

**RESEARCH ON CURRICULUM DEVELOPMENT
FOR UNDERSTANDING
OF AMERICAN SOCIETY AND CULTURE (1)**

1993 Report

January 31, 1994

Hiroshima University Association
of
International Understanding Education

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The present report is a publication of the research financed by the United States – Japan Foundation (USJF).

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Editor's Postscript

INTRODUCTION

The present research, as mentioned in the main theme, aims to develop appropriate teaching materials for the better understanding of American society and culture, and to put them into practical application. Japan is an ideal environment for developing these materials, in light of the large amount of news, films and television programs, and books available about America, and the Japanese people's great interest in America. The main strength of this research lies in the fact that teams of practicing teachers visited the U.S., collected materials through their experiences, and eventually translated them into teaching materials. The final outcomes, therefore, reflect their intuitions and awareness of problems, have direct applications for the classroom, and satisfy the demands of a variety of teachers.

I would like to first consider why it is important to develop materials for the understanding of American society and culture. Japan-U.S. relationship has played a significant role in the development of post-war Japan. The world is becoming multipolarized as a result of the fall of the Berlin Wall, the collapse of the Soviet Union, and the improvement of U.S.-Soviet relationships. However, this has intensified racial conflicts and thus created an unstable atmosphere all over the world. A great deal of efforts are being made to stabilize the world through emphases on U.N.-oriented diplomacy and regional organizations such as APEC and EC. Japan is responsible for making contributions to world peace and prosperity by developing a new Japan-U.S. relationship.

The United States of America, since its establishment, has advocated liberty and democracy, and has made efforts to realize these. Moreover, it has welcomed immigrants from overseas and has developed as a multi-racial and multi-cultural nation. This can be seen as a realization of our future world in the microcosm of a single country. Therefore, understanding American society and culture seems to be an effective way of understanding diverse societies and cultures of the world.

To understand other countries and cultures means to appreciate their uniqueness and underlying values, but this is not an easy matter, as is borne out by numerous conflicts around the world. Peoples and cultures can sometimes be self-righteous and exclusive due to too much emphasis on their own uniqueness. An understanding of other cultures would lead to an appreciation of the fact that each and every culture is unique. This would in turn lead to increased cooperation between nations and to an appreciation of the universal values of peace, liberty, equality, philanthropy and humanity.

Japan is a part of the Pacific region, and needs to work in harmony with its neighbors. In order to help achieve such harmony, the present research seeks to promote a better understanding of American society and culture, and to establish a model for the teaching of global understanding.

This research was carried out by teachers from elementary, junior-high, and senior-high schools in the five prefectures of the Chugoku Area, and by the faculty and staff of Hiroshima University. They were divided into five teams according to the task types. Each team composed of one English teacher and two social studies teachers. Each team decided on their research theme according to their special interests and understanding of the problem,

engaged in preparatory studies, and finally carried out the actual research and data collection in America. Their awareness of the problems faced by Japanese teachers made it possible for them to identify similarities and differences between Japan and America.

The teachers involved in this project feel sure that the deeper understanding of American people, society and culture they gained from their day to day experience of living and working in America will translate into authentic and meaningful teaching materials which will promote a heightened awareness of our two societies.

Another important characteristic of this research is the evaluation system. This includes self-evaluation by the participants, staff evaluation, and objective evaluation by non-participants such as Ms. Mari Kunieda, Associate Professor of Tsuda College. The research aims, appropriacy of materials, and research implementation were studied and evaluated from a variety of perspectives, and some improvements were suggested which will be adopted in future research.

Rather than simply a description of research, this report is intended to serve as a reference handbook of teaching materials for practicing teachers. We also intend to share our experiences, materials and understanding of America with the many other teachers who did not have a chance to work on this project.

While this research aims at an understanding of American society and culture, its implementation and the materials are concrete in nature. Moreover, the value of the materials is doubled by the classroom teachers' awareness of problems. In some contradictory way, understanding American society and culture means identifying those in our own country. A mutually valuable network can be achieved by working in partnership with American teacher groups, and it is hoped that this will eventually result in a genuine understanding of one another. In addition, we will be required to evaluate and reconsider the educational systems, curriculum policies, and classroom procedures of the two countries when dealing with the other country's society and culture as an educational matter. We hope that the participants in this program will be able to put forth valuable proposals for future educational reforms.

Finally, I would like to acknowledge with grateful thanks the great deal of supports we received from so many people. First of all, this research would not have been undertaken or brought to a satisfactory completion without the generous financial aids of the U.S.-Japan Foundation. I would next like to express my sincere gratitude to those who helped in the implementation of this research; Dr. Coble, Dean of the School of Education, East Carolina University; Dr. Spence, Assistant Director, International Programs, East Carolina University, and the staff of East Carolina University; Greenville City Office; Dr. Enloe, Professor, Minnesota University; and Dr. Wangen, Supervisor, Minnesota Education Bureau. Furthermore, we gained a deeper understanding of American people and their way of life through our association with host families, children and others. The bulk of this research was carried out in Greenville, North Carolina. We have had a great deal of help from the staff of East Carolina University which has rapidly expanding exchange program for academic research with the Faculty of School Education, Hiroshima University. We also would like to acknowledge our special thanks for the kind assistance we received from the host-families and administrative staff in America who made our stay such an enjoyable one. Prior and post guidance were directed by; Mr. Jiro Nagai, ex-Professor, Hiroshima University; Prof. Shuichi

Nakai, Hiroshima University; and Ms. Mari Kunieda, Associate Professor, Tsuda College. Planning, management and field study were organized by; Prof. Toshiaki Ozasa, Hiroshima University; Mr. Tomoyuki Kobara, Associate Professor, Hiroshima University; and Mr. Seiji Fukazawa, Associate Professor, Hiroshima University. The leading part of the research was played by classroom teachers selected from five prefectures. Finally, I would like to express my special thanks for their generous cooperation to all those people from the different institutions and organizations, particularly the Education Bureaus of each prefecture, city and town, and Hiroshima University.

January 1, 1994

Yasushi MIZOUE

Professor, Faculty of School Education, Hiroshima University

Program Director

Hiroshima University Association of International Understanding Education

I. OUTLINE OF THE PROJECT

Research task: Research on curriculum development for understanding of American society and culture

Applicant: Faculty of School Education, Hiroshima University
Address: 1-33, Shinonome 3 chome, Minami-ku, Hiroshima, 734 JAPAN
Tel.: 082-281-3141
Fax: 082-284-2406

Program Director:

Yasushi MIZOUE, Prof. of Social Studies Education, Faculty of School Education, Hiroshima University

Collaborators:

Toshiaki OZASA, Prof. of English Education, Faculty of School Education, Hiroshima University

Shuichi NAKAYAMA,

Prof. of Geography, Faculty of Education, Hiroshima University

Tomoyuki KOBARA,

Ass. Prof. of Social Studies Education, Faculty of School Education, Hiroshima University

Project category: Precollegiate education

1. Purpose of Research

At a time when multi-polarity is gradually assuming control over world politics following the end of the Cold War era, there is a growing desire, among people anxious to keep the earth peaceful, for a new world order centered around favorable U.S.-Japan relations. However, economic disharmony is currently haunting the two nations on the trade front, involving automobiles, farm produce and a host of other products. Better bilateral relations must be built by resolving the present difficulties through stepped-up political, diplomatic and economic efforts. In addition, we should not overlook the vital importance of school education in deepening mutual understanding between the American and Japanese peoples for a long-range improvement in U.S.-Japan relations and for maintaining world peace.

At the same time, since Japan is situated in the Asia-Pacific region, it is important for its people to have a better understanding of other people in this region. Further, as members of the human race, it is also necessary for the Japanese to address themselves to global issues; accordingly, there is a need to promote education for global understanding. In this regard, education intended for U.S.-Japan understanding should prove beneficial to the formulation of education program, both theoretical and practical, for understanding both the Asia-Pacific region and other regions of the world as well.

In the present research, school teachers participating in a series of seminars and

workshops on American society and culture will be encouraged to select certain tasks for classroom teaching as regards the United States; then, these teachers will be given an opportunity to tour the United States to obtain first-hand knowledge of American society and culture from actual experience. Before this field trip, assistance will be provided to the teachers by reviewing the self-set tasks, clarifying the objectives of the present research, and planning approaches and methodologies to be used during the U.S. study tour. After returning from the U.S., the teachers will be expected to develop, on the basis of their experiences in the United States, various teaching materials designed to enable their students to better understand America, increase their logical and data-analyzing abilities, and foster a greater appreciation of the social and cultural values of another countries. At the same time, the Japanese teachers will continue to collaborate with partner teachers and schools in the United States who are exploring the same research goals for Japan.

Thus, although the foremost goal of this research is to promote an understanding of the United States among Japanese youths, it is also intended to produce an education model for global understanding based on the use of specific data as teaching materials. As a result of this research, it is hoped that students will become capable of applying their American studies to the understanding of other countries in the Asia-Pacific region and in other region of the world, and eventually become citizens interested in international affairs and eager to contribute to the development of the international community.

2. Objectives of Research

The underlying concept of the present research have been taken from the constitution of the UNESCO and the Recommendations of the Eighteenth UNESCO General Assembly. A basic assumption of the research is that to understand the United States means to understand American society and culture, and that an understanding of the United States necessarily result in increased mutual understanding and cooperation between the United States and Japan.

(1) Understanding of American Culture

Any culture may be divided into that part which is ingrained in everyday life and that which is associated with higher mental work. In the present research, the focus will be on everyday culture while higher culture will be studied simply as a background factor for everyday culture. Everyday culture is reduced to how people perceive things and think. The American and Japanese peoples perceive and think differently, and accordingly, to the Japanese, American culture is different or foreign culture. The present research, therefore, will focus the life styles of American adults and children in their homes, schools, communities and work places.

(2) Understanding of American Life

Although, to the Japanese, American life is different from their own, there is an essential common area: both people love their fellow man and the natural environment in which they live. While aware of this common bond, the Japanese teachers will also be encouraged to observe the diverse life styles that correspond to American's vast nature. The American life styles are different in the North, South, East and West, and even within these regions. Moreover, the widely different ethnic origins of its citizens are striking feature of American society.

(3) Understanding American Tradition

The United States is a young country, with little more than two hundred years of history since it won its independence. But the present research will emphasize that the American people have always cherished their traditions, handing them down to new generations. Particular attention will be paid to the passing down of the pioneer spirit in American life, along with the basic American values of liberty and equality. The Japanese teachers will be encouraged to study how American traditions have been formed in American history.

(4) Environment Movement in America

Both the United States and Japan are highly industrialized societies where people have acquired material affluence through high productivity made possible by advanced science and technology. Industries, however, often develop at the sacrifice of nature, and often pollute the environment with wastes. Today, environment is a worldwide issue, demanding the attention of both industrialized and developing nations. The present research will examine U.S. environmental efforts at the home, school, community, state and federal levels. This will provide important hints for Japanese environmental activities.

3. Implementation Plan

(1) Implementation Body

The present research will be implemented by a team composed mainly of social studies and English professors belonging to the Faculty of School Education or the Faculty of Education at Hiroshima University.

(2) Participating Teachers

As participants in the present research, fifteen teachers working in five prefectures (Hiroshima, Yamaguchi, Shimane, Tottori and Okayama) will be selected in consultation with the respective prefectural boards of education. The criterion for selection will be based on participants who are active and able, and who are applying for present research program by exhibiting great interest, motivation, teaching skills, leadership, personality, and aptitude for becoming a local education leader. In terms of teaching specialty, participants will be selected from social studies, history/geography, civics, English, and other sections.

(3) Research Period

a. The present research will last for three years, starting in January 1993 and ending in December 1995.

b. Single-year research will start in January and end in December each year.

First year (Jan.-Dec. 1993) U.S. field study (Aug.)

Second year (Jan.-Dec.1994) U.S field study (Aug.)

Third year (Jan.-Dec. 1995) U.S. field study (Aug.)

c. The single-year research schedule will be as follows:

Jan.-July: Monthly seminars on American society and culture will be offered, where informative lectures will be given and research activities will be planned and discussed.

August: U.S. field study and workshop (3 university professors and 15 teachers totaling 18 members)

Sep.–Nov.: Workshops will be organized to help the teachers develop new teaching materials for understanding the United States, create techniques in utilizing these teaching materials, and evaluate and sum up the present research.

Dec.: Preparation of reports.

Jan.–: Dissemination of research results and accomplishments.

(4) Research Subjects and Annual Targets

First year: "Natural Environment and Life Style." To study life styles in various areas of the U.S.

Second year: "Historical Heritage and Life Style." To examine American historic figures and their influence on the life of the American people.

Third year: "Environment and Ethnic Issues." To understand America's concern for environmental problems and its environmental activities, and to observe efforts towards mutual understanding and mutual respect among different ethnic groups.

(5) Collaborating Universities in U.S.

- a. East Carolina University
- b. University of Minnesota
- c. University of Indiana

(6) Evaluation

The participating teachers will evaluate themselves at different stages of the annual program, i.e., the initial planning stage, implementation planning stages, seminar stage, field study stage, and workshop stage. The teachers are also expected to assess the effectiveness and appropriateness of the present research, and their assessments will be utilized in the formulation of plans for the following year.

Simultaneously, opinions on the present research will be heard from a wide variety of outside people through interviews with business leaders, journalists, college professors, school teachers, graduates from educational colleges, and people related to the U.S.–Japan Foundation. Efforts will be made to promote widespread use of teaching materials developed by the participating teachers, while closely studying the responses of other teachers and students to such teaching materials. Also, these teaching materials will be demonstrated to general residents at the community centers of various communities to study responses outside the school.

(7) Dissemination of Research Results and Furtherance of Research

a. The results and accomplishments of the present research will be spread to different regions in Japan through the use of the newly developed teaching materials at schools and communities and through the cooperation of other teachers, education board members, instructors at education centers, teachers at schools attached to universities, and college professors, who will be prompted to take part in the precollege program.

b. The schools at which the participating teachers are currently employed will be promoted as strategic schools for international understanding, and these schools will serve as springboards for expanding the influence of the present research among local education board members, business leaders and residents at large.

- c. Efforts will be made to promote education for international understanding not only at schools but also at community centers and UNESCO activities.
- d. Hiroshima University will have as its role the promotion of education for international understanding, and it is expected to increase liaisons with various prefectural and municipal education centers, boards of education, and the Elementary and Secondary Education Bureau and the Science and International Affairs Bureau of the Ministry of Education.
- e. The participants in the precollege program will cooperate in the activities of local international exchange bodies, e.g., Fulbright alumni, Japan-U.S and UNESCO associations, so as to gain their support of the present research.
- f. Efforts will be made to introduce the present research activities to local newspapers, television and other mass media.
- g. "International Understanding Rooms" will be opened in the attached elementary, junior high and high schools of Hiroshima University, and these rooms will be furnished with a data base of teaching materials for any teacher to freely utilize it in the preparation of curriculums.

II. OUTLINE OF THE RESEARCH 1993

1. Research Purposes

(1) To develop teaching materials on five themes for the mutual understanding of American and Japanese lifestyles and cultures.

* Format --- Material collection including videotapes, slides, pictures, photographs, documents, statistical data.

(2) To exchange information and materials on culture understanding through field-studies and workshops assisted by American teachers, to develop teaching materials for mutual understanding, and, in doing so, to establish a network between American and Japanese teachers.

(3) To deepen the participant teachers' international understanding through foreign culture experiences.

(4) To foster children's global understanding through the participants' practical works at schools, homes and communities.

(5) To explore new viewpoints of curriculum development for the mutual understanding of lifestyles and cultures.

2. Research Organization

(1) Program Director:

Prof. Yasushi MIZOUE, Prof. of Social Studies Education, Faculty of School Education, Hiroshima University

(2) Collaborators (Japan):

Prof. Toshiaki OZASA, Prof. of English Education, Faculty of School Education, Hiroshima University

Mr. Tomoyuki KOBARA, Ass. Prof. of Social Studies Education, Faculty of School Education, Hiroshima University

Dr. Shuichi NAKAYAMA, Ass. Prof. of Geography, Faculty of Education, Hiroshima University

(3) Cooperators (Japan):

Team A:

Mr. Makoto TOMIMURA, Teacher of Social Studies, Shinonome Elementary School, Attached Hiroshima University

Mr. Hidenori SHONO, Teacher of Social Studies, Honkawa Elementary School, Hiroshima City

Mr. Goro TAJIRI, Teacher of English, Noba Junior High School, Shimane Prefecture

Team B:

Mr. Kazuhiko MATSUDA, Teacher of Social Studies, Seiwa Junior High School,

Hiroshima City

Mr. Minoru TONOGAUCHI, Teacher of Social Studies, Ochiai Junior High School,
Hiroshima City

Mrs. Mariko SHIRAISHI, Teacher of English, Fujikawa Junior High School,
Hiroshima City

Team C:

Mr. Yujiro OJIMA, Teacher of Social Studies, Shinonome Junior High School,
Attached Hiroshima University

Mr. Shigeki IMAFUKU, Teacher of Social Studies, Junior High School, Attached
Okayama University

Miss Rie HIGASHIOKA, Teacher of English, Kameyama Junior High School,
Hiroshima City

Team D:

Mr. Izumi TANAKA, Teacher of World History, High School, Attached Hiroshima
University

Mr. Yuichiro NEHIRA, Teacher of Social Studies, Shotoku Junior High School,
Tottori Prefecture

Mr. Hideshi TAKAIE, Teacher of English, Asahi High School, Okayama Prefecture

Team E:

Mr. Fumio WADA, Teacher of Geography, Akifuchu High School, Hiroshima
Prefecture

Mr. Hideaki YAMAMOTO, Teacher of Social Studies, Hori Junior High School,
Yamaguchi Prefecture

Mr. Seiji FUKAZAWA, Ass. Prof. of English Education, Faculty of School Education,
Hiroshima University

(4) Collaborators (U.S.)

Dr. Donald SPENCE, Assistant Director, International Programs, East Carolina
University

Dr. Walter ENLOE, Assistant to Director, Institute of International Studies, University
of Minnesota

(5) Cooperators (U.S.):

Team A:

Dr. John SWOPE, Associate Dean, School of Education, East Carolina University

Dr. Rebecca BRENT, Department of Elementary and Middle Grades, School of
Education, East Carolina University

Dr. Cynthia RODGERS, Teacher Resource Specialist, Social Studies, Minnesota

Team B:

Dr. Donald SPENCE, Assistant Director, International Programs, East Carolina
University

Dr. Greg HASTINGS, Division of Continuing Education, East Carolina University

Ms. Kristin SONGUIST, Elementary Teacher, Minneapolis Schools

Team C:

Dr. H. C. HUDGINS, Department of Educational Leadership, School of Education,
East Carolina University

Dr. Ed BELL, Department of Educational Leadership, School of Education, East
Carolina University

Dr. Kitty ENLOE, Junior High/Elementary Teacher, Minneapolis

Team D:

Dr. Betty LEVEY, Acting Chair, Department of Elementary and Middle Grades,
School of Education, East Carolina University

Dr. Charles COBLE, Dean, School of Education, East Carolina University

Dr. Walter ENLOE, Assistant to Director, Institute of International Studies, University
of Minnesota

Team E:

Dr. Dianna HENSHAW, Director, Division of Continuing Education, East Carolina
University

Dr. Patricia CAMBELL, Department of Elementary and Middle Grades, School of
Education, East Carolina University

Dr. Dale ERICKSON, High School Math Teacher, Ridewood Falls

Other Cooperators:

Ms. Jennifer WINTHER, Post Graduate Student, University of Minnesota

Dr. Rodger WANGEN, Social Studies Specialist, Director, International Education,
Department of Education, Minnesota

Mr. Bob ERICKSON, Director, Global Education Center, Department of Education,
Minnesota.

3. Research Implementation

(1) Preparatory Research: April – July (Planning materials, Hiroshima City)

<1> 1st session: April 25 (Sun), 1993

<2> 2nd session: May 30 (Sun), 1993

<3> 3rd session: June 26 (Sat) – 27 (Sun), 1993

<4> 4th session: July 25 (Sun), 1993

(2) Pilot-study in the U.S.

<1> Researchers (2): Prof. Toshiaki OZASA, and Ass. Prof. Tomoyuki KOBARA

<2> Period: July 3 (Sat) -- July 12 (Mon), 1993

<3> Place: New York – Greenville – Washington D.C. – Minneapolis

(3) Field Study in the U.S. (including homestays and workshops)

<1> Researchers (17): Prof. Toshiaki OZASA, Ass. Prof. Tomoyuki KOBARA, and
fifteen other cooperators

<2> Period: July 29 (Thu) -- August 12 (Thu), 1993

<3> Place: New York – Greenville – Washington D.C. – Minneapolis

- (4) Post-Research: September – November (Material Development, Hiroshima City)
 - <1> 5th session: September 11 (Sat) – 12 (Sun), 1993
 - <2> 6th session: October 11 (Mon) – 12 (Tue), 1993
 - <3> 7th session: November 14 (Sun), 1993
- (5) Report Writing: From December, 1993 on.
- (6) Dissemination: From September, 1993 on.

III. CONTENTS OF THE RESEARCH 1993

1. Preparatory Research

(1) 1st Session

- <1> Time: April 25 (Sun), 1993. 10:00 - 15:00
- <2> Place: Assembly Room, Faculty of School Education, Hiroshima University
- <3> Content: - Determining research themes and plans.
- Guidance and advice from Ms. Mari KUNIEDA (Tsuda College).

(2) 2nd Session

- <1> Time: May 30 (Sun), 1993. 10:00 - 15:00
- <2> Place: Assembly Room, Faculty of School Education, Hiroshima University
- <3> Content: - Lecture: "Geography Education in the U.S." (Prof. Shuichi NAKAYAMA, Faculty of Education, Hiroshima University)
- Examining the contents of the workshops in the U.S.
- Interim-report and discussion by each team.
- Talk with Mr. Akira OGURI (U.S.-Japan Foundation, Tokyo Branch).

(3) 3rd Session

- <1> Time: June 26 (Sat), 1993. 16:00 - 21:00
June 27 (Sun), 1993. 9:30 - 15:00
- <2> Place: Rm. 326 and Assembly Room, Faculty of School Education, Hiroshima University.
- <3> Content: Workshop for material development.
 - Lecture: "Tasks in the Teaching of Global Understanding" (Mr. Jiro NAGAI, Director, International Understanding Education Center, ex-Professor, Hiroshima University and Naruto Education University, Guest Professor, International Understanding Center, Tezukayama College)
 - Guidance on field-study.
 - Material development in each team

(4) 4th Session

- <1> Time: July 25 (Sun), 1993. 10:00 - 15:00
- <2> Place: Assembly Room, Faculty of School Education, Hiroshima University
- <3> Content: - Report on pilot-study and Q & A session.
- Final guidance on field-study.
- Material development in each team.

2. Pilot Study

(1) Researchers (2): Prof. Toshiaki OZASA, and Ass. Prof. Tomoyuki KOBARA

(2) Period: July 3 (Sat) - 12 (Mon), 1993

(3) Place: New York – Greenville – Washington D.C. – Minneapolis

(4) Cooperators to Discuss Field-studies and Workshops With

<1> Persons to meet in Greenville

Dr. Don SPENCE, Assistant Director, International Programs, East Carolina University

Dr. Charles, COBLE, Dean, School of Education, East Carolina University

Dr. John SWOPE, Associate Dean, School of Education, East Carolina University

Dr. H. C. HUDGINS, Chair, Department of Educational Leadership, School of Education, East Carolina University

Dr. Betty LEVEY, Acting Chair, Department of Elementary and Middle Grades, School of Education, East Carolina University

Dr. Dianna HENSHAW, Director, Division of Continuing Education, East Carolina University

Dr. Patricia CABBELL, Professor, Department of Elementary and Middle Grades, School of Education, East Carolina University

<2> Persons to meet in Minneapolis

Ms. Jennifer WINTHER, Post Graduate Student, University of Minnesota

Dr. Rodger WANGEN, Social Studies Specialist, Director, International Education, Department of Education, Minnesota

Dr. Bob ERICKSON, Director, Global Education Center, Department of Education, Minnesota

(5) Itinerary for the Preparatory Visit

3 July, Saturday

19:20 Depart Osaka NW070/Y

19:30 Arrive New York/John F.K.

Overnight stay at Holiday Inn JFK Airport

4 July, Sunday

11:40 Depart New York/La Guardia on AA1049/Y

13:10 Arrive Raleigh Durham

14:20 Depart Raleigh Durham on AA3334/Y

15:05 Arrive Greenville

Overnight stay at Hilton Inn Greenville

5 July, Monday

Stay at Hilton Inn Greenville

6 July, Tuesday

13:45 Depart Greenville on AA3333/Y

14:25 Arrive Raleigh Durham

15:10 Depart Raleigh Durham on AA462/Y

16:10 Arrive Washington D.C./Nation

Overnight stay at ANA Washington, Washington D.C.

7 July, Wednesday

Stay at ANA Washington, Washington D.C.

8 July, Thursday

14:15 Depart Washington D.C./Nation on NW1511/Y

15:56 Arrive Minneapolis

Overnight stay at Whitney Hotel, Minneapolis

9 July, Friday

Stay at Whitney Hotel, Minneapolis

10 July, Saturday

11:30 Depart Minneapolis on NW 007/Y

11 July, Sunday

17:00 Arrive Tokyo/Narita

Overnight stay in Tokyo

12 July, Monday

Depart Tokyo

Arrive Hiroshima

3. Field-Study

(1) Researchers (17): Prof. OZASA, Ass. Prof. KOBARA, and fifteen other cooperators

(2) Period: July 29 (Thu), 1993 – August 12 (Thu), 1993

(3) Place: New York – Greenville – Washington D.C. – Minneapolis

(4) Cooperators in the U.S.

<1> Team A:

Dr. John SWOPE, Associate Dean, School of Education, East Carolina University

Dr. Rebecca BRENT, Department of Elementary and Middle Grades, School of
Education, East Carolina University

Dr. Cynthia RODGERS, Teacher Resource Specialist, Social Studies, Minnesota

<2> Team B:

Dr. Donald SPENCE, Assistant Director, International Programs, East Carolina
University

Dr. Greg HASTINGS, Division of Continuing Education, East Carolina University

Ms. Kristin SONGUIST, Elementary Teacher, Minneapolis Schools

<3> Team C:

Dr. H. C. HUDGINS, Department of Educational Leadership, School of Education,
East Carolina University

Dr. Ed BELL, Department of Educational Leadership, School of Education, East
Carolina University

Dr. Kitty ENLOE, Junior High/Elementary Teacher, Minneapolis

<4> Team D:

Dr. Betty LEVEY, Acting Chair, Department of Elementary and Middle Grades,
School of Education, East Carolina University
Dr. Charles COBLE, Dean, School of Education, East Carolina University
Dr. Walter ENLOE, Assistant to Director, Institute of International Studies, University
of Minnesota

<5> Team E:

Dr. Dianna HENSHAW, Director, Division of Continuing Education, East Carolina
University
Dr. Patricia CAMBELL, Department of Elementary and Middle Grades, School of
Education, East Carolina University
Dr. Dale ERICKSON, High School Math Teacher, Ridewood Falls

<6> Other Cooperators:

Elementary and junior high teachers in Greenville
Ms. Jennifer WINTHER, Post Graduate Student, University of Minnesota
Dr. Rodger WANGEN, Social Studies Specialist, Director, International Education,
Department of Education, Minnesota
Mr. Bob ERICKSON, Director, Global Education Center, Department of Education,
Minnesota.

(5) Itinerary of the Field-Study for the U.S.-Japan Foundation Hiroshima Project

29 July, Thursday

19.20 Depart Osaka on NW070.
19.30 Arrive New York/John F K.
Overnight stay at Holiday Inn Crown Plaza.

30 July, Friday

Field-study in New York.
Overnight stay at Holiday Inn Crown Plaza.

31 July, Saturday

11.40 Depart New York/La Gard on AA1049.
13.10 Arrive Raleigh Durham.
Depart Raleigh Durham on chartered coach.
Arrive Greenville.
Overnight stay at Hilton Inn Greenville.

1 August, Sunday

Morning Church services together possibly in Bath, NC.
Noon Picnic lunch along the river.
Afternoon Briefing on the city of Greenville and Pitt County schools, possible
driving tour of the campus and the city.
Evening Sunday evening in the park, entertainment by the Supergrit Cowboy
Band.
Overnight stay at Hilton Inn Greenville.

2 August, Monday

Morning Presentation by Japanese teams.
10.00 Presentation of the Research Plan: Team A
10.20 Presentation of the Research Plan: Team B
10.40 Break
11.00 Presentation of the Research Plan: Team C
11.20 Presentation of the Research Plan: Team D
11.40 Presentation of the Research Plan: Team E
12.00 Lunch
13.15 Workshop in Teams: Materials Production

15.30 Reception at Dr. Coble's House.
19:00 Sit-down Dinner at Hilton.
Overnight stay at Hilton Inn Greenville.

3 August, Tuesday

Field-study in Greenville (Workshop / Visitation).
Pig Picking with homestay hosts.
Homestay.

4 August, Wednesday

09.00 Workshop in Teams: Materials Production
10.30 Break
10.45 Workshop in Teams: Materials Production
12.15 Lunch
13.30 Workshop in Teams: Materials Production
15.00 Reporting on the Outcomes
15.30 Closing remarks
Homestay

5 August, Thursday

Evening Report-writing
Friendship party
Overnight stay at Hilton Inn Greenville.

6 August, Friday

11.00 Depart Hilton Inn Greenville on chartered coach.
15.10 Depart Raleigh Durham on AA462 with Dr. Spence.
16.10 Arrive Washington, D.C./Nation.
Overnight stay at ANA Hotel.

7 August, Saturday

Field-study in Washington, D.C. with Dr. Spence.
Overnight stay at ANA Hotel.

8 August, Sunday

Leave ANA Hotel on chartered coach.

14.15 Depart Washington, D.C./Nation on NW1511.
15.56 Arrive Minneapolis.
Evening Dinner at Hilton with 8 guests.
Overnight stay at Metrodome Hilton.

9 August, Monday

Evening Field-study in Minneapolis.
Minnesota-style barbecue at Mr. Wangen's House
Overnight stay at Metrodome Hilton.

10 August, Tuesday

11.30 Leave Metrodome Hilton on chartered coach.
Depart Minneapolis on NW007.

11 August, Wednesday

17.00 Arrive Tokyo/Narita.
Depart Narita on chartered coach.
Overnight stay at Washington Hotel Akihabara.

(6) Research Activities in the Field-study

<1> TEAM A

Members: Makoto TOMIMURA, Hidenori SHONO, Goro TAJIRI

Supervisors: Ass. Prof. Tomoyuki KOBARA, Dr. John Swope, Dr. Rebecca Brent

Theme: Life of Primary School Pupils in U.S.A and Japan

Aims: (1) To study school life in primary school.

(2) To study family life and community life.

Research Activities:

1. To collect data about the natural environment.
 - a. to take photographs of rivers, pastures, tobacco fields, canals etc.
 - b. to collect data about the industries connected with the natural environment (pamphlets, leaflets, and interviews)
 - (1) number of workers by industry and levels of production.
 - (2) outline of system of production.
2. To collect data about how children spend their summer vacations.
 - a. to visit and observe children at home.
 - b. to visit and observe children on summer camp.
3. To develop materials which portray the lives of the children whose parents are employed in typical local industries such as tobacco.
 - a. to interview tobacco farmers about :
 - (1) how they enhance production levels.

(2) how they safeguard their crops from natural disasters.

<2> TEAM B

Members: Kazuhiro MATSUDA, Minoru TONOGAUCHI, Mariko SHIRAISHI

Supervisors: Ass. Prof. Tomoyuki KOBARA, Dr. George Hastings, Dr. Don Spence

Theme: Life of Junior High School Students in U.S.A.

Aims: (1) To investigate a typical day.

(2) To investigate year events.

(3) To investigate school rules.

Research Activities:

1. To conduct initial groundwork for the field study.
2. To request American partner to prepare materials about:
 - a. annual school events.
 - b. a typical school day.
 - c. the rules and regulations of a typical high school (junior).

We would particularly appreciate audio-visual materials such as slides, video cassettes in addition to printed materials.

3. In the field study we would like to :
 - a. visit a junior high school.
 - b. visit a junior high school summer camp.
4. We are planning to prepare and present the following:
 - a. slides, video cassettes, and printed materials about a typical Japanese junior high school.
 - b. two copies of Geography textbooks and atlases.
 - c. two sets of photographs of school life and Hiroshima.
 - d. twenty world maps.
 - e. twenty Hiroshima river sketches.
 - f. unhusked rice for planting to accompany a video of rice production and a book of rice recipes.
5. We hope to cook some rice dishes at the friendship party.

<3> TEAM C

Members: Yujiro OJIMA, Shigeaki IMAFUKU, Ric HIGASHIOKA

Supervisors: Prof. Toshiaki OZASA, Dr. H.C. Hudgins, Dr. Ed Bell

Theme: American Ideas in Child-rearing: A Comparative Study

Aims: (1) To compare the relationship of parents and children, education at home, discipline, play, religious life, etc.

(2) To investigate the image of "typical America" and "ideal America".

(3) To compare the transmission of culture.

Method: (1) Pre-visit study
(2) Field-study

Homestay Request:

- (1) A family with primary school (high-grade) or high school child(ren).
- (2) (When two members are staying together) A farmer's family.
- (3) (When each member is staying separately) Families of variety of races and occupations.

Questions for the questionnaire

To children:

1. how many members are in your family?
2. how many brothers and sisters do you have?
3. ages, sexes and occupations of your family members
4. from among the following which do you rate the most highly:
job, hobby and interests, family, contribution to your community or country.
5. in a week, how often do you have dinner with your family?
almost every day, three or four times, once or twice, never.
6. do you help prepare and wash up after meals?
7. do you have your own household chores?
8. if you have any chores, do you get paid for doing them?
9. who buys your clothes?
parents, myself, with parents but I decide.
10. who puts away your clothes in your room?
11. do you get an allowance?
12. when you are worried or you have any problems who do you go to?
my mother, my father, my brother/my sister, my friends, my teacher, others.
13. when did you get your own room?
before Grade 1, G1-G3, G4-G6, G7.
14. do you clean and tidy your room yourself?
15. when did you start getting up on your own?
before Grade 1, G1-G3, G4-G6, G7, somebody still wakes me up.
16. do your parents go out without you in the evening?
yes, very often / yes, sometimes / rarely / never.
17. are you involved in out of school activities ?:
sports, art/culture, voluntary work, cram school, none.

To Parents:

1. which of the following family roles do you feel is the most important in your child's life:
to help them become independent, to prepare them to be members of society, to help them develop self-discipline.
2. when do you reward your child with money?

<4> TEAM D

Members: Izumi TANAKA, Yuichiro NEHIRA, Hideshi TAKAIE

Supervisors: Prof. Toshiaki OZASA, Dr. Betty LEVEY, Dr. Charles COBLE

Theme: Some Aspects of Social Life at Greenville

- Aims:* (1) To learn what babies (or kids) do at "day-care centers".
(2) To learn religious life in a small community in Greenville.
(3) To learn what the daily life of the aged is like at a "home for the elderly".
(4) To learn how handicapped people join in the social life in Greenville.
(5) To learn how people contribute to their society in Greenville.
(What volunteers do for the poor and the handicapped.)

Research Activities:

Request Concerning the Field-Study

1. Interview at a church
 - a. to visit a church with the partner on 1st of August.
 - b. to videorecord church services, if possible.
 - c. to interview the priest and churchgoers.
 - d. to interview church voluntary workers.
2. Interview at Social Institutions
 - a. to visit, interview and videorecord a 'home for the elderly', a vocational center for the handicapped', a day-care center, etc.
 - b. to interview voluntary workers there.
3. Interview at a social welfare office
 - a. to interview the officers about voluntary work.
4. Interview about PTA Activities
 - a. to interview PTA members about voluntary work for the school.

<5> TEAM E

Members: Fumio WADA, Hideaki YAMAMOTO, Seiji FUKAZAWA

Supervisors: Prof. Toshiaki OZASA, Dr. Dianna HENSHAW, Dr. Patricia CABBELL

Theme: Life of Farmers in North Carolina

Outline of the Research:

- (1) Select two farmers different from each other in size, viz. a large farm and a small farm.
- (2) Investigate the life and business of the farmer and his/her family by interview.
- (3) Develop materials for understanding Americans on the basis of the findings.

To be investigated:

1. The family
 - a. their ancestors (their home country and race)
 - b. family members (name, sex, age, occupation)
2. The farming business

- a. when the farm started.
- b. size of the farm, relative to the average American farm.
- c. the crops.
- d. growing method (crop rotation system, etc.)
- e. harvesting method (is the crop contracted for by a harvesting company?)
- f. fertilizers and pesticides
- g. domestic animals
- h. marketing of the produce (organizations, where?, for export?)
- i. employs workers?
- j. annual income
- k. other sources of income?
- l. main items of expenditures (debts?)
- m. kind of machines used
- n. agricultural facilities
- o. opinions about the agricultural policies of the state and the federal government
- p. are children going to take over the farm?
- q. any other factors not mentioned previously?

3. The farm life

- a. satisfactory economic reward?
- b. satisfied with the present life?
- c. satisfied with the present living conditions?
- d. what do you usually have for meals?
- e. how do you spend your leisure time?
- f. hobbies

4. Values

- a. religion
- b. marriage, family
- c. political concerns
- d. relation with neighbors
- e. community activities, voluntary activities
- f. how do you feel about the younger generation and older generation?
- g. others

4. Post Research

(1) 5th Session

<1> Time: September 11 (Sat), 1993. 15:00 – 20:00

September 12 (Sun), 1993. 9:30 – 15:00

<2> Place: Assembly Room, Faculty of School Education, Hiroshima University

<3> Content: Workshop for material development.

– Report on field-studies and workshops in the U.S. by each team.

– Material development in each team.

– Report on materials by each team.

(2) 6th Session

<1> Time: October 11 (Mon), 1993. 10:00 – 18:00

October 12 (Tue), 1993. 9:30 – 15:00

- <2> Place: Training Room, Hiroshima International Youth Hall, Aster Plaza, and Honkawa Elementary School
- <3> Content: Follow-up meeting with the staffs from East Carolina University
 - Discussion with ECU staffs.
 - Report on materials by each group and Q & A session.
 - Material development in each team.
 - Classroom Observation: "Comparing School-lives of Japanese and American Elementary Students" (Mr. Hidenori SHONO, Fifth Grade, Honkawa Elementary School, Hiroshima City).
 - Field-study in Hiroshima City

(3) 7th Session

- <1> Time: November 14 (Sun), 1993. 10:00 – 15:30
- <2> Place: Assembly Room, Faculty of Education, Hiroshima University
- <3> Content:
 - Self-evaluation of this year's research.
 - Report on U.S. research by Ms. Mari KUNIEDA.
 - Discussion on the future research.