

EDUCATION TACTICS IN THE JAPANESE SECONDARY SCHOOLS

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〈INTRODUCTION〉

I will focus on the education tactics using at the Secondary schools, included High school and Junior school ; What teaching tactics are used? Why are those used? What effects do those have upon pupil? What social factors relate with success or failure?

〈KEY WORD〉

Secondary school Education Tactics

PART ONE : MOTIVATION FOR SCHOOL VALUE

CASE 1-1 NEWCOMER IMPACT

〈1〉 Case

I will show education tactics at the two High schools. One is X high which is highly selective academic school. The other is Y high which is non-academic private boys school.

Just after entrance of newcomer pupil, X high school makes high level achievement test on them. Most newcomer pupil are shocked by getting the lowest low test scores in their life, because they used to get high scores at the junior school. The name of "Top 10" pupil is on school notice board at the main hall. X high mails this test score and ranking list to all parents.

Y high school gather all newcomer pupil in the Gym after formal Welcome assembly. REAL "Welcome assembly" called by pupil is held at the gym. This assembly is rude and is not controlled by the teacher. No teacher attends. Only senior pupil attend, who are the member of Pupil Association of which main member are sport clubs member, tough guys. They overwhelm new comers in their toughness and rudeness. They speak unfriendly and sometimes hit the newcomers if newcomers resist to their order.

〈2〉 What's effect of this tactics?

Both tactics are useful means of motivating pupil. One is the motivation tactics toward academic and the other is the motivation toward vocation.

X high's tactics has two aims : First aim is making unity among pupil. Shared same value help making unity, so X high try to motivate pupil toward academics. Second reason is educational needs from pupil and parents. Pupil and their parents have needs to enter high prestige universities for social advance. Academics, especially getting high test score, is most necessary to enter those universities.

On the contrary, Most pupil at Y high are under-achiever. So it is not possible to

motive pupil by academics. Instead of academic, Y high asks the newcomers obey the rigid school discipline, acting with good manner, accepting of authority. This tactics has two aims : The first is letting pupil know social values at work place. Rigid discipline, acting with good manner, accepting of authority are social values at work place.

The tactics used by Y high have another aim. It is preventing rebellion against teacher. Y high has some delinquents. They have been rebellious boys since their junior school days. Sometimes they hate both Y high school and teachers. If they see the teacher weak, they challenge against them. Y high try to prevent rebellion by strict school order.

〈3〉 How does the tactics relate with Japanese education structure?

1) At secondary school system, pupil are separated different types of high school through the entrance examination. Each high school has developed different educational tactics which is suitable for pupil.

2) But both tactics has becoming weaker. Some citizens criticize the X high's tactics as losing pupil rights-- "privacy". Other criticize Y high's tactics as depressing human rights : They blame that Y high's tactics is as same as one in the prison or the military. It is not educational. Even if those are right, what should Y high do for motivating pupil. Nobody knows!

〈4〉 Other motivation tactics for brilliant pupil

1) Making term paper at end of junior school

CASE 1-2 BROKEN SCHOOL ORDER AT A JUNIOR SCHOOL

〈1〉 Case

In 1980's, Many junior schools lost control over pupil. Violence stormed through school and many school fell down to the Black board Jungle.

How was the school order destroyed? That social process is as following.

1) "Common pupil (or conformist pupil)" feel any antipathy against some problematic teachers.

2) Problematic teachers means unfair, selfish and indifferent toward pupil.

3) Common pupil feel sympathy with disobedience of delinquent pupil ; "Delinquent of cause is not good, but I see the reason why they do not obey teacher, because problematic teacher is problematic."

4) The delinquents openly disobey all teachers.

5) They attack the strongest teacher in the school. In that time, no teacher could resist their violence.

6) Next, the conformist pupil lost sympathy with deviant pupil. They feel afraid of deviant pupil, because sometimes they become a victim. They change their attitude toward deviant pupil. "They are bad boy. I am not same as they"

7) Parents feel crisis about broken school order and push their children to come back to school order.

8) Finally deviant pupil lost their power over teachers and common pupil. Then peace come back.

〈2〉 What's issues here?

This case show us a lessons as following.

Real factor of broken school order is problematic teachers. They are unfair and self-ish. In other words, they may be incompetent as teacher. But past and now there have been incompetent teachers. Unfortunately Japanese school system can not fire them off.

〈3〉 How does the tactics relate with Japanese education structure?

Why can not junior school exclude devients from school. Answer above this question is relate junior school institusion and law.

- 1) Law prohibits firing pupil from school.
- 2) There is an atmosphere among people which hate enforcement from police.
- 3) Law prohibit corparal punishment by teacher.
- 4) Japanese school system can not fire incompetent teacher off.
- 5) Classroom teacher system privent systematic or organized action.

CASE 1-3 SCHOOL REGULATION BY POWER

〈1〉 Case

After Case 1-2, Junior high schools have adapted new tactics. This tactics is more systematic than before. This tactics is not motivation but compelling by power.

- 1) Departing delinquents from common pupil
- 2) Special caring for delinquents
- 3) Enforcing rigid regulation to all pupil

〈2〉 How does the tactics relate with Japanese education structure?

Those tactics have been developed from teachers' experience. But even those tactics are not perfect. There are two natural enemy against this tactics. One is in inside and the another is at outside.

An education ideology spread among young teachers : teacher must deny his authoritarianism. And must treat his pupil like a friend. Friendly relationship between teacher and pupil is good, authoritative relationship is bad. This idea is perfect as idea, but it is very difficult to carry them out. If they were skillful teacher, they would succeed, but most of them are not. So in many cases, teachers failed.

Outside critics have blamed by the reason rigid regulation depress pupil' human rights and destroy personal contact with pupil.

PART TWO GETTING SCHOOL ROYALTY

CASE 2-1 FISCAL TRAINING

〈1〉 Case

According newspaper, the Superior Court ordered the payment (over \$1 million) to K high. A pupil at K high got serious injury at the exercise for the school sports event. He has been suffering from heavy disability. Even after his accident, K high has been doing on this physical training. Why do X high stick to the fiscal training?

〈2〉 What's the effects of this tactics

Physical training on boy is traditional in Japan. Most highly prestiges high schools have unique physical training, e.g. a long distance walk over night, a climbing mountain, a cavalry battle game and a long distance swimming crossing the channel. Through those physical training, the pupil feel sure that "I am in my school". It is doubtful if pupil feel like that, but at least teachers believe so. Physical training is a tactics for getting pupil's loyalty to school.

〈3〉 How does the tactics relate with Japanese education structure?

1) K high is the newer public high school. K high hope to catch up established traditional public high schools. So K high introduced physical training.

2) "Training" is a part of Japanese traditional school culture, which relate with physical ideology and method like Judo. This school culture evoke a prejudice that highly prestiges high schools have unique traditional physical training, so schools have unique traditional physical training are highly prestiges schools.

3) But this tactics also has reduced its effects, because pupil tend to hate this kind of physical training. Privatism among pupil also has promoted this tendency.

〈4〉 Another tactics for getting school royalty

- 1) Selection and training athletes
- 2) inter-school competition on athletics
- 3) School festival

PART TREE MOTIVATING CLASSROOM LESSON

CASE 3-1 LESSON ON INTERNATIONAL ECONOMY

〈1〉 Case

A skillful teacher, KAZUKO HONDA, tried to new lesson tactics at "Modern society-new and future" in the high school. She brought some banana into her classroom. She permitted her pupil to eat those banana in classroom during her lesson. This surprised pupil and enable her to take attention from pupil.

She showed her pupil the slide films which she herself took at Philippine. Pupil realized

the reason why price of banana was so cheap. One reason is extreme low wage labor of banana plantation in Philippine. Second reason is socially unfair land owner system in Philippine : A few rich land owner had wider lands and many poor farmers had not own land. Third reason is the world size big plant companies. They have controlled all production and delivery system, So that nobody can not overcome their monopoly.

〈2〉 Why did this lesson tactics succeed in?

1) Lesson material-a banana- made her succeed in. Pupil are familiar with banana. Behind a banana, they could see the mechanism of international economy and the life of poor banana farmer under control of this mechanism.

2) She stopped tracing the textbook. In many case, tracing textbook tend to make pupil bored and loose their interest toward the contents of lesson.

3) But To stop tracing textbook is adventure for teachers, because Ministry of Education strictly order teachers to teach with the textbook. If any teacher don not use textbook, he will be fired.

CASE 3-2 SIMULATION GAME

〈1〉 Case

Some teachers try to improve lessons skill with simulation games. I show several examples as below.

1) "Life and Economy of the nomadic tribe in West Africa"

This simulation game is developed as geographical lesson in England. This game simulates nomad in West Africa where they live with the cows and make nomady with cows season by season.

2) "Industrial farm administration at California's rice farmers"

The lesson aim of this simulation game is two : One is to see industrial farm administration at California. Another is the trade struggle between Japanese agriculture and American one. Pupil is asked build a plan which how much rise sows by air plain and to where will they sell the rice. The price of California rice is half of Japan. Why Japanese Government exhibit to import the half price rise from California? On the contrary, Japanese cars and NINTENDO GAMES are imported freely. Is this fair or unfair?

3) "Gamble-like Farming in the North Idea" This simulation game is translated from UNESCO. The North Idea has the dry season and the rainy season. But the climates has changed drastically each year. If farmers mistake to anticipate the climate change, starvation come soon and many children die. Pupil is asked to anticipate the climate change. The climate change is decided by dice. Pupil simulate gamble-like life of the North Idea farmers and his family.

4) "Administration of a Convenience store simulated with Computer"

This is the lesson for the commerce subject at secondary school. This is as same as the computer game for the entertainment. The factors such as the location, the price, the customer so on are programed. Pupil is asked to select any store which programed

differently. Also pupil is asked to estimate what is more important factors by statistic analysis such a factor analysis.

〈2〉 Why do those tactics succeed in?

Because pupil like simulation games.

But we must remain in mind as following.

1) Simulation games need too much time for both teacher and pupil.

2) Simulation games have several blind points. One of them is so commit to the game that pupil loose the sense of reality. For example, a teacher who practiced "Gamble-like Farming in the North Idea" reported a pupil saying: " I am happy, because my child die so I can spend less money" If a farmer in the North Idea hear this pupil, how does he feel?

CASE 3-3 KOBE TRIAL

〈1〉 Case

Several junior schools in Kobe City district have practiced a new lesson tactics, called Kobe Trial. Pupil work outside school during one week. They are absent from school one week during working period. The work places are a shopping store, a breeding farm and so on. The aim of this trial is to experience real work.

〈2〉 What's the effects of this tactics

This tactics is revolutionary for the reason as following below.

1) Pupil are absent from school one week during working period.

2) Pupil experience real work.

3) several schools joint each other for this trail.

〈3〉 How does the tactics relate with Japanese education structure?

Kobe trail shows us when and why to evoke revolutionary tactics.

Hansin Earthquake Disaster, killed over 5,000, noticed teachers in Kobe the importance of social solidarity. Pupil are cut off real work and loose chance to contact with workers including their mother and father. Without Earthquake Disaster, Kobe trail could not be carried out. School as same as all bureaucracy dislike revolution.

PART FOUR POLITICS OF EDUCATION

CASE 4-1 NATIONAL IDENTITY

〈1〉 Case

In March 1999, a senior high school principal in Hirosima prefecture killed himself. According to newspapers, he was under cross pressure; the one is the official duty ordered by the Local School Board --raising "Hinomaru flag" and singing "Kimigayo" at graduation ceremony, The other was the pressure from teachers--neither raising "Hinomaru

flag” nor singing “Kimigayo” at a graduation ceremony. Moreover conservative members of the Hirosima prefecture assembly would check whether principals follow their order.

After the principal’s suicide, Prim minister stated to enact Hinomaru as national flag and Kimigayo as national anthem.

Ministry of Education of Japan has ordered raising “Hinomaru” flag and singing “Kimigayo” at school ceremony. “Hinomaru” is supported to national flag and “Kimigayo” is supported to national anthem. Now both are stipulated.

But, Some citizens oppose against raising “Hinomaru flag” and singing “Kimigayo”,

(1) “Hinomaru flag” and “Kimigayo” were used during the War (world war Second)

(2) Especially “Kimi” means His Majesty the Emperor, so “Kimigayo” is not appropriate as national anthem in democratic society.

〈2〉 What’s the issue here?

This case is the issue of school ritual as curriculum-leading national identity among pupils. This traditional education tactics has been used for long time.

1) The First Minister of Education, MORI ARINORI, spoke “school rituals are tools of inspiring nationality into pupil’s mind.” “Repeat again and again”

2) Especially during the War “Hinomaru and kimigayo” were main means to lead nationalism and support the War. Some citizens were and are against that.

〈3〉 What influence does the issue have?

1) The objection against “Hinomaru and kimigayo” has becoming weak. Instead many pupil begin to show their indifferent attitude toward this issue, because national identity is not crucial problem for young generestion. They prefer private life more than publicity. I think this is one important problem.

2) As MORI illustrated, school ritual as curriculum-leading national identity was effective in the times of building Nation and national crisis like war.

〈4〉 How does the tactics relate with Japanese educational structure?

1) This tactics has depended on two educational factors. The first is political pressure for curriculum-leading national identity. The second is Japanese traditional sympathy for grouping action.

2) But privatism among young generation and human rights movement have weaken the effects of this tactics.

CASE 4-2 Textbook authorization Prof.IENAGA vs. Ministry of Education

Ministry of Education of Japan has the textbook authorization system and by this system it create national curriculum in Japan.

Textbook authorization system is shown below :

(1) All textbook publishers must send descriptions of textbooks to Ministry of Education.

(2) Ministry of Education can “suggest” to re-write them if they judge them “in-appropriate” or “in-correct”.

Professor IENAGA, a famous modern-historian, brought a suit against Ministry of Education’s authorization, because Ministry of Education did not permit his textbook “History of Japan for senior high school”.

The question we raised were as follows :

- (1) The textbook authorization system itself is against the Constitution.
- (2) Inspectors of the authorization are too nationalistic, therefore they ignored a historical truth :

The War (World War the Second) was a war of aggression or Japanese Militarism by which many people suffered.

His suit evoked controversy, but finally IENAGA was lost.

〈1〉 What’s the issue here?

The issues are ; (1) Who runs Education system?, (2) Why does Ministry of Education has the power to authorize?, (3) Is it true whether Ministry of Education is too nationalistic?

〈2〉 How does the issue relate with Japanese social structure?

There has been political controversy concerned the War in Japan.

ex. Was the War the war of aggression or defensive one?

Should Japan should pay the victims of the war?

Was Japan to be blamed by Asian victims?

The policy of Japanese government, formed by the conservative party (Liberal Democratic Party), is to remain in silence. The example is shown bellow.

Question	“Should Japan pay the victims?”
Answer from Japanese government	“No.”
Question	“Why?”
Answer	“No comment”

〈3〉 What influence dose the issue have?

1) China and Cores blamed and thereby the Ministry of Education partly changed its authorization policy.

2) But it was not like Germany where Nazism totally denied, Japanese government continues to remain in silence.

3) The worst outcome of this would be follows.

Japanese young generations had less chance to learn historical facts of Militarism and the War from textbook. Therefore it would be very difficult for them to realize why neighborhood countries blame Japan. Young people in Japan lack in sympathy for suffering of Asian people. Furthermore don’t even understand the expression : “Forgive but never forget”

CASE 4-3 REPRODUCTION OF THE POOR IN EDUCATION

An researcher researched how poor pupil drop out from school. He researched junior school at the small community, facing Pacific sea. The residents enforced to live there and not to remove there. This was segregation policy by Federal load.

1) Most pupil in that school are poor achievers. Pupil could not already follow to lesson in the elementary schools, therefore they pass meaningless time at their school. And they could not go to senior high school because of low grades.

Most parents are fisherman. Fishman was only "role model" for them. In other word, pupil had no another role model. Therefore pupil has no chance to learn other (occupational) role model who shows pupil get the merits of school career.

2) There is extreme difference in achievement among pupil.

3) High achieved pupil knew how to use school culture and local community culture. (Culture means the way of life. Local community culture is very different from school culture. Local community sub-culture values strongly, toughness and getting along with their peers. On the contrary, School culture is teachers' culture, which encourage pupil to effort for getting academic career, going to upper school, and conforming to teachers and parents.

Parents of high achieved pupil tried to encourage them to comfort with teacher. Their hope was that their pupil could get good job not fisherman.

4) Poor achieved pupil devoted themselves to their peer without conforming with school and teachers.

5) Teachers made efforts in order to let pupil learn "basic scholar". Teachers believed "basic scholar help pupil succeed in outside society. But," to let pupil learn "basic scholar" was the main cause of pupil's antipathy and rebellion toward teachers.

Most ironical finding was that teachers' good will was the cause of pupil's rebellions. Teachers considered pupil's "peer culture" as something to be cured. For example, teachers try to cure pupil's dialect because pupil was segregated by their dialect. But pupil felt hostility toward teachers' effort to cure the dialect.

〈1〉 What's the issue?

This researcher asks school function for deprived pupil. Is school good place for them? Can school improve their living? The answer is negative.

1) School system is not good for pupil who will not seek social advance by academic career. In other word, school bless only pupil who will conform school culture.

2) Psychology approach on the reasons of pupil's rebellion is not sufficient. Psychology focuses only pupil's mental process. It would be more important to know social condition surround pupil.

〈2〉 How does the issue relate with Japanese social structure?

1) This case is an educational mechanism- "Reproduction of the poor"

People believed that school help the poor improve their lives. But it is not always

true.

2) School system used to be blamed as making segregation by education's career. However, most important factor is segregated job structure in Japan. It is one serious problem to solve "reduction of the poor".

〈3〉 What influence does the issue have? How is the issue solved?

1) This case teaches us importance of "cooling out". "Cooling out" is a kind of motivation to let pupil feel satisfied with school life even under achievement. In other words, "cooling out" is teachers' effort to encourage pupil to fit into school life.

2) "cooling out" tactics

1) alternative achievement

One of alternative achievements is achievement at sports activities. Sports institutionalized since Meiji period when school system was established. If you visit any secondary school, you would find many prizes at entrance hall or the principal's room.

2) job model

Another motivation tactic is to show "job model". Ministry of Education and school has been hesitating to move pupil out of school. But now several trails begin as shown below.

〈1〉 "Kobe trail"

〈2〉 "hearing from workers" in an science high school