

130th

Anniversary Tokyo Jogakkan



Tokyo Jogakkan Schools for Women

Tokyo Jogakkan Primary School

<http://www.schoolweb.ne.jp/tjk>

TEL.03-3400-0987

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Tokyo Jogakkan Middle School and High School

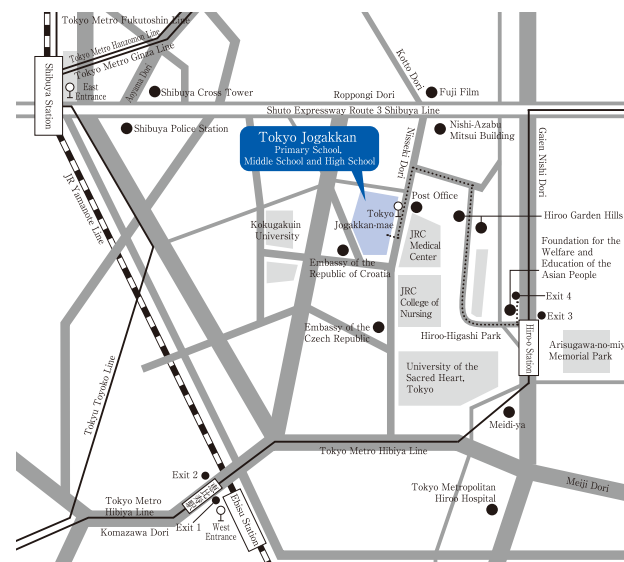
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3-7-16 Hiro-o, Shibuya-ku, Tokyo 150-0012, Japan



From Shibuya Station: Take the Toei bus bound for Nisseki Iryo Center-mae and get off at Tokyo Jogakkan-mae bus stop (about 10 minutes).
From Ebisu Station: Take the Toei bus bound for Nisseki Iryo Center-mae and get off at Tokyo Jogakkan-mae bus stop (about 10 minutes).
From Hiro-o Station on the Tokyo Metro Hibiya Line: From Exit 4, walk about 12 minutes.

Tokyo Jogakkan Primary School

Tokyo Jogakkan Middle School and High School



As a pioneer of women's education for 130 years,
we continue to apply our unchanging philosophy and new ideals.

Tokyo Jogakkan was founded in 1888, with the aim of educating Japanese women to be able to interact with global partners on an equal footing, by Joshi Kyoiku Shorei-kai (the Society for the Promotion of Education for Women), which was established by Hirobumi Ito, Eiichi Shibusawa, and other leading authorities and key figures who laid the foundations of Japan's modernization. The philosophy of the establishment of Tokyo Jogakkan, "Educating women of dignity, intelligence, and eyes open to the rest of the world," has been passed down for 130 years. Since the beginning of the 21st century, we have taken to heart the needs of the new era to set an educational goal of "Educating women of high character who contribute to the people and society around them." As an integrated educational institution from primary to middle to high school, Tokyo Jogakkan has sent many bright, energetic graduates out into the world. As we celebrate the 130th anniversary of the school's foundation today, a new wave of globalization is sweeping across Japan, as tremendous as that of the westernization that our founders witnessed at the time of the school's establishment. We are convinced, however, that even in this era of rapid changes, each student at and graduate of Tokyo Jogakkan will believe in her possibilities and continue to grow gracefully throughout her life. Tokyo Jogakkan will continue to reflect and pass down the spirit of the founders for female education by infusing it into the current education system. With an eye toward the next 100 years, we will also make further contributions toward the development of women in order to be able to open up a new era by demonstrating inclusive leadership, where people are encouraged to acknowledge and accept each other's cultural differences and build equal relationships with one another.



Takaaki Fukuhara
Chairman of the School Board
Principal

An institution for women
with 130 years of history

Maximizing its unique qualities as a girls' school, the comprehensive institution has a history of 130 years. We offer the kind of timeless charm boasted by a time-honored institution.



The comprehensive
school system
facilitates the development
of female leaders.

We instill in girls the value of inclusive leadership so that they can play an important role on a global level.



Located in a school zone
in Hiro-o, Shibuya-ku

One of our major characteristics is a privileged environment for education, located in a quiet school zone of Shibuya, one of the world's cultural centers.



profile

Tokyo Jogakkan Primary School

Principal: Hitoshi Tanaka
Number of students: 466
Number of faculty members: 52
(As of April 1, 2018)

Tokyo Jogakkan Middle School and High School

Principal: Takaaki Fukuhara
Number of students: 1,421
Number of faculty members: 117
(As of April 1, 2018)

History of Tokyo Jogakkan

Tokyo Jogakkan (TJK) opened in 1888 as an institution of the Society for Women's Education and Leadership founded by Hirobumi Ito.

In the early Meiji period of Japan, people had poor awareness about women's education. Against this backdrop, high-ranking officials in political, financial and academic circles strongly felt the need to provide Japanese women with sufficient skills and intellect to confront Western culture and stand on an equal footing with Western European powers through Rokumeikan diplomacy. Tokyo Jogakkan opened with the Society for Women's Education and Leadership, chaired by Kitashirakawanomiya, Imperial Prince Yoshihisa. Great historical figures such as former Prime Minister Hirobumi Ito, Eiichi Shibusawa and Yataro Iwasaki were involved in the foundation of the institution. Taking pride in our history, the spirit of the foundation of Tokyo Jogakkan has remained unchanged, handed down for 130 years.



Hirobumi Ito



A graduation photo taken in 1908



TJK school building in its early days (Unshuyashiki Mansion)



Dorothea E. Trott taught English at TJK for nearly 45 years. The British teacher said the nobility in the U.K. wore white clothes. Based on these words, TJK instituted a white uniform in 1930. This photo was taken at Haneda Airport, during her send-off from her students before returning to her country.



The promenade in 1954

History

Nagata-cho / Toranomom Era

- 1886 The founding prospectus of Joshi Kyoiku Shorei-kai (the Society for the Promotion of Education for Women) was distributed.
- 1887 With Hirobumi Ito as the elected head of the founding committee and Prince Kitashirakawa Yoshihisa as the named chairman, Joshi Kyoiku Shorei-kai was established.
- 1888 Tokyo Jogakkan opened in public properties in Nagata-cho.
- 1890 Tokyo Jogakkan leased and moved into a student facility of the former Imperial College of Engineering in Toranomom.
- 1900 The five-year Regular Course and two-year Advanced Course were established.

Hiroo Era (Before and During the War)

- 1923 After the Great Kanto Earthquake, Tokyo Jogakkan moved to Hanezawa, Shibuya (present-day Hiroo).
- 1929 The Primary Course opened, and was soon renamed the Primary School Department.
- 1930 A white sailor suit was introduced as the school uniform.
- 1936 The Regular Course was renamed the Secondary Course, and the Primary School Department was renamed the Elementary Course.
- 1943 The school emblem and school flag were established.

Hiroo Era (Postwar / Showa)

- 1947 The Middle School Department opened. The Elementary Course was renamed the Primary School Department.
- 1948 Tokyo Jogakkan High School opened. The Primary School Department was renamed the Primary School. The Middle School Department was renamed the Middle School. The school song Kaika-no-Hikage Atarashiku ("New Enlightenment"), written by Saishu Onoe and composed by Kosuke Komatsu, was established. A promenade began at Sports Day.
- 1954 A learning facility was built in Karuizawa.
- 1956 Tokyo Jogakkan Junior College opened.
- 1977 The parents' association of the Middle and High Schools was launched.
- 1988 The 100th anniversary commemorative ceremony was held.

Hiroo Era (Heisei - present)

- 1998 The 110th anniversary commemorative ceremony was held along with the completion ceremony of the new school building.
- 2001 The Junior College stopped receiving applications.
- 2002 The four-year Tokyo Jogakkan College opened.
- 2004 The International Class opened in the Middle and High Schools.
- 2017 Tokyo Jogakkan College closed.
- 2018 The 130th anniversary commemorative ceremony was held.

Unshakable tradition and time-honored atmosphere.

Tokyo Jogakkan aims to develop women of high moral standards, and carries an unchanging 130-year tradition and free-spirited atmosphere that looks ahead to future generations. This is the core of Tokyo Jogakkan. Surrounded by the elegant and dignified atmosphere of the school, students spend their days enthusiastically learning with great pride.

Symbol of Tokyo Jogakkan:
White sailor suit

Quadrille
and
promenade



The white sailor suit was instituted in 1930. While it has remained unchanged, this is a symbol of Jogakkan, a highly popular symbol both inside and outside of the school. The uniforms have impressively-colored ribbons, red for primary school, blue for middle school and high school.



Third-year high school students perform the Quadrille at the annual athletic meet in September. This is a 17th-century French court dance that was introduced to Japan during the Rokumeikan era. At that time, the dance was considered to be something that must be learned by the son or daughter of a respectable family. This is proof of completion of the TJK experience for the students after acquiring a high level of character at Tokyo Jogakkan.

Tokyo Jogakkan Integrated Educational Program

As a leading school in women's education, TJK develops and enables women to contribute to others and the global society.

At Tokyo Jogakkan, students learn based on an unchanging educational policy that is the foundation of the institution, throughout 12 years, combining the six years of primary school and six years of middle school and high school. In an excellent environment for education, our faculty members are united and sincerely engage with each student so that she will acquire future-oriented leadership (inclusive leadership) and contribute to the global society by making the best use of the characteristics unique to women.



Primary School

A lot of the potential of a girl is fully drawn out during these six years. This is the most important period for laying the foundations for life.

1. Education on leadership

TJK nurtures students' inclusive leadership based on mutually beneficial factors such as sympathy, creativity and cooperation.

2. Enabling students to keep learning

TJK offers classes that are more than just teaching knowledge and skills. Based on the experience of active learning, students become capable of continuing to learn independently.

3. Education on identity

Students become tolerant of different cultures by learning deeply about Japanese culture, which is their identity.



Middle School and High School

Aiming to educate women of high character who contribute to the people and society around them, the integrated school system of TJK equips the girls with inclusive leadership.

Three pillars

Extend one's individuality from fundamentals

TJK helps the girls to lay the foundations for their overall personality as well as their academic skills, aiming to "educate women of high character who contribute to the people and society around them."

Help students to grow capable of identifying and solving problems

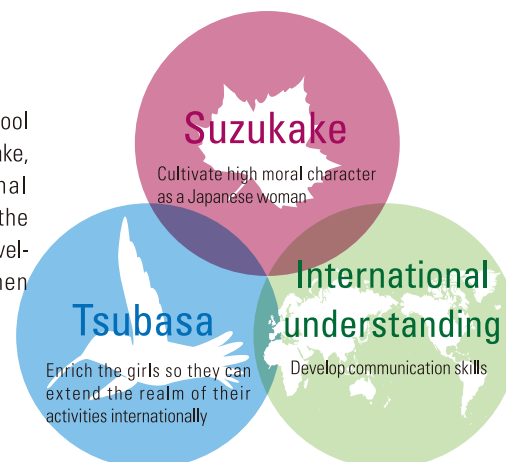
Curriculum, grade-based events and other activities at TJK help the students to grow capable of acting spontaneously as well as absorbing knowledge.

Nurture consideration for others

Students acquire future-oriented leadership and become capable of empathizing with other people and other cultures as well as establishing their own identity.

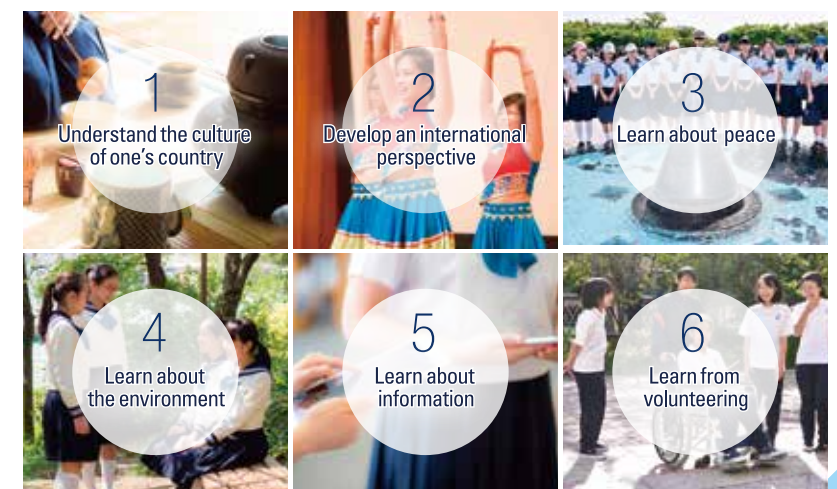
Three pillars

Classes of TJK Primary School divide their time into Suzukake, Tsubasa and International Education. This is part of the educational program for developing and equipping women with leadership.



Six important aims

By attending the same institution for six years, a student will acquire rich sensibilities and extensive knowledge and also pursue the achievement of the "six important aims" required to learn inclusive leadership.



Students take two-year steps over six years, which is only possible in an integrated school, and grow steadily.

First- and second-year Middle School students become aware of their skills and aptitudes and deepen their understanding of themselves.

Third-year Middle School students and first-year High School students broaden their perspectives of society and extend their individuality.

Second- and third-year High School students take steps toward self-fulfillment in pursuit of the career path they choose.

Leadership Education

The comprehensive school system unique to a private institution allows girls to acquire inclusive leadership.

A leader in this modern society, characterized by accelerated globalization, must be equipped with what we call “inclusive leadership,” which enables a person to act as a leader or a supporter as needed. Throughout its primary school, middle school and high school, Tokyo Jogakkan provides curricula in accordance with the students’ age group and helps them to acquire inclusive leadership while maximizing their individuality.



Primary School

The comprehensive, women-only school system is free from the implicit, gender-based division of work. This is the best environment for acquiring inclusive leadership. Students of TJK Primary School engage in school events, regular group activities, class representatives’ activities and group learning. By doing so, they cultivate awareness of their role, a sense of responsibility, willingness to cooperate and help each other, considerateness and a sense of justice, acquiring inclusive leadership in phases.



Early grades (1st and 2nd years)

Leadership starts by making friends

In the morning and before going home, students discuss how to improve their school life. In this way they acquire the habit and attitude of clearly expressing their perspective. During athletic meets and joint excursions, second-year students take care of first-year students and begin to cultivate their leadership skills.



Middle grades (3rd and 4th years)

Leadership in considerateness and a sense of justice

In order to cultivate independence and proactiveness, third-year students stay for two nights in Tateyama and fourth-year students stay for three nights in Okunikko with fifth-year students. By following the rules and cooperating with friends, they learn to be self-disciplined and considerate.



Upper grades (5th and 6th years)

Act as a leader of the school

Students engage in school events, class representative activities and group activities by cooperating with one another and remaining motivated to enrich their school life and make it more fun. Extracurricular activities also involve cooperation beyond the boundary of age. In their everyday activities, students cultivate a spirit of service and willingness to work.

Middle School and High School

The establishment of spontaneity and independence is imperative for the development of inclusive leadership. The Middle School and the High School follow a study agenda system in which each student is involved in a committee or group and the entire process from the preparatory gathering of information to its subsequent analysis and review. Through the repetition of the experience of thinking and creation by themselves, they will develop into future-oriented leaders.



Study agenda of thinking and creating independently



School events

Large-scale events involving all grades are led by students based on sharing roles between a main committee and supporting committees.

● Major events: Sports Day, School Festival, welcome party for new students and send-off party for graduating students



Grade-based events

Grade-based events involve the establishment of a steering committee that remains active for one year. Students take the leadership throughout the entire process from the preparation and operation of an event to its subsequent review.

● Major events: School trip to Okinawa, study tour of Hakone and school trip to Kyoto and Nara



Other activities

In addition, the Middle School and the High School offer numerous other activities that are based on spontaneous proposals and actions by students.

● Major activities: Model U.N. Committee, Biotope Committee, Anne’s Rose Committee and Volunteer Learning Committee

Approach for stimulating students’ spontaneity

Attractive classes

The Middle School and the High School offer the enjoyment of learning: science classes focus on experiments and observation, and social studies classes are designed to develop students’ abilities in recognition and thinking through research, experience, group work and other activities.

Subject research

Each first-year student at the High School is assigned a one-year task of writing an essay of 3,000 words or more. The best essays are included in a booklet at the end of the school year and are presented with the use of presentation software.

Chorus contest

Held on a grade basis, the classes compete with one another in chorus performance. In the study agenda system, the music assistants of the classes run the contest. The girls devote their time to practicing and deepening ties within the class.

Development of cosmopolitan people

With emphasis placed on practical skills, our English education helps the girls to acquire a global perspective and internationalism.

English communication skills can greatly influence the pursuit of an international career and the choice of a profession. Tokyo Jogakkan aims to developing true cosmopolitan people who, in addition to being fluent in other languages, are capable of discussing and analyzing the deep-rooted cultures of different countries and regions and also have a broad perspective of the world.



Primary School

The Primary School defines “international understanding” as efforts to equip the girls with the English skills and internationalism necessary for them to play important roles in international society. English communication courses begin as early as in the first year. In addition to linguistic learning, experience-oriented programs such as cross-cultural exchanges are introduced in the early grades.

Learning English

In the 1996 school year, the Primary School initiated World Time, an English education program given during the time for comprehensive learning. Since the 2000 school year, further emphasis has been placed on linguistic learning, and our English education has deepened. This is regarded as a pioneering effort of English education at an elementary school level and therefore attracts a great deal of attention from people and organizations concerned with English education.



Lower grades (1st and 2nd years)

Through songs and playing rhythm, students become familiar with the sound of English words and phrases and with basic expressions in English. They also have opportunities to play with friends from a foreign country through an exchange with a British school.

Middle grades (3rd and 4th years)

The students enjoy learning English by experiencing games, skits and other activities. We focus on skills in speaking and listening and develop the foundations of the students' English skills.

Upper grades (5th and 6th years)

The students' activities include presentations and English drama, and are also designed to cultivate their reading and writing skills. During the summer vacation, the students go on a domestic or international study tour and work on their practical English language skills.

Cross-cultural understanding

Visits to and interactions with foreign embassies

With an aim of learning the role of an embassy, fourth-year students visit neighboring embassies to deepen their interest in and understanding of other countries.

Interactions with a British school

Second-year students visit a British school in Shibuya-ku and, despite the language barrier, try to communicate with foreign children of the same age.

FUJI English Camp

They eat and sleep alongside native English speakers for four days and are exposed to the culture and values of the English-speaking world, as well as the language.

Tour of Tasmania to study English (Australia)

Our students study English for ten days at Fahan School, our affiliated school, and stay in local families' homes to nurture friendships with their buddies and classmates.

Middle School and High School

Excellent linguistic skills are not the only requirement for being a cosmopolitan person. The Middle School and High School regard their efforts to enrich students' internationalism as the “development of an international perspective” and equip students with a global perspective and internationalism through, for example, small English conversation classes, international exchanges and sending students overseas to study.



Learning English

Tokyo Jogakkan aims to develop and equip women with an international perspective. Ever since our foundation 130 years ago, we have placed importance on English education. In recent years, we have made extensive use of ICT such as digital texts and online English conversation for the purpose of helping the girls to acquire all four English skills in a balanced manner.



Characteristics of classes

- Grouped classes (partly grouped by skill level)
- Native speakers teach English conversation
- Preparation for entrance examinations and certification examinations

Studying in Britain and the United States

A small number of applicants who excel in schoolwork and school life overall are selected and sent to a celebrated girls' school in Britain or the United States for one year.

Cultural study tour of the United States

The nearly three-week program mainly consists of life in a dormitory. Besides English language training, Job Shadowing is a popular part of the program and involves following a working woman all day to learn about work.

Cultural study tour of Southeast Asia

Students travel to our affiliated schools in Thailand and Malaysia and stay in local families' homes for one week each to deepen their friendships with local people of the same age.

Cultural study tour of South Korea

The aim is for students to learn the culture and history of South Korea and deepen their friendships with the local people. They also make presentations at Haesung Girls' High School.

Receiving foreign visitors

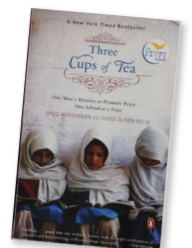
Students and teachers come from our affiliated schools in Thailand, Malaysia, the United States, Australia and South Korea and build international exchanges.

Model United Nations Activity

In our Model United Nations Committee and classroom exercises in the International course, students simulate UN committees to strengthen the range of abilities required for the era of globalization.

Practical programs

- English camp for second-year Middle School students
- Online English conversation for third-year Middle School students
- Empowerment Program starts in the third year of Middle School
- Other (e.g. international exchange programs)



Self-identity education

Understanding and learning Japanese traditional culture is the prerequisite for spreading their wings around the world.

Establishing one's own identity is necessary for respecting different cultures and communing with others in the modern world, which is characterized by diverse values. If you want to spread your wings around the world, you should learn and deeply understand Japanese traditional culture. Based on this concept, Tokyo Jogakkan places importance on securing opportunities to expose students to Japanese culture.



Primary School

A large sycamore tree has seen the growth of students and changes in modern-day Japan for more than 100 years, after the former school building of Tokyo Jogakkan was afflicted by the Great Kanto Earthquake and the school moved to its current location in Hiro-o. Suzukake, which means sycamore in Japanese, became the name of a class at the Primary School. In Suzukake, the students learn Japanese culture, tradition and manners from early childhood with the aim of acquiring the identity and high character that a Japanese woman should have.



Suzukake

- Tea ceremony
- Koto
- Classical Japanese dance



The girls learn everything from how to walk in the zashiki (Japanese-style drawing room) to the tea-making procedure and the necessary consideration for others. On Father's Day, the sixth-year students make tea and serve it to their fathers, who are invited to attend.



The girls are exposed to the koto, a traditional Japanese musical instrument, and learn the playing technique unique to Japanese musical instruments. By playing the koto, they learn the beauty of its sound and the importance of manners.



The girls begin by understanding the meaning of the movements shown in classical performing arts. They learn how to move their hands and legs, as well as graceful manners and behavior.

- Flower arranging
- Wearing a kimono
- Hyakunin Isshu (classical poetry)
- Hogaku (traditional Japanese music)
- Zazen practice
- Manners (use of chopsticks)
- Old plays and old stories of Japan



Middle School and High School

Students acquire extensive knowledge of their identity as Japanese individuals by understanding the culture of their country, so that they will be able to interact with people from different cultural backgrounds on an equal footing. By learning the composed propriety and attitude and the beautiful behavior unique to Japanese, they can acquire a character that will make them suitable as a leader.



Understanding the culture of one's country

- Experiencing the tea ceremony and flower arranging
- Appreciating classic performing arts (kabuki, noh)
- School trip to Kyoto and Nara



First-year Middle School students learn about the tea ceremony, and second-year students learn flower arranging. By learning these traditional Japanese practices, the students acquire a calm mind and beautiful behavior.



First-year High School students view kabuki and second-year students view a noh performance to experience their formal beauty. An annual concert sometimes involves listening to hogaku or traditional Japanese music.



● School trip to Okinawa

Students learn the history of modern-day Japan and each one seeks, in her own words, an answer to the question, "What is peace and why do we need it?" The school trip to Okinawa is the culmination of their learning about peace.



Second-year High School students go on a five-day trip to Kyoto and Nara. They visit the temples and shrines they have studied beforehand, and experience Japanese history and culture by being exposed to the atmosphere of the ancient capitals.

International Class

The International Class is a trailblazing program that develops women who play important roles globally.

TJK launched the International Class in 2004, ahead of any other school, with a vision for the future of society. Using English as a communication tool, students learn to respect the cultural background of others and logically deliver their own messages.



Practical English

Develop the capacity to use English as a tool when participating in activities and thinking

Inclusive Leadership

Nurture world-class inclusive leadership in an international educational environment

Intercultural Understanding

Develop the ability to respect others in a multicultural community and express opinions



6 points of the International Class

point 1

This is an international environment where returnee students and other students learn together.

Students from different cultural backgrounds interact with one another here. They become motivated to learn other languages naturally as they deepen their understanding of other cultures while clearly defending their opinions.

point 2

One class in each grade: Students do not change classes throughout the six-year period.

In the International Class, students do not change classes over six years. Sometimes they experience conflict. Sometimes they shed tears together. Beyond these aspects, they will build deep relationships of trust like those of a family. You may find lifelong friends here.

point 3

In the six years, students become capable of using English as a tool.

Language Arts, a characteristic of the International Class, is the unique curriculum that makes it feasible, and the availability of numerous overseas programs help the girls to learn to use English as a tool.

point 4

A unique curriculum developed with Japanese teachers and native English speakers.

The teachers who are native English speakers have been with TJK for many years on a full-time basis. They spend a lot of their time with the students in classes and many other spheres of school life.

point 5

The International Class nurtures students' inclusive leadership through many different events.

In addition to regular school events, student council and extracurricular activities, the International Class has its own events and facilitates the students' acquisition of linguistic skills and inclusive leadership.

point 6

The International Class has robust programs such as overseas study and exchanges with affiliated schools.

All students participate in Boston Leadership Training. Selected students are sent to the United States to study at a celebrated girls' school for a year. TJK also undertakes a lot of exchanges with affiliated schools in South Korea and Australia.

The International Class of the Middle School and the High School is unique to Tokyo Jogakkan, an institution that develops women who play important roles globally.

Language Arts

Language Arts, the strongest characteristic of the International Class, is derived from North American curriculums with some modifications. The format of the class is close to that of schools in the English-speaking world. The classes mainly use novels published in the English-speaking world, English newspapers and online teaching materials, among other tools.

Students also engage in discussions, presentations and English plays and acquire the four skills - reading, writing, speaking and listening - in a balanced manner.



Middle School

TJK incorporates the four English skills into its teaching of practical English in a balanced manner. Its classes are held in Western style, with cooperative learning, as represented by group work and presentations among other aspects. The goal is for all students to pass at least Grade 2 of the EIKEN test by their third year in the Middle School.

point

- The faculty of Language Arts consists of three teachers, including native English speakers and Japanese. To deepen students' understanding, first- and second-year Middle School students learn language arts, and there are three groups based on skill level.
- The classes use numerous materials to expose the students to English culture, and also involve activities such as discussions, presentations and English plays.
- Art classes are also held in English and expand the scope of the students' expression in English.
- Each of the first- and second-year Middle School classes has two homeroom teachers. One of them is a native English speaker, and the other is Japanese.

Unique events in the International Class

English play : Romeo and Juliet

All third-year Middle School students read Shakespeare's Romeo and Juliet and create an English play lasting one and a half hours in which all the students perform. They analyze and interpret the characters and story and do their best to perform using Shakespeare's English expressions. It is the culmination of three years of learning English in the Middle School, and the girls have a great time in a lively atmosphere.



High School

Besides acquiring English skills that are mainly geared toward entrance examinations, students read other English materials at university level. They have discussions and write essays. Each one gives a speech, and they review each other's speeches. The goal is for the students to score at least 80 points in the TOEFL iBT test by the time they graduate. This is equivalent to the minimum score required for a foreign student to apply to many universities in North America.

point

- Classes are divided into grammar classes given by a Japanese teacher and other classes given by a native English speaker. In the compulsory English class, students deepen their understanding of English grammar and also read English materials on a broad range of topics. They improve their English expression through debates, discussions, essays and other class activities.
- Elective courses such as Speech & Debate, Advanced Reading and Advanced Writing are also available. If you wish to go on to a domestic university, you can select from elective courses in the general course.
- In the first year at High School, elective art classes are held in English.

Study trip to Tasmania in summer

Applicants from among the third-year Middle School students go to Tasmania, Australia in the summer vacation every other year and study at Fahan School. Preparation starts with an English camp involving all students, including those in the regular class of the second year in the Middle School. The study trip is a comprehensive opportunity to experience a different culture, and serves as a bridge if you are considering studying abroad after going on to High School.

Participation in BLAST

All first-year High School students join the Boston Leadership and Study Tour (BLAST) at Simmons College in Boston. They interact with local university students and international guests and learn liberal arts and leadership. The study tour concludes with a visit to the U.N. Headquarters and Ground Zero in New York.

Studying at a U.S. affiliated school

In the one-year overseas study program, the students representing Tokyo Jogakkan study at a celebrated girls' school in the United States that is affiliated with TJK, Dana Hall School or Woodward School. Applications are accepted from third-year Middle School students, and those who excel in schoolwork and school life overall are selected. Successful applicants go overseas for a one-year period starting from the summer of their first year in high school.

Receiving a group visit from a South Korean affiliated school

Tokyo Jogakkan has affiliated schools in countries and regions including the United States, Britain, Australia and Southeast Asia. TJK receives a group of visitors from one of these affiliated schools, Haesung Girls' High School in Seoul, South Korea, for cross-cultural exchanges. First- and second-year High School students in the International Class organize the visit.