

Real International Understanding Supporting 'Peace'

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1. Aim of Study

Fifty years has passed since the end of World War II. Fortunately, younger Japanese have never participated in any wars directly, and the percentage of Japanese people who experienced World War II is steadily decreasing. Japanese are often criticised because many Japanese don't understand what world peace entails, or what we should do to create a peaceful world. Very few Japanese go abroad or work in other countries. Nevertheless, we all know that peace is important, even though it is difficult for many Japanese to form an image of their nation's role in the world.

We thought that there would be differences between Japanese and American conceptions of peace, primarily because the United States has assumed the world leadership in resolving international disputes. We decided to make teaching materials to get students to see 'peace' from different viewpoints, to think about what world peace is and to think about what we should do to make an ideal world.

2. Method

- (1) Collect some written opinions about peace from both Japanese students and American students and get to know their ideas or wishes for peace.
- (2) Classify the opinions.
- (3) Think about what is necessary to make students value the importance of understanding different cultures.
- (4) Collect useful samples and modify them for junior high school students.

3. Outline of the Field Study

(1) Collecting written opinions from Japanese and American students

- ① Get the students to listen to John Lennon's 'Imagine' and write their opinions about peace.

The third-year students of Mihara Junior High School - 83 samples

The third-year students of Shotoku Junior High School - 20 samples

The third-year students of Gotogaoke Junior High School - 20 samples

The students of 'Satori,' a summer camp in the United States

- 35 samples

(2) Classifying the samples

- ① We could see many similarities and couldn't classify the samples simply by nationality.
- ② We could classify the samples from both the Japanese students and the American students into two categories as follows:
 - a. The opinions that consider peace to be the absence of wars.
 - b. The opinions that consider peace to be the absence of discriminations and prejudices in their daily lives.
- ③ We couldn't get enough boys' samples to analyze similarities or differences between boys' and girls' opinions.
- ④ Examples of the students' essays

I wish for peace all over the world. My dream is to live in a world where there is no war and violence. Everyone just gets along very well. It doesn't matter what race you are. To make this dream come true, we should all work together and seek first to understand then to be understood. We should all try to understand and learn one another's culture. When you understand one's beliefs through his or her point of view (through their glasses), you can somehow try to understand that particular culture.

I wish for all the countries to get along and never have wars. A person should try to understand and appreciate one's culture. Sometimes a person can make a difference so that way we should all try to change ourselves. I wish for the countries to

help one another and try to solve conflicts in a way in which no one gets hurt and everyone agrees. We should all sharpen our wits before we do anything. We should all be proactive, so that way we can all make a peaceful world, where no one hurts anyone and everyone is in peace and happiness.

(Rashmi Bisen, 14, Female)

I hope all the people live in peace. We are all equal. But the real world is not equal. Some people are rich and some are poor. Some are healthy and some are sick. I think rich people should help poor people and healthy people should help sick people. But rich people are often interested in only their own profit. I feel it is strange. I think it is natural that people help each other because we are living on the same planet. That all the people in the world means real world peace. But this is a too big job for us. Our job is that in the class room, in the community, we should help each other and make our friends happy.

(Fumi Kameyama, 14, Female)

(3) Collecting other useful materials

We gathered some other useful information for making teaching materials, such as the following:

① Essays about the atomic bomb

I was discharged from the Navy with a rating of AMM3/c and an Aviation Gunner on July 21, 1945. This was almost a month before the hostilities ceased. My discharge was allowed as my two brothers, both Marine pilots, were killed due to the Japanese war machine. My college roommate was killed, as a bombardier in a B-29, over Tokyo. The student manager of our high school basketball

team died on the march from Bataan. I knew fellow gunners in TBF's and SBC's who were killed during torpedo attacks. I knew men on ships who were killed by Kamikaze pilots. ... Our island hopping proved to us we could get the job done. We could win. We would win. The Japanese who would die for his Emperor on Okinawa would be more stubbornly resistant on his homeland soil. Killing of civilians, like in the firestorms of Tokyo, were accepted by the military, although I do not recall how they were publicized in the press. So the atomic bomb was dropped.

How did we feel?

Relief! There was to be an end of bloodshed. Both theirs, and ours. With the WARTIME feelings, we were more concerned about OUR blood than THEIRS. That is the way it was.

(Robert Wagner, 71, Male)

The Japanese are wonderful people with a rich heritage, but they had nothing to say when Tojo and the military group attacked Pearl Harbor. As the war progressed, it became evident that the Japanese forces were conditioned never to surrender. The Americans lost 30,000 men taking Iwojima. As to the bomb, warning was of no avail.

After Hiroshima, the people were not told, and since there was no surrender gesture, there was no alternative. The way Japan was fortified, and mired. It would have cost the Americans more than 300,000 lives to take Japan.

(Leo Simmer, 78, Male)

② Interviews

- a. What the American teachers are trying to do to develop the values that we are all equal and that it is necessary to understand different cultures.

In school we teach children about different cultures and peoples. We discuss differences and similarities in Social Studies Class. For example, North Carolina history includes Native Americans and studies the Chinese who built railroads, Hispanic people and African-Americans. Most Americans started out as immigrants.

Teachers should pay more attention to children and to what you do rather than what you say. Research indicates that this is very important. Students learn best from teachers whom they believe care about them. If teachers treat all students with respect and courtesy, students will learn to follow that example. Multicultural education teaches all students about various cultures and religions.

(Dr. Bell)

In the study of world history there are many opportunities to develop these attitudes in our students. It is important to destroy ethnocentric attitudes. This can be done by teaching about other cultures in a respectful, dignified way. It is important for students to learn that different is not stupid. If students see that other cultures have accomplished great things and have faced the same problems as us, it will help develop the value that all people are equal and that it is necessary to understand different cultures. The lessons of history also provide many opportunities to develop these values. The holocaust, the dropping of the atomic bombs, the horror of industrialized war during World War I, the impact of western imperialism, and the wars of the Protestant reformation, if taught from a facial and a human perspective, will serve as springboards for lessons on human values.

(Mr. Jay Jester)

We tell students in the classroom that all students are equal. This is written in our constitution and emphasized from early school years on through high school. Students are encouraged to respect each other and study other cultures in their classrooms. Because of the civil rights movement of the 1960's, equality became a major concept in America and this generation of students has grown up under that influence. They are encouraged to learn about other culture's differences and similarities. In their social studies classes, they study not only the historical aspects of a group but their cultural, religious, and political developments as well. They search to discover the contributions of other nationalities and thereby gain respect for what they have added to our culture. They study their own genealogy to discover their personal heritage and because America is so diverse in its background, the students realize that cultures can blend, gaining from both backgrounds. Teachers are encouraged to demonstrate their respect for the diversity of the students in their class.

(Ms. Wooten)

American students do not think about a war being fought on our homeland. Most of the wars that they relate to were fought in other countries. For this reason, they feel that there will not be a war here in our country. Our students are not really aware of what a war would be like, if fought in the United States. Our students are aware of the wars that are fought here at home. These wars of poverty, drugs, divorce, murders, and other things are what our students can relate to. We have many students who come to school in the morning and have not had a meal since they left school the day before. School is a safe environment for them. We have students who see crimes in their neighborhoods

ranging from shootings to drug deals. Sometimes, our students are involved in these crimes so that they can survive among their people.

As a teacher, I wish for all of my students to understand that only they can improve their family status. You must work for what you receive. If you work to meet a goal you set, when you reach that goal it will be very rewarding because you earned it. Every American has a free education provided for them, yet because of the ignorance of families some students do not know how to take advantage of their possibilities. As teachers, we must try to send our students in the right direction.

(Ms. Anderson)

b. Message to Japanese students

The world we live in is becoming smaller and smaller. I can reach Japan in only 12 hours by plane. You can travel to Australia in a very short time.

For this reason, I think peace in our world is very important. I depend on you for something and your country depends on China. China depends on Russia and so on. Our world is like a circle. If we fight or break the circle it will not be complete.

What can we do?

You can do volunteer work to help olderr people or handicapped people or clean up the beach or park or somewhere. It is nice to become a "pen-pal" with someone from another country or part of Japan, or to become a nature pen-pal by sending a nature package to another part of Japan so you can appreciate nature more. You should read about Bosnia and other countries now at war, and teach it to your friends and family. Usually there are many opinions. Finally, try to send something to war victims.

(Ms. Elizabeth Simmer)

Today, we have many students who would not fight for this country because they do not have respect for being an American citizen. They do not feel ownership of America. They feel that they just exist. I wish our students felt they would not fight for this country because they felt war would not solve the problems.

John F. Kennedy said, "Ask not what this country can do for you, but what you can do for your country."

I wish I could communicate better with our guest. I wish to share many differences our students have within our school building. It is time for American students to think more of their responsibilities to themselves, so that after their schooling is over, they will move into a healthy adulthood and share their knowledge with those who will follow them.

Love, understanding, and caring for the well-being of all cultures is the most important item that a student could learn. With this information, wars are seen as pointless. We should talk and listen to each other, and come to know who we are and respect each other's way of life.

(Ms. Anderson)

I am very pleased to learn that many of you are aware that peace in the world will only come with communication and respect for all other human beings. I agree.

I feel that only by studying other cultures and understanding why they are like they are can we appreciate the differences we all have. Peace will come when each person is respected as an individual with the right to their own opinion.

We are all different - not right or wrong - just different. Do not discriminate because someone is different - appreciate the

difference and learn from it.

We all need to work hard to achieve peace in the world.

(Ms. Wooten)

There are many things that I would like to say to Japanese students concerning peace, but I will only mention the three ideas I consider the most significant.

1) "Wars are started by only old men but fought by young men." This quote is important because it tells young people who will be expected to bear the brunt of a war and that it is necessary to choose your leaders wisely and to question their decisions and not just accept them blindly. This quote is also a good one to remember because today's young people become tomorrow's "old" leaders.

2) World peace starts at home. History shows us that countries that condone violence tend to spread their violence to other countries. If people will treat each other with kindness, then kindness will spread to other people.

3) While it would be nice if everyone were peaceful, it is very unlikely that this will happen. While countries should foster peace between themselves and the rest of the world, they should be ever vigilant for leaders who are bent on spreading destruction and these individuals should be dealt with firmly and swiftly. War should be avoided, but at times force quickly used is better than appeasement which can lead to much worse suffering.

(Mr. Jay Jester)

Knowledge leads to respect; respect leads to tolerance;
tolerance is the path to peace.

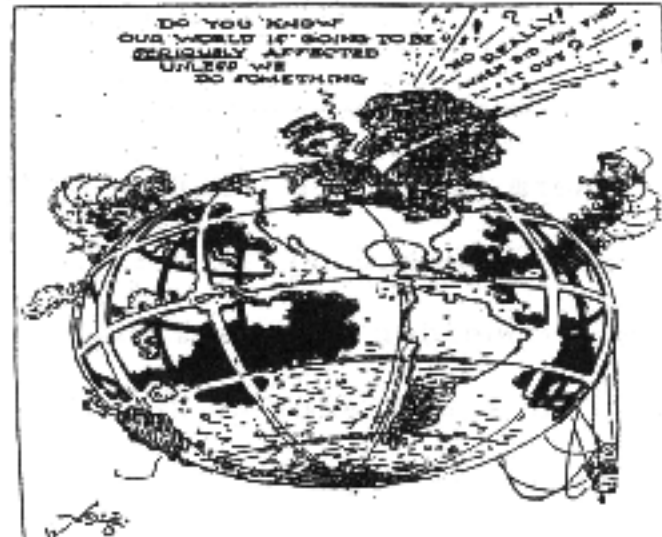
(Dr. Bell)

③ Newspapers, magazines during the wartime

We collected get some useful headlines and cartoons which dehumanized Japanese soldiers from wartime newspapers and magazines in the library of East Carolina University.



The microfilm library in ECU

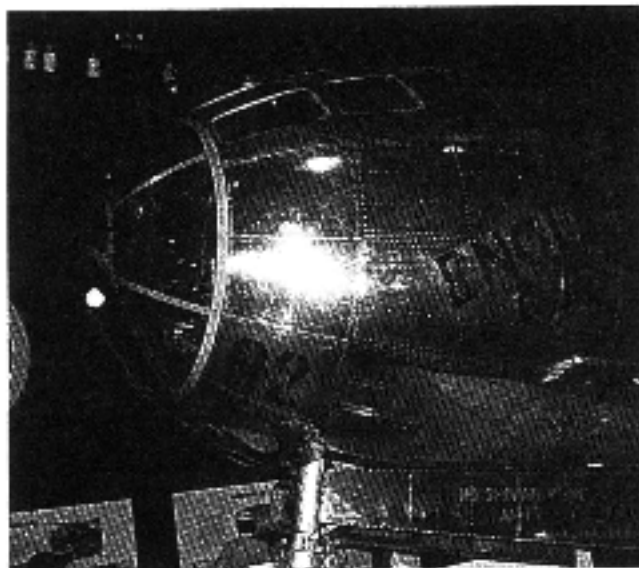


Cartoon from 'Washington Post'

④ Miscellaneous

It was very useful and impressive to visit the Enola Gay Exhibition and Holocaust Memorial Museum in Washington, D.C. We learned from the Enola Gay Exhibition that the viewpoints concerning dropping the atomic bombs are much different from those of Japanese, and that it is also a very controversial issue for Americans.

We also had a chance to watch the video of 'Peter Jennings Special, WHY WAS THE BOMB DROPPED?' At the end of the program, Peter Jennings said, "(At the Enola Gay Exhibition) ... the whole story of Hiroshima is not representative. This is not fair to history." We learned from his word that we need to know whole things and see them from different viewpoints and discuss them, then we can find a better way to solve problems.



the Enola Gay Exhibition

This display commemorates the end of World War II and the role of the B-29 Enola Gay in the atomic mission that destroyed Hiroshima and, along with the atomic bombing of Nagasaki, led to the surrender of Japan on August 14, 1945.

The National Air and Space Museum originally planned a much larger exhibition, which concentrated attention on the devastation caused by the atomic bombs and on differing interpretations of the history surrounding President Truman's decision to drop them. That planned exhibition provoked intense criticism from World War II veterans and others, who stated that it portrayed the United States as the aggressor and the Japanese as victims and reflected unfavorably on the valor and courage of American veterans. The Museum changed its plan substantially, but the criticism persisted and led to my decision to replace that exhibition with a simpler one. In a statement I issued at that time I said the following:

I have concluded that we made a basic error in attempting to couple an historical treatment of the use of the atomic weapons with the 50th anniversary commemoration of the end of the war. Exhibitions have many purposes, equally worthwhile, but we need to know which of many goals is paramount, and not to confuse them.

The new exhibition should be a much simpler one, essentially a display, permitting the Enola Gay and its crew to speak for themselves. The focal point of the display would be the Enola Gay, along with its plane crew and a video about its crew. It is particularly important in this commemorative year that veterans and other Americans have the opportunity to see the restored portion of the wreckage of the Enola Gay.

The exhibition you are entering does what I intended, with a few changes. We have added material on the Smithsonian's restoration of the Enola Gay and some explanatory material on the B-29 aircraft and the 509th Composite Group, which was led by then Col. Paul Tibbets, who piloted the Enola Gay on the Hiroshima mission. We also have a section at the end where we ask for your reactions to the exhibition. We welcome your comments.

Michael Hyman

Statement of the secretary

4. Conclusion

We expected that there would be a big difference between the ideas about peace of the Japanese students and those of the American students, and that focusing on the differences could lead us to a better understanding between Japan and the United States. But we also found many similarities in the essays of Japanese and American students. They both feel that it is necessary to understand different cultures and to work together to appreciate the differences.

Actually, we are living in different countries and have different problems, and we have many big differences. Simply knowing the differences is not enough to reach real mutual understanding. We need to realize not only the differences but also the same wish for peace. We also need to discuss problems to make our future better.

As teachers, we need to focus more on the similarities than on the differences and develop in students' minds the value of working together with people who have different cultures.

Supervisors

Dr. Edwin BELL, East Carolina University

Ms. Elizabeth SIMMER, Japan-America Society of Minnesota

Cooperators

Mr. Jay JESTER, J. H. Rose High School

Ms. Phyllis WOOTEN, J. H. Rose High School

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Team Members

Seiich YASUI, Mihara Junior High School Attached to Hiroshima University

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Itinerary and Major Activities in the Field Study

DATE	VISITATION SITE	ACTIVITIES	PARTICIPANTS
Aug. 9 9:15	Minneapolis Hotel Luxeford Suites	Opening Ceremony Have a discussion about the schedule in Minnesota with Ms. Simmer	Ms. Simmer
10:30	The city of Minneapolis	Go on a field trip with Ms. Simmer	
12:00	Ramsey Junior High School	See inside the school building and pass out the essays from Japanese students	Principal of the school
13:00	The city of St. Paul	Go on a field trip with Ms. Simmer	
15:00	Ms. Simmer's house	Get the essays about dropping atomic bombs	
15:30	The College of St. Catherine	Visit the Peace Pledge, and other activities, commemorating the 50th anniversary of the bombing of Nagasaki	Ms. Simmer
18:00	Hotel	Exchange opinions with two college students Read the essays and have a discussion	two college students
Aug. 10 10:00	Mall of America	Have a discussion about the essays and get many kinds of opinions about atomic bombing and peace from different generations. Get some messages to Japanese students Find useful things for teaching in Japan	Ms. Simmer A Waiter
17:00	Ms. Hanson's House	Friendship Party	
21:00	Hotel	Have a discussion about the essays and information from Ms. Simmer	
Aug. 12 7:30 10:00	Washington D.C. Holocaust Museum	Get in a line and wait for three hours Enter the museum Pictures and Explanation of · establishing Nazi and anti-Jewish ideology · whole story of the Holocaust Learning system by using computers 10% discount at the museum shop	
15:00	Air and Space Museum	Enola Gay Exhibition Enola Gay as the symbol that ended the war · focused more on historical aspect than on the victims or fear of nuclear power	

DATE	VISITATION SITE	ACTIVITIES	PARTICIPANTS
Aug. 14 9:30	Greenville Club Rock Springs	Opening Ceremony and orientation Have discussion about the schedule	Dr. Bell
13:00	Library of ECU	Reference right kinds of books for our study using a computer	A librarian
	Office of Dr. Bell	See the text books or books for children about World War II and atomic bombing	
		Get the American students' essays from 'Satori,' magazines, newspapers and VTR about our study	
18:00	Hotel	Read the essays, magazines and newspapers	
Aug. 15 8:30	Room 202 of ECU	Translate the essays Watch the VTR, 'WHY WAS THE BOMB DROPPED?' Get some suggestions from Dr. Bell Pass the Japanese students' essays to Dr. Bell and ask him to examine them from the viewpoint of Americans	Dr. Bell
16:00	J. H. Rose High School	Get some suggestions about our study Meet with three host teachers See the school building How well-equipped!	Mr. Jester Ms. Wooten Ms. Anderson
Aug. 16 8:30	Library of ECU	Reference some cartoons in the newspapers at wartime which dehumanize the Japanese soldiers at the micro-film library	Dr. Bell
		Have a discussion about the Japanese students' essays and what is taught to develop the value of peace	
15:30	J. H. Rose High School	Interview about American education about peace How to develop the value in students' mind that it is necessary to understand different cultures	Mr. Jester Ms. Wooten Ms. Anderson
17:00	Club Rock Springs	Friendship Party	
Aug. 17 8:30	J. H. Rose High School	Learn about the new idea called 'paidia' about teaching combined history and literature	Mr. Jester
10:00	Library of ECU	Reference microfilms	Dr. Bell
13:00	Library of ECU	Reference right kinds of pictures for our study from magazines 'TIME' and 'LIFE'	

DATE	VISITATION SITE	ACTIVITIES	PARTICIPANTS
Aug. 18 All Day	Room 202 of ECU	Workshop Examine the materials and discuss our teaching materials	Dr. Bell
Aug. 19 10:00 17:30	Room 202 of ECU Dr. Hudgins' House	Report about the Field Study Final Party	

Search for Comfortable City Life
~ Through Comparison of Japanese and American Cities ~

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1. Introduction

The citizens, as "the residents" and "the users" of the city, are usually "receivers" of various services provided by the city, rarely having chances to develop their attitude as "the creator" of the city. As a result, it seems that the a great number of citizens have become relatively indifferent to their environments.

The third report by the Ad Hoc Council of Education made a proposal on "city creation" for the society of life-long education. In addition, an increasing number of local governments define themselves as "cities of life-long education". They attempt to integrate "city creation" with life-long education, and eventually to activate the community. Patric Geddes, the pioneer of British modern city planner, notes as below:

A community must become an independent government itself in order to accomplish city creation. What makes it possible? A community should develop their attitude to make actions instead of expecting the support from local governments.

His words show that citizens active participation in the process of city creation make possible to recognize the city as their own, to raise their

own questions, and to solve the problems of their own free will. It is also necessary that children or students develop their attitude as the creators of the city when considering the long process of city creation.

Thus, our team has decided on the theme, "Search for Comfortable City life -- Through Comparison of Japanese and American Cities --", and began our field study in Greenville, North Carolina.

2. Research Method

We have understood that the creation of comfortable city requires satisfying three conditions, namely, natural environment (sea, river, pond, park, etc.); institutional environment (public institution, cultural institution, sewage system, road, etc.); and affective environment (traditional event, festival, etc.). Therefore, we have decided to interview the city planner and an officer in the department of public work in Minneapolis City Office. We also studied the city hall, the police and fire department, schools, rivers, parks, tobacco fields and industrial areas in Greenville.

3. Outline of the Research Activities

August 9, Wednesday

Quite a few research activities were carried out on August 9, and a variety of information on the city environment of Minneapolis has been attained.

Trolley Tour, Downtown Minneapolis

The first activity was to grasp the whole picture of Downtown Minneapolis by taking a trolley tour. Interestingly, the city government preserve the old outlook of warehouses whose inside is modernized. This is considered the American counterpart of Kurashiki preservation policy.

Pilgrim Lane School

As the second activity, we visited an elementary and a middle school in Green Valley. Although the schools were not on session, we were able to study some of the school facilities. The most impressing educational approach found in Pilgrim Lane School was a strong emphasis on small group activities. Each group is made to compose its own group rule to observe (e.g. "Cooperate with one another.") and self-evaluate the degree of their

accomplishment.

Municipal Office, Minneapolis

Our third activity was to visit the Municipal Office, Minneapolis. First, we met Mr. Billy Binder, City Planning, and Ms. Katie Fournier, International Relationship Coordinator, who briefly summarized the city environment policies.

At the next stage of the visitation, we had a chance to talk to five members working on an energy conservation project in the Department of Inspection. Their program was highly community-based and seemed to have achieved a great success at that point, although there still is a tendency to thoughtlessly overuse public energy because of its relatively low price.

We were also introduced to the Apolo System at the Department of Public Works. The Apolo System is a mapping system consisting of enormous database on the city information such as local population, crime location, etc. Maps as the results of data processing are used as tools for problem finding and consideration of possible solutions.

Finally, we attended a conference on the project to render bicycles an alternative transportation of Minneapolis. They were working on the planning to systematize bike-lanes so that business districts, schools and other important sites could be more easily approached from all over the city by bicycles. We thought that the idea was quite unique and promising at the same time.

August 10, Thursday

Municipal Office, Minneapolis

The main activity today was a visitation at the Municipal Office in order to deepen our understanding of Minneapolis' problem-solving process. We were able to talk to Mr. Tim David, Department of Public Works and gain interesting information.

We first reviewed the structure of the city government and how it works when a new problem arises. It was observed that each department or division assumes responsibilities in its own specialized field, resulting in relatively

loose cohesion, which can be often seen in the government of a big city.

Secondly, we discussed the problem-solving process of Minneapolis referring to several current issues in question, such as water quality issue, crime, public housing, school desegregation, etc. Problems to be solved are prioritized according to voters' needs. Then, the responsible department or division inspects the situation to design a plan to be executed. It was felt that satisfying the voters assumes the top priority when taking any action in American local governments.

August 14, Monday

City Hall, Greenville

Today we were able to have an honor to talk to Ms. Nancy Jenkins, City Mayor of Greenville. She was very understanding and active person. She kindly introduced us to the general city policy and provided us with a variety of information about the city government. Greenville has developed and is working on a long-range improvement plan named HORIZON, which incorporates nine separate areas of city management. The city also tries to encourage its citizens to participate in the governmental activities as much as possible.

Pitt County Development Commission

In the afternoon, we visited Pitt County Development Commission and met Mr. John Chaffee, Executive Director, who is working on economic development of the county. His current main business is invitation of domestic and foreign industries, including ASMO (Japanese car-part company). Greenville is a small city featuring only ECU and its Medical Center. So it needs a strong industry as an economic base to grow. However, an industry which affects the water quality of the Tar River, for instance, chicken processing or heavy industry, is considered undesirable.

August 15, Tuesday

Pitt County Office

Today we had an interview with Mr. Thomas Robinson, County Manager, Pitt County Office. A great deal of information on their long-range plan to

improve the institutional environment has been gained. In addition, we were able to obtain a clear view on how the city and the county governments co-exist and interact with each other.

Pitt County is currently working on invitation of both domestic and foreign industries. Their main drives to do so are; (1) to activate the local communities; (2) to secure sufficient finance that is presently dependent on ECU and tobacco industry; and (3) to provide more employment opportunities for their well-trained local talent. However, they are not inviting industries unconditionally. Possible contaminaters such as heavy chemical industries are apt to be rejected so that the water quality of the Tar River may not be damaged. Since agricultural waste is rather difficult to be regulated in such an area economically dependent on its products, industrial and family waste becomes the main concern as a target of regulation.

August 16, Wednesday

Pitt-Greenville Chamber of Commerce

We had an interview with Ms. Pat Burnette, Senior Vice President, Pitt-Greenville Chamber of Commerce. Chamber of Commerce comprises a variety of specialized committees and functions as an entrance of Pitt-Greenville open for both domestic and foreign industries. They aim at a local finance that is dependent not only on ECU and tobacco. One of their main activities is to connect schools and industries by establishing an apprenticeship system.

C.M. Epps Middle School

Our next visitation was made at C.M. Epps Middle School, where Ms. Ann Hamze, Teacher of International Relationships, and Ms. Joann Harrington, Teacher of Social Studies, kindly introduced us to the American school system. The concept of middle and secondary school is relatively new in the history of American education. Former junior and senior high school system, whose emphasis was largely on individuality, is gradually becoming out of date. Instead the current emerging system is gradually shifting its focus to group orientation or cohesion as a counter-reaction. It seemed to us that the most serious problem in American schools is that teachers cannot spend much time and energy on subject instruction struggling with students' daily problems. This is, to some extent, attributed to the diversity in their

classrooms, including differences in their academic levels, racial and linguistic background, family environment, etc.

August 17, Thursday

Department of Police and Fire, Greenville

We were able to have an opportunity to visit and study a variety of sites in Greenville thanks to the municipal organization and Dr. Spence. Our first visit was made at the Department of Police and Fire which are under the process of integration into one new building. Mr. Charles Hinman, Chief of Police, kindly showed us around the department facilities under construction and explained the system and function of Greenville Police. Our impression was that American police, even in such a small town as Greenville, is highly computerized and efficiently organized.

Greenville Town Common and North River Park

Mr. Howard Vainright took us to two major part institutions, namely, Greenville Town Common and North River Park. The former is located next to the downtown and ECU campus and functions mainly as citizens' resting place during lunch time, occasionally accomodating their principal annual events such as Independence Day celebration and International Day. The latter, located comparatively distant from the central area, functions as a recreation site and a learning laboratory. Science and Nature Center, in particular, is a high-qualified learning space for local communities including school children.

4. Itinerary and Major Activities in Field-Study and Workshop

Date	Visitation Site	Activities	Participant
Aug. 9 9:30	Hotel Luxford	Planning of research activities	K. Enloe
11:15	Downtown Minneapolis	Sightseeing tour on a trolley	K. Enloe

12:00	Golden Valley	Visitation at Pilgrim Lane Elementary School	K. Enloe
13:00	Golden Valley	Visitation at Middle School	K. Enloe
14:30	Minneapolis Municipal Office	<ul style="list-style-type: none"> • Meeting Mr. Billy Binder (City Planning), Introduction to environmental policies of Minneapolis • Meeting Ms. Katie Fournier (International Relationship Coordinator) 	B. Binder K. Fournier
15:00	Department of Inspection	<p>Meeting five members of Environmental Coordinating Team at Inspection Office.</p> <p>Introduction to Minneapolis Energy Plan and Q&A session.</p>	
16:30	Department of Public Works, Engineering Design Division	Introduction to APOLO Mapping System (computer database on the city's geography and demography)	Tim David
17:10	Hennepin County Government Center	Observing the conference on transportation (Biking Project)	
Aug.10 9:30	Catholic Church	Visitation at Catholic Church	K. Enloe
10:00	Golden Valley Downtown		K. Enloe
10:25	Dayton's	Shopping	
11:10	Chinese Restaurant	Luncheon	

13:00	Municipal Office	Introduction to Minneapolis City Government System and its problem-solving process referring to the Pig's Eye Plan (water quality improvement). Q & A session.	Tim David
14:40	University of Minnesota	Studying the university facilities	K. Enloe Prof. Mizoue
16:40	Enloe's home	Tea Time	
18:00	U.S.-Japan Foundation President's home	BBQ party	
Aug. 14 10:30	Rock Springs Equestrian Center	Beginning ceremony & planning of research activities in each team.	Henry Peel
11:30		Luncheon with the city mayor, Nancy Jenkins.	
13:30	ECU Library	Studying documents	
14:00	City Hall, Greenville	Meeting the Mayor, Nancy Jenkins and City Manager, Ronald Kimble. Introduction to the city environmental issues and Q & A session.	N. Jenkins R. Kimble
15:15	Pitt County Development Commission	Meeting John Chaffee, Executive Director, Pitt County Development Commission. Introduction to natural environment of Pitt County. Q & A session.	J. Chaffee

Aug.15 10:00	Pitt County Office	Meeting Mr. Thomas Robinson, County Manager. Introduction to the long-range plan of the county, including invitation of industries. Q & A session.	T. Robinson
13:00		Visitation at the Chamber of Commerce has been postponed untill Aug. 16.	
18:30		Homestay	
Aug.16 10:00	Chamber of Commerce Pitt- Greenville	Meeting Ms. Pat Burnette, Senior Vice President, Pitt- Greenville, Chamber of Commerce Introduction to the industry of the county. Q & A session.	P. Burnette
13:00	C.M.Eppes Middle School	Visitation at C.M.Eppes Middle School. Introduction to the concept of middle & secondary school. Discussion on educa- tional issues of Japan and U.S.	Ann Hamze Joann Harrington
17:20	J.H. Rose High School	Visitation at J.H. Rose High School. Inspecting school facilities.	Ann Hamze
Aug.17 9:00	Department of Police and Fire Greenville	Visitation at the new building, Department of Police and Fire. Meeting Mr. Charles Hinman, Chief of Poloce. Touring the new building under construction	Charles Hinman
10:20	Greenville Town Common	Touring	Howard Vainright

11:20	North River Park	Touring	
11:30	Science and Nature Center	Touring and studying exhibition	
13:00		Taking photographs ECU campus Retirement Center Industrial Park Pitt-Greenville Airport Medical Center Tobacco field	D. Spence