

In spite of almost no techniques in the beginning, they have the capacity for cooperative effort. Some have the

ability to lead, but they need to learn how.

Others can learn to follow, not blindly, the way to = ...

but with eyes that see + minds that evaluate. Emotional control is necessary.

Pupils in a relatively free field - guided enough, but not too much -

have some real techniques for teaching their fellows how to behave when

they get, or do not, get what they want. There is no freedom the way to = ...

CONFERENCE SCHEDULE

Area Conferences on the Introduction of the Course of Study.

Area conferences have been planned by the Ministry of Education in consultation with CI&E.

Directors of each conference and principal speakers will be from the School Bureau Section and compilers of the Textbook & Curriculum Section of the Mombusho who have developed the courses of study.

Consultants from CI&E will be from the members of Teacher Training Committee and members of Textbook & Curriculum Committee who have advised on the course of study.

Purposes of the conferences.

- I. To clarify basic policies and operation of the new educational system.
- II. To introduce the new curriculum adapted to the reorganized educational system: (a) the objectives of education in a democracy, (b) the growth characteristics of children and the implication of these characteristics for the curriculum, (c) methods of teaching and (d) means of evaluation of progress in terms of the objectives.
- III. To provide opportunity for study and discussion of new courses, with emphasis on those in the Social Studies and in Science.
- IV. To give direction and guidance for the organization of subsequent prefectural and local conference on the introduction of the course of study (which will follow the area meetings).

Educational Materials to be Provided at the Conferences.

The following materials may be available in Japanese and in English for the conferences. English copies will be forwarded to the MG CI&E officers as soon as prepared.

1. "Plans for Reorganization of Secondary School Systems" - a pamphlet distributed by the Mombusho will provide the basis of discussion for Purpose I.
2. Volume I of the course of study will be the basis of discussion for Purpose II.
3. Sample units of work taken from the courses of study, which will be published later, in Social Science and in Science will provide illustrations for carrying out Purpose III.

Grade 3 Social Studies

Grade 7 "What and How Much Should We Eat"

Grade 7 How can we make Wise Use of our Leisure Time?

For High School Grades "The Constitution"

4. Guide sheets on "Next Steps in Teacher Reeducation of the Course of Study" for Purpose IV.
5. Exhibits of textbooks and courses of study from U.S.; recent publications in Japan; samples of work of schools.

#### Participants

The Mombusho will invite the following representatives of each prefecture to the area conference. The selection will be decided upon by the prefectural government educational officers in consultation with the prefectural Military Government CI&E officers.

University professors of education and of psychology of the area.

Three education and psychology professors from each prefectural normal school. This number will include the principal of the attached school.

One education professor from the youth normal.

Three educational officials from each prefecture.

Ten to fifteen teachers of elementary and secondary schools, women and men, from each prefecture.

#### Local Arrangements for the Conference.

1. Japanese prefectural government officials will be responsible for providing adequate places for meeting, housing for Japanese delegates, local English interpreters. In case facilities are better in a city, other than the one named in this list, the prefectural government will so advise the Mombusho.
2. Military Government CI&E officers of each area are invited to attend any or all meetings.

Proposed Schedule of Area Conferences

Dates (inclusive)	Place	Prefectures Included	Participants (approximate number)	Mombusho Director of the Conference	Mombusho consultants requested	CI&E consultants
1. March 24-27	Tokyo	Tokyo, Kanagawa, Saitama, Chiba, Gumma, Tochigi, Ibaragi, Niigata, Nagano, Yamanashi, Shizuoka,	250	Mr. Aoki	As many members as possible from the Ministry	As many staff members as possible
After this first meeting all consultants will hold conferences for the purpose of evaluating the "try-out" meeting and recommending changes in procedure for the following meetings.						
2. April 1-4	Kyoto	Kyoto, Osaka, Hyogo, Shiga, Mie, Wakayama, Nara, Aichi, Gifu, Toyama, Ishikawa, Fukui,	250	Mr. Sakamoto	Mr. Aoki Mr. Shiota, Mr. Baba Mr. Taniguchi	Miss Carley Miss Heffernan Miss Bowles or Mr. Osborne Mr. Harkness Miss Edmiston,
3. April 7-10	Okayama	Okayama, Hiroshima, Tottori, Shimane, Yamaguchi, Ehime, Kagawa, Kochi, Fukushima,	200	Mr. Ishiyama	Mr. Kumura Mr. Aoki Mr. Ozaki Mr. Hoyanagi Mr. Oka	" " " " "
4. April 11 - 14	Fukuoka	Fukuoka, Saga, Nagasaki, Kumamoto, Kagoshima, Oita, Miyazaki,	200	Mr. Kumura	Mr. Ozaki Mr. Hoyanagi Mr. Oka	" " "
5. April 21 - 24	Sapporo	Hokkaido	150	Mr. Murakami	Mr. Nakamura Mr. Aoki Mr. Katsuta Mr. Shigematsu Mr. Oshina	" " " " "
6. April 27 - 30	Sendai	Fukushima, Miyagi, Yamagata, Akita, Morioka, Aomori.	200	Mr. Nomura	Same as Sapporo	" "

Tentative  
Program of Meetings for Tokyo\*

Conference Chairman: Mr. Aoki

First Day

	Speakers and Consultants
0900	Opening Address Minister of Education
0915	"Education and the New Constitution" Mr. Hidaka
1000	"The New School System" Mr. Sakamoto
1045	Forum for Questions and Discussion of the New School System Miss Bowles Mr. Osborne Mr. Sakamoto
1300	General Principles Underlying the New Courses of Study and Textbooks Mr. Aoki Mr. Harkness, consultant.
1500	Questions and Discussion

Second Day

0900	"Importance of Social Studies in the New Japan" Mr. Katsuta		
1030	<table><tbody><tr><td><u>Elementary Section</u> <u>Social Studies in the</u> <u>Elementary School</u> Panel Discussion: Mr. Shigematsu, Chairman Miss Heffernan, Mr. Ueda Mr. Osaki, Mr. Oishi Mr. Sakamoto, Mr. Inouye, Mr. Shiota,</td><td><u>Secondary Section</u> <u>Social Studies in the</u> <u>Secondary School</u> Panel Discussion: Mr. Katsuta, Chairman, Miss Bowles, Mr. Asakura, Mr. Osborne, Mr. Miyoshita, Mr. Hoyanagi, Mr. Hoshi, Mr. Baba, Mrs. Hiroo</td></tr></tbody></table>	<u>Elementary Section</u> <u>Social Studies in the</u> <u>Elementary School</u> Panel Discussion: Mr. Shigematsu, Chairman Miss Heffernan, Mr. Ueda Mr. Osaki, Mr. Oishi Mr. Sakamoto, Mr. Inouye, Mr. Shiota,	<u>Secondary Section</u> <u>Social Studies in the</u> <u>Secondary School</u> Panel Discussion: Mr. Katsuta, Chairman, Miss Bowles, Mr. Asakura, Mr. Osborne, Mr. Miyoshita, Mr. Hoyanagi, Mr. Hoshi, Mr. Baba, Mrs. Hiroo
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\* Similar meetings are planned for each area.

1500 General Session  
Open Forum Discussion  
Mr. Aoki, Discussion Leader

Third Day

0900 "The New Course of Study in Science" Mr. Oka

1030 Panel Discussion  
Section I. Elementary School  
"Science Teaching in the Primary School" Consultant:  
Miss Edmiston  
Mr. Oka, Chairman

Section II. Secondary School  
Study of a Sample Unit:  
"What and How Much Should We Eat?"

1300 Panel Discussion Mr. Oka Chairman  
"New Methods in Science Teaching."

1500 "A Balanced Course of Study" - Mr. Ishiyama  
a perspective on the total Consultant:  
curriculum. Miss Heffernan

1600 Forum Discussion on Other Mr. Aoki  
Subjects of the Curriculum Consultant:  
Mr. Harkness

Fourth Day

0900 New Emphasis in the Curriculum Miss Heffernan  
"The Community School"

1000 Next Steps Mr. Kumura  
"The Organization of Prefectural and Consultant:  
Local Conferences for Introducing the  
New Course of Study"

1300 Special Interest Groups

1. Prefectural Business Problems Mr. Sakamoto  
Associated with New School  
Organization
2. Plans for Reorganization of Teacher Mr. Kumura  
Education in Normal Schools and Consultant:  
Universities Miss Carley
3. Discussion Groups of Teachers on All other speakers  
Specific Topics which they wish to and consultants  
discuss at greater length with  
speakers and consultants.

T. Ijima  
31 Jan. '49

VARIOUS SURVEYS FOR BUILDING CURRICULUM  
BY  
PREF. YAMASHIRO UPPER SECONDARY SCHOOL

<u>Page of</u> <u>the original:</u>	<u>Contents:</u>
1.	Plans of Various Surveys for Building Curriculum (I, II)
2.	" " ( III )
3.	" " (III, IV, V)
4.	Survey on Parents' Vocations, whose Children Attend the Yamashiro USS (as of Nov. '48)
5.	Survey on Students' Residential Quarters (as of Oct. '48)
6.	Survey on the Scope of Area, to which Students' Experiences can Reach.
7.	Result of the above Survey (as of Jan. '49)
8.	Survey on Graduates' Residential Quarters (as of Dec. '48)
9.	Building Curriculum in this School
10.	" " Appendix
11.	Survey for Educational Planning of this School (I, II, III)
12.	Result of the above Survey
13.	Survey on Parents' Desires for Vocational Guidance
14.	Survey for Employment
15.	Survey on Practical Condition of Co-education (as of Nov. '48)
16.	Result of the above Survey
17.	Survey on Reading and its Result (as of Nov. '48)
18.	" " " "
19.	" " " "
20.	Survey on Newspapers and its Result
21.	Survey on Students' Enrolment in Higher Schools (as of Jan. '49)
22.	Difference of IQ by IQ Test in Tanaka B Method (as of Dec. '48)

**Page 1. Plans of Various Surveys for Building Curriculum**

- (I) Purpose of setting up various inquiry organs in this school:
1. Presentation of basic materials for various activities of the organs of this school.
  2. Objective measurement of activities under the plans.
  3. Evaluation of effectiveness of realization of various projects.

(II) Preparatory Surveys

Preparatory surveys are necessary to offer basic materials for building curriculum.

(2.1) Area of Life Experience

Items for Survey:

- |  |   |
|--|---|
| (a) Students' residential quarters                   | Residential quarters<br>Place where students often go out to do something |
| (b) Area of students' activities in their daily life |   |
| (c) After graduation                                 |   |
| 1. Area for employment                               |   |

- 2. Area of higher schools where graduates will be enrolled.
- 3. Area of future activities
- 4. Residential quarters after marriage (as for girls)

Examples:

Where did a student go out last Sunday?  
 Where did a student go in his winter vacation?

Places of employment

(Investigation through graduates' register)  
 Higher schools where graduates are enrolled  
 (Investigation through graduates' register)  
 Desirable places where students will work in future  
 Girls higher schools (investigation through graduates' register)

(2.2) Social Survey in the above Area

(a) On base for Life

- 1. Natural condition
- 2. Social condition
- 3. Historical condition

Percentage of various occupations  
 (at the Chamber of Commerce and Industry)

(b) Scope of life

- Production, consumption,
- communication, correspondence,
- health, preservation,
- education, recreation,
- religion, government

Population and its transition  
 (at the city office or at the prefectural office)

Parents' occupations

(2.3) Scope of Life Experiences by General U.S.S. Students in the above Area (2.1)

- Consumption, habits,
- Utilization of means of transportation, and correspondence
- Utilization of cultural organizations,
- Cultural activities and its utilization
- Learning condition
- Friend relationship
- Reading, Recreation
- Home life

It is required to cooperate with other schools.  
 (Reference is made to (3.2))



(2.4) Practical Child Study in these Area  
(Application of Youth Psychology)

It is required to cooperate with other schools.  
(Reference is made to (3.5))

Condition to physical development

Page 2.

(III) Surveys for Building Curriculum

Various surveys directly necessary for building curriculum of this school.  
(From the result of (II))

(3.1) Survey for Decision of Principles  
(Request of the Society)

Know parents' view about the projects drafted by the school.

Study of the fundamental law of education, general aim of education  
Consideration of people's and students' desires in the community-

Know students' and parents' comments on co-education.

Know students' and parents' comments on elective subject system.

(a) Survey on the Scope of Life Requested by the Community

	10th grade	11th grade	12th grade
	Indivi- dual	Commu- nity	Demo- cracy
1. Production			
2. Consumption			
3. Communication			
4. Health			
5. Insurance			
6. Government			
7. Recreation			
8. Home			
9. Aesthetic study			
10. Learning			

(b) Survey on co-education and elective subject system

Know students' and parents' views on required subjects.

(c) Survey on the planning for using core curriculum for required courses.

Know students' and parents' views about how to conduct required courses.

(3.2) Survey on Students' Experiences in regard to the Contents of (a), (3.1)

How much pocket-money does a student spend in a month? For what purpose?

On students' works during the vacation

On trips during the vacation

On participation in cultural organizations

Learning hours

Utilization of movies, Friend relationship

Home life, Reading, Hours for attending school

Utilization of library. Survey on newspaper

Favourite subjects. Admirable teacher

(3.3) Students' Mental and Physical Conditions

Tests of intelligence

(a) Intellectual level

Disposition

(b) Disposition

(c) Various phenomena on the way of development of youth mentality

Present condition of factors necessary for physical development of (Height, weight, the girth of the chest)

Page 3.

(3.5) Survey on Home

Address. Family members.  
Home life. Family circumstances

Questionnaire is filled up at home.

Survey on domestic economy

(3.6) Survey on Community

Survey on parents' occupations

(IV) Measurement of Situations

The purpose is to measure the transition of child development through their curricular activities.

(V) Evaluation

It is very important to measure the effectiveness of conducting curriculum, and it is also valuable for systematization of new curriculum.

Translated by Fuji.

Results of Surveys for the purpose of setting up Curriculum  
31 January 1949.

Yamashiro Upper Secondary School.

4. Professions of the parents:

a. Office workers	36.5%	528 persons
b. Businessmen	16.9%	245 "
c. Non-occupation	14.7%	212 "
d. Government officials	11.3%	164 "
e. Teachers	7.9%	114 "
f. Industry	4.7%	69 "
g. Agriculture	2.8%	40 "
h. Medical doctors	1.9%	28 "
i. Painters	1.6%	23 "
j. Priests	1.4%	20 "
k. Lawyers	0.3%	5 "
Total 100%		1,448 persons

5. Students attendance districts:

a. Shimogamo	1	0.1%
b. Yurin	1	0.1%
c. Imakumano	1	0.1%
d. Tsukinowa	1	0.1%
e. Ninna	1	0.1%
f. Outside of city	1	0.1%
g. Kameoka	8	0.7%
h. Sonobe	5	0.4%
i. Hotoku	192	15.8%
j. Shuhachi	71	5.9%
k. Sagano	57	4.7%
l. Omuro	228	18.8%
m. Takao	6	0.5%
n. Motomachi	93	7.7%
o. Taiho	102	8.4%
p. Shichiku	118	9.7%
q. Takagamine	12	1.0%
r. Omiya	25	2.1%
s. Taishogun	143	11.8%
t. Kinugasa	138	11.4%
u. Nakagawa	3	0.3%
v. Onogo	6	0.5%

7. a. Trips to outside of the city on the last 2-day holidays(15 and 16 January)

9th grade	-	95.5%
10th "	-	93.1%
11th "	-	88.5%

b. Trips to outside of the city during the winter vacation (25 Dec. - 7 Jan.)

9th grade - 79.0%  
 10th grade - 80.4%  
 11th grade - 76.8%

c. Destinations of the trips:

(1) 2-day holidays:

	Kyoto	Osaka	Hyogo	Shiga	Mie	Nara	Gifu	Tokyo	Others	Percentage
9th	16.7	25.0	33.4	16.7	48.3	0	0	0	0	
10th	48.3	17.2	10.4	20.7	3.4	0	0	0	0	
11th	32.4	24.3	24.3	10.8	2.7	0	5.4	0	0	

(2) Winter Vacation:

	Kyoto	Osaka	Hyogo	Shiga	Mie	Nara	Gifu	Tokyo	Others
9th	34.0	17.0	18.9	9.4	7.6	0	0	3.8	9.4
10th	20.5	28.9	15.7	14.5	2.4	1.2	3.6	2.4	10.8
11th	23.4	21.9	14.1	10.9	9.4	1.6	3.1	1.6	14.1
12th	25.0	23.5	16.0	12.0	6.0	1.0	3.5	2.5	11.5

(3) Number of days on trip: (Winter vacation)

	9th	10th	11th	12th
0	37.4	26.4	41.4	35.2
1	0	17.6	10.0	8.9
2	16.0	13.2	12.8	14.1
3	12.0	8.8	8.6	9.9
4	4.0	0	14.3	6.1
5	10.7	7.4	1.4	6.6
6	4.0	4.4	0	2.8
7	2.7	4.4	1.4	2.8
8	2.7	6.0	0	0.9
9	1.4	2.9	2.9	2.3
10	1.4	0.7	1.4	0.9
Over 11 days	8.0	14.7	5.7	9.4

8. Residential distribution of the graduates:

a. Distribution in Japan.

Kinki	1,991	58.2%
Kanto	246	7.2
Chubu	63	1.8
Chugoku	27	0.8
Shikoku	9	0.3
Kyushu	24	0.7
Ou	11	0.3
Hokkaido	10	0.3
Others (died overseas)	1,043	30.2

b. Distribution in Kinki Area:

Kyoto Prefecture:	1,710	85.9%
Osaka "	138	6.9
Hyogo "	98	4.9
Nara	6	0.3
Shiga	25	1.3
Wakayama	4	0.2
Mie	10	0.5

c. Distribution in big cities:

Kyoto City	1,570	81.0%
Tokyo Metropolis	210	10.8
Osaka City	84	4.3
Kobe City	41	2.1
Nagoya City	31	1.6

11-12. Surveys made on Parents:

a. Survey of parents' opinions on co-education.

	<u>Support</u>	<u>Objection</u>	<u>No answer</u>
9th	73.1	26.8	0
10th	66.1	25.9	7.9
11th	73.7	17.2	8.9
12th	72.0	20.0	8.0
Average	69.0	22.7	8.3

b. Opinions supporting co-education:

	<u>10th</u>	<u>11th</u>
(1) Promote mutual understanding	36.5	35.7
(2) Boys and girls can help each other, covering the defects of the other sex.	19.9	15.4
(3) Proper practice of equality of both sexes	12.8	9.9
(4) Incentive for boys and girls in their studies (competition)	8.5	16.8
(5) Promote cooperative spirit among boys and girls	6.6	7.0
(6) Co-education is only natural	3.3	5.6
(7) Proper way of education f. civic training	3.3	4.2
(8) Help discard feudalistic practices	1.9	4.2
(9) Meet the trend of the age	2.4	1.4
(10) Vitalize students self-governing, activi.	0.5	0

c. Opinions opposing to co-education.

(1) Difference of scholastic abilities betw. boys & girls	27.6	21.4
(2) Worry for demoralization	13.2	17.9
(3) Too early in view of the social situations	9.2	17.9
(4) Co-education begin from lower secondary school	13.2	17.9

(5)	Boys and girls must be given education suitable to respective sexes	11:0	7.2
(6)	Special features of boys and girls can't be developed	9.2	7.2
(7)	Dangerous for adolescent	9.2	3.6
(8)	Destroy tradition	1.3	0
(9)	Not recommendable under the present confusing conditions.	6.6	7.2

d. Suppose a student is eating candy in classroom. In the opinion of the parent, what action would the teacher take?

		10th	11th	12th
(1)xx	Scold severely, take him out of classroom and then punish	6.0	3.3	5.0
(2)xx	Scold and take him out of classroom	0.9	2.5	1.5
(3)xx	Scold, let him keep standing at a corner of the classroom and then punish.	6.4	2.5	5.0
(4)xx	Scold and let him keep standing at a corner of the classroom	0.9	0.8	0.9
(5)xx	Scold and warn for the future	8.7	14.2	10.6
(6)xx	Explain and warn for the future	83.7	71.6	77.0

e. Parents' opinions concerning the elective subjects system.

	Support	Opposed.	No answer
10th grade	93.5	5.1	1.3
11th grade	96.4	2.0	0.7

f. Are the parents satisfied with the allotment of the compulsory subjects?

	Satisfied	Unsatisfied	No opinion.
10th	77.0	19.1	3.9
11th	81.4	18.7	0

g. Compulsory subjects at present:

10th grade: National language, physical edu., social studies, English, Biology and Mathematics.

11th grade: National language, physical edu., social studies, and English

12th grade: National language, physical education and English.

If answer to the question (f) above is "unsatisfied", what subjects would the parents like to add for compulsory subjects?

	10th	11th	12th
Mathematics	0	60.0	43.6
Science(Physics)	16.7	30.0	10.2
Social studies	0	0	20.5
Chemistry	16.7	20.0	7.7
Biology	0	2.0	0
History	16.7	4.0	2.6
Art	8.3	2.0	2.6
Japanese penmanship	8.3	2.0	2.6
Geography	8.3	2.0	0
Morals	8.3	0	0
French	0	2.0	2.6
German	0	2.0	2.6
Russian	0	2.0	2.6
Mineral	0	2.0	0
Philosophy	0	0	2.6
Music	16.7	0	0

Or what subjects would the parents like to take away from the compulsory subjects.

National language	0	16.7	21.4
Physical education	7.1	16.7	50.0
Social studies	25.0	25.0	0
English	7.1	33.3	28.0
Mathematics	21.4	0	0
Biology	25.7	0	0

h. Considering the future of Kyoto City, what kind of city would the parents like it to be?

	Office workers	Businessmen	Govt. officials	Non-occupation.
Commercial city	5.3	7.3	3.6	4.5
Sightseeing "	34.0	40.2	38.6	39.4
Religious city	4.5	3.7	6.0	3.0
Educational "	33.5	20.7	37.3	37.9
Industrial City	2.4	2.4	1.7	0
Residential City	4.9	2.4	3.6	1.5
Home industry	15.5	23.2	9.6	13.6

16. 20 boys and 18 girls from the 9th grade, 9 boys and 25 girls from the 10th grade and 16 boys and 12 girls from the 11th grade were picked up at random.

2. Do you have any person whom you pay respect in your class?

	9th boys	9th girls	10th boys	10th girls	11th boys	11th girls
Yes	55%	72%	44.5%	34%	31.2%	33.4%
No	45%	27.6%	55.5%	40%	68.8%	41.6%
No ans:	0	0	0	16%	0	25%

b. If answer to a. above is yes, is the person a girl or boy?

	9th boys	9th girls	10th boys	10th girls	11th boys	11th girls
Boy	73%	30%	100%	72%	80%	100%
Girl	27%	70%	0	18%	20%	0

c. Opinions on co-education.

(1) Opinions in favor of co-ed.	9th		10th		11th	
	boys	girls	boys	girls	boys	girls
Association with opposite sex .....	22.2	17.1	40.0	16.7		
Bright atmosphere in class .....	33.4	36.5	40.0	16.7		
Have friends of opposite sex .....		45.4		33.3		
Good for character building .....	11.1			16.7		
No reason .....	33.3		20.0			
(2) No positive opinions:						
Indifferent to opposite sex .....	11.1		45.4			
No friends of opposite sex .....	11.1	20.0	9.0			
No influence on character building ....	11.1		9.0	50.0		
No specific reason .....	66.7	80.0	36.6	50.0		
(3) Opinions against co-education:						
Difference in character & ability.....	16.6	46.1	43.7	20.0	75.0	
Classroom unsettled .....	7.6	17.6	19.0		10.0	
No friend of opposite sex.....		7.6	6.2		10.0	100.0
Feeling uneasy (Not accustomed with)	50.1	15.3	6.2	40.0	50.0	
No reason .....	33.3					
Worse than before .....		23.4	6.2			

18. 120 boys and 70 girls were picked up from among the 1,500 students at random. Survey of books read during September 1948:

a. Number of books read:

	Boys (variation)		Girls (Variation)	
9th	4.0	(1.3)	2.8	(1.9)
10th	3.4	(2.7)	1.4	(1.9)
11th	2.7	(2.2)	4.7	(1.7)
12th	2.3	(2.2)	2.1	(1.7)



b. Motive for reading books

	Friend	Parent	Teacher	Home	Selected oneself	For pref. of examination.
9th boys	30%	9	6	17	35	
girls	27	13	5	16	39	
10th boys	24	5	11	9	51	
girls	5	29	9	41	23	
11th boys	23	3	5	26	44	
girls	30	3	18	15	35	
12th boys	26	3	3	8	55	6
girls	38			62		

c. How did they obtain the books?

	Borrowed fr. friends	Found at home	Bought	Library.
9th boys	49%	32	13	6
girls	42	39	11	11
10th boys	23	32	38	7
girls	46	50	4	0
11th boys	33	22	41	4
girls	42	26	21	12
12th boys	49	16	27	8
girls	40	60	0	0

d. Percentage of students who read ideological books

9th grade	25%
10th "	44%
11th "	39%
12th "	32%

	9th	10th	11th	12th
Popular fictions	25%	25	56	80
Marxism	38	38	22	20
Both	37	37	22	0

e. Average number of scientific books they read.

	Boys	Girls
9th	0.7	0.6
10th	0.9	0.1
11th	0.5	0.3
12th	0.5	0

f. Percentage of scientific books among the books they read:

9th	17%	19%
10th	19	4
11th	18	7
12th	16	0

g. Average number of literary books they read: (excl. magazines)

	Boys	Girls
9th	2.6	1.6
10th	2.0	1.3
11th	4.0	1.2
12th	1.4	2.0

h. Classification of books they read:

	Class- ical	Biogra- phical	Literature 1880-1920	Modern	Foreign	Popular fictions	Juvenile fictions	Reference books	Poetry	Miscell
9. Boys	0	0	9	0	17	12	18	3	0	0
Girls	0	0	11	1	17	6	6	0	0	0
10. Boys	1	0	4	3	12	5	0	2	1	2
Girls	0	0	5	7	11	0	0	0	0	1
11. Boys	0	3	10	10	64	0	0	1	1	1
Girls	1	0	9	6	7	1	0	1	0	0
12. Boys	0	0	2	7	10	1	1	1	1	0
Girls	0	0	2	6	5	0	0	0	0	0
Total	2	3	52	34	143	25	25	8	3	4

20. What aspects of newspaper do the students read?

	Asahi			Kyoto			Mainichi			Kyoto Nichinichi			Yukan			Miyako		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
9th Boys	62	91	62	47	100	21	77	100	43	50	83	50	43	86	71	50	100	67
Girls	67	89	33	50	100	30	75	100	50	0	100	30	33	67	0	80	100	20
10th Boys	60	100	50	78	100	56	100	88	13	80	100	60	50	100	0	33	100	17
Girls	89	89	56	100	100	60	100	100	43	80	80	40	67	67	0	0	100	0
11th Boys	100	86	71	77	77	62	57	71	71	40	80	20	50	100	100	50	67	33
Girls	57	64	78	53	87	40	100	25	0	25	75	0	40	60	0	38	88	13
12th Boys	86	100	83	67	100	83	90	100	70	100	100	50	100	100	0	60	100	100
Girls	50	75	50	80	80	80	100	100	100	100	0	0	0	0	0	0	100	0

(Remarks - 1: Top page, politics, editorial, economics, external affairs.  
2: Sports, human interest stories, ~~zzzzz~~, movie information.  
3: Newspaper Novel column.

	Polit ics.	Econo mics	human interest stories	Citizens voice col.	Sports	Edi torials	Home Literature	Lite- rature	Scie- nce	Mov ie	Adv.
9th Boys	17.0	5.3	22.3	5.3	27.7	7.2	0	6.5	5.3	5.3	3.2
Girls	17.5	3.2	26.9	0	15.9	4.8	9.5	7.9	7.9	4.8	1.6
10th Boys	15.2	4.3	19.6	6.5	23.9	4.3	0	6.5	10.8	8.7	0
Girls	9.1	6.8	18.2	13.6	15.9	0	6.8	9.1	6.8	11.4	2.3
11th Boys	16.1	8.6	11.8	8.6	21.5	6.5	1.1	7.5	9.7	7.5	1.1

11th Girls	13.2	2.2	15.4	8.8	11.0	7.7	4.4	20.9	5.5	7.7	1.0
12th Boys	16.9	6.1	10.2	4.1	20.4	16.3	0	14.0	2.6	10.2	0
Girls	22.8	4.5	18.2	9.1	4.5	9.1	0	2.7	4.5	4.5	0
9-12 Boys	16.3	6.0	16.7	6.3	23.8	6.6	0.3	8.0	7.5	7.7	1.2
9-12 Girls	13.8	4.2	20.0	7.9	13.7	4.3	6.4	13.1	6.6	8.5	1.6
9-12 Boys, gir.	15.2	5.32	18.0	7.0	19.7	5.6	2.8	10.2	7.2	8.1	1.4

21. Plans and desires of the students for the future:

a.	12th grade		11th grade		10th grade		9th grade	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
% of students surveyed	80	98	85	82	92	88	91	93
Proceed to higher sch.	76.85	4.65	78.28	13.47	85.65	42.30	77.15	59.14
Not to proceed to h.s.	23.14	95.35	21.21	86.52	14.35	57.69	16.81	34.75
Undecided	0	0	0	0	0	0	6.03	6.09

b. Breakdown:

Students proceed to higher school.

Literature	43.80	2.32	48.48	9.22	53.91	42.72	41.37	37.18
Science	31.40	2.32	29.79	4.25	30.43	16.48	35.35	17.07
Undecided	1.65	0	0	0	1.30	1.09	0	4.88

Students not to proceed to higher school.

Get into vocation	20.66	32.56	19.19	31.91	12.60	15.27	15.51	4.28
Home	2.47	8.12	2.52	52.48	1.30	40.10	1.29	30.48
Undecided	0	4.65	0	2.12	0.43	2.19	0	0

Undecided	0	0	0	0	0	0	6.03	6.09
-----------	---	---	---	---	---	---	------	------

c. Further breakdown:

Students to proceed to higher school

Law, literature	16.52	2.32	15.15	3.54	24.78	16.48	12.93	14.63
Commerce, economics	23.97	0	28.28	1.41	23.04	0	21.20	3.05
Art	3.30	0	3.53	3.54	4.34	7.69	6.46	16.46
Undecided	0	0	1.52	0.70	1.73	0.55	0.86	3.05

Industry	23.97	2.32	20.70	2.12	20.86	3.29	23.70	6.71
Medical, Agri.	7.43	0	6.56	1.14	6.52	9.34	8.62	4.87
Industrial art	0	0	0.50	0	0.43	0	1.29	0.61
Living	0	0	0.51	0.70	1.30	3.29	0.86	3.05
Undecided	0	0	0.50	0	1.30	0.55	1.29	1.82

Students not to proceed to higher school.

Commerce	7.43	0	9.09	0	5.65	0	10.77	0.61
Industry	0	0	0.50	0.70	0	0	2.15	0
Office work	13.23	32.55	7.57	29.78	6.52	13.18	2.58	3.68
Undecided	0	0	2.02	1.41	0.43	2.19	0	0

~~2.83~~

~~1.65~~

Home industry      1.65      0      2.52      3.54      0.43      0.55      1.29      0.61

Home work      0      39.53      0      25.53      0      16.48      0      11.58

Culture persuit      0.82      18.60      0      22.69      0.86      21.41      0      18.29

Undecided      0      0      0      0.70      0      1.65      0      0

d. Desires for life professions.

Government officials      20.66      0      9.09      2.83      11.73      2.19      9.91      4.88

Management of business      4.95      0      7.07      0      9.54      0      5.17      0

Office workers      16.52      0      12.13      11.34      15.65      7.14      19.82      5.48

Technicians      9.91      0      8.08      0      5.21      0      5.17      0

Private firm      5.78      0      10.60      2.12      15.21      2.19      14.22      3.05

Free enterprise      12.39      0      8.08      2.12      7.82      10.98      7.75      1.82

Industry      0      0      1.01      0      0      0      0      0

Agriculture      0      0      0.50      0      0      0      0.86      0

Undecided      28.92      100.00      42.42      81.56      34.78      77.41      33.62      84.75

22. Results of Intelligence Quotient Test\* by Tanaka B Method.

<u>Intelligence Distribution</u>		Boys	Girls	
9th	Average quotient	53.3	48.705	Max 71
	Standard tolerance	8.90	8.724	Min 31
	Skewness	0.818	0.159	
	Kurtosis	4.14	3.031	
	No. of students tested	65	78	
10th	Average quotient	52.115	49.406	Max 79
	Standard tolerance	8.90	7.879	Min 26
	Skewness	0.818	0.7284	
	Kurtosis	4.14	4.569	
	No. of students tested	65	64	
11th	Average quotient	54.34	51.62	Max 84
	Standard Tolerance	8.58	7.09	Min 33
	Skewness	0.6778	0.301	
	Kurtosis	4.4057	3.83	
	No. of students tested	67	79	
12th	Average quotient	55.02	48.28	Max 75
	Standard tolerance	8.05	8.35	Min 26
	Skewness	0.198	0.107	
	Kurtosis	2.408	3.757	
	No. of students tested	67	39	

Corelation between Intelligence Quotients:

Mathematics: 114	Understanding					National Language	111				
	-2	-1	0	-1	-2		Intell.	-2	-1	0	-1
Intell						71-75	1				
36-40				1	3	66-70			1		
41-45	3		5	4	1	61-65					
46-50	1		2	2		56-60	2	1			
51-55	6	1	3			51-55		5	1	2	
56-60	2	2		1		46-50	3	5	6		
61-65	2	3				41-45		4	4	3	
						36-40		2		1	
						31-35			2		

Social Studies (Understanding of study materials) 10th grade.

	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
35-40									1	1
41-45	3	1	1				2		1	1
46-50		2	1		1				1	1
51-55			3		1	1	2	1	2	2
56-60		1							3	2
61-65			2						3	2
66-70										

25 Nov-draft

RSA/mth

## SOCIAL STUDIES IN AMERICAN EDUCATION

During the past year Japan has set out along the road toward democracy. <sup>One</sup> ~~The~~ vehicle for this journey is the school system. Since democracy is basically a philosophy governing the organization of men in their social, economic and political life, an understanding of it can best be reached by a consideration of the social studies. I should like to consider the use of the experience of American educational system in teaching the social studies, and to draw from that experience, certain specific recommendations for the democratic reformation of the Japanese educational system.

There are two general aims to the social studies. One, is to pass on to the students the collective traditions of the past, and two; is to prepare the students to face the problems of a changing future.

There are certain values in every society that are permanent. Those are generally the values that are humane and idealistic, and devoted to the common good. There are other values in every society that have outlived their usefulness. Your job as educators is to take a hard look at the values of your society and to decide which ones are worthy of preservation. The social studies have the job of surveying society, its past and its future. It attempts to draw from the lessons of the past those learnings which will enable the student to judge more wisely in planning for their future and the future of their country.

Opnl Dir No. 21/3 of 1945, Hq Eighth Army, 31 Jul 46, cont'd.

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In learning the lessons of the past and in applying them to the future, a student becomes socially efficient. Social efficiency involves a number of different areas of education and it is only when a student develops efficiency in each of these areas that he can be considered to be a well rounded personality.

There are seven different efficiencies:

1. Physical Efficiency.
2. Vocational Efficiency.
3. Avocational Efficiency.
4. Civic Efficiency.
5. Domestic Efficiency.
6. Social Efficiency.
7. Moral and Religious Efficiency.

Physical efficiency has been, in recent years, getting increasing emphasis in American schools. It is an accepted fact that a person cannot be mentally efficient unless he has a strong body which is resistant to disease. In every grade level of school in America, a consideration is given to the problem of personal hygiene so that boys and girls will be able to take care of their bodies, and will have proper health habits, and as well as habits which they will carry <sup>with</sup> them ~~xx~~ throughout life. One of the greatest learnings that you, as teachers, can give to your students is the germ theory of disease. If this becomes real to the students then they will exercise precaution in their daily life which will prevent disease. They will wash their hands before eating; they will be sure that the food that they eat is washed and peeled and well cooked; they will insist that the environment of their school room



-3-draft

is clean and they will refrain from spitting in public places. The Japanese has a tradition of cleanliness which has lapsed seriously since the war. The schools can restore it and show the pupils the logical reason for it.

As a by-product of the training in physical efficiency, the students can learn both on the playground and in the classroom, cooperation, respect for others, fair play and good sportsmanship. It has long been my observation as a teacher in Japan before the war, that one of the serious defects of Japanese education was its failure to inculcate good sportsmanship. The pressure was always upon winning. To lose was to lose face. What Japanese student must learn is that the game in itself is important and that choice in playing the game should not be hampered by losing. Japanese students must learn to win or lose with equal good-will. If this attitude is applied to other life situations, it will not only improve social relations within Japan, but will make Japan more esteemed in international circles.

The second efficiency is vocational efficiency. This has been emphasized by the social studies with development of modern manufacturing methods all over the world, and the old apprenticeship system broken down, and a new demand arose that the schools train industrial and agricultural workers as well as who were to go into professions. In the past Japan met this need with specialized vocational schools, such as the commercial colleges, fisheries institutes, agricultural schools, etc. Vocational information should also be brought into the course of the regular school system from the lowest grades up. Primary school students should be early inducted into an understanding of the work life

-4- draft

of their community. In later grades the school should not only prepare students for making a living but should aid them in deciding what they are best fitted for. The essential of democracy is to provide alternatives of action. In a democratic nation the people should not be forced into the trades of their ancestors, but should be exposed to the whole world of occupations, and assisted in making an intelligent choice from them. In most larger American schools of secondary grade, there are specialized counsellors who give vocational advice to each student<sup>based</sup> on tests and individual interviews.

The third is recreational and aesthetic efficiency. Recreational efficiency is also a responsibility of the schools. The students must learn to use their leisure time profitably. They should develop hobbies such as music, literature, games and sports that are creative and that will help enrich their lives. Nearly every school in the United States has an extensive program of music and art instructions. The students learn to appreciate great music by listening to and analyzing it as they hear it on the radio and phonograph, and in addition, emphasis is placed on after-school activities. All the teachers have responsibilities as advisers in the groups which were organized about their own hobbies. For example, my hobby was motion picture photography and I had a motion picture club. Also I had a small group of boys who were interested in certain type of folk music. Other teachers who were skilled in radio construction and operation had groups for their specialty. This is not new to Japan for in my experience in Fukuoka High School, I saw many such groups, such as "Haiku" Society, "Romaji Kai", Mandolin Club, and

dramatic clubs. The principal and teachers of Japan should encourage free association of students in such hobby clubs, with the guidance and participation of a teacher who is skilled in such a hobby.

(3) The fourth efficiency is domestic efficiency. The home alone has failed to prepare young people for the realities of marriage and family life so this has come to be the problems of the schools. In science class instruction is given to boys and girls separately on sex hygiene on the physiology of reproduction. In social study classroom instruction is given to boys and girls together in the problems of choosing a mate, adjustment in marriage and problems of running a household and ~~raising~~ children. With the growing freedom in Japan in the choice of marriage partners, the Japanese school system may find it necessary to face responsibilities in this field of instruction.

The fifth is the civic efficiency. This is an important function of the social study. Civic efficiency or good citizenship is approached through two ways in American schools. (1) The social study classrooms consider structure and practice of government. The students study their Constitution. They learn to conduct meetings according to rules of Parliamentary Law; they learn to analyze political issue critically; they observe the local government in action by visits to the courts and the legislative assemblies.

The second way students learn good citizenship is by means of student body self-government, both in the social study classroom

6- draft

and in the whole student body, the practice of democratic self government is encouraged. Students choose their own leaders by regular process and these leaders govern matters strictly of student concern. In my high school there was even a student court which tried and punished offenders against the school rules. Through this practice in leadership students were able to prepare themselves to lead later on in life.

The 6th is the social efficiency. Refinement of manners and behavior always help smooth social relations. An important part of the curriculum in the school in the United States is activities which enable people to get along together. Parties, dances, table etiquette all help to socialize the individual. They must be initiated by the pupils, organized and conducted by the pupils and finally evaluated by the pupils. If you walked into my classroom in California, you might hear an excited discussion of last night's party and this would be a part of the regular class work. The students would be analyzing the success or failure of the party. Credit would be given to those who had done a particularly good job of arranging or decorating. I once had a class in home arts. It was a required subject for all beginning high school students. We learned the etiquette of introduction and the etiquette of the dinner table. As a part of the final examination, we had a dinner party in the school cafeteria. The students had to introduce me to their parents and they had to demonstrate at the table that they knew correct table manners. We had speeches and entertainments all of which were planned by the students.

In Japan much reliance has been placed upon the efficacy



of the tea ceremony as a means of teaching refined manners. It has been called the epitome of Japanese manners. It reduces the function of serving tea to a strict and formal ritual. It inhibits freedom of action. Originally it was a ritual that had religious significance but it has long since lost its religious meaning. Now it is a matter of prestige for country girls who are preparing for marriage. In my humble opinion, it is the luxury which Japan cannot afford in her school system. How much better it would be to teach something creative, even appreciation of art or music with freedom of expression in it.

to release of in history -- the biological in history  
 history and biology are closely related and should be  
 taught together in the school system. The study of  
 biology should not be limited to the study of plants  
 and animals but should include the study of human  
 evolution and the relationship between biology and  
 other sciences.

the study of biology should be made more practical  
 and should include the study of the human body  
 and the relationship between biology and other  
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I - Biological Study in Schools

3. Study of Biology

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3. Study of Biology

TO: Prefectural Governors, Prefectural Boards of  
Education, Heads of National Schools with  
Lower Secondary Schools Attached.

FROM: Director School Education Bureau

Revision of Curriculum Table with Lower  
Secondary School  
Hatsugaku 261

Minimum standards regarding school subjects and their time allotment in the lower secondary school will be determined in the near future by Diet Law, but for the time being the content in pages 18 and 19 in "School subjects and their time allotment in the lower secondary school", in part 3, Chapter III of General Course of Study published 3 March 1947 as a Ministry Ordinance is revised as follows:

(Table shown on next page)

This information is sent to assist you in planning necessary revisions.

Incl 2

Time table for the Lower Secondary Educational Program  
(Time shown in minimum and maximum hours per year)

Subject	Grade	7	8	9	
R e q u i r e d S u b j e c t s	Japanese Language	140--210	140--210	140--210	
	Calligraphy	35--70	35--70		
	General Social Studies	140--210	105--175	140--210	
	Japanese History		35--105	35--105	
	General Mathematics	140--175	105--175	105--175	
	General Science	105--175	140--175	140--175	
	Music	70--105	70--105	70--105	
	Arts and Handicraft	70--105	70--105	70--105	
	Physical Education & Health Instruction	105--175	105--175	105--175	
	Vocational Education Homemaking (i.e., <i>Comp. Science</i> <sup>Industries &amp; Industry</sup> )	105--140	105--140	105--140	
	Total Time for Required Work	910--1015	910--1015	910--1015	
	E l t e r i o r y	Foreign Language	140--210	140--210	140--210
		Vocational Education Homemaking	105--140	105--140	105--140
		Additional Subjects	35--210	35--210	35--210
Special Curricular Activities including Home Room	70--175	70--175	70--175		

Remarks:

1. Recitation hours indicated in this table are shown as 50 minutes per recitation. However, this does not include time for changing classes.
2. Time required for shifting classrooms and recess should be kept within 10 minutes. However, the lunch-time recess can be within 50 minutes. This time is not counted in the above table.
3. The allotment of hours of Vocational Studies and Home Economics as a compulsory subject matter should be decided according to the pupil's desire and the school situation. However, it is not desirable to learn only one of them.
4. Educational program for year, terms, months, weeks and days of required subjects should be planned within the limit of not less than the minimum requirement of 910 hours and not more than 1015 hours.
5. The schools in session of 1050 hours or minimum total hours a year are desirable to have 910 hours or minimum total hours a year for required subjects.

## I. Main points

1. Only the total hour-allotment of subject matter and Special Curricular Activities has been indicated with the maximum and the minimum to have the respective school to decide its own appropriate school program, considering the local circumstance, the school situation and the pupils' needs.

2. The total hour for required subjects is reduced, while the number of electives and their hour-allotments are increased.

3. Physical Education has been changed to Health Instruction and Physical Education.

4. "National History" has been changed to read "Japanese History".

5. Subdivision in Vocational Studies except homemaking have not been listed.

6. Common hour-allotment has been given to Vocational Studies and Homemaking. How to carry it out is shown in Paragraph V.

7. Hour for Special Curricular Activities has been newly established as a part of special curricular activities in the present curriculum and the subject name of Free Studies as an elective has been abolished.

8. "Additional Subjects" has been established in Elective Subjects".

## II. On required subjects

1. Required subjects should be taken by all the pupils. The principal shall decide the appropriate hour-allotment of the subjects, consulting the teachers' opinions.

2. General Social Studies and Japanese History, or Japanese Language and Calligraphy may be taught together within their total allotted hours.

## III. On elective subjects

1. The pupils' will should be heavily counted in choosing electives.

2. Educational program of electives should be made by the principal and teachers, considering the pupils' desires, the social needs, the school situation and the relations to required subjects.



3. "Additional Subjects" includes the subjects indicated in Required Subjects and other subjects added by the needs of the pupils.

#### IV. On Health Education

1. Schools should perform planned Health Instruction for a total of 70 hours throughout one year.

2. Health Instruction should be performed in the allotted hours of "Health Instruction and Physical Education" but it should also be emphasized in Science, Homemaking, and Social Studies where it is related.

3. Health Education should be performed by a systematic educational program taking close relation with the units in Health Instruction and Physical Education, Science, Homemaking, and Social Studies, etc.

4. In planning Health Education, the "Handbook for Health Guidance in Secondary Schools" should be consulted.

5. The principal should choose an adequate person for Health Education from among those who are in charge of Health Instruction and Physical Education, Science, Homemaking, and other subjects.

#### V. On Vocational Studies and Homemaking

1. Vocational Studies as a required subject does not aim solely at the cultivation of specified knowledge or skill, but aim at the exploratory of basic knowledge and skills of various occupations necessary in the community and attitude of loving labor.

2. Vocational Studies should be planned so as to develop the individual interests, aptitudes and assets, and to cultivate the ability of pupils to choose one's future career adequately, co-operate with vocational guidance activities as well as to meet the pupils' and social needs. Students who plan to terminate their formal education at the end of the lower secondary school period should be provided with some knowledge and skills useful in gaining employment.

3. Homemaking as a required subject aims at "Understanding of home life and desirable attitude in pursuing ideals", "Practical skills in home life", and "Understanding of orientation of home in the modern democratic community," etc.

4. Practices in Homemaking shall be counted for exploratory experiences for Vocational Studies.

5. Following fields may be exemplified as the exploratory experiences (or tryout courses) for Vocational Studies and for the practices for Homemaking.

- a. Plant Cultivation, Breeding, Fishing
- b. Food Processing
- c. Clerical
- d. Drawing
- e. Machinery Operation
- f. Manual Arts
- g. Cookery
- h. Health and Hygiene
- i. Others

More than three fields should be studied in three years and it is not desirable to study one field for more than a year. However, practices of Homemaking may exceed a period of one year. In studying these fields relations to other subjects should be considered.

6. Vocational Studies and Homemaking as elective subjects are desirable to be specified in accordance to the pupils' desire.

7. Boys or girls should not take only one subject of the Vocational Studies or Homemaking, but they should both take the pertinent units of the both subjects.

8. The teachers in charge and the principal should plan the desirable units to be taught and decide the hours to be allotted to them in the common hours allotted to Vocational Studies and Homemaking.

#### VI. On Special Curricular Activities

1. Special curricular activities includes such activities as Sports, Hobbies, Recreation, Home Room Activities, etc. and others such as students' councils and social, civic activities.

2. Special curricular activities should be performed individually or co-operatively by pupils under the pertinent guidance of teachers.

3. Teachers and schools should specially stress the guidance in special curricular activities as to give opportunities for various important experiences as well as the experiences based on subject matters.

## VII. On Pupil Guidance and Homeroom

1. As the education is to develop the individual pupil harmoniously in all sides of individual, social, and vocational phases and to accomplish the pupils' personality and especially as the lower secondary school pupils are in the ages of early adolescence when the physical development is conspicuous, individuality becomes clearer, sexually awakened and other characteristics, guidance in compliance to the individual development should be stressed.

2. The area of pupil guidance may be divided into educational, social, health, and leisure-time guidances, etc. However, these guidances are all organically related and should be performed as the so-called whole-man or life guidance.

3. Pupil guidance should be performed considering the mental unwholesomeness and characteristic unhealthiness induced by maladjustment, but eventually it is important to guide the pupil to be able to lead one's life by himself.

4. The hours for home room activities is included in the hours of special curricular activities in the table. It is desirable to have at least one hour home room activities per week.

5. The home room is the fundamental group for pupils' activities and pupil guidance. In other words, the home room is a place to put the pupils in a happy atmosphere as the "home at school" and to assist to solve their various problems and to develop their individual, social, and civic assets. Pupil daily attendance should be checked in the home room. One teacher should be responsible for each home room with a fixed room and perform the program systematically and researchfully.

## VIII. On Utilization of School Library

1. It is desirable to enlarge the equipments and facilities of school libraries and to offer the opportunities for study to the pupils as much as possible, as school libraries are very important to consummate the aims of school education.

## IX. On Recess Hours

1. Recess for shifting classrooms and rest is desirable to be within 10 minutes at a time.

2. Recess for lunch and rest is desirable to be within 50 minutes.

X. On Others

The school program shall be fixed by the enforcement of the School Standards Law, but before that it is desirable to follow this instruction.

INTERMEDIATE SCHOOL CURRICULUM

No of Hours	One-Year Accelerated (10-20%)	Two-Year Average (60-20%)		Three-Year Retarded (10-20%)		
		1st Year	2nd Year	1st Year	2nd Year	3rd Year
175	Health: (Complete) Physical, Mental, First Aid, Safety	Health: (Complete)	General Science (Complete) Elements of Biology, Chem- istry, Physics, Astronomy	Health: (Complete)	General Science (Complete)	* Industrial Arts for boys; Homemaking for Girls
175	Mathematics: (a) Drill (b) Problems	Mathematics: (a)	Mathematics: (b)	Mathematics: (a)	Mathematics: (b)	Mathematics: Vocational, Remedial
175	Language Arts: (a) Speaking, Writing, Hearing, Reading (b) Grammar, Composition, Literature	Language Arts (a)	Language Arts (b)	Language Arts (a)	Language Arts (b)	Language Arts: Informal, Remedial Instruction
175	Social Science: (a) Geography (b) History	Social Science (a)	Social Science (b)	Social Science (a)	Social Science (b)	Social Science: ** Local Civics

Avocational Activities: Music, Dramatics, Art, Crafts, Games, etc.

- \* Industrial Arts for boys is an exploratory course including Manual Arts, Carpentry, Mechanics, Masonry, etc. Homemaking for girls centers around necessities of life, buying of food-stuff, sewing and mending, planning and preparing meals, arranging home furnishings and equipment, child care, etc. (Tea etiquette, flower arrangement, embroidery, etc., are outside the area of strictly practical Homemaking.)
- \*\* Local Civics is the study of local government offices, personnel, functions, and current programs, such as land reform, rationing system, etc., pertinent to the citizen's daily life.

FOUR YEAR SECONDARY SCHOOL CURRICULUM

	1st Year	2nd Year	3rd Year	4th Year
Basic	Language Arts I	Language Arts II	Language Arts III	Language Arts IV
	Mathematics I (1st Year Algebra)	Mathematics II (Plane Geometry)	Mathematics III (2nd Year Algebra)	Mathematics IV * (a) Solid Geometry & Trigonometry (b) Vocational Mathematics
	Social Science I (World History)	Social Science II (Oriental History)	Social Science III (Occidental History)	Social Science IV (Modern Civilization)
	Natural Science I (Biology)	Natural Science II (Chemistry)	Natural Science III (Physics)	Vocational Subject

Foreign Languages: 2-6 units to be offered.  
 Vocational Subjects: 2-10 units to be offered.  
 The subjects offered will depend on:  
 (a) Local needs  
 (b) Available facilities of each school and community  
 (c) Students' interests

Note: Agriculture and Homemaking are usually most suitable in rural areas.  
 Shop work and Commercial subjects are advisable in urban areas.

Carnegie Units Required for Graduation:

Language Arts .....	4
Mathematics .....	1
Natural Science .....	1
Social Science .....	2
Elective Subjects .....	8

Total: 16

Vocational Activities:  
 (Outdoor 3-4 periods; Indoor 1-2 periods)

Athletics and other Games;  
 Music; Art; Dramatics;  
 Nature Study; Arts and Crafts;  
 Interest Groups; Clubs; Hobbies

\* (a) For those who intend to go to college or engage in engineering pursuits;  
 (b) For those who intend to go into machine tool trades or managerial careers.

REPORT ON CONFERENCE ON SOCIAL STUDIES

held at Kyoto Boys' Normal School

(April 11, 12, '49)

I. Talk by Dr. McClellan of I Corps

II. Brief outline of Dr. Hartford's Speech (IFEL Visiting Expert)

1. What are Social Studies?

Social Studies are not the end but the means. The boys and the girls are the end.

3 criteria for the selection of the materials for Social Studies:

(1) sound scholarship, (2) social significance (3) teachability.

2. Why do we teach Social Studies?

Three aims of Social Studies taught at secondary schools:

(1) civic-social aims (2) personal development (3) vocational aim

Social Studies teach socialization of individuals, interdependent nature of society, special need for intelligent citizenship in democracy, understanding of international relationship.

3. Where should we deal with Social Studies?

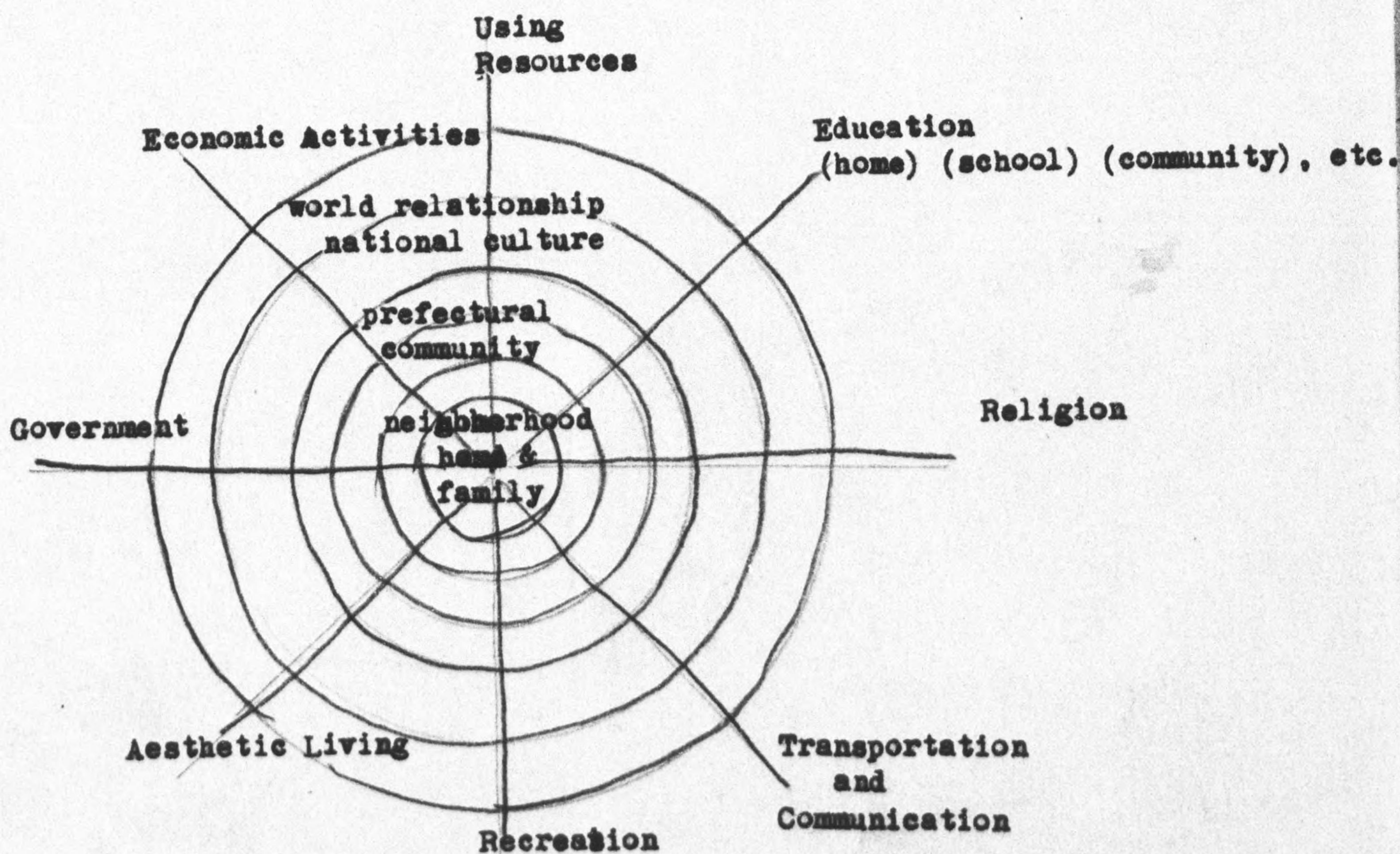
Before one becomes a specialist, he needs to have "common learning" or general education to cooperate in the society. He must be a good human being, a good person, and a good citizen. Social Studies are not taught in classrooms alone but in all activities the students participate.

4. Who are Social Studies teachers?

or How should we deal with this course?

As an example:

~~xxxxxxx~~ : Virginian Pattern



( 2 )

DISCUSSION (in the afternoon)

Questions

1. Who teaches Social Studies?

In primary schools - all teachers, especially teachers in S.S.  
In L.S.S. Social Studies teachers are to be selected, but they also should teach other subjects so that the students do not need to report to many teachers.  
In U.S.S. it is better to depend upon special teachers.

2. Is it better to break away from the former method of teaching subjects by different teachers?

I have no objection to any method provided that the teachers know and do the three things following:

- (1) subject matters are not sacred, but the children are.
- (2) if they try to improve the curriculum and if they do not stay in the old mode.
- (3) if teachers relate together different subjects and if the subjects are intergrated.

In this connection Dr. Shitahodo of Kyoto University said, "Surmount the barrier of clear division of subject matters. Social Studies is not sacred and is not to be protected. It should be intergrated with all other subjects. Sectionalism should be done away with, horizontally and vertically.

3. From the U.S.S. point of view

The word "core" could not be applied to primary schools. It should rather be used in U.S.S. In primary schools intergrated curriculum will be better used. This question was raised by a teacher from Shiga.

In American "core-curriculum" is used in many ways. Originally the core means the subjects which everybody should take.

At present "Core-program" is very often used.

What is important is not intergrated curriculum, but the children should be intergrated in personality and ability. Terminology is not important.

4. Opinion of a teacher - on secondary school level, it will be difficult for one teacher to handle core-curriculum. The school ought to prepare a plan what to take up in each subject in connection with Social Studies.

5. Is it better for one teacher to teach Core or more teachers in primary schools and Shinsei-chugakko?

A part of teaching could be done by various teachers, but the most of it should be done by one teacher so that he could be a friend and advisor to the pupils.

6. Here came in a digression. Mr. Hori from Kinki Region spoke on Home-room. A home-room teacher can help solve the above problem. In the home-room the teacher can be his or her brother and sister to a pupil. His contact with other subject teachers can give advice and assistance in solving the problems of the pupils.

7. Explanation of the relationship between class and home-room.



June 1949 (from the final listing to be included in the education standards law)

APPENDIX

LIST OF SUBJECTS AND NUMBER OF UNITS OF CREDIT OFFERED IN THE UPPER SECONDARY SCHOOL

Column 1.	Col. 2	Col. 3
Subjects Fields	Subjects	Total School Hours of Each Subject (No. of Unit Credits)
		315(9)
Japanese Language	Japanese Language	70(2)-210(6)
	Chinese Classic	70(2)-210(6)
Social Studies	General Soc. Study	175(5)
	Japanese History	175(5)
	World History	175(5)
	Human Geography	175(5)
	Current Problems	175(5)
	General Mathematics	175(5)
Mathematics	Algebra Analysis I	175(5)
	Geometry	175(5)
	Algebra Analysis II	175(5)
Science	Physics	175(5)
	Chemistry	175(5)
	Biology	175(5)
	Physical Geography	175(5)
Physical Education and Health Instruction		315(9) - 385(11)
Arts	Music	70(2)-210(6)
	Art	70(2)-210(6)
	Calligraphy	70(2)-210(6)
	Handicraft	70(2)-210(6)
Homemaking	General Homemaking	245(7)-490(14)
	Family Relationship	70(2)
	Child Development	70(2)-140(4)
	Home Management	70(2)-140(4)
	Foods	175(5)-350(10)
	Clothing	175(5)-350(10)
Foreign Language		175(5)-525(15)
Agriculture		
Industry		
Commerce		
Fishery		
Home Arts		
Other subjects as specially needed		

Incl 1

## NOTES

1. Every student shall take the following subjects among those listed in the table above:

- (1) Japanese Language (marked with an asterisk \*), General Social Studies, and Health Instruction and Physical Education.
- (2) Subjects elected by each student from the fields of social studies (except General Social Studies), mathematics and science, one subject from each field.

2. The upper secondary school shall be in session for 35 weeks or more per year for a minimum of 30 school hours per week and maximum of 38 school hours per week. During each school year the school shall be in session for a minimum of 1050 school hours and a maximum of 1330 school hours. Although 30 school hours per week is given as a minimum, 33 school hours per week is a desirable minimum. In case of part-time courses including the night course, school hours per year may be less than 1050.

3. In vocational courses practical training may be given for a suitable number of hours outside the 85 units of credit or beyond the 38 school hours per week, according to the needs.

4. The number of units of credit per subject in social studies, mathematics, and science fields may be less than 5, according to the needs of vocational courses, except for those included in the commonly required 38 units.

5. In column 3, figures given outside of parentheses are the minimum and maximum total number of hours the subject should be offered during the entire three years of the upper secondary school. The figures given in parentheses represent the number of unit credits the subject is granted if offered for this total number of hours.

C.E. OFFICER

Rec'd at Kinbi  
3 May 49

A SUPPLEMENT TO THE (ELEMENTARY) COURSE OF STUDY IN THE SOCIAL STUDIES

The following is a brief description of the contents of the above named books distributed by the Ministry of Education to Japanese schools. Since CE officers have at hand, in the CE library, ample materials covering the contents of the book, it is unnecessary to reproduce the book itself.

CHAP I INTRODUCTION

1. Problems at present.
2. The Elementary Curriculum and the Social Studies.
  - a. Aims of the Social Studies.
  - b. Contents of the social studies.
  - c. The sequence of learning in social studies:
    - Grade 1: Life in home, school and neighborhood.
    - Grade 2: Life in Home, school and neighborhood (experiences are deepened and widened).
    - Grade 3: Comparison of life and community and life long ago.
    - Grade 4: History of Japanese culture.
    - Grade 5: Life of modern Japan.
    - Grade 6: From Japan to other countries.

CHAP II THE BASIS FOR WORK UNITS

- Sec. 1. What is a work unit?
- Sec. 2. Who shall make a work unit?
- Sec. 3. Establishment of the basis for a work unit
- Sec. 4. Standards and conditions for setting up the basis for a work unit.
- Sec. 5. Contents of a basis for a unit of work.
  - Grade 1: home, school, friends, healthy living.
  - Grade 2: neighborhood life, farmer, shop, postman, people working for the benefit of the community.
  - Grade 3: community life (compared with life of long ago). Plants and animals in the life of man (now and long ago), communication and transportation in the community (communication and transportation before civilization).
  - Grade 4: The present and past of the community. Traffic and communication in ancient times. Protection and utilization of various resources. Commerce and manufacturing industry of the community.
  - Grade 5: Development of food, clothing and shelter and related resources. Communication and transportation of people and goods. Health and recreation. Government (system and constitution for peoples' welfare).
  - Grade 6: Industry and motor power. Newspaper and radio. Trade. Nations closely connected with our country. Present group life and the future (problems in the pursuit of group life).

CHAP III FORMATION OF WORK UNIT

- Sec. 1. Function of work unit.
- Sec. 2. The clue of Constitution.
- Sec. 3. The standard of the formation of work unit.

CHAP IV DEVELOPMENT OF WORK UNITS

1. General character of the unit.
  - a. Value of the unit.
  - b. Introduction of the unit.
  - c. Development of the activities.
  - d. Supplement.

The remainder of the book is devoted to sample units of work.

1. Life in the Neighborhood (Grade II). This unit is formulated and developed for the children of a town in the country. It is arranged to put into practice in the first semester (23 pages).
2. Transportation of Our Community (Grade 4). (26 pages).
3. The newspaper (Grade 4). (19 pages).

APPENDIX

In the following is given the explanation upon the subjects mentioned at the end of chapter 2 as reference examples of the bases of work units. The contents of each subject shown here are not to be considered as materials to be instructed to pupils, but are items which are to be taken into consideration by individual teachers as they formulate and develop work units upon these bases, or as objectives to keep in mind when considering a child's school life.

- Grade 1. The Home. The School. The Friends. Healthy Living.
- \* Grade 2. Neighborhood Life. Farmer. The Shop. The Postman.  
\* ← → People Working for the Benefit of the Community.
- \* Grade 3. Community Life (Village Life or Town Life).  
Plants and Animals and the Life of Man.  
Communication and Transportation in the Community.
- \* ← → Grade 4. The Present and the Past of the Community.  
Traffic, and Communication in Ancient Times.  
Protection and Use of Natural Resources.  
Protection of Resources.  
Commerce and Manufacturing Industry of the Community in Older Times.
- Grade 5. Development of Food, Clothing and Habitation and Their Resources.  
Present Day Traffic, Communication and Transportation.  
Health and Recreation.  
\* ← → Government (system and constitution aim at peoples' welfare).
- Grade 6. Industry and Motor Power. Newspaper and Radio.  
Trade Nations Closely Related with Our Country.  
\* ← → Present Society and Its Future.

HEADQUARTERS I CORPS  
APO 301 (Kyoto, Honshu)

GHM/no

AG 000.8 - BA

24 June 1949

SUBJECT: Education Materials


TO: See Distribution

1. Enclosed are materials for your information and possible reproduction for team use with the Japanese.
2. Upper-secondary curricular credits are those approved by SCAP CIE and the Ministry of Education for inclusion in the new Educational Standards Law.
3. Lower-Secondary curriculum materials are part of a ministry directive already distributed in Japanese. These set a realistic pattern in vocations.
4. The Civil Education Officer's program for Tokai-Hokuriku region is suggestive as it sets a long-term series of projects afoot for the region.

BY COMMAND OF MAJOR GENERAL COULTER:

3 Incls:

1. Upper Secondary Credits
2. Hatsugaku 261: Lower Secondary Curriculum Revision
3. Regional Program for Tokai-Hokuriku

  
C. C. CARTER  
Colonel, AGD  
Adjutant General

DISTRIBUTION:

- 2 ea MG Region ~~Team~~
- I Corps Z/R
- 3 AG Rec, I Corps

DECLASSIFIED E.O. 12958 SECTION 5.107/UNCLAS  
13

Home-room could be organized in two ways:

- (1) a district centered one (2) a grade-centered one

8. Is home-room teacher different from an old system teacher in charge of a class? It looks like the same, though it is expressed in a new term. The teacher who raised this question thinks:

At the present time teachers are very poor in their thought and ability, so if one teacher takes charge of Core-curriculum it is dangerous.

In this connection, in training schools general education should be given emphasis.

As a temporary measure, in-service training should be open to give such training as to meet the needs.

Dr. Shitahodo said, "There is no definite orthodox method in handling Core-curriculum. Important points are:

- (1) Share experience with others
- (2) democratize ourselves
- (3) break your shell and be open minded.
- (4) socialization of teachers and pupils
- (5) cooperation of teachers

9. Reform in training schools

Mr. Ito from Nara Girls' Normal School explained about the actual situation. He was very negative, and had no confidence in new education.

A teacher of Kyoto Boys' Normal School said that according to the regulation a certificate to teach many subjects as required in core-curriculum is not granted at present. But it has nothing to do with solving the problem. Utilize human resources in the community in case teachers are not well qualified in some parts of their teaching.

10. How could we explain about the blackmarket economics in the community?

Bring the children gradually into a real life. They should learn that some people are not honest and true. It is teachers' responsibility to give disillusioning experiences to the children, but beware to disillusion them gradually.

(4)

(2nd day)

Talk by Mr. Anderson

Quoting what is stated in the new handbook for upper secondary schools, he talked on the 3 objectives in guidance - the principles of reorganization.

- (1) Development of each individual
- (2) Participation in society
- (3) Providing opportunity to students to have a leadership in student governments and activities

He said that students ought to learn to express their own ideas and at the same time listen to others. Once they have come to conclusions at the end, the majority rules and there is not loss of face in being minority. Japanese are inclined to agree on the surface even though they differ in their opinions.

In Social Studies classes, give all points of views and come to a conclusion. This is the only way to stop future dictators - prevent the domination of minority.

In regard to the development of individuality, and the special interest of each individual, Mr. Anderson spoke about his personal experiences in an American high school.

There are problems common to all:

- (1) Personal health - public health
- (2) To find out one's aptitude
- (3) Special study of an occupation which he feels to be interested in
- (4) How to marry wisely and to get along well in a family
- (5) Opportunity to utilize leisure time
- (6) Training people to live comfortably and efficiently in society

Lecture by Dr. Hartford

As to the lecture in the morning is not on hand yet. Peter is to give me some time later.

In the afternoon

- (1) Unit of adaption

It should be drawn from significant aspects of life  
On primary school level, unit of interest will be - home, neighborhood (health, good manners, aesthetic life and etc)

Lower Secondary School

Wider and more complete understanding - Satisfaction and understanding (education, government, religion, economics, health. Cooperation will be taught through the above. Relationship with a wider area).

For instance:

What are available occupational opportunities in our community?  
What can the government provide us? What does it cost?  
Where does the money come from?

DECLASSIFIED E.O. 12958 SECTION 1.4  
(5)  
What responsibility plus right have we in our community?

(2) Materials

Preliminary flexible plan

- a. Introductory activities to start off
  - Use of films
  - Displays of materials such as charts, graphs and etc.
  - Take a field trip and etc.
- b. Learning experience, activities, analysis, reporting activity  
community activity

(3) Subject Matter Unit

It is not the only unit, but it is one of the desirable units.



DECLASSIFIED E.O. 11652 SECTION 5.10, DATE 10/15/2001

(6)

As to the Unit of Subject Matters, I must say that it may be used if the Unit of Interest in the Elementary School and the Unit of Adaptation in the Lower Secondary School were successful.

The Outcomes of Learning:

- 1) Facts should not be memorized but make the students understand other problems through them.
- 2) Skills not for the minor and mere individual matters but in leading the meeting, in taking meeting-records, etc. are important and so such abilities should be developed to make better citizens.
- 3) Habits built badly by dull or poor methods of teaching should be avoided.
- 4) Attitudes should be improved to the teachers, to the school authority, and to the community through learning.
- 5) Appreciation of Beauty, for instance, in Japan may be better than some American citizens who do not care for it. Such an excellent nature of Japanese should be developed more and more.
- 6) Values or meanings of various kinds of problems or social affairs must be fully grasped.
- 7) "Drive-to-Action" should be attained as soon as certain things were understood or grasped.

In the elementary school, the pupils should be given the unit of interest, as young children are sure to be absorbed in anything which is ~~is~~ interesting. But it should be rather brief, or they will lose their interest soon. As long as they are interested they will learn very eagerly but if they lost their interest it is better stop such a lesson or study.

In the lower secondary school, the pupils may find the situation entirely different from the elementary school, and so in such a case the unit of adaptation may be recommendable. They have to learn to adjust themselves and the society or community, etc. Problems in Kyoto City and those in Kyoto Prefecture or problems in the neighboring villages and Kyoto City, etc. should be understood their interrelated nature.

In the upper secondary school, if the first two steps, that is, the unit of interest in the elementary school and the unit of adaptation in the lower secondary school were successful, the unit of subject matter may be used. But you should remember well that subject matter is not sacret but can be changable; subject matter is or should be changable according to the demands of the children.

1) Q. How should we teach history?

A. Let us pick up a good present problem, for instance, if the United Nation is successful or not, and then go back to history. We can of course teach history according to ages, but it often cut the big wave of life into pieces, just like we chop a tree, but we can look at the tree as a tree instead of small pieces of log, etc. It depends on the attitude and the situation how to teach history.

2) Q. On the weight of Community Survey.

A. It's very important for teachers and students. Even if they may fail sometimes, they may learn lots of things through the failure. It depends on the zeal of teachers.

**SAMPLE**

**PREFECTURAL TEACHERS' ACCEPTABILITY INQUIRY COMMITTEE**

**ACTION REPORT**

NO. OF MEETING \_\_\_\_\_

DATE \_\_\_\_\_

**1) COMMITTEE ATTENDANCE**

	NUMBER	REMARKS
MEMBERS PRESENT		
MEMBERS ABSENT		NAMES
ADMINISTRATIVE PERSONNEL PRESENT		
ADMINISTRATIVE PERSONNEL ABSENT		NAMES

**2) SCREENING ACTION**

	PERSONS CONSIDERED	PERSONS RESERVED	PERSONS PASSED	PERSONS DISQUALIFIED		CASES COMPLETED
				App.1	App.2	
TOTAL FOR MEETING						
TOTAL TO DATE						

**3) REMARKS**

(Signed) \_\_\_\_\_  
Chairman

*Incl 1*

LIST OF SUBJECTS AND NUMBER OF UNITS OF CREDIT  
OFFERED IN THE UPPER SECONDARY SCHOOL CURRICULUM  
TABLE I

Revised Part II  
Curriculum of New  
U.S.S. Page 16

Column 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Subjects		Total School Hours of Each Subject (No. of Unit Credits)	A Sample of Allotment to Each Grade		
			10	11	12
National Language	National Language	* 315(9)	105(3)	105(3)	105(3)
	Chinese Classic	70(2)-210(6)	70(2)	70(2)	70(2)
Social Studies	General Sec. Study	70(2)-210(6)	70(2)	70(2)	70(2)
	Japanese History	175(5)	175(5)	--	--
	World History	175(5)	--	175(5)	
	Human Geography	175(5)	--	175(5)	
	Current Problem	175(5)	--	175(5)	
Mathematics	General Mathematics	175(5)		175(5)	
	Analysis I	175(5)		175(5)	
	Geometry	175(5)		175(5)	
	Analysis II	175(5)		175(5)	
Science	Physics	175(5)		175(5)	
	Chemistry	175(5)		175(5)	
	Biology	175(5)		175(5)	
	Physical Geography	175(5)		175(5)	
Physical Education		315(9)	105(3)	105(3)	105(3)
Art	Music	70(2)-210(6)	70(2)	70(2)	70(2)
	Art	70(2)-210(6)	70(2)	70(2)	70(2)
	Calligraphy	70(2)-210(6)	70(2)	70(2)	70(2)
	Handicraft	70(2)-210(6)	70(2)	70(2)	70(2)
Homemaking	General Homemaking	245(7)-490(14)	245(7)	245(7)	--
	Family Relationship	70(2)	--	--	70(2)
	Child Development	70(2)-140(4)		70(2)	70(2)
	Home Management	70(2)-140(4)	--		140(4)
	Foods	175(5)-350(10)	--	175(5)	175(5)
	Clothing	175(5)-350(10)	--	175(5)	175(5)
Foreign Language		175(5)-525(15)	175(5)	175(5)	175(5)
Subjects concerning Agriculture					
" " Industry					
" " Commerce					
" " Fishery					
" " Home Arts					
" " Another Vocations					
		1645(47) or less		1645(47) or less	

SAMPLES OF SPECIALIZED HOMEMAKING COURSES

(1) Child Care Course

The following is a sample of the course that may be recommended by the school to those who want to make a specialized study of child care:

	Subjects	Total Hours	Units
D E P A R T M E N T	Required general subjects	1,330	38
	General Homemaking	245	7
	Child Development	280	8
	Child Care Practice	280	8
	Child Health	140	4
	Child Nutrition	105	3
	Required specialized homemaking subjects	1,050	30
	Total of required subjects	2,380	68
E L E M E N T A R Y	Family Relations	595	17
	Clothing Materials		
	Clothing Management		
	Cooking		
	Menu		
	Quantity Cooking		
General Subjects			
	Total	2,975	85
	Non-credit activities	175-1,015	
	Total hours	3,150-3,990	

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 Curriculum of New  
 Upper Secondary School  
 Page 27

(2) Foods Course

The following is a sample of the course that may be recommended by the school to those who want to make a specialized study of food:

	Subjects	Total Hours	Units
R E Q U I R E D	Required general subjects	1,330	38
	General Homemaking	245	7
	Nutrition	140	4
	Food-stuff	140	4
	Menu	105	3
	Cooking	175	5
	Quantity Cooking	140	4
	Food Management	105	3
	Required specialized homemaking subjects	1,050	30
	Total of required subjects	2,380	68
ELEC- TIVE	Cooking	595	17
	Commercial Commodities		
	Farm Products Manufacturing		
	Animal Husbandry		
	General Subjects		
	Total	2,975	85
	Non-credit activities	175-1,015	
	Total hours	3,150-3,990	

(3) Clothing Course

The following is a sample of the course that may be recommended by the school to those who want to gain specialized skills in clothing:

	Subjects	Total Hours	Units
R E Q U I R E D	Required general subjects	1,330	38
	General Homemaking	245	7
	Clothing Materials	105	3
	Clothing Management	70	2
	Color	70	2
	Design	70	2
	Sewing	490	14
	Required specialized homemaking subjects	1,050	30
	Total of required subjects	2,380	68
E L E C T I V E	Food	595	17
	Child Development		
	History of Clothing		
	Domestic Handicraft		
	Color		
	Sewing		
	Dyeing		
General subjects			
	Total	2,975	85
	Non-credit activities	175-1,015	
	Total hours	3,150-3,990	

(4) Farm Homemaking Course

For those girls who desire to be farm homemakers, the following subject combination is recommended:

	Subjects	Total Hours	Units
R e q u i r e d	Required General Subjects	1,330	33
	General Agriculture	420	12
	General Homemaking	490	14
	Any Subject in Fields of Agriculture or Homemaking	140	4
	Required Agricultural Subjects	1,050	30
	Total of Required Subjects	2,380	68
E l e c t i v e	Crop Cultivation	595	17
	Horticulture		
	Animal Husbandry		
	Sericulture		
	Clothing		
General Subjects			
	Total	2,975	85
	Non-credit activities	175-1,015	
	Total Hours	3,150-3,990	

Note: The above course is proposed for the consideration of those schools feeling a need for this type of course for girls. The consideration of all schools is requested, however, in emphasizing and encouraging more girls to enroll in the regular homemaking course rather than in the Farm Homemaking Course, as it is felt that the needs of most girls are most nearly met by the regular Homemaking Course.

DECLASSIFIED E.O. 11652 SECTION 5 (b) (7) (C)

Mr. Hayashi (Prof. teacher consultant)

---

Mr. Furuyawa (Principal of Iguro  
S.H.S.)

" Imatani (Head-teacher)

" Asano (teacher of Mathematics)

" Imase ( " " National lang.)

Miss Yamamoto ( " " Home-making)

Mr. Tachibana ( " " Music)

" Sakaguchi ( " " Mathematics)

" Sasaki ( " " English & Com.)

" Shirayama ( " " Social edn.)

---

Mr. Horiyama (Principal of Shimo-  
fukushima J.H.S.)

Miss Omoto (K.C.A.T.)

Miss Tada (C.C.A.T.)

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Conference on Dry-Out Secondary Schools  
2:30 to 6:00 P.M. Monday, 22 Aug 1949 - Sp. KCAR.



Curriculum & Hours For Lower Secondary School

	7th	8th	9th	
Japanese Language	4-6 140-210	140-210	140-210	<i>Aver. 175</i>
Japanese Writing	1-2 35-70	35-70		
Social Study	4-6 140-210	105-175	140-210	<i>175</i>
Japanese History		35-105	35-105	
Mathematics	4-5 140-175	105-175	105-175	<i>175</i>
Science	3-5 105-175	140-175	140-175	<i>175</i>
Music	2-3 70-105	70-105	70-175	
Art & Tech. (Crafts)	2-3 70-105	70-105	70-105	
Health & Physical Ed.	3-5 105-175	105-175	105-175	<i>70 hrs / yr on Health Ed</i>
Vocation & Home-Making	3-4 105-140	105-140	105-140	
Total	26-29 910-1015	26-29 910-1015	26-29 910-1015	
Foreign Language	4-6 140-210	140-210	140-210	
Vocation & Home-Making	3-4 105-140	105-140	105-140	
Other Subject	1-6 35-210	35-210	35-210	
Co-curricular Activities	2-5 70-175	70-175	70-175	

*1 yr. Accelerated*  
 (175 hrs) 1. Health (Complete)  
 (175 hrs) 2. Math @ + C  
 (175 hrs) 3. Language Arts @ + C  
 (175 hrs) 4. Soc. Sci. (Hist. + Geog.)

*2 yr. Average*  
 1st yr. 2nd yr.  
 1. Health 1. Gen. Sci.  
 2. Math @ 2. Math @  
 3. Lang Arts @ 3. Lang Arts @  
 4. Soc. Sci. @ 4. Soc. Sci. @  
 (Geog.) (History)

*3 yr. Retard (Blind, Deaf)*  
 1st yr. 2nd yr. 3rd yr.  
 1. Health 1. Gen. Sci. 1. Ind. Arts  
 2. Math @ 2. Math @ 2. Voc. Math.  
 3. Lang Arts @ 3. Lang Arts @ 3. Remedial  
 4. Soc. Sci. @ 4. Soc. Sci. @ 4. Soc. Sci. @  
 (Geog.) (Hist.) (Arts)

*Avocations: Music, Dramatics, Art, Crafts, Games, Clubs, etc.*

Curriculum & Syllabus for Lower Secondary School

1940-41	1941-42	1942-43	1943-44
1944-45	1945-46	1946-47	1947-48
1948-49	1949-50	1950-51	1951-52
1952-53	1953-54	1954-55	1955-56
1956-57	1957-58	1958-59	1959-60
1960-61	1961-62	1962-63	1963-64
1964-65	1965-66	1966-67	1967-68
1968-69	1969-70	1970-71	1971-72
1972-73	1973-74	1974-75	1975-76
1976-77	1977-78	1978-79	1979-80
1980-81	1981-82	1982-83	1983-84
1984-85	1985-86	1986-87	1987-88
1988-89	1989-90	1990-91	1991-92
1992-93	1993-94	1994-95	1995-96
1996-97	1997-98	1998-99	1999-00
2000-01	2001-02	2002-03	2003-04
2004-05	2005-06	2006-07	2007-08
2008-09	2009-10	2010-11	2011-12
2012-13	2013-14	2014-15	2015-16
2016-17	2017-18	2018-19	2019-20
2020-21	2021-22	2022-23	2023-24

Preparation for Sec. Courses

(a) Material for Brochure

(b) Orientation (2-3)

(c) Use of hand on chart

(d) Education for Religion

(e) For Schools & Stations

(f) Program of Occupation

(g) English, P.E., N.S.

(h) Admission for Lat. morning

(i) English, P.E., N.S.

### Four-Year Secondary School

1st. Yr.	2nd. Yr.	3rd. Yr.	4th Yr.
*1. Language Arts I	*1. Language Arts II	*1. Language Arts III	*1. Language Arts IV
*2. Math I (Algebra)	2. Math II. (Plane Geom.)	2. Math III. (Trigonometry)	2. Math IV (Solid Geom. and Trigonometry or Statistics)
*3. Soc. Sci. II (World Hist)	3. Soc. Sci. I (Oriental Hist)	3. Soc. Sci. III (Occidental Hist)	3. Soc. Sci. IV (Modern Civilization)
4. Nat. Sci. I (Biology)	4. Nat. Sci. II (Chemistry)	4. Nat. Sci. III (Physics)	4 Vocational Subj.
Elec. Foreign Language (2-6 units)	Required Courses:		
Elec. Vocational Subj. (2-10 units)			
		Language Arts	4
		Mathematics	1
		Soc. Sci.	2
		Nat. Sci.	2
		Electives	8
		Dramatics	

Vocational; Athletic & other Games; Music; Arts & Crafts; Clubs, etc.

Activity Period 5 days/week  
At least 3 days outdoor; 1 day indoor

**Required Courses and Hours  
(Primary, Junior H.S.)**

<u>Schools</u>	<u>Grades</u>	<u>Hours in a Week</u>	<u>Total Hours in a Year</u>	<u>Weeks in a Year</u>
Pr. S.	1	22	770	35
	2	24	840	"
	3	25	875	"
	4	28-30	980-1050	"
	5	30-34	1050-1190	"
	6	30-34	1050-1190	"
Jr. H.S. Required Courses	1	26	910-1015	35
	2	"	910-1015	"
	3	"	910-1015	"
Jr. H.S. Elective Courses	1	<u>Foreign Language</u> (4-6) 140-210	<u>Vocational Courses</u> <u>Home-making</u> (3-4) 105-140	<u>Other</u> <u>Courses</u> 35-210
	2	140-210	105-140	"
	3	140-210	105-140	"
Jr. H.S. Extra Curricular Activities	1	2-5	(2-5) 70-175	35
	2	2-5	70-175	"
	3	2-5	70-175	"

Talk on Social Studies  
in Am. Education

Free Sat  
Univer  
educ

Democratic educ. then Soc. Educ.

What is it? <sup>Deep</sup> Belief in value, sanctity, integrity  
of each individual human  
① Each man has own individuality

Ideal of dem. educ. - take student  
where he is and develop him  
~~to~~ to highest point.

And imp't to give each  
student chance for leadership.  
True that all persons have  
different capacities. Some born  
to be leaders; others followers.

In each class there are people  
with different point (needs,  
interest, abilities) and task  
of teacher is to meet each's  
need.

② Faith in of  
the capacity of  
individual human  
and the <sup>ind</sup> group  
to govern <sup>themselves</sup>

③ What contribution ~~can~~ can

③ depends  
on faith  
education  
to man  
is best  
when he  
is best  
his own

In last 20 yrs. social ed.  
become very important.

Progressive in prog. Calif school  
social studies - nucleus of course

(A) Democracy  
is a moral  
climate  
in which  
one feels  
free.  
Certain  
areas  
of human  
feeling  
where man  
wishes to  
be free.  
classroom

Waste  
but  
freedom

Object of Social Studies:

Enable student to get along with fellows & contribute to common welfare.

In our school did not teach History Literature etc as unrelated parts. They <sup>broke</sup> pulled down the barriers between subject matters courses. Soc. Living We taught them about the social phenomenon of world about them.

Object of Social Living

Understand past

Power to grapple with <sup>problems of</sup> future

Culture of every nation has elements from past that are worth saving. In addition to indigenous elements eg. Japan has elements from China & India that need survival value

What must be impressed upon student's mind is that everything is always changing - change is permanent

Task of teacher is to give students certain standards by which to determine his attitudes toward future events.

1. We have inherited all sorts of institutions from our ancestors - how can we adjust to our institutions

In order to ~~have~~ <sup>be really</sup> ~~efficient~~ human being must develop

1. Physical efficiency
2. Vocational "
3. Vocational "
4. Civic "
5. Domestic "
6. Social "
7. Spiritual (moral) "
8. Religious "

Physical efficiency

1. Daily recognized as more & more important.

Make body strong

Develop spirit of sportsmanship

If I may be permitted to give you a better pill, I would like to point out that of education has neglected sportsmanship.

Students allowed to stick at nothing in order to win. To lose was to lose face. I have <sup>heard</sup> of a student committing suicide because he lost.

Should learn to lose manfully.

Boxers shake hands

If develop sportsmanship of will not only get along better but will be better than of throughout world.

The school playground as well as the classroom are places to learn democracy.

Teamwork teaches one to cooperate with one another.

And the team captain will learn

Make no  
Katsu no  
dodo to  
younasai.

leadership. To develop such a spirit will ~~to~~ help Japan recover.

Playing freely on playground gives the student joy of free action. If you regiment play, you regiment minds.

Regimented p. t. may prepare for total war, but ~~not~~ not for a democratic peace.

## II Vocational efficiency

increased in imptce in last few yrs living in an age of mass prod.

As a result of a fall of the apprentice it is necessary for the school to give prep. for vocations.

In Japan had summer schools. fishing, forestry, agriculture, etc.

But should not be left to prof. schools alone, but introduce



professional education to ordinary schools.

Not only vocational ~~training~~ <sup>training</sup> but, help them <sup>vocational counseling</sup> decide what ~~is~~ their aptitudes are.

### III Vocational efficiency

Play is necessary to ordinary life.

Students must be taught to make the most of their leisure hours. School should expose them to varied recreational activities so as to give them a taste of each & stimulate them to want to learn proficient in a hobby. Stamp collecting, horseback riding, music <sup>reading</sup> are very useful in relieving the ~~monotony~~ <sup>monotony</sup> which is often ~~necessary~~ <sup>inevitable</sup> necessary in a job in modern technological society.

When I taught in Tupper Lake N.Y. the students had a

romaji kai, mandarin club, speech club,  
Very desirable that <sup>school</sup> administrators ~~as~~  
encourage club activities. In America  
very popular form of education - with teacher  
guidance.  
eg. An expert chess player  
among teachers advises chess  
club.

Such ~~an~~ teacher-pupil  
relation<sup>ship</sup> ~~builds~~ play an  
imp. part in building  
future character of student.

#### IV Civic Efficiency.

Important item in Soc. Studies.

Pupils study Const. gov. co.

Pupils practise political technique  
~~in~~ <sup>parliamentary procedure</sup> - voting, preparing  
petition, etc.

In my own school the students  
formed groups and elected leaders  
and carried out discussions  
about student affairs. Student  
body self government.

1. Classroom - Current events  
electioneering + voting for national,  
state, local elections.
2. Student Body Self government  
gives <sup>best possible training</sup> ~~experience~~ in political activity.

Students might also participate  
in actual government.

Once a year students carry  
on gov't of their locality.

When I was a h.p. student I  
served as judge for a day. I  
was so interested that I made  
up my mind to become a lawyer.  
The fact that I became a  
teacher did not reduce the  
value of my experience.

Domestic efficiency.

Imp't. part of life.

Divorce rates rising in America  
Problem must be attacked  
in schools.

Divide boys + girls for  
study of sex hygiene.

But in many domestic problems  
it is better to have boys & girls  
study together

In all our schools, coeducation  
is in force - and my school was  
coeducational. I led discussions  
on how to get along ~~with~~ choose  
mates, & how to get along after  
marriage.

Boys & girls 17-18 discussed in a  
serious spirit how to get along after  
marriage, already thinking of them  
and so ripe for consideration of  
these problems in secondary school.

## IV Social Efficiency

In narrow sense social efficiency  
was developed. <sup>in Japan</sup> For the purpose of a  
controlled, <sup>regulated</sup> society, the tea ceremony  
which inhibited freedom, and  
formalized behavior, was efficient.  
~~But~~ It is a fact that tea ceremony  
made the Japanese well-behaved.

All would have been well if tea ceremony had gone no further. But as time went on it was so formalized that it became stifling to liberty. How much better it would be if Japanese girls, still learning the grace & refined manners, could also learn to think clearly & critically.

You would be surprised to learn how much time & effort is given to dancing & posture in America. You may think they have nothing to do with scholarship. But it is now an important part. If you came to an American classroom you might find them discussing ~~the~~ last night's dance. Analyze dance.

I taught etiquette to Home Arts course. Introduction. Dinner party - shikhan. Invite parents to party & introduce to teachers.

John Dewey - education should be life itself  
In brief, soc. ed. consists in teaching  
social problems - taking society into  
classroom + taking classroom into  
community.

Students plan work, carry  
it out - "project method."

My students once took an interest in  
the traffic problem of town. Several pedestrians  
had died in accidents. So it was real to  
them (All projects should be real)

Only when the problem is real & the  
motivation is ~~having~~ a pressing necessity  
will the students take a real  
interest in the problem. Students began  
to study the problem by dividing up  
into committees. Noticed that street  
lighting bad. They went to the  
electric light co. & borrowed a  
light meters. Other students studied  
parking - relation to accidents.

As a result students formed a  
series of plans for presentation  
to city government. Some of plans

~~and~~ were accepted by city and ~~for~~ students  
were hired by city to make changes

Problems: food problem - project  
for opening up of new lands.

Should also study food values  
and nutrition.

Ex: introducing society into school.

Should look outside books for teaching  
materials. Reason: they are scarce  
and bad. Community itself should be  
the classroom.

eg. Take students to a power  
house nearby. Explain how  
it works - let them ask  
questions of supervisor.

Also take to <sup>classrooms</sup> factories, vessels,

I am not denying need for  
study of skill or tool subjects  
eg. Nat'l language - learned by rote  
In elementary schools further  
only basic studies.

Also in primary school necessary  
to teach music playing, and rudiments  
of manual arts.

IV Spiritual, moral, religious  
efficiency.

No special course in this -  
to take place of morals.

Best idea is to inculcate  
moral elevation than social,  
civic + physical education.

Hardly so many sects that numerous  
to teach any one sect in school.  
Try to avoid relig educ - weakness  
not strength.

In all schools the children should be  
given sound bodies in sound minds  
and also taught skills important  
to their lives.

Cher 70KKO In C.G. students should be  
encouraged to observe nature in all  
her aspects + fit themselves for practical life.



In early m.s. best to expose to many subjects as possible.

Thus learn to learn their vocational likes & dislikes

Later on as he goes higher get more specialized knowledge

Easy to talk but hard to practice - introducing society into school -

- ① Teacher should have wide knowledge
- ② Must be an experienced & well trained man.
- ③ Normal schools should be raised to university status
- ④ should have exp. as probationary teacher.
- ⑤ New type teacher should be able to fulfill obligations as a citizen. Belong to society in his community, and take an interest in social improvement.
- ⑥ Wages must be high if expect him to receive such a

high education. To teachers salary  
should be raised. Only by so doing  
can teacher be given a sense of security  
in his profession.

Must ~~establish~~ <sup>as preliminary</sup> ~~save~~ <sup>for</sup> 3  
years in total to establish  
his tenure. Security for life.

It is also necessary to set  
a system of pensions for teachers.  
Only thereby can teacher act as  
a free man, uncontrolled by  
anybody else.

If <sup>so</sup> permit to organize teachers' guilds,  
clubs, and unions.

But what, still more important is  
that they should have a strong sense  
of responsibility.

Must not be threatened into  
changing their views because  
of mob psychology.

But they should have the  
courage to introduce social  
problems into the classroom

But in introducing social problems the  
teacher should be careful not to  
present one point of view alone.

Now that is what I mean by  
dem in action.

Democracy means rule of majority  
while respecting rights of minority.  
Student should operate on these  
principles.

Even for our Japan has many  
important things to achieve.

Upon your guidance depends  
whether the Japanese students acquire  
or fail to acquire method of democracy.  
Democracy itself hangs or should  
in teachers of Japan.