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A Comparison of the American and Japanese High School Students' Life  
During Summer Vacation

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## 1. Introduction

The purpose of our team project (Team E) is to make a field survey of American high school students' lives during summer vacation and to make a comparison between the student summer life of the United States and Japan. Japanese high school students have abundant opportunities to go to their school in the summer for doing club activities, attending a summer concentrated course to prepare for the entrance examination (henceforth, summer course), and studying in the library or in classrooms. Most teachers of Japanese senior high schools also work at their school even during summer vacation in order to instruct the summer course, to coach their club, and to have a consultative talk with parents. On the other hand, prior knowledge we obtain before a visit to the United States tells us that few high school students in America attend their school during summer vacation, and most of them work in a part-time job, play sports as club activities at the facilities offered by the community, and participate in a variety of programs intended for high school students, including camps and sports. The information that American teachers have no concern with school or students during summer vacation gave additional interest to our team members.

Therefore this report shall concentrate our attention to the following four points which are considered the main activities that Japanese and American high school students do during the summer: (1)studying, (2)club activities (mainly sports), (3)camp, and (4)part-time job.

## 2. Method

### (1) Studying

Team E visited a middle school in Greenville and a high school in Minneapolis in order to investigate summer school, and interviewed teachers working with summer school students to obtain data on its purpose, content, and participants. It is a matter of regret that the summer school had finished and the team was unable to see the school in operation, but some materials could be obtained, including a progress report card and several photographs.

### (2) Club activities (mainly sports)

Team E interviewed a high school student who belongs to an American football club in Greenville, and visited weight-lifting and football clubs in Minneapolis to interview coaches and members.

Our team also visited the public facilities in Greenville called Teen Center and Aquatic and Fitness Center which are available to high school students to enjoy sports in the summer. American high school students have ample opportunities to play sports at the facilities sponsored not only by the school but also by the community.

### (3) Camp

Team E made its research visits to two summer residential camps located in Craven County, North Carolina: Camp Don Lee and Camp Sea Gull. Our team did a tour of both camp facilities and interviewed directors of each camp. Other information and data was obtained through questionnaires completed by several high school students who were participating in Camp Don Lee. Moreover our team members were invited to lunch with campers and staff in Camp Sea Gull to find that lunch activities were designed to build a strong sense of community, team, and support.

### (4) Part-time job

Team E visited two high school students who engaged in part-time work in Minneapolis during the summer to interview them and take a video while working.

Our team also visited a high school in Greenville with the Cooperative Education Program in which students are able to get practical experiences or on-the-job training while still going to school. The teacher and some high school students were asked questions posed by our team.

### 3. Field study

#### (1) Itinerary and major activities in field study and workshop

( note : the number in the Table below correspond to (2)Interviews )

Date	Visitation Site	Activities	Participant
Aug 1	Greenville		
9:30	Rock Springs Equestrian Center	Dr. Spence was brought to the project group and outlined the morning's program.	D. Spence
10:00	Rock Springs Equestrian Center	Discussed detailed planning for research for the next three days.	H. Hudgins
11:00	Rock Springs Equestrian Center	Mayor of Greenville and Vice Chancellor at the East Carolina University brought greetings to the group.	N. Jenkins J. Yarbrough
14:00	Recreation and Parks Center(①)	Visit to City Parks and Recreation to investigate the opportunities available to teenagers in Greenville. Its major purpose is to make recreational and leisure time activities available to all the citizens of the city, including teenagers. It has 11 sites throughout the city that offer recreational activities.	H. Hudgins C. Vincent
14:30	Teen Center(②)	Teen Center is a facility primarily for teenagers aged 15-18. This age group probably uses the facility the most because of their social	H. Hudgins T. Howard

		development. The Teen Center is open to all students of Pitt County, although most students who use it come from Rose High School. Some social events that the facility sponsors are dances, billiards, ping pong, movies, bowling, and bands.	
15:10	Aquatic and Fitness Center	Aquatic and Fitness Center is a facility that offers a variety of activities for people who want to exercise and shape up and tone their bodies. These key activities include swimming and basketball. Teenagers do not use this facility as much as older people who are concerned about conditioning.	H. Hudgins B. Short
15:25	River Park North	River Park North is a site devoted to water sports, nature trails, and a nature museum. A few teenagers use its facility during the summer.	H. Hudgins H. Vainright
Aug 2  8:45	Rose High School(③)	Visit to Rose High School with Ms. Grubbs, director of the Cooperative Education Program. There are 38 students enrolled in the Cooperative Education Program. They are able to get practical experience or on-the-job training while still going to school, studying keyboarding, word processing, and computer application so that they can engage in a part-time job during the summer months.	H. Hudgins D. Grubbs
11:00	Eppes Middle School(④)	Eppes Middle School serves as the site for the summer school programs for all children of Pitt County who are	H. Hudgins J. Hardee

		enrolled in the middle grades. This summer school program gives students an opportunity to improve their marks in a basic subject which they failed during the regular academic year. High schools in Greenville also provide the summer school program.	
14:00	Boys and Girls Club (⑤)	The Boys and Girls Clubs, which operate throughout the United States, serve children aged 6-18. During the summer the facility typically serves 75 teenagers a day. The club sponsors sports, arts and crafts, computer, games, and crime prevention.	H. Hudgins K. Dominick
Aug 3 9:30	Craven County Board of Education (⑥)	Interview with Mr. Sneed, Superintendent of Craven County Schools, as to how high school students should spend their summer vacation.	J. Swope B. Sneed
10:00	Camp Don Lee(⑦)	Camp Don Lee is a residential camp for young people of elementary school through high school age. The main activities available to campers include sailing, fishing, and camping, which are designed to foster teamwork as well as self-reliance.	J. Swope J. Farmer
11:30	Camp Sea Gull (⑧)	Visit to Camp Sea Gull, a summer residential camp exclusively for boys ages 7 to 16, sponsored by the YMCA. The camp is large, including a ropes course, archery range, tennis courts, a golf course, a swimming pool, and a boating area.	J. Swope H. De Hart

Aug 8	Minneapolis		
9:00	University of Minnesota	Dr. Walter Enloe made an introductory speech, and Mr. Roger Wangen described the Department of Education's mission statement.	W. Enloe R. Wangen
10:30	University of Minnesota	Discuss detailed plan for next three days.	K. Enloe
13:00	Orchid's Limited (9)	Interview with Jason Fischer, a senior at Armstrong High School. He engages in part-time work at a large orchid-growing greenhouse, which is owned and managed by his father.	K. Enloe J. Fischer
15:00	Ms. Enloe's house	Visit to Ms. Enloe's house and review brochures on summer camps, summer schools, and activities offered in the various suburbs for students. The discussion brought us the findings that American high school students or their parents are responsible for making a summer schedule; whereas in Japan high schools provide students with ample opportunities of activities during summer vacation.	K. Enloe
Aug 9			
9:20	St. Paul Cathedral, State Capitol Building	Visit to St. Paul Cathedral and the State Capitol Building.	K. Enloe
10:15	Ms.	Meet at Ms. Enloe's house with Mike	K. Enloe

	Enloe's house(⑩)	Kirsch, a student at Armstrong High School. He is working at Byerly's grocery store during the summer.	M. Kirsch
12:15	Armstrong High School	Tour Armstrong High School under the guidance of Mike.	K. Enloe M. Kirsch
14:00	Ms. Enloe's house(⑪)	Interview with Ms. Carolyn Larson, a guidance counsellor at the Cooper High School summer school. This summer school program applies to the students enrolled in the school district including Cooper and Armstrong High School who failed some basic academic subjects during the regular school year.	K. Enloe C. Larson
15:30	Ms. Enloe's house	Discuss the summary of the research.	K. Enloe
Aug 10			
10:00	Armstrong High School(⑫)	Visit to Armstrong High School and interview coaches and members of the weight-lifting and football clubs.	K. Enloe T. Anderson
12:00	Byerly's grocery store	Take a video of Mike Kirsch working at Byerly's grocery store.	K. Enloe M. Kirsch
13:30	Cooper High School(⑬)	Interview Ms. Judy Maethner, Grade 12 Principal at Cooper High School, on American high school students' lives during summer months.	K. Enloe J. Maethner

## (2) Interviews

### ① Interview with Mr. Vincent (at City Parks and Recreation)

Mr. Charles Vincent is the superintendent of City Parks and Recreation. He explained that the challenge of the City Parks and Recreation Department is to provide what teenagers want and need, for they are often fickle and change their minds frequently. Another challenge is to keep teenagers actively involved and busy every day.

Mr. Vincent estimated that the City Parks and Recreation Department works with 300-400 teenagers over the summer. City Parks and Recreation sponsors Little League baseball, theater, arts and crafts, and sports activities. All organized programs have a fee attached, but that fee is waived if a student cannot afford to pay it. The fees do not recover the costs of operating these programs; the remainder of the cost is derived from taxes paid to the city.

Mr. Vincent noted that many teenagers work part-time; they may legally begin work at age 16. Within the City Parks and Recreation Department, some teenagers serve as counselors for children ages 5 and 6 and a number of them help with other programs such as the Special Olympics for Handicapped Children.

### ② Interview with Mr. Howard (at Teen Center)

Mr. Tommy Howard, an advisor to the Youth Council housed here, explained that teenagers between 15-18 used the facility the most probably because of their social development, and they usually need less parental supervision than younger children.

The Teen Center is open to all students of Pitt County, although most students who use it come from Rose High School, the local public high school in Greenville. The Center is open on Fridays, Saturdays, and Sundays. In addition, it is open on Wednesday evenings for meetings of the Youth Council. This group, which has approximately 60 people on its roster, is composed of teenagers who meet with Tommy and plan the various activities for the Center.

Some social events that the Teen Center sponsors are dances, billiards, ping pong, movies, bowling, and bands. They also sponsor a two-mile cleanup of a local highway, working 4 times a year to remove litter along that stretch of road. Most of these events are sponsored during the school year (September-June) rather than during the summer. One of the Center's most popular summer activities is sponsorship of dances.



③ Interview with Ms. Grubbs (at Rose High School)

Ms. Doris Grubbs, a teacher of cooperative education at Rose High School, explained that the cooperative education program was a joint venture between the public schools and various businesses and industries. Students enrolled in the program take regular courses at Rose High School for part of the day and then work in a business or industrial setting for the remainder of the day. They are able to get practical experiences or on-the-job training while still going to school. As a business education teacher, Ms. Grubbs teaches office technology and procedures, graphics, keyboarding, word processing, and computer application.

Ms. Grubbs stated that approximately 75% of the graduates of Rose High School continue their education by attending college. Most of her students use the cooperative education program as a means of saving money to be applied later to college and to have extra spending money while in high school. She expects to have 38 students enrolled in the program for the 1994-95 academic year. Some of these students engage in part-time work during the summer months.

④ Interview with Ms. Hardee (at Eppes Middle School)

Ms. Janice Hardee works at Eppes Middle School during the summer as a guidance counselor. She stated that Eppes Middle School served as the site for the summer school program for all children of Pitt County who are enrolled in the middle grades (grades 6, 7, and 8). The summer school program provides remedial education only; that is, it gives students an opportunity to improve their marks in a basic subject which they failed during the regular academic year. The basic academic subjects are identified as being reading, mathematics, social studies, and science.

Ms. Hardee stated that the school was in operation for 5 days a week for 4 weeks. Students could enroll in only one class which met from 8:00-12:00 noon. The middle grades employed 22 teachers to instruct the 311 students enrolled in summer school, and class enrolment varied from 10-20 students. Each student has an individual education program (IEP) planned which reflects the student's educational needs, and most students pass their summer school course.

⑤ Interview with Mr. Dominick (at Boys & Girls Club)

Kirk Dominick is the executive director of the club. He explained that the Boys and Girls Clubs operate throughout the United States. These are private clubs in that they are not supported by tax funds; rather, they are financed by contributions from individuals and industries.

The club typically serves 1700 students ages 6-18 at the Greenville facility. During the summer the club typically serves 500 students a day, 75 of whom are teenagers. Some students stay at the club all day, so it serves as a daycare in addition to its regular activities.

The club offers a variety of programs: sports, arts and crafts, computer instruction, games, and crime prevention. It also provides workshops in leadership because one of the major objectives of the club is the development of responsible leadership for young people. Older youth volunteer their services and act as mentors for younger children.

Some teachers in the Pitt County Schools recommend that children with behavioral problems go to the club, for it has a wholesome environment and would tend to keep them out of trouble.

⑥ Interview with Mr. Sneed (in the car on the way to Camp Don Lee)

Mr. Sneed, Superintendent of the Craven County, shared information about his county's school system and its programs. He explained that the county had approximately 4,000 pupils enrolled in public high schools. In the summer, most students pursue their own interests, with the exception of those who must attend summer school for additional instruction. He further explained that many students work during the summer months. He stated that, although he pays due attention to the importance of their engaging in part-time job because it provides them with spending money, family finances, and a variety of experience, the balance between part-time job and study should be of greater significance for high school students.

⑦ Interview with Mr. Farmer (at Camp Don Lee)

Mr. John Farmer is the director of the camp. He explained that because Camp Don Lee is sponsored by the United Methodist Church, devotionals, prayers, and religious experience is an important part of all camping experiences. The main activities available to campers included sailing, fishing, camping, and water-based activities designed to foster team work as well as self-reliance.

Campers may elect to stay for 6 days, 2 weeks, or 3 weeks, depending on the program in which they enroll. Camp fees/costs are determined by the length of the stay, with the 6 day term costing about \$150-200, the 2-week term \$250-350, and the 3-week costing a little more. Camp fees include all lodging in team cabins, materials for activities, and meals. Students must secure their own transportation to the camp.

Mr. Farmer stated that the camp can accommodate 10 groups of campers at the

same time, and when fully occupied, there may be as many as 160 youth and 55 camp staff together. All activities involve teams of boys and girls supervised by 4 counselors. Counselors stay with their camping groups at all times, sleeping in the cabins with the boys and girls. Counselors are usually college students, many of whom are former campers, working there as a summer job.

⑧ Interview with Mr. De Hart (at Camp Sea Gull)

Mr. Henry De Hart serves as program director for the camp. Camp Sea Gull is a summer residential camp exclusively for boys of ages 7 to 16 years, sponsored by the YMCA. The camp is large, covering many acres, and includes a ropes course, archery range, tennis courts, a golf course, a swimming pool area, and a boating area. A companion camp, named Seafarer, exists for girls, and features many of the same activities.

One camp session during the summer lasts for four weeks and costs \$1,675 per camper (all meals, lodging, and activity materials included). A total of 760 campers can be accommodated at one time in a total of four age groups, each designated as a "camp". Approximately 100 of the campers in a session are high school students.

Major goals of the camp are to build confidence and a sense of responsibility in participants, to teach young people to work together in teams, and to develop problem-solving skills. Participants may, in addition to recreational activities, work to develop individual skills and moral character.

⑨ Interview with Jason Fischer (at Mr. Fischer's house)

Jason Fischer, a senior at Armstrong High School, engages in part-time work at a large orchid-growing greenhouse in Plymouth, a suburb of Minneapolis, which is managed by his father. Jason explained that he began working for his father of his own volition at the age of 7. His first job in the laboratory was no more than repotting plants as needed; now the responsibility of the whole laboratory job rests upon him, including repotting and seedlings.

During the school year, he works in the laboratory 2 hours a day, Mon.-Fri., and 6 hours on Saturday, whereas during the summer, he works 6 hours a day, Mon.-Sat. His hourly wage is \$5.25, an average salary, approximately half of which he saves, the remainder of which he uses for clothes, dates, stereo equipment, gas and insurance for his car. He considers his employment ideal in terms of not only working hours and payment but because the environment is the same as at home, it is comfortable and convenient. Our interview concluded with his statement that he hopes he would be a successor to his father's business after

his retirement.

⑩ Interview with Mike Kirsch (at Ms. Enloe's house)

Mike Kirsch, a 16-year-old student in the 11th grade at Armstrong High School, holds a part-time job at Byerly's grocery store, one of the best grocery stores in the state in terms of best quality, service, and selection. His job is to work as a bagboy: to put groceries into bags and carry them to the customer's car.

During the regular year, he works 4 hours a day, 3 days a week; while in the summer he works 5 hours a day, up to 5 days a week. He explained that he has a salary of \$5 an hour, \$430 a month after taxes. He spends his money on clothes, dates, travelling, and truck insurance, and is saving for a stereo system for his truck. He stated that the opportunities to work at the grocery store provides experience for later life, especially how to deal with the public and bosses. He plans to continue this job all next year.

⑪ Interview with Ms. Larson (at Ms. Enloe's house)

Ms. Carolyn Larson, a school psychologist at Hosterman Middle School, teaches Special Education at the Cooper High School summer school. She explained that the Cooper High School served as the only site for the summer school for the students in grades 9-12 in this school district, which includes Cooper and Armstrong high schools. Approximately 1,000 students attend the summer school program to compensate for lost credit in the past year, roughly amounting to one third of all students enrolled in Cooper and Armstrong. She explained that summer school consists of two sessions, each of which is in operation for 5 hours, 7:30-12:30 daily, for 12 days. Students take the class, half lecture, and half independent study of the subject that they failed during the regular academic year. They complete 60 hours, one session, which is identified as receiving credit for it. If a student misses more than 7 and half hours of the summer course, he/she cannot receive credit for the course.

Twenty-three teachers and 3 special education teachers employed to instruct students who attend the summer school program do their best to make the lesson more interesting by inviting guest lecturers (doctors, judges, policemen) and by having special lectures in which students watch a video. There is no one class that seems to be failed more often than others during the regular school year. In spite of the exertion that teachers make, approximately one third of the students who are registered at summer school program either drop out or fail.

⑫ Interview with Mr. Anderson (at Armstrong High School)

Mr. Trent Anderson is an assistant summer weight-lifting coach and a senior at St. John's University.

The Football Club at Armstrong High School is administered by Coach Swanovich (head football coach) and coach Joel Harmon (9th grade football coach), with several team coaches. The summer program of a 3-day football camp is open to regardless of school district. That is, the participants of this summer camp are not restricted to Armstrong students. The purpose is 1)to increase the number of interested players, 2)to instruct the fundamental skills and techniques needed and 3)to cultivate friendship with one another.

The coach explained that approximately the 60-70 football players who are enrolled in high school (grades 10, 11, and 12) are expected to participate in football practice twice a day (8:00-10:30 and 13:30-16:00) from Aug.15-Sept.8. This football practice during the summer is also open to any high school student. He stated that the players practice to develop their basic physical strength and fitness by lifting weights, as well as to obtain the perfect skills and techniques in order to win the statewide All-star Team games that are held during the summer.

Weight-lifting club consists of two sessions, an early morning session (8:00-10:00) and a later session (10:00-12:00), from June 15-Aug.11th. It goes without saying that it is open to everyone; nevertheless most of the participants, the number of which amounts to almost 100, are the Armstrong High School students, who were sent flyers in the mail to advertise the club in the summer.

⑬ Interview with Ms. Maethner (at Cooper High School)

Ms. Judy Maethner, Grade 12 Principal at Cooper High School, explained that there were various clubs or activities offered at the school in the summer: football, cheerleading, volleyball, soccer, tennis, swimming, danceline and cross-country running. The clubs are administered by the same coaches as those who instruct these teams during the regular school year, and most of the club members are on the school-year teams.

She added that academic summer school is also in operation for 6 weeks, from mid-June to the end of July. The summer school program for high school students provides remediation only; that is, high schools do not fund programs for enrichment at this time.

This principal believes that although most students work full-time during the summer at present, the jobs for students should be no more than 15 hours a

week. Rather, they should take best advantage of ample opportunities that schools and community offer during 3-month summer vacation and enrich valuable and useful experience by reading, doing physical activities, and participating in other programs.

Finally, the panel discussion on the differences between American and Japanese high school students' life during summer vacation by the principal and researchers leads us to the conclusion that we cannot say either the Japanese or American educational system has a superiority over the other but each holds valuable and positive traits. It is essential to work together to take the best of both educational systems that surround these children.

#### 4. Summary

##### (1) A comparison between America and Japan

##### ① Studying

Similarities	
①	Summer schools start at the beginning of summer vacation.
②	Summer schools are held in high school buildings.
③	The main subjects taught in summer schools are English, Mathematics, Science, and Social Studies.

Differences		
	America (Cooper High School)	Japan (Inokuchi High School)
①	Summer school is not a choice but a school requirement.	Summer school is a choice.
②	Students attend because they have failed.	Students attend because they seek self-improvement, and it is open to every student.

③	Summer school is for grades 9-12.	Summer school is mainly for grade 12 students preparing for entrance examinations.
④	Students come from many different schools to just one program offered in the school district.	Each high school offers a summer program to its own students.
⑤	Students will probably have different teachers from the ones during the regular school year.	Students attend their same school with their same teachers.
⑥	Teachers apply for the job by choice as an extra job in the summer.	Teachers apply but they are expected to teach summer school.
⑦	Summer school students can wear any kind of clothes to class.	Summer school students must wear school uniforms.

② Club activities

Similarities	
①	There are many sports activities: basketball, baseball, volleyball, tennis, swimming, etc.
②	School facilities are used.
③	The same teachers teach the sports in the summer as in the regular school year.
④	Clubs run from one hour to a half-day program.

Differences		
	America (Armstrong High School)	Japan (Inokuchi High School)
①	Some clubs are school sponsored, and many are community sponsored.	Clubs are school sponsored.
②	Schools offer two kinds of activities: teams that are open to athletes with grades of more than C, and clubs that are open to everyone.	All clubs are open to everyone.
③	Students can choose to try a new club during the summer.	Students can only be in a club that they were in during the school year.
④	Summer clubs have a fee attached.	Clubs are free.
⑤	Clubs are planned to be shorter so that families have time for trips.	Clubs run throughout the summer vacation.
⑥	Clubs can be multi-ages, multi-grades.	Clubs are usually filled with students of similar ages and grades.

③ Camp

Similarities	
①	Students can attend summer camp.
②	Camps have the purpose of refreshing minds.
③	Camps are in wonderful locations.
④	Camps include physical and mental training.



Differences		
	America (Camp Sea Gull)	Japan (Inokuchi High School)
①	All camps are privately-owned.	Most camps are sponsored by the school and a few are private.
②	Camps are 3-4 weeks.	Camps are 3-4 days.
③	The camp leader is a trained professional.	The camp leader is a classroom teacher.
④	Camps can be inexpensive or expensive, depending on the program, and some scholarship are available.	Camps are reasonable.
⑤	Camps allow students to meet new friends.	The camp is made up of familiar classmates.
⑥	The purpose is to meet friends and have new experiences.	The purpose is to increase friendship with classmates and schoolmates.
⑦	Campers can choose their camp activities.	There is no choice of activities.
⑧	Main activities are sports.	Main activities are climbing mountain, cooking rice with a canteen, and campfire.
⑨	High school students can attend camp as many times as they want.	Most students can attend only one camp in their high school career.

④ Part-time job

Similarities	
①	Some students have summer part-time jobs.
②	Students cannot work in places with alcohol or gambling.
③	Students spend money for a stereo, clothes, and leisure activities.
④	Students work less during the regular school year.

Differences		
	America (Armstrong High School)	Japan (Inokuchi High School)
①	Most students have part-time jobs.	Few students have part-time jobs.
②	Schools have no concern about students having summer jobs.	Schools decide if part-time jobs are permitted.
③	Parents encourage job for life experience.	Parents discourage jobs and encourage study.

(2) The role of school, family, and community

① The role of school

Most Japanese high schools provide ample opportunities available in the summer including summer course, club activities and camp, and many teachers tend to give some advice and suggestions as to how a student should spend his/her summer vacation. The schools in Japan, not only at the lower secondary level but also at the upper level, are expected to do so by parents and people in community.

On the other hand, many American high school students spend their summer months without going to school, though there is an exception that students who failed some basic academic subjects during the regular school year attend summer school, and that the members who belong to some clubs go to school to do their club activities.

This notable feature seems to arise from differences in points of view as to what is expected of high schools by parents and people in community. The utterance of Mrs. Maethner, a principal of Cooper High School, made it clear that summer activities available to American high school students are sponsored not by the school but by the family and community. The fact that the teaching salaries are not paid to American teachers during the summer three months justifies the argument that they have no responsibility for teaching their students for the summer.

### ② The role of family

Summer vacation of American high school students begins in the middle of June and lasts for approximately three months. This long vacation enables American students to plan traveling or camping with their families.

As described above, public institutions and private groups in the US sponsor a variety of events and activities so that high school students can lead a significant and useful summer life, and advertise for the programs by flyer and newspaper to raise the participants. Mrs. Kitty Enloe stated that most of the parents gather various brochures with regard to summer activities available to high school students from April or May, and their special attention was devoted to the information in local newspapers which advertise for the summer programs. Hence the families play an important role in America to gather plenty of information and to make a careful selection among abundant activities.

The long free days during summer vacation are ideal for American high school students to work in a part-time job. There is a possibility, however, that working for too many hours might prevent them from participating in other useful activities. Therefore the family should give some advice on occupational category and working hours.

### ③ The role of community

Some American high school students have no idea of how to spend their long summer vacation, and their desultory summer life tends to lead to crime. The community including public institution and facilities plays an important role in offering various events and activities that they can enjoy during the summer. This consideration received explicit emphasis through interviews at City Parks and Recreation and Boys & Girls Club in Greenville.

American high school students have ample opportunities to develop their own skills and abilities and to have a wonderful experience if they are provided with money enough to spare, abundant information, and challenge spirit. At the same time this means that a student who cannot afford to pay the fee may have no chance to participate in organized programs that have fees. Accordingly,

in public facilities, that fee is waived if a student cannot afford to pay it. This is one of the important roles that the community in America should play.

#### ④ Summary

American high school students are allowed a free choice in the activities that interest them among a variety of programs sponsored by the community or a private group; whereas in Japan, high schools offer various programs or events (summer course, camp, and club activities). This Japanese system enables every student to have a common experience that is considered necessary as a high school student at more reasonable costs than that of American programs.

Our field survey in the United States revealed great differences between American and Japanese high school students' lives during summer vacation. It should not be concluded from these findings that one educational system has a superiority over another or that either American or Japanese high school students are more fortunate than the other, for it is clear that each system holds valuable and positive traits.

The present work could not have been completed without the guidance, help, and support of the team members in Greenville and Minneapolis. We wish to express our gratitude to Dr. H.C. Hudgins and Dr. John Swope for their valuable advice and helpful suggestions throughout the field survey. We also gratefully acknowledge helpful discussions with Ms. Kitty Enloe on several points in this report.

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Cross-Cultural Communication Through Comparison of Food Culture

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Izumi TANAKA, High School, Attached Hiroshima University

Hideshi TAKAIE, Okayama Asahi Senior High School

Patricia CAMPBELL, Dr. East Carolina University

Roger WANGEN, Dr. Department of Education, Minnesota

#### INTRODUCTION

At the initial stage of preparation for our project planning, we agreed that we were going to choose something visible, not abstract, for our target teaching materials designed to enhance the international understanding of our students. The reason for this is that the three of us participated in the Hiroshima Project last year and we determined that the materials we developed were somewhat difficult for our students. Thus, we reached the conclusion that the comparison of food in the United States with food in Japan would provide the most familiar teaching materials for them.

People often mention many aspects of social problems we face in the 1990's. And these problems can be ascribed to the so-called 'borderless society', which means people can no longer live without paying attention to the thoughts of others, who may be brought up in quite different cultures. In other words, some of the social problems can arise from cultural collision. Japan and the United States are no exceptions. From this point of view, the importance of cross-cultural communication can not be emphasised too highly.

Despite the differences in times and places, the production and consumption of food has been one of the most noticeable aspect of human activities, the focus of human enterprise. Through the comparison of food, therefore, we could bring to light the different attitudes towards food among Japanese people and people in the

United States, so that we could understand each other better.

#### PURPOSE

The purpose of our team project is to make a field survey of the history, production, distribution and consumption of food in Greenville, North Carolina, and Minneapolis, Minnesota, as a case study to obtain some source information about food in the United States and to produce teaching materials to enhance international understanding for elementary and secondary school students in Japan.

#### VISITATION SITES

##### July 31, Sunday:

We enjoyed a Pig pick'in party at Hilton Inn. This is a traditional food of East Carolina, a whole roasted pig with an apple-dressing, Brunswick Stew and Coleslaw. This is the special food for a welcome party. We began to take interest in the difference between American food and Japanese food.

##### August 1, Monday:

We visited a local store in a grocery chain named Harris Supermarket. Ms. Moor showed us around the supermarket: bakery, floral area, meat, dairy, deli, canned foods and grocery shelves. We learned about many aspects of the grocery business. Ms. Moor was kind enough to allow us to take many pictures and gave us a lot of resource materials.

##### August 2, Tuesday:

In the morning we visited Pitt County Farmers Market, 15 years old, where many kinds of home-made vegetables and products are available. Mr. Lassiter, manager of the Market, explained its history and how the Market operates. We found a farmer who grows and sells Asian vegetables. He said he obtained the seeds from his Asian friends. We also met Joey Whitehurst, a 15 year old boy, who grows squash, okra, cucumbers, snaps and flowers and sells them with his brother. We also learned about the 'North Carolina Farmers Market Nutrition Program,' which provides fresh vegetables for people in low income classes. In the afternoon, we

visited the NC Cooperative Extension Service, an educational organization funded by Federal, State, and County government. This organization with a basic concept of 'People helping people', plays the role of a bridge between the people of North Carolina, scientists of the US Department of Agriculture, and the land grant universities. Ms. Summers, home economics agent, introduced a program which promotes the use of soybeans in school lunches.

August 3, Wednesday:

We visited Wahl Coats Elementary School and had a school lunch with local children on a Summer Lunch Program. Ms. Ware, Child Nutrition Director for Pitt County Schools, spoke to us about the national school lunch program sponsored by the US Department of Agriculture. It started in 1966. The lunch menu is shown in the local newspaper every Sunday. There is also a breakfast program at school every morning for children. Ms. Ware said that children in school cannot learn well without good meals.

In the evening we had a friendship party at Dr. Hudgin's house. All of us had a very good time. Some Japanese participants introduced Japanese food to the company and the American partners enjoyed it.

August 7, Sunday:

Mr. Wangen took us to one of the biggest farmers' markets in Minnesota, where many people from the Southeast Asian countries bring their home-made Asian vegetables and sell them. We interviewed some Hmong farmers. They have been coming from the mountains between Laos and Cambodia since 1975. "Hmong men and boys fought in the CIA secret war against the Laotian communists. After the communists took over in Laos, many of the Hmong fled their country and came to the United States as refugees."\* Some other Southeast Asians ---Laotians, Cambodians and Vietnamese --- survived the Vietnam War and settled in Minnesota with the help of some church groups and local agencies. Statistics for 1990 showed that the number of Hmongs is 16,833, that of Koreans 11,576, Vietnamese 9,387, Chinese 8,980, Asian Indians 8,234, Laotians 6,381 and Cambodians 3,858. Their products and eating habits have begun to have much effect on the people of Minnesota.

\*"Aware: A Resource Supplement For Educators," May, 1994 No.5 Minnesota Department of Education.

August 8, Monday;

We had a workshop about cross-cultural experience in the University of Minnesota. Dr. Enloe and Mr. Wangen were the speakers.

August 9, Tuesday;

We drove to Mille Lacs Lake Native Americans Reservation. Mr. Wangen showed us around the area. He also described what the present-day problems about native Americans are. Their living conditions have greatly improved and they are beginning to learn the historical aspects of their own culture, but there are still many problems they have to overcome.

In the evening, we visited Byerly's, one of the biggest chain stores in Minnesota. Compared with groceries in North Carolina, there are many kinds of fish available. We assumed people in the US don't eat much fish, but this depends on the area.

#### OUTLINES OF TEACHING MATERIALS

##### ① Comparison of the recipes for beans:

There is a tendency to assume that the Japanese eat rice and fish, while people in the United States eat bread and meat. People don't, however, notice that people in both countries enjoy beans as a side dish and that beans attract attention as 'health food'. In the United States, the production of beans dates back to the early 18th century. Since then beans have been one of the most important foods; lima beans at a Pig Pickin' party are a good example. These days beans have been recommended as a nutritious ingredient for school lunches. In Japan, on the other hand, traditional recipes for Tofu, Natto, Soy Sauce and Miso date from the Muromachi era (in the middle of the 14th century) and they retain some spiritual significance made clear in the case of Setsubun. The focus of our materials would be placed on traditional bean dishes and the production and consumption of beans in school lunches in the United States.

##### ② Comparison of how foreign food was introduced:

The end of World War II saw the beginning of the expansion of American food; McDonald's can be seen almost everywhere in the world. This has obscured the fact that the United States has admitted foreign food traditions, along with a large



number of immigrants, in the past one hundred years. Also many refugees from Southeast Asian countries, especially in the 1970's. A wide variety of ethnic food can be found in local groceries. On the other hand, Japan has traditionally resisted an influx of immigrants as well as refugees. Ethnic materials have hardly been found in Japanese groceries until recently. However, in the 1970's through 1990's, a great influx of foreign workers from the Southeast Asian countries as well as from Peru and Brasil has begun to confuse Japanese people. In the teaching materials, the issue of how Hmongs in Minneapolis, Minnesota, and people from Peru or Brasil in Soja, Japan, have been accepted in their communities would be compared from the viewpoint of ethnic food in groceries or markets.

### ③ Diversity of American food:

One of the Japanese misconceptions about the American way of life is that Americans eat just bread and meat which is simply grilled or roasted. Another misunderstanding about food is that there is only one food culture all across the continent. The study of American history indicates that there wasn't any wheat in the continent until the settlement of the Anglo-Saxons started in the middle of the 17th century and that, before the settlement, native Americans ate maize or Indian corn. Our first visiting site was Greenville, North Carolina, where the Anglo-Saxons settled. Greenville retains some traces of British food culture.

The turn of the 19th century saw a great influx of European immigrants, particularly from Eastern Europe and Scandinavia. There was no room for them in the East. Therefore they developed their own ethnic community in the West, preserving their own way of life. Minneapolis, Minnesota, includes a large number of Norwegian and German offspring. They still maintain their food culture.

Our teaching materials are designed to bring into light the diversity of American food culture and to introduce our students to the realities of the American life style.

Itinerary and Major Activities in Field Study (Team F)

Date	Visitation Sites	Activities	Participants
July.31  15:30	Velvet Cloak Inn, Raleigh, NC.  Hilton Inn, Greenville	During the bus drive, we had lunch at McDonald's.  Pig pickin' Party with our field- study partners and host-families.	ECU partners Host families
Aug. 1  12:00  16:00	Harris Supermarket  Rock Springs Riding Center  Dr. Campbell's house	Tour entire store---bakery, floral area, meat, dairy, deli, canned foods grocery shelves. Learned a lot about aspects of grocery business. We were allowed to take pictures and given resource materials.  Lunch with mayor of Greenville City Center	Dr. Campbell Ms. J. Moor
Aug.2	Pitt County Farmers Market	This is the only farmers market in Pitt County, where many kinds of home-made vegetable are available. We met Joey Whitehurst, 15 years old, who grows squash, okra, cucumbers, snaps and flowers and sell them with his brother. Mr. Lassiter showed us around the market and explained how its history of operation.	Dr. Campbell Dr. Brent Mr. Lassiter

12:10	Cypress Glen	This was the second visit to Cypress Glen. We hold a reunion party. This institution is a private nursing home for the elderly with some of the best equipment and facilities.	Dr. Campbell Ms. Marsh
14:00	NC Cooperative Extension Service	We obtained information on cooking utensils, food preparation, recipes, growing soybeans and use of soybeans in food processing.	Ms. Summers
18:00	Home Stay		Mr. Hamze Mr. Tucker Dr. Lowe
Aug. 3	ECU		
12:00	Wahl-Coates School	We enjoyed lunch with children in the neighborhood. They were on Summer Lunch Program. We also learned national school lunch program from Ms. Ware, Child Nutrition Director for Pitt County Schools.	Dr. Campbell Dr. Brent Ms. Ware
21:00	A friendship Party	We hold a friendship party at Dr. Hudgins' with special guests from Russia.	
Aug. 4	Washington DC.	Left Greenville for Washington DC. We visited Georgetown Univ..	
Aug. 5	Washington DC.	We visited Holocaust Memorial Museum. In the evening we enjoyed a musical, 'Miss Saigon' at Kennedy Center.	Dr. Spence

Aug. 6	Minneapolis. MN.	Left Washington DC for Minneapolis. A party at Hotel Luxeford Suites.	Dr. Enloe Mr. Wangen
Aug. 7	Farmers Market	This is one of the biggest markets in Minnesota, where many Asian people particularly Hmongs, sell home-made vegetables and food.	Mr. Wangen Mr. Coe Mr. Chin
16:30	The Mississippi	River Cruising in the Mississippi.	
Aug.8	Minnesota Univ.	Workshop about Cross-cultural Experience.	Dr. Enloe Mr. Wangen
Aug. 9	Mille Lacs Lake Indian Reservation	Drive to Mille Lacs Lake and were shown around the reservation. Also enjoyed time at Grand Casino.	Mr. Wangen
16:00	Byerly's	This is one of the biggest chain stores in Minnesota with an incredible variety of food. Surprised to find a large fish corner there.	
Aug.10	Mall of America	Enjoyed shopping.	
Aug.11	Tokyo	Left Minneapolis for Narita, Tokyo	