
American Ideals in Child-rearing: A Comparative Study

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INTRODUCTION

The most important thing for understanding other cultures is the development of an attitude to deal with them equally. Each society has different life styles because of its people, condition and its history. And also it is an undeniable fact that the environment has an influence not only on the lifestyle but also the way of thinking and morals of the people who live there.

Now we try to study this matter by focusing on 'family'. We have a hypothesis that home discipline and the relationship between parents and children are deeply affected by the value each society has. To inspect that, we'll show the outline of both American and Japanese societies.

America is a complex society in terms of its races and religions. Therefore it is impossible to select any families as being representative of a standard American one. This is a great difference from the Japanese family. We can easily show you a 'standard Japanese family' everywhere in Japan.

We think that American society might need more tolerance for the future because of its diversity. We Japanese are not, as far as we live in Japan, conscious of the fact that we are Japanese. We seldom lead a life being conscious of our country and society, much less our religion. In Japan education at home is done based on the traditional sense of value which was made by our historical development process. On the other hand in America, it is done by considering ethnicity, social class, religion, how they want to live as an 'American' and what kind of society they want to create.

TINERARY

Sunday, August 1

(1) St. Peter's Catholic Church

We attended the morning service. It was held for about one and a half hour and soon after that we had an interview with participants: a mother and two daughters.

(2) Elm Street Park

We observed the families having a picnic and playing together and took some pictures of them.

(3) Watching Rodeo

We enjoyed the rodeo for one hour. They competed with each other for how fast they captured a calf or how fast they ran getting around some barrels.

(4) Interview with Ms. Yayoi McGuyer

We had a chance to talk with Ms. Yayoi McGuyer, who got married to an American soldier and has been in America since 1952. She talked about the problems in living in America as a Japanese and in bringing her children up.

Monday, August 2

(1) Field Study in Greene County

We drove over Greene County. We visited a black church, a graveyard, a site of American-English War (1812-14), a creek which had been used for transportation. We also visited a newspaper plant, Standard Laconic and a tobacco farm, De Cloet.

Tuesday, August 3

(1) Greene County Office

We had an opportunity to have an interview and be given comments by the three noted people. James McLawhorn, former economic director of the county, explained the recent change of Greene County in many kinds of fields such as industry, economy and education. Paul Browning, superintendent of schools, talked about the school systems' relationship with immigrant children. Gail Edmondson, principal of Snow Hill Primary School, talked about how the teachers there try to improve their teaching method.

(2) Snow Hill Primary School

Karen Forshee-Cameron, a teacher for 4th graders there and our hostess on our research, asked her students and parents to come to her homeroom to give an interview to us. We met and talked with twelve children, ten of them were primary school students and two middle school students, and six parents there. Most of the questions we asked them were the same ones we had already asked to our own students in Japan. To the parents we asked what they felt was most important in their child's life, how they evaluated their child and how they wanted to lead their life after their child's marriage. After the interview each child showed us many pictures of their daily life and ate watermelon with the others.

(3) Pig Pickin' Party at Wintergreen School

We all enjoyed eating and talking with our host family there.

Wednesday, August 4

(1) Interview with Karen Crutchfield in Green County Court House

Karen Crutchfield had an office in front of the court house which was shared with her husband. She is in charge of civil cases and her husband criminal cases. She explained the system of the trial there. She also talked about what kind of civil cases happened so often recently and how she worked on them. She gave her comments about the reason for the breakdown of the family.

We observed the court house and the jail which was on the second floor in it. It is very rare case, she explained, to still use this kind of building, because taking atrocious criminals upstairs is very hard.

(2) Interview with Gail Edmondson in her house

She is Snow Hill Primary School principal and her husband Jack manages a big farm whose main products are tobacco. They have three children. She explained how teachers tried to do with the affairs of the students who got into troubles at home. In this community they have some staff called home coordinators. They took special training to relate with the students and their family who had some problems like poverty and lack of the ability of speaking English and so on.

After the interview we were treated to a lunch with her, her husband and her daughter.

(3) Walking tour of Snow Hill

This area were under the sea a long time ago, so they found a lot of fossils under the ground. We went to a survey map-making office where K.F. Cameron's husband works to see some of them. We also went to the post office, a sanitary warehouse and a farming tool store.

(4)K.F.Cameron's Presentation in her classroom

She worked as an assistant English teacher in Kochi prefecture four years ago and made some slides. She showed them to us to introduce her inductive teaching of Japanese and American custom and culture. She stressed that it was important to find similarity in two countries rather than to find difference.

CONSIDERATION

First, for our purpose we inquired the life of children in Japan. From the result of that inquiry we found that the children in Japan are not independent even they are at the age of 14 or 15. For example, about 40% of them don't get up by themselves and have their parents wake them up. They don't clean their own room and don't put their clothes into a chest of drawers, much less they seldom wash their clothes by themselves. And they are not ashamed at all. Their parents think it their duty to take much care of their children. One of us stayed at a black family in Greeneville. The daughter there who was 14 years old had a part-time job as a baby-sitter during summer vacation and she got some money. We can find many children like her in America, but few in Japan. She said, "I enjoy taking care of a little child and I feel as if she is my little sister. But this is my important business." To take care of a little child is not her kind deed but her job to get some money.

We had an interview to children of an elementary school in Snow Hill. Most of them have their chores at home and get their reward. Their parents said, "This is a preparation for them to work and earn an income in the future." For the Americans a family is a small society. They learn how they get along as a member of society, a good American at home. On the other hand in Japan very few children get

rewards for their chores. They are regarded not as a business but a discipline .

We also asked children in both countries about words their parents often say to them. Japanese children are said, "Be polite ." " Don't bother others." and " Mind your own business." It is needless to say that "Study hard." is said to children so often. The Japanese think it the most important to be polite and to be in harmony with others. we Japanese, although affected by different cultures to some degree, hate to be different from others and to be too pushy. We, as a race with a simple culture, have lived for a long time in the situation that we can understand each other without doing and saying too much. 'Sashimi' and 'origami ' are the typical examples of our culture which are very simple and aren't so different from their materials themselves. 'Co-operation' is much more important than 'independence' for the Japanese. On the other hand, American children are familiar with their parents' voice, "Do your best." "Do what you really want to do." Their parents give these words to the children to let them be independent and have responsibility for their opwn life. 'Independence' is very important for the American.

We found remarkable attitude of the parents to children during our homestay in Greene County. At dinner table the children talked much and the parents listened. The parents have the role of 'an adviser.' In Japan, though the children much depend on their parents as we said before, very few children consult with their parents when they are worried. (Only 4% of them do with fathers and 13% with mothers.) Parents ,especially fathers have authority over all of the family in Japan. At the same time they make so much sacrifices for their children. They have a tendency to regard their children not as a person with different character but the part of them. 'A whole family suicide',

which happens so often in Japan, can be said a typical example of it. Parents and children in Japan have a strong interdependent relationship forever. Even after children grow up, they are helpless and still under protection of parents. They can be hardly independent of a frame of 'family'.

We also find the difference between American and Japanese family life. That is 'church'. When we asked the children of a primary school in Snow Hill, "What is the most important in you life," they answered, "Church." "To go to church and read Bible." "The relationship between God and me." Ms. Gail T. Edmondson, the principal in Snow Hill Primary School, answered to our question of what kind of person 'an ideal American' is, "The person who can contribute to the society, who makes much of volutary work and life in church and who tries to build up a democratic society." It is reflected in their attitude of attaching importance to voluntary work and to helping the weak. This is a great difference from Japan.

We found some problems about the family life in American society by having some interviews in Greene County. They are concerned about divorce, pregnany and birth of teen-agers and children's ill-treatment by parents because of their poverty, drugs and alcoholism. It is done to help the children that the kids who are in trouble are separated from their parents and taken care in a 'temporary home'. And at the same time the parents are helped to change their family into a good condition. 'Adoption' is one of the way to help children, though it's difficult for teen-agers who are in adolescence. At school, some special staffs like professors at universities are invited to improve teachers' ability. And each school has some 'home-school coordinators' to help the families in trouble. To understand how much the teachers and the staffs were making efforts to solve these problems was one

of the biggest fruits for us. America has accepted everything so far. And it has been trying to accept all that happens even under the hard situation. This is America itself, a diverse society. America has highly esteemed its diversity and has looked for strength in it since the nation's foundation. Diversity has been irrelevant to Japanese society and its history. So Japan cannot cope with the present difficulty of inflowing of a large number of foreign laborers. Schools are forced to be internationalized rapidly. The educational system is not changing and staff is not enough, so the situation is growing worse. We Japanese should strictly study on America and learn a lot in many points of view, because the problems America holds now will surely happen in Japan in the near future.

Understanding other cultures is a process of dealing with value conflict. Although our country Japan has already been under the influence of America, we often felt the differences between two value systems. The important thing is to let our children in Japan have the same experience of ours. At the same time we should encourage the American children to come to Japan to understand another culture, the Japanese one. One of our wonderful cooperators on our research, Mrs. Karen F. Cameron, a teacher in Snow Hill Primary School, said to us, "We try to find not only differences between us but also 'similarities'." We should keep it in mind.

Unsolved Problems

1. Are child-rearing ideals related to ethnicity, social class and religion ?
2. How does it effect child-rearing both in America and Japan that a mother has a job outside or not ?

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Community Life in USA

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3. Team Focus: Community Life in USA

4. Specific Aim: Volunteer Activities in Greenville, NC

5. Method:

When we tried to take the whole idea of 'community life in USA', we chose activities of volunteers as a basic point of view. We assume that volunteer activities have begun to play the most important factors to connect different aspects of heterogeneous American community, though they developed under the historical and religious circumstances of its own.

With the help of ECU, we did some research of volunteer activities in Greenville, N.C. to learn how they are well organized and how each individual citizen cooperates to contribute to his/her own community. For instance, we visited a few churches, a nursing home, a vocational center for the mentally handicapped, a day-care center and some other institutions which give assistance to the needy or the less fortunate and we had interviews with the persons in charge of the activities and volunteers themselves.

6. Backgrounds:

(1) Volunteer activities in Japan:

In recent years a number of people have become involved in various volunteer activities in Japan. There are, however, not a few problems resulted from our poor tradition of volunteer activities. Some people, for example, could not find appropriate places where they can fully use their abilities as volunteers. This might be resulted from the "lack of interface organizations" in Japan which connect demands from both sides. Others sometimes take criticism from their fellow workers when they take a "leave for voluntary actions". We also hear that the Education Ministry advocates the importance of volunteer activities and it says that the volunteer activities should be more appreciated in the case of school entrance examinations. As a result, it is reported that some students begin to do the activities so that they can get good grades in school. In this sense we could say that volunteer activities have not taken root yet in Japan.

(2) Volunteer activities in early days:

There is, in America, a long and rich tradition of voluntary actions since their first settlement from the European Continent in the 17th century. One of the reasons was the Christian tradition of philanthropy. Another was their historical circumstances: they were forced to cooperate with each other to survive their fierce lives. At this early stage, the people with the same culture, language and religion formed a community, and so their reciprocal assistance was limited within their community. This was the case with the immigrants from all over the world in the 18th and 19th century.

In those days, the leading members of the volunteer service were white housewives in the middle or upper class. They did charitable, religious, and welfare activities. Poor housewives, often black people or immigrants, had to work outside, but those wives in the middle or upper class usually stayed at home, so doing the activities was the only opportunity for them to go outside

and learn local politics or economical and social problems. They enjoyed the activities, but they did not pay any attention to the miserable conditions of those poorer people.

(3) Changes of volunteer activities:

The Second World War marked the beginning of changes in America; people began to give attention to the minorities as 'labor forces' and their social status has gradually risen. Particularly in the 1950's, 'Civil Rights Movement' spread across the nation and Affirmative Action was put into effect. In the 1960's anti-Vietnam war and anti-racism movement became very active. People began to live together and the ethnic barrier began to collapse by degrees.

In the 1970's, the volunteer activities reached the critical moment; the number of career women greatly increased and the advancement of the women's lib movement brought about the tendency to appreciate women working outside. They depreciated the activities as well as household activities. In 1971, NOW (National Organization for Women) declared that they opposed volunteer activities as free service of women's labor. They also insisted that the activities be limited to ones which could produce social changes. That was because the spread of volunteer service among women would tie them to their homes.

In addition, 'me-ism' was very popular in those days when people began to feel weary of 'storm and stress' decade of the 60's. People paid less attention to the social problems and volunteer activities. There were fewer who accepted to be a PTA board member or a Girl-Scouts leader.

In the 1980's, however, social volunteer activities got active again, even though the quality of the activities underwent the changes; not merely housewives, but also women and men began to participate in the activities. The Gallup poll of 1987 showed 36% of women and 42% of men engaged in the activities (29% of women, 24% of men in 1977).

(4) Volunteer activities Today:

Volunteer activities was historically limited within the ethnic community, but with the decline and fall of the ethnic barrier and the overcoming of the 'me-ism', the activities became more and more active. The reason would be that people began to be more individualized and the differences in age, diseases, handicaps and economical situation became more outstanding. In addition, as women came to get a job, the divorce rate climbed up. Then families in America lost their functions. As a result, socially weak people, such as children, the diseased, the handicapped and the needy became further isolated. Volunteers began to give heed to those who need some assistance though they are outside of the ethnic community. In this sense, the concerns of volunteers are being changed from within their community to beyond the community.

(5) Prospects of volunteer activities in Japan:

Japan is usually called 'homogeneous' society and in fact Japanese people have rarely had contacts with foreign people. After the World War II, however, situations have greatly changed. Particularly in the 1980s, global exchanges became more and more active and many people came to get jobs from the Asian and the South American nations. But thanks to the traditional exclusiveness, people had many difficulties getting along with those foreign people.

The overpopulation in metropolitan areas and the depopulation in the countryside also brought about many problems; they destroyed local communities and the number of nuclear families greatly increased. Japanese people also became more individualized and the isolation of the elderly, the needy and the handicapped is expected to be one of the biggest problems in the near future.

In this situation, we should do something to form a good relationship with those less fortunate as well as foreign people, not waiting for gradual changes in the course of time. Activities sponsored by volunteers would be one of the most important ways to help solve the problems.

7. Itinerary of our field-study

Aug.1

St.James United Methodist Church

We attended the morning service and had an interview with two participants: Mr. George P. Harvey and Mr. Mike Board. They volunteer to teach some Sunday classes for kids and adults. They also do some assistance to the homeless and the needy.

Aug.2

Creative Living Center at the United Methodist Church

We observed how the classes for the elderly go there and learned how the center is economically supported: state government, United Way of Pitt County, and some tuitions.

Ronald McDonald House

They provide lodging for families of children who are seriously ill in Pitt Memorial Hospital. Ms. Stephanie Roberson explained the purpose and role of the house. The house is supported only by donations from individuals and corporations. We interviewed one of the volunteers there whose name was Ms. Sally. She told us why she began to help the house as a volunteer.

Aug.3

Waldrop Acres Preschool

We visited a local preschool and observed the classes. They have 120 kids and 16 staff. 80% of the budget comes from tuitions and 20% from social service from the local government. Ms. Sherry Isley showed us around had answered our questions.

Boys & Girls Club of Pitt County

This institution is to help young people(6 -18) to realize their potential for growth and development. About 300 boys and girls enjoy the activities with the help of 12 staff and 6 volunteers. We interviewed one of those volunteers, Mike Wilkerson, and he explained the reasons of his participation.

Lunch with PTA representatives at Annabelle's

Mrs. Ann Maxwell, Mrs. Maude Bishop, Mrs. Jennifer Strickland explained about their activities, cooperation with teachers, and why they participate in the activity.

Aug. 4

Jarvis Memorial United Methodist Church

Rev. Sidney Huggins, III told us about their activities for the needy and the handicapped. We interviewed Mrs. Lois Patterson (library volunteer).

Cypress Glen Retirement Home

Three residents (Mrs. Wilma Brown, Ms. Charity Holland, Mrs. Evelyn Stewart) welcomed our visit to their retirement home. This home is a kind of condominium for the elderly and provides good facilities and medical service. Ms. Holland is an earnest volunteer, chosen 'volunteer of the year at RMH. We learned what senior citizens think of living separately from their children and how they are looking for something to live for.

Eastern Carolina Vocational Center

Vocational training is provided for the mentally handicapped. Ms. Lisa Ward-Ross and Mr. Bob Jones explained about the difficulties the handicapped are faced with: inconvenient transportation and difficulties to master social skills 15% of the budget is from the state government and the rest from the sales of their products.

Aug.5

Interviews with Mrs. Alice Keene (Coordinator of Community School Program)

This program began in January, 1978 for the purpose of making the best use of school facilities and providing recreational and educational programs for the community people. They cooperate with other organizations to meet the demands from the local community.

Aug.8

Interview with Dr. Walter Enloe (at the University of Minnesota)

Talks about the difference about volunteer activities between in NC and Minnesota.

8.Results:

(1)Organizations to make volunteer activities go smoothly.

There are many kinds of organizations to make successful and effective volunteer activities. For example, 'Community Schools Program' makes a great contribution to enroll many volunteers with the help of volunteer coordinators at each school. In terms of fundraising, 'United Way' contributes very much. It is a kind of a nation-wide fundraising organization which sponsors many local social welfare organizations. One of the most impressive things about it is that donors can designate their money to be given to the specific agencies: they know where and how their donated money is used. There is also some cooperation from local newspaper and CATV corporations: every Tuesday people enjoy information about volunteer activities on front page and every evening they can take enough information about the activities on TV.

(2)Variety of volunteers.

It's a basic idea that those who can afford time and money help the needy. In this sense, well-off senior citizens are the leading members of volunteers: residents in a nursing home sometimes go out to help the handicapped or the less

fortunate. They make the best use of their skills as librarians, teachers and so on.

On the other hand, there are some who don't have enough time to spare for the activities but manage to join in the activities. They have their own job in the daytime, but they would like to spend their free time participating in fund-raising or helping slow learners in class.

Another important factor in volunteer activities is assistance from corporations: Ronald McDonald House, Boys & Girls Club and United Way enjoy donations, goods and personnel from big corporations as well as small local corporations. Some of those big corporations have founded nonprofit philanthropic organizations to make a great contribution to the community.

(3) Why they do volunteer activities.

One of the most surprising answers when we asked why they participated in the activities was they can get something from their involvement: they are satisfied with the fact that they can use their abilities, that they take leadership, and that they can form a network of friends and enjoy themselves. In other words, they join in the activities on a give-and-take basis. To the contrary, in Japan, it might be still dominant to think of the activity as self-sacrificing devotion. Many people still assume that volunteer don't receive anything except self-satisfaction when they join in the activities. This is quite a difference.

Many volunteers in USA engage in the activities because of the strong family ties as well as Christian tradition. Some of the interviewees told us that their parents also were positive activists and they learned a lot from them. They also explained that they took a lot from the community so far, then it was their turn to give to the community. They believe they make a difference if they do something for the community.

Last but not least, one of the interviewees answered 'love and concern for others' when she was asked to describe 'volunteerism'. When we think of 'global

understanding', this phrase would be the most significant keyword which will help students get along in the interconnected society.

9. Problems to be solved:

1) What is the relationship between "volunteerism" and "Feminism"?

2) Problems about volunteer activities in America.

◇ What are the problems in local volunteer agencies?

◇ Is there any segregation against non-White people when they do the volunteer activities?

◇ What is the relationship between the government social welfare policies and volunteer activities?

Life of Farmers in North Carolina

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INTRODUCTION

At the initial stage of preparation of our project planning, we discovered that the most significant industry in North Carolina is agriculture, especially tobacco in the Greenville area. Most Japanese seem to have an impression of the United States as a country of technology, such as cars, computers, space industry and so on. On the other hand, the facet of the United States as a No 1 country in terms of agricultural production tends to be overlooked. Therefore, our team felt the need to produce teaching materials for Japanese students at secondary or senior high levels so that they can have a better understanding of the United States.

The advance of media has made the world smaller and the news, like the issue of rice import restriction, has made us realize the difference in agriculture between the two countries. However, sometimes those differences are covered only in terms of numbers and sizes, such as US agriculture as a large operation in contrast to a small operation farming in Japan. With those data, we might end up with pointing out superficial differences such as geography, climate, and so on, without helping our students to understand deeper aspects of American culture. For a true international understanding, we should see the similarities and differences in much deeper levels: people's ways of thinking, values, or some other covert aspects such as what farmers feel about farming in the past, present, and future, rather than simply stating overt, statistical differences. So, we have decided to hear the voices of American farmers. In this way, we would be able to show a clearer picture of American culture, namely agriculture, to our students.

PURPOSE

The purpose of our team project is to make a field survey of farmers life in Greenville, North Carolina, as a case study to obtain some source information about farming in the United States and to produce teaching materials to enhance international understanding for junior and senior high school students in Japan.

METHOD

As a method of survey, our team has planned to 1) visit some farmers of difference types in terms of size, production, operation, and so on; 2) interview some local farmers to gather data on their life and agriculture business; 3) compare and contrast individual farmers life in Japan and the United States on the basis of the findings.

For the interview with local farmers in Greenville, we have prepared the following four categories of checklist (36 questions) covering topics ranging from the farmers' family background to crops, life and prospects for the future.

1. Family:

Family background(home country, ancestors, race etc) / family members(size, name, sex, age, job etc)

2. Agricultural business and management:

The time and reason you started farming in Greenville / size of farmland (any leased land? average size of farmland per household etc) / number of farm field / kinds of products / method of growing / contract farmers / shipment / export / employment (full time/part time) / annual income / other source of income / expenditure / loan / debt / kinds of machines used / farming facilities / opinions about agricultural policy of the state/federal government / prospect of the future agribusiness / successors / any problems in agriculture

3. Life in farm village

Comfort of life / rough sketch of your house / electric appliances used / cars / diet / how to spend free/leisure time (recreation, sports etc) / interests

4. Miscellaneous

Relationship with neighbors / religion / family value / participation in community activities/ volunteer activities / problems of young/old people in farming village / political interests / others

Some interview items were found to be rather sensitive so that farmers might not be happy to give clear answers, so with the help and suggestion of ECU professors, some of them were modified.

VISITATION SITES

August 1, Sunday:

St. James United Methodist Church

Attend the Sunday mass and see the facilities in the church.

East Carolina University

Visit East Carolina University campus.

Greenville Hilton Hotel

Have an explanation and suggestions from Dr. D. Wilms about agriculture in North Carolina. Later go to Sunday in Parks Concert and enjoy country and western music.

August 2, Monday:

Davenport Family Farm

Visit large Davenport family farm and country store run by Lawrence Davenport, a farmer in his fifties, and his two brothers. He spoke to the group and explained about the American agriculture as business. He farms 2,000 acres and produces tobacco, corn, peanuts, cotton, soy beans, and wheat. His farm is a typical large scale family farming operation. This visit was particularly worthwhile not simply because this was the first time to visit an American farm but because we learned that agriculture is a risky business vulnerable to weather conditions, market prices control by food production companies, and so on. This visit added a lot to our prior understanding about American farming and culture.

August 3, Tuesday:

Carolina Classic Catfish Farm

Visit Carolina Classic Catfish Farm, Ayden, six miles south of Greenville. Mr. Tom Blevins, 34, a biologist, spoke to the group. The catfish farm is eight years old and is composed of 26 ponds, as large as 270 water acres. He explained about the process of catfish farming, showing us difference sizes of catfish in the incubation tanks. He mentioned that catfish farming is a growing industry in North Carolina, which is largest in production after the state of Arkansas. He also touched upon the shift in American diet referring to the fact that production of low fat meats such as fish and turkey is steadily increasing throughout America. It is believed that American do not eat much fish, but a growing popularity of catfish, trash fish 20 years ago, is a clear example of low-fat health food consciousness among American people.

North Carolina Cooperative Extension Service

The North Carolina Cooperative Extension Service is an educational organization funded by Federal, State, and County government. Mr. Mitch Smith, County Extension Director, explained about the role of the service. This organization with a basic concept of "People help people" plays the role as a bridge between the people of North Carolina, scientists of the U.S. department of Agriculture, and the land grant universities. The development of agriculture in America is supported by these services.

Farmers Tobacco Warehouse

Visited two tobacco warehouse, where harvested tobacco is stored for auctioning. What we noticed in the warehouse was that a large amount of hard labor like wrapping tobacco leaves was done by African Americans and seasonal immigrant workers from Mexico. Banners hanging from the ceiling reading "NO LITTERING" and "TOBACCO IN PRIDE" looked impressive. At the second warehouse we visited, we had a chance to observe the auctioning of tobacco by several buyers from all over the States.

Tucker Farm Incorporated

Tucker Farm Incorporated, Farmville, is a typical corporate farm. Mr. Bill Turnage, 28, a supervisor of the farm, explained about the methods of cultivating crops such as tobacco, soybeans, cotton, peanuts, corn and cucumbers. This is a good example of corporate farming in large operation, 2,000 acres. Mr. Turnage explained in details about each crop. We were all impressed that the farm and all the equipment were very well organized and managed.

August 4, Wednesday:

Visit Tobacco Farm Life Museum in Wilson, guided by Mrs. Justine Corbett, 53, to see the exhibition of the history of tobacco production in North Carolina. Later we visited the house of Mr. and Mrs. Thurman Barnes in Kenly. Mr. Barnes, 79, owns 250 acres of land, which is about the average in this region. The farm has been in the family for five generations. Mrs. Corbett, his daughter, is a middle grades teacher in Wilson County and she helped our interview with Mr. Barnes. Mr. Barnes was willing to discuss the change in farm life during his life time, referring from share cropping in 1960s to the lease cropping. He engaged in a number of jobs related to tobacco industries such as a farmer, an auctioneer, a warehouse owner and so on, and now retired and his farm is being leased. His farm reveals the current state of agriculture in the United States, in which farming in large operations and small operations coexist. This visit was specially important for us to understand the history of farming in America before its operation grew bigger to be called agribusiness.

Meet with a group of local social studies teachers from middle schools in Greenville, --Dr. Claire Pittman, Social Studies Methodology professor in East Carolina University, Mrs. Vickie Dixon, 8th grade Social studies teacher of Chicod School, and Mrs. Jane Bennett, Social Studies teacher of Aycock School. Discussed the similarities and differences of social studies teaching in Japan and the United States. Had an interesting discussion about the goals of instruction, curriculum, method, and teaching materials including some textbooks and additional supplementary materials. Noticed some differences concerning the concept of social studies classes, cooperative efforts with colleague social studies teachers, and the ways the classes are organized.

August 9, Monday:

Visited the dairy farm of Mr. Henry Boots, 58, approximately 250 kilometers west of Minneapolis. His farm is about 500 acres large, which is average in this region, and he is growing wheat, corn, soy beans, and alfalfa. He is keeping 50 milk cows and they generate 70 % of his annual income. Because Minnesota was struck by floods this summer, one-third of the crops were damaged, and moreover, because of the cool summer this year, he was expecting much worse crop this year.

SIGNIFICANCE OF THIS FIELD STUDY

This field study provided with a lot of significant insights to our professional understanding. First, the interviews with farmers in local farms gave us a firsthand knowledge about the agriculture in North Carolina. The knowledge gained through a real experience in

agricultural state will help us in planning and implementing our class work. Secondly, apart from some statistics about American agriculture, this field survey showed us an important trend or movement in agriculture. And also this trend let us realize that agriculture is liable to be affected by a variety of factors such as economic situation, government policies, or natural conditions. Third, the fact that this survey was done in the southern state of America has a great deal of significance. In social studies classes, the focus tends to be the northern part of America as the global center of economy or business. The present field survey enriched the possibility for the social studies teachers to teach from a wider and more divergent angle. Finally, and most importantly, these findings will certainly add a lot to our understanding about American agriculture and correct old knowledge and prejudice. One of our findings is that American agriculture cannot be described only in terms of sizes; rather it should be explained from various angles such as labor support by migrant farmers or corporate farming. These findings will enrich our understanding about American agriculture in contrast to Japanese agriculture.

HOME STAY VISITS

This report would not be complete without mentioning a wonderful opportunity to stay in an American home. All the members of team E were invited to stay in separate homes and had a wonderful time talking about a lot of things with their families. For most of the group members, it was the first experience to have a home stay visit abroad and this was an excellent opportunity to understand some aspects of American culture. All the kindness and hospitality we received during these two nights' stay will stay in our memory of Greenville and also provide us with an excellent chance for further international exchange of goodwill in the future.

Itinerary and Major Activities in Field Study and Workshop (Team E)

Date	Visitation site	Activities	Participant
<p>Aug. 1</p> <p>11:00</p> <p>12:00</p> <p>15:30</p> <p>18:15</p>	<p>St. James United Methodist Church</p> <p>East Carolina Univ.</p> <p>Greenville Hilton Hotel</p>	<p>Attend the Sunday mass and see the facilities in the church.</p> <p>Visit ECU campus</p> <p>Have an explanation and suggestions about agriculture in North Carolina.</p> <p>Go to Sunday in Parks Concert and enjoy country and western music.</p>	<p>D. Henshaw</p> <p>D. Henshaw</p> <p>D. Wilms</p>
<p>Aug. 2</p> <p>9:00</p> <p>13:00</p> <p>15:30</p>	<p>Greenville Hilton Hotel</p> <p>Davenport farm</p>	<p>Make a group presentation</p> <p>Visit a discount shop</p> <p>Large corporate farm</p> <p>10 minutes' drive from the office to Mr. Davonport's house. He runs a gas station and a shop selling farm implements. He grows tobacco, corns, peanuts, cotton, soy beans, and wheat. His farm adopts corporate management</p>	<p>D. Henshaw</p> <p>D. Henshaw</p>

		<p>with machinery and has an access to Chicago crop market by computer network. He employs 9 local workers and 12 seasonal Mexican workers.</p> <p>He is busy and has little time to rest, but seems to enjoy his work. He looks more like a manager than a farmer.</p>	
<p>Aug. 3 9:00</p>	<p>Carolina Catfish Farm</p>	<p>This catfish farm adopts a corporate management and is as large as 270 acres with 26 production ponds. Catfish, once a trash fish, begin to draw much attention as diet food these days. There are only two people in this huge huge farm doing all the work from taking eggs to growing young fish.</p>	<p>P. Campbell T. Blevins</p>
<p>10:00</p>	<p>Corporate Extension Service Center</p>	<p>This is an agricultural information center established by the federal government, the state government, and the local county, providing free</p>	

		<p>professional information regarding management and production techniques. It has a close link with two local universities for scientific information.</p>	
13:00	Tobacco warehouse	<p>Visit two local tobacco warehouses. Both places are old and with low ceilings, as large as a school gym. Visit the first warehouse after an auction and see a packages of tobacco leaves neatly arranged.</p> <p>Two African American workers are moving those packages by an electric cart.</p> <p>Visit the second warehouse just in the middle of the auction. Auctioning is done as about ten dealers walk along tobacco packages at very fast pace. A woman following the dealers writes down the price on a tag.</p> <p>Mexican workers are wrapping tobacco leaves in pairs.</p>	P. Campbell
14:00	Tucker farm	A typical corporate form.	D. Henshaw

		<p>600 acres of land out of 2,000 is leased. 23 people are employed and about 60 Mexicans are hired during the harvest season. Major crops are soy beans, corns, tobacco, and other grains. Farming is done with new farm machinery. This farm has an access to crop market and the weather forecast by computer network. Rationalization in techniques and management is completely pursued.</p>	
<p>Aug. 4 10:00</p>	<p>Barns Farm</p>	<p>The farm owner is retired now and owns 250 acres. Adopted a share cropping by early 1960s, but the land is leased after 1963. The lease contract is renewed every year and the owner receives 25% of the tobacco crop and 45% of the other crops.</p> <p>Small farmers cannot earn enough income simply by farming, so they lease but</p>	<p>D. Henshaw J.D. Corbett</p>

14:30	Discussion with local school teachers	not sell their land. Discuss teaching methods and materials in teaching social studies, and receive their self-made supplementary materials and textbooks	D. Henshaw P. Campbell C. Pittman V. Dickson J. Bennett
Aug. 5	East Carolina University	Report writing	D. Henshaw
Aug. 9 8:00	Boots farm	Visit a dairy farm in south Minnesota. The farm keeps 50 milk cows and they bring about 70% of the income. The farm has 500 acres of land, average in this region, and grows corns, soy beans, alfalfa, spring wheat as forage for cows. Mrs. Boots is engaged in welfare work and their son, living in the neighborhood, helps with farming.	D. Erickson