

Comparative Study:
After-School Life of Junior High School
Students between USA and Japan

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3. Theme

Comparative Study:
After-School Life of Junior High School Students between USA and Japan

4. Aim of Study

Our study was based on the hypothesis that Junior High School students in USA would live by their own choosing after school and wouldn't live on the extension line of school life.

Through investigating the after-school life of Junior High school students in Japan and USA, we make the actual conditions of after-school life and the consciousness of students clear. Furthermore, we'd like to have students find out the similarities and differences, and learn the good points and characteristics of both. We think such an attempt will lead to a greater understanding of another culture or another way of thinking; thus creating something new, adding to what knowledge they have now.

We tried to study in the methods as follows.

- ① Questionnaire(the first, the second)
- ② Field-study
- ③ Setting up network of exchanging ideas

5. Field-study Outlines

(1) Field-study in Rocky Mount and Edgcomb County, the State of North Carolina

We had a field study at Edgcomb County which is about 90 kilometers away from Greenville. For three days at West Edgcomb School, we investigated how 740 junior high school students spent their after-school hours.

The students in West Edgcomb School attended the following activities.

① Activities at school facilities

- Students play different sports during each season. So they don't play the same sports throughout the year.
- Some teachers coach students, most teachers don't.
- The school bus leaves at about three o'clock, so parents have to take their children to their home after the activity is over.

② 4-H

- This is a program for boys and girls ages 9 to 19. Younger children can also participate in a pre-4-H program called Partners in Learning at the age of 6. 4-H programs have exciting club and special interest programs, activities and events that support "learning by doing."
- There is a student who participates in several activities.

③ Activities supported by Board of Education

- Some recreational programs are prepared for the youth of the community across the county.

④ Boys and Girls Club

- The organizations are privately supported, in the tradition of voluntarism in America.
- A boy and a girl can come to the Club anytime it is opened and find something to do.
- The dues for joining are very low so that almost every boy and every girl can afford to join. Dues are never considered an important source of operating revenue nor are there any fees for services.

(Parent pays 35 dollars per week for one child.)

- Business industries give money to the Club once or twice a year.
- The leaders, volunteer or paid, are sympathetic, understanding, supportive adults.

⑤ YMCA

- It is the provider of health and fitness services, continuing a mission-based tradition of promoting affordable health and fitness programs for all.
- All the programs have been integral to the Y's mission of developing a healthy body, mind, and spirit.
- Y's promote the value of good health and how it creates confidence and increases a feeling of accomplishment.

• It prepares a lot of programs like soccer, basketball, swimming, crafts, praying and so on.

⑥ Church Activities

⑦ Boy Scouts and Girl Guides

Fortunately the teachers and students showed us their school in detail. And therefore we were able to conduct questionnaires. They were very helpful to our investigation.

(2) Field-Study in Redwood County, the State of Minnesota

On the first day, we interviewed Dr. Enloe's daughter and her friends and verified the hypothesis as much as possible. We also conducted questionnaires with them. After that we visited Plymouth Middle School and the principal showed us the school.

On the second day, we investigated at Redwood Falls which is about 180 kilometers away from Minneapolis. Redwood Valley Middle School has designed a progressive curriculum and the arrangement of school buildings and classrooms was devised accordingly. We had an interview to the principal about the students' after-school life. Redwood County has a small population and the school district is very large. So the school doesn't have many after-school activities. Most students play some sports at school, not at home. They can enjoy football, basketball, baseball, crosscountry and so on. But if the parents can't take their children home, it is impossible for the children to join the activities.



Friendship Party in Greenville

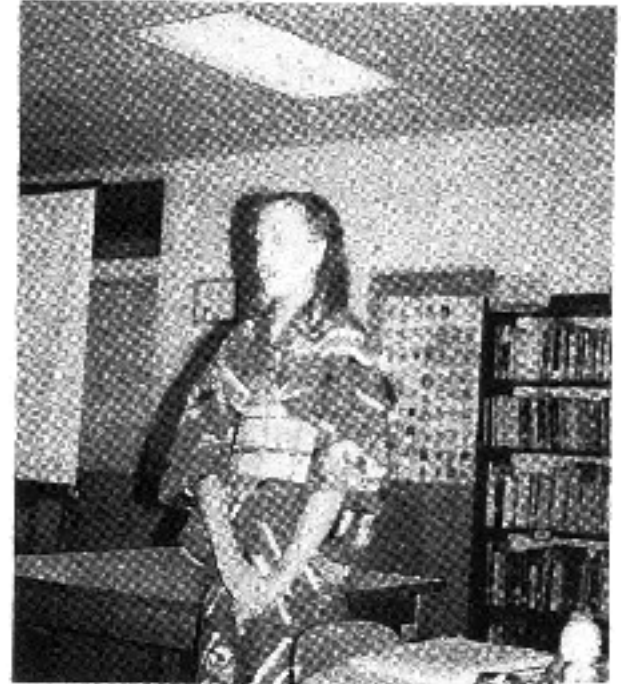


Redwood Falls

6. Itinerary

Monday, August 1

- 9:10 Leave Hilton Inn
- 9:30 Arrive at Extorian Center
- 10:15 Have a meeting with Dr. Spence
- 11:10 Listen to the explanation about
 'Children's Museum about the World'
- 11:30 Have lunch
- 12:30 Leave Extorian Center
- 13:00 Visit West Edgecombe School
- 14:00 Listen to the explanation about 4-H
- 15:30 Leave West Edgecombe School



4-H means Head, Hand, Heart, and Health. 4-H clubs usually meet once a month. 4-H'ers plan and conduct business meetings. Volunteers guide an educational program for about 30 minutes. A 4-H'er joins 4-H to have fun with friends and to learn new things. The club meeting, project groups, activities and events are the ways 4-H'ers fulfill both desires. The club meeting also develops leadership and citizenship skills. Club membership, serving as an officer, voting and decision-making help the 4-H'er learn by doing. 4-H'ers practice leadership when planning and conducting money-making or community service projects.

On this day Miss Sharon Agers, a member of 4-H, gave us a wonderful presentation — how to take care of the hair of horses. We enjoyed her demonstration very much.

Tuesday, August 2

- 7:40 Leave Hilton Inn for Edgecombe County
- 8:30 Arrive at West Edgecombe School
- 9:00 Go round the school and Listened to the
 explanation about it
- 10:40 Talk about how to spend the after-school
 life with students, parents, and teachers
- 12:00 Have lunch at Pizza Inn
- 13:25 Visit Boys and Girls Club
- 14:50 Visit YMCA
- 16:00 Go back to West Edgecombe School
- 16:30 Meet host-families and went to their houses



West Edgecombe School is a large school which includes both an Elementary

and a Middle School. There are 24 students in one class, and the class is arranged according to their grades. Students join different kind of activities like cheerleading, baseball, basketball, band, math meeting, and so on on their choice after school. They enjoy different sport activities in a year. There are about 20 programs in this school. They usually enjoy many other activities outside the school. For example, they join 4-H programs, Boys and Girls Club, YMCA, church activities and so on.



Ms. Josie Davis & Mr. Lynn Cale



Library

Wednesday, August 3

- 8:30 Arrive at West Edgecombe School
- 9:00 Talk with Mr. Cale, vice-principal, about Japanese school system and school life
- 9:30 Have a discussion with Dr. David Bryant, Superintendent of Edgecomb County Schools
- 10:30 Listen to the explanation about their after-school program by Mr. Michael Beecham
- 11:10 Leave West Edgecombe School
- 12:00 Arrive at Hilton Inn
- 17:00 Leave Hilton Inn
- 18:10 Arrive at Dr. Hastings' house
- 19:00 Have a friendship party
- 21:15 Leave Dr. Hastings' house



Mr. David Bryant

We talked about the present condition of education. In America they have to think about increasing the number of school days in the year. Now, the number of school days isn't sufficient for proper coverage of the curriculum. As far as dropouts, America has the same situation as that in Japan. Many students have the desire to go to the high-leveled university, but in fact they can't. They have to choose their own way according to their grades. But in America

many kinds of abilities are admitted in the society. So they can make a living easily through not only scholarship ability but also sports, technical ability, and so on.

Monday, August 8

- 8:30 Meet Mr.Dale Erickson and Leave for Minesota University
- 9:10 Listen to Dr.Walter Enloe's and Mr.Roger Wangen's idea about inter-cultural understanding
- 10:30 Have a meeting about field-study with Mr.Dale Erickson.
- 11:40 Have lunch
- 12:50 Visit Dr.Enloe's house
Have an interview to his daughter and her friends
- 14:40 Visit Plymouth Middle School
- 16:30 Arrive at Hotel



Meeting at Minnesota University

Dr.Enloe told us the stereotyped idea about the children of Japan and America.

① Child is No.1.

In Japan the period from birth to juku(sixth grades) is the best for children. They can enjoy many kinds of events throughout the year.

In America, adolescence is the best time for children.

② Child is a creater.(builder, maker)

In Japan children have a creative education. For example, in America teachers have students solve many problems, but in Japan teachers make them solve one or two problems through talking each other.

They say education in Japan is very stereotyped, but in America teachers need to have a greater control over their students.

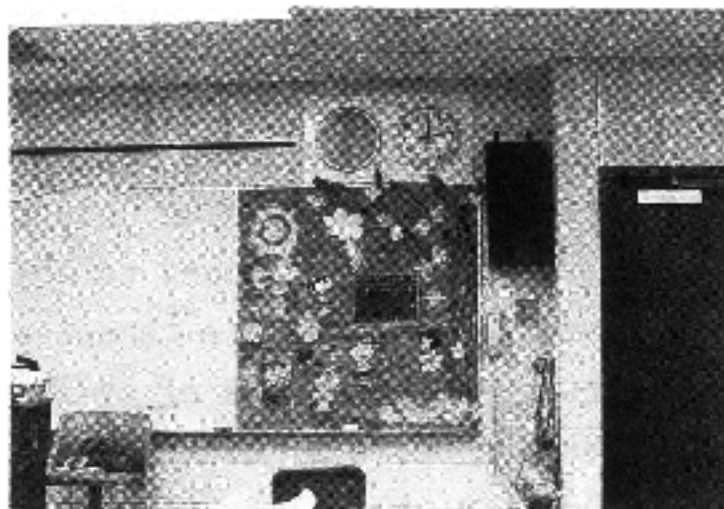
③ Children is a citizen.

In Japan students arrange many events voluntarily, but in America they are in a bad condition. Teachers watch them all the time. They have to aquire sociality by taking responsibility.

Tuesday, August 9

- 7:45 Leave Hotel for Redwood False and have a long drive
- 10:20 Arrive at Redwood Valley Middle School
Talk with Mr.Jerry Meschke, principal of the school

11:20 Go around the school
 12:50 Have an interview with three students
 14:00 Meet Mr. Erickson's wife, Vice-President of First American Bank
 14:30 Visit Ramsy Falls
 15:15 Visit Rower Sioux Agency
 16:00 Visit the Casino in Indian reservation
 20:00 Arrive at Hotel



Classroom

We enjoyed visiting Redwood Valley Middle School. This school was reconstructed in 1991. The big building includes Middle School and High School.

- There was a personal computer which had every kind of information concerning students in the Principal's room.
- Mr. Erickson showed us the classrooms of the Middle School. Teachers name each grade Discovery Challenger, Enterprize and Endeavor. To our surprise, they can make an original curriculum. It was very unique. For example, the students of two classes have their lesson in one room about English, math, social studies, and science. And one lesson usually has fifty minutes, but teachers can control the time flexibly.
- The students enjoy baseball from April to June, football and crosscountry from September to November, and basketball from November to March.

Wednesday, August 10

8:30 Have breakfast with Mr. Erickson
 9:20 Do our shopping at a shopping mall
 11:20 Leave the shopping mall
 12:15 Arrive at Hotel
 13:00 Have lunch outside Hotel
 13:50 Return to Hotel
 14:00 Organize our ideas through field-study at Hotel
 16:15 Leave Hotel for Dr. Enloe's house
 16:35 Have a party at Dr. Enloe's house
 19:00 Leave Dr. Enloe's house
 19:30 Arrive at Hotel



Mr. Dale Erickson

We got a lot of information concerning students, talking with Mr. Erickson.

- The students in Japan worry about homework especially the girls, but those

in America don't.

- High school students aim at winning in sport activities. Some coaches lose their job if their team lose a game.
- It costs 15 dollars to join sport activities in one season. Many enterprises contribute money to charity for the activities.
- Even if some parents cannot afford to pay money, other parents support them. Communities take care of children.
- Parents believe joining the activity in the community will help their children go bad. They are afraid that children may become delinquent or start doing a drug.
- Some parents in America are very sensitive to studying and force their children study. Most parents tell their children to study, but they don't force them to.
- The age of 13, 14, and 15 falls on the period of contrariness. It is difficult for parents to handle their children.
- Parents understand the difficulty to live on in the future if their children don't have enough education. So most parents want to force them to study, but it means war to them.
- The education of Japan and that of America are very successful, because both are economical countries. We have to share good points with each other.
- In America students can enrol at universities on the way. It means the desire to learn is very respected.
- The students in America have a lot of pressure of studying after entering universities. On the other hand, those in Japan have it before entering universities.
- Now the education in America aims at group education, and that in Japan aims at individual education. The students in America should control their individuality and be more cooperative, on the other hand, those in Japan should control their cooperation and be more individual.

7. Results of Study

At first we thought that Japanese junior high school students and American junior high school students would vary greatly in the ways they spend their after-school lives. But through the field study in America, we have found that there was little difference about the ideas and after-school life of junior high school students. We'd like to suggest some concrete examples as follows.

① The pattern of after-school life between Japanese students and American students is almost the same.

- They enjoy many kinds of sport activities.

- They enjoy watching TV.
 - They enjoy playing with friends.
 - They do their homework.
- ② The students in America(Edgecombe county and Redwood county) have few part-time jobs at the stage of junior high school. Working is prohibited before 15years old under the law.
- ③ The parents and teachers in America(as far as we have investigated) also have the desire that they'd like their children to study harder.

But there are some different points as follows:

- ① A great number of junior high students in Japan attend what are known juku a "cram" school, but those in America(Edgecombe county and Redwood county) don't.
- ② In America junior high school students have a large variety of activities prepared by a community, a board of education, a school and so on. Administration, community, school, and home are very cooperative to encourage a student's spirit of independence.
- ③ The parents in Japan usually desire their children to acquire scholastic ability, but those in America desire that their children acquire a spirit of independence. Many parents in America think it would be very difficult for them to force their children to study at the stage of junior high school. They attach importance to encourage children's spirit of independence through the volunteer activities that their children are face to choose. On the other hand there are some parents who desire their children to acquire scholastic ability for the future.

After all, the parents in America have the tendency to develop their children's spirit of independence, to consider their future, and a large variety of activities are prepared so that children's dreams may come true. And teachers are concerned with students' activities in some areas, but most teachers are not. Generally speaking, there isn't much difference between the students in Japan and those in America regarding after-school activities and their desire to participate in them. But we in Japanese society have a tendency to emphasize scholastic ability while American society emphasizes the development of a spirit of independence. Because of the differences, the students in Japan have the same style of after-school life, that is, they go to juke and do club activities under teachers at school, and the students in America can do various kind of activities supported by communities so that they may develop their spirit of independence.

However, recently we are looking for a spirit of independence in Japan. On

the other hand, Americans strongly desire that their children acquire scholastic ability.

Through the guidance based on the result of field-study, we have to make students understand that there is much similarity about how to spend an after-school life between the students in Japan and those in America, but there is much difference about what has been treasured in the past. Also, we'd like students have the chance to understand the difference between Japanese and American ways of thinking and sense of values; and by considering these differences, to evaluate their own daily life and their own prospect for the future.



The students we interviewed at Redwood Valley High School

8. Thank-you's and acknowledgements

Through this study we had a lot of experiences we had never had before, and have made some wonderful friendships. We'll never forget their kindness to us while we were visiting their country. It is our treasure! Thank you very much.

- Dr. Donald Spence, Assitant Director International Programs East Carolina University
- Mr. Dale Erickson, Teacher and School Leader, Redwood Valley High School
- Ms. Josie B. Davis, West Edgecombe School
- Mr. J. Lynn Cale, West Edgecombe School
- Ms. Mary W. Owens, West Edgecombe School
- Ms. Jacqueline H. Eason, West Edgecombe School
- Ms. Lesa R. Walton, 4-H Extension Agent
- Ms. Sharon Agers, 4-H Extension Agent
- Mr. Todd W. Shuart, The Rocky Mount Family Y.M.C.A.
- Mr. David Bryant, Superintendent Edgecomb County Schools

- Mr. Michael Beechan, Edgecomb County Schools Curriculum and Instruction
- Mr. Meischke, Redwood Valley Middle School
- Mr. Vern Ahrnet, Plymouth Middle School

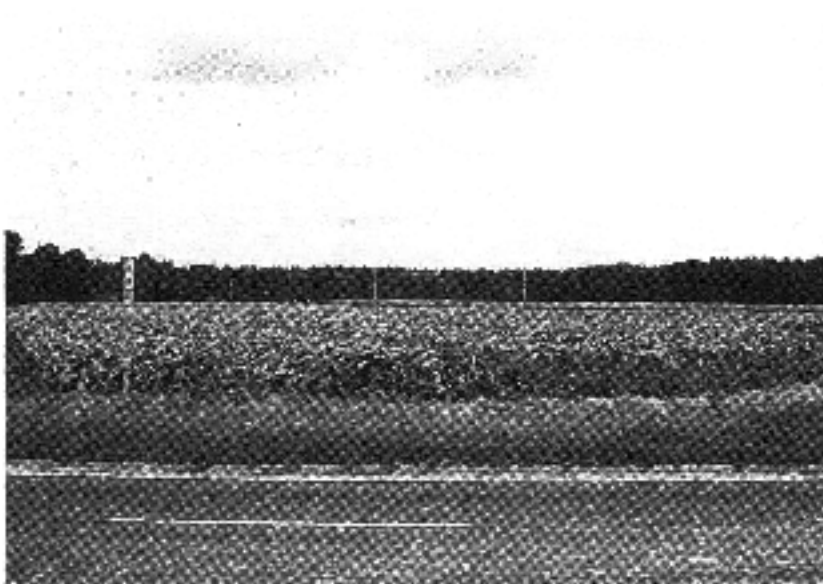
And the many students who contributed to our understanding of their school lives.



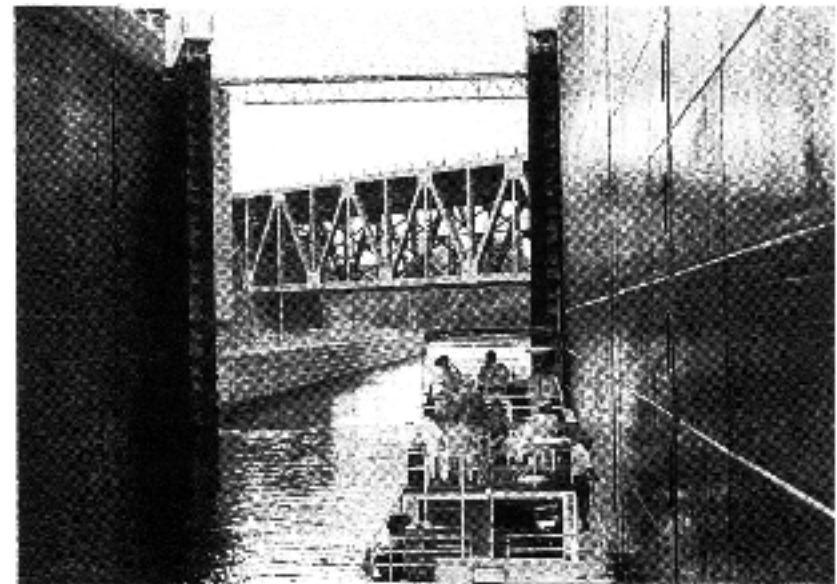
Raleigh



Downtown in Minneapolis



Tabacco Field in Greenville



Mississippi

America as a Multi-cultural Society

Noriyuki KAJI
Yoshiomi ISHIMARU
Takuya NOMURA

Team Members: Noriyuki KAJI(Chief), Asa Junior High School
Yoshiomi ISHIMARU, Tonomi Junior High School
Takuya NOMURA, Ube High School

Coordinator: Dr. Ed BELL, Department of Educational Leadership,
School of Education, East Carolina University
Ms. Kristin SONGUIST, Elementary Teacher, Minneapolis
Schools

INTRODUCTION

Every society has its own traditional events, and by participating in them, people develop the different values and behavioral patterns of the society. If cultural inheritance has been handed down in the observance of annual events, we can access the essence of the culture by researching how people celebrate them.

At the initial stage of preparation of our project planning, we chose the following annual events as the subject of our study; Halloween, Thanksgiving, and Christmas, and planned to study their origins and significance, and how they have been observed and transmitted from generation to generation.

At the first meeting with our coordinator, Dr. BELL explained to us that we could not get a real picture of American culture just by studying those annual events, which derived from Europe. He presented to us another America, a multi-cultural and multi-racial society, in which some African Americans celebrate 'Kwanzaa' as well as Christmas, and some Native Americans have their own cherished traditional routines such as 'pipe ceremony.' His story dismayed us a little, and also made us ready to adopt a new approach to our research, neutral stance to any of the cultures of America.

OUTLINE OF REPORT

The annual events such as Halloween, Thanksgiving and Christmas are

observed both at school and at home in one way or another, but school deals with them as a cultural event, not as a religious one, because the Constitution stipulates the separation of religion and government. At an elementary school level, they often incorporate those annual events into the teaching materials as we do in Japan. On the other hand, at a junior or senior high school level, they generally don't, other than offering special dishes at a school cafeteria on Thanksgiving Day.

We also realized that many of the teachers we interviewed were tackling disciplinary problems. The problem students, many of whom felt 'helpless' or 'hopeless,' tend to have a variety of negative backgrounds. But some of the teachers stressed that the factors leading to behavioral problems could possibly be traced back to each person's loss of identity as a member of his or her race, especially among African Americans and Native Americans. We were told about various attempts to restore their identities by having the students observe their own ceremonies or functions.

(1) Downtown Open School, Minneapolis

This primary school offers interesting methods of teaching; pupils learn a wide variety of things by observing the annual events. When Thanksgiving comes around, a real turkey is presented to the pupils so that they will get biological knowledge of poultry. They also learn the origin and significance of Thanksgiving. The students dramatize its origin, playing the roles of pilgrims and Indians. Furthermore, they make traditional dishes such as cornbread and special soup in the home economics class. On Halloween a certain theme is given; it was "The Spider" last year. In science class they learned the habits of spiders, in English class they read the legends in which spiders appeared, and in math class they practiced calculations using the number 'eight.'

The students have many different racial backgrounds, so the teachers give the pupils more chances to experience some of the traditional events originating from different cultures; Kwanzaa from Africa, Hanukkah from Judeism, Dwali from India, Saint Lucia from Sweden. They hope the students will develop broader minds to understand and respect other cultures and their countries of origin.

(2) Speight Middle School, Greenville

We had an explanation about kwanzaa from Ms. Fox, vice-principal of Speight Middle School. Kwanzaa is an African-American celebration of family

and black culture, thought to be observed by 5 million Americans and perhaps 10 million others in Africa, Canada, the Caribbean, and parts of Europe. The holiday was created in 1966 by Maulana Karenga, chairman of the Black Studies Department at California State University in Long Beach. In Swahili Kwanzaa means 'first fruits of the harvest,' and first-fruit practices common throughout Africa were adapted by Karenga for the celebration. Each day of the seven-day festival is dedicated to one of the principles: umoja(unity), kujichagulia(self-determination), ujima(collective work and responsibility), ujamaa(cooperative economics), nia(purpose), kuumba(creativity), and imani (faith). Families gather in the evenings to discuss the principle of the day, and then light a black, red, or green candle and place it in a seven-branched candleholder called Kinara to symbolize giving light and life to the principle. On the evening of Dec.31, families join with other members of the community for a feast called 'Karamu.' Decorations are in the red, black, and green that symbolize Africa, and both adults and children wear African garments. Increasingly, educational facilities and museums are holding Kwanzaa events during the period from Dec.26 to Jan.1.

Ms. Fox said that there were many students, especially among the African Americans, who felt hopeless or helpless. She has incorporated the celebration of Kwanzaa into her school and surrounding communities so the students can respect themselves and establish their own identities with an accurate grasp of their roots and African culture.

(3) Nay Ah Shing School, Minnesota

The school was founded last year, financially by the profits of a casino in the community. The culturally sensitive staff of Nay Ah Shing is committed especially to teaching the Ojibwe language and culture, effective writing, oral communication skills, critical thinking skills, and problem-solving skills. Every Monday morning they observe their tribal routine 'pipe ceremony.' It is held in the school hall, where students sit in a circle and pass a pipe. The pipe smoke was once believed to be another form of the smoker's spirit, then later, the Ojibwes came to believe that their wishes or dreams would change into the form of pipe smoke. Now, on Mondays morning each student says his or her goal, then pretends to smoke the pipe just a little. They also read the tribal legends in the Ojibwe language class and make traditional dishes which appear in them in the home economics class.

The principal said that the staff was tackling a lot of problems. One

of the most threatening problems is alcoholism prevalent in the tribe, which has affected more than a few students. Many were often prematurely born because of their mother's alcohol dependency and are challenged both physically and mentally. This makes their education extremely difficult, although teachers provide ongoing alcohol abuse prevention education at all grade levels. It was also pointed out that the parents as well as their children felt 'hopeless' or 'helpless' because of their sad history, and also in the present time they are subjected to an abusive 'double hatred.' Some whites do not regard them as human beings (the first hatred), and a few whites show contempt for those who live with financial aid from the government (the second hatred). Many Native Americans are trying to find their places, where they can live with dignity as they once did, but it seems easier to say than do. Perhaps only the enthusiasm of the staff will change the situation for the students. The principal said, "I believe in the promising future of my students."

CONSIDERATION

Such annual events as Thanksgiving, Halloween and Christmas are often incorporated into class so students can learn about their origins or historical significance, and many families observe the events at home, as their parents and grandparents did, although admitting some changes caused by commercialism and the passage of time. We were impressed that a wide variety of events or routines, besides those originating from 'the white mainstream,' were practiced in schools and the community.

Nearly eighty percent of post-1960 immigrants are non-European: some 20 percent are Asian, 10 percent black, and 50 percent Hispanic. Some of them find themselves torn between conflicting ideas and values: for example, to remain Japanese at school, they have to endure some harassments; to become Americans they have to leave their own culture behind and pretend to be small white people. Many assimilate to the American mainstream by sacrificing their parents' cultural heritage.

However, is it possible to claim one's identity at the same time one has thrown away one's own cultural identity? The principal of Nay Ah Shing Middle School, when referring to the school records of his students, presented an interesting fact to us. He said, "The most academically successful students are often those most proficient in the Ojibwe language, and many of their parents are proud of their tribal heritage."

Ms. Kristin SONGUIST, our coordinator, said, "When the whites bring up

adopted children who are non-white, they tend to raise them to be little Anglos. Accordingly, many of the children grow up, acquiring mainstream white cultures and manners, sometimes under the illusion that even their skin has changed its colour. But, unfortunately, their white peers at school do not see them as those belonging to the mainstream. This often leads to disintegration of their identities, hence various behavioral problems." What Dr. BELL said to us still lingers: you must know yourself and your cultural heritage fully, before you can establish your identity and create a world in which people live and let live with respect regardless of differences in skin colour or cultural background.

In an attempt to live in a multi-cultural society without losing their identities, many minorities choose neither to assimilate into the American mainstream, thus sacrificing their ancestors' culture, nor hide away in ethnic communities, abandoning interchange with the rest of society.

In Japan today, with the indigenous Ainus, the Koreans, as well as the increasing number of foreign people who come to get jobs, we should realize how rapidly our society has changed from a so-called "mono-society" into a more diverse society. And with this realization, look to America to see what we can learn, both from her triumphs as well as her failures, about multi-culturalism.

Itinerary and Major Activities in Field Study and Workshop

Date	Visitation site	Activities	Participant
Aug. 1			
9:00	Rock Spring	Discuss the specific plan of the interviews with Dr. BELL, and have an explanation of 'Kwanzaa' and 'Hunukkah.'	Dr. BELL
12:45	ECU library	Make requests for the literature necessary for our field study.	
13:15	The Daily Reflector	Make requests for the articles related to our topic, especially those about the local events in Greenville, and the materials for NIE or Newspaper In Education.	Ms. Walter
14:15	Ayden Middle School	Have an explanation about Kwanzaa from Ms.Fox, vice-principal of Speight Middle School. Kwanzaa is an African-American holiday based on agricultural celebration and collective principles which contribute to the unity and development of the African community. It was created by Dr.Maulana Karenga in 1966. It is a seven day holiday, celebrated from Dec. 26 - Jan. 1. The introduction of Kwanzaa into school and community aims to have black students know more about their cultural heritage, and also to have all students respect a variety of cultures besides their own. Her ultimate end of observing this	Ms. Fox

		<p>spreading event is to see her students, especially African Americans, some of whom often feel hopeless or helpless, restore their identity and confidence through it. Her dedication impressed us.</p>	
<p>Aug. 2 9:30</p>	<p>Ayden Middle School</p>	<p>A public school with extensive and superb premises, located in the outskirts of Greenville. Have an explanation of how they incorporate the annual events into school. They observe annual events such as Halloween, Thanksgiving and Christmas as traditional events, not as religious ones, while considering the feelings of students with a wide variety of racial or religious backgrounds. The school cafeteria also serves special dishes, when each of those annual events comes around. Some of the teachers point out commercialism has changed those annual events in one way or another. For example, Christmas is just the season, to some people, when presents are exchanged. The teachers also find it crucial to place more emphasis on education for international understanding and foreign language learning, because more and more foreign corporations are advancing into their county, contacts with people from other countries are expected to increase accordingly.</p>	<p>Ms. Streeter</p>

		Enjoy lunch time over delicious hamburgers, exchanging various teaching materials.	
Aug. 3 9:00	Rose High School	<p>This high school is tackling safety problems: not a few students carry weapons and dangerous instruments to school. Some bring them to intimidate others, some because they want to feel stronger, some because they will not be bullied.</p> <p>The school also tackles this problem from utterly different perspectives. They have introduced not only a 'resource policeman,' who goes on patrol in the school property, but also 'mediation program' in which students are trained to resolve various problems with the help of their peers, by non-violent measures. The principal, who was awarded as a No.1 supervisor in America last year, said, "Our priority should be placed on safety problems, otherwise students cannot settle down to learning."</p>	Principal
14:00	The Daily Reflector	<p>Have an explanation about NIE.</p> <p>NIE aims to have students know more and be sensitive about what is going on in the world, furthermore to develop their critical mind.</p> <p>Newspapers, as we know it, cover a wide variety of topics from politics to the most advanced technology. NIE uses them so that students can learn a lot from 'living' materials.</p>	Ms. Walter

		<p>Have an explanation about the environmental problems facing Greenville now.</p> <p>Have an interview from a newswriter mainly about the educational situations in Japan. The contents of which are to be reported carried in the following day's paper.</p>	
<p>Aug. 7 10:00</p>	<p>Lutheran Church</p>	<p>On Sunday morning of Aug. 7, the church is almost packed with some 200 participants. The service proceeds according to the program distributed, beginning with horn concert, and hymns from the choir, prayers, sermons, then Holy Communion. It is so well organized that participants will naturally become absorbed in the ceremony with some upsurge of their faith.</p>	<p>Ms. Sonquist</p>
<p>Aug. 8 14:30</p>	<p>Mille Lacs Kathio Park</p>	<p>The park, once a reservation for the Ojibwes, is now a popular site for campers. The museum there shows a history of the tribe by exhibiting a scale-model of the housing, their boats and tools.</p>	<p>Ms. Sonquist</p>
<p>15:00</p>	<p>Casino</p>	<p>The casino is one of those which are specially permitted to run by the Federal government. The Native Americans living in the nearby community get jobs there, and the profits are mainly used to improve their living conditions.</p>	<p>Ms. Sonquist</p>

<p>15:30</p>	<p>Nay Ah Shing School</p>	<p>The adjacent hotel is full of vacationers, many of whom are white.</p> <p>What is special to this school is that it was financially founded with the profits made by the management of the casino. Some 200 students go to the school from the nearby tribal community. Not until 1921 were Native Americans given the rights of citizenship and education. They finally got an access to public education, but still had various hardships, given the education designated for the white mainstream. This led to the movement to set up schools for themselves.</p>	<p>Mr. Crowe</p>
<p>Aug. 9 9:15</p>	<p>D.T. Open School</p>	<p>The school is a part of the 1st floor of a high-rise building in the center of the city, and has an enrollment of some 150 students from ages 5 - 13.</p> <p>They have no separate classrooms, although several partitions seem to form what could be called boundaries between rooms.</p> <p>They usually learn regular subjects such as math, science, social studies in the morning, then select ones in the afternoon such as sculpture, sewing, violin playing, etc. What differentiates this open school, however, is that students learn regardless of the name of the subject. They learn a variety of</p>	<p>Ms. Sonquist</p>

14:45	Henly High School	<p>things in a variety of dimensions.</p> <p>It is located in the residential area of Minneapolis and has some 900 students. They don't face such menacing safety problems as many inner-city schools are suffering from, but they are nervous about the confusions caused by intruders from outside the school. So they have only one main entrance, which makes it easier to keep an eye on the situations. The staff is also endeavoring to raise the attendance rate of the students. Every day less than 10 % of the students are absent from school for various reasons. The countermeasure adopted is interesting enough: students who have been present for a certain period are given some nice presents, such as concert tickets, some amount of money, etc.</p>	Counselor
Aug. 10	At Ms. Kristin SONQUIST's	<p>We are very fortunate to enjoy an unseasonable Thanksgiving dinner at her house, where her relatives gather.</p> <p>Menu: turkey with gravy sauce, biscuits, wild rice, sweet potato, fruit salad, stuffing, pickles, etc.</p> <p>They show us 'prayer' and the tradition of breaking the wishbone.</p>	