper secondary schools will be established in close proximity, it may be desirable to maintai separate schools offering, respectively, the general course, an industrial course, a commercial course, etc. There are many cases, however, where it is advisable to establish comprehensive-type school offering a variety of courses. At any rate it will not matter greatl in big cities if the courses offered vary school by school, since applicants will have a wide choice of schools. However, in localities where the number of new upper secondary schools to be established is comparatively small, the picture presented is considerably different. Although those who apply for entrance into the upper secondary school will want to choose different courses, the number of schools will be limited. Hence, in order to meet the varied desires and needs of individuals, it becomes necessary to offer a variety of courses in one school, so that it is desirable that many schools become the so-called "comprehensive type". Let us take as an example an area which will be designated by the letter "A", where in the past there has been only one secondary school, i.e., a boys' middle school. The fact that there has been up to this time only this one school, which offered a general course, does not mean that all boys who entered the school have wanted to take the general course, or that they necessarily desired to go on to a higher institution of learning. There were some who wanted to take a vocational course, but since there was no vocational school in their neighborhood, they entered this school, as there was no other way to attend secondary school. Those who were determined to take an agricultural course had to travel to an agricultural school 30 kilometers away, and those desiring to take a commercial course had to travel to a commercial school 40 kilometers away. It must also be considered that this boys' middle school sent only a small percentage of its graduates into higher schools, so that the curriculum, planned only for those going on to higher schools, was not suitable for the majority who failed to go on. In building a new upper secondary school in area "A", where conditions are much as described above, if the boys' middle school were to be converted into a school offering only the general course, the old unsound educational practices would be perpetuated. In such a case, it could not be said that the school would meet the needs of the locality. Consequently, it would be more suitable to turn it into a school of the comprehensive type, offering a variety of courses.

The same sort of thing could be said of another area, designated as "Area B", in which there has been only one secondary school, in this case an agricultural school. Consequently, when establishing an upper secondary school in Area B, in order to meet the demands of the area, and to make the existence of the school more meaningful, it is desirable to turn it into a comprehensive type school offering agricultural and a variety of other courses, especially the general course.

C. Comprehensive-type School Best Meets Needs of Many Communities

It can be seen from the various instances given above that in localities where the number of secondary schools is relatively small and where these schools offer different courses one from the other

and are scattered over a fairly wide area, it is evident that equal opportunity to achieve an upper secondary school education is not offered to the young people of the area. After all, opportunity to enter and the desire to enter are greatly limited by conveniences or inconveniences of travel to school, or ability or inability to pay the costs of daily travel. In the past there has been a tendency to limit enrollment in secondary schools to boys and girls of social and economic upper or middle class families, but the upper secondary schools must make it possible for equal educational opportunities to be extended to all young people of the proper age, dependent on ability, thus doing away with class distinctions. The upper secondary school must not take over the outworn feudal ideas that have prevailed in secondary education in the past, but must strive toward the establishment of a sound democratic educational philosophy and carry out this philosophy through the education it offers. In short, since it is believed that the comprehensive-type upper secondary school will best meet the needs of districts where there are only a few schools, schools of this type are recommended. However, if the present economic condition of the nation and of the various localities is considered, the setting up of comprehensive-type upper secondary schools all at once is seen to be difficult, both from the point of view of equipment and teachers. It is evident that the establishment of good comprehensive type schools will take considerable time, but it is desired that a start should be made and that the plan should be realized as soon as possible.

D. Deciding on Types of Courses

Next we come to the question of the decision as to the courses to be offered in the new upper secondary school. This decision should not be based exclusively on the will of the school authorities concerned, but on the desires and needs of the people of the community. That is, decisions should be made only after a careful study of the needs of the community. In the future local school boards likely will be set up, and they probably will be concerned with this matter; in the meantime, it is necessary that the local administrative officers should reach decisions, on the basis of studied deliberations by the appropriate Temporary Conference Groups.

Due attention should be paid to the strong tendency on the part of old-type vocational schools when changing over into new upper secondary schools to abandon their vocational courses in favor of a general education course, because of ideas harbored by the school authorities and the people of the community. Although it might be true that any courses which are offered would not be superfluous in that they would contribute to the establishment of a cultural nation, it is necessary to guard against the unsound idea that the general education course only should be offered for the reason that it is less expensive or because it is believed to have a higher educational standing. Since the promotion of industries is vital in the establishment of a peaceful and prosperous nation, reform and improvement of vocational education is obviously necessary. In order to settle on the courses for an upper secondary school, one must view the whole thing broadly and from an elevated standpoint, and consider the matter carefully. It is essential that steps be taken to establish and build up new upper secondary schools that best meet the present and probable

future conditions and needs of the different localities, and that the above principles be carefully considered in the deliberations of the Temporary Conference Groups, and in the decisions of the officials.

5. Equal Educational Opportunities for Boys and Girls in the Upper Secondary School

A. New System Must Equalize Educational Opportunity Between Sexes

One of the fundamental bases of the new upper secondary school is that educational opportunities must be offered equally to boys and girls. Although it is not required that the new upper secondary school adopt coeducation, there must be equal to attend for boys and girls, and the substance of education must be on the same level. This same principle, of course, should apply to the present secondary schools, but the real status of boys and girls in the schools is rather far from the goal.

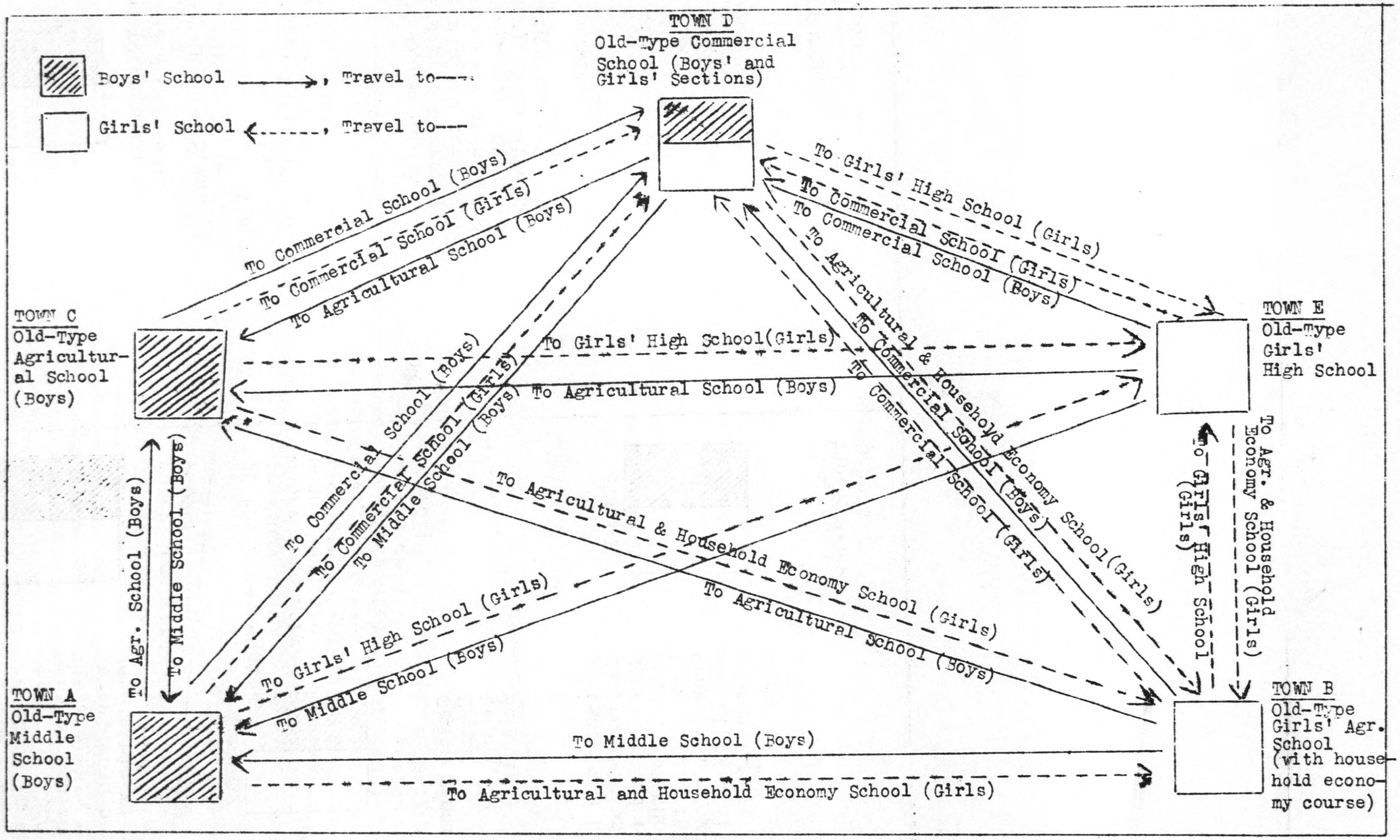
In some communities or areas there are boys' middle schools and no girls' high schools; in other communities or areas there are girl high schools but no boys' middle schools. In some areas there are vocational schools in the fields of agriculture, industry, commerce, and marine products, respectively, which in many cases are open to boys only, so that there is no opportunity for girls to attend a vocational secondary school. Even if educational opportunities over a large area are open to both boys and girls, the fact that there may be only one school of a restricted type in a certain community tends to limit educational opportunity to those who can travel to school with ease, who are able to pay for the travel, or who are able to pay board. In the future every locality should plan the building of schools so that educational opportunity for boys and girls may be equally available within each community or area, so that boys or girls may travel to school via bicycle or on foot; or if they must travel via train, so that the cost might not be great in view of the reduced distances that must be traveled, or so that the cost of board might not be needed. In localities where there are both boys' middle schools and girls' high schools, the two or more schools might continue as they are when they become new upper secondary schools -- that is with boys and girls in separate schools -- if the community desires such a separation. Of course, in such a case the level of content of the curriculum, the equipment and the teachers must be of the same quality and meet the same standards, in order to carry out the principle of equal educational opportunity.

In a locality where there is only one old-type secondary school, it is recommended that for the convenience of attendance of all young people in the community, the school should be open to both boys and girls when it becomes a new upper secondary school. Whether or not the school becomes fully coeducational is a matter for the community to decide. Separate courses for boys and girls, so long as they meet the same standards, may be maintained in the same building, if the community desires such a separation. However, before making its decision, the community should consider the desirability, from the educational viewpoint, of boys and girls fully sharing school experiences if they are to develop democratic homes in which men and women have equal rights and an equal share of duties and responsibilities.

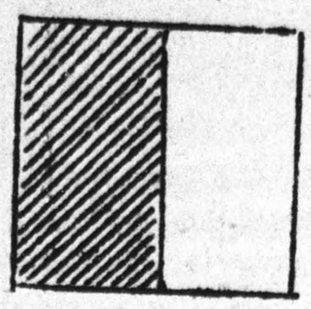
B. Graphic Portrayal of Recommended Disposition of Schools

After all, in turning an old-type secondary school into a new upper secondary school, there should be established educational facilities of the same level for boys and girls alike, by viewing a school individually or by viewing the schools in an area as a whole, in case there are several schools. It is not easy to carry out this principle in full from the very beginning, in view of the present economic condition of the nation and its individual communities, but of course the principle must be carried out in full through a long-range plan which should be adopted now.

The charts on the next two pages show, on the one hand, how complicated the system of secondary education is at present in some areas in regard to traveling to and from school, and on the other, how a very simple system can be worked out for the future on the basis of the present secondary schools if, when these schools become upper secondary schools, each school will take in both boys and girls and at the same time will become comprehensive in nature by offering both general education courses and the vocational courses that specifically meet the needs of the boys and girls of the different communities or areas.


Boys' School ——→, Travel to——
Girls' School ←------, Travel to---
TOWN D
Old-Type Commercial School (Boys' and Girls' Sections)
TOWN C
Old-Type Agricultural School (Boys)
TOWN E
Old-Type Girls' High School
TOWN A
Old-Type Middle School (Boys)
TOWN B
Old-Type Girls' Agr. School (with household economy course)
To Commercial School (Boys)
To Commercial School (Girls)
To Agricultural School (Boys)
To Girls' High School (Girls)
To Agricultural & Household Economy School (Girls)
To Middle School (Boys)
To Agricultural and Household Economy School (Girls)

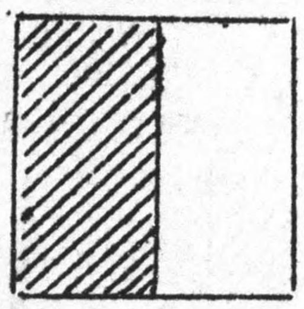
Town A



Comprehensive
Upper Secondary
School
Of those who want to study in an upper secondary school and who live within this area, both boys and girls will attend this school.

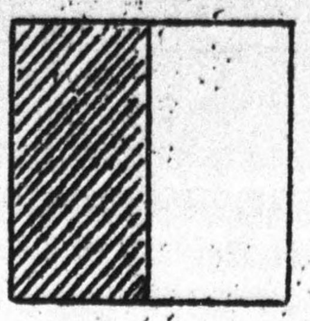
Of those who want to study in an upper secondary school and who live within this area, both boys and girls will attend this school.

Town B



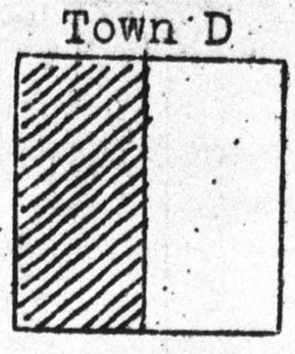
Comprehensive
Upper Secondary
School

Town C



Comprehensive
Upper Secondary
School
Of those who want to study in an upper secondary school and who live within this area, both boys and girls will attend this school

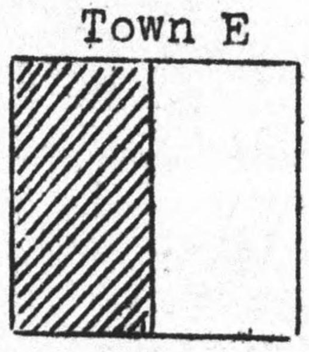
Town D



Of those who want to study in an upper secondary school and who live within this area, both boys and girls will attend this school.

Comprehensive
Upper
Secondary
School

Town E



Of those who want to study in an upper secondary school and who live within this area, both boys and girls will attend this school.

Comprehensive
Upper Secondary
School

SECTION II
BASIC MATTERS PERTAINING TO UPPER SECONDARY SCHOOLS

1. Object

The object of the upper secondary school is, as mentioned in the School Education Law, to provide general and vocational education on the basis of education given in the lower secondary school according to the pupils' mental and physical development. The purpose of what is mentioned here as upper secondary general and vocational education lies in making it possible for pupils to acquire always and systematically a culture and vocations which are necessary to them individually and socially. Of course, in the general and vocational education referred to, it does not mean that the educational content will have to be offered uniformly in all schools; by giving weight to certain aspects there may be differences between different schools.

2. Aims

As the aims of education in the new upper secondary school, the School Education Law provides as follows:

As regards education offered by the upper secondary school, in order to attain the objectives we must strive to achieve the specific aims given in numerical order below:

A. To cultivate those qualities that are necessary to members of the nation and of society by expanding and developing the educational successes gained in the lower secondary school.

B. By being conscious of one's mission in society; to get the pupils to decide as to their future according to their personal characteristics; to raise the pupils' general culture; and to give them training which prepares them for their vocations.

C. To cultivate a broad and profound understanding of society and a healthy judgment thereof, and thereby strive for the ~~maximum~~ development of the individual.

3. Qualifications for Entrance

Those qualified to enter the upper secondary school will be those who have completed the three-year course of the lower secondary school or a school of equal standing or those who are acknowledged by the competent educational authority (for the time being, the Minister of Education) as having achieved an equivalent educational development. Schools of equal standing are limited to the lower secondary school sections of schools for the blind, the deaf-mute, and the physically handicapped. Those who will be recognized as being equal to or above graduates of the new lower secondary school in educationa development will be, according to stipulations set by the competent educational authority (for the time being, the Minister of Education) those conforming to the following conditions:

A. Those who ha(had nine years of schooli abroad.

B. Those specified by the Minister of Education.

C. Others recognized by the new upper secondary schools as having achieved educational development equal to or above those having completed the three-year course of the new lower secondary school.

4. Full-time and Part-time Courses

A. The new upper secondary school may have a full-time course or a part-time course. These two courses may be offered in the same school, or a school may offer only one of these courses. (See Part II for conditions under which a school may offer only the part-time course.)

B. The upper secondary school may provide some education through correspondence courses, but matters related to the provision of these courses are under study.

C. The School Education Law allows a postgraduate course and a special course. The postgraduate course or special course may be offered in a full-time or a part-time school; but there cannot be an upper secondary school having only a postgraduate course, a special course, or a postgraduate and special courses. It is recommended that priority be given to setting up good, high-standard, regular three-year courses.

5. Programs of Study

The upper secondary school will offer programs of study to meet the needs of the community in general, vocational, and specialized education. Vocational Education may include studies in the fields of agriculture, industry, fishing, commerce, and home economics. The variety and type of work offered will, of course, depend on the needs of the pupils and the facilities of the school. Further information on programs of study on the upper secondary level will be published at a later date.

6. Founders

The new upper secondary school may be established by the State and prefectural and local public entities and incorporations as provided by Article 2 of the School Education Law. By prefectural and local public entities is meant the governments of the to, do, fu, or ken; the wards of Tokyo metropolis; cities, towns, and villages; school unions of cities, towns, and villages; school districts and financial districts;* and school unions of towns and villages. In the case of a private secondary school becoming a new upper secondary school, it is as if the private new upper secondary school were to be established anew, and the founder will have to be a legal person according to law.

* The term "financial and school district" refers to a district within a town or village which is the establisher of a school.

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7. Period for Completion of Course

A. The period for completion of the regular full-time course is in principle three years. A student may remain in the school longer than this if necessary to complete the 85 units of credit required for graduation. If accommodations can be provided, a student may remain in the regular course after graduation to take subjects that h was not able to take during the three-year period.

B. The period of the part-time course is dealt with in Part II of this publication.

C. The period of the so-called "night course", which is a type of part-time course, is covered in Section VI of Part I of this publication.

D. The period for completion of the postgraduate course shall be one year or more.

E. Periods for completion of special courses shall be one year or more.

F. Since concrete items have not been decided as yet regarding the establishment of a new upper secondary school with a course whic will cover more than three years of special technical education, the will be released later.

8. Nomenclature of New Upper Secondary Schools

As shown in the following examples, the name or names of the ne upper secondary schools should be Kotogakko, after the proper noun. Example: Kawasaki Kotogakko. It is recommended, however, that the term "Shinsei" be used until such time as the danger of confusing th new upper secondary school with the old higher school (old kotogakko no longer exists. Different forms which may be used are given below

Kawasaki (Shinsei) Kotogakko

This form may be used for a school offering a comprehensive curriculum, college preparatory work, or vocational work.

Kawasaki Nogyo (Shinsei) Kotogakko

This form may be used when a school emphasizes agricultural work.

Kawasaki Kogyo (Shinsei) Kotogakko

This form may be used when a school emphasizes industrial work.

Kawa[illegible]ki Shogyo (Shinsei) Kotoga[illegible]o

This form may be used when a school emphasizes commercial work.

Kawasaki Jitsugyo (Shinsei) Kotogakko

This form should be used when a combination of specialized vocational work, cutting across two or more of the fields of agriculture, industry, marine products, commerce, and home economics is emphasized.

Any school of the upper secondary level, regardless of its curriculum, may be called a (Shinsei) Kotogakko, without the adjective designating its speciality. In the examples above, such terms as Nogyo, Kogyo, Shogyo, and Jitsugyo may be omitted.

SECTION III
SET-UP FOR ESTABLISHMENT OF UPPER SECONDARY SCHOOL IN 1948

1. First Year (10th Grade)

The first year (or 10th grade) of the new upper secondary school (full-time course) will be organized by taking in pupils of the categories listed below. When the number of applicants for entrance into the 10th grade exceeds the number of pupils the school is able to take care of, it will be necessary to adopt a system of selection. The system of selection will be published later. When an old-type secondary school becomes a new upper secondary school, those pupils who were already enrolled in the old-type secondary school as of 31 March 1947 and who entered the third year (9th grade) of the new lower secondary school on 1 April 1947 in the same school, will be entitled to enter the new upper secondary school automatically, without being subject to any system of selection. For applicants among the graduates of lower secondary schools which are not attached to upper secondary schools, it is desirable that as many as possible be admitted, taking into consideration the conditions of facilities and number of pupils the school can accommodate. With these considerations in mind, the 10th grade should be organized to include the following categories of students:

A. Those who desire to enter the new upper secondary school after graduating from the new lower secondary school, or a school of equal standing.

B. Those who desire to enter the new upper secondary school and who are recognized by a competent educational authority (for the time being, the Minister of Education) as having attained an educational development equal to or higher than that of graduates of the new lower secondary school.

C. Pupils who will have finished in March 1948 the first year of the regular course of the youth school shall be considered eligible to enter the 10th grade of the upper secondary school if

their educational development is determined by the school they wish to enter to be equivalent to that of graduates of the new lower secondary school.

2. Second Year (11th Grade)

The second year (or 11th grade) of the new upper secondary school (full-time course) will be organized by taking in pupils of the categories listed below:

A. Those who will have finished in March 1948 the fourth year of an old-type secondary school for which the entrance requirement was completion of the sixth year of the elementary school. However, in the case of a school with only a four-year curriculum, this applies only to those who desire to enter.

B. Those who will have finished in March 1948, the second year of an old-type secondary school for which the entrance requirement was completion of the higher elementary school. However, in case of a two-year school, this applies only to those who desire to enter.

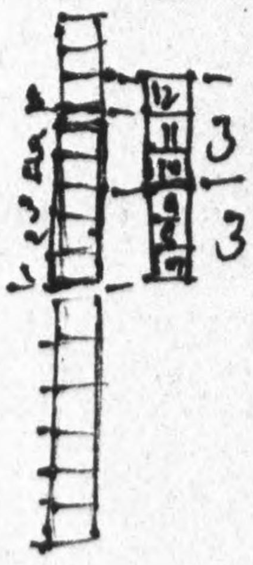
C. Those who have reached an age equivalent to the age of those who enter the 11th grade and who are recognized by an upper secondary school as having achieved an educational development equal to or higher than that of those pupils who will have completed the first year (10th grade) of the full-time course of the new upper secondary school. However, before accepting such candidates, the school should determine their ability to do school work on the 11th grade level.

D. Those who graduated from four-year secondary schools of the old type at the end of March 1946, or before, should be treated under the provisions of "C" above.

3. Third Year (12th Grade)

The third year (12th grade) of the new upper secondary school will be organized by taking in pupils of the categories listed below:

A. Those desiring to enter the new upper secondary school among those who will have finished in March 1948 the fifth year of an old-type secondary school for which the entrance requirement was completion of the sixth year of the elementary school.



B. Those desiring to enter the upper secondary school among thos who will have finished in March 1948 the third year of an old-type secondary school for which the entrance requirement was completion of the course of the higher elementary school.

C. Those who have reached an equivalent age and who are recognized by an upper secondary school as having attained an educational development equal to or higher than that of pupils who have finished the second year (11th grade) of the full-time course of the new upper secondary school. However, before accepting such candidates for entrance, the school should determine their ability to do school work on the 12th grade level.

D. Those who graduated from the old five-year secondary schools at the end of March 1946, or before, shall be treated as in "C" above.

E. Those who completed the work of each year of the postgraduate course of secondary schools under the old system shall be transferred, if they desire, to the equivalent grade of the new upper secondary school, according to the amount of work they have completed.

F. Measures to be taken in regard to those who completed the second year or above of the regular course of the youth school are shown in Part II of this publication.

G. Transfer of the students from the night course of the old-type secondary school to the appropriate grades in the new upper secondary schools is shown in Section VI.

SECTION IV
STEPS TO BE TAKEN IN REGARD TO OLD-TYPE SECONDARY SCHOOLS

1. Old-type Schools Must Conform to New Standard

Old-type secondary schools becoming upper secondary schools must conform to the standard pertaining to equipment, organization, and types of courses, as mentioned in the Upper Secondary School Standard (Section VII).

2. Disposition of Upper Grade Pupils When Old-Type Secondary School Does Not Become Upper Secondary School

The future of pupils at present attending old-type secondary schools not becoming upper secondary schools will be conditioned by one of the following factors in case these pupils are those who will have completed the fourth year in March 1948, and who had entered aft completion of the lower elementary school, and those who will have co pleted the first and second year (in case studies are carried out in night school the third year is included) in March 1948, and who had completed the upper elementary school.

A. Transference to a nearby upper secondary school with the establishment of the upper secondary school.

B. The school may continue as an old-type secondary school unti these pupils have graduated. However, as regards the curriculum the pupils follow, it will be that of the upper secondary school. Of course, no new pupils will enter.

3. Pupils of Old-type Secondary Schools May Graduate From Those School

Pupils in an old-type secondary school may be recognized as graduates when they complete the requirements for graduation in an ol type secondary school, when the pupils are set up in an upper secondar school as mentioned in Part III, in case these pupils are those who will have completed the fourth year in March 1948, and who had entere after completion of the lower elementary school; and those who will have completed the first and second year (in case studies are carried out in a night school the third year is included) in March 1948, and who had completed the upper elementary school. In these cases the pupils may be given diplomas showing they have graduated from an old-type secondary school.

SECTION V
PRIVATE SCHOOLS IN THE NEW SCHOOL SYSTEM

1. Private Schools May Become New Upper Secondary Schools

Private schools may become new upper secondary schools and be legally classified as such so long as they meet the minimum requirements set up by the "Qualifying Standards for New Upper Secondary Schools". Private schools desiring to become new upper secondary schools should submit their applications to the prefectural governor.

2, Relationship of Private School Planning to Planning for Public Schools

In fitting into the new school system, private schools will of course be affected by general education developments. Private school founders, principals and teachers should keep informed of the planning activities of the Temporary Conference Groups, and their experience and participation should contribute to the national progress in education.

As in the case of the public schools, it is recommended that private schools decide their future on the basis of the needs of the community in which they are located for:

Lower secondary schools
Upper secondary schools
Schools incorporating both levels

It is emphasized that all private schools are free to determine their own futures, but the implications of the program of extension of public lower secondary school facilities should not be lost sight of by private secondary schools in their planning of the future.

In this connection, it must be pointed out that the extension of compulsory education to include nine years of attendance cannot fail to have an influence on the future of private schools. Under the new compulsory system, governmental units (local, prefectural, and national) are obligated to provide tuition-free public lower secondary schools for all of the children of the nation. Even in the larger cities of the nation, where private secondary schools have come into existence in large numbers because of the failure to provide enough public secondary schools to meet the demand, ultimately there may be a sufficient number of public new lower secondary schools to take care of all pupils of compulsory school age who choose to attend public schools. There will be a continued need even on the compulsory age level for a considerable number of private schools to serve special needs; for instance, there will probably be many children whose parents prefer to send them to private schools such as those conducted by various religious or other groups. As public school facilities are gradually expanded, it is likely that there will not be as many private secondary schools maintained on the compulsory attendance level (grades 7, 8) as there were at one time, especially for those which do not serve special religious or other functions not performed by the public schools. Some private secondary schools should give due attention to the desirability of moving up to the upper secondary level at some time in the future.

SECTION VI
THE OLD-TYPE NIGHT SECONDARY SCHOOL IN THE NEW SYSTEM

1. Old-type Night Secondary Schools Will Become New Upper Secondary Schools

Because the position of the night secondary schools to some extent approximates that of the new upper secondary school, all or most of them should become new upper secondary schools. This means that they should begin to accept students from among those who have completed the ninth grade of the new lower secondary school, instead of from the eighth grade. They should adopt the curriculum of the new upper secondary school. When converted into new upper secondary schools, they may establish a comprehensive curriculum, or emphasize vocational work, or emphasize general education.

2. Night Secondary Schools Are a Type of Part-time School

For the purposes of this handbook the regular course is defined as one held in the daytime hours for more than thirty hours per week for at least 35 weeks per year, from which students can graduate after accumulating 85 units of credit within a period of three years. This is the only regular course of the upper secondary school, and the only full-time course. All other courses are part-time in nature, regardless of the terms that may be used in designating them. The night secondary schools, although classified separately, may according to this definition, be considered part-time in nature.

Night schools may, if such a system adequately meets the needs of the communities and areas which they serve, retain the present system of holding classes for a definite number of hours per night for a definite number of nights per week, requiring all pupils to attend for the full number of hours per week. If this system does not fully meet the needs of the actual or potential enrollment of any school, it should permit those pupils who choose to attend for fewer than the regular number of hours per week; such pupils would, of course, take fewer subjects than those attending for the entire period would receive a lesser amount of unit credit in the same time, and would require longer than four years' work to graduate. It is recommended that the schedules be so arranged that a minimum of four years' attendance is required for graduation.

3. Transfer from the Old-type Night Secondary Schools to the New Upper Secondary Schools

Those pupils who will have completed at the end of March 1948, the first year of the four-year night secondary school will be regarded as having finished the equivalent of the course of the new lower secondary school, and will be eligible for entrance into the 10th grade of the new upper secondary school. Pupils already enrolled in the night secondary schools as of 1 April 1947 may continue on in the same school automatically without being subjected to competition for entrance at the 10th grade level when the school becomes a new upper secondary school.

Pupils who will have completed the fourth year of the night secondary school in March 1948 will be regarded as having completed the second year (11th grade) of the new upper secondary school. Pupils who will have completed the second and third years should be given an appropriate amount of credit in the new upper secondary school on the basis of work they have done in the old-type night school; this will indicate their relative positions in the 10th and 11th grades. A formula by means of which work done in the old-type school may be transmitted correctly into credit in the new upper secondary school will be published in a special curriculum bulletin.

All schools should adopt the system of classifying students as belonging to the 10th, 11th, or 12th grades, according to the amount of unit credit accumulated (see Part I of the Hatsu-gaku #156, 7 April 1947, for classification of students into grades).

Students of the first, second, third, and fourth years of the old night secondary schools are permitted to leave school as graduates of the old night school at the end of school years when they had expected to graduate under the old system when they enrolled, as shown in Hatsu-gaku #63, 17 February 1947. In such a case they shall be given diplomas showing that they have graduated from the old-type school. This principle also applies in the case of the old-type three-year night secondary schools.

SECTION VII
THE STANDARD FOR ESTABLISHMENT OF UPPER SECONDARY SCHOOLS

It is provided in Article 3 of the School Education Law that those who wish to establish a new upper secondary school shall do so in compliance with the standards established by the competent educational authorities. These standards are given below.

The list of standards is divided into four chapters, relating respectively to General Rules, Programs of Study, Organization, and Facilities. In view of the present situation of our country, it is not practical to require that all schools meet all of these standards during 1948; temporary standards are added as supplementary provisions which allow three years from 1948 in certain cases in which to meet the requirements. Since the temporary standards have been set at the absolute minimum in order that a great many of the old secondary schools may qualify as new upper secondary schools without great difficulty, it is expected that all new upper secondary schools qualified under the provisions of the temporary standards will progressively reform and raise their own standards, not being content merely to meet the bare minimum standards.

These qualifying standards are quantitative in nature, but it is understood that the reforming and raising of material standards might be difficult under the present conditions. While the quantitative standards are being raised, it is essential also to strive for the reformation and raising of qualitative standards. The qualitative standards are indicated in Part III of this handbook, titled "Desirable Characteristics of the Upper Secondary School", now being prepared for release.

THE STANDARD FOR ESTABLISHMENT OF UPPER SECONDARY SCHOOLS

CHAPTER I GENERAL RULES

Article I The standard for the establishment of an upper secondary school shall be based on these standards.

Article II For the organization and facilities of those new upper secondary schools which provide two programs of study or more, and those which do not include general education courses, or courses concerning agriculture, commerce, fishery, industry or home economics, the competent prefectural education authority can set up necessary provisions based upon this standard, in regard to those matte to which it is impossible or is deemed inadequate to appl the provisions of these standards.

Article III The organization and facilities of the postgraduate cours and special course must conform with the standards stipulated by these standards according to the program of studies offered, provided however, that the competent prefectural educational authority can make necessary provisions in regard to the matters to which it is impossibl or is deemed inadequate to apply the provisions of these standards.

Article IV Further provisions shall be made separately for the organization and facilities of those upper secondary schools which offer a special technical education for more than three years.

CHAPTER II PROGRAMS OF STUDY

Article V The curriculum of the upper secondary school may consist of programs of study concerning general education and/or programs of study concerning specialized or vocational education.

Article VI An upper secondary school may emphasize only general education.

Or an upper secondary school may emphasize specialized o vocational education as follows:

Programs of Study Concerning Agriculture	General agriculture; forestry; sericulture; horticulture; animal husbandry; agricultural engineering; agricultural products manufacturing; gardening; agriculture for women.
Programs of Study Concerning Fisheries	Fishing; marine products manufacturing; fish culture.
Programs of Study Concerning Commerce	Commerce.

Programs of Study-Concerning Industry: Machinery; shipbuilding; electricity; electrical communications, industrial chemistry; textiles; dyeing; civil engineering; building; metallurgy; metal industry; wood industrial arts; metal industrial arts; ceramics.

Programs of Study-Concerning Home Economics: Foods; clothing.

Program of Study Concerning Public Welfare

Program of Study Concerning Commercial Shipping

Program of Study Concerning Foreign Languages

Program of Study Concerning Fine Arts

Program of Study Concerning Music

Other specialized or vocational programs of study may be added if they are within the scope of the aims of the new upper secondary school.

CHAPTER III ORGANIZATION

Article VII The number of students in a class working in a classroom at one time under one teacher should be 40 or less. It may exceed this standard, however, if circumstances require it.

In the case of the proviso of the aforesaid paragraph a report with an explanation of the circumstances must be submitted by the founder to the competent prefectural educational authority when this standard is exceeded.

Article VIII According to educational needs of pupils, instruction ma be given to students, although taking different programs of study within the same grade together, or from differ- ent grades combined in one group. If there is lack of facilities the same work may be offered to students divided into more than one group.

Article IX The number of teachers should not be less than those pro vided by appendix I. The number of teachers in any school should be 12 or more.

Half or more of the teachers must be in full-time servic

Article X Under special circumstances, a third or less of the teachers mentioned in the foregoing Article may be subst tuted for by assistant teachers.

Article XI The number of clerks of upper secondary school shall be two or more in the case of school with 120 students or less, and one or more should be added to the above number for every 240 or less additional students.

In case of the part-time course, including the night school course, the clerks must be appointed in the necessary number, in spite of the foregoing paragraph.

Article XII Besides the principal, teachers, assistant teachers and clerks, an upper secondary school must have practical training assistants and teachers for hygiene.

Article XIII The number of practical training assistants shall be tw or more in the case of a school with 120 students, and one or more shall be added for every 120 or less additional students.

In addition to the above, two practical training assist- ants or more shall be added for every specialized pro- gram of study concerning agriculture, fishery or industi

In case of a part-time course including the night course the practical training assistants must be appointed in the necessary number, in spite of the above two paragraphs.

Article XIV An upper secondary school must have one or more members of the staff in charge of the health of the students, one of whom must be in full-time service.

This member of the staff should possess as a minimum the qualification of a nurse of the "B" class.

Article XV In case a new upper secondary school has a night course or any other type of part-time course in addition to the regular daytime course, the night course or other part-time course must have its own head (shuji).

The head shall be supervised by the principal and shall administer the affairs of the course given at night or the other part-time course, and supervise the personnel belonging to the respective courses.

The head shall be appointed from among the teachers of the course.

CHAPTER IV FACILITIES

Article XVI The building which houses an upper secondary school should be firmly built, so constructed as to enable the staff to carry out the complete educational program of the new upper secondary school, conveniently arranged for purposes of administration, and conducive to the health and physical fitness of the students.

Article XVII The standard for the area of the school building, land, and playgrounds shall be as shown in Appendix II.

Article XVIII The upper secondary school which has a night course only can be exempted from the above standard (Article XVII)

Article XIX School buildings should contain the facilities listed below, and these must be constantly improved. A part of the facilities listed below, however, may be substituted for by facilities which can be used for more than one purpose as occasion requires, when such substitution will not have an adverse effect on the educational program.

1) Principal's room, conference room, teachers' room, office.

2) The sum of the numbers of ordinary and special classrooms shall be equal at least to the number of groups of students meeting at one time.

3) A room for social studies with its equipment storage room.

4) Laboratory rooms, equipment rooms, and preparation rooms for physics, chemistry, biology, and physical geography, respectively.

5) Rooms for music, calligraphy, drawing and mechanical drawing, handicraft, and except in the case of calligraphy, their respective preparation rooms.

6) Library, auditorium and gymnasium.

7) Teachers' study.

8) Dispensary and room for rest.

The facilities necessary for technical education should be as shown in Appendix III.

Article XX An upper secondary school must have books, apparatuses, tools, specimens, models and other school equipment necessary to carry out completely the educational program, and to provide for preservation of student's healt

The above-mentioned equipment must be suitable to carry out the educational program and to preserve pupils' health, and it must be constantly improved and supplemented.

Article XXI The classrooms, laboratories,and practical training facilities mentioned in Article 19 must be supplied with enough school equipment and other equipment to enable pupils grouped together for the same work to work at the same class period.

Article XXII An upper secondary school must have a water system corresponding to the scale of the school, that will supply water sufficient for maintaining pupils' health, and the quality of the water must be proved to be harmless to health.

Article XXIII An upper secondary school must have fire prevention equipment corresponding to the scale of the school.

Article XXIV An upper secondary school that has a night course must have facilities necessary for supplying food to students corresponding to the number of students.

Article XXV In an upper secondary school which has classes at night, the illumination of the surfaces of the desks in reading rooms and classrooms, and of the surfaces of blackboards shall be maintained at more than 50 luks.

Article XXVI An upper secondary school should have the following facilities insofar as needed:

1) Students' meeting room.
2) Swimming pool.
3) Dormitory.
4) Boarding facilities.
5) School farm.
6) Teachers' houses.

SUPPLEMENTARY PROVISIONS (Temporary)

Article XXVII — These Ministry of Education standards shall come into effect on the day of their promulgation.

Article XXVIII — In cases where upper secondary schools which offer only the part-time course are established, or where the schools existing at the time of the enforcement of these standards and operating under previous regulations become new upper secondary schools, the provisions of Articles 29 to 31 shall be applied to the matters provided for in Articles 7 and 9 (first paragraph) and 19 until 31 March 1951. The provisions of Articles 10, 11, 13, 14, (second paragraph) 17, and 24 need not be followed until 31 March 1951.

Article XXIX — The number of students working in the same classroom at one time under one teacher shall be 50 or less.

Article XXX — The number of teachers shall not be less than those provided by Appendix I. B.

The number of teachers in any school must not be less than 12.

In spite of the stipulations of the foregoing two paragraphs, a competent prefectural educational authority can reduce the number of teachers required with the approval of the Education Minister in case of special need.

Article XXXI — The school must have, as a minimum requirement, the following facilities. But part of the facilities may be substituted for by facilities which can be used for more than one purpose as occasion requires and when such substitution will not have an adverse effect on the educational program.

1) Principals' room, conference room, teachers' room, office.
2) Classrooms numbers as many or more than groups of students meeting at one time.
3) Scientific laboratory room.
4) Library (room).
5) Room for medical treatment and rest.

The facilities necessary for technical education shall be as shown in Appendix IV.

Article XXXII In the case of a school which, though it does not meet the above requirements because of war-damage or other inevitable cause, the competent prefectural education authority thinks it fit to be approved as an upper secondary school, the prefectural governor can give approval in spite of the above requirements provided that it will have the above-mentioned facilities within five years.

The founder of an upper secondary school which has been established in accordance with the provisions of the above paragraph must submit at the end of each school year a report of the improvements made in regard to facilities during that period to the competent prefectural educational authority.

Article XXXIII The competent prefectural educational authority will be the prefectural governor, for the time being.

(NOTE: Appendices III and IV list in detail the standard facilities for schools offering specialized vocational courses. Because of their considerable length and the shortage of paper, they are omitted in this edition.

APPENDIX I

A. FORMULAE FOR DETERMINING MINIMUM NUMBER OF TEACHERS

1) In case of a school with 360 students or fewer:

$$\frac{\text{(No. of students in school)}}{40} \times \frac{\text{(No. of school hours per week)}}{15}$$

40 equals number of students in one group during one period of instruction.
15 equals average number of hours per week a teacher should be expected to take charge of a group.

2) In case of a school with more than 360 students:

$$\frac{\text{(No. of students in school)}}{40} \times \frac{\text{(No. of school hours per week)}}{18}$$

In case the number of teachers calculated by this formula is less than 21, the minimum number of teachers should be 21 or more.

3) In case of programs of study concerning agriculture, fishery, or industry, the following number must be added for every 120 or fewer students, besides the number stipulated in 1 and 2 above:

Program of study concerning agriculture and/or fishery: 1 or more
Program of study concerning industry : 2 or more

4) Besides the number stipulated in 1, 2, and 3, two or more must be added for every additional program of study.

5) In case of a part-time course, the required number should be added, despite the provisions of 3, and 4, according to the types and numbers of the programs of study.

REMARKS: The number of school hours per week (hours that the school is in session) in the formulae above means:

In case of a regular, full-time course .... 34 hours
In case of the night school course ..... 24 hours
In case of a part-time course (other than the night school course mentioned above, requiring 24 hours per week) ..... the sum of the numbers of students registered for each school hour or period during a week divided by the number of students.

B. Formulae for determining minimum number of teachers continued:

1) In case of a school with 300 students or less:

$$\frac{\text{(No. of students)}}{50} \times \frac{\text{(No. of school hours per week)}}{12}$$

2) In case of a school with more than 300 but fewer than 750 students:

$$\frac{\text{(No. of students)}}{50} \times \frac{\text{(No. of school hours per week)}}{15}$$

3) In case of a school with more than 750 students:

$$\frac{\text{(No. of students)}}{50} \times \frac{\text{(No. of school hours per week)}}{18}$$

In case the number of teachers calculated by this formula is less than 34, the minimum number of teachers should be 34 or more.

4) In addition to 1, 2, and 3, in case of programs of study concerning agriculture, fishing, industry, two or more must be added in case of one program of study and one (two in case of those concerning industry) or more must be added for every additional program of study.

5) In the case of a part-time course, the necessary number should be added according to the type and number of programs of study despite the provision of 4.

6) In addition to 1, 2, 3, and 4, the required number of teachers for practical training must be added in case of programs of study concerning agriculture, fishing, and industry.

REMARKS: Same as for A. above.

APPENDIX II

1) The standard of area for school land, playgrounds and school buildings, based on area per pupil:

	Area of School Land	Area of Playground	Area of Floor of School Building
Upper Secondary School Emphasizing General Education	70 square meters	30 square meters (Provided, however, that the whole area of the playground should not be less than 15,000 square meters.)	10 square meters
Upper Secondary School Emphasizing Agriculture (In addition to ground required for practical training.)	110 square meters		20 square meters
Upper Secondary School Emphasizing Fishery			
Upper Secondary School Emphasizing Industry			
Upper Secondary School Emphasizing Commerce	70 square meters		10 square meters
Upper Secondary School Emphasizing Home Economics			

2) The standard of area per one student of the ground for practical training in agricultural programs of study shall be as follows

General agriculture work (except the area of forest for practical training)	250 square meters
Forestry program of studies	
Farm	50 square meters
Forest for practical training (including bamboo forest and sample forest)	4,800 square meters
Sericulture program of studies	200 square meters
Horticultural and agricultural products manufacturing programs of study	200 square meters
Agricultural engineering program of study	100 square meters
Animal husbandry program of study	300 square meters
Gardening program of study	200 square meters
Girls' agriculture program of study	100 square meters

(Notation on omission of Appendices III and IV on page 30)

PART II

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

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

SECTION I
PURPOSE AND GENERAL DESCRIPTION

The part-time course of the new upper secondary school is an educational system based on an entirely new viewpoint which our country has never had, and it has an especially important significance in the new school system. Therefore, it is necessary for those concerned with it to understand the following general description thoroughly and prepare perfectly for the establishment and operation of the part-time course.

1. The Principle of Equal Educational Opportunity

Equal educational opportunity has been guaranteed for all young people by Article 26 of the new Constitution as one of the basic elements of the philosophy of the new education. The Fundamental Law of Education provides clearly that equal educational opportunity shall be available to the people of Japan according to their ability. One must understand that the philosophy of the part-time course is based firmly on the principle of equal educational opportunity.

2. Educational Object of the Part-time Course

The part-time course has the specific purpose of providing an opportunity to obtain an upper secondary school education to those young people, both boys and girls, who cannot for various reasons attend the full-time upper secondary school after leaving the new lower secondary school. Therefore, the part-time course may enroll not only working youth, both boys and girls, but youth who want to obtain a good cultural education and/or vocational skills on the upper secondary level while remaining at home unemployed.

3. Meeting the Needs of the Community

According to the new educational philosophy, the establishment and operation of schools should be based on the needs of the community. This is especially the case for the part-time upper secondary course. It is important that it should not merely meet the needs of a selected few.

4. Making the Educational Program Attractive

It is desirable that all young people who have graduated from the new lower secondary school, or those who have achieved an equivalent status, should attend the part-time course of the new upper secondary school if they do not take the full-time course. Because attendance is not now compulsory, however, it is very necessary to make the educational program of the course so attractive and useful to students that they will desire to attend for the realization of the purposes mentioned above. This principle cannot be carried out in full immediately; the long-range improvement of

the part-time course must be made slowly and steadily, ever aiming at the goal.

5. Part-time and Full-time Courses the Same

In order to make the part-time upper secondary school program so attractive that young people will want to attend, not only must the qualifications for graduation be the same as for the full-time course (this has already been provided by the School Education Law), but also the substantial content of education must not be inferior to that of the full-time course.

SECTION II
RELATION BETWEEN THE PART-TIME COURSE OF THE NEW UPPER SECONDARY SCHOOL AND THE PRESENT YOUTH SCHOOL

1. No Direct Relationship

Some of those concerned with the present youth school seem to think that the present youth school will become the part-time course of the new upper secondary school. This shows only their misunderstanding. It is not correct to say that youth schools will become the part-time course. There is no direct relationship whatever between the part-time course of the new upper secondary school and the youth school. The youth school will pass out of existence on 1 April 1948, and the part-time course of the new upper secondary school under the new school system will come into existence on the same day as an entirely new thing. Of course, not all the part-time upper secondary schools should come into existence at that time, but the system will become legal then. The youth school was essentially an elementary continuation school in respect of both program and character, and the new lower secondary school should achieve greater development of young people in three years than the old higher elementary and youth school did over a longer period of time. The part-time course aims to give an opportunity for further general and vocational training to those who desire it after graduation from the new lower secondary school.

2 Part-time Course Not to Take Over Character of Youth School

It is most essential that the part-time course should not take over the character of the old youth school. It cannot be denied, in general, that the old youth school did not always succeed in meeting the progressive spirit and the needs, interests and abilities of young people. Our old school education system was separated into two systems, one of which provided education for a "selected few" continuing from secondary school to "kotosemmongakko and daigaku"; and the other was for the "remaining masses", through higher elementary and ending with youth school. This was an unfortunate fact. Taking into consideration the fact that the improvement of the old system and bringing all secondary schools to the same standard and level is a doctrine of the new school education system, it needs scarcely be mentioned that the character of the youth school must not be retained in the new system anywhere.

3. Facilities and Teachers for the Part-time Course

The part-time course is being established as a new course, where there was nothing previously, but the facilities and teachers have to be obtained from the present supply of teachers and facilities. It is expected that some of the facilities and teachers of the youth school will be transferred to the new full-time and part-time upper secondary courses, but this is by no means the only way for the part-time course to obtain them. Each community should use whatever facilities it has for the part-time course program. It is certain that among the facilities and teachers of youth school, there are many that should not be used because they are unsuitable, and do not meet the standards of the new upper secondary school. Teachers and facilities of the new lower secondary school may be used if they are suitable and meet the standards of the new kotogakko, or perhaps facilities and teachers entirely outside may be used. The important point to note is that the facilities which meet the provided standard for establishing new upper secondary schools should be used, and teachers should be appointed according to the regulations on qualifications and licenses of the teachers of new upper secondary schools which are now being prepared for later publication. It is anticipated that qualified teachers among those of youth schools will at first become the central members in respect of number and their energetic endeavors to prepare themselves for their new duties are required.

SECTION III
ORGANIZATION OF THE PART-TIME COURSE OF THE NEW UPPER SECONDARY SCHOOL

1. New Upper Secondary Schools Should Have Both Full-time Course and Part-time Course

Article 45 of the School Education Law provides a part-time course as well as a full-time course in the new upper secondary school. In order that the philosophy of equal educational opportunity may be carried out, and in order that the educational program, facilities, equipment, and teachers of the part-time course may be equal in quality to those of the full-time one, the part-time course must be established first of all, by using the accommodations of the schools which have the full-time course, in view of the present real economic and material situation. In contradiction to the fact that the old secondary school program was available only to selected youth, the new upper secondary school is required to assume responsibility, up to its maximum capability for the education of all boys and girls of appropriate ages of the community in which it is located. So the new upper secondary school is required to take into consideration the necessity of setting up a part-time course for those who cannot attend the full-time course.

It is especially desired that the principals and teachers of the present secondary schools who may be appointed to the staffs of the new upper secondary school should have a serious understanding of the point that the new upper secondary school should assume responsibility for the education of youth who cannot attend the full-time course, but desire to continue their education.

2. The Problem of Space, and Devices for Further Use of Facilities of Secondary Schools

Some of the principals of the present secondary schools have said, "Our school, when it becomes a new upper secondary school, will have absolutely nothing in reserve in the way of facilities and equipment for a part-time course". The principle established for the operation of each new upper secondary school is that its plant should be in use for as many hours a day as practicable to carry on an educational program for the youth of the community, without being vacant and wasted at any time. In view of our limited school facilities, every school must be used to the absolute maximum for educational purposes.

The full-time course will use the school buildings in general, for about six hours per day, and there is no further use of the building except a portion of it for extra-curricular activities of students. Is there no unfilled space, or can there be no device to use the school for part-time students after regular hours in the afternoon, on Saturday afternoons, at night, or during vacations? Each principal is encouraged to use the school plant to the maximum educational advantage of the community in which it is located, and should report to the competent prefectural educational authorities on the extent of use being made.

3. Teachers Should Not Be Over-Burdened

When a new upper secondary school establishes the part-time course in addition to the full-time course, the number of teachers must be increased for the former. If the burden on the regular teachers were made heavier by the addition of the part-time course without additional teachers being employed, it might develop that the educational spirit and standards would be weakened.

4. Establishers, Principals, Shuji, and Teachers

In case both the part-time course and the full-time course are offered in a new upper secondary school, the establisher and principal of the courses should be the same. They are only two courses of one school, and not two schools established together in the same building. The only difference is that students of the full-time course will come to school every weekday, and attend classes for perhaps six hours per day, while students of the part-time course will not come to school every weekday and may attend classes for only two or three hours per day on the average. But because there are distinctions in the lesson hours, it may bring about good results in the operation of the educational program to appoint a shuji (head) of the part-time course from among the teachers for the sake of good administration, whose duty shall be to assist the principal in his duties, to take responsibility for administering the affairs of the part-time course, and to supervise the personnel (teachers and pupils) of the part-time course. The person appointed as shuji should have sufficient qualifications as an excellent new upper secondary school administrator, and

also a proper understanding of the importance of the education of youth who cannot attend the full-time school, as well as some experience in the education of working youth.

Besides the shuji, several teachers may be appointed as full-service teachers of the part-time course, to devote themselves exclusively to the part-time course. For the sake of good administration and keeping the standards of the part-time course high, however, it is recommended that the teachers of the two courses should not be separated distinctively; a part of the teachers of each course may teach the pupils of the other course.

It may be inevitable in some cases that in one place a new upper secondary school with a full-time course only will be established, and in the same place a new upper secondary school with a part-time course only. For instance, a school with a part-time course only may be established by a school union, and a school with a full-time course only, by the prefectural government using the same plant. This should be avoided whenever possible, because there is bound to be a great deal of trouble in the administration of the two schools. For instance, there probably would be friction between the principals of the two separate schools over the use of the building and equipment. The establishers of the full-time course and the part-time course should be the same.

5. Some New Upper Secondary Schools May Have Part-time Course Only

In cases where there is no appropriate full-time new upper secondary school to which a part-time course can be attached because of various conditions in the community, an upper secondary school which has only the part-time course may be established, according to Clause 2 of Article 45 of the School Education Law. It goes without saying that in this case the school must meet the standards for establishment of new upper secondary schools.

In some communities there are youth schools which have offered a full-time course, with equipment, buildings and teachers which are comparable in many respects to those of the secondary schools. When these youth schools are eliminated on 1 April 1948, it may be possible to use their buildings, equipment and teachers in the organization of independent new upper secondary schools with a part-time course only. In such a case, only those teachers who meet the qualifications of teachers of the new upper secondary school and only the equipment which meets the standards should be used. Such schools, if they are to be independent part-time schools, must meet the qualifying standards for establishment of new upper secondary schools. (See Part I, Section V.)

6. Establishing a Branch School

Many part-time students may be prevented by the conditions of their work or a lack of transportation facilities from attending a distant central school every week-day. To meet the needs of those

pupils living at some distance from the central new upper secondary school, those new upper secondary schools having part-time courses should organize branch schools in the neighboring towns and villages, for the sake of the convenience of such pupils.

It is again emphasized that youth schools will not become part-time upper secondary schools. If buildings now used by the youth schools are suitable for the use of the part-time upper secondary schools, they may be used. Equipment now used by youth schools, when suitable, may be used for the part-time upper secondary school program. The point is that the community should in each case survey all of its available educational resources, and decide on the basis of its study the buildings and equipment that cen be used for part-time upper secondary school classes, regardless of their present use. These may or may not include youth school buildings and equipment.

The branch school may offer as a beginning only that part of the new upper secondary school curriculum which is most appropriate to the town or village in which it is located, and which most nearly meets the needs of the young people of the community. If a school can offer all of the courses of the new upper secondary school curriculum, it may become an independent part-time new upper secondary school.

7. Relation Between the Central and the Branch Schools

When a new upper secondary school with a part-time course organizes branch schools to meet the needs of the boys and girls in the area under its jurisdiction, that school shall be called a central school. A central school may have both the full-time course and the part-time course, or the part-time course only. The branch school is a branch of the central school, and its administration and educational program should be under the responsibility of the central school; specifically, the principal of the central school should take full responsibility for the branch school(s), although the day-by-day duties which are derived from this responsibility may be delegated to a shuji. Some of the teachers of the branch school may be in full service for the branch school, and some of them may come from the central school to teach. In any case they should be under the administration of the principal of the central school. Many branch schools may not be able to afford, for instance, a full-time teacher of art; in that case the central school may send an art teacher around to the different branch schools. Since the recommended weekly schedule of the new upper secondary school calls for only two hours of instruction in art per week for each of the three grades (10, 11, and 12), such a peripatetic teacher should be able to work in at least three branches besides the central school, devoting one day a week to each branch school, assuming the existence of means of transportation. The same system could be used in the case of other subjects for which there is no need for a full-time teacher in each branch school, or in case individual teachers for each subject cannot be provided. A school physician and nurse may be able to perform their duties in the central school and all of the branch schools.

Library books of the central school may be circulated among the branch schools at stated periods.

It is emphasized that although some teachers may teach both in the central school and the branch schools, and some may be assigned full-time to the branch schools, all should be under the same administration.

SECTION IV
PROGRAMS OF STUDY OF THE PART-TIME COURSE

The programs of study to be established for the part-time course are the same as those of the full-time course. The work offered in the part-time course should not be restricted to technical education in agriculture, industry, commerce, home economics, and other specialized fields, but should include liberal or general education. Since the students of the part-time course will be young people with jobs, or those helping their families at home, many of them may want to do most of their work in the technical and vocational fields, but there will likely be many who will want to achieve greater personal cultural development by taking music, art, literature, history and other general education subjects, and still others who may be aiming at future entrance into the daigaku. The part-time course may have any one of the 29 specialized programs of study listed in "Curriculum of the New Upper Secondary School", Part II (Hatsu-gaku #156, 7 April 194 or any other technical subjects of recognized new upper secondary level not included in the 29 specialized programs, or the general education courses listed for the new kotogakko, or any combination of these courses.

SECTION V
THE UNIT CREDIT SYSTEM, REQUIREMENTS FOR GRADUATION, AND RECORDS

1. Need For the Unit Credit System

It has been decided that the work accomplished by pupils in the part-time course should be recorded by means of the unit credit syste which is being used in the full-time new upper secondary schools (See Part I, Hatsu-gaku #156, 7 April 1947). It is, in fact, in the part-time course that the unit credit system demonstrated most conclusively its real value. In the case of the part-time course there is no other way to adjust and unify the educational program, because there can be no uniform grades system and every student may not necessarily attend the school for the same amount of time nor in the same grade. When a student wants to change his course from the part-time one to the full-time one or vice-versa, this transfer can be carried out smoothly by adjusting the type and number of unit credits that he has obtained.

2. Requirement for Graduation is Completion of 85 Units

The requirement for graduation from the part-time course is the same as for graduation from the full-time course--85 units of credit. A student may complete all of these units in the part-time course; or he may complete a part of them in the part-time course and the remainder in the full-time course, if he can gain admission to the latter. A student of a full-time course may leave school for some personal reason and attend the part-time course later on to gain the remaining units that he needs for graduation. All of these students who complete 85 units of credits, including the required courses, should have the qualification of graduates from the new upper secondary school.

The fact that there is room for flexible operations of this sort in the new upper secondary school program demonstrates the suitability of the unit-credit system for use in recording the progress of the pupil through the new upper secondary school.

3. Years Required for Graduation

There is no certain number of years required for graduation from the part-time course. The time required to complete the new upper secondary school course by part-time attendance may be different for different students within each school. Students should be permitted to attend for the total number of hours each year that they choose. The school should be set up and organized in such a way as to permit this. Some students may be able to attend for as much as 700 hours per year, for instance, and finish the course in a little over four years. Others may attend for approximately 600 hours per year and accumulate 85 units of credit in five years. Others may attend for only approximately 350 hours per year, and require 8 years to complete the course. Generally speaking, it is recommended that students who plan to graduate should attend for at least approximately 500 hours per year, so that they may graduate after attending six years. (Note: 500 hours per year as used here means 500 hours engaged in class work.) The point is that each student who wishes to graduate should be required to attend classes for a minimum of 2975 hours, accumulating 85 units of credit, but a certain number of years required for graduation is not uniformly provided.

4. Not All Students Need Graduate

It has been noted that perhaps four, five, or six years or more may be necessary to complete the 85 units required for graduation by taking the part-time course for an average of two or three days a week. Many working youth and other young people may want to attend, not for the purpose of graduating, but in order to increase their general education or their technical skill by taking only a few of the subjects listed in the program of studies of the new upper secondary school. These students should be allowed to take any subjects that they choose; it is not necessary that they complete

the 85 units of credit required for graduation. They may leave school at the end of one year if during that time they have taken all of the work that they want, or in two years if that amount of time is required for them to take all of the subjects they desire. A part of the attractiveness of the new part-time system of education is based on this feature, and the best efforts of the school authorities are needed to carry it out by providing schedules which will enable each student to attend for the number of hours he chooses. The school authorities must not compel the uniform attendance of all pupils for a certain number of hours per week or year.

5. Records of Completed Credits

Many students of the part-time course may decide not to finish the entire course, and may leave school prior to graduation. If this is what the pupil desires, it should be permitted by school authorities. The school should keep a permanent record of the unit credits accumulated by all students, and give those who leave the school prior to graduation a transcript showing the names of the subjects completed and the number of credits they have accumulated. This may be presented to a prospective employer by the student as one of his qualifications if he wants to secure employment, or to go to another school at a later date, whenever he wants to take other subjects in some other new upper secondary school. In all cases, credits once accumulated in any upper secondary school are permanently good, and other credits may be added to them at any time.

SECTION VI
CURRICULUM OF THE PART-TIME COURSE

1. Curricula of Part-time and Full-time Courses Identical (General Education)

The curriculum of the part-time course must in principle be the same as the full-time one. In other words, the kinds of subjects and the total hours given in each subject required for graduation must be the same in both courses. Therefore, the curriculum outlined in the bulletin on "Curriculum of the New Upper Secondary School" (Hatsugaku #156, 7 April 1947) should be used for the part-time course as it is, except for the hours distributed among each grade and the total hours for the three grades. The total hours of classwork in the part-time course leading to graduation are 2975 hours or more. The distribution of the hours among each grade may vary somewhat in the case of the part-time course, and for each student, and the standard for all of them cannot be settled in advance. Each school should examine the needs of the young people of the community and prepare the most suitable curriculum in the beginning. The curriculum should be presented to the prefectural governor to be approved with whatever other documents are needed, and all changes in the curriculum should likewise be reported.

2. Specialized Vocational Courses

The program of studies leading to graduation, specified for the new upper secondary school as outlined in Part I of Hatsu-gaku #156, is based upon the 85-unit system for graduation, and it should be taken over for the part-time course as it is. The curricula of the 29 specialized courses were not arranged according to the 85-unit system (Part II of Hatsu-gaku #156). The program of studies to be used in the part-time course must be settled on the basis of 85 units. therefore, the technical subjects for which no unit credit was listed in Part II of Hatsu-gaku #156 will, for purposes of the part-time course, be given an arbitrary allotment of unit credit according to th standard system, allowing 1 unit of credit for one hour of instructio per week for 35 weeks of the school year. Thus, if a technical subject is offered for 5 hours per week for the entire school year, or a total of 175 hours, it will be worth five units of credit. In Hatsu-gaku #156 the program of studies was established according to this plan, but the program of studies of the technical schools was not always established according to it. It is expected that before long the programs of study of the 29 specialized courses listed in Hatsu-gaku #156 will be brought into line with the 85-unit system.

It has been stated that the program of studies of the part-time course will be the same as that of the full-time school. In case the program of studies is technical or vocational, this means that the number of credits required for graduation should be as follows:

	Industrial, Agricultural, or Fishery Program of Studies	Commercial Program of Studies	Home Economics Program of Studies
Practical Training	20-24 units	18 units	25 units
Required General Subjects	38 units*	38 units*	38 units*
Related and Optional Subjects	23-27 units	29 units	22 units
	85 units	85 units	85 units

NOTES ON ABOVE TABLE:

*1. In the case of the vocational program of studies, the 5 units of mathematics and the 5 units of science may be directly related to the vocational work being taken.

2. Among the "Related and Optional Subjects", optional subjects may comprise a total within the following percentages:

Industry	20%
Agriculture and Fishery	30%
Commerce and Clothing	40%

Optional subjects may be chosen from among the general education and home economics subjects.

3. Related subjects shall be those which are shown in the program of studies of the full-time course, as outlined in Part II, Hatsugaku #156, 1947. However, two or three of the individual subjects among the related subjects may be combined.

4. The required basic course of 38 units is as follows:

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

5. In deciding on the program of studies of each part-time course, the program of studies of the full-time course must be used as a reference.

3. Curricula of Branch Schools

Central schools must be able, of course, to offer a complete program of new upper secondary school studies. The branch schools, obviously, will be able to offer only a part of this. Branch schools should decide on the subjects to be offered which will most nearly meet the needs of the pupils and the community, and which can be carried out successfully on the level of the new upper secondary school through the use of the facilities, teachers, and equipment available. Courses which cannot be offered at the branch school should be taken at the central school, and an entire upper secondary school program of studies should be carried out together in the central school and the branch school.

4. Operation of the Curriculum of the Branch School

Many of the branch schools may start with only a limited program of studies, and offer only a small part of the entire program of studies, so long as the work offered is recognized for credit by the central school, but every effort should be made to improve and increase the facilities and the teaching staff year by year and to add subjects over a period of years which will more completely meet the needs of the community. The subjects given in the branch school should be valued as highly for credit purposes as those the central school offers in its own buildings.

The modest way in which a branch school may begin, and the operation of the program of studies to allow pupils to choose only

the subjects they want to or have time to take is illustrated in the example below. (This is only an example. Most schools probably will want to offer more subjects than this).

PROGRAM OF STUDIES OF A PART-TIME COURSE IN A BRANCH SCHOOL
(Single Example)

NATIONAL LANGUAGE	GENERAL SOCIAL STUDIES
10th Grade	10th Grade
Offered for an average of 5 hours per week, or 175 hours per year.	Offered for an average of 5 hours per week, or 175 hours per year.
Worth 5 units of credit.	Worth 5 units of credit.
AGRICULTURE	HOME ECONOMICS
10th Grade	10th Grade
Offered for an average of 5 hours per week, or 175 hours per year.	Offered for an average of 5 hours per week, or 175 hours per year.
Worth 5 units of credit.	Worth 5 units of credit.

(1) This branch school in the beginning offers only four subjects as listed above.

(2) The enrollment of the school (10th grade) is 160 pupils.

(3) 20 students take all four subjects. They attend all classes. They attend classes for an average of 20 hours per week, or a total of 700 hours per year. For each subject, they each receive 5 unit credits, or a total of 20 units of credit toward graduation for the year's work. (Full course - 28 or 29 units.)

(4) 40 students take only three subjects; national language, general social studies and agriculture. They attend only those class in these three subjects. They attend classes for 525 hours per year, or an average of 15 hours per week for 35 weeks. For each subject th each receive 5 units of credit, or a total of 15 units of credit for the year's work.

(5) 40 students take only three subjects; national language, social studies, and home economics. They attend only those classes i these subjects. They attend classes for 525 hours per year, or an

average of 15 hours per week. For each subject they receive 5 units of credit, or a total of 15 units of credit.

(6) 20 students take only two subjects; general social studies and agriculture. They attend classes only in those two subjects. They attend for an average of 10 hours per week, or a total of 350 hours per year. For each subject they each receive 5 units of credit toward graduation, or a total of 10 units of credit.

(7) 10 students also take only two subjects; general social studies and home economics. They attend school only when classes in those subjects are in session. (See 6 above for credit.)

(8) 10 other students also take only two subjects; national language and agriculture. (See 6 above for credit.)

(9) 10 additional students also take only two subjects; national language and general social studies. (See 6 above for credit.)

(10) 5 students take only one subject; agriculture. They attend school only when classes in agriculture are in session. They attend for an average of 5 hours per week, or a total of 175 hours per year. They each receive 5 units of credit toward graduation for the year's work.

(11) 5 students take only one subject; home economics. They attend school only when home economics classes are in session. (See 10 above for credit.)

Thus, the enrollment for each course is as follows:

General Social Studies	140
National Language	120
Agriculture	95
Home Economics	75

There is a prior registration, held at least a month before the school year begins, during which pupils enroll for the subjects they want to take of those which the school offers. In the above case, the school would organize perhaps three or four classes in General Social Studies, three in National Language, and two or three each in Agriculture and Home Economics.

Suppose this school can at a later date procure new teachers and additional equipment; during its second year it might add 11th grade National Language, 11th grade Agriculture, 11th grade Home Economics, and perhaps History of the West. In this way a branch school should continue growing, even though it may have a modest beginning.

The number of weeks per year need not necessarily be 35; it may be necessary or desirable to increase or decrease the number of weeks at the same time decreasing or increasing the number of hours per week proportionately. There may be a temptation to offer a course fo a lesser number of hours per year, in order that more subjects may be offered. This should be avoided, since it will reduce the level of instruction below the standard of the new upper secondary school. Such subjects as national language, social studies, science and mathematics should be offered for an average of 5 hours per week, or a total of 175 hours per year. Such subjects as Chinese classics, art, music, and similar subjects should be offered for 2 hours per week on the average or a total of 70 hours per year, in which case they would be worth 2 units of credit each. Especially in the case of the part-time upper secondary course, it is often desirable to offer many hours of instruction during some weeks, a fewer number of hours during other weeks, and none at all during some weeks, according to the time of the busy season and slack season in the rural sections. This is permissible, so long as the total number of hours for a subject are not reduced. As the program of studies expands, pupils should be given great freedom in choosing from among the subjects offered those that they wish to take.

5. From the Branch School to the Central School

It has been noted that students may take some subjects in the branch school, and some in the central school. For the time being it is likely that most branch schools will not be able to offer worthwhile work in physics and chemistry, because of a lack of laboratory facilities. In this case students of the branch school may come to the central school on specified days of the week for work in science subjects, if they desire it. The central school might arrange a 175-hour course in physics for these students on Saturdays, late afternoons, or any other convenient time throughout the school year. The branch schools will usually not be able to offer some specialized technical subjects in the industrial field, since expensive facilities are needed for such subjects. In such a case the central school should organize part-time classes in these subjects if it has an industrial course or department. Some students of the branch school may want to attend the central school after finishing the courses offered by the branch school; this should be permitted whenever at all possible.

SECTION VII
WORK EXPERIENCE AS PRACTICAL VOCATIONAL TRAINING

1. Credit for Work Experience

In the part-time course of the new upper secondary school, as in the full-time course, unit credit may be given to students pursuing vocational training for a certain amount of work experience. Work experience is defined as actual experience in an occupation before a person begins a full-time job. It may occur in connection with a

course of study, where the student spends a part of his time on an actual job in a regular business or industry; or in connection with an educational institution where production of articles in quantity takes place; or in connection with a part-time job carried on before and after school hours, outside of the educational institution attended and not connected with it in any way. Students who are taking a vocational course and who plan to receive a diploma from the new upper secondary school may be given unit credit toward graduation for work experience which is sponsored by or supervised by the school, whether that work takes place on an actual job in a regular business or industry, or in connection with an educational institution where production of articles in quantity takes place. As much as 70% of the time allotted in the program of studies of the vocational course for practical work may be used for work experience activities. In general, not more than one-third of the total of credit allowed for work experience should be obtained during any one school year.

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

2. <u>Productive Work Experience Must Serve an Educational Purpose</u>

In order that credit may be allowed for productive work experience the work must be of educational significance. The point is that credit is given for productive work experience because it is of educational value to the student and is directly related to the course of study he is taking, and not as a special favor to working youth. Allowance of credit for this type of experience implies that students are actually practicing on the job a part of the program of practical vocational training which otherwise would be offered at school. Therefore, the teachers should examine the contents of the practical vocational training, using the Vocational Education Course of Study as the criterion, and decide whether the productive work experience meets the requirements of an educational experience in the vocational

field. The work should not merely be evaluated once to determine whether it is a worthwhile learning activity, but must be evaluated constantly to insure that the student learns constantly and progressi- ly while on the job. Credit can be given only so long as the work experience is primarily educational in its nature, purpose, and results. Routine work continued over a long period of time is not educational after the student has once acquired all the skills and learned all of the technical processes involved. For instance, a job operating one kind of machine or using one kind of tool is educational only up to the point where the pupil learns to use it efficiently; if the student continues on a job which he has learned well, the experience is no longer educational, and no further credit can be given. Particular care must be exercised in giving credit for experiences in agricultural work; once a pupil has learned all of the important agricultural processes and techniques involved in working on a given kind of farm, the experience can no longer be considered educational. Because of the rather limited range in agricultural processes and techniques on the usual farm, only a limited amount of credit should be given for productive work experience in agriculture.

It is the responsibility of principals to make certain that all work experience activities sponsored by the school are in compliance with all pertinent, current labor laws.

3. Relation Between the School and the Factory, Workshop or Farm

All productive work experience allowed for school credit must be under the supervision of the school. It is not enough that the student may work honestly and punctually on the job, although these are important attributes. The vocational teacher who is responsible for the pupil must determine whether he achieves in the productive work experience the goals that the vocational course has as its object, as shown by the Vocational Education Course of Study. In order to determine the value of the experiences the student is getting on the job, the teacher should devise means to guide him, evaluate his work, and keep a record of it, as if the student were working in a shop in the school. The teacher should visit the student on the job regularly, and at irregular and unscheduled times to observe the work, to talk with the student about any problems that may have come up, to make suggestions about the work, to give the student all of the assistance possible, and to discuss with the employer or parent (in case the parent is the employer) the work of the student in order to determine the extent to which the productive work experience is educational in its nature, purposes and results. Both the employers and the pupil should submit regular brief reports to the school on work accomplished.

Teachers must constantly keep in mind the caution that this measure to give credit for productive work experience should not be carried out in a perfunctory manner, with the whole matter becoming routine and serving no legitimate educational purposes.

SECTION VIII
FACILITIES FOR THE PART-TIME COURSE

1. Facilities of the Central School

Facilities of the new upper secondary schools must meet the "Qualifying Standards for Establishment of New Upper Secondary Schools". (See Part I, Section V). These standards have been set at the absolute minimum, in order that many of the present boys' middle schools, girls' high schools, and vocational secondary schools may become new upper secondary schools. It is expected that standards will be raised progressively year by year. The central school or any independent part-time school must provide the facilities listed in the qualifying standards as a minimum. A part-time school can be established separately and independently if it can meet these standards. If it cannot meet them, it must be established as a branch of a full-time new upper secondary school, or as a branch of an independent part-time upper secondary school which can meet the standards of establishment. The minimum standards for establishment list the facilities required not only commonly for all new upper secondary schools but also those required for each specialized program of studies.

2. Facilities of the Branch School

The branch school must possess facilities and equipment which are adequate enough to insure that the courses and subjects offered by it will be high-standard, new upper secondary school level courses and subjects. Many or most of the branch schools may at first offer only a part of the new upper secondary school curriculum, since their facilities and equipment are limited. When a branch school adds courses or subjects, it must have the facilities and equipment necessary to offer them on a new upper secondary level and teachers who are competent to teach them, if credit is to be given. The standards in this case should be decided with reference to the "Qualifying Standards for Establishment of the New Upper Secondary School". (See Part I, Section VII, of this publication).

3. Minimum Facilities Required of the Branch School

The branch school should have as a minimum the following facilities, in addition to those required for specialized subjects and courses:

A. A teachers' room and an office (one room may be used for both purposes).

B. Classrooms, the number of which should be sufficient to accommodate the pupils attending the part-time course during the period of greatest attendance.

C. When the branch school offers a vocational course, it must have as a minimum those facilities listed in the qualifying standards for full-time schools offering the same course.

D. If science courses are offered, there must be an adequate laboratory. In many or most cases, science courses should be offered in the central school, rather than the branch school.

It is recommended that efforts be made to make arrangements to utilize the facilities belonging to public corporations and industrial organs of the community which are suitable for educational purposes. But the school should possess its own science laboratories, either in the central or the branch school; if the facilities of the public corporations or industrial organs are utilized, they should be considered supplementary. When a branch school is attached to a new lower secondary school (i.e., when the equipment and facilities of the lower secondary school are used for the part-time course of the branch school), the laboratory facilities of the new lower secondary school may be used for courses in science, if they are considered sufficient for the purposes of the courses of study in science for the new upper secondary school. The same applies to other subjects; the part-time branch school may utilize the music room and equipment of new lower secondary school, for instance. When the establishers of the new lower secondary school and the part-time branch school are not the same, necessary business or administrative arrangements must of course be made between the authorities concerned.

SECTION IX
ESTABLISHMENT OF THE PART-TIME COURSE

1. Part-time Courses Must Be on New Kotogakko Level, Even If Limited in Number

There probably will be a tendency to establish at once as many part-time courses as possible in order that all working youth may attend school from the very beginning. This tendency is understandable but should be avoided, especially in view of the fact that school attendance on this level is not compulsory. Youth may become estranged from this new school if an attempt is made to make attendance compulsory, as it was in the youth school. The principle of organization should be that a school must begin with courses, teachers equipment and facilities that meet the new upper secondary school standards. Otherwise, the school will tend to be ignored by young people as having no value. It will not be possible, in view of the present conditions of finance and the supply of materials, to establish immediately enough part-time courses which meet new upper secondary school standards to accommodate all of the young people of the proper age bracket who wish to attend. The part-time courses should be established only as rapidly as close adherence to new upper secondary standards will permit, always with a substantial foundation from the beginning. It is better to have, during the first year, a

few schools with high-standard part-time courses than many schools with low-standard part-time courses. The number can be increased gradually as building materials, equipment, and qualified teachers can be procured. When the value of the part-time courses is recognized, society will realize the necessity of having many of them, and it is anticipated that many part-time courses will be established in response to popular demand. It cannot be emphasized too strongly that every effort should be made to establish only high-standard, real upper secondary courses from the very beginning.

2. Establishment of Central and Branch School

The following describes the recommended procedure in the establishment of the part-time course in an hypothetical situation:

In the hypothetical prefecture used as an example here, the establishment of the part-time course was, as a first step, examined and discussed as a part of the problem of establishment of the new full-time upper secondary schools, at meetings of the Temporary Conference Group at the prefectural level and other appropriate Temporary Conference Groups. The Temporary Conference Groups made recommendations on the division of the entire prefecture into attendance districts, on the basis of information and materials made available by the prefectural education officials, and in consideration of the geographical conditions, transportation facilities, and the distribution of school population. Later the Temporary Conference Groups made recommendations concerning the number of new upper secondary schools, and the number of specific locations of central and branch schools to offer the part-time course to be established in each district, referring to the present locations of schools which might form a basis for the new system. On the basis of recommendations of the Temporary Conference Group, the prefectural education authorities made decisions as to the number and locations of central and branch schools, having surveyed the conditions of school facilities from the records and by actual observation, and having considered the need for and supply of qualified teachers. In order to do this they determined initially:

A. Whether there existed a sufficient number of suitable potential full-time new kotogakko which could function as central schools and at the same time offer the part-time course in their own buildings;

B. Whether there existed suitable buildings and facilities for the establishment of independent part-time schools as central schools;

C. Whether there existed facilities and equipment for the establishment of branch schools.

As a result of the survey, it was decided that almost all of the central schools should be based upon the full-time new upper secondary schools which under the old system were secondary schools;

there was found one youth school with buildings, equipment and facilities which in general could meet the new upper secondary school standards. This youth school had in the past offered a full-time course, specializing in agriculture and home economics.

Following a complete survey of the prefecture, certain full-time schools were designated as central schools. Locations were decided upon for branch schools, although it was decided that in view of the present financial conditions, not all of them could begin functioning on 1 April 1948, and some of them would have to start in a modest way. Some of them used the facilities of new lower secondary schools outside of regular school hours of the latter.

The town where the full-time, well-equipped youth school had existed was designated as the location of a central, independent part-time school. This youth school was not arbitrarily designated as a new part-time upper secondary school. The committee surveyed the equipment, buildings and teachers, and decided to use those that met secondary school standards in the organization of a new part-time upper secondary course. Some of the facilities of the old youth school were used, supplemented by facilities and equipment from other sources.

3. Promoting the Understanding of the Public

The people of the community did not know a great deal about the part-time course of the new upper secondary school, but it was realized that without their understanding and support the educational purposes for which the part-time courses were being organized could not be achieved. The prefectural and city-town-village authorities, with the cooperation and assistance of all of the Temporary Conference Groups in the prefecture, the Parent-Teachers Associations, Citizens' Public Halls, and all other groups interested in education organized and carried out a program of information aimed at reaching every citizen of the prefecture. Every possible agency of publicity was used, including public mass meetings, radio, the press and other means.

4. Determining the Needs and Interests of Youth

The schools which were selected to be central or branch schools thought at once of the necessity of helping the young people of the community to understand the purposes of the new part-time course, and the need to determine the needs and interests of youth. There were discussions in each community or area of the type of curriculum to offer, involving educators, parents, the general public, and potential students of the part-time course. A survey was made in an attempt to determine the courses and subjects which would be most useful and worthwhile to the young people of each community, from among those listed in the "Bulletin on the Curriculum of the New Upper Secondary School" (Hatsu-gaku #156, 7 April 1947). The results of this survey became the indispensable basis for determining the program of studies to be offered, the number of students who desired to attend, the scheduling of classes, etc.

5. Relation Between Establishers of Central School and Its Branch Schools

In principle, the establishers of a central school and its branch schools should, if at all possible, be the same. When the central school is a prefectural school, the branch schools should be prefectural schools. When the central school is established by a union of cities, towns and villages, the establisher of the branch schools should be the union. Therefore, when an old-type prefectural secondary school becomes a new upper secondary school and is designated as a central school, with a part-time course in its own buildings and with branch schools in adjacent towns and villages, these branch schools should be newly organized as prefectural schools. When the building of a youth school with especially sufficient facilities and equipment is used as a building for a new part-time central school, and one or more branch schools are established in buildings of youth schools or other schools of another union, a new union should be organized by putting together the two unions, and the new union should become the establisher of both the central school and the branch school.

There may be some cases where it is difficult or impossible to make the two establishers the same because of the conditions of financial support. In such cases, it is better to give flexibility to this principle of the same establisher for both courses rather than to neglect the education of working youth. In separate and special cases, separate establishers should be permitted. Every prefecture should study this problem, and work it out so as to provide the best method of administration and operation. Even when in a special case the establishers are not the same, the branch school and central school should be under the same administration, and the latter should bear responsibility for the former.

6. Schedule of the Part-time Course

When the part-time course, either in a central or a branch school, has exclusive classrooms of its own, the problem of schedules is easily solved. The school may be open to part-time students at any time that is convenient for them to attend, taking into consideration the conditions of the community and the working hours of the students.

If the part-time course does not have exclusive use of classrooms of its own and must use the classrooms used by the full-time students of either the new upper secondary school or the new lower secondary school, it will be necessary for classes to be held after the time when the classes of the full-time course are over, perhaps from 2:30 p.m. to 6:30 p.m., or at night in case the building is equipped with electric lights. Classes may be scheduled for Saturday afternoons, or at any other time when buildings are not in use. In cities and many towns classes of the part-time course may be held at night, but in farm villages night classes will in many cases be

inconvenient for pupils to attend. Those who are concerned with the part-time courses should make an effort to have some exclusive classrooms for the part-time classes, but the classrooms of other secondary schools should be used up to the absolute maximum. When the part-time course is offered in a new upper secondary school which has the full-time course, or in a new lower secondary school building, these schools should afford facilities to the greatest extent possible without lowering the standards of their work.

In the case of farm villages, the classes of the part-time course may be closed during the busy farming season, and opened every day during the leisure farming season, or they may be held for two or three days per week during some seasons and from four to six days a week during other seasons.

SECTION X
PRIVATE PART-TIME UPPER SECONDARY SCHOOLS

1. Establishers Must Be Foundational Juridical Persons

Articles 2 and 102 of the School Education Law provide that the establishers of private new upper secondary schools, including the part-time schools, must be foundational juridical persons according to the Civil Code. The reason for this is that since school education is primarily of a public and permanent nature, its basis should be guaranteed to be firm. Therefore, the establishers of private new upper secondary schools, including part-time schools, cannot establish schools in accordance with the old Youth School Regulations, but only in accordance with the School Education Law. However, part-time schools are so important for the education of working youth that it is desirable that no obstacles be placed in the way of the formation of foundational juridical persons which have a serious educational purpose in mind.

2. Disposition of Old Private Youth Schools

Those companies and factories which now maintain private youth schools may establish recognized private part-time new upper secondary schools, so long as the founders are foundational juridical persons, and so long as the schools meet the "Qualifying Standards for Establishing New Upper Secondary Schools." From the social viewpoint it is desirable that this be done, since otherwise many employees will not be able to attend the new upper secondary school, and through the part-time school they will be able to enroll in a school which is a link in the school education system.

Those companies and factories which cannot equip schools which meet the standards of the new part-time upper secondary school may establish educational organs for their employees as miscellaneous schools, provided for by Article 83 of the School Education Law. Some of the private youth schools undoubtedly will become miscellaneous schools in 1948. This may be inevitable under the present conditions. However, companies and factories are encouraged to establish part-time upper secondary schools whenever and wherever they can, making far-sighted plans and clearing away obstacles.

SECTION XI
NAMES OF NEW PART-TIME UPPER SECONDARY SCHOOLS

1. In the Case of a Part-Time Course of a Full-Time School or Branch School

It is neither necessary nor advisable that the part-time course should have its own separate name. If a new upper secondary school called Chiyoda Shinsei Kotogakko has two courses -- a full-time course and a part-time course -- the students of the part-time course should be called students of Chiyoda Shinsei Kotogakko in exactly the same way as those of the full-time course, with no distinctions, since they are a part of the same school. The branch schools should also be called Chiyoda Shinsei Kotogakko, since they are a part of the same school, even though they may be located in adjacent towns and villages.

2. In Case of a School Having the Part-Time Course Only

In the case of an independent new upper secondary school having the part-time course only, it is neither necessary nor advisable to distinguish it from other schools by using the term "part-time" in the title. Such an independent school must meet the minimum standards for establishment, like other schools, and is no different from a full-time school in respect to its teachers, curricula, type and quality of facilities and equipment. Such a school, for example, should be called Obara Shinsei Kotogakko, rather than Obara Part-time Shinsei Kotogakko. Setting schools with part-time courses only apart from other upper secondary schools by giving them distinguishing names serves no worthwhile educational purpose, and may lead to social discrimination against them.

SECTION XII
THE PROBLEM CONCERNING SCHOOL FEES

An upper secondary school may charge tuition fees for the part-time course if it cannot exist without doing so. However, an attempt should be made to keep the cost to students down to the absolute minimum, in order that young people will not be prohibited from attending because of fees. If tuition fees are charged, they should be established at the lowest figure consistent with adequate support of the school, taking into consideration any funds that may be furnished by the national government. Whenever fees are charged, the authorities must also take into consideration the fact that the lesson hours per year for students attending part-time courses are fewer than those of the full-time course.

SECTION XIII
MEASURES TO BE TAKEN IN REGARD TO STUDENTS OF YOUTH SCHOOLS

1. Students of Youth School to be Promoted to the Part-Time Course of the New Upper Secondary School

It is desirable to take into the part-time course of the new upper secondary school all of the students of the present youth schools who have attained educational development equivalent to graduation from the new lower secondary school and who desire to be promoted to the course. However, it is unwise to think that enough high-standard part-time upper secondary schools can be established during the first year to provide for all working youth. If an attempt were made during the first year to provide part-time upper secondary school facilities for all who desire to attend, the result would be that many new upper secondary schools below the standards would be established. It must be remembered and carried into practice that only those schools which meet the standards can be established as upper secondary schools. The standards referred to here mean not only those having to do with facilities and equipment, but more generally all of those that are necessary for carrying on education of the upper secondary school level. When the number of students desiring to be promoted from youth schools is more than that of the capacity of the part-time courses, selection will have to be made to fit the number of pupil-spaces in the schools.

2. Those Who Complete the 2nd Year of the Ordinary Course

Those students who will finish the course of the 2nd year of the ordinary course of the youth school at the end of March 1948 and who desire to be promoted to the 9th grade of the new lower secondary school should be promoted, to the greatest extent allowed by the available educational facilities. It is desirable that they be promoted to the 9th grade, because the youth school will be abolished, and they will not yet have completed the work required for entrance into the new upper secondary school. Attendance in the 9th grade, however, is not yet compulsory, and those who do not desire promotion need not be promoted. The course of the new lower secondary school is a part of the full-time system, and students cannot be permitted to complete it by part-time attendance.

3. Those Who Will Complete the First Year of the Regular Course of the Youth School

The qualification for entering the 10th grade of the new upper secondary school, both full-time and part-time courses, shall be graduation from the course of the new lower secondary school, or its equivalent. Pupils who will have completed the first year of the regular course of the youth school in March 1948 should be considered legally eligible to enter the 10th grade of the new upper secondary school; however, pupils among them who desire to be promoted should be admitted only after investigation of their educational development on the part of the new upper secondary school which they wish to enter. It may be considered desirable in some cases to require that they enroll in the 9th grade of the new lower secondary school and complete it successfully before being enrolled in the 10th grade of the new upper secondary school. In other cases it may be decided that the educational development of these pupils is such that they may be read-

to enroll in the new upper secondary school -- this is especially true of pupils who attended youth schools which carried on a full-time program. Each individual full-time or part-time upper secondary school should use the best means of evaluation it possesses to determine eligibility to enter.

4. Those Who Will Complete the 2nd Year or Above of the Regular Course of the Youth School

The same principles as above apply to those who will have completed in March 1948 the 2nd, 3rd, 4th and 5th years of the regular course of the youth school. Each individual upper secondary school can determine their eligibility for enrollment. Many of the youth school pupils who enroll in the new upper secondary school probably will enter at the 10th grade level, with no unit credit allowed for previous work in the youth school, since the youth school was by no means in most cases similar to the new upper secondary school. However, as it is not always suitable in many cases to treat equally those who completed the 2nd year and those who completed the 5th year, some credit can be given for work done in the youth school, according to the following principles:

A. Credit in the new upper secondary school cannot be given for work done in the old youth schools except in cases where the work was actually of secondary school level, meeting the standards of instruction in the 4th and 5th years of the old secondary schools. Little of the work in many youth schools has had any relationship to the work in the old secondary schools, although there have been a relatively small number which have offered some work which met the standards.

B. After a former youth school pupil enters the new upper secondary school, the work that he has done should be evaluated by the staff of the new upper secondary school. No overall plan for evaluation of youth school work can be set up. Evaluation must take place in the case of each individual pupil.

C. When work does meet these standards of the 4th and 5th years of the old-type secondary school, credit should be given at the rate of 1 unit of credit for each 35 hours of classroom work that has been completed. Thus, if a youth school pupil during a certain year completed 70 classroom hours of work which met the standards of the National Language Course of the 4th and 5th years of the old-type secondary schools, he can be given two units of credit in National Language. This principle applies to all other work done in the youth school. No credit can be given under any circumstances for that portion of the youth school program which was devoted to military drill or instruction, or work accomplished in the so-called "National Labor Service" program.

D. Evaluation of the work of youth school students and conversion into credits in the upper secondary school should be undertaken by a committee in each new upper secondary school. This committee should be composed of the principal and a selected group of teachers, all of whom should be qualified as new upper secondary teachers. Although the new upper secondary school mentioned above includes both full-time and part-time, most of the present youth school pupils are expected to enter the part-time course because their work hours interfere with attendance in the full-time course.