

NWEC

NEWSLETTER

A Biannual Publication of the National Women's Education Centre of Japan

A SURVEY ON THE EDUCATIONAL FUNCTIONS OF THE FAMILY AND COMMUNITY IN ADVANCING URBAN SOCIETY

1. Introduction

Families are surrounded by a social environment that is undergoing great changes with the advances of urbanisation and the development of information-oriented society, and amidst these social changes and diversification of families, the role of family education is being questioned. In April 1995 the Central Council for Education received a submission from the Minister of Education, Science, Sports and Culture for an inquiry into "The State of Education in Japan on the Brink of the 21st Century". In the face of today's extreme competition in entrance examinations, problems of bullying and refusal to attend school, or lack of experience in society outside school etc., urgent responses are being called for in order to foster the development of character and human qualities. In order to contribute to the solutions for these issues there is a call for going back to the basic principle of education that the formation of children's characters takes place through education in schools, homes and throughout society, to consider the future form of education while examining the role and cooperation of each kind of education.

In the midst of this trend, the National Women's Education Centre conducted research under the theme of "A Survey on the Educational Functions of the Family and Community in Advancing Urban Society", to survey possibilities for the cooperation of family and community, and consider concrete measures. In the

present circumstances, where families are becoming more individualised as their scale grows smaller, it is becoming difficult to create within the home alone the necessary human relationships for growth and development. It can be supposed that stimulating the rebirth of the power of community education in the living environment around children, is extremely important. Therefore with 'the educational power of the community to support the family' as its basic concept, a 2-year case-study research plan was undertaken from fiscal 1996 to verify the educational power of the community in various actual activities.



Traditional music with demon dance

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2. Survey Methods

From October 1996 to June 1997 aural surveys of the case studies were conducted across the country. The survey questions were about: 1. how the activity started, 2. what the aim of the activity and programme is, 3. a description of the activity, 4. the person who started the activity or programme, 5. effectiveness of the activity, 6. influence on the community, 7. position on the cooperation of family, community and school, 8. composition of members, 9. methods of collecting money for activities, 10. problems with the activity, 11. future plans and 12. hopes for local government. In recognition of the fact that urbanisation is not only a problem of cities, a wide range of 26 case studies across the country were surveyed, ranging from urban to rural areas.



Scavengery

amongst their friends the age group is nearly always the same. It is feared that they will become weak in forming relationships and have insufficient social skills. Therefore much importance was attached to mixing in the community with friends of various ages and accumulating experience of life, society and nature. The interaction between different age groups that once used to occur naturally in children's groups is now disappearing. Intentionally and consciously creating this interaction was deemed to be important.

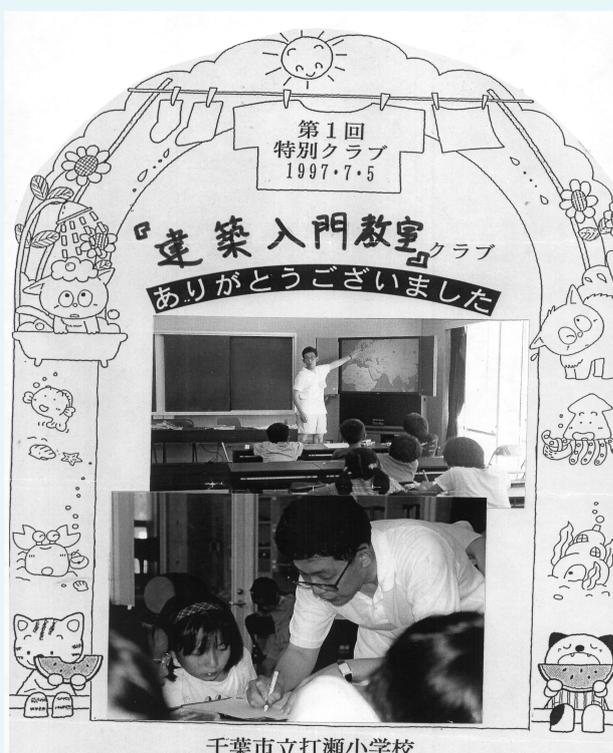
Secondly, slightly older youths can be expected to form older-brother, older-sister type relationships with children who have few brothers and sisters, that are a bit different to the kinds of relationships they have with adults including parents and teachers. As children mature, having familiar role models nearby has an especially important meaning. Young people are trusted by children because they take care of them, mediate in quarrels, sort out relationships and listen to problems etc., which was observed to have the mutually advantageous effect of confirming their sense of self and restoring confidence.

(2) Various Mediums for Revitalising the Educational Power of the Community

Socially speaking, a rich network of human relationships is needed in society, but forming these relationships is not so easily achieved. Therefore some kind of mediation is greatly significant. In this survey the mediums for forming relationships that were discovered were, "community culture such as local performing arts", "food and night", "common work that requires exercising the body", "experiences of bullying and being bullied". Community culture such as local performing arts was observed in all regions across the country: a local rice-planting dance by the Daigo elementary school in Sagae city, Yamagata prefecture; the Ogura children's demon drums in the Ogura district of Sado Island, Niigata prefecture; the 'Eisa' in Urasoe city, Okinawa Prefecture; and the Yagama Ryujin drums and Shakunage drums in Yanaeya village, Ehime prefecture.

(3) PTA Activities Revitalise the Strength of Community Education

The existence of PTA itself, which is said to have strong conservative tendencies, is being questioned, but taking into consideration the revitalisation of the



千葉市立打瀬小学校

Leaflet introducing study with a volunteer teacher from the community

3. Towards the Revitalisation of the Educational Power of the Community

The survey results made clear that activities and programmes to revitalise the power of community education are enthusiastically being tackled across the country. Through these case studies, I would like to consider several points for revitalising the educational power of the community.

(1) The Importance of Forming Groups with Different Age Levels

First, it was apparent that in almost all cases forming a group from different age sectors was considered important and a common aim of the activities. Today's children have fewer friends, brothers and sisters, and

educational functions of the community it has great significance. In Setagaya ward, Tokyo, the Setagaya Seikatsusha Network (Setagaya Residents Network) was born out of the PTA mother's interests in education, culture, consumer and environmental issues, and is contributing to the networking of NGOs. The rice-planting dance in Sagae, Yamagata and Rice Paddy Skating Rink in Date, Fukushima suggest, on the other hand, the flexibility of the PTA to respond to local conditions as it supports the organisation of parents who cooperate to increase opportunities for contact with nature for children who have scant experience of it.

(4) When Promoting the Cooperation of Family, Schools and Community, Opening up the Schools is Effective

Schools are places that open windows for people onto society and the world, and it is hoped that they will go from being the single system attached to a community that they are now, to playing a role in creating a new community society. At Utase elementary school in Chiba city there is not even a fence surrounding the school grounds nor any school gate. The school has a fresh new structure with the computer rooms and gymnasium on the outside of the school building and glassed-in classrooms so as to be easily utilised by district residents as a lifelong learning centre. By also distributing the school news to all homes in the school district, not only is the whole community informed about school activities, but they can also make appeals to the community to do things for the children and make a register of district residents with skills in sports, music, pottery etc. Requests are made for these people's cooperation in club activities and learning of human life and environmental science, and in this way the human resources of the district are being utilised.



Traditional dance "Ei sah"

(5) A Network with Other Groups and Partnership with Public Service Expand Activities

There is a limit to the things that individual groups can do. An attitude of cooperation, mutual support and helping to share the burden leads to new activities. In Setagaya ward, Tokyo the various volunteer and citizens' groups tackling children's issues and the problems of bullying, have cooperated with Setagaya Ward and the Setagaya Board of Education to hold three symposia on the theme of "Bullying". The 24-hour telephone counselling service "Child-line" was a practical measure that began out of these symposia.



Skating on rice field

(6) A Change in Social Consciousness is Required

In order to provide children with a rich network of human relationships, adults should first start with themselves. Men, in particular, who work from morning to night and spend even their free time on work or company-related activities, must enrich their relationships. In view of the aim of creating a society of gender equality, it was considered that together with reducing working hours, we need to promote the active participation of men in the family and community activities that they have had little involvement with to date together with to reduce working hours. It is said that the key to the "Suginoko Oyaji no Kai" (cedar children and fathers' group) in Totsuka ward, Yokohama city, Kangawa prefecture, is taking off the title of 'business men' so that fathers can enjoy themselves as individuals and know the fun of making a group with other parents. The creation of a new set of social values is required to evaluate people in all their diversity and breakdown the work-accomplishment, over-achieving principle that has dominated.

The above are proposals for the purpose of revitalising the strength of community education, that have been concluded from the results of this survey. The research results have been collated in a report and will be offered as reference to communities and groups tackling various issues, and it is also intended to reflect these results in the National Women's Education Centre's training programmes and surveys.

(Hiroe Nakano, Researcher, Programme Division, NWEC)

THE IMPLEMENTATION OF AN MULTIMEDIA INTERACTIVE OFF-SITE COURSE ON CREATING BETTER CITIES FOR RAISING CHILDREN

Introduction

In this era of lifelong learning, in which people desire not only the formal education but also the opportunities to continue studying throughout their lives, there is a need for a learning environment that is not constrained by time or geography, so that learning can take place whenever and wherever required. In response to these demands for diversification and individualisation, communications multimedia, which has been developing so rapidly in recent years, was used to link several separate regions to hold interactive courses. Furthermore, a system was created to enable obtaining the necessary information easily through the Internet. This project was conducted in order to evaluate these two elements as well as evaluating overall the potential for a learning venue composed of the two systematically linked together.

NWEC was commissioned by the Ministry of Education, Science, Sports and Culture to carry out this project, which was conducted over three years. In the first year the off-site course was carried out in lecture style by linking two locations with approximately 500 participants in each place. In the second year a more general course by social education institutions (non-formal education institutions for adults and youth) was envisioned, and a series of three sessions were held linking three meeting places with about 30 participants

each. The multimedia data stored in NWEC's server has also been used for presentations in the courses.

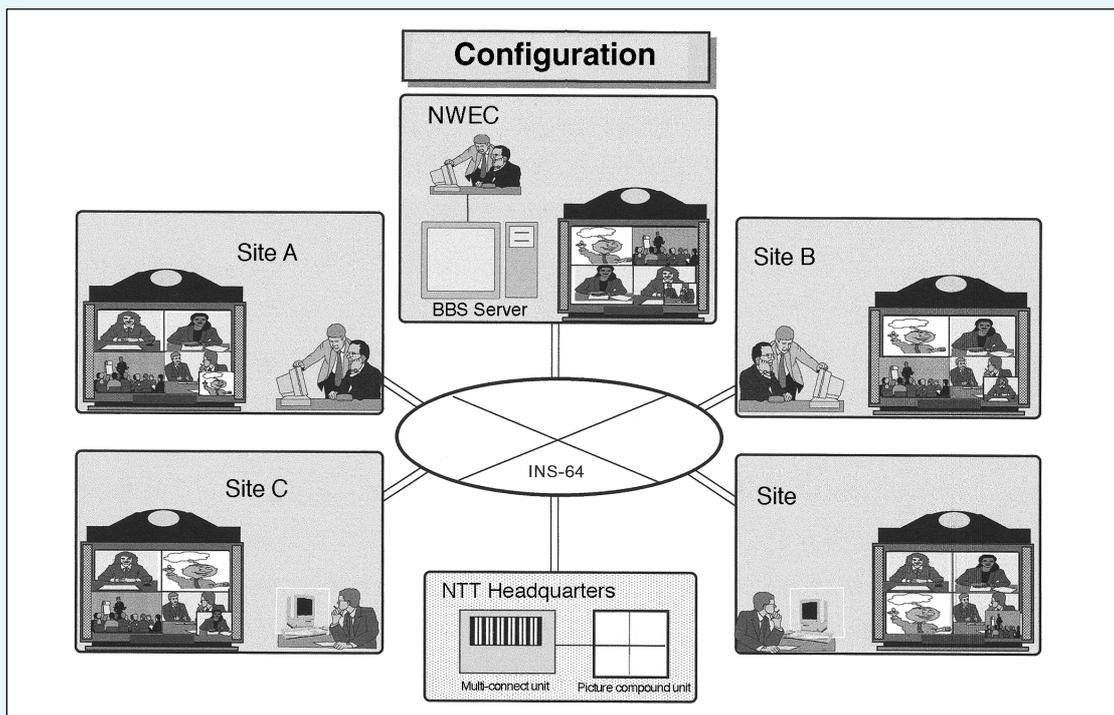
This project compared and examined the scale, contents and suitability of themes, as well as methods of presentation using multimedia and the role of retrieval systems.

The following report mainly concentrates on the final year of the programme in fiscal 1997.

Course Outline

The theme of the course was "Creating Better Cities for Raising Children". The importance of the community and family joining together in raising children is being reviewed in light of the rapid social changes over recent years in Japan, namely the shift towards urban society and increase of the nuclear family etc. The 3-year off-site course dealt with topics related to this theme. This time the development of towns in which children can play safely and pass time enjoyably, was examined (this will also be an environment that facilitates the social participation interaction of mothers).

This year's course was envisioned as being a learning environment on a smaller and more familiar level than the previous year's course by social education institutions, with the object of mutual education and a progressive exchange of information by the small groups





engaged in various activities who took part.

As coordinator we welcomed Professor Yasuhiro Endo, a city planning specialist active in many areas to make a comfortable living environment. The course participants were composed of the following groups: a) a group promoting the creation of parks with natural environments in the urban expansion of Tokyo for children to play freely and creatively; b) a group in Osaka demanding various improvements to public facilities and streets in order to facilitate easier movement with children, who also publishes an information periodical for this purpose; c) an elementary school PTA group in Kochi city engaged in community activities focused on children; d) the students from Professor Endo's research group; and e) NWEC staff. Each group consisted of several members.

The meeting places were respectively: a) the home of one of the Tokyo members; b) the women's centre in Hyogo prefecture where one of the group members worked; c) an elementary school in Kochi; d) a research room in the University of Nagoya; and e) the NWEC building in Saitama.

The course ran from September through to December 1997. A series of 4 meetings in which all the groups participated was held for about 2 1/2 hours each in the afternoon of on September 9th, October 20th,



November 20th and December 9th. During these times one-on-one connection could be used as the necessity arose. The course began with a self-introduction and keynote lecture, followed by reports on selected activities and the progress of each group, for example, the various events held in parks, the stages of putting out an information magazine from editing to publishing, a concert held using empty cans, or themes selected for graduation theses such as an investigation report of community activities. It finished with reports on results of activities, evaluations of the course and summarising.

Outline of the System

In order to come closer to the aims of "whenever" and "wherever", the object was to create a low-cost system which could be used by the participants without the aid of experts. On this occasion it could be connected to an ordinary home television and a popular TV conference system using digital public telephone lines (ISBN = line speed 128 Kbps) was also introduced so that sessions could be held by linking several locations, with each location linked to the others (see the system outline figure). Analog telephone lines were used to connect to the Internet. The TV screen could be adapted according to the purpose so that when the 5 meeting places were exchanging opinions the screen divided into 4 displays, but for the lectures or case reports there was only one display.



Suppliers were late in putting the TV conference system into practical use, therefore technical staff were necessary when the sessions were conducted.

A special home page for the course was also established in NWEC's server. Group introductions, information on each lecture and progress reports were posted here, incorporating both images and text. A BBS column was also set up which was used for course-related announcements, real-time supplementary opinion exchanges during the course, reports on the state of the meeting venue and continuous questions and answers after the lectures (sometimes from people other than course participants). This BBS was utilised much more than was expected.



Multimedia Database

NWEC established a home page for the commencement of this programme and is preparing a multimedia database of family education related material that is separate from the current WINET database (currently in Japanese only). It contains: 1) statistics and surveys related to families; 2) government and local government policies on family education; 3) introductions to various groups carrying out community activities together with children; and 4) lists of documentary records and other materials. The database is constructed with package software that enables word processor files (without an HTML tag) to be read through both Intranet and Internet browsers, and can show many images and animation. In addition, a page was set up for people to write messages related to counselling and exchanging information on raising children.

There is an increasing amount of information currently being provided through administration and social education facilities' home pages. In future a service attaching links will probably be necessary so that these can be used by people as if it were one database.

Summary

From a technical perspective it can be said that the implementation of this course showed the potential for a low-cost, easy-to-use system. Future issues will be the two questions of how to use such a system effectively and for what purpose.

As for the question of how to use it efficiently, it is essential that the participants have a sense of participating, accordingly it will be important to see that the themes and organisation of the programme are attractive for them. It is important then to skillfully use the software in order to compensate for the sterile atmosphere created by all the hardware. That is to say, that communication using the TV conferencing system is apt to end up as something perfunctory with little of the human touch. On this occasion the following techniques were tried. A "cake time" was scheduled for during the sessions, with specialties from each region exchanged amongst the groups themselves in advance

so that they could enjoy them all together. A "chat time" instituted at the beginning of the sessions gave participants the opportunity to warm up. To avoid confusion of voices in this system it was necessary to turn the microphones off in the locations which were not the ones giving a report etc., but the other participants were able to communicate their responses by writing comments on pieces of paper and holding them up to be seen, such as "yes, yes", "that's great", "clap clap", "question" etc. Doing this gave some outlet to the participants feelings and was effective for stimulating the presentations.

Furthermore, through a series of 4 sessions and keeping in contact through the BBS in between sessions, the sense of friendliness between groups increased with each contact and their mutual comprehension through the TV screen began to go smoothly.

There were 2 schools of thought on the selection of the theme and participants. On the one hand some thought that the participation of groups engaged in different activities was worthwhile because they could educate each other, while on the other hand some were of the opinion that groups engaged in the same kind of activities are more effective for exchanging information.

Digital camera images and videos were used for presentations in the sessions, but because of materials with small characters and restrictions of the screen size, supplementing this by distributing materials in advance or using desk terminals is probably necessary.



As for the question of what to use the system for, in future this course could be useful for information exchanges between people living in distant places on a variety of purposes and topics, or for enriching correspondence education, or as a means of advancing the activities of NGOs and women's groups. It can furthermore be expected to be effective as a learning venue for people who cannot go out freely, the elderly or handicapped for example, or for students refusing to attend school.

(Masako Sata, Specialist, Information and International Exchange Division, NWEC)

SURVEY REPORT

PUBLIC OPINION POLL ON GENDER EQUALITY

This poll was conducted by the Prime Minister's Office in September 1997 for the purposes of surveying people's awareness regarding women's participation in society and as a reference for future policies. The poll, targeting 5,000 people aged 20 years and over, had valid returns from 3,574 people (1,955 women and 1,619 men, a return rate of 71.5%). Results of the poll are summarized below.

choice (41.2%), as opposed to "compatibility" (28.2%) in men's lifestyles and "family over work" (7.0%). "Work over family" choice ranked highest (62.4%) (see figure 1).

(1) On desired lifestyles for men and women regarding work, family and community activities:

"Family over work" (45.0%) choice ranked highest as desired women's lifestyle followed by "compatibility of family life or community activities with work"

Figure 1 Desirable lifestyles for men and women concerning work and family or community activities

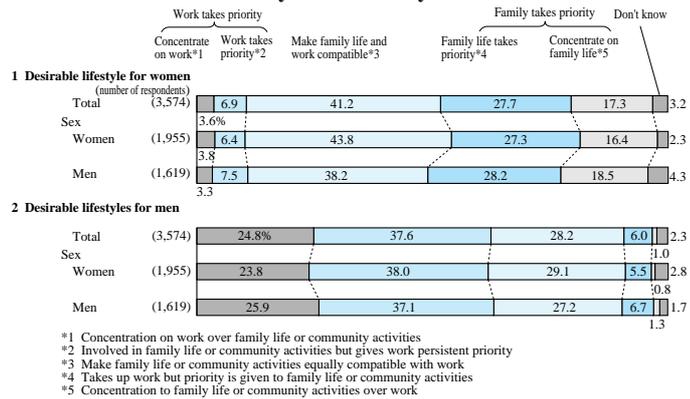


Figure 2 Necessary factors for men's participation in housework, child-rearing and education etc. (multiple answer)

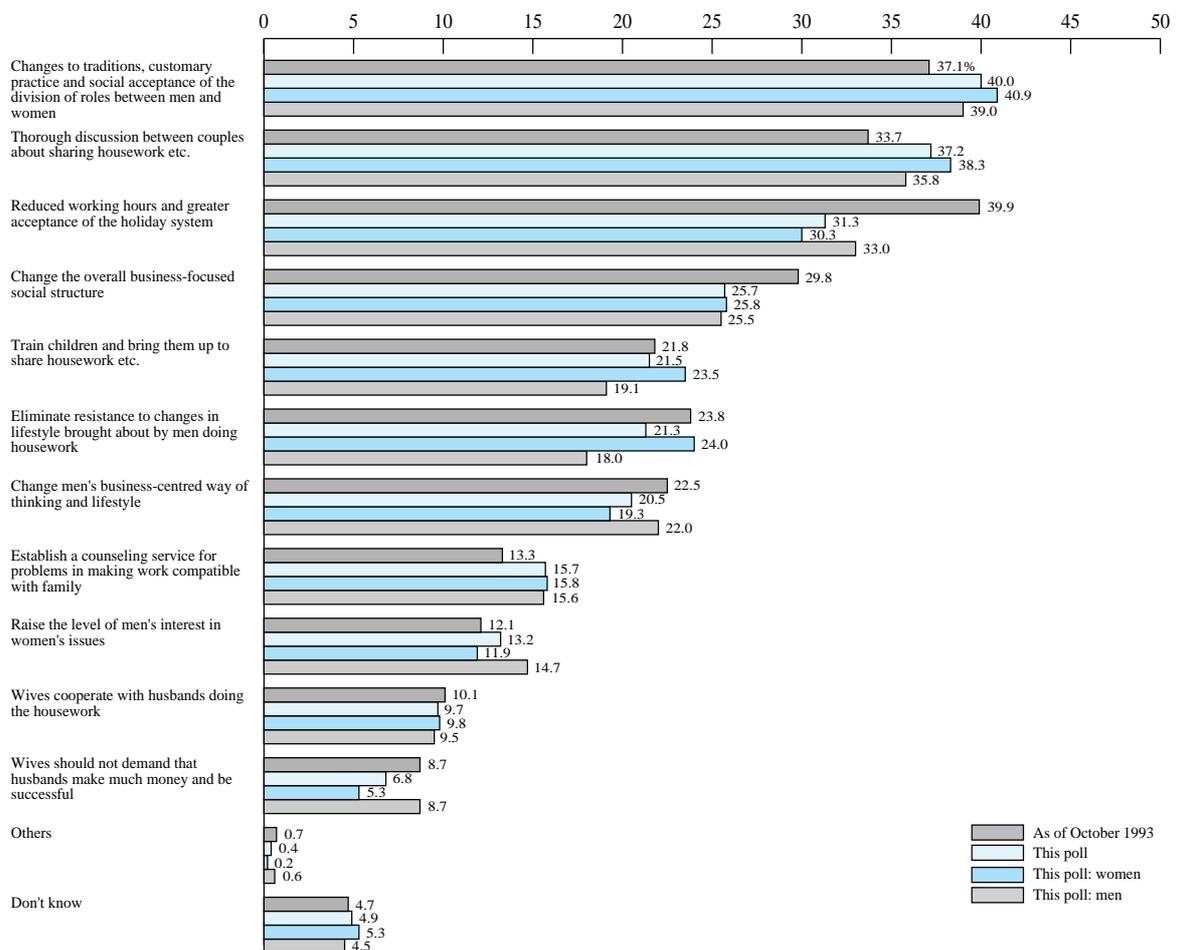
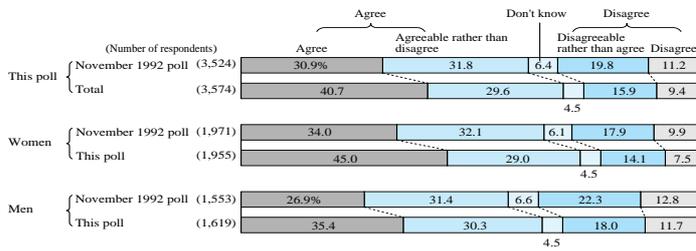


Figure 3 On whether to marry or not is an individual's free choice and either course is acceptable



(3) Opinions on “whether to marry or not is an individual’s free choice and either course is acceptable”:

Over 70% of the respondents agreed with this concept while only a few disagreed. The ratio of respondents who agreed has risen (62.7% to 70.2%) in comparison to the poll conducted in November 1992, and the ratio of those who disagreed has decreased (31.0% to 25.3%). By sex, a higher percentage of women than men

agreed, and a higher percentage of men than women disagreed (see figure 3).

(2) On necessary factors for men’s participation in housework, child-rearing and education:

The question was asked: what three factors would be necessary in future for men to actively participate with women in housework, child-rearing, education, nursing and community activities. The highest ranked response was “changes to the traditions, customary practice and social norm regarding division of gender roles”(40.0%), followed by “discussion between couples about the sharing of housework etc.”(37.2%). The third popular response was “Reduced working hours and wider acceptance of the holiday system”(31.3%) which had been in top place in the 1993 poll. By gender, “training children and bringing them up to share housework etc.” and “eliminate a sense of resistance to changes in lifestyle brought about by men doing housework etc.” were found higher amongst women. On the other hand “wives should not demand that husbands make much money and be successful”, “change men’s business-centred way of thinking and lifestyle” and “raise men’s level of interest in women’s issues” were higher among men (see figure 2).

(4) On degrees to which women’s ideas and opinions are reflected in national policy:

Responses to the question of to what degree people think women’s ideas and opinions are reflected in national policy showed that 31.6% of respondents thought that they are reflected, while 58.4% answered in the negative (see figure 4). Of the reasons given as to why respondents thought women’s ideas and opinions were not reflected, percentages were higher for “because there are few women in the national parliament and administrative bodies where policies and measures are decided” and “because the bodies have little interest in

Figure 4 Degrees to which women's ideas and opinions are reflected in national and local government policies

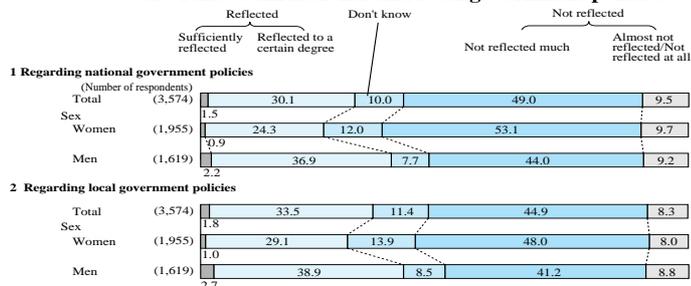


Table 1 Reasons why national policy is not thought to reflect women's ideas and opinions (For respondents who answered "not reflected much" or "almost not reflected or not reflected at all")

	Total	Sex		Sex and age group									
		Women	Men	Women						Men			
				20-29 years	30-39 years	40-49 years	50-59 years	60 years and over	20-29 years	30-39 years	40-49 years	50-59 years	60 years and over
Number of respondents	2,089	1,228	861	163	259	322	234	250	111	150	196	179	225
Because there are few women in the national parliament and administrative bodies where policies and measures are decided	29.9%	29.5	30.4	38.0	30.5	28.6	29.1	24.4	28.8	32.7	35.2	30.2	25.8
Because the national parliament and administrative bodies have little interest in women's ideas and opinions	29.2%	27.5	31.5	30.7	34.7	29.8	21.4	20.8	30.6	41.3	30.6	32.4	25.3
Because women themselves have little interest	13.7%	14.3	12.9	8.0	13.1	11.8	19.7	17.6	10.8	8.7	12.8	14.5	15.6
Because nothing is expected of women's ideas and opinions	13.3%	14.7	11.1	13.5	11.6	16.1	15.0	16.8	18.9	8.7	10.7	7.8	12.0
Because there have not been enough appeals made by women	11.9%	12.0	11.8	8.6	8.5	11.8	13.2	16.8	8.1	7.3	9.7	13.4	17.3
Others	0.2%	0.2	0.2	-	0.8	-	-	-	-	0.7	-	0.6	-
Don't know	1.9%	1.9	2.0	1.2	0.8	1.9	1.7	3.6	2.7	0.7	1.0	1.1	4.0

Table 2 Reasons for women not making inroads into the processes of policy-planning and decision-making (multiple answer)

	Total	Sex		Sex and age group									
		Women	Men	Women					(Men)				
				20-29 years	30-39 years	40-49 years	50-59 years	60 years and over	20-29 years	30-39 years	40-49 years	50-59 years	60 years and over
Number of respondents	3,574	1,955	1,619	255	371	456	365	508	206	252	348	333	480
Organisational management that gives precedence to men	53.6%	53.9	53.1	58.0	62.0	59.0	53.2	41.9	55.8	55.2	58.3	55.6	45.4
Division of roles by gender in family, workplace and community, and an attitude of gender discrimination	28.0%	30.1	25.4	45.5	41.0	32.2	25.5	15.9	32.5	33.7	28.7	22.5	17.5
Insufficient opportunities for women to develop their abilities	25.6%	27.2	23.7	24.3	30.5	30.7	26.6	23.4	21.8	23.0	24.1	26.4	22.5
Not enough initiative from women	23.3%	23.8	22.7	22.7	24.5	23.2	24.1	24.0	18.4	22.2	24.4	21.0	24.8
Lack of networks to support women's activities	20.6%	22.5	18.3	23.1	25.1	24.6	24.7	16.7	18.9	18.7	18.7	19.8	16.7
Unable to receive support and cooperation of families	19.5%	21.0	17.7	15.3	26.1	23.5	18.1	19.9	11.7	27.0	19.8	18.3	13.3
Others	0.4%	0.4	0.4	0.4	-	0.7	0.8	0.2	0.5	0.4	-	1.2	0.2
Don't know	6.1%	5.8	6.4	3.5	1.6	2.4	4.9	13.8	5.8	2.8	5.2	3.6	11.3
Total (M.T.)	177.0%	184.7	167.7	192.9	210.8	196.3	177.8	155.9	165.5	182.9	179.3	168.5	171.7

discrimination”, “insufficient opportunities for women to develop their abilities”, “women do not have enough drive” and “lack of networks to support women’s activities” (multiple answer, see table 2). “Cannot receive family support and cooperation” was higher among women in their 30s and 40s, and men in their 30s.

(6) Demands made to the administration to further a society of gender equality:

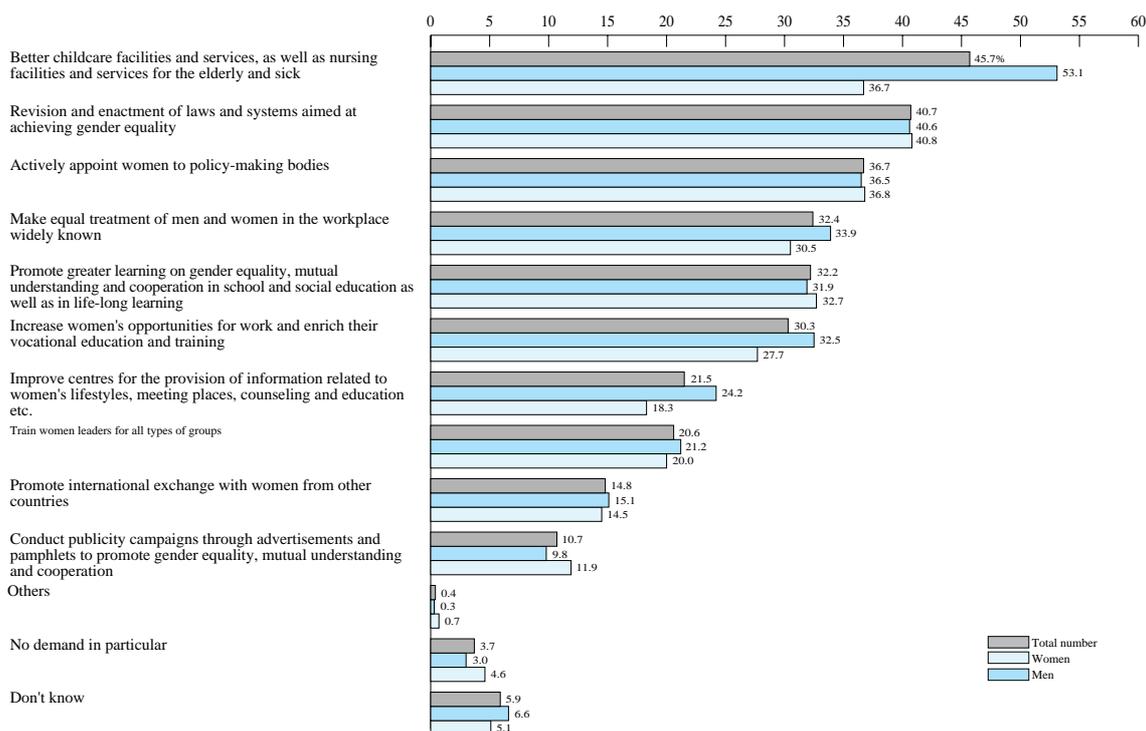
women’s ideas and opinions”. Percentages of both men and women who reasoned “there have not been enough appeals made by women”, also generally rose with age (see table 1).

(5) Reasons why women are not making inroads into the processes of policy-planning and decision-making:

When asked about the reasons for women not making inroads into the processes of policy-planning and decision-making in government and administration, the response was an overwhelming high for “organisational management that gives precedence to men” (53.6%). This was followed in order of prominence by “division of roles by gender in the family, workplace and community, and an attitude affirming gender

Questions were asked what people expected from the government in promoting a gender equal society after qualifying the society as follows. “A society of gender equality” is one in which “the opportunity is ensured for men and women to participate by their own free will and as equal members of society in every sphere of social activity. It is a society in which both men and women are equally able to enjoy political, economic, social and cultural benefits, and therefore must together share responsibility.” “Better childcare facilities and services, as well as nursing facilities and services for the elderly and sick” ranked the highest among all respondents and particularly women, while “the revision and enactment of laws and systems aimed at achieving sexual equality” ranked highest among men (multiple answer, see figure 5).

Figure 5 Demands on the administration to promote a society of gender equality



WOMEN'S CENTRE IN JAPAN

AICHI WOMEN'S CENTER

Objective and timing of the opening

The Aichi Women's Center opened in 1996 as a base to promote the "Aichi Women's Plan", which has as its basic objective "the realisation of a society of genuine gender equality".

Main Programmes

1. Programmes to promote awareness of gender equality

Seminars on women's studies which consider women's life, the Aichi International Women's Film Festival which looks at women's life through images, and courses to support women entrepreneurs.

2. Programmes to promote social participation and interaction

Counseling, courses for learning self-esteem, training courses for counselors, health guidance using fitness machines, physical training classes, morning concerts with childcare services provided, an "After Five Salon" for working women to network etc.

3. Information Transmission

Information on women's issues research, groups, human resources, facilities and counseling services is collected and provided, as are books, videos and administrative materials for the purpose of realising a society of gender equality. Information and educational periodicals are published in order to improve the information transmission.

Guide for users

The Aichi Women's Centre houses Aichi Consumer



Service Centre, the Aichi Women's Employment Service and Nagoya Ladies Support Corner and cooperates with them in promoting activities.

Address: 1 Kamitatesugi-cho, Nagoya, 461-0016

Facilities: Library, counseling corner, fitness room, the Will Hall, exchange salon, seminar and conference rooms, audio visual room, cooking studio, creative studio, nursery room, hotel accommodation, shop and restaurant.

Hours: 9.00am. - 9.00pm. (Sunday 9.00am.- 5.00pm.)

Closed: Mondays, national holidays and during the new year period

Telephone: 052-962-2511

Fax: 052-962-2477

URL: <http://www.pref.aichi.jp/joseicenter>

e-mail: joseictr@pref.aichi.jp

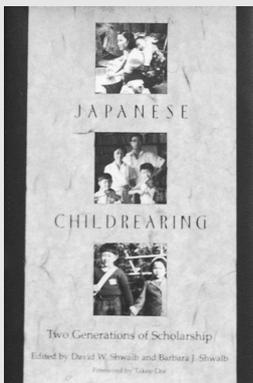


PUBLICATION

ENGLISH BOOKS ON JAPANESE WOMEN

1. Japanese Childrearing: Two Generations of Scholarship

(edited by David W. Shwalb and Barbara J. Shwalb. Published in 1996 by Guilford Press, 72 Spring Street, New York, NY 10012, U.S.A. 323 pages. ISBN 1-57230-081-7.)



Dr. David W. Shwalb is Associate Professor in the Department of International Studies of Koryo Women's College, Nagoya, and Dr. Barbara J. Shwalb is Associate Professor in the Department of Languages at Nagoya Shoka University. This illuminating new book integrates the past half century of cross-cultural research on Japanese childbearing and socialisation, placing current findings in their historical context and

offering concrete suggestions for new research. Coupling studies by influential senior scholars with reaction papers by younger-generation researchers, the book illustrates the lasting value of past scholarship and mentoring while it explores how theories and methodologies in the field have evolved over time. The heart of the work is a collection of retrospectives by eight senior investigators, known for their seminal studies on the subject of Japanese children.

Contents:

- Chapter 1. Introduction: Looking Back
- Chapter 2. From Productive Dependents to Precious Guests: Historical Changes in Japanese Children
- Chapter 3. Are Japanese Young Children among the Gods?
- Chapter 4. Psychocultural Continuities in Japanese Social Motivation
- Chapter 5. Socialisation and School Adaptation: On the Lifework of George De Vos
- Chapter 6. Adult to Child in Japan: Interaction and Relations
- Chapter 7. The Contributions of Betty Lanham: A Neglected Legacy
- Chapter 8. William Caudill and the Reproduction of Culture: Infant, Child, and Maternal Behaviour in Japan and the United States
- Chapter 9. Production and Reproduction of Culture: The Dynamic Role of Mothers and Children in Early Socialisation

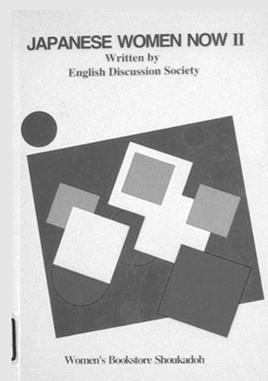
- Chapter 10. Urban middle-class Japanese Family Life, 1958-1996: A Personal and Evolving Perspective
- Chapter 11. Japan's Old-time New Middle Class
- Chapter 12. Renewing the New Middle Class: Japan's Next Families
- Chapter 13. Cross-National Research on Child Development: The Hess-Azuma Collaboration in Retrospect
- Chapter 14. Maternal and Cultural Socialisation for Schooling: Lessons Learned and Prospects Ahead
- Chapter 15. The Transmission of Culturally Linked Behaviour Systems through Maternal Behaviour: Nature versus Nurture Revisited
- Chapter 16. Longitudinal Research in a Cultural Context: Reflections, Prospects, Challenges
- Chapter 17. Conclusion: Looking Ahead

2. Japanese Women Now II

(by English Discussion Society, Published in 1996 by Shoukadoh Booksellers Company, Shimotachiurinishinotoin Nishiiru, Kamikyo-ku, Kyoto 602, Japan. 131 pages. ISBN 4-87974-964-8)

This is the second book of Japanese Women Now which was published three years ago. But this is not a sequel to the first book. Therefore readers can enjoy it without having read the first book.

Superficial discrimination against women in Japan has alleviated to some extent. However, traditional norms and social structure still permeate the minds of people. The purposes of this book are to be any help for readers to look further into those issues and to give readers a glimpse of women's life in Japanese society through the eyes of Japanese women by reading informal short essays taking up topics familiar to ordinary Japanese women. These are 5 chapters in the book as follows:



- CHAPTER I: Marriage and Family
- CHAPTER II: Education/Social Activities
- CHAPTER III: Employment
- CHAPTER IV: Mind, Body, and Sex
- CHAPTER V: Aging

INTRODUCING NWEC

1. Publications

(1) [WINET Information] An inaugural issue (in Japanese)

It was decided to publish the periodical to boost the transmission of information contained in the documentary records of the Women's Education Information Centre, circulate information for women, and promote the use of the Information Centre at NWEC. The first issue was released in March of this year and it will be published biannually in March and September.

(2) Report on Programmes Sponsored by NWEC in FY1997 (in Japanese)

A summary report of all activities carried out under NWEC sponsorship from April 1997 to March 1998.

2. FY1997 Programmes

(1) FY1997 Seminar for Officers of Women's Education

Implemented to train human resources who will shoulder the responsibilities for social progress and development, by enriching educational opportunities for women in developing countries where there are fewer such chances than are available for men. The programme targets officials of developing countries in government and institutions concerned with women's education issues. It was held this year for the second time over 4 weeks from January 27th to February 25th 1998. There were 13 participants from the 12 countries of Bangladesh, Cambodia, Cameroon, the Ivory Coast, Guatemala, Indonesia, Kenya, Malawi, Myanmar, Nauru, Pakistan and Tanzania.



(2) NWEC Advanced Course

In line with the aim of creating a society of gender equality, this course was implemented with the following objectives: to formulate and plan programmes relevant to women's and family education; to contribute to practical training for the acquisition of necessary expert

knowledge and skills for group activities that contribute to women's empowerment, and to conduct practical training that contributes to gender sensitive learning (on how society and culture created gender discrimination). It was held over 5 days from 19th to 23rd January 1998.

3. New Programmes in FY1998

(1) Seminar on Child-rearing by family and community collaboration

With the objective of building a society of gender equality, practical training will be conducted to promote men's participation in family education and community activities so as to create a warm and caring environment and foster children's vitality. It is hoped at the same time that it will encourage local communities to support family education. The seminar will be held from 26th to 27th September 1998. The seminar is targeted at counselors actively involved with family education in communities, members of child-raising networks, those involved with social education, staff from industries supporting family education and other people concerned with the support and promotion of family education in communities.

(2) Survey on creating a community environment for raising children

With several researchers in fields related to women's and family education, a practical and interdisciplinary survey will be conducted on creating an environment in local communities to support family education corresponding to the developmental stages of children. This year's research will target the period of infancy.

EDITOR'S NOTE

As of April 1998, the NWEC newsletter is mailed to 1,497 institutions (including individuals) in 178 countries. We hope to increase the number of recipients so as to send more information concerning the centre's activities and Japanese women, while simultaneously collecting greater information relevant to women throughout the world. Please let us know of any organisation that might be interested in receiving our newsletter. We also invite your comments and opinions about this newsletter.

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