

N. THE RESEARCH 1993

1. Team A

"Life of Elementary School Students in USA and Japan"

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Life of Elementary School Students in USA and Japan

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1. Research Theme:

Understanding of the lives of elementary school students both in the US and Japan: how they live in harmony with the natural environment.

2. Supervisors:

Dr. John Swope, East Carolina University

Dr. Rebecca Brent, East Carolina University

3. Team Members:

Makoto Tomimura, Shinonome Elementary School Attached to the Department of
School Education of Hiroshima University

Hidenori Shono, Honkawa Elementary School

Goro Tajiri, Nonami Junior High School

4. Aim of the research

We would like to develop teaching materials introducing a typical day of an American elementary school student. We think that we can draw two major points that could be taught and discussed in the classroom from the expected material:

(1) Students can learn that they should develop their own personalities and appreciate their friends' personalities. The students can also learn how they can cooperate with their classmates with different ideas.

(2) Students can learn that they can develop their personalities and find out their unknown abilities through after-school activities.

We also wanted to, and fortunately did establish the network to develop teaching materials among ECU, Wintergreen Elementary School, and us. We would like to keep in touch with them and exchange our thoughts and ideas with each other so that the students in both countries will know each other further and better.

We hope that our teaching materials will be of help toward international understanding and cooperation.

5. Method:

We would like the teachers at Wintergreen Elementary School to make a set of slides to show how the classes go and what the students do at school and at home.

In order to make it easier, we brought a set of slides that shows a typical day of an elementary school student in a very rural area in Japan. We put emphasis on the lifestyles and customs in Japan, and on how the local people are trying to live in harmony with the natural environment in the area.

We talked with Dr. Brent about how we should develop the teaching material with the teachers at Wintergreen Elementary School and asked them to make the similar kind of material laying emphasis on how the students are getting along with their friends with different ethnic backgrounds and how they spend their time after school.

We will develop materials about Wintergreen Elementary School to use with our own students.

6. The Report on the Field Study

[Aug. 1]

10:30 Left for St. James Church (UMC) with Dr. Swope.

11:05 Attended the church service.

What impressed us the most is that the minister repeated the word 'prayer'. In "Moments with the Children", some children had fun with the minister.

The minister called for a pepperoni pizza but the shop boy delivered a chocolate chip pizza. The minister taught the children that they can talk with the God through prayer and that this kind of mistake never occurs through prayer.

Three girls, who seemed to be middle school students, were responsible for taking care of the candles, assisting the organist, leading the minister, and so on.

12:05 The church service ended. Interviewed Minister Wells.

We learned that those girls who do the jobs mentioned above are called 'acolytes'. There are 15 acolytes at the church and they take their roles at Sunday services by rotation. Acolytes must be over 12 years old though some of the other churches allow their acolytes to be over eight. They are chosen from those who declared to keep faith in the religion.

There seem to be four ways in which children take part in the church activities as follows:

- (1) 0 years old Begin to attend the Sunday services.
- (2) 3 years old Join the chorale.
- (3) 9 years old Stop joining "Moments with the Children"
- (4) 12 years old Become acolytes

13:00 Left for Elm Street Park.

13:30 Self-introduction of Team A. Lunch.

We talked to a couple with a 5-year-old daughter and a two-and-a-half-year old boy in the park. They said (1)preschool children sometimes come to a park with their parent(s) on weekends; (2)elementary school children spend their summer vacation in different ways, such as going on a trip with their parent(s) in other states, participating in a summer camp, staying home, attending a day care center, etc..

14:50 Left Elm Street Park. Visited the ECU campus and the Medical Center en route.

The Medical Center is the only general hospital in the county that is fully equipped with medical facilities. The parking lot was filled with cars though it was Sunday. Later we found out patients only receive visitors on Sundays.

We didn't see any children in the hospital because children under 12 years old cannot enter the hospital without permission.

There is an apartment house nearby for those who need to care for their family member in the hospital for a long term. There are some volunteer workers in the apartment.

17:15 Arrived at Hilton Inn. Purchased items for the party on August 5 at Walmart.

We saw many children with their families at Walmart. They were buying things for school at the 'Back to School' sales counter, such as paper, pencils, crayons, etc.. The school year in Pitt County would begin on August 18.

18:30 Left the hotel for Elm Street Park in Dr. Swope's car.

19:00 Attended 'Sunday in the Park' performance by the Supergrit Cowboy Band.

Many children began to dance to the band's performance in a quite natural at-

mosphere. We felt the national character of free expression in public, which we Japanese people tend to lack.

Dr. Swope's daughter Mary Katherine said that she had just come back from a summer camp about 40 miles away from Greenville, and that she was going to attend a day care center.

20:05 The concert ended and Dr. Swope drove us back to the hotel.

20:45 Arrived at Hilton Inn.

[Aug. 2]

9:00 Presentation of the research plan at Hilton Inn.

Dr. Spence and Dr. Brent gave us suggestions and comments on our presentation that our expected teaching material should be relevant to the local social studies curriculum and that the teaching material we brought was appropriate enough to say we had made a good start.

11:20 Discussed the specific plan of the interviews and how to develop the teaching material with Dr. Brent.

13:30 Arrived at Wintergreen Elementary School.

Interviewed Ms. Beth Ward, the principal of Wintergreen.

Ms. Ward gave us a general explanation about the school curriculum, particularly social studies, based on the North Carolina State Course of Study.

The number of the students of Wintergreen Elementary School is 776. The white students and black students are in the ratio 48:51. The other 1% consists of other races. The school area is controlled and decided by the county board.

After that Ms. Ward showed us around the school building. We had a feeling that the learning environment is enriched by many teaching materials and facili-

ties so that the students can be fully involved in learning. Here are some sketches of the main facilities.

(1) Cafeteria

It's very large and the students come by rotation. There are three ways of buying a meal ticket considering the income difference of their parent(s): full pay, partial pay, and free.

The bus parking is just in front of the cafeteria and the children who are going to have breakfast there can directly come in.

(2) Classrooms

They have enough space for about 25 students. The kindergarten classroom is equipped with a sink and a toilet. This must be convenient for the kindergarteners.

(3) Media Center

It functions as a library. The students also use the computers in the room to make their own materials, as well as the reference information. They study in this room twice a week (in one of them with their teacher and in the other with the librarian).

(4) Gym

It was being used for a day care program. The gym and the cafeteria are partitioned by an electrically-powered screen and they can be used as a hall for a PTA meeting or some other assemblies. During the school year, the gym is used for physical education classes.

16:30 Attended the reception at Dean Coble's home.

19:00 Dinner party at Hilton Inn.

[Aug. 3]

8:30 Checked the questions that were to be asked in the interviews on the day with Dr. Brent.

9:30 Arrived at Wintergreen Elementary School

9:40 Showed the slides "A day in the life of an elementary school student in Japan" to the students and their parents.

We had an interview with the parents while the students were writing their comments in another room. In the interview, we discovered that American and Japanese parents share the same goals for their children. That is, to be successful, happy, hardworking, and kind to others.

With regard to the slides, they showed interest and surprise that the Japanese students in the slides were practicing unicycle, swimming, and taking care of animals and plants, which the elementary students in North Carolina usually don't do at school. They say children usually go to a swimming school instead.

For them Japanese elementary school seemed to be "home away from home."

10:40 Interviewed the students.

They expressed their feelings and ideas clearly one by one, though they were a little nervous. They talked about a school day; the time table, the subjects, lunch, and so forth.

(1) Lunch

Some bring their lunch from home, which is usually sandwiches, and others eat at the cafeteria. There is one main thing in the menu every day. Pizza was the most popular among them.

They said they did not like the Japanese school lunch system because the students take roles of serving lunch to their friends in rotation, eat in their classroom, have no choice in the menu though it varies day by day, and so on.

(2) Breaks

The breaks are much shorter than those in Japanese schools, but they sometimes play in the yard in the breaks. Kickball seems to be popular.

(3) Homework

All of them said they don't have much homework except Lindsey, who is a junior

in high school. She said the teachers grade it and it increases as they go on to higher grades. She has lots of homework even on weekends.

For elementary school students, however, it's usually not more than an hour and they don't have homework on weekends.

(4) Sharing the house chores

They vacuum, do the dishes, set and clear tables, clean their rooms, make their beds, etc.. If they don't do their chores, their parents yell at them until they do them, or don't let them do something else that they want to do until they finish their chores. This might be more strict than Japan.

(5) Dress code and personal adornments

All of them reacted negatively to the fact that Japanese students can't wear rings, earrings, pins, and so forth to school. They don't want to wear a school uniform as Japanese students do.

The reason was "Everybody would look the same. You'd have to be different not like anybody else."

(6) School regulations

There are strict rules and regulations at Wintergreen Elementary School and in other schools as well. The regulations are written in the student's handbook. It's written in much more detail than Japanese school regulations. The students said they keep them, though they don't like them so much.

There are students who break the rules, of course it's the same as Japan. There seem to be several kinds of punishments.

a) School suspension

The length of time is decided according to what they have done.

b) Restriction and prohibition of buying snacks at school

c) March down the hallway

d) Detention

e) Cutting grass in the school yard

f) Prohibition of conversation

They must put their head down sitting at their desks and can't talk to their

friends.

g) Helping the janitor clean the campus.

(7) What they want to show to Japanese students about their life

First all of them were surprised to know that the students in the slides walk to school and it takes some of them about 40 minutes. Therefore they said they wanted to show the school buses.

They also wanted to show what they do outside school, how they spend the weekends, school sports and dancers, and so on. That would certainly interest Japanese students.

(8) Cleaning

They don't clean the school building as Japanese students do and they don't even want to. They said they might leave the mess as it is even if they see it. We have to deal with it carefully when we tell this to Japanese students.

11:35 Interviewed educational leaders.

Mr. Don Jones (PTA President)

He was asked to take on the position by the former president and the term of service is one year.

His job is:

(1) To make money for the school selling original T-shirts, mugs and so on. He also plans and manages some events such as collecting empty cans for fund raising. They bought computers with the money.

(2) To do various kinds of paper work to ensure that the fund raiser goes well.

(3) To do motivational activities to try to get parents involved in the school.

Mr. Rick Fisher (Deputy Sheriff)

He is in charge of the DARE program, which stands for Drug Abuse Resistance Education. He primarily teaches 5th graders once a week. It's a 17 week curriculum. He works on giving students skills to be able to resist the pressures to

take drugs. He works on it by building self-esteem and teaching techniques of saying "No" (assertiveness and confidence).

Students are required to complete the workbook and write an essay before they can graduate. Once they have done that, they get a certificate and a T-shirt which they are very proud of. It also contributes to fund raising.

The DARE program is taught nationwide and it's the world's largest drug education program.

Ms. Sarah Ellington (Academically Gifted Teacher)

Academically gifted children (IQ: over 120, California Achievement Test: over 110, Score: over 9 in 10) come to her classroom which is about eight miles from Wintergreen Elementary School to take special education. There are six A.G. teachers this year. The students come one full day a week. They learn the four disciplines: communications, social studies, math, and science.

There are at most fifteen students per teacher and this year only eight to ten students per teacher.

The goal of the program is to make the boys and girls independent learners. They regard problem solving as important and they have problem solving activities in all those subjects. They try to let the students say how they reached the answer.

The teachers write reports about the children instead of grading them. The students get off the bus and run to the teachers because they have so much fun in the classes.

Ms. Kathy Taft (School Board Member)

The county board of education consists of ten men and two women. Ten of them are white people and two of them are black people. They are elected by vote and their tenure of office is six years.

They hold two meetings every month to set policy. The state board of education provides the course of study and the county board sets policy according to

it. For instance, they set attendance policy, personnel policy, financial policy, travel policy, and so forth.

14:20 Interviewed the school counselor, Ms. Ann Johnson

School counselors at elementary school level are fairly new. They do a lot of identification of special needs in children. They work very closely coordinating with parents and teachers, parents and children, parents and outside agencies.

Each school has a counselor and the functions vary according to the school level. In high schools the counselors have much responsibilities. They help the students plan what they are going to be doing after high school.

A lot of programs at any school are a reflection of the philosophy of the principal. Ms. Johnson takes care of all the 3rd, 4th, and 5th grades and another counselor does kindergarten, first, and second grades. They go to each classroom on a regular basis.

Ms. Johnson teaches guidance lessons on topics that she feels are developmentally appropriate for the children. She works very closely with the classroom teachers in planning and in addressing special needs. Last year they had a 4th grade girl who had a brain surgery. This upset many of her classmates and her classroom teacher and Ms. Johnson talked about the illness to ease the students.

14:30 Interviewed four 2nd grade teachers.

Ms. Jane Kartwright

Ms. Patricia Parker

Ms. Sandra Harbey

Ms. Sue Worthington

There are seven teachers in the second grade. They have a 40-minute planning time every day to discuss the teaching plans. They cover planning for all the subjects in the forty minutes.

After we asked several questions about social studies, we showed the slides that we brought from Japan introducing a typical day of a first year student of an elementary school.

The teachers said that they can use the material in the classroom in the following ways:

- (1) Let the students find the similarities and differences in their life styles.
- (2) Ask the students how they would feel if they had to, for example, walk to school and clean their rooms as the Japanese boy.

They say the Japanese students are more independent and responsible because they have to walk to school, clean their rooms, serve lunch on the plates, take care of the younger students, etc.

After that we talked about how we should develop the teaching material to show a day of an American elementary school student. The significance of Wintergreen Elementary School is that there are a variety of students with various backgrounds, and we asked the teachers to cover a class showing how they cope with the diversity.

15:30 Interviewed special education and resource teachers.

Ms. Lashell Mooring-Sadler (Educable Mentally Handicapped Teacher)

She teaches 2nd to 4th graders whose intellectual level is between the 1st and 2nd graders' (IQ: 65-70). Most of her students are identified in the first grade, or the repeaters in the kindergarten.

She is in charge of 'Self-contained classroom' and 'Resource classroom'. Self-contained is a standard classroom set in the entire school day with the reception of going to P.E., art, music, and those types of classes and it's all day long. Students come to the Resource classroom for one to two hours a day. In the other part of the day they are in the regular classroom. There are nine Self-contained students and five to six Resource students.

At the very beginning of the school year she looks at the EMH students' IEP (Individualized Education Plan) which tells what they have learned and what they

are supposed to be learning for the year to develop teaching plans. The students are evaluated each year and they are reevaluated to see if they are still qualified for her program every three years.

Elizabeth Edwards (Developmental Kindergarten Teacher)

Her classroom is primarily made up of five and six-year-old children who are mentally handicapped and require special education.

Eventually at certain times of the year they might go into regular classroom for certain part of the day. After the first year they might repeat kindergarten by going into the regular kindergarten classroom.

Robin Loy (music teacher)

She teaches all the students at Wintergreen. The teachers of music, PE, and art are all involved in integrating the subjects that the regular classroom teachers are working on.

For example, they had a second grade program this spring putting emphasis on the continents. It was called "It's a Small World" and the students visited all the continents learning songs of some countries on those continents. As the representative of Japan, she taught 'Sakura' and a fandance.

She tries to make teaching plans a week in advance so that she can get her materials together. She does it both at school and at home. Sometimes she calls music teachers across the county to ask for resources.

Margo Arnold (Learning Disabled Resource Teacher)

When children come out of the classroom, they come to her for extra help in mostly communication skills or math.

There seems to be one learning disability student out of ten. The research shows that the EMH students benefit from being with the normal children.

[Aug. 4]

9:00 Spent the morning with the host family

All the host parents seemed to teach their children manners very well. They never interrupted our conversations with their parents. Some of them prayed before meals.

We saw some middle school boys playing golf. The majority of the people playing golf were white people, and the black children we saw were playing in front of their houses. There seem to be undeniable differences between their lifestyles.

A boy from one of our host families practiced baseball in the morning and in the afternoon, and he was enjoying playing golf between the baseball practices on that day.

Children in the United States tend to learn a greater variety of things than those who are in Japan. It seems that American parents try to give their children a lot more opportunities to find out their abilities and strengths.

13:30 Field trip to Flanagan farm

We made a field trip on the farm under Mr. Flanagan's guidance, who is the owner of the farm.

His farm is not typical for eastern North Carolina. They don't grow tobacco but rather rent it out for a neighbor to grow. They instead are trying to make their living grazing cows and growing hay with some cotton and soybeans. They also do some custom work for others by planting hay, working cattle, fencing, and cleaning with their bulldozer.

Corn has traditionally been the most planted crop, but as we could see from the condition of the crop due to lack of rain, it is a treacherous crop to raise and they don't grow so much corn.

They mostly use high school boys to help them during the summer with the hay harvest and fence installations. The boys help some during calving in the win-

ter.

We visited several sites. The details are as follows.

(1) Haymow

They are raising alphalpa hay and bermuda hay to sell on the horse market. They keep the hay that are not good enough for sale to feed their horses. Alphalpa is higher in quality than bermuda and it sells more. This year, due to the drought, the haymow had not been filled with hay.

Bermuda is a good crop to keep the soil from erosion or being washed away or blown away.

(2) Cotton field

The cotton is growing favorably this year because of the dry weather. If it rains a lot, the leaves grow large to hide the cotton balls and the humid air out of the soil rots them.

Cotton was once 'King' on that farm and due to an insect called the boleweevil, they quit raising it for several years and were just beginning to grow it again at that time since they have eradicated the weevil.

Cotton is a tropical crop and seems to be living through the drought better than corn or tobacco.

(3) Tobacco field

In their area tobacco is the most profitable crop to raise, but there is a quota on each farm and only that much can be grown.

The tobacco on that farm showed us the fact that farming is greatly influenced by the weather. In fact, the tobacco leaves at the lower stems were dead because of the dry weather. It hadn't rained for about two months.

Mr. Flanagan also talked about the harmful bugs and actually his son Jerry later showed us an egg of a bug on a soybean leaf. Mr. Flanagan said that he can't manage farming without using chemicals. They use the chemicals within the limited amount. They have some planes to scatter the chemicals and to observe how the product plants are growing.

They harvest tobacco with both machines and their hands. He said machines are

very expensive and they can't reap all the leaves.

(4) Tobacco dryer

They hang the tobacco leaves from the bars inserted in the box-shaped warehouse. They dry the leaves with the heat using propane gas. The heat causes chemical transformat in the leaves to extract good aroma.

(5) Soybean field

Soybeans were introduced from Japan and they are regarded as a good product. The profit is not so great, but it's one of the steadily-earning products.

They grow two crops in a year (one harvest season). They plant wheat in November and harvest it in June. Then they plant soybeans and harvest in October or November.

This year they hadn't had enough rain to make the crop grow tall. When the days get shorter, the soybean plant will start making seeds. He was afraid that it won't be tall enough to have places to put the seeds.

(6) Cattle ranch / Hog house

They raise hogs and cattle for meat. North Carolina is the 4th largest hog-producing state. They keep the hogs in a house for cleanliness and to avoid disease. The hog house is equipped with fans and curtains to control the temperature. The waste of the pigs is put in the lagoon which is behind the hog house and they pump it to irrigate out on the grass as a fertilizer.

The Flanagans are basing their hope for the future mostly on their cattle operation. They keep mature animals and raise calves to about 500 to 600 pounds. Recently they stopped feeding the calves to any heavier weights and have started selling them to feed lots to get the calves to slaughter weights.

The cattle are released on the land which is not suited for profitable crops and fed with gleanings and residues not good for feeding other animals. They can eat rough grass because they have four stomachs while hogs, which have only one stomach, should eat better feed.

The biggest problem is the risk they are taking; weather, animal disease, government controls, stock market, uncertainty of chemicals that are allowed to use,

uncertainty of being penalized when they have done something wrong, etc..

16:30 Return to Greenville

17:00 Spent with homestay families

Two of Team A members went to see a ball game of the Minor League (Single A) in Kinston. The first thing that impressed us was that the people love national anthem, while there is controversy about that in Japan.

Both children and adults were cheering their favorite team until about ten o'clock. People really know "how to enjoy things in public" and that seems to be something we ought to learn.

[Aug. 5]

8:30 Arrived at the Hilton Inn

9:00 Report writing at ECU

12:00 Lunch

13:20 Report writing at ECU

16:30 Left for the Hilton Inn

We noticed that the roads were beautifully cleaned up. Later we heard that it's done by some volunteer groups.

16:40 Dropped in at Harris Teeter to buy some material for the party

There were fewer children there than we saw in Walmart on our first day in Greenville. It seems that's because the store mainly sells groceries and it was a weekday.

17:00 Made a preliminary cooking for yakitori at the Hilton Inn for the party

18:45 Left the hotel for Dr. Hudgins' home

19:00 Friendship party at Dr. Hudgins'

"Ton ton sumo (Paper sumo wrestling)," which we prepared, seemed to be fun for the professors. That would have been more enjoyable for children. When we want to teach our students "lives in foreign countries," we might have to make teaching materials regarding introducing games.

22:30 Arrived back at the hotel

[Aug. 6]

11:00 Left the Hilton Inn Greenville

13:10 Arrived at Raleigh Durham Airport

15:10 Left Raleigh Durham

16:10 Arrived in Washington, D.C.

17:00 Arrived at the ANA Hotel

[Aug. 9]

9:00 Left the Metrodome Hilton in Minneapolis

It's very cold in winter in Minneapolis and St. Paul, and it's not uncommon to have 150 foot-thick-snow. The buildings across the streets are connected on the second floors by "the skyways" to avoid crossing the snow covered streets. The expense for building the skyways is shared by both the building owners and the state government.

The roads are very well developed, but the houses around the airport are not soundproofed.

10:00 Arrived at the Mall of America

Ms. Cynthia Rogers took care of us on that day. Ms. Rogers and a high school student Noah Maurer went to the Mall of America with us.

It's a huge shopping mall with an amusement park inside. Since Minneapolis is the hometown of Mr. Schultz, who is the father of Snoopy, in the center of the mall is a giant vinyl resin Snoopy, in which children can romp about. There were so many families with children in the mall. They say most of the people who visit the Mall of America come from outside the Twin Cities. Two of the reasons seemed to be that there aren't any grocery stores, and that things are a little expensive.

That day was its first anniversary and TV said that visitors had spent over 80 dollars per person in the last one year, and that the largest number of foreign tour groups to visit Mall of America, which is about 350, were from Japan.

12:30 Left the Mall of America

13:00 Arrived at University of Minnesota

We visited the book center, cafeteria (had lunch there), and the department of education. Then we drove down to the bank of the Mississippi to see a steam boat and a flour mill.

The Mississippi runs fast through the university campus with plenty of water. We could see that so many factories were located along the river making use of waterpower from the early stage of the American history.

14:20 Left University of Minnesota

15:10 Visited University of Minnesota Child Care Center

This child center is for children of University parents. The program serves 165 full-time equivalent children in a building conceived as a children's neigh-

borhood divided into five double-bungalows, with one serving 18 infants (3-16 months of age), two serving 54 toddlers (16-33 months of age), two serving 68 preschoolers (33 months to 5 years of age) and a flexible area programmed to serve 12 to 15 more children of mixed ages in a drop-in program.

Each double-bungalow has its own head teacher office, a shared foyer and play cube and separate living, dining, educare rooms and toilet facilities. The toddler and preschool double-bungalows share a mud-room.

There are some posters and pictures of children or people from different ethnic backgrounds in each room. They are stuck on the walls to the level of the children's eyes. They naturally get the children used to seeing people with different colors and different looks from theirs.

The details of each room are as follows.

(1) Bungalow A: Infant Lane

The infant double-bungalow serves nine infants at a 1:3 ratio on each side of the bungalow (house), which is separated by a diaper change room, a mom's nursing room, and an infant kitchen.

(2) Bungalow B and C: Toddler Boulevard

There are four bungalows (two double-bungalows) for toddlers and two of them serve 12 each of the younger toddlers at a 1:4 ratio. When a toddler reaches about 2 years, or has developed the toddler egocentric concept of "mine" and expresses it verbally, s/he is moved next door to the older toddler area which serves 15 children at a 1:5 ratio.

(3) Bungalow D and E: Preschool Parkway

There are also two double-bungalows for preschoolers and two of them serve 16 each of the younger preschoolers at a 1:8 ratio. When a preschooler grows to 38 months, or about 4 years, he or she is moved up to the "graduating class" of the child care center and encounters a more challenging program, in preparation for formal school. This group of 18 children has a 1:9 ratio.

(4) Bungalow F

No. 11: Flex Alley

The flex-program serves 12 to 15 children of mixed ages in a drop-in day and evening program with a 1:4 or 1:5 ratio depending on the ages of the children. Maximum monthly attendance cannot exceed 45 hours in this room.

No. 12 and 13: Multi-purpose

The multi-purpose room is shared by all children in the center and serves as a community meeting room, large-muscle activity area, teacher or parent training room, and children's performance space.

No. 14: Kitchen Mews

The complete commercial kitchen staffed by trained cooks provides nutritious meals with emphasis on fresh, whole and home-made meals for all age groups and staff.

No. 15: Administrative Avenue

This area includes the director's office, educational specialist's office, conference room, reception area, parent's intake/account's office, the staff lounge, and other support services for the operation of the center.

16:10 Left the Child Care Center

16:20 Arrived at Ms. Rogers's friend's house

We had some refreshments and took a rest there. The couple of the house are Ms. Rogers's friends, and we knew that their son was an assistant English teacher (AET) at Izumo Hokuryo High School in Shimane prefecture three years ago. He married a Japanese woman who was also a teacher at the high school and now they live in Minneapolis. We had another opportunity to think about "globalization."

Life of Junior High School Students in USA

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I Research Activities

1 Supervisors

Dr. Don Spence (ECU) Dr. Greg Hastings (ECU)

2 Members

Kazuhiko Matsuda, Minoru Tonogauchi, Mariko Shiraishi

3 Theme

Life of Junior High School Students in USA

(1) To investigate a typical day.

(2) To investigate yearly events.

(3) To investigate school rules.

4 Aim of study

Many Japanese students learn in geography class that America is a big country and is strongly developed in agriculture and technology. They also learn in history that Christopher Columbus sailed for America in 1492 and that Admiral Perry came to Japan in 1853. In addition, they know from economics class that America is Japan's biggest trading partner and America is a very big military power. This is why America is the closest ally to Japan in virtually all fields.

Many things about America are taught at school. Information and knowledge is frequently introduced through mass communication. Japanese students do not have many chances to see daily life in America or to see school life at the elementary school and junior high school level. So they have many questions in these areas. The understanding of different cultures begins with an interest in learning about different cultures. You must get information and study the literature of that culture. It is ideal for students to learn about different cultures as early as possible to understand them better.

By doing this, Japanese students can see America's culture objectively and to realize the advantages and disadvantages of their own culture.

Therefore, from this study we will show the differences between school life in junior high schools in Japan and America. We want all students to think about desirable traits of school life in the USA and Japan. We hope our study will give them information for comparison when they learn about the two different cultures. We established this study theme hoping that students will think about and notice the differences and similarities in school life between the USA and Japan. We hope that our two countries will have a better relationship in the future and that a better international understanding will develop.

II. Itinerary

Sunday, August 1

10:30 Meet Dr. Don Spence for traveling to Church at the Hilton Inn

11:00 Visit to Marlboro Free Will Baptist Church for Church services

12:00 Return to the Hilton Inn to change

1:00 Picnic at Elm Street Park

2:30 Driving tour of the University

3:00 Return to the Hilton to rest

5:00 Dinner at the Hilton

6:00 Attend Sunday in the Park performance by the Supergrit Cowboy Band.

Monday, August 2

9:00 Meet team partner's Mrs. Beverly in the hotel lobby

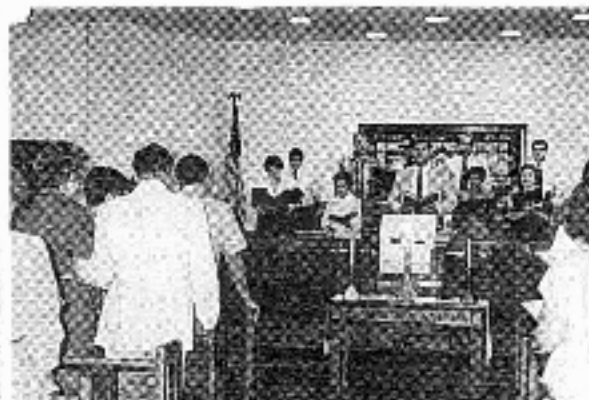
Presentations of research plans by team members

11:00 Joint group meetings to discuss individual team agendas

12:00 Lunch at the hotel



Marlboro Church



Church Services



Presentation

1:00 Visit to Farmville Middle School (Briefing & Tour)

4:00 Return to the Hilton to rest

4:15 Depart to reception at Dean Coble's

6:30 Return to the Hilton

7:00 Dinner at the Hilton

Tuesday, August 3

9:30 Car tour of Farmville by Mrs. Delane and team partner

H. B. Sugg Elementary School

Farmville Recreational Center (We watched a phonics program in action with Mrs. Mattie Sneed and Mrs. Hinda Faison)

10:30 Chamber of Commerce-Anne McGaughey-video of Farmville

Fifty's Soda Shop

12:00 Bonnie's Cafe (Mr. Tommy Dickerson gave T-shirts)

12:45 Williams Jewely Store (Mr. Johnnie Williams)

Belk Tyler Department Store (Bought jeans for \$29.99 less 20%)

Farmville Furniture Company

BB&T (Branch Bank and Trust Company-Mr. Bill Flowers)

Piggly Wiggly Grocery Store

2:20 Farmville Middle School (Showed slides and video, asked questions)

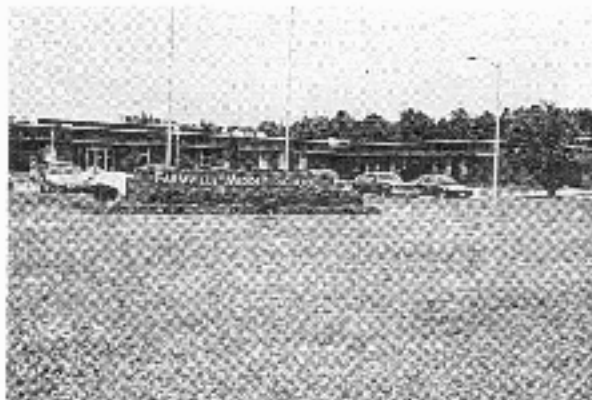
4:30 Rest at Beverly's Home

6:00 Go to pig-picking. Went by Pitt Community College

6:30 Pig-picking at Wintergreen Elementary School (Greenville)

9:15 Study and research at Beverly's home (Homestay)

11:30 Bedtime



Farmville Middle School



Farmville Main Street



Homestay's Family

Wednesday, August 4

8:00 Breakfast

8:30 Go to Farmville Middle School to get ready for Middle Students

9:30 Meet with students (show video, answered questions about Japanese schools and American schools, wrote down similarities and differences between our schools)

Calligraphy

Private interviews with students (Omar, April, Jonny, Shaun, Brooks, Niki, Carin, Jennifer, Tyler, Delane, Fuquay, Kaesbia phillips, Beverly Peaden, Mrs. Gay)

12:30 Lunch at Burger King

1:30 Go to Flanagan Field (Met Mr. Farrior, Greg, Mr. Flanagan, Mrs. Slaughter, Jerry Flanagan, Roy Peaden)

Greg is the pilot and carried Mariko and Kazuhiko up in the air to see cotton and corn fields from sky

2:30 Mr. Flanagan and Jerry showed us the following:

Hay (Alfafa and Coastal Bermuda)

Horses

Field of Coastal Bermuda Grass

Cotton

Snake (chiken snake-bite will not hurt you)

Tobacco field

Curing tobacco (heating the tobacco so that it can be used for cigarettes)

Cows and hogs

4:20 Tobacco Warehouse (Saw large of tobacco ready for sale)

4:30 Activities the following: Golf at the Farmville Golf and Country Club

Fishing at pond



Study about Japan



Corn fields from sky



Tobacco Warehouse

7:30 p.m. Supper at Pizza Hut

8:45 Stop at Sue's home (Beverly's sister) & Mr. Farrior's home of 81 years old

9:45 Return to our American Home

We are now members of the Beverly and Roy Peaden Family with Niki and Trey

10:30 Mrs. Beverly helped us write the report

"The Peaden Family is the BEST in Farmville. People in Farmville are very wonderful. We came to like America better, and we appreciate them so much."

Thursday, August 5

8:30 Say good-bye to the Beverlys, the host family, at the hotel

9:00 Report-writing at the University to 3:00

12:00 Lunch at Cafe near the University

6:00 Friendship Dinner at Dr. H. C. Hudgin's home

9:00 Return to the Hilton Inn

Monday, August 9 : Minneapolis

9:00 Car tour of Minneapolis by team partner Mrs. Kristin

9:30 Folwell Community Center. Meet with Mrs. Kristin's Family

10:00 Visit to Franklin Middle School (Briefing and Tour)

10:30 Minneapolis Downtown Area: Downtown Open School & IDS / Norwest Building

11:30 Go to Mississippi River

12:30 Mall of America: Lunch and Shopping

4:00 Tour of the Fort Snelling

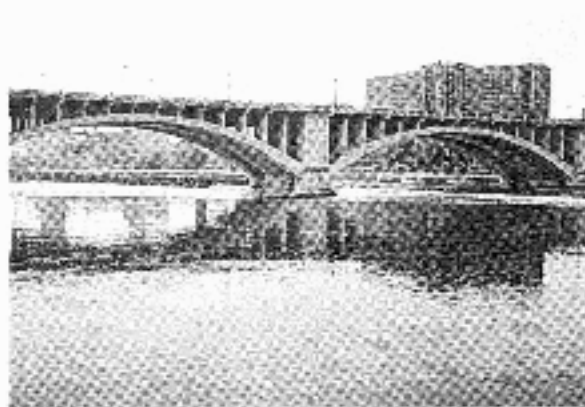
5:00 Minnehaha Falls

6:30 Friendship Party at Dr. Wangen's home

9:00 Return to the hotel



Friendship Dinner



Mississippi River



Historic Fort Snelling

III Comparison between USA and Japan

1 Typical Daily Schedules

(1) American School

(2) Japanese School

(Farmville Middle School)

(Ochiai Junior High School)

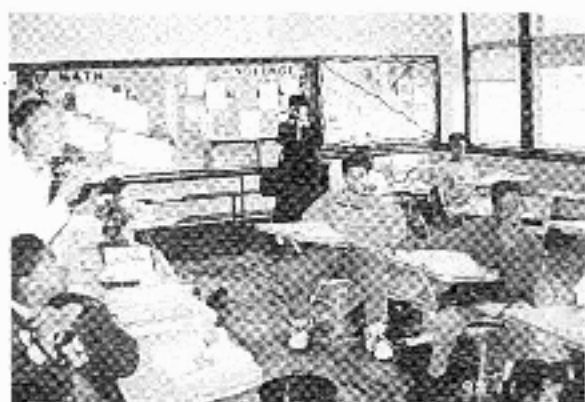
	Enter Building	~ 8:30		Enter Building	~ 8:30
	Homebase	8:30 ~ 8:55		Short Homeroom	8:30 ~ 8:40
1st	Literature	8:55 ~ 10:00	1st	Fine Arts	8:45 ~ 9:35
2nd	Social Studies	10:00 ~ 10:50	2nd	Social Studies	9:45 ~ 10:35
3rd	Math	10:50 ~ 11:40 or 10:50 ~ 12:00	3rd	English	10:45 ~ 11:35
4th	Science	11:40 ~ 12:50 or 12:00 ~ 12:50	4th	Physical Education	11:45 ~ 12:35
	Lunch	20 minutes Eat lunch in three shifts at cafeteria from 10:50 to 12:50		Lunch	12:35 ~ 1:25
5th	English	12:50 ~ 1:40	5th	Mathematics	1:25 ~ 2:15
6th	Band	1:40 ~ 2:30	6th	Japanese Language	2:25 ~ 3:15
7th	Art	2:30 ~ 3:20		Cleaning Time	3:20 ~ 3:35
	Clear of the building	3:35 ~		Short Homeroom	3:45 ~ 4:00
				(Club Activity)	4:00 ~ 5:30

*After homebase, students separate
and study subjects of their
own choice

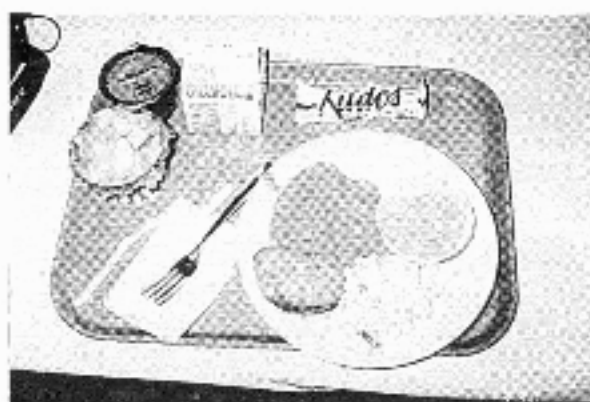
*Students in a class always
study the same subjects.

*5 days a week

*6 days a week



Social Studies



Lunch



Return Home by schoolbus

2 Main School Events

(1) American School

(Farmville Middle School)

(2) Japanese School

(Seiwa Junior High School)

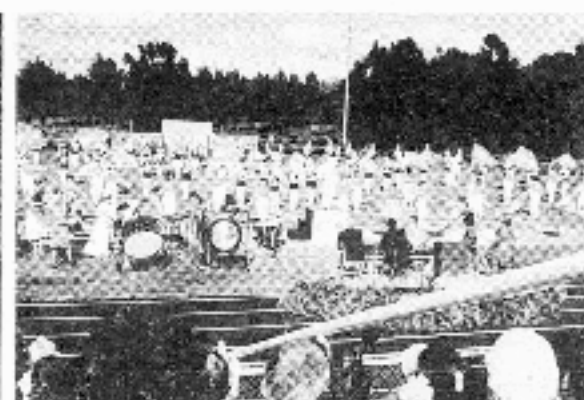
Month	School Events	Month	School Events
9	Pep Rally	4	Opening Ceremony, Entrance Ceremony
10	Student Government Election Harvest Dance, Achievement Test Halloween Costume Contest	5	Outdoor Activity Examination Student Council Assembly
11	Thanksgiving Pageant Turkey Trot (Dance)	6	School Excursion
12	Play and Drama Christmas Carol (Winter Vacation)	7	Examination Swimming Practice (Summer Vacation)
1		8	Pep Rally, All City's Athletic Event
2	Sweetheart Dance, History Fair	9	Athletic Meeting
3	Science Fair Achievement Test	10	One-day School Excursion Examination
4	Environmental Day, Quiz Bowl Trip to coast, Career Day	11	Cultural Festival Sing in Chorus
5	Spelling Bee International Day	12	A Class Match Parents Association Meeting Examination (Winter Vacation)
6	Awards Day Athletic Awards (Summer Vacation)	1	Election of the Student Council
7		2	
8		3	Examination, Graduation Ceremony Closing Ceremony (Spring Vacation)



Halloween Contest



Quiz Bowl



Marching Festival

3 School Rules

(1) American School

(Pitt County School's Discipline policy)

- ① Habitual use of profanity, obscene language, or gestures.
*First Offense: 3-5 days administrative detention. Parent/guardian conference.
*Second Offense: 3-5 days in-school suspension. Parent/guardian conference.
- ② Leaving school grounds at any time during the school day without permission.
*First Offense: 3-5 days administrative detention. Parent/guardian conference.
*Second Offense: 3-5 days in-school suspension. Parent/guardian conference.
- ③ Smoking in school building during regular school hours and other indoor activities.
*First Offense: 3-5 days in-school suspension. Parent/guardian conference. Confiscate cigarettes.
- ④ Possession, custody or use of any items, commodities or products that are considered dangerous.
*First Offense: Immediate notification of police. 5-9 days out-of-school suspension.
*Second Offense: School board action.

(2) Japanese School

(Fujikawa Junior High School)

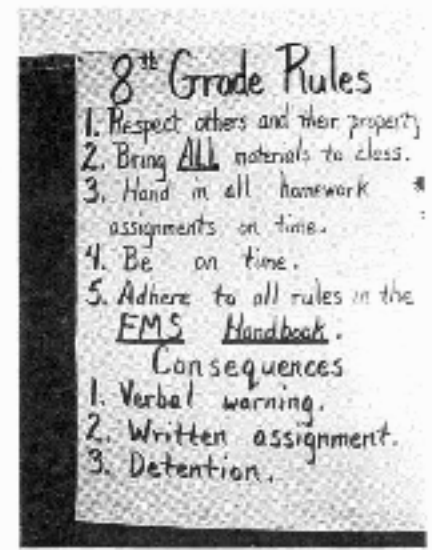
- ① Do not use bad language.
- ② Do not leave during the day without a teacher's permission.
- ③ Do not eat confectioneries or drink sodas etc. at school.
- ④ Do not have dangerous things or play dangerously.



Social Study's Textbook



Schoolgirls



Grade's Rule

IV Results of study

In America each state has a responsibility for education. It is decided according to each state's constitution. School systems and curricula are somewhat different depending on the state. It is difficult to compare Japan's national system of education with the American decentralized system.

American schools have various academic and disciplinary problems. But at Greenville in Pitt county, where East Carolina University is located, the education system is good and it is a model. We chose Farmville Middle School (about six hundred students) for our study. Farmville has a population of four thousand, four hundred people and is located west of Greenville. There are sixth, seventh and eighth graders in this school. Sixth graders are divided into seven groups and they consist of three teams; bear, eagle and dolphin.

There are seven groups in the seventh grade, consisting of two teams; alligator and tiger. In the eighth grade there is one group named challenger.

(1) Daily school life

In America students get together in their classrooms during homeroom in the morning. (It is called "homebase" in Farmville) After that they move to their scheduled class. They study academic subjects in the morning and study non-academic subjects in the afternoon. They have seven classes a day (fifty minutes for each period). They go to school five days in a week. They have thirty-five hours in a week and one hundred eighty class days in a year. Most students go home by school bus after school, except for students told to stay at school for individual guidance by teachers. Club activities are not required as school educational activities as they are in Japan. Many activities are done through the community.

In Japan, one Saturday of the month has been a day off since last year. There are five or six classes each day (fifty minutes for one period). There are six school days, with thirty classes in a week. There are two hundred and forty school days in a year.

Students take classes with the same classmates all day and the homeroom teacher is expected to supervise his pupils throughout the day.

The first difference between America and Japan is in the classes and the day/class system. In Japan we have six classes each day. In America they have seven classes each day. But, Japan's schools have classes for more days each year. American students have no time to rest between classes. They just move from class to class. They eat lunch at the cafeteria for only twenty minutes in three shifts for two hours. They do not have free time during their day.

Students and teachers seem to think that a busy school day is inevitable because of the yearly class plan. But homeroom classes are not as important in America.

The second difference is that students do not clean their classrooms in America. They pay for someone to clean their school. We hear the key of keeping schools clean is not to let them get dirty. Individuality and variety is the basic of education in America.

On the other hand, some American teachers admire Japan for the uniform system of learning throughout all of the schools.

(2) Main school events

Both countries have various kinds of events; however, there are some basic differences in these events. First is that there are generally no opening ceremonies or entrance ceremonies in America. We wonder if this is why America has various kinds of school systems? For example, in American schools most kindergartens are included in the elementary school. Sometimes sixth grade is included in elementary and sometimes in junior high school. There isn't a consistent model for grade levels within each school system. Japanese teachers imagine that education is still compulsory until the age of sixteen throughout America and is predicated on the individual school state system.

Americans teach their children to be independent from early childhood. Parents teach them to be independent and hope that they will grow into successful adults.

This characteristic is a major difference between America and Japan.

Second, public school in Japan do not have religious events. Although the Harvest Festival and Christmas Carols are connected with religion and church.

The third difference is the entrance examination. Japanese junior high school students have neither makeup exams nor failure, but Americans do. After Japanese students graduate from junior high school, they cannot go to high school without passing an entrance exam. American students can go to high school when they reach the grade level. Teachers decide to pass students on the basis of their academic performance, via a report card. They also consider the student's activities and make recommendations. Japanese students have to study for an entrance exam.

(3) School rules

There are three big differences in the school rules between America and Japan. First, in America each public school does not normally make its own school rules, but has the same school rules for the entire system. Student handbooks are given to parents and students when students enter so they can know the school's policies.

Second, penal regulations are written so that students know the penalties for breaking rules. All teachers at every school in the county can follow the same guidance. The above two things show the differences in national character. America is a country which is based on contracts. When a contract is broken, they know the consequences. Rules can be seen in the family life and when children do not listen to parents, they are punished. America has a social background based on rules.

The third difference is that America is an individualistic country and they value individual rights. One person cannot violate another person's rights. For example, violent behavior, weapons, tobacco and alcohol are prohibited in the schools. This rule is written in the student handbook because these types of behavior are dangerous to society. It is taken for granted that students will not forget to carry class materials and to be on time for school.

These rules are made as class rules.

Dress and hair style regulations are not as strict as they are in Japan.

V Conclusion

Japanese education has kept a certain level of education in their institutions all over Japan which is not inferior to other countries, and has guaranteed certain scholastic achievements. But strain from uniform education in Japan manifests itself in many ways. Our education system does not keep up with our diversified society. There are many problems such as undisciplined schools, low scholastic achievements, and an increase of students not coming to school. We had hoped that America, which has tried to solve various problems, may have suggestions for solving our problems as well. Many situations concerning family, community and society have educational functions within the American school system. The American school system does not concern itself with teaching academics, group education, safety education, art appreciation and manners to the extent that Japanese schools do. American teachers impressed us being quite confident. We went to America to study with them, thinking that they set as their goal for education the teaching of academics and that they have succeeded in making their schools better.

We found that the society was getting worse even though they have ideas to solve their problems if everybody makes a combined effort. Collapse within the family is getting worse and the divorce rate has risen to over fifty percent. There are many students who can't maintain a good standard of living, good eating habits, wearing proper clothes, grooming, remembering to do homework or punctuality. The burden of teaching has increased due to do the need to teach discipline as well as academics. This is a common problem between the USA and Japan, although the causes are different.

American teachers point out three superior things about the Japanese school system. First, Japanese students all take the same subjects which ensures a higher level of learning. Second, the Japanese daily schedule is more comfortable.

Both American teachers and students want to have a more comfortable lunch time. Third, it is good for all students to belong to club activities in order to prevent problem behavior.

In conclusion, both countries have various problems, and we can't separate the social situation from education. We want not only to look at the advantages of other countries, but also to understand their disadvantages.

The American and Japanese school systems have different historical backgrounds and national characters. It's necessary to understand each of them as existing in different cultures. We felt that both students and teachers need to exert themselves and have the proper attitude to improve their respective systems.

VI A Connecting Address

1 International Programs (East Carolina University)

Dr. Don Spence: Assistant Director

Greenville North Carolina NC 27858 ☎(919)757-4829 Fax(919)752-4813

2 Farmville Middle School

Mrs. Beverly Peaden: Teacher

Farmville North Carolina NC 27828 ☎(919)753-2116

Mrs. Delane Fuquay: Teacher

Farmville North Carolina NC 27828 ☎(919)753-2116

3 H. B. Sugg School

Tony Cates: Principal

Farmville North Carolina NC 27828 ☎(919)753-2671

4 Downtown Open School

Kristin Sonquist: Teacher

3710 Humboldt N Minneapolis Minnesota NC 55412

5 Franklin Middle School

Birch Jones: Principal

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