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REORGANIZATION OF PUBLIC SCHOOLS

(CA I Corps Nine-Point ESP Study #7)

12 July 1949

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HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

AG 000.8 - BA

SUBJECT: Reorganization of Public Schools (CA I Corps Nine-Point
ESP Study #7)

TO: Commanding General
Eighth Army
APO 343

1. **SUBJECT:** Reorganization of Public Schools

2. **PURPOSE:** To evaluate progress made to date in the reorganization of the Public School system in I Corps, and to make recommendations for continuing development in line with SCAP, CIAE, and Ministry of Education policy.

3. **SCOPE:**

This study evaluates the degree of attainment of equal educational opportunities for all children as guaranteed by the Board of Education Law and implemented by Ministry of Education publications, at each level of the 6-3-3 ladder. A brief survey is made of primary schools which are most adaptable to change and have fewest problems remaining. Lower and upper-secondary schools are considered in relationship to total needs, facilities, and plans. Steps already taken in reorganization, consolidation, districting, development of comprehensive schools, elective subjects, and a guidance program are reviewed. Each of these areas of study is evaluated in terms of its import to school reorganization and to the economic stabilization program.

4. **Primary Schools:**

Basic reorganization of the primary schools throughout I Corps is almost complete. In comparison with the secondary schools, primary schools remain relatively unchanged. Under the old Japanese system, 6 years of schooling was compulsory while many children were allowed to remain for 2 additional years of higher-primary education which was in no way distinguished in materials and methods from the first 6 years. Those pupils who were able to pass examinations at the end of the 6th grade entered the middle school, the girl's high school, or a specialized vocational school. To the new aims and methods, sponsored by the occupation authorities in the 6-3-3 system, primary schools were adaptable and the teachers were ready for immediate help in curriculum.

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methods, in-service training, and all-round responsibility for pupil growth. Whenever prefectures and local communities utilized parts of primary-school buildings for lower-secondary schools, the primary buildings became overcrowded and little differentiation between levels of instruction has been observed.

Primary schools are slowly regaining their independence in most prefectures as transfers to independent lower-secondary schools are effected. Many of these transfers in the Tokai-Hokuriku and Kinki Regions came about through consolidation of primary schools.

As new buildings for the lower-secondary schools become available by transferring buildings from old middle schools, by use of former primary buildings, and by new construction, the number of primary schools which are handicapped for space because of attached lower-secondary schools has decreased. By 1950 most primary schools, except in mountainous areas, will be free of lower-secondary schools.

Primary schools in Tokai-Hokuriku Region now have one teacher to 31.9 pupils, a drop from 1 to 35 in 1948. Shikoku Region has 1 to 36.1 pupils, somewhat higher than the desired average.

5. Secondary Schools

Handbooks prepared by SCAP and Ministry of Education Committees, following provisions of the various school laws and ordinances, have suggested ways to approach equal educational opportunity for all children. This opportunity was not available when only certain children were allowed in the old middle-grade school, in many ways a school of favoritism. The inauguration of 6-3-3 system, with the lower-secondary years required of all children as of April 1949, should have seen universal transfer of buildings, teachers, principals, and equipment from the old middle-grade schools to the lower-secondary schools. However, this transfer was effected only when CA officers insisted that the law be carried out. In 1947, when only one year of the lower-secondary school was required, most primary schools included that grade in their buildings. In many places the same thing happened in 1948 when the second year was required, but in some prefectures 2 to 4 rooms were built with or near primary schools to care for these additional required years. Few prefectures or towns deemed it necessary to make a thorough survey of rooms, teachers, and equipment. Instead, when upper-secondary schools were established in April 1948, pressure groups attempted to course all old middle-grade schools to become upper-secondary schools -- an achievement quite possible under the law and Ministry of Education directives. Because certain Japanese and American took

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leadership in information programs and insisted that the 85 to 90% of the children who would never be in middle schools were the important ones, some prefectures actually did transfer up to half of the middle-grade schools to lower-secondary schools. In a few of these places, notably Kyoto city, there was a subtle promise by Japanese politicians that all old middle-school buildings would be used for the upper-secondary schools by 1950. They felt that even though the old middle-grade school included grades 7 to 11 it would be contaminated were it not made a school for the 10th to 12th grades and attendance limited.

Most education officers in I Corps started work by January 1948 on surveys, information campaigns, and preliminary assignments of buildings to lower-or-upper-secondary schools according to needs. The surveys included study of maps, of blue prints, of population, and of school attendants. This study, made jointly by Japanese and Americans with help from region and Corps officers, led to intelligent re-evaluation and re-assignment of buildings for new purposes. Some primary schools, having had 2 years of higher primary work, were not being used to their capacity and middle-grade schools, which have been limited in enrollments by Ministry of Education order, have seldom, been used to capacity even with 5 years of work. As a result, most prefectures which took the new system seriously found that from 40% to 60% of the middle-school buildings could easily be transferred to the lower-secondary schools, and that considerable numbers of primary schools could be transferred in those areas where consolidation of primary pupils in fewer buildings would not work hardships on the younger children. Far less new building was found essential than original plans would have indicated. But building continued, even where not essential, because the Ministry was subsidizing the program to the extent of half the bill and it was a way to get something for little.

In Tokai-Hokuriku Region 45% of middle-grade schools have been transferred to the lower-secondary schools. The buildings and rooms left to the upper-secondary schools are sufficient to care for all upper-secondary pupils without double shift or other inconveniences. 48 principals and 1078 teachers were shifted in April 1948 and during the year to the lower-secondary schools. More were shifted in April 1949 with the opening of the new school year.

The lower-secondary schools in this region were given a distinct boost by reorganization of the old secondary school. 81,630 lower-secondary pupils are now using old middle-school buildings. The present estimated value of buildings released to lower-secondary use is about a billion Yen. Some of the buildings could not be duplicated at any cost today as materials used such as ferro-concrete are unavailable. This amount represents a net saving to Japan of over a billion Yen and such building

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material. It is a most important consideration under present economic conditions.

6. Lower-secondary Schools

Hatsugaku #63, the Ministry of Education Handbook for the Preparation and Execution of the New School System, was published on February 17, 1947. It recommended thorough-going reorganization at all levels and establishment of Temporary Conference Groups or citizens' committees for local evaluation of the school system and recommendation of most effective ways of reorganization. These groups were advisory and could not make final decisions. Such decisions were left to the Governor. It recommended building transfers among the 6-3-3 levels according to need, and set patterns for change. Hatsugaku 534, the Handbook on Preparatory Steps for the Reorganization of the Upper-Secondary Schools, was published 27 December 1947, and completed the pattern by establishing standards for the upper-secondary schools. It also showed numerical reasons for transfer of many buildings and teachers to the lower-secondary schools so there would be equality between equal partners in the school system and not dominance by the highest. In Kinki region, Fukui (later transferred to Tokai-Hokuriku), Shiga, and Wakayama made necessary surveys and transferred many buildings to lower-secondary schools for the year opening April 1948.

Kyoto city transferred 11 of 21 old middle-grade buildings to lower-secondary schools to care for the huge number of 8th graders in compulsory education. By June, Nara felt the need to follow suit because of the inadequacy of lower-secondary space in primary schools, and in September transferred many buildings to the lower-secondary schools on an equitable basis. Osaka, Hyogo, and Kyoto prefectures were slightly slower in total transfers but were going step by step in the most equitable organization of lower-secondary schools.

Kyushu region was parallel, with Miyazaki, Oita, and Kumamoto taking the lead in redesignation of teachers and buildings. Miyazaki and Oita acted in a manner similar to Kinki prefectures. Kumamoto established for that year mostly 6-year secondary-schools under one principal, but has found divided schools more to their liking. These are now in process of transformation. Kagoshima, with over one hundred excellent youth-school buildings, had a ready-made set of buildings for lower-secondary schools and has (unfortunately for real growth) felt no pressure for transfer of middle-grade buildings. Nagasaki made its change more gradually, but by September had transferred some schools to lower-secondary and organized upper-secondary schools on a district basis.

Shikoku region expects to complete its 6-3-3 system by 1952 with ✓

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a good balance between lower and upper-secondary schools. They feel that by that time any boy or girl should be able to get an adequate 12 years of education according to his or her needs and the needs of the community. The system of compulsory education is complete and all 9 years of education are available to young people who must have it. Reorganization of the lower-secondary schools through consolidation is necessary, and the quality of opportunity varies considerably. In Shikoku Region an average of 34% of lower-secondary schools are in their own buildings. Only a small part of these have their own playground and facilities, for they are separate buildings adjacent to primary schools. This sharing is against established policy, elsewhere, for separate schools. When sharing will stop is hard to tell because correction is largely a local matter. Forced contribution for building lower-secondary schools is working hardships on people in Shikoku as well as in other regions. Few old middle-grade schools have been turned over to lower-secondary schools in Shikoku. That there is no intention to do so is evident. Civil Affairs Officers feel that vigorous efforts almost amounting to orders might produce some turn-over, but "The result would not justify the possible resulting resentment." It is possible that 4 or 5 schools in Shikoku may be turned over to lower secondary schools, far too few for any equitable sharing or for strengthening lower schools. Chugoku prefectures have transferred 41 old middle-grade buildings to lower schools, 27 in Hiroshima prefecture.

In Tokai Hokuriku region lower-secondary reorganization has of necessity paralleled upper-secondary changes. 118 buildings from the old middle-grade schools went to the lower-secondary schools. This transfer did a great deal to make the Japanese conscious of the fact that the lower-secondary is a secondary school and not some sort of continuation of elementary school. The fact that old middle-grade school buildings were large and could take in pupils from many smaller lower-secondary schools gave great impetus to the consolidation program. In some cases these two items were the most significant long-range results of lower-secondary schools' receiving facilities from old middle schools. Until the people realized that the lower-secondary is a real secondary school, and until they realized that small 1-or 2-room, so called secondary schools crowded into primary buildings were not suitable for secondary education, the lower-secondary program could have no middle schools, the development during the last year of lower-secondary schools in Tokai-Hokuriku has been remarkable.

The understanding in Tokai-Hokuriku region that the lower-secondary school is not a mere formal extension of primary education has been seen in the consolidation of primary buildings to give separate buildings to lower-secondary schools. In some places, pupils from 3 or 4 primary schools were concentrated in 2 or 3 buildings, leaving one free for lower-secondary.

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As the realization of the true meaning of lower-secondary education spread, the consolidation program following these examples gathered momentum. This has led to a large number of consolidations and to the development of coherent buildings plans by prefectural School Boards. The people have been sold on this plan by a publicity program which includes pamphlets, posters, and radio and stage plays which dramatize the problems of lower-secondary education.

If the School Board plan in Tokai-Hokuriku remains in force, the number of consolidated schools completed by April 1950 will be 474. This will mean an average overall reduction in number of lower-secondary schools from 1390 in April 1948, to 684 in 1950. This indicates real progress as the number of pupils is estimated at 600,000 in 1950 in comparison to the 472,000 in April 1948. Thus, more pupils are being educated in fewer but better schools. There is already a large net gain in lower-secondary schools of sufficient size to give good secondary education. In regions where the terrain is reasonably level, most lower-secondary schools will be in consolidated buildings by 1950. In mountainous regions the problem is more difficult to solve. In one prefecture a partial solution has been effected by building dormitories at the first school on the plain below the mountains, where the students can remain during winter weather. In Japan Sea prefectures summer vacations are replaced by winter vacations and children are urged to commute to schools on the plains for special summer sessions.

Teacher shortage has been relieved by transfer of teachers to the lower-secondary schools. Tokai-Hokuriku now has a ratio of 1 teacher to each 29.8 pupils in the lower secondary schools, almost at the desirable national average. In Shikoku, the ratio is 1 to 25.2. In Tokai-Hokuriku, 50.4% of lower-secondary schools are in their own buildings and that percentage is rapidly rising. There, perhaps, more than in any other region, with the possible exception of Kinki, where 44% are independently housed, the lower-secondary schools can claim to be an equal partner in secondary education.

7. Upper-Secondary Schools:

An equality of educational opportunity remains the basic consideration at the upper-secondary level. The old middle-grade school which made no pretense at equality has been out of existence in most parts of I Corps for one year. The fear of the people that reduction in number of upper-secondary schools from the number of old middle-grade schools would cause less opportunity has been unwarranted. In Shiga, for example, where 18 upper-secondary schools were established in 1948, replacing 28 old middle-grade schools, this number was found too large for optimum operation. 4 of those schools were made 9th-grade schools in September and starting this

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April, 9 districted comprehensive schools using 14 buildings care for twelfth graders plus 15% more pupils at 10th and 11th-grade levels than have ever before gone to school in Shiga prefecture. Similar patterns are developing throughout much of I Corps. Most prefectures have found it possible even with greatly reduced numbers of schools to permit all applicants to enter the upper-secondary schools. As short a time as three months ago, officials were fearful that no graduates of lower-secondary schools could be admitted because of crowding.

Basic considerations in reorganizations that have taken place throughout the last 15 months have been fourfold: (a) redesignation of former middle, girls, and vocational schools with first consideration given to the lower-secondary school without crippling upper-secondary schools; (b) upper-secondary schools should offer equal education to all boys and girls according to the needs of the boys and girls and the community; (c) upper-secondary schools should be districted so that boys and girls can have the courses they need as near their place of residence as possible, and not in the wandering, confusing manner of the old system where entrance was by examination only; (d) most upper-secondary schools should be comprehensive in course offerings to serve the needs demonstrated by pupils and community. Only in those major cities where districts might include several varieties of schools, would a comprehensive curriculum not be essential, and even there it might be desirable.

Redesignation of the middle-grade schools was essential since only 2 of the earlier 5 grades continued attending if the schools became upper-secondary schools. Ilgic would have suggested that only 40% of capacity become upper-secondary schools with 60% continuing to serve their former 7th to 9th-grade pupils. Equality of opportunity is axiomatic and is required by school law. Districting is also required by law. A comprehensive curriculum and co-education are strongly recommended, both for economic reasons, the former to help the schools become large enough to serve demonstrated needs, and the latter to offer girls something better than the 4th-rate citizenship they were prepared for under the old system.

In Shikoku the most unsatisfactory situation in the 6-3-3 system is the condition of the upper-secondary schools. The Japanese have persistently ignored this problem, or pushed it aside, because it was too hot and touchy since the publication of Hatsugaku 534 and 63. Since January 1949, however there has been interest, activity, and planning with this problem in the forefront of all education problems. Interest has not been limited to Board of Education and Secretariat but has included many newspaper articles and editorials and meetings on the subject. All Shikoku Boards of Education now have some plans for completion of reorganization. By 1 April 1949 a start has been made. Districting may be

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accomplished in 1949, on paper. Co-education as a general policy will start on 1949 and be complete in 1951. Comprehensive schools will begin in 1949 and be complete in 1951. There is opposition to reorganization of the upper-secondary schools. Some Americans on Shikoku think this is mostly sentiment. Others think it much more. But Japanese educators and other people are accepting reorganization as inevitable, if somewhat delayed.

The time schedule as developed by officials in Shikoku is as follows:

- 1 April 1949: Plans made in all prefectures.
 Districting—at least on paper—in Tokushima, Ehime, and Kagawa.
 Coeducation in most primary schools, in a bit more than half of the lower-secondary schools, and in the first year of the upper-secondary schools. (Not satisfactory, however.)
 A few scattered upper-secondary schools comprehensive. ✓?
- Fall 1949 : Districting actually completed, i.e., districts set up on paper in all prefectures.
 A majority of upper-secondary schools consolidated on the comprehensive-school principle.
- Early 1950 : Most lower-secondary schools in separate buildings—perhaps 80%-90%.
 Second year of upper-secondary school coeducational (?)
 Comprehensive upper-secondary education available to most boys and girls.
 Actual districting almost completed—i.e., boys and girls attending upper-secondary schools by districts.
- 1951 : Third years of upper secondary school co-educational (?)
 Actual districting completed.
 Most phases of reorganization completed.
 Comprehensive upper-secondary education probably available to all boys and girls.
- April 1952 : Probable completion of all phases of reorganization.

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In Tokai-Hokuriku Region, recommendations similar to those of Shikoku were made. Following the reorganization directives from the Ministry these recommendations have been very completely adopted. All upper-secondary schools, following the large transfer of buildings and teachers to lower-secondary schools, have become co-educational for all years. This means that equal education for boys and girls has been achieved. Co-education is actual co-education with boys and girls in the same classes. A year ago Tokai deemed this step impossible except in a few schools. A year-by-year progression starting with the 9th grade was attempted. However, such progression was found more difficult than total break with tradition and organization according to demonstrated worth.

All Tokai upper-secondary schools are districted for all years. The favorite schools idea is finished in the region. The schools are not yet equal, but every effort has been made to bring about equality. These steps have been taken: (a) Principals were shifted; principals of the former favorite schools went to poorer schools and vice versa; principals were shifted to lower-secondary and vice versa; principals became teachers and vice versa. (b) Teachers were shifted. The concentration of experienced teachers in certain schools was ended by wholesale shifting to poorer schools and vice versa. (c) Equalization funds were allotted to poor schools in order to build up teacher staff and equipment on hand was distributed as fairly as possible to all schools.

Most Tokai upper-secondary schools are now offering 3 or more courses of study (except for a very few specialized technical schools in cities). The "superior" general type of college-preparatory schools has disappeared and in its place are schools offering courses needed by the people of the community based on community survey. Vocational-course offerings, both major and elective, have been substantially increased.

These changes have effected a very material reduction in the dictatorial position of the old middle school. The present upper-secondary school is more nearly an equal partner with the other 2 divisions on the 6-3-3 ladder. April 1949 saw a significant increase in upper-secondary-school enrollment. This increase may be due to obtuse factors, but at least some parents have said these changes have long been needed and bring upper-secondary education within reach of more people.

These steps in reorganization toward consolidation, comprehensive curricula, districting, and co-education have been taken effectively through most of I Corps. In Chugoku only Okayama is waiting for major reorganization next September. Shikoku is the reactionary area: Generally, only planning in these items has been accomplished.

The teacher-pupil ratio at the upper-secondary level varies considerably. Last year many schools were found to have less than 10 pupils

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per teacher and officials were unwilling to transfer teachers because of union and prestige pressure. At present, Shikoku region averages one teacher to 15.4 pupils and Tokai averages 23.5 pupils, almost at the nationally-desired average. In part-time schools Shikoku's average is 9.2 pupils, a figure that makes part-time education exceedingly expensive under present circumstances. Upper-secondary schools average 358 pupils and branch schools 97 pupils in Shikoku. Both are small for best work. Upper-secondary buildings could house 117,300 pupils if used to capacity of regular classrooms, but actually have only 47,006 pupils. Over half of the rooms and buildings could well be transferred to lower-secondary schools which are now inadequately housed. Economic stability would expect transfer rather than construction. ✓?

8. Guidance:

Japanese educators, like American, are coming to believe that education's first function is guidance in every phase, curricular or methodological. The primary schools have taken on this function readily because it so well fits their organization and their new materials of education. Lower-secondary schools have done less through lack of understanding. Re-training courses for all teachers in the school and specialized courses for guidance directors and vocational teachers can bring rapid understanding. Developing guidance programs at the lower-secondary level should prepare those pupils who will terminate after the 9th grade for normal social relations, intellectual improvement, and vocational independence. These 3 types of guidance should enable the pupil to decide intelligently whether he should continue to upper-secondary school and what kinds of work he may want to choose. His choice should be free and made from understandings gained through wise guidance procedures in the lower-secondary schools. At the upper-secondary level guidance should continue in choice of major and elective courses, and in case of transfer from major to major if a student finds himself in work for which he is unsuited. Such transfer has never been possible in Japan without losing at least one year's study. The guidance should continue after school as follow-up of school work and as basis for ongoing changes in the total school program.

Most regions within I Corps have had guidance conferences and have done considerable work with guidance for in-service training of teachers. Osaka established a series of conferences and a Japanese-American Committee on approaches to guidance. A homeroom system, a dean system, and procedures for integrating all types of guidance with curricular and special-curricular fields was established throughout the prefecture. They also shared their experiences and some of their leaders with other Kinki and Tokai-Hokuriku prefectures. The guidance program in Tokai-Hokuriku region has developed to the place where educators wonder why they have not taken steps previously which would approach values now seen in homeroom, dean's guidance activities, and follow-up.

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Thorough-going work under American leadership has led to the current great increase in vocational majors and electives chosen by students throughout the region. The earlier preponderance of college-preparatory work, despite the fact that most students would not continue in college or technological work, has been lost.

The indicated increase in upper-secondary-school enrollment through most of I Corps is gratifying. A close study of statistics indicates a declining enrollment for several years. There are complex reasons for the decline, but one may be that the Japanese people themselves sensed that the old middle-grade schools were no longer meeting Japanese needs. Since the increase in enrollment is largely in vocational courses, it may be that the new comprehensive school is becoming more attractive to the Japanese people.

9. Discussion:

Most of the reorganization now taking place in parts of I Corps might better have been planned for and done a year ago. Much that is just beginning in Shikoku and individual prefectures in other regions seems too slow in terms of advice and law on necessary steps. In no area could all reorganization steps have been taken at one time effectively. Many of these steps had to grow one from another. Such growth has not needed to be slow, although it frequently has been. In Tokai-Hokuriku Region, which is among the most effectively organized to date, there was resistance to ideas of change in any major field. Transfer of schools to lower-secondary schools needed clarification before it could be accepted. Districting, which is required by the Board of Education Law, was planned in several Tokai prefectures to take place starting in 1943 with the 9th grade and going ahead a year at a time. A comprehensive curriculum and co-education were planned to parallel this year-by-year growth. A few months of work on this system indicated to the Japanese its confusion and futility. Because this was too slow and too inefficient in use of buildings and teachers, they decided to make the complete break with tradition at once, a decision which individual prefectures in I Corps regions had made a year before. ✓

School reorganization was opposed by the privileged old middle-school class whose sons and daughters were in the favorite schools. This group was closer to the Board of Education members than the less privileged group, and the Board was at first as hesitant to tackle the problem of reorganization as had been the Governor before it. As the Tokai Boards began to get a broader view of their job, they probed into the problem more deeply and finally set out boldly to finish reorganization in 1949. These Boards have grown as a result of a major job they had to do early in their career. Board members were often more aggressive and gave more leadership than superintendents. Boards made the hard decisions.

Co-education has been in effect in some Tokai-Hokuriku prefectures for many months as it has in Kyushu and Kinki regions. In all cases it has worked well and none of the evil results predicted for it have been found.

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There seems to be no opposition to co-education in these regions at the present time. In many places co-education has won praise because it has meant cleaner schools, greater pupil opportunity, and better-groomed children.

Board members have spent more time on reorganization problems than seems desirable, due to poor superintendent and Secretariat leadership and planning. In Tokai and Kinki, since the future problems facing upper-secondary schools are of a technical, educational nature, it is possible that the trained educators will be allowed to assume their true positions as executives for the Board. The problems of school reorganization were to a large extent problems Board members could visualize easily as they involved buildings, map plans, and pupils and teachers in round numbers.

The time schedule for reorganization set up in Shikoku seems slow and unrealistic in comparison with progress in Tokai-Hokuriku and Kinki regions. Few buildings have been transferred to lower-secondary schools to help solve basic needs for compulsory years of education. Few teachers have been transferred. As a result middle-grade schools remain as they were, but with far less pupils; and lower-secondary schools are largely housed in old, unsatisfactory, adjacent-to-primary-school buildings. Districting at all levels can be and should be a simple and positive procedure. Survey and evaluation of needs of districted pupils and communities is a longer and harder job but one which can be accomplished in a relatively short time when officials are shown reasons for change. The offering of desired courses in schools near home makes education more attractive and serves a broader cross section than the rush to the nearest town offering desired courses.

Co-education need not of itself be important except as it leads, to improved education for both boys and girls and to more economical use of teachers, equipment, and buildings. In most parts of Japan outside major cities co-education is the economical way to operate.

The Japanese education structure was out of line with democratic objectives and had to be reorganized. The current reorganization has been timely and its early carrying out seems essential for well being at all levels. Some prefectures may have gone too fast, in that reorganization has continued over a period of time. Others certainly are too slow since they are 15 months behind in what they are doing. The vast savings in building utilization in Tokai-Hokuriku region should be duplicated in every region in Japan. Caring for this large number of lower-secondary school pupils in buildings available but inefficiently used is in keeping with the economic recovery program. Leaving rooms and equipment idle many hours of the day and using teachers inefficiently are out of keeping with the program. Where transfer of buildings

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is possible, new construction is self-evident waste, for consolidation can be effected without decreasing educational value. Several prefectures have felt that no secondary school, upper or lower, should have less than 450 pupils if it is to operate most effectively for pupils and communities. Such a figure, except in hardship cases in inaccessible areas, might well be made standard through Board of Education by-laws.

The kind of help now being given Board of Education, Secretariat, principals, and teachers should be continued as one of the best means of implementing this education program. The emphasis, however should be on local help wherever possible. Much has been accomplished in every prefecture in I Corps. The Japanese are getting used to the idea of this new school organization. They are sympathetic to past reforms in education. Some education officers feel that too much pushing may destroy some of this sympathy and that pressure should be eased for fear it will cause indigestion and resentment. In other words, there is a feeling that the Japanese should be allowed to assimilate what they already have, to work out their own problems, and occasionally to get expert and understanding help on these problems, on a local level. Other education officers agree in part with this point of view, but feel that the time is now and that reform must come as a whole if it is to be most valuable.

The program itself can hardly be simplified. It is complex and requires a complex solution. The solution in various prefectures and regions needs vary according to local conditions. One suggestion is that much of the informational material given to the Japanese has been far removed from the practical-solution level and that such material in the future should be limited to concrete suggestions with only occasional theory thrown in to clarify particular problems. Excellent examples of what can be done effectively are parts 2, 3, and 4 of the new bulletin, Curriculum of the New Upper-Secondary School, and the new guidance book.

Making the program attractive and acceptable to the Japanese may not be completely possible. Certainly it is not possible to the old bosses who want to keep authority away from common people, and to keep away from equality of opportunity. The Japanese do not understand the principles behind reorganization and are not likely to understand them until they have had experience with the reorganized school system and arrive at educational maturity. Reorganization, especially at the upper-secondary level, goes against sentiment and tradition. Only through approach to the self-interests of the great majority of the Japanese people and to an understanding of the reasons for increased compulsory years and opportunities above those years will this program be thoroughly acceptable. An all-out information campaign

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should be implemented at every level by Americans and Japanese to this end.

12. Conclusions:

Reorganization has been unequal within regions and between regions. Of the 5 regions within I Corps, Tokai-Hokuriku appears to be the most balanced in present status. Its education officer feels that there is sufficient understanding of the reasons for change and the types of change that have taken place, that there is little need for further American starts on new programs. This is a time for digestion and strengthening of what has already been started within each of the 6 prefectures. This is a time for School Board members to reduce the amount of attention they devote to school affairs, and have IFEL-trained (Institute For Educational Leadership) superintendents and consultants show more aggressive leadership. The adjustment of Board-superintendent relationships is a major problem to be solved now that reorganization is virtually complete in this region. Future problems are less of a physical nature and so may be less interesting to Board members. Problems of scheduling, curriculum, guidance, and in-service training are fields for trained educators. Tokai region has held a number of conferences to train Japanese in these fields. No great difficulty is foreseen at this time with the remaining upper-secondary problems so long as competent civil education officers are left to help the Japanese as they run into difficulties. Major attention should now shift to lower-secondary and primary schools, especially as Board members have had so many problems in upper-secondary reorganization they have forgotten their equal obligation to all schools. ✓

The excellent result, shown above in Tokai-Hokuriku region are paralleled in Kinki and in many prefectures in other regions. What has been done in these prefectures can be done in other prefectures under careful leadership. The experiences in at least three regions led to the conclusion that reorganization of secondary schools can best be done at one time after real planning. The Japanese tendency to do nothing where precedence can be found in another prefecture for not doing it should be fought against. After the work done by SCAP, Eighth Army, Corps, and regions in preliminary surveys and advice on reorganization, specific work in the prefectures should come rapidly and easily. Visitation by prefectural Board members and Secretariat representatives to other prefectures which have accomplished excellent results is indicated. Information reports from prefectures or regions where reorganization has been most satisfactory should be sent through Japanese and American channels. Model systems might well be set up for others to see in such practical and demonstrable fields as: comprehensive schools, homeroom system, guidance programs, vocational courses for both secondary levels, elective vocational courses for small upper-secondary schools, rational districting, excellent space utilization at both secondary levels, and co-educational activities where both boys and ✓

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girls have benefited.

Primary schools have gone the farthest of any level toward modern concepts of education. They still have far to go but are on the way. Practical guide-books for curriculum and methods are needed at the secondary levels for core materials as well as subject-matter areas. Carefully coordinated curriculum suggestions are needed along with samples of the full curriculum used in excellent comprehensive schools.

11. Recommendations:

Most reorganization should be local. This means transfer of control and responsibility from national direction to prefectural and to local decision. So far real change has come about largely through Ministry of Education directive and local Japanese and American interpretation of such direction. National money should be given generally and not specifically for school purposes, with no strings attached. Changes in tax structure should bring about local dependence for schools rather than top-down control with pursestrings in the hands of the local and prefectural Boards of Education. Schools of all levels should be responsive to area needs rather than to set national patterns.

Continuous restudy of organizational status of the 6-3-3 system is essential for best results. Where reorganization within a prefecture or region has fallen behind what it could have or should have accomplished, education officers should direct attention toward effecting desirable changes required by law or recommended by the Ministry. Districting, comprehensive schools suited to the locality and equality of opportunity should be available within each prefecture before the second semester of the current year, if it is not now available.

Wherever possible primary-school buildings and old middle-school buildings should be turned over bodily to the lower-secondary schools so that most lower-secondary pupils may be in independent schools established to serve their needs, not in schools attached to something else. Where such transfers have not been executed a building-utilization survey should be completed and transfer should be done early enough that schools are in best possible shape for opening of the school semester in September.

Legal problems needing prompt solution include at least two major points:

a. Permission or direction to transfer prefectural school buildings to city or local boards with subsidies for operation. Such transfer would enable rational organization of public-school systems as a whole instead of present divided control and lack of equality where both cities and

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prefecture operate upper-secondary schools and both own other school buildings.

b. Interpretation or redefinition of "Basic property" and Board of Education responsibility for school property of all sorts. As the Local Autonomy Law interprets "basic property" as "income-producing" and only "basic property" has been transferred from prefectures to Boards, all buildings can be taken over by prefectures for political purposes for any use without Board permission. ✓

Where all of these points are accomplished, a slow-down in new organizational change is indicated with specific help to officials and to schools in achieving understanding of the changes and in making them most valuable for the area and the children.

The Secretariat should assume under the superintendent's leadership responsibility for continuous survey of schools and school needs and make recommendations for improvement at all levels. They should be responsible for most efficient utilization of buildings and improvement of facilities within available budgets and the economic stabilization program.

Major attention should be given, once upper-secondary schools are equal to and not dominant over other levels, to the lower-secondary and the primary schools. No upper-secondary school can be good unless its contributory primary and lower-secondary schools are excellent. ✓

Each prefecture and region should develop an inclusive information program in "education for all Japanese children" at every level. It should fortify excellent reorganization and combat dependence on tradition in education. It should strengthen current change and foresee changes necessary in the immediate future. ✓

12. This headquarters is putting as many of these recommendations into effect as is possible under current directives.

FOR THE COMMANDING GENERAL:

HEADQUARTERS I CORPS
APO 301 (Kyoto, Honshu)

AG 000.8 - BA

SUBJECT: Reorganization of Public Schools (CA I Corps Nine-
Point ESP Study #7)

TO: Commanding General
Eighth Army
APO 343

1. SUBJECT: Reorganization of Public Schools

2. PURPOSE: To evaluate progress made to date in the re-
organization of the Public School system in I Corps, and to make
recommendations for continuing development in line with SCAP,
CI&E, and Ministry of Education Policy.

3. SCOPE:

This study evaluates the degree of attainment of equal educational opportunities for all children as guaranteed by the Board of Education Law and implemented by Ministry of Education publications, at each level of the 6-3-3 ladder. A brief survey is made of primary schools which are most adaptable to change and have fewest problems remaining. Lower and upper-secondary schools are considered in relationship to total needs, facilities, and plans. Steps already taken in reorganization, consolidation, districting, development of comprehensive schools, elective subjects, and a guidance program are reviewed. Each of these areas of study is evaluated in terms of its import to school re-organization and to the economic stabilization program.

4. Primary Schools:

Basic reorganization of the primary schools throughout I Corps is almost complete. In comparison with the secondary schools, primary schools remain relatively unchanged. Under the old Japanese system, 6 years of schooling was compulsory while many children were allowed to remain for 2 additional years of higher-primary education which was in no way distinguished in materials and methods from the first 6 years. Those pupils who were able to pass examinations at the end of the 6th grade entered the middle school, the girl's high school, or a specialized vocational school. To the new aims and methods, sponsored

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by the occupation authorities in the 6-3-3 system primary schools were adaptable and the teachers were ready for immediate help in curriculum, methods, in-service training, and all-round responsibility for pupil growth. Whenever prefectures and local communities utilized parts of primary-school buildings for lower-secondary schools, the primary buildings became overcrowded and little differentiation between levels of instruction has been observed.

Primary schools are slowly regaining their independence in most prefectures as transfers to independent lower-secondary schools are effected. Many of these transfers in the Tokai-Hokuriku and Kinki Regions came about through consolidation of primary schools.

As new buildings for the lower-secondary schools become available by transferring buildings from old middle schools, by use of former primary buildings, and by new construction, the number of primary schools which are handicapped for space because of attached lower-secondary schools has decreased. By 1950 most primary schools, except in mountainous areas, will be free of lower-secondary schools.

Primary schools in Tokai-Hokuriku Region now have one teacher to 31.9 pupils, a drop from 1 to 35 in 1948. Shikoku Region has 1 to 36.1 pupils, somewhat higher than the desired average.

5. Secondary Schools:

Handbooks prepared by SCAP and Ministry of Education Committees, following provisions of the various school laws and ordinances, have suggested ways to approach equal educational opportunity for all children. This opportunity was not available when only certain children were allowed in the old middle-grade school, in many ways a school of favoritism. The inauguration of 6-3-3 system, with the lower-secondary years required of all children as of April 1949, should have seen universal transfer of buildings, teachers, principals, and equipment from the old middle-grade schools to the lower-secondary schools. However, this transfer was effected only when CA officers insisted that the law be carried out. In 1947, when only one year of the lower-secondary school was required, most

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primary schools included that grade in their buildings. In many places the same thing happened in 1948 when the second year was required, but in some prefectures 2 to 4 rooms were built with or near primary schools to care for these additional required years. Few prefectures or towns deemed it necessary to make a thorough survey of rooms, teachers, and equipment. Instead, when upper-secondary schools were established in April 1948, pressure groups attempted to coerce all old middle-grade schools to become upper-secondary schools -- an achievement quite possible under the law and Ministry of Education directives. Because certain Japanese and American took leadership in information programs and insisted that the 85 to 90% of the children who would never be in middle schools were the important ones, some prefectures actually did transfer up to half of the middle-grade schools to lower-secondary schools. In a few of these places, notably Kyoto city, there was a subtle promise by Japanese politicians that all old middle-school buildings would be used for the upper-secondary schools by 1950. They felt that even though the old middle-grade school included grade 7 to 11 it would be contaminated were it not made a school for the 10th to 12th grades and attendance limited.

Most education officers in I Corps started work by January 1948 on surveys, information campaigns, and preliminary assignments of buildings to lower-or-upper-secondary schools according to needs. The surveys included study of maps, of blue prints, of population, and of school attendants. This study, made jointly by Japanese and Americans with help from region and Corps officers, led to intelligent re-evaluation and re-assignment of buildings for new purposes. Some primary schools, having had 2 years of higher primary work, were not being used to their capacity and middle-grade schools, which have been limited in enrollments by Ministry of Education order, have seldom, been used to capacity even with 5 years of work. As a result, most prefectures which took the new system seriously found that from 40% to 60% of the middle-school buildings could easily be transferred to the lower-secondary schools, and that considerable numbers of primary schools could be transferred in those areas where consolidation of primary pupils in fewer buildings would not work hardships on the younger children. Far less new building was found essential than original plans would have indicated. But building continued, even where not essential, because the Ministry was subsidizing

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the program to the extent of half the bill and it was a way
to get something for little.

In Tokai-Hokuriku Region 45% of middle-grade schools
have been transferred to the lower-secondary schools. The
buildings and rooms left to the upper-secondary schools are
sufficient to care for all upper-secondary pupils without
double shift or other inconveniences. 48 principals and 1078
teachers were shifted in April 1948 and during the year to
the lower-secondary schools. More were shifted in April 1949
with the opening of the new school year.

The lower-secondary schools in this region were given
a distinct boost by reorganization of the old secondary school.
81,630 lower-secondary pupils are now using old middle-school
buildings. The present estimated value of buildings released
to lower-secondary use is about a billion Yen. Some of the
buildings could not be duplicated at any cost today as materials
used such as ferro-concrete are unavailable. This amount re-
presents a net saving to Japan of over a billion Yen and much
building material. It is a most important consideration under
present economic conditions.

6. Lower-Secondary Schools:

Hatsugaku #63, the Ministry of Education Handbook for
the Preparation and Execution of the New School System, was
published on February 17, 1947. It recommended thorough going
reorganization at all levels, and establishment of Temporary
Conference Groups or citizens' committees for local evaluation
of the school system and recommendation of most effective ways
or reorganization. These groups were advisory and could not
make final decisions. Such decisions were left to the Governor.
It recommended building transfers among the 6-3-3 levels ac-
cording to need, and set patterns for change. Hatsugaku 534,
the Handbook on Preparatory Steps for the Reorganization of
the Upper-Secondary Schools, was published 27 December 1947,
and completed the pattern by establishing standards for the
upper-secondary schools. It also showed numerical reasons for
transfer of many buildings and teachers to the lower-secondary
schools so there would be equality between equal partners in
the school system and not dominance by the highest. In Kinki
region, Fukui (later transferred to Tokai-Hokuriku), Shiga,
and Wakayama made necessary surveys and transferred many build-
ings to lower-secondary schools for the year opening April 1948.

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Kyoto city transferred 11 of 21 old middle-grade buildings to lower-secondary schools to care for the huge number of 8th graders in compulsory education. By June, Nara felt the need to follow suit because of the inadequacy of lower-secondary space in primary schools, and in September transferred many buildings to the lower-secondary schools on an equitable basis. Osaka, Hyogo, and Kyoto prefectures were slightly slower in total transfers but were going step by step in the most equitable organization of lower-secondary schools.

Kyushu region was parallel, with Miyazaki, Oita, and Kumamoto taking the lead in redesignation of teachers and buildings. Miyazaki and Oita acted in a manner similar to Kinki prefecture. Kumamoto established for that year mostly 6-year secondary-schools under one principal, but has found divided schools more to their liking. These are now in process of transformation. Kagoshima, with over one hundred excellent youth-school buildings, had a ready-made set of buildings for lower-secondary schools and has (unfortunately for real growth) felt so pressures for transfer of middle-grade buildings. Nagasaki made its change more gradually, but by September had transferred some schools to lower-secondary and organized upper-secondary schools on a district basis.

Shikoku region expects to complete its 6-3-3 system by 1952 with a good balance between lower and upper-secondary schools. They feel that by that time any boy or girl should be able to get an adequate 12 years of education according to his or her needs and the needs of the community. The system of compulsory education is complete and all 9 years of education are available to young people who must have it. Reorganization of the lower-secondary schools through consolidation is necessary, and the quality of opportunity varies considerably. In Shikoku Region an average of 34% of lower-secondary schools are in their own buildings. Only a small part of these have their own playground and facilities, for they are separate buildings adjacent to primary schools. This sharing is against established policy, elsewhere, for separate schools. When sharing will stop is hard to tell because correction is largely a local matter. Forced contribution for building lower-secondary schools is working hardships on people in Shikoku as well as in other regions. Few old middle-grade schools have been turned over to lower-secondary schools in Shikoku. That there is no intention to do so is evident. Civil Affairs officers feel that vigorous efforts almost amounting to orders might produce some turn-over, but "The result would not justify the possible resulting resentment." It is possible that 4 or 5 schools in

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Shikoku may be turned over to lower secondary schools, far too few for any equitable sharing or for strengthening lower schools. Chugoku prefectures have transferred 41 old middle-grade buildings to lower schools, 27 in Hiroshima prefecture.

In Tokai-Hokuriku region lower-secondary reorganization has of necessity paralleled upper-secondary changes. 118 buildings from the old middle-grade schools went to the lower-secondary schools. This transfer did a great deal to make the Japanese conscious of the fact that the lower-secondary is a secondary school and not some sort of continuation of elementary school. The fact that old middle-grade school buildings were large and could take in pupils from many smaller lower-secondary schools gave great impetus to the consolidation program. In some cases these two items were the most significant long-range results of lower-secondary schools' receiving facilities from old middle schools. Until the people realized that the lower-secondary is a real secondary school, and until they realized that small 1-or 2-room, so called secondary schools crowded into primary buildings were not suitable for secondary education, the lower-secondary program could have no middle schools, the development during the last year of lower-secondary schools in Tokai-Hokuriku has been remarkable.

The understanding in Tokai-Hokuriku region that the lower-secondary school is not a mere formal extension of primary education has been seen in the consolidation of primary buildings to give separate buildings to lower-secondary schools. In some places, pupils from 3 or 4 primary schools were concentrated in 2 or 3 buildings, leaving one free for lower-secondary.

As the realization of the true meaning of lower-secondary education spread, the consolidation program following these examples gathered momentum. This has led to a large number of consolidations and to the development of coherent buildings plans by prefectural School Boards. The people have been sold on this plan by a publicity program which includes pamphlets, posters, and radio and stage plays which dramatize the problems of lower-secondary education.

If the School Board plan in Tokai-Hokuriku remains in force, the number of consolidated schools completed by April 1950 will be 474. This will mean an average overall reduction in number of lower-secondary schools from 1390 in April 1948, to 684 in 1950. This indicates real progress as the number of pupils is estimated at 600,000 in 1950 in comparison to the 472,000 in April 1948. Thus, more pupils are being educated in

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fewer but better schools. There is already a large net gain in lower-secondary schools of sufficient size to give good secondary education. In regions where the terrain is reasonably level, most lower-secondary schools will be in consolidated buildings by 1950. In mountainous regions the problem is more difficult to solve. In one prefecture a partial solution has been effected by building dormitories at the first school on the plain below the mountains, where the students can remain during winter weather. In Japan Sea prefectures summer vacations are replaced by winter vacations and children are urged to commute to schools on the plains for special summer sessions.

Teacher shortage has been relieved by transfer of teachers to the lower-secondary schools. Tokai-Hokuriku now has a ratio of 1 teacher to each 29.8 pupils in the lower secondary schools, almost at the desirable national average. In Shikoku, the ratio is 1 to 25.2. In Tokai-Hokuriku, 50.4% of lower-secondary schools are in their own buildings and that percentage is rapidly rising. There, perhaps, more than in any other region, with the possible exception of Kinki, where 44% are independently housed, the lower-secondary schools can claim to be an equal partner in secondary education.

7. Upper-Secondary Schools:

An equality of educational opportunity remains the basic consideration at the upper-secondary level. The old middle-grade school which made no pretense at equality has been out of existence in most parts of I Corps for one year. The fear of the people that reduction in number of upper-secondary schools from the number of old middle-grade schools would cause less opportunity has been unwarranted. In Shiga, for example, where 18 upper-secondary schools were established in 1948, replacing 28 old middle grade schools, this number was found too large for optimum operation. 4 of those schools were made 9th-grade schools in September and starting this April, 9 districted comprehensive schools using 14 buildings care for twelfth graders plus 15% more pupils at 10th and 11th-grade levels than have ever before gone to school in Shiga prefecture. Similar patterns are developing throughout much of I Corps. Most prefectures have found it possible even with greatly reduced numbers of schools to permit all applicants to enter the upper-secondary schools. As short a time as three months ago, officials were fearful that no graduates of lower-secondary schools could be admitted because of crowding.

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Basic considerations in reorganizations that have taken place throughout the last 15 months have been fourfold: (a) redesignation of former middle, girls, and vocational schools with first consideration given to the lower-secondary school without crippling upper-secondary schools; (b) upper-secondary schools should offer equal education to all boys and girls according to the needs of the boys and girls and the community; (c) upper-secondary schools should be districted so that boys and girls can have the courses they need as near their place of residence as possible, and not in the wandering, confusing manner of the old system where entrance was by examination only; (d) most upper-secondary schools should be comprehensive in course offerings to serve the needs demonstrated by pupils and community. Only in those major cities where districts might include several varieties of schools, would a comprehensive curriculum not be essential, and even there it might be desirable.

Redesignation of the middle-grade schools was essential since only 2 of the earlier 5 grades continued attending if the schools became upper-secondary schools. Logic would have suggested that only 40% of capacity become upper-secondary schools with 60% continuing to serve their former 7th to 9th-grade pupils. Equality of opportunity is axiomatic and is required by school law. Districting is also required by law. A comprehensive curriculum and co-education are strongly recommended, both for economic reasons, the former to help the schools become large enough to serve demonstrated needs, and the latter to offer girls something better than the 4th-rate citizenship they were prepared for under the old system.

In Shikoku the most unsatisfactory situation in the 6-3-3 system is the condition of the upper-secondary schools. The Japanese have persistently ignored this problem, or pushed it aside, because it was too hot and touchy since the publication of *Hatsugaku* 534 and 63. Since January 1949, however, there has been interest, activity, and planning with this problem in the forefront of all education problems. Interest has not been limited to Board of Education and Secretariat but has included many newspaper articles and editorials and meetings on the subject. All Shikoku Boards of Education now have some plans for completion of reorganization. By 1 April 1949 a start has been made. Districting may be accomplished in 1949, on paper. Co-education as a general policy will start on 1949 and be

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complete in 1951. Comprehensive schools will begin in 1949 and be complete in 1951. There is opposition to reorganization of the upper-secondary schools. Some Americans on Shikoku think this is mostly sentiment. Other think it much more. But Japanese educators and other people are accepting reorganization as inevitable, if somewhat delayed.

The time schedule as developed by officials in Shikoku is as follows:

- 1 April 1949: Plans made in all prefectures.
 Districting--at least on paper--in Tokushima, Ehime, and Kagawa.
 Coeducation in most primary schools, in a bit more than half of the lower-secondary schools, and in the first year of the upper-secondary schools. (Not satisfactory, however.)
 A few scattered upper-secondary schools comprehensive.
- Fall 1949 : Districting actually completed, i.e., districts set up on paper in all prefectures.
 A majority of upper-secondary schools consolidated on the comprehensive-school principle.
- Early 1950 : Most lower-secondary schools in separate buildings--perhaps 80% - 90%.
 Second year of upper-secondary school coeducational (?)
 Comprehensive upper-secondary education available to most boys and girls
 Actual districting almost completed--i.e., boys and girls attending upper-secondary schools be districts.
- 1951 : Third year of upper-secondary school co-educational (?)
 Actual districting completed.
 Most phases of reorganization completed.
 Comprehensive upper-secondary education probably available to all boys and girls.
- April 1952 : Probable completion of all phases of reorganization.

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In Tokai-Hokuriku Region, recommendations similar to those of Shikoku were made. Following the reorganization directives from the Ministry these recommendations have been very completely adopted. All upper-secondary schools, following the large transfer of buildings and teachers to lower-secondary schools, have become co-educational for all years. This means that equal education for boys and girls has been achieved. Co-education is actual co-education with boys and girls in the same classes. A year ago Tokai deemed this step impossible except in a few schools. A year-by-year progression starting with the 9th grade was attempted. However, such progression was found more difficult than total break with tradition and organization according to demonstrated worth.

All Tokai upper-secondary schools are districted for all years. The favorite school idea is finished in the region. The schools are not yet equal, but every effort has been made to bring about equality. These steps have been taken: (a) Principals were shifted; principals of the former favorite schools went to poorer schools and vice versa; principals were shifted to lower-secondary and vice versa; principals became teachers and vice versa. (b) Teachers were shifted. The concentration of experienced teachers in certain schools was ended by wholesale shifting to poorer schools and vice versa. (c) Equalization funds were allotted to poor schools in order to build up teacher staff and equipment on hand was distributed as fairly as possible to all schools.

Most Tokai Upper-secondary schools are now offering 3 or more courses of study (except for a very few specialized technical schools in cities). The "superior" general of college-preparatory school has dis-appeared and in its place are schools offering courses needed by the people of the community based on community survey. Vocational-course offerings, both major and elective, have been substantially increased.

These changes have effected a very material reduction in the dictatorial position of the old middle school. The present upper-secondary school is more nearly an equal partner with the other 2 divisions on the 6-3-3 ladder. April 1949 saw a significant increase in upper-secondary-school enrollment. This increase may be due to obtuse factors, but at least some parents have said these changes have long been needed and bring upper-secondary education within reach of more people.

These steps in reorganization toward consolidation,

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These steps in reorganization toward consolidation, comprehensive curricula, districting, and co-education have been taken effectively through most of I Corps. In Chugoku only Okayama is waiting for major reorganization next September. Shikoku is the reactionary area: Generally, only planning in these items has been accomplished.

The teacher-pupil ratio at the upper-secondary level varies considerably. Last year many schools were found to have less than 10 pupils per teacher and officials were unwilling to transfer teacher because of union and prestige pressure. At present, Shikoku region averages one teacher to 15.4 pupils and Tokai averages 23.5 pupils, almost at the nationally-desired average. In part-time schools Shikoku's average is 9.2 pupils, a figure that makes part-time education exceedingly expensive under present circumstances. Upper-secondary schools average 358 pupils and branch schools 97 pupils in Shikoku. Both are small for best work. Upper-secondary buildings could house 117,300 pupils if used to capacity of regular classrooms, but actually have only 47,006 pupils. Over half of the rooms and buildings could well be transferred to lower-secondary schools which are now inadequately housed. Economic stability would expect transfer rather than construction.

8. Guidance:

Japanese educators, like American, are coming to believe that education's first function is guidance in every phase, curricular or methodological. The primary schools have taken on this function readily because it so well fits their organization and their new materials of education. Lower-secondary schools have done less through lack of understanding. Re-training courses for all teachers in the school and specialized courses for guidance directors and vocational teachers can bring rapid understanding. Developing guidance programs at the lower-secondary level should prepare those pupils who will terminate after the 9th grade for normal social relations, intellectual improvement, and vocational independence. These 3 types of guidance should enable the pupil to decide intelligently whether he should continue to upper-secondary school and what kinds of work he may want to choose. His choice should be free and made from understandings gained through wise guidance

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procedures in the lower-secondary schools. At the upper-secondary level guidance should continue in choice of major and elective courses, and in case of transfer from major to major if a student finds himself in work for which he is unsuited. Such transfer has never been possible in Japan without losing at least one year's study. The guidance should continue after school as follow-up of school work and as basis for ongoing changes in the total school program.

Most regions within I Corps have had guidance conferences and have done considerable work with guidance for in-service training of teachers. Osaka established a series of conferences and a Japanese-American Committee on approaches to guidance. A homeroom system, a dean system, and procedures for integrating all types of guidance with curricular and special-curricular fields was established throughout the prefecture. They also shared their experiences and some of their leaders with other Kinki and Tokai-Hokuriku prefectures. The guidance program in Tokai-Hokuriku region has developed to the place where educators wonder why they have not taken steps previously which would approach values now seen in homeroom, dean's guidance activities, and follow-up. Thorough-going work under American leadership has led to the current great increase in vocational majors and electives chosen by students throughout the region. The earlier preponderance of college-preparatory work, despite the fact that most students would not continue in college or technological work, has been lost.

The indicated increase in upper-secondary-school enrollment through most of I Corps is gratifying. A close study of statistics indicates a declining enrollment for several years. There are complex reasons for the decline, but one may be that the Japanese people themselves sensed that the old middle-grade schools were no longer meeting Japanese needs. Since the increase in enrollment is largely in vocational courses, it may be that the new comprehensive school is becoming more attractive to the Japanese people.

9. Discussion:

Most of the reorganization now taking place in parts of I Corps might better have been planned for and done a year ago. Much that is just beginning in Shikoku and individual prefectures in other regions seems too slow in terms of advice and law on necessary steps. In no area could all reorganization

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steps have been taken at one time effectively. Many of these steps had to grow one from another. Such growth has not needed to be slow, although it frequently has been. In Tokai-Hokuriku Region, which is among the most effectively organized to date, there was resistance to ideas of change in any major field. Transfer of schools to lower-secondary schools needed clarification before it could be accepted. Districting, which is required by the Board of Education Law, was planned in several Tokai prefectures to take place starting in 1948 with the 9th grade and going ahead a year at a time. A comprehensive curriculum and co-education were planned to parallel this year-by-year growth. A few months of work on this system indicated to the Japanese its confusion and futility. Because this was too slow and too inefficient in use of buildings and teachers, they decided to make the complete break with tradition at once, a decision which individual prefectures in I Corps regions had made a year before.

School reorganization was opposed by the privileged old middle-school class whose sons and daughters were in the favorite schools. This group was closer to the Board of Education members than the less privileged group, and the Board was at first as hesitant to tackle the problem of reorganization as had been the Governor before it. As the Tokai Boards began to get a broader view of their job, they probed into the problem more deeply and finally set out boldly to finish reorganization in 1949. These Boards have grown as a result of a major job they had to do so early in their career. Board members were often more aggressive and gave more leadership than superintendents. Boards made the hard decisions.

Co-education has been in effect in some Tokai-Hokuriku prefectures for many months as it has in Kyushu and Kinki regions. In all cases it has worked well and none of the evil results predicted for it have been found. There seems to be no opposition to co-education in these regions at the present time. In many places co-education has won praise because it has meant cleaner schools, greater pupil opportunity, and better-groomed children.

Board members have spent more time on reorganization problems than seems desirable, due to poor superintendent and Secretariat leadership and planning. In Tokai and Kinki, since the future problems facing upper-secondary schools are of a technical, educational nature, it is possible that the trained educators will be allowed to assume their true positions as

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executives for the Board. The problems of school reorganization were to a large extent problems Board members could visualize easily as they involved buildings, map plans, and pupils and teachers in round numbers.

The time schedule for reorganization set up in Shikoku seems slow and unrealistic in comparison with progress in Tokai-Hokuriku and Kinki regions. Few buildings have been transferred to lower-secondary schools to help solve basic needs for compulsory years of education. Few teachers have been transferred. As a result middle-grade schools remain as they were, but with far less pupils; and lower-secondary schools are largely housed on old, unsatisfactory, adjacent-to-primary-school buildings. Districting at all levels can be and should be a simple and positive procedure. Survey and evaluation of needs of districted pupils and communities is a longer and harder job but one which can be accomplished in a relatively short time when officials are shown reasons for change. The offering of desired courses in schools near home makes education more attractive and serves a broader cross section than the rush to the nearest town offering desired courses.

Co-education need not of itself be important except as it leads, to improved education for both boys and girls and to more economical use of teachers, equipment, and buildings. In most parts of Japan outside major cities co-education is the economical way to operate.

The Japanese education structure was out of line with democratic objectives and had to be reorganized. The current reorganization has been timely and its early carrying out seems essential for well being at all levels. Some prefectures may have gone too fast, in that reorganization has continued over a period of time. Others certainly are too slow since they are 15 months behind in what they are doing. The vast savings in building utilization in Tokai-Hokuriku region should be duplicated in every region in Japan. Caring for this large number of lower-secondary school pupils in buildings available but inefficiently used is in keeping with the economic recovery program. Leaving rooms and equipment idle many hours of the day and using teachers inefficiently are out of keeping with the program. Where transfer of buildings is possible, new construction is self-evident waste, for consolidation can be

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effected without decreasing educational value. Several prefectures have felt that no secondary school, upper or lower, should have less than 450 pupils if it is to operate most effectively for pupils and communities. Such a figure, except in hardship cases in inaccessible areas, might well be made standard through Board of Education by-laws.

The kind of help now being given Board of Education, Secretariat, principals, and teachers should be continued as one of the best means of implementing this education program. The emphasis, however, should be on local help wherever possible. Much has been accomplished in every prefecture in I Corps. The Japanese are getting used to the idea of this new school organization. They are sympathetic to past reforms in education. Some education officers feel that too much pushing may destroy some of this sympathy and that pressure should be eased for fear it will cause indigestion and resentment. In other words, there is a feeling that the Japanese should be allowed to assimilate what they already have, to work out their own problems, and occasionally to get expert and understanding help on these problems, on a local level. Other education officers agree in part with this point of view, but feel that the time is now and that reform must come as a whole if it is to be most valuable.

The program itself can hardly be simplified. It is complex and requires a complex solution. The solution in various prefectures and regions needs vary according to local conditions. One suggestion is that much of the informational material given to the Japanese has been far removed from the practical-solution level and that such material in the future should be limited to concrete suggestions with only occasional theory thrown in to clarify particular problems. Excellent examples of what can be done effectively are parts 2, 3, and 4 of the new bulletin, Curriculum of the New Upper-Secondary School, and the new guidance book.

Making the program attractive and acceptable to the Japanese may not be completely possible. Certainly it is not possible to the old bosses who want to keep authority away from common people, and to keep away from equality of opportunity. The Japanese do not understand the principles behind reorganization and are not likely to understand them until they have had experience with the reorganized school system and arrive at

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educational maturity. Reorganization, especially at the upper-secondary level, goes against sentiment and tradition. Only through approach to the self-interests of the great majority of the Japanese people and to an understanding of the reasons for increased compulsory years and opportunities above those years will this program be thoroughly acceptable. An all-out information campaign ~~an all-out information campaign~~ should be implemented at every level by Americans and Japanese to this end.

12. Conclusions:

Reorganization has been unequal within regions and between regions. Of the 5 regions within I Corps, Tokai-Hokuriku appears to be the most balanced in present status. Its education officer feels that there is sufficient understanding of the reasons for change and the types of change that have taken place, that there is little need for further American starts on new programs. This is a time for digestion and strengthening of what has already been started within each of the 6 prefectures. This is a time for School Board members to reduce the amount of attention they devote to school affairs, and have IFEL-trained (Institute for Educational Leadership) superintendents and consultants show more aggressive leadership. The adjustment of Board-superintendent relationships is a major problem to be solved now that reorganization is virtually complete in this region. Future problems are less of a physical nature and so may be less interesting to Board members. Problems of scheduling, curriculum, guidance, and in-service training are fields for trained educators. Tokai region has held a number of conferences to train Japanese in these fields. No great difficulty is foreseen at this time with the remaining upper-secondary problems so long as competent civil education officers are left to help the Japanese as they run into difficulties. Major attention should now shift to lower-secondary and primary schools, especially as Board members have had so many problems in upper-secondary reorganization they have forgotten their equal obligation to all schools.

The excellent result, shown above in Tokai-Hokuriku region are paralleled in Kinki and in many prefectures in other regions. What has been done in these prefectures can be done in other prefectures under careful leadership. The

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experiences in at least three regions led to the conclusion that reorganization of secondary schools can best be done at one time after real planning. The Japanese tendency to do nothing where precedence can be found in another prefecture for not doing it should be fought against. After the work done by SCAP, Eighth Army, Corps, and regions in preliminary surveys and advice on reorganization, specific work in the prefectures should come rapidly and easily. Visitation by prefectural Board members and Secretariat representatives to other prefectures which have accomplished excellent results is indicated. Information reports from prefectures or regions where reorganization has been most satisfactory should be sent through Japanese and American channels. Model systems might well be set up for others to see in such practical and demonstrable fields as; comprehensive schools, homeroom system, guidance programs, vocational courses for both secondary levels, elective vocational courses for small upper-secondary schools, rational districting, excellent space utilization at both secondary levels, and co-educational activities where both boys and girls have benefited.

Primary schools have gone the farthest of any level toward modern concepts of education. They still have far to go but are on the way. Practical guide-books for curriculum and methods are needed at the secondary levels for core materials as well as subject-matter areas. Carefully coordinated curriculum suggestions are needed along with samples of the full curriculum used in excellent comprehensive schools.

li. Recommendations:

Most reorganization should be local. This means transfer of control and responsibility from national direction to prefectural and to local decision. So far real change has come about largely through Ministry of Education directive and local Japanese and American interpretation of such direction. National money should be given generally and not specifically for school purposes, with no strings attached. Changes in tax structure should bring about local dependence for schools rather than top-down control with pursestrings in the hands of the local and prefectural Boards of Education. Schools of all levels should be responsive to area needs rather than to set national patterns.

Continuous restudy of organizational status of the 6-3-3 system is essential for best results. Where reorganization

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within a prefecture or region has fallen behind what it could have or should have accomplished, education officers should direct attention toward effecting desirable changes required by law or recommended by the Ministry. Districting, comprehensive schools suited to the locality and equality of opportunity should be available within each prefecture before the second semester of the current year, if it is not now available.

Wherever possible primary-school buildings and old middleschool buildings should be turned over bodily to the lower-secondary schools so that most lower-secondary pupils may be in independent schools established to serve their needs, not in schools attached to something else. Where such transfers have not been executed a building-utilization survey should be completed and transfer should be done early enough that schools are in best possible shape for opening of the school semester in September.

Legal problems needing prompt solution include at least two major points:

a. Permission or direction to transfer prefectural school buildings to city or local boards, with subsidies for operation. Such transfer would enable rational organization of public-school systems as a whole instead of present divided control and lack of equality where both cities and prefecture operate upper-secondary schools and both own other school buildings.

b. Interpretation or redefinition of "Basic property" and Board of Education responsibility for school property of all sorts. As the Local Autonomy Law interprets "basic property" as "income-producing" and only "basic property" has been transferred from prefectures to Boards, all buildings can be taken over by prefectures for political purposes for any use without Board permission.

Where all of these points are accomplished, a slow-down in new organizational change is indicated with specific help to officials and to schools in achieving understanding of the changes and in making them most valuable for the area and the children.

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The Secretariat should assume under the superintendent's leadership responsibility for continuous survey of schools and school needs and make recommendations for improvement at all levels. They should be responsible for most efficient utilization of buildings and improvement of facilities within available budgets and the economic stabilization program.

Major attention should be given, once upper-secondary schools are equal to and not dominant over other levels, to the lower-secondary and the primary schools. No upper-secondary school can be good unless its contributory primary and lower-secondary schools are excellent.

Each prefecture and region should develop an inclusive information program in "education for all Japanese children" at every level. It should fortify excellent reorganization and combat dependence on tradition in education. It should strengthen, current change and foreses changes necessary in the immediate future.

12. This headquarters is putting as many of these recommendations into effect as is possible under current directives.

FOR THE COMMANDING GENERAL:

YA/IS

KAGAWA-KEN BOARD OF EDUCATION

Date: Jan., 26, 1950.

SUBJECT: Report on Additional Subsidy for
Building and Repair of Public Schools
under 6-3 Educational System for 1949.

TO: Mr. Hager, Chief of Civil Education
Section, Shikoku C.A. Region.

I hereby beg to report to you on the
above subject as per the attached sheets.

SUPERINTENDENT OF EDUCATION,
KAGAWA-KEN BOARD OF EDUCATION.

Eiichi Kubota

Report on Government Subsidy and
Bond Issue Informally Decided for
Public Enterprise for 1949.

Classification	Amount of Gov't subsidy	Amount of Bond Issue	Average Construction Cost per Tsubo	Minimum Construction Area
Public Enterprise Construction Expenditure	¥20,824,000	¥14,577,000	¥15,800	Standard area: 2,550 tsubo
Public Enterprise Office Affairs Expenditure	¥666,000	-		Additional area: 86 tsubo
Sub-total	¥21,490,000	¥14,577,000		Total: 2,636 tsubo
Special Bond Issue for Construction Expenditure	-	¥5,400,000		
Total	¥21,490,000	¥19,977,000		

Additional Subsidy and Bond Issue

Classification	Amount of Gov't Subsidy	Amount of Bond Issue	Average construction Cost per Tsubo	Minimum construction Area
Public Enterprise Construction Expenditure	¥1,217,000	¥1,220,000	¥15,800	154 tsubo
Public Enterprise Office Affairs Expenditure	¥38,940	-		
Total	¥1,255,940	¥1,220,000		
Grand-total	¥22 745 940	¥21,197,000		

Basic Principles for Distribution
of Subsidy for Schools under 6-3
Educational System.

Preference will be given to:

- (1) Schools the construction of which began on and after May 1, 1949 and has already been completed.
- (2) Schools the construction of which is at present under way and is certain to be completed by Mar. 31 next year.
- (3) Schools the construction of which is to be started hereafter and is certain to be completed by Mar. 31 next year.

School BoardsMain Points in the Reorganization of the New Kotogakko

1. The principles outlined in "Curriculum of the New Kotogakko" (Dec 48) are applicable to every upper secondary school with no regard to whether the school emphasized general or vocational education.
2. There should be no schools which specialize to the extent of offering only college preparatory courses or vocational education.
3. All upper secondary schools are part of a single system and there is only one overall upper secondary school curriculum. The character and type of each school will depend upon the combination of subjects selected from this list (of curriculum subjects).
4. There should be no general subjects other than those given in "Curriculum of the New Kotogakko."
5. A school should offer about twice as many subjects as any one pupil will take during his three years in school, or even more in order to offer a wide choice of subject. (Difficult in small schools, but quite possible in medium and larger schools.)
6. Types of school are determined by subjects offered--selected from list. Emphasis may ^{be} on vocational, but always with a basic core of general education.
7. Coeducational.
8. If only one school in a community, it should organize on a comprehensive school basis, offering various types of curricula as may be necessary to meet the needs of all the young people of the community.

"An example may be a community which is largely agricultural in nature. Under the old system there was often only one secondary school in such a community, perhaps a boys' middle school, which offered general education only. If this school, which is now an upper secondary school continues to offer only general education, it cannot be said to meet the needs of all of the young people of the community. Such a school should become comprehensive in nature. This means that it will continue to offer enough general education work to enable those pupils who want to emphasize general education to accumulate enough unit credits to graduate; at the same time it should offer enough vocational work, probably in the field of agriculture in this case, to enable a pupil to emphasize that field and accumulate enough units of credit to graduate. The school also should offer a number of additional units of work both in the fields of general education and vocational education (units in addition to the bare minimum necessary to qualify students for graduation) in order to give pupils an

(continue)

opportunity to choose subjects from among those offered. If in such a community there are a substantial number of pupils who desire to take work in the field of commerce, the school should attempt to add later on 30 units of commercial work as a minimum, plus some additional units in order to provide for electives. The same principle applies to any other situation where there is only one upper secondary school in a community."

"Where there are two upper secondary schools in a community, the two can merge, or between them as independent institutions offer work which meets the needs of the young people of the community. In a city, where there are many upper secondary desires of pupils for general education; others may emphasize training in one or more vocational fields. In other words, each community should attempt to provide upper secondary schooling in general education, agriculture, commerce, industry and fishery where there a substantial number of students who desire to take work in those fields. This means that a community which has only one upper secondary school should convert the school into a comprehensive-type school, and that a community with two or more upper secondary schools may convert some of them into comprehensive-type schools or have each of them emphasize either general education or some field of vocational education, so long as in toto they offer comprehensive schooling to the community."

9. The establishment of the comprehensive-type schools must in no way result in a reduction in the amount or a deterioration in the quality of vocational education.

"It must be noted that in the plans for the new upper secondary schools there are no schools which are so specialized as were the secondary schools of the past. The trend is toward considering general subjects as a part of each vocational curriculum even in vocational schools.

10. The upper secondary school must serve the needs of the community in which it is located.

11. (from: Hatsugaku No. 534): "Those old-type secondary schools which do not conform to the locality standards for establishment as new upper secondary schools, or other educational organs."
(Difficulty will mostly be in cities. Should be turned over--a substantial number--in the cities.)

(Historical)

Reorganization of Schools System

July 1949

KAGAWA

F
(3-20)

A. Upper Secondary School

I. Preparation

1) School Board members and Chief of School Affairs Section checked the actual condition after the reorganization of upp sec sch. in Kyushu and Kansai Districts. (First part of Feb.)

2) Collection of basic materials (Jan--Feb)

- a. Research of students number classified by city, town and village.
- b. Research of the kinds of wishes and the numbers of low sec pupils who intend to promote to higher course.
- c. Research of classrooms, equipment and plant of upp sec schools.
- d. Research of actual condition of low sec school buildings.
- e. Research of population of each city, town and village.

II. Principle for enforcement.

1) 22 Feb. It was decided to enforce the reorganization of public upp sec schools.

2) 1 Mar. The Consultative Meeting for Enforcement of Reorganization of public upp sec schools was organized. The Basic Principles for Reorganization of Public Upp Sec was decided. (see Enclosure No. I)

First part of Mar. The 1st Public Hearing Meeting

9 Mar. Decision of the concrete trial plan of the reorganization.

10 Mar. The plan was presented to the Consultative Meeting for Enforcement of Reorganization of Public Upp Sec Schools and the Consultative Meeting of all members of Prefectural Assembly.

Middle part of Mar. The Second Public Hearing Meeting.

14 Mar. After having amended the trial plan, the material plan was decided (See Enclosure No. 2)

Remarks:

- a) If the local people want to change the attendance district, they may present their opinion to the School Board within a fixed term.
- b) On the location of the Sakaide Upp Sec School.
In case the above school give trouble to the operation of the Kagawa University, the school may move to other place.
- c) On the location of the Marugame Upp Sec School.
Educational inconvenience which may occur in the future will be re-adjusted by the Board.
- d) On the establishment of 2 attendance districts in Mitoyo-gun (Kanonji Attendance District)
Considering the population area and tax-bearing power, the Kanonji

REC'D C.E.

DATE 11 July 49

Attendance District has a quality to be divided into 2 districts. If the conditions of various kinds will be fulfilled in the future, one more district will be made in a suitable place right now in the present attendance district.

Enclosure I.

Fundamental principles for Reorganization of Public Upp Sec Schools.

1. In accordance with the new educational principle, the co-education shall be enforced.

But the school that can not put the complete co-education into practice in 1949 owing to the difficult conditions of various kinds, may make separate classes for boys and girls. However, the students who will enter the school in 1949 or 1950 have to be completely co-educated and in such a way, after several years the school will complete the co-education.

2. For the sake of giving equal opportunity on education for people as many as possible, unified upp sec schools will be made. But for the time being, the unified system will be made in the limit that such actual condition as budget, equipment, etc. permits.

3. The School Board will set the attendance district system in order to taking out the usual difference of quality of schools in accordance with the purpose of democratization of education, lightening the burden for school attendance and conducting the education suitable to the community.

But the attendance district system will be adopted for all new students who will enter the school in 1949 and afterword and it will be completed in 1952. So the present students in the upp sec school and its low sec school will not be adopted for the system.

4. Considering the enforcement of the 6-3-3 system, special consideration will be made in order to keep a good balance with the low sec school system.

5. By the reorganization of upp sec schools, the School Board will rightly arrange the teachers and accomodate the equipment in order to elevate the educational effects.

1 March 1949

By Kagawa Prefectural
School Board.

Enclosure II (see annexed Japanese papers)

B. Lower Secondary School.

1. Lower secondary school education in this prefecture has been given since 1947 (but in 1947 the 1st year of low sec course was made) and was given in accordance with in article (in Hatsu-gaku No. 63) "The body of establishment of a low sec school is to be each city, town and village, as a rule, but considering the actual condition, neighbouring city, town and village may make a consolidated school."

2. Taking consideration of the fundamental nature of the lower secondary school education and the progress of circumstances, the School Board members told about the matter "Encouragement of establishment of a consolidated low sec school" at the round-table meeting of the School Board on Dec 7, 1948.

3. The talk of chief of School Board entitled as "On a consolidated lower secondary school" was announced in a newspaper at the last part of Jan. 1949 for the purpose of giving warning to the people concerned so as not to be agitated.

4. The School Board discussed the plan "Encouragement of establishment of a consolidated low sec school" at the meeting on May 23, 1949 and decided to make principles for recommendation in accordance with the real condition and a concrete detailed plan, after hearing the opinions of mayors of all cities, towns and villages.

5. The Board sent the official letter to every mayor to the effect that the Board wants to know the opinion of mayor on the establishment of a consolidated low sec school.

Answers wanted

1. Do you want to make a consolidated low sec school? If so, what city, town and village do you intend to make it with?
2. Don't you want to make a consolidated low sec school? If you don't want, what is the reason?

Courses of Tokushima ken
Public U. S. S.

	general Course	Agriculture Course	Commercial Course	Fishery	Home making Course	Technical course	
✓ Jonan U.S.S.	○						✓
✓ Johoku U.S.S.	○		○				✓
✓ Karuto U.S.S.	○						✓
✓ Myozai U.S.S.	○				○		✓
✓ Tomioka west U.S.S.	○						✓
✓ Tomioka east U.S.S.	○				○		✓
✓ Kainan U.S.S.	○				○		✓
✓ Awa U.S.S.	○				○		✓
✓ Kawashima U.S.S.	○			○			✓
✓ Wakimachi U.S.S.	○						✓
✓ Anabuki U.S.S.	○					○	✓
✓ Tsuji U.S.S.	○						✓
✓ Jobei U.S.S.	○	○					✓
✓ Komatsujima U.S.S.	○	○				○	✓
✓ Aratano U.S.S.	○	○					✓
✓ Itano U.S.S.	○	○					✓
✓ Ikeda U.S.S.	○	○		○			✓
✓ Joto U.S.S.	○			○			✓
✓ Muya U.S.S.	○						✓
✓ Hiwasa U.S.S.	○				○		✓
✓ Technical U.S.S.						○	✓

○ next term ^{will} add (April, 1950)
vocational courses.

PUBLIC UPPER SECONDARY SCHOOLS' REORGANIZATION ENFORCEMENT PLAN

Kochi Pref. July

Name of School District.	Old Name of School.	New Name of School (Temporary name)	1949 No. of Student.	Course or Courses	Capacity	General Class-room.	Special Class-room.	No. of Students after re-org.	Remarks
Muroto	○ Murotomisaki Fishery H.S.	A.	37	Fishery	304	6	1	37	▲ A part of the school bldg is lent to lower 2ndary school as branch.
	○ Muroto H.S.	B.	160	General	353	5	5	160	
Aki	○ Aki High School	C.	429	General Home-mak	716	10	7	887	○ Not in existence.
	⊗ Aki Girls High S.		363		556	9	10		
	⊗ Chugei H.S.(P.T.)	Branch of C.	95		152	3			
Shiroyama	○ Shiroyama High S.	D.	235	General	349	9	2	235	○ To be transferred to l.s. school.
Yamada	○ Yamada High School	E.	380	General	637	10	7	408	
	⊗ Kyoya H.S. (P.T.)		108		166	4			△ Branch.
Kochi	○ Kochi Agr. H.S.	F.	640	Agr.	995	17	6	640	
	○ Kochi Com. H.S.	G.	580	Com.	1118	15	14	580	
	○ Kochi Tech. H.S.	H.	892	Tech.	1008	19	12	969	
	○ Kochi High School	I.	872	General	1024	24	10	1190	
	○ Kainan High School	J.	636	General	824	17	13	1190	
	○ Kochi Girls High S.	K.	832	G. & H.	938	21	9	1240	
	△ Jonan Girls High S.		268		498	9	6		
	⊗ Mun.Tech.Arts H. S.		77		140	3	2		
	○ Mun. Agr. H. S.	P.T. Branch	64	Agr.	160	5	0	64	
×	Nankai High School		556		902	19	10		
Takaoka	○ Hirooka Agr. H.S.	L.	241	Agr.	420	10	4	241	⊗ The school bldg needs.
	○ Takaoka High S.	M.	212	General	344	6	6	212	
Sakawa	○ Sakawa High School	N.	366	General	638	13	10	366	⊗ Vacated after re-org.
Susaki	○ Susaki Tech. H. S.	O.	211	Tech.	277	5	8	211	
	○ Susaki High School	P.	185	General	420	9	5	185	
Kubokawa	○ Yusuvara Agr. H.S.	Q.	87	G. & A.	143	3	2	87	
	○ Kubokawa Agr. H.S.	R.	266	General	479	10	7	266	
	○ Hata Agr. High S.	S.	186	Agr.	364	8	2	186	
	○ Nakamura High S.	T.	427	General	(744)	12	0	781	
	△ Nakamura Girls H. S.		354	Home-m.	512	7	11		
Sukumo	○ Sukumo High School	U.	388	G. H. C.	408	8	6	481	○
	○ Sukumo Girls H. S.		143		242	5	4		
(Shimizu)	○ Shimizu Branch	V.*	171	General	(560)	(10)	(2)	479	

- Notes: 1) Alphabetical figures stand for rechristened name in September.
 2) * - After the bldg. construction this school will be self-supporting school.
 3) G.- General; H. - Home-making; C. - Commerce; A. - Agr.
 4) 30 high schools including part-time are to be reduced to 22 in Sept.
 5) Shimizu Branch is not counted.

CRITERIAL FOR DISTRIBUTION OF 1.5 BILLION YEN
NATIONAL SUBSIDY FOR CONSTRUCTION OF 6-3
SCHOOL BUILDINGS

General Principles:

I. The national subsidy for building 6-3 school buildings shall be distributed on the basis of need as revealed by the Ministry of Education survey.

II. When the prefectural board of education makes its plan for the distribution of the public works money received from National Government, it shall base the plan upon Tables 1, 2, and 3 of the Survey of School Building Area which are in your files. Every prefectural board of education shall exercise its own discretion in developing the plan for the distribution of the national subsidy which it receives from the national government except the following criteria are to be strictly adhered to:

(1) Cities, towns, and villages to receive subsidies:

Those cities, towns, and villages where school building area per pupil in lower secondary and elementary school are below 0.7 tsubo when calculated according to the following: Existing area of school buildings as of 30th of April 1949, plus total area of school buildings rehabilitated or to be rehabilitated by public works rehabilitation funds in 1949, plus surplus area in upper secondary school, divided by number of pupils, as of the 30th of April 1949.

The surplus area in upper secondary schools means any area above two tsubo per pupil for those schools with general course or those with commercial course, and any area above three tsubo per pupil for those schools with agricultural, industrial, and fishing courses.

(2) Area of construction to be subsidized in each city, town, or village:

The following formula shall be applied to find the area of

Those cities, towns, and villages where school building area per pupil in lower secondary and elementary school are below 0.7 tsubo when calculated according to the following: Existing area of school buildings as of 30th of April 1949, plus total area of school buildings rehabilitated or to be rehabilitated by public works rehabilitation funds in 1949, plus surplus area in upper secondary school, divided by number of pupils, as of the 30th of April 1949.

The surplus area in upper secondary schools means any area above two tsubo per pupil for those schools with general course or those with commercial course, and any area above three tsubo per pupil for those schools with agricultural, industrial, and fishing courses.

(2) Area of construction to be subsidized in each city, town, or village:

The following formula shall be applied to find the area of construction to be subsidized: 0.7 tsubo multiplied by the total number of lower secondary and elementary pupils as of 30 April 1949 minus total existing school building area, minus total school building area rehabilitated by public works in 1949, minus computed surplus area in upper secondary schools plus adjustments.

Adjustments may be made by the prefectural boards of education at their discretion, pursuant to the following general criteria:

1. Climatic and topographical conditions in severely cold or isolated districts.
2. Acceptance of pupils entrusted as of 30 April to private schools.
3. The amount of adjustment for the prefecture is indicated in the material herewith enclosed.

(3) For the maximum utilization of school facilities as well as for the best educational effect and alleviation of financial shares of C.T.V., the consolidation of schools and establishment of schools by Partial Association should be encouraged. In such cases, the state subsidy shall be obtainable to increase the existing school space up to Emergency Minimum Standard.

No subsidy shall be available to any C.T.V. that fails to consolidate their schools through Partial Affirm Association when it is possible and desirable in the judgment of Prefectural board of education.

For example, when villages A, B, and C have a consolidated school or, if in the opinion of the Prefectural board of education they should have a consolidated school, or they desire to have one, the amount of national subsidies to be given to A, B, and C for construction of school building needed by A, B, and C, respectively, shall be totaled and be given to the Partial Affairs Association for the construction of a consolidated school.

(4) There may be differences in the unit cost per tsubo, provided:

1. The total tsubo constructed is not less than the area that can be built at the prescribed unit cost.
2. The total money expended shall not be less than twice as much as the amount of subsidy received.

(5) Those cities, towns, and villages that wish to construct their buildings of ferro-concrete, shall apply to Ministry of Education since only 5% of the total area to be constructed may be ferro-concrete. In those areas approved by Ministry of Education, half the difference in unit cost up to the stated amount, shall be shared by Ministry of Education, but the total area constructed must remain the same.

Criteria to govern approval for ferro-concrete follow: Ferro-concrete shall be approved, when:

1. The only site available is so limited in area that the school building must be three or more stories in height in order to conserve the existing playground area.
2. Conditions are such that the school buildings to be constructed in fire hazard districts or must be constructed on a site where there is less than 10 meters of separation between the school building and adjoining wooden structures thus creating a fire hazard.
3. Records over the past 20 years show the area to have a comparatively large proportion of school buildings destroyed due to (1) earthquake, (2) fire, (3) typhoon, (4) or flood.

(6) Business expense for prefectural board of education and cities,

1. The only site available is so limited in area that the school building must be three or more stories in height in order to conserve the existing playground area.
2. Conditions are such that the school buildings to be constructed in fire hazard districts or must be constructed on a site where there is less than 10 meters of separation between the school building and adjoining wooden structures thus creating a fire hazard.
3. Records over the past 20 years show the area to have a comparatively large proportion of school buildings destroyed due to (1) earthquake, (2) fire, (3) typhoon, (4) or flood.

(6) Business expense for prefectural board of education and cities, towns, and villages may vary from 2.7 to 3.2% of the construction cost according to particular conditions of respective communities. The rate of distribution of business expense between prefectural board of education and cities, towns, and villages shall be as stipulated in existing public works regulations.

III. Regardless of the foregoing I, and II, each prefectural board of education is urged to revise the order of allocation of subsidy to C.T.V. within the given amount, taking into consideration the amount of effort the individual C.T.V. have made and are making to meet their educational needs.

They should take into consideration the taxable wealth of the individual C.T.V. in evaluating their effort. By taxable wealth is meant the ability of the C.T.V. to pay from taxes for their construction needs.

It is suggested that a C.T.V. who might have through available taxes met some of its educational needs but has not done so should receive less than a community that has put forth maximum effort and therefore may actually demonstrate less present need.

When the provisions of article III are followed in the allocation of subsidy to any or all C.T.V. for school building construction, a complete report of the facts covering each city, town, or village concerned which influenced the prefectural board of education to follow this procedure, shall accompany the proposed plan.



福井県高等学校とは

福井縣教育委員會

新しい日本の黎明！

その黎明に私たちはこのような學園を用意して、はつらつたる青年學徒を迎え入れようとしています。

青年學徒よ！ 諸君の向學の希望と勉學の自由とは、この學園で能う限り充たされようとしています。

・ 綜合制高等學校！ 福井縣下のすべての高等學校は綜合制になりました。

綜合制高等學校！ その内容は？その實體は？……次に説明いたしましょう。



目次

新しい教育のねらい
 新しい高等學校
 綜合制高等學校の特徴
 科目の決め方
 楽しい高校の週計画
 學區制について
 なぜ男女共學にするか

新しい教育制度とは

新 学 制	発段 育階	児 童 期	青年前期	青年後期		成 熟
	種別	小 学 校	中 学 校	高等学校	大 学	
学 令	種別	6 7 8 9 10 11	12 13 14	15 16 17	18 19 20	21
	年限	6ヶ年	3ヶ年	3ヶ年	4ヶ年	
目 標	種別	1. 自分のことは自分である 他人と仲よくする 2. 明るくゆたかに 3. 丈夫なからだで けがせぬように	1. 世間=役立 つように 2. 仕事の支らび方 3. 正しい感情と 正しい判断力	1. 世間によく役立 つように 2. 仕事によく出来る 3. 正しく判断する力 のかさねても迷はぬ人間	1. 広く智識を授ける 2. 広く専門学藝を 研究する 3. 知的 道徳的 } 能力の展開 應用的 }	
	種別	国民学校 6ヶ年	中 学 校 女 学 校 実 業 校	5ヶ年	高校3ヶ年	大学3ヶ年

新教育のねらい

1 何故教育が新しくなりましたか

新教育は、新しい社会をもつと自由に、もつと幸福に造り上げるために必要な人々をつくるのが目的です。

2 どんな点が新しいのですか

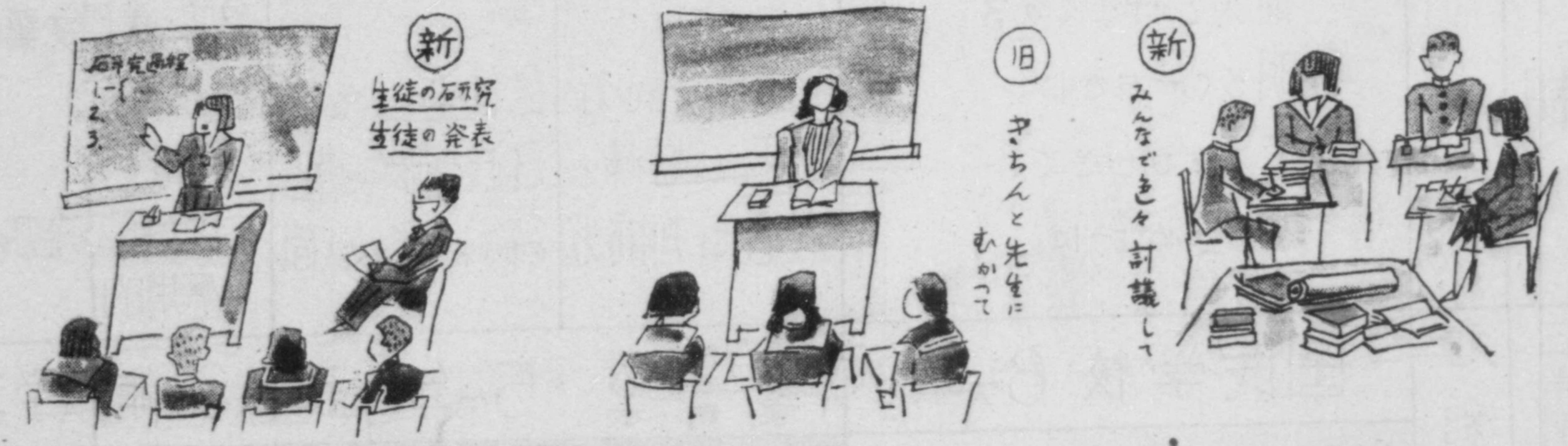
従来の教科書中心、先生中心では、十分に生徒の個性を生かすことができません。社会の人々が真に欲しがっている人をつくることも出来ません。民主国家は自主的な個性のある人、社会のために働く人が必要なのです。新教育は生徒を生々と十分に伸ばすために、又社会に出て立派に働けるために考えられています。

3 6・3・3 制とは何ですか

子供は年とともに身体も心持も変化します。だからそれに應じた教育をしなければなりません。この制度はそのためのものです。小学校で6年、始めの3年を中学校で、後の3年を高等学校で勉強します。

4 3・3 はどんな時期ですか

この時期は人生の青年時代といい、身体が一人前に出来上がろうとし、心が目まぐるしい程移り変わります。それだけに身体も精神も一生のうちで一番すばらしく発達する時期です。

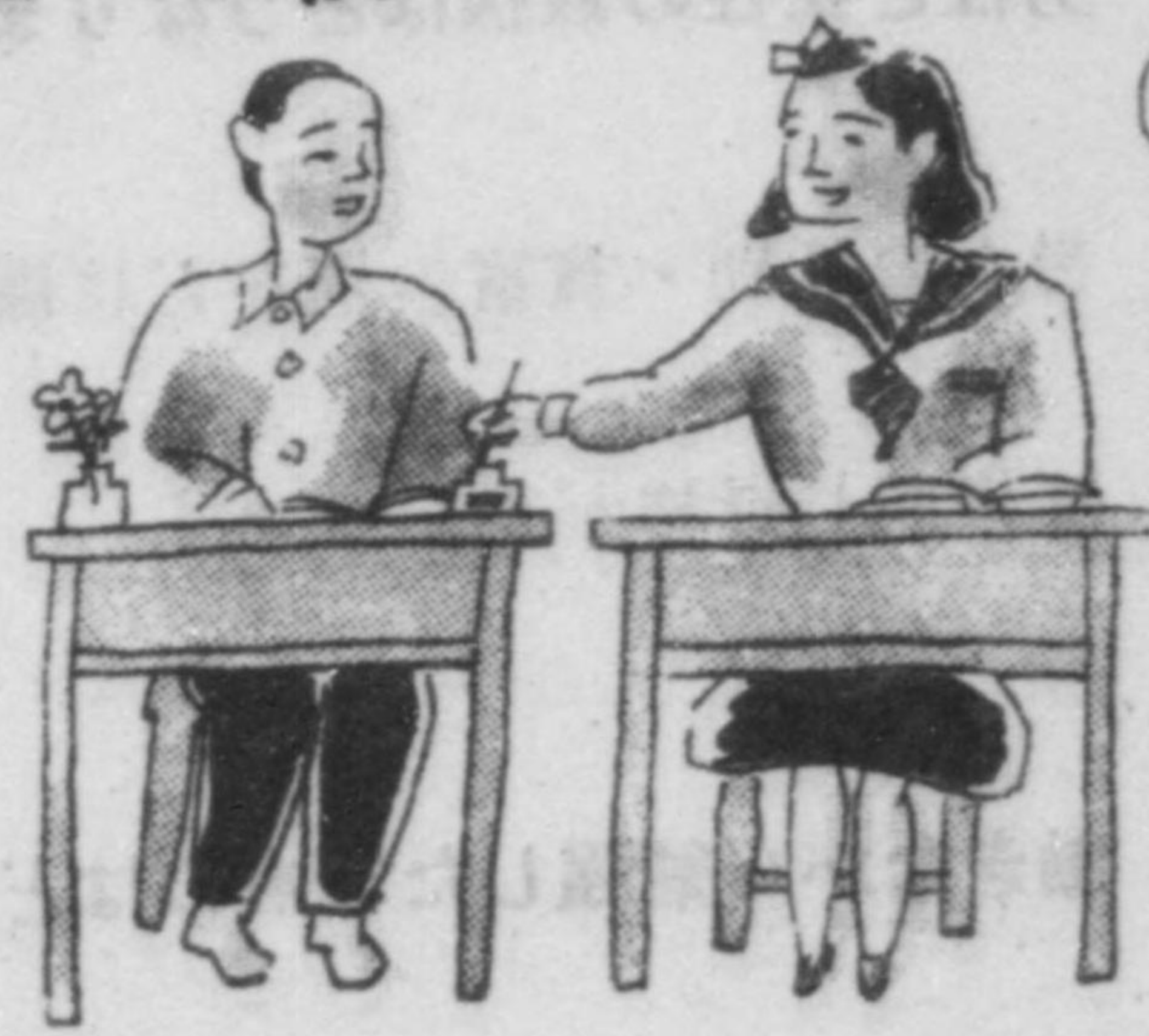


新しい高等学校

その目標

- 1 立派な社会人になる
- 2 得意なところを思い切り伸ばす
- 3 職業に就いて役に立つ

そして地域社会の要求に応えます。



新

持ち物も借りあう

その内容

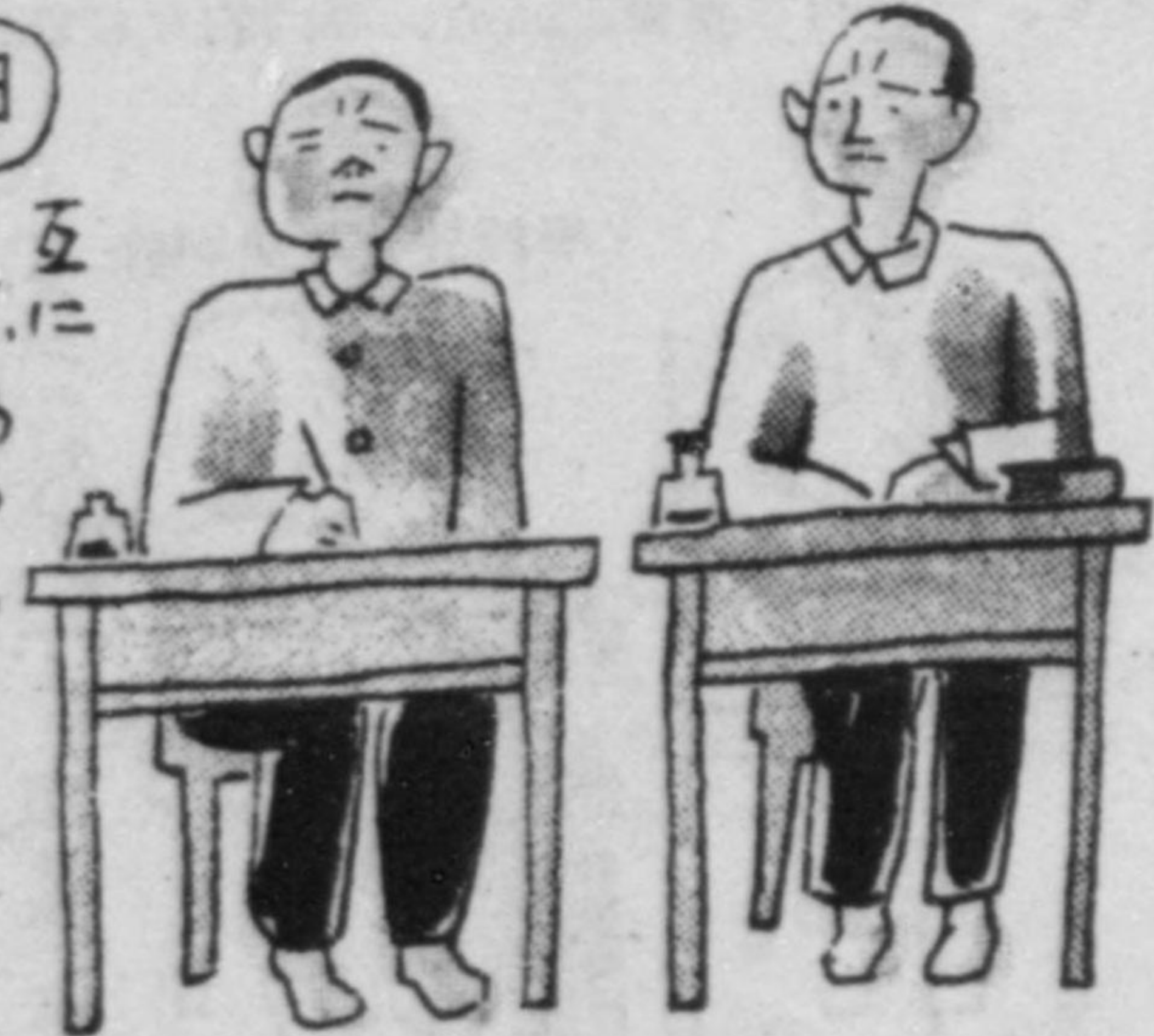
1 地域社会の要求や職業は千差万別ですが、それを高等学校ではどうして叶えますか

福井県では県下の実状や、その土地の要求に即して六つの課程が作られてあります。

- (1) 農業の自営者となれるように農業の専門の知識を身につけたい } 者のため 農業課程 があります。
- (2) 織物や機械・土木についての専門の知識技能を身につけたい } 者のため 工業課程 があります。
- (3) 商業の自営者・銀行・会社等に } 者のため 商業課程 があります。
つとめたい
- (4) 漁業についての知識と技能を習 } 者のため 水産課程 があります。
いたい
- (5) 保育・被服・食物について専門 } 者のため 家庭技藝課程 があり
の知識技能を身につけたい } ます。
- (6) 職業選擇のまだ決まらぬ者や、 } 者のため 普通課程 があります。
教師・経済学者・技師・医者・科
学者等になるために更に新制大
学へ進学して勉強をつよめたい

旧

互に
しか
め
つ
ら



2 男性と女性の取扱はどうなりますか

男女の性別・貧富の別などに関係なく、勉強したい希望さえあれば、皆同じ様に同じ学校で勉強が出来て、卒業すれば皆同じ資格が得られます。

3 働きながら勉強したいものはどうしますか

そういう人の爲めに、夜間とか農閑期に勉強する定時制や、主として郵便物によつて勉強する通信制の高等学校があつて晝間（全日制）と全く同じ資格が得られます。

- ※ 中學校における教育の成果をさらに發展擴充させて、國家及び社會の有爲な形成者として必要な資質を養うこと。
- ※ 社會において果さなければならない使命の自覺に基き、個性に應じて將來の進路を決定させ、一般的な教養を高め、専門的な技能に習熟させること。
- ※ 社會について、廣く深い理解と健全な批判力を養い、個性の確立に努めること。

(學校教育法第24條 1、2、3)



綜合制高等學校の特徴

1 綜合制高等學校とはどんな學校ですか

一つの敷地内に、その地域社會の要求に應えるいくつかの課程が置かれている學校です。商業課程や、農業課程や家庭技藝課程のような職業課程も、また普通課程も一緒におかれてある學校です。

2 綜合制高等學校は、同一の敷地内に、色々な課程を置く學校であることは解りましたが、どれだけ便利な點があるのですか

それには次の表を見て下さい。

以前の高等學校	綜合制の高等學校
(1) 従來の中學や高女の校舎をそのまま使っているから、教室から教室へ移るのに30分もかかることがある。	(1) 校舎が一つにまとまっているから、教室を移るのに時間がかからない。
(2) 校地、校舎、設備、人員に無駄が非常に多い	(2) 同一校地にまとまるからよくとよい、經濟的である。
(3) 各課程間の理解も協力も進められず、お互いに反目する。	(3) 相互の理解と協力が進められる。
(4) 教科の進度が校舎により課程により互いに喰違う上に、選擇も自由にならない。	(4) すべての授業は本人の選擇によつて同じ教室で受けられるので、進度に甲乙はない。
(5) 課程間に優劣の差別觀念が抜けきらない。	(5) 一切の差別觀念が消えてなくなる
(6) 専攻の科目は勉強できても一般の教養が高まらない。	(6) 専攻科目も一般教養も共に向上する。

3 現在の高等學校はどうか

全部の高等學校が綜合制に切替えられて完全な姿で整えられつゝあります。

4 綜合制にはどんな良いところがありますか

(1) 同一の學校内に様々の課程がありますから、生徒の志望が一年で變つても、その課程を變更することが容易ですし、實社會にある色々な職業を理解することが出来ます。



(2) 自分の得意な方面を十分に伸ばすのに便利です。

(3) 同一学校に農、工、商、水産、家庭、普通課程など夫々に専門の先生がおられるし、特殊の設備もできるので、何を勉強するにも便利です。日常生活用品を買うのに個人商店をあちこちら廻つて歩くより一軒のデパートで便利に買物が出来るのとよく似ています。

(4) その地域のためにも学校が直接役に立つことが多くなります。

(5) 男女、貧富の差別がありませんから、そこで勉強している間に異性の心も、才能も理解され、貧富の間にも理解と同情が生れ、生徒の視野が開け、良識ある民主社会の立派な構成員となります。



各課程の生徒が一しよに勉強

- ※ 高等學校には通常の課程の外、夜間において授業を行う課程又は特別の時期及び時間において授業を行う課程を置くことができる。 (學校教育法第44條)
- ※ 高等學校は通信による教育を行うことができる。 (學校教育法45條)
- ※ すべて國民は、ひとしくその能力に應ずる教育を受ける機会を與えられねばならないものであつて、人種、信條、性別、社會的身分、經濟的地位又は門地によつて、教育上差別されない。 (學校基本法第3條)
- ※ 教育の目的は、あらゆる場所において實現されなければならない。 (教育基本法—教育の方針—第二條)

綜合制高等學校のよい所

今までの高等學校

入學について

- 1 勉強したい者は概ねだれても入學できる。
- 2 男子も女子も入學できる。
- 3 自分の得意を伸ばしたい者
- 4 余り財産がなくても
- 5 晝でも、夜でもどこにいても

- 1 選抜試験の狭い門をパスした者だけ
- 2 大學へ進學する男子だけ
- 3 頭のいい者
- 4 金のある者
- 5 晝間だけ

新

どの課程もスクラム組んで



勉強の仕方

旧

中学校 高等学校



- | | |
|-----------------------------------|---------------------------|
| 1 自由選擇が多くて個性にあう | 1 劃一的で不自由 |
| 2 色々な教科の先生がそろつて
いる | 2 専門の先生が別々の學校にい
た |
| 3 課程の變更が認められる | 3 入學と同時に進路が決つてし
まう。 |
| 4 能率が上つて興味がわく | 4 点数で試験勉強に努めた |
| 5 男女、共々に理解し、協力て
きる | 5 男性ばかり優越感をたかめた |
| 6 どの課程の者も一緒に教室で
一緒に先生から同じ科目を學ぶ | 6 その専門の課目だけを主にし
て學んでいた |

卒業してから

- | | |
|---------------------|------------|
| 1 職業に就いたり、大學へ
進む | 1 大學へ進む |
| 2 自活できる | 2 中途半ばに陥つた |

どんな社會が生れるか

- | | |
|-------------------------------|---------------------------|
| 1 みんなが明るく楽しく生活
できる民主社會が生れる | 1 個人が尊ばれない、窮くつな封建的社會が生れた。 |
|-------------------------------|---------------------------|

科目の決め方

1 生徒はどうして科目を決めますか

高等学校に志願すると同時に、入学したらどの課程を選び、その中でどの科目を勉強するかを決めて学校に届けます。これをカリキュラムの豫備登録といいます。

2 カリキュラムとは何ですか

カリキュラムとは広い意味では、生徒の成長を望ましい方向へ伸ばすように豫め準備された学習の環境ですが、普通には生徒の学習計画表をいいます。学校には教科の計画表がありますから、生徒は自分で何年でどの科目をどの程度に勉強するかを決めることが出来ます。いままでは教科課程が決つていてそれを生徒に押しつけて来ました。

3 これを決めるときだれに相談しますか

カリキュラムは生徒自身で作るのが原則ですが、生徒はこれから一人前に出来るので深い判断を自分で下せません。だから先生や父母は生徒の素質や能力を充分考えて指導を與えることが必要です。

4 科目にはどんな種類がありますか

どの課程の者も等しく學ばねばならない科目を共通必修科目といひ、職業課程を選んだ者だけが別に必ず學ぶ科目を職業必修科目といひます。共通必修科目は三年間に38単位、職業必修科目は同じく30単位ほどあります。その他の科目は自由に選擇します。普通課程の者も職業科目を少しは學ぶことがよいでしょう。

5 単位とは何をいいますか

一週一時間の學習指導を一年間(35週以上)にわたり満足に修得した場合一単位といひます。國語は9単位になつていますが、それは3年を通じて週3時間學習するという事です。

6 3年間にどれだけの単位をとらねばなりませんか

色々の科目がありますが、卒業するまでに85単位以上とらなければなりません。それ以上は特別課外活動(ホーム・ルーム、生徒集會、クラブ活動)が同じ程度に重視されているので時間数の關係で學習できないでしょう。

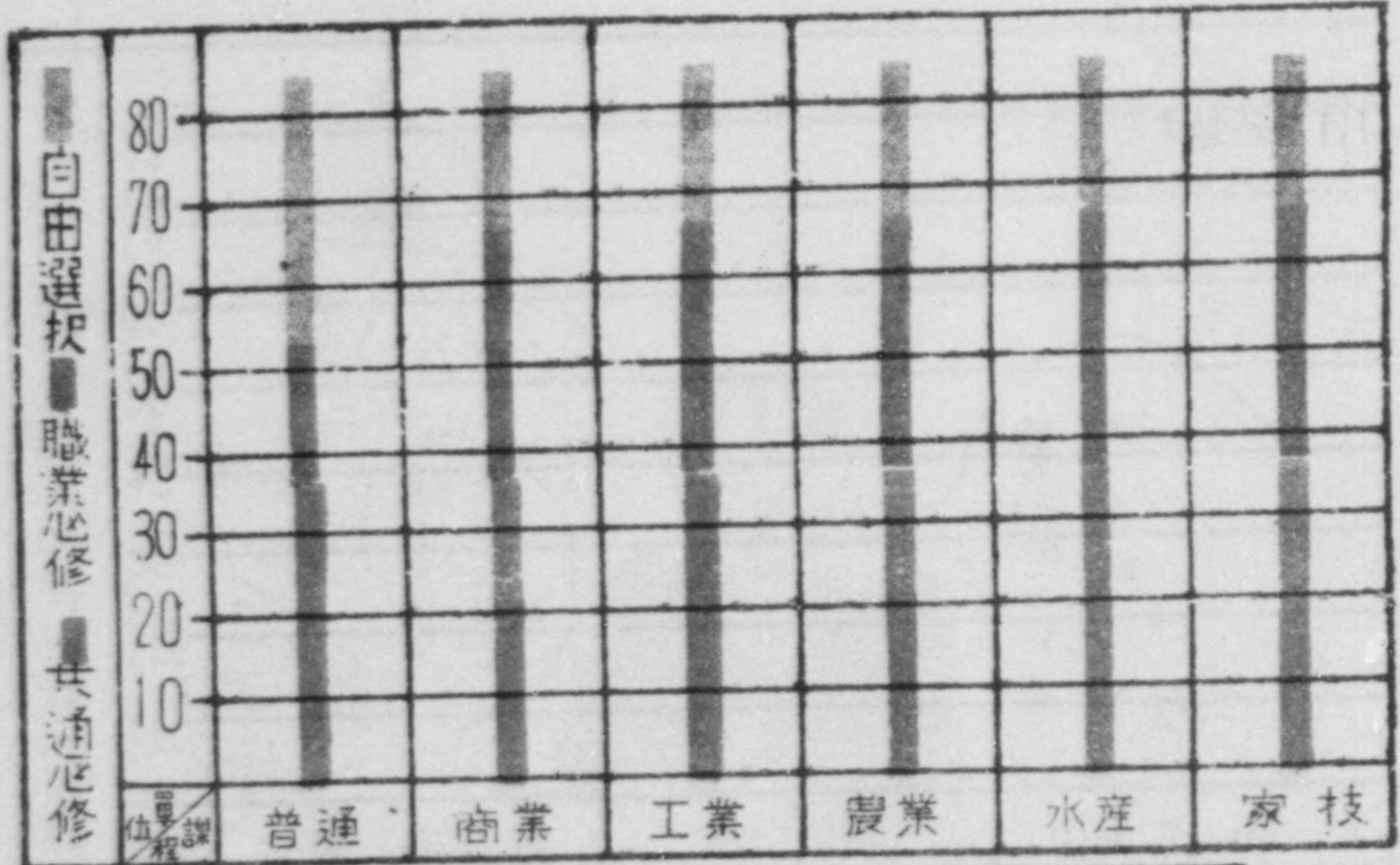
7 共通必修科目は何単位ありますか

85単位中、共通必修は38単位で、國語(9単位) 社會(10単位) 體育(9単位) 理科(5単位) 數學(5単位)となつています。



P. 10

科目の名と所定の単位数は下圖の通りです。この中から生徒がえらんで一週に二十八単位か二十九単位ほど勉強するのです。



学年	1	2	3	計
自由選択	2	2	13	17
職業必修	10	10	10	30
共通必修	16	16	6	38
計	28	28	29	85

教 科	単 位 数
綜 合 農 業	12-36
耕 種	2-20
園 藝	2-20
畜 産	2-20
畜 業	2-20
農 産 加 工	2-20
農 業 土 木	2-20
農 業 工 作	2-10
農 業 經 済	2-10
林 業 一 般	2-20
森 林 生 産	2-10
農 産 加 工	2-15
森 林 土 木	2-10
農 業 經 済	2-10
造 園	2-20
農 業 に 關 する 其 他 の 教 科	

農業に関する教科 (實習を含む)

教 科	単 位 数
文 書 實 務	2-5
珠 算 及 計 算	2-6
商 業 タ イ プ ラ イ テ ィ ン グ	2-5
速 記	2-5
統 計 調 査	2-5
貿 易 實 務	2-5
商 業 實 踐	2-5
商 業 經 済	3-10
金 融	2-5
經 營	2-5
商 品	2-5
簿 記 會 計	2-15
法 規	2-5
商 業 外 國 語	2-15
商 業 に 關 する 其 他 の 教 科	

商業に関する教科 (實習を含む)

職業課程には實習がありますが、その中にホーム・プロゼクトといつて家庭で實習することがあります。その作業の計劃を立て、實施し、その結果を調べて、クラスの生徒や、先生に報告するのです。

教 科	單 位 數
機 械 實 習	10-37
電 氣 實 習	10-37
化 學 實 習	10-37
紡 織 實 習	10-37
木 工 實 習	10-37
製 帶 磁 事 象	2-20
應 用 力 學	3-10
工 業 化 學	2-10
材 物 地 質	2-10
鑛 採 選 冶 煉 金 料	2-15
爐 計 設 圖 案	2-15
土 木 施 工	3-10
建 築 施 工	3-15
構 木 材 工 作	3-15
金 機 械 工 作	2-15
船 舶 工 作	5-15
紡 染 績 色	3-15
機 織 業 刷	3-15
印 裝 器 器	3-15
船 舶 機 器	2-10
化 學 機 器	2-15
電 氣 機 器	2-15
通 信 機 器	2-15
電 氣 通 信 機 械	2-15
原 動 機 械	2-15
各 種 機 械	2-5
電 氣 機 械	2-5
工 場 經 營	2-10
鑛 山 管 理	2-5
工 業 史	2-5
工 業 關 係 法 規	2-5
工業に關するその他の教科	

工業に關する教科

(實習を含む)

教 科	單 位 數
水 産 一 般	3-10
水 産 生 物	4-15
海 洋 氣 象	3-5
漁 業 用 船	10-20
航 海 運 用	4-20
漁 船 造 造	3-10
水 産 製 造	10-20
水 産 化 學	10-15
微 生 物 學	3-5
水 族 病 理	3-5
水 産 増 殖	10-20
水 産 簿 記	3-10
水 産 關 係 法 規	2-10
水 産 經 營	2-15
水 産 に 關 する 教 科	

水産に關する教科 (實習を含む)

教 科	單 位 數
保 育 實 習	6-15
保 育 實 習	6-20
小 兒 保 健	4-10
小 兒 養 養	3-5
小 兒 養 養	3-10
食 品 立 理	3-10
食 飲 調 理	3-10
大 量 炊 事	5-15
食 物 經 理	3-15
被 服 材 料	3-10
被 服 經 理	2-10
色 彩 匠 師	2-5
意 匠 立 立	2-10
什 手 藝 史	6-20
被 服 史	3-15
被 服 史	2-5
家 庭 技 藝 に 關 する 教 科	
そ の 他 の 職 業 に 關 する 教 科	

家庭技藝に關する教科 (實習を含む)

教 科	單 位 數
國 語	※ 315 (9)
國 語	70(2)-210 (6)
國 語	70(2)-210 (6)
社 會	※ 175 (5)
社 會	175 (5)
社 會	5 ※ 175 (5)
社 會	175 (5)
社 會	175 (5)
數 學	175 (5)
數 學	※ 5 175 (5)
數 學	175 (5)
數 學	175 (5)
理 科	175 (5)
理 科	※ 5 175 (5)
理 科	175 (5)
理 科	175 (5)
體 育	※ 315 (9)
藝 能	70(2)-210 (6)
藝 能	70(2)-210 (6)
藝 能	70(2)-210 (6)
藝 能	70(2)-210 (6)
家 庭	245(7)-490(14)
家 庭	10 (2)
家 庭	70(2)-140 (4)
家 庭	70(2)-140 (4)
家 庭	175(5)-350(10)
家 庭	175(5)-350(10)
外 國 語	175(5)-525(15)

普通課程に關する教科

※印は共通必修です

楽しい高校の週計画

楽しい高校の週計画

曜日	月	火	水	木
時刻	ホームルーム			
1	ホ			
2				
	ラジオをきく			
3				
	ホームルーム			
4				生検会
5				
6				
7				
学習時間数	6	6	6	



1 学校での仕事もたゞ本を読むだけでなく、ホーム・ルームの時間やラジオをきく時間や、同好同志のクラブ活動、生徒會などがあります。

毎日の生活そのまゝが勉強になるのですから、若い人々には楽しい日が繰返されます。

2 ホーム・ルームを毎日三回行つている學校があります。朝登校して直ぐに自分のホーム・ルームの先生に御挨拶に参ります。

そしてその日の計画を話し合います。次のホーム・ル-

ムの時間にはそのルームの者がそろつてラジオ

を聞きます。

晝のホーム・ルームの時間にはルームに

揃つてみんなで楽しく食事をします。

3 毎週一回定時に全校生徒が一堂に會合し

て、生徒仲間の問題を討論したり、議事

をしたり、又は各ルームや各クラブの活

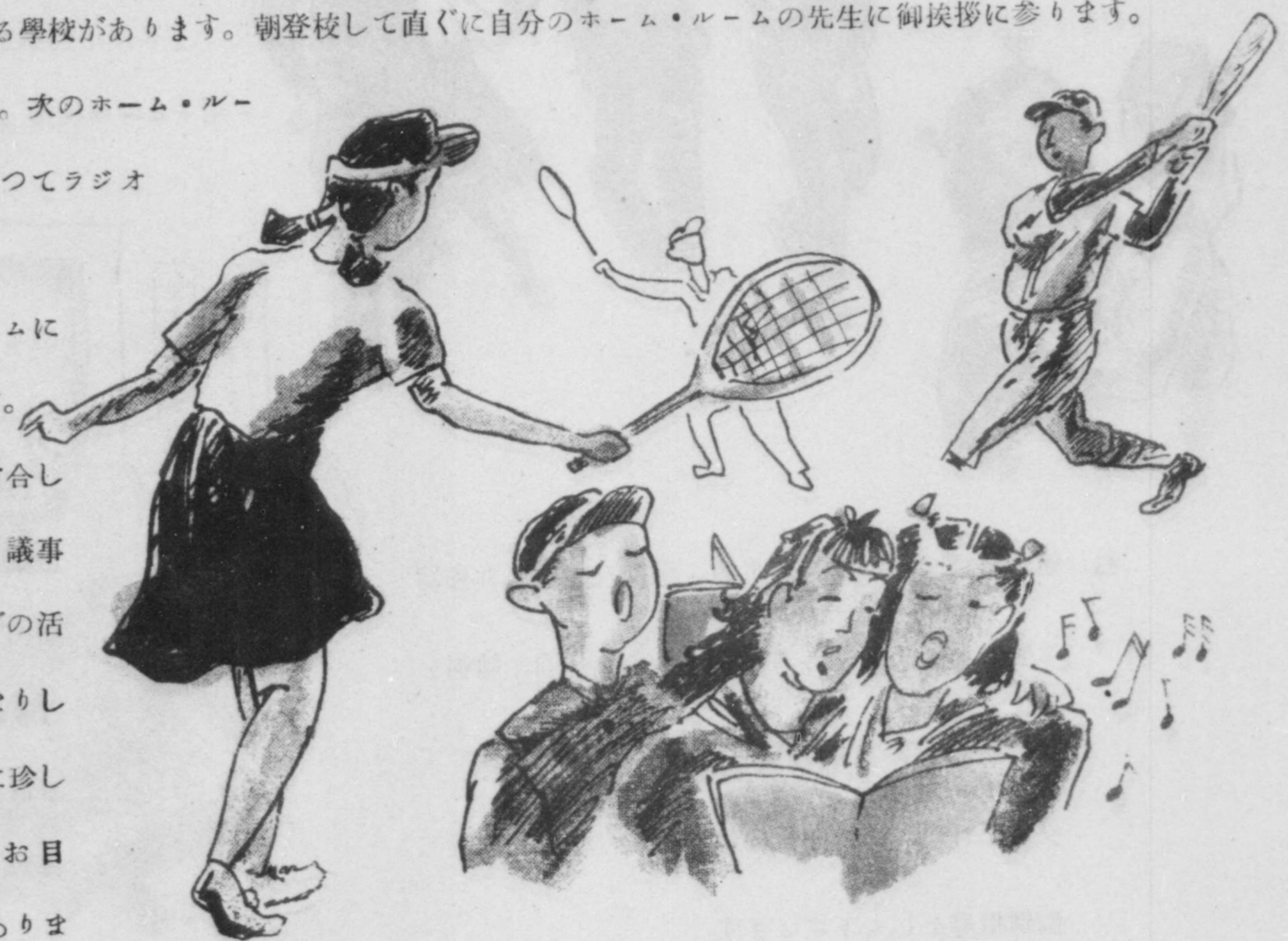
動状況を報告したり、實演しあつたりし

ます。これが生徒會です。又學校に珍し

いお客があれば、この時に一緒にお目

にかかつてお話をうかがうこともありま

す。



クラブの時間も一週に一回あつて、この
時間には同好者が集つて歌をうたつたり、
スクエア・ダンスをしたり、その他色々
なスポーツを楽しくいたします。



5 勉強法については、進歩的な学校では一週五日制
を実施しています。月火水木金の5日間に勉強を
をいたします。土曜日は先生がたの勉強の日です。
又この日にその週間に学校を休んだ生徒を集めて
個別指導をして下さいます。



學 區 制 に つ い て

1 なせ學區制を實施したのですか

従來のまゝでは、學校の間に相當大きな差があつて、教育の機會均等という法律から見てよくないばかりでなく、實際にも評判のよい學校へ入ろうとして随分無理をした者がありました。その地域社會の要求に應える學校をその地域の人々で育てあげて行くためにも、また無理な進學を改めるためにも、この學區制を斷然實施しました。

2 學區制を實施してどんなよい所があるのでしょうか

同じ地域社會に住む少年少女たちが、その地域にある學校に通えば、學校と地域社會との關わりが親密になり學校がその地域の文化の中心になります。

3 學力が低下して大學入學に不利になることはありませんか

學區制が實施されても 生徒の能力を伸し個性に應じた指導を怠ることはありませんからそのために學力が低下することはありません。それに大學への入學試験の方法も改められて高等學校の學科だけでなく生活全體を見るようになりますから、決してその心配はありません。進んでこの制度を理解されてその地域の學校のために、否、その地域のために協力して下さい。

※都道府縣委員會は、高等學校の教育の普及及びその機會均等を圖るため、その所轄の地域を數箇の通學區域に分ける。但し、必要がある場合には、生徒の就學につきこれを調整することができる。(教育委員會法第54條)



なぜ男女共學にしなければならないか

1 男女共學はどうなっていますか。その現状は

福井縣では昭和二十三年の四月から共學を實施しているので、次第に板についてきました。最初心配された程のこともなく、又生徒のそわそわした風もなくなつて、異性に對する理解もでき、お互の融和と協力がよく行われています。

2 なぜ共學にしなければなりませんか

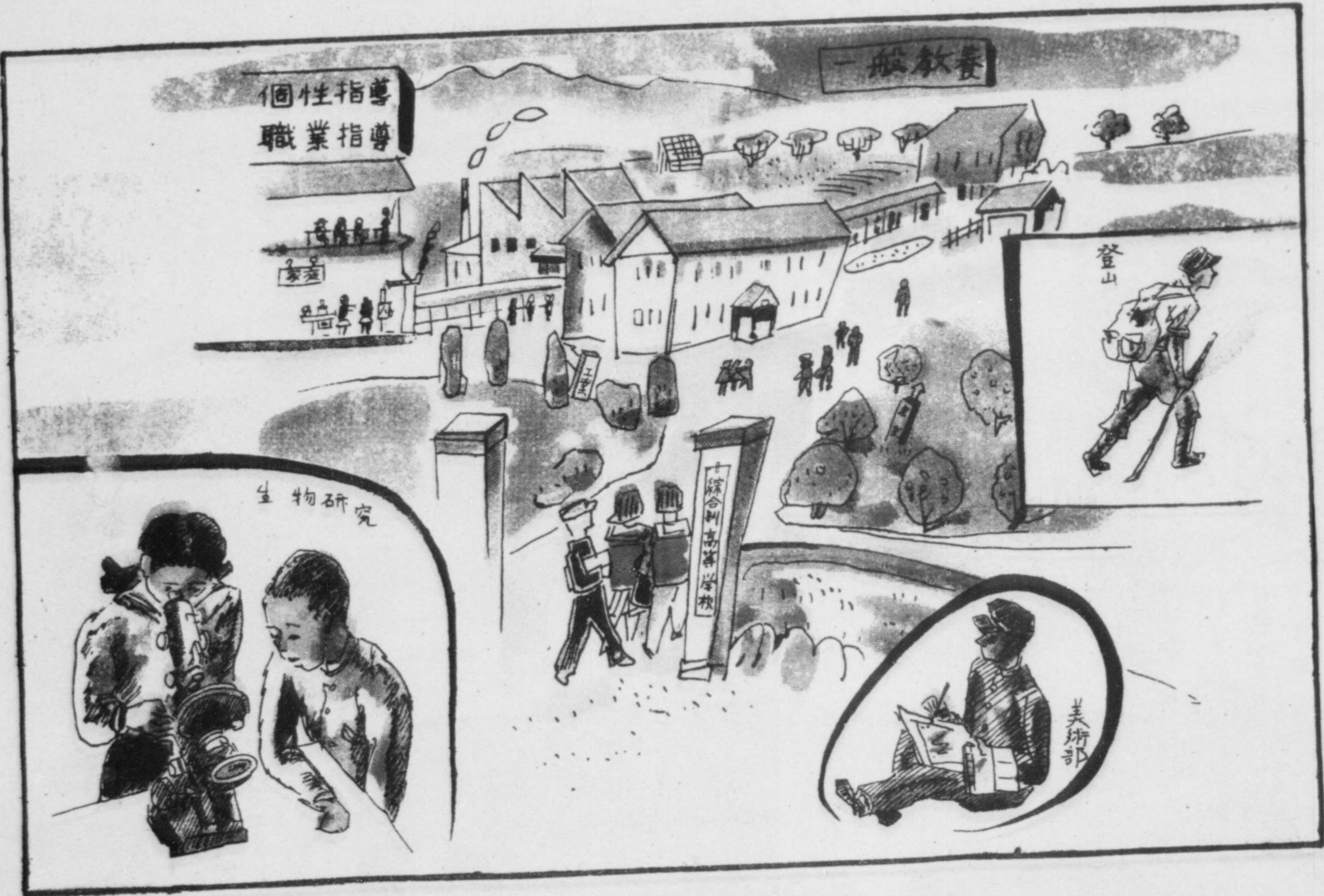
私共の日常生活はすべて男と女との協力によつて営まれています。これが自然な姿です。教育の場面だけが分れ別れでは、實社會に出て民主的によく働く立派な構成員に直ぐはなれないでしょう。

3 それでも何となくあふなつかしい氣がしますか

縣下を見て、男女共學でよい成績があがつていると申しましたが、それは先生の指導や父母の監督、それより先ず生徒の自覺があつたからです。若い人達の事を現在の父母達が心配されるのは無理はありませんが、よい指導さえあれば心配はいりません。男女の禮儀や交際などについて、この上とも明るく親切な指導監督を怠らず、自然によい實を結ぼうとしているこの共學を父母達も正しい民主的な考えで見守つてやるのが大切でしょう。

※ (男女共學) 男女は、互に尊重し協力し合わなければならないものであつて、教育上男女の共學は、認められなければならない (教育基本法第5條)

※ すべて國民は法の下に平等であつて人種、信條、性別、社會的身分又は門地により、政治的、經濟的又は社會的關係において、差別されない (日本國憲法第14條)





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EHIME SHIMBUN

Apr. 21, 1950

Two weeks have already passed since the new school term was started. Those students who should attend the Higashi Lower Secondary School, Saijo city, and their parents (at Yokoguro block of the city) are still rejecting to go to school there.

On Apr. 20, 25 representatives of parents met Mr. Kato, chief of the city education section, Mr. Tsukihara, chief of the general affairs section and ex-chief Terakawa of the education section.

Those representatives petitioned to the authorities to re-investigate the school district problem, however the city authorities replied that the problem had been already decided by the city assembly and they asked those parents to cooperate with them.

After all no conclusion was found out between the authorities and the representatives.

(By Kimura

Apr. 26, 1950)

Mr. Kato brought in distracting plan approved by the assembly. Several meetings have been held but boave block representatives who are in the m nority disagree with the general decision. The school Kita which they wish to attend already has 1500 and the new projected school has now only 550 housed in primary schools. The matter was also eferred to the Supt of Schools (Ehime Pref.)

SHIKOKU

12 Dec. 1949

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The school district was decided already in Spring this year by the re-organization of upper secondary school in Kagawa-ken but some students still enter the notable school offending against the school district system and some students of lower secondary schools in the rural district are changing to the school in the cities preparing for the entrance into the upper secondary school in the cities. Therefore Secretariat of the prefectural school board issued a warn to the parents telling them that changing school for preparation of the entrance into the notable upp secondary school is never approved.

School administration section of the Secretariat Office of the prefectural school Board stated on this problem as follows.

Violators of School district system among upp' secondary school students are now under investigation. When they are discovered they shall be immediately changed to the original school, moreover, malicious violators will be punished strictly. Besides, some students of lower secondary school are changing the school, but they will be never approved. Parents should endeavor to develop the upper secondary school in the district supporting the purpose of the reorganization of upp secondary school.

By Hamada, 15 Dec. 1949

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SHIKOKU SHINBUN

22 Oct 49

Started from the fact that the village assembly of Kamiyama-mura, Kita-gun Kagawa Prefecture, made a decision to abolish one of the two lower secondary schools in the village about two years ago, the village administration came to be thrown into much confusion. Although two years have passed since then, the trouble has not yet been solved satisfactorily. The people of Okuyama section which is located in a mountainous, out-of-the-way place of the village, voiced strongly objection against the decision of the village assembly for abolishing Kamiyama-mura Second Lower Secondary School. (total number of students is about 60) for the reason that they do not have a heart to make their children go to Kamiyama First Lower Secondary School located at a distance of two "ri" away from the section. Mr. Tsutsui, headman of the village, from Okuyama section was placed in a dilemma between the village assembly and the people of Okuyama Section.

The village assembly has restrained itself from taking a vigorous step for abolishing the school in question. Because if the village assembly takes a vigorous step, it is feared that the separation problem of Okuyama section from Kamiyama mura may take place.

Recently some among the people of the village began to criticize the lukewarm attitude of the village assembly to ward this problem. From the above fact, a trouble is expected to come to the fore again. The village assembly asked to the prefectural Board of Education for some adequate suggestion on this problem.

Mr. Kubo, chief of the school Administration Section of the Secretariate Office of the Kagawa Prefectural Board of Education, stated as follows:

"I have heard that a trouble occurred in Kamiyama-mura. But I have not yet been well informed of the trouble in detail. Therefore at present I can not talk about the problem. However, the prefectural Board of Education intends to urge the village authorities to maintain only one lower secondary school in the village if possible".

(By Takahashi 24 Oct 49)

SHIKOKU SHIMBUN

8 Sept. 1949

Twelve primary schools were appointed as the model school for studying Core Curriculum system and its practice.

The above schools and their subjects which were announced on the 7th by the guidance section of the prefectural School Board were as follows:

- 1) Hiketa School, Okawa-gun.
On the structure of Core Curriculum.
- 2) Kamiyama School, Kida-gun
On the educational course among mountains.
- 3) Naeba School, Shozu-gun.
On Curriculum of the natural science and the social study.
- 4) Kasai School, Kagawa-gun.
On Sanitary and physical education.
- 5) Okada School, Ayauta-gun.
On curriculum centering around the social study.
- 6) Tadotsu School, Nakatado-gun.
On educational appraisal.
- 7) Sakuta School, Mitoyo-gun.
On structure of curriculum centering around the social study.
- 8) Nibancho School, Takamatsu-shi.
On the structure and development of Core Curriculum.
- 9) Kameoka School, Takamatsu-shi.
On visual and auditory education.
- 10) Yashima School, Takamatsu-shi.
On structure of the educational course on a basis of community.
- 11) Seibu School, Sakaide-shi.
On learning of units of each lessons.

- 12) Zyoken School, Marugame-shi.
On structure of Core Curriculum and its
practical study.

By Nagao, 10 Sept. 1949

EHIME SHIMBUN

24 Sept. 1949

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After reorganization of full time senior high schools, the secretariate of the pref. Board of Education has been investigating part-time senior-high schools in the prefecture since the middle of this month, and it will be finished at the end of this month. It is expected that part-time Sen.-high schools will be reorganized. The following is an interim report of investigation spoken by Mr. Fujita, senior officer of the investigation section, the secretariate of Board of Education.

There are 42 main part-time sen.-high schools (31 attached and 11 independent) and 36 branch schools. When these part-time schools were established, it had been decided that their located municipality had to bear burden of their facilities. But every place has been so busy to complete establishment of jun.-high school, that facilities for sen.-high school are insufficient. Especially, independent schools except some of them can't utilize full-time sen.-high schools in both fields of facilities and teachers. They have very poor facilities. Some school has only one light in one class-room, even though the standard of establishment says, 6 lights of 100-w globe should be in one room. In spite of the same qualification with the full-time sen.-high school, the part-time sen.-high school is being left under these bad conditions. It is not only to take off studying will from the students, but to profane the sen.-high school it self. It these schools which are necessary for their locality.

is a serious problem how to treat

By Kimura, 27 Sept. 1949

ASAHI

4 September 1949

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The dispute at Shikai-mura, Shozu-gun, Kagawa-ken is still continued, though recall was rejected, and people of Nagahama Community are intending separation.

Centering around the establishment problem of the lower secondary school, the disagreement between the people of two sections, Igisue and Nagahama at Shikai-mura, has long been continued.

Started from the dispute, the people of Nagahama Section proposed a recall of the village assembly, but finally the recall was rejected. As a result, the lower secondary school was decided to be established at Igisue Section as the people of the section wished.

On the other hand, the people of Nagahama Section are insisting that they would not like to make their children go to the lower secondary school at Igisue, and they would rather send their children to the school at the neighbouring village Fuchizaki-mura.

Mr. Kiyomura, chief of the Shozu-gun Local Government Officer, reported on Sept. 2 the actual condition of this dispute to the Kagawa Prefectural Local Government Section, and asked the prefectural authorities to take some remedial measures for solving the trouble.

KOCHI NIPPON

31 Aug. 1949

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Changes of teachers in Kochi Prefecture were announced by the School Board on Aug. 30. 121 teachers including 2 principals retired. 643 teachers of upper-secondary schools were redistributed.

Retiring teachers:

	Primary	L-Secondary	U-Secondary
Principal:	1	0	1
Teacher:	25	26	21
Assistant-teacher:	33	14	0
total	59	40	22
grand total			121

Change:

	primary	LS	US
principal:	73	23	
teacher:	180	115	(grand-total
assistant-teacher:	101	536	of redistribution)
total	354	174	643
grand-total			1,171

Sugimura, superintendent of education, stated: "The current reshuffle of teachers has quite a different character from those in other years because of redistribution of teachers resulted from reorganization of upper secondary schools, interchange of personnels owing to structure reform of the Board secretariate and re-examination of teachers quota for primary and lower-secondary schools. The following points were considered in the current reshuffle.

1. To break down factionalism and to consider personnel affairs comprehensively.
2. To remove unbalance among schools in distribution of teachers.
3. To promote competent and eager teachers as much as possible regardless of age or sex.

4. The names of new upper-secondary schools will be decided in proper way later."

BY Fuke, 6 Sept. 1949.

SHIKOKU SHIMBUN

30 AUG. 1949

Editorial: On the 6-3 educational system white paper.

The Department of Education released a 6-3 education system white paper and made clear actual situation of education facing at a crisis.

According to the paper, knowledge of primary and lower secondary pupils has gone down because of the half-day school system due to lack in classroom. To relieve it, there is no way but increase of budget. Expenses for repair of school are all borne by parents. Even if tuition fee be free, they must contribute a lot of money through PTA, which is a headache to them.

The other day, the education authorities presented a plan for appropriating new educational budget to Shoup Mission that least educational expenditure from primary school up to upper secondary is defrayed by the National Treasury. Comparing the ideal plan to actuality shown in the white paper, we find a great distance between them and feel that there are much difficulties to accomplish the plan.

At present, only half of salary of the teachers are borne by the National Treasury, and the remainder by local government. The new plan aims at bearing each half of the total educational expenditure by the Central and local governments, respectively. It amounts to 4,130 yen for a primary pupil, 6,030 yen a lower secondary one and 8,840 yen a upper secondary one in a year, total of which amounts to 100 billion yen.

Total educational expenses in 1948 fiscal year borne by both the National Treasury and the local government was 63.8 billion yen or 12.4% of the total annual expenditure. In USA, most of the educational expenses are borne by each State, and burden of parents is not serious. In other countries in Europe, expenses for the compulsory education are borne by the countries, in general.

In this country, 30% of local annual expenditure is usually occupied by the educational one, which is too serious for poor local financing. Deficits are naturally shifted to parents.

To increase burden of the educational expenditure by the

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National Treasury bases on a thought that the nationals, both with children and without them, impartially bear the expenses for national education which is the foundation of the cultured country. There will be no greater loss for a country than that a man of ability lives an obscure life without proper education due to lack of money. To promote the equality of opportunity on education strongly, the plan of the education authorities is yet insufficient. In our country where the military expenses is needless to appropriate, the Government must increase budget for cultural expenditure much more, and the Education authorities should do best to realize the end.

By Miyoshi, 2 Sept. 1949

The other day, the Momtusho
Presented a policy to Shoup Mission
on the compilation of the new
educational budget. The policy
is that the minimum expenses
at school shall be paid by the
National Treasury for all the
students from the 1st year of
Primary school to the last year of
upper secondary school.
However, comparing it with the
white paper of O.3 system which
has been recently declared, we
can see a big difference between
the ideal policy and the white
paper. In order to realize the
policy, we must overcome a
great many difficulties in future,
so we presume.

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eyes and ~~but~~ that of lips. It seems to have been a non-coloured statue with the above little parts of exception, for the surface of the carving is refined very smoothly.

"Jenkan-dai" ^(Ring-shaped hair-accessories) is carved around its head and "Kankun" ^(arm-accessories) is carved on upper arms and wrists. But "Kankun"

almost ~~in~~ wear away.

144.5 centimeters in full height. 135 centimeters ^{height} until shoulders.

13.5 centimeters ^{wide} between both ears.

The body is lanky compared with its height.

Arms and feet are a little long.

"Jenne" covering softly the lower part of the body relaxes in front of knees

and hangs down from arms. Namely;

it is the so-called "Tenpyo-type"

status. From those points, some people

deem it as made in Tenpyo Period (

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新学校制度実施準備の案内

文部省学校教育局

学校制度の改革については、閣議の決定、議会の協賛等の手続き順序を経て、正式に決定実施されるはずであるが、その実施に対しては、各方面とも事前に研究を進める必要がある。よつて、こゝに「新学校制度実施準備の案内」を編纂して、その参考に供しようとする次第である。これに記載されている事項は、新制度のうち中学校及び高等学校に関する概要、並びに差し当たり中学校を昭和二十二年度から実施しようとする場合に採られるべき措置等につき、解説を試みたものである。各方面におかれては、これを参考として、新制度実施に対する研究を進められたいのである。

学校制度を改革して教育の刷新を図ることは、日本再建の根基に培う極めて重要な事業であるから、その準備並びに実施に対しては、教育者は勿論、あまねく一般の熱心な協力と努力とを切望するものである。

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4、現在制度の中等学校より新制度の中学校に編入される者の卒業取り扱い

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第一、新学制実施準備協議会の設置について

一、目的と種類

国民学校初等科修了者を收容する三年制の新制中学校を、昭和二十二年度から実施するについて、まず、以下に示す要領によつて、都道府縣・郡・市区町村ごとに、新学制実施準備協議会を設置することが望ましい。この協議会は、市区町村協議会・郡協議会・都道府縣協議会の三つに分れ、それぞれの地域の新学制の実施に関係するいろいろな問題について研究・審議し、それぞれの教育行政当局にその意見を伝えることを目的とし、教育行政当局は、この意見に基づいて新制度の実施についての諸般の措置を行うのである。

各協議会から当局に提出された意見は、いろいろな方法によつてなるべく一般に発表することとする。

各協議会の委員は、同じ人数の教育者と一般の人で構成され、委員の選定はすべて選挙によることとし、男女を問わず、広く教育に識見のある人を選出するようにする。教育関係の官公吏は、必要に応じて協議会に出席し、協議会の要求によつて、資料を提供したり調査をしたりしてその運営について援助することは差し支えないが、議決権は持たない。

各協議会は、新制度を実施するについての当面の準備ばかりでなく、地方における今後の教育問題全般についての諮問機関として、現在の教育行政機構が改変されるまでは、これを常置することにした。

各協議会は、いずれも第一回の会合の席でその議長を互選し、会の運営は、すべて議長の主宰によるものとする。各協議会の組織や運営について、次に説明する。

二、市区町村協議会

市区町村協議会を組織する責任は、市区町村長にある。委員は、その地域内の官公私立の学校ごとに、校長・教師一名、

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一般の人二名、計四名ずつ選出する。学校がたゞ一つよりない町村では、校長・教師二名、一般の人三名、計六名とし、教師及び一般の人各一名以上は婦人を入れるようにする。このことは、二校以上ある市区町村の場合にも準用することとする。教師の代表は教師の互選により、一般の人の代表は父兄会・保護者会・又は後援会等の適当な組織を利用して、どちらも各学校ごとに選出する。

市などで、各学校ごとに右に述べた四名ずつの委員を選出するときは委員の数が多すぎて、協議会の運営に適当でないと思われる場合には、右の校長・教師・一般の人の間から、あらかじめ定められた人数の委員を選挙するがよい。

この場合にも、教育者と一般の人にはおのおの同数の委員を割り当てるものとし、その総数はあらかじめ市区長が決定する。市区町村長は、協議会に出席はするが議決権は持たない。

市区町村長は、委員を選出する前に、まず、全般に対して新学制の基本原理である民主的な教育の理念と、新学制の実施がその地方の興隆ひいては日本の再建に緊要であるゆえんを述べ、この協議会の目的と意義、教育者及び一般の人を代表する委員の責務、更に協議会と教育関係官公吏との関係などについて説明する外、新学制の実施に対する地方民一般の責務についても言及する必要がある。

市区町村協議会で処理すべき当面の問題は、凡そ次の通りである。

- 1、新制中学校への進学は地域制によるのを原則とするから、その市区町村を適当な地域に分割すること。
新制中学校の第一学年は、多くは従来の国民学校高等科又は中等学校に設けられるであろうが、どこに設けられるにしても、その施設や内容にはなるべく差し支えないように措置することが望ましい。
- 2、現存する校舎・教室数・増築資材及び財源等の調査と、これらに関する新学制の実施に必要な計画、及び新規採用を要する教員の数等についての調査を行うこと。
- 3、市区町村当局に対して、新制中学校の編成に関する具体案の提出や地方事務所又は都道府県廳からの援助を必要

とする事項の具申を必要の都度行うこと。

4、その他その地方の学校に六・三・三制を実施するについての関係事項を研究すること。

大きな都市では、協議会は各区又はその他適当に分割された地域に設置し、その組織や運営についてはこゝに述べた通りであるが、この場合の都市の協議会は、次の第三項に示す郡協議会に準ずるものとする。

三、郡協議会

新学制の実施に関する市区町村の問題は、隣接する市区町村との連絡及び協力を必要とする部分が多い。児童の通学、校舎、建築資材の確保、教師の訓練、教育に関する諸団体の發達、その他多くの教育上重要な事項は、市区町村よりも郡又は都道府県単位の立場からの措置を必要とする。

この意味から、郡協議会は、郡内のすべての町村に關係する教育上の問題を處理するために設置するので、各町村協議会の代表者とその委員になる。郡協議会の委員となる各町村協議会の代表者の数は、協議会ごとに教育者一名、一般の人名、計二名とするのが適當であらう。

郡協議会の委員は、それぞれ代表している町村協議会に対して、郡協議会における審議と成案について責任を負う。

四、都道府県協議会

新学制の実施について財政上の問題、及び市町村や郡の範囲で處置のできない学校關係のすべての問題に関しては、都道府県単位の協議会で處置するのが望ましく、都道府県協議会は、郡又は市の協議会からそれぞれ教育者一名、一般の人名、計二名ずつ選出された委員で構成するものとする。

都道府県協議会の委員は、始めに市区町村協議会から選出されて郡又は市の協議会の委員になつた者であるから、それぞれの市区町村の問題や要求を理會し、新制中学校に關係ある都道府県所管事項のすべてについての審議や立案を行うのに最も適當な立場にある。そして委員は、それぞれの代表する郡又は市の協議会に対して責任を持つことになる。

第一、新学制実施準備協議会の設置について

第二、昭和二十二年度における生徒の進学について

四

以上で新学制実施準備協議会についての説明を終るが、この新しい制度は、独立校舎の建築あるいは設備の充実等その完成を見るまでに相当の年月を必要とするであろうが、各学校及び市区町村は、責任を持って、その地方の学校教育の発展を図り、新学制に伴ういろいろな措置については、その地方の実情に即し、それぞれの能力に應じて、できることは直ちにこれを実施し、率先して制度の完成を促進することに努力されるよう希望してやまない。

なお、都道府県又は大都市などで、新学制を新学年度から実施するための準備としてこの種の協議会又は委員会を設置し、既に活動を始めたところもあるようであるが、これらの都道府県や都市において、改めて、この「案内」に提案された通りの協議会を設置し直すことが特に困難な事情にある場合には、既設の協議会又は委員会の構成を維持しながら、この「案内」に示された趣旨に沿って、教育者及び一般人の委員の比率等につき、できる限り必要な改善を加え、民主的な教育上の基本原理の線に沿う組織と運営に遺憾のないよう、努力することが必要であろう。

第二、昭和二十二年度における生徒の進学について

新制中学校は、昭和二十二年度から実施されるが、この制度改正は、国民はすべて中等程度の学校教育を受ける権利と義務とを持つという民主的な原則に基づくものであつて、初等及び中等の学校で、一つの学年の課程を修了した生徒は、すべて、次の学年に進学することを認められるのである。

新制中学校の義務制は、昭和二十二年度においては第一学年（第七年）にだけ実施される。また、新制中学校第二学年（第八年）には昭和二十三年度から、第三学年（第九年）には昭和二十四年度から、それぞれ義務制が実施される予定である。

次に來年度における新制中学校の各学年への進学について説明しよう。

一、新制中学校第一学年（第七年）

昭和二十一年度に国民学校初等科第六学年を修了する生徒は、すべて、新制中学校の第一学年に進学する。これらの生徒を收容する新制中学校は、多くは国民学校高等科・中等学校又は青年学校の中に、それぞれの施設を利用して設置されることになる。どの新制中学校に進学するかは、この「案内」の第一に示された各市区町村ごとに設置される新学制実施準備協議会が、地域制を設けて定めるのである。

新制中学校の第一学年は義務制であるから、その入学者の決定に、筆答試問・口頭試問あるいはこれらに類する方法を用いてはならない。但し、自主的経営を行う私立の新制中学校は、地域制から除外されるので、入学者の選抜を行うことになるが、この場合にも新しい教育制度の精神に即して、このような選抜の方法によらず、第四項に説明する方法によつて選抜を行うことが望ましい。

新制中学校が国民学校高等科・中等学校又は青年学校などの施設を利用して設けられるにしても、その第一学年は、すべて同じ新しい教科課程を用いて、等しく充実した教育が受けられるように措置されるのである。このことは、新制中学校の第二・第三学年についても同じである。

二、新制中学校第二学年（第八年）

昭和二十一年度に国民学校高等科・国民学校初等科修了を入学資格とする中等学校、及び青年学校普通科のそれぞれの第一学年を修了する生徒は、すべて、そのまま進級して新制中学校の第二学年になる。従つて地域制や選抜の問題は起らない。

三、新制中学校第三学年（第九年）

昭和二十二年度において、新制中学校第三学年への進学で選抜が問題になるのは、従来の国民学校高等科修了を入学資格とする中等学校の場合である。これらの学校で、入学志願者の数が、收容可能な数を超えた場合に、選抜を行うことに

第二、昭和二十二年度における生徒の進学について

六

なる。新しい教育の精神によれば、高等科を修了してこれらの学校に入学を希望する者は、身体に支障がない限りすべて入学を許可されるはずであるが、右の場合にはたゞ設備の関係上、やむなく選抜を行うのであつて、選抜にもれたとしてもそれは生徒の失敗というよりは、設備の不足によるものであることを教師も生徒もよく承知してほしい。

この場合の選抜の方法については、次の項に説明する。

四、入学者の選抜

入学者の選抜に従来の筆答試問や口頭試問の方法を用いることは、新しい教育制度の精神からして望ましくない。今年度から入学者の選抜を行う場合には、国民学校よりの報告書と中等学校で行う面接試問及び身体検査によつて入学者を決定することにした。

将来、生徒の知能・個性・素質及び成績を測定する心理学的な客観的な検査法の完成することが期待されるが、今のところではこのような検査の方法を用いるのは、時期尚早であると思われる。

次に新しい選抜法について項目別に説明しよう。

1、国民学校よりの報告書

国民学校よりの報告書は、従来のように個人調査書と学級一覽表とに分れ、次に示される事項について記載せねばならない。

- (一) 出欠についての記録
- (二) 教科成績
- (三) 協同性・責任感・統率性・持続性・勤勉・規律・正直・親切・器用さ等の性格や習性に関する事項
- (四) 科学藝術・音楽・実務・耕作等に示された特別な才能
- (五) 校長及び教師の判断を総合して決定された学級における順位

これは、学級の生徒全体をその性行と学業成績によつて六つの段階に分け、これを一級・二級・三級・四級・五級・六級として記載する。一級には最も優れた生徒が属し、六級には最も劣つた生徒が属するわけである。そして、各級に属する生徒の数を、学級全体の生徒の数と共に学級一覧表に記載しておく。各級に属する生徒の数は同じでなく若干の差を生ずるのが普通であつて、一般には他の級よりも三級と四級とに多くの生徒が属するはずである。

2、面接試問

面接試問の目的は、中等学校の校長と教師とが生徒に直接に面接して、その問答を通じて生徒の性格や個性を察知するにある。

面接試問では、校長と少数の教師とが面接係りになつて、同一の関門で個々の生徒と打ちとけて話し合うのである。打ちとけて話し合うためには、教師の数はあまり多くない方がよい。生徒の受け答えが自然にかざりなくなされるように、面接係りは生徒を気安くさせるような態度で生徒に接することが大切である。

面接試問で聞く事には、生徒の知識を驗すというよりは、問答を通じて生徒の人物全体が察せられ、生徒の精神の発達が年齢相当の程度に達しているかどうかを見ることのできるようなものを選定しなければならない。そのためには個々の生徒に対する問答は画一的でなく、多角的に発展させることが必要である。

また、時間も、個々の生徒について画一的に限定するのは適當でなく、従つて志願者全体に対する面接試問は、一日に済ませないで、数日に互つて行う場合も起つてくると思う。

3、身体検査

身体検査は、中等学校の校医を中心として行われ、その結果は、身体上修学に堪えないと認められる生徒を除外するに用いられるだけで、志願者の成績序列を決定する要素にはしないものとする。身体検査において疾病と異常とを重視することは、従来と変りがない。

第三、学校制度改革（六・三・三制）

八

五、学籍簿写しの送附

生徒の轉学又は進学に当たつては、その在学期間を通じての教科成績・性行・身体状況について正確に記録された学籍簿の写しを入学する先の学校へ送らなければならない。この記録は、生徒の能力と興味とに應じて、生徒を指導し、その発達を助成するについて大切な資料となる。

学籍簿が生徒を指導するについての價値ある資料であるためには、それは、生徒の能力・成果・個性及び健康にだけ基つて記載されたものでなければならない。学籍簿の記載に当たつて、生徒の家庭の社会的又は経済的地位に影響されてならないことは勿論である。

学籍簿には、校長及び教師の個々の判断を総合して、公正で教育的な記載をしなければならない。

国民学校において教科教授が充実し、生徒の能力が個性に應じた多面的な発達を示し、且つ生徒の性格と成績に対して正確な評價を示すことは、中等学校及び社会全般の信頼と尊敬とを得るゆえんである。これで国民学校と中等学校の関係が改善され、学籍簿の生徒指導上の資料としての價値が大いに高められるのである。

第三、学校制度改革（六・三・三制）

一、緒言

いわゆる六・三・三制を中心とする学校制度改革案は、昭和二十一年十二月二十七日に教育刷新委員会で採択され、文部省もこれに同意したのである。

この改革案は、児童が学校に入る場合その最初の六年間を小学校（仮称であるが以後このように呼ぶ）において過ごし（但し幼稚園におけるものを除く）その課程を修了した後、三年制の中学校（仮称であるが以後このように呼ぶ）に入る。こ

の二つの学校において就学は義務制である。中学校の次には更に教育を受けようとする者のために三年を原則とする高等学校（仮称であるが以後このように呼ぶ）を置き、更にその次に四年を原則とする大学（仮称であるが以後このように呼ぶ）を置くのである。

この改革案には現在の制度に比して種々優れた点があるが、その最も重要な点は、すべての者に対して一律に小学校と中学校とを通して九年間の教育を行うことである。また、高等学校、大学における教育も勿論重要であるが、とにかく現在の制度では国民学校初等科を卒える者の約二〇％だけが中等学校へ進み、残りの約八〇％は国民学校高等科と青年学校に入るのであつて、このようなことは非民主的で教育的にも不合理であり、また國家再建に対して國民の能力を充分に發揮させるゆえんでもない。この改革案は、現在の中等学校程度に該当するところに中学校・高等学校の二つを設け、青少年教育の刷新を行わんとするところに意義があるのである。

二、中学校に関する事項

1、定義と目的

中学校は、すべての小学校修了者に対して原則的には同一の教科課程を適用することとなるであろうが、各地方及び学校の希望によつてはそれぞれ弾力性のある教育を実施して、生徒各個人の適性伸張の機会とするのである。

中学校の主な目的は、青少年を健康で責任感の強い且つ立派な公民に育て、おのおのその才能を發揮させるように援助し指導することにある。従つて、その教科の内容としては、人格・個性の確立と、實際の社会生活に参加寄與することのできる能力の發展が強調されており、また職業に関する指導並びに訓練に関する事項も含まれている。即ち、中学校は教育的原則並びに心理学的・社会学的及びその他の方面よりの考察の基礎の上に立つて、満十二才より満十五才までの男子及び女子の發展を指導するために活動するのである。

2、修業年限について

第三、学校制度改革（六・三・三制）