
SUMMARIES

Changing Family Life and the Twenty-first Century Family

Kiyoshi Nakagawa

One can examine the prospects for the family in the 21st century by analyzing how families lived in the 20th century. This article takes just such an approach, using the analytical methods of social history to examine family life in the previous century in order to project what is in store for the current one. The article is concerned with changes in family size and form; the structure of household economies; and women's lifestyles and employment rates, especially as they relate to childbirth. Particular attention is paid to the contrast between the first and second halves of the 20th century in people's attitudes toward the family.

In the first half of the last century, even those living in difficult conditions aspired to form families. People married and had children at an unprecedented rate, and an increasing number of city dwellers formed families as well. In the second half of the century, however, the average number of children per family decreased rapidly, indicating that people had begun choosing to improve their lives by electing to have smaller families.

It is no longer self evident that most people will embrace the hope and the objective of forming families; this goal is now seen as only one among a number of options.

Thus, the article undertakes to establish a historical context in which clues can be found regarding what families will be like and how people will aspire to live in the 21st century.

(Professor, Keio University)

Gender and Population Problems in Developing Countries

Yasuko Hayase

This paper examines the sex differential in major demographic events such as fertility; infant and child mortality; and marriage, divorce, and bereavement of a spouse. The focus of the paper is on the relationship between these major events and the gender systems in developing countries. The analysis is based on demographic and health surveys and censuses conducted in developing countries, mainly by central statistical offices, and on the World Population Prospects (1998) of the United Nations.

Countries with strong patrilineal family systems, such as those in East Asia, South-Central Asia, and Northern Africa, show parental preference for sons over daughters. In China, this preference, combined with the trend toward smaller family size under the policy of one family, one child, has resulted in very high ratios of male to female births and excessive female child mortality. Contributing to a higher rate of reported male births are prenatal screening (using ultrasound) coupled with the use of abortion to select for sex, abandonment of female newborns, and nonregistration of female births. Excessive female child mortality is particularly marked in China and India, where the biological advantage that girls have over boys is far outweighed by other factors, such as discriminatory child care practices favoring boys under gender systems that include dowries (India) and preferences granted to sons in continuing family lines.

Many studies utilizing cross-national analyses of world fertility surveys and demographic and health surveys have demonstrated strong links between a woman's education; her behavior and circumstances as

related to reproduction (marriage, fertility, and maternal mortality); and the survival of her children (infant and child mortality). Women's education will help bring about not only changes in reproductive behavior and improvements in children's survival, but also changes in societal gender systems.

(Senior researcher, Institute of developing Economies, JETRO)

Japanese Children and the "Crisis" of Relationships: A Comparative Perspective

Ryoko Tsuneyoshi

This paper focuses on what one might call the child's "crisis" of relationships and compares Japan and America in terms of schooling (especially elementary) and the relationship of the school to the family.

Two subjects of debate today in both the United States and Japan are (1) the crisis of relationships surrounding the child and (2) the crisis of relationships among the agents of socialization. The Japanese school is oriented toward the whole person and defines education in a broader sense than does its American counterpart. Areas of socialization that are considered to properly belong to the realm of the family (and community) in the United States are counted among the responsibilities of the school in Japan. In contrast, the American school focuses more on the child's cognitive abilities. With the emergence of such crises of relationships as school violence, however, American public schools are tending to incorporate more training in interpersonal skills and empathy and to try to strengthen the interpersonal networks surrounding the child. Such reform efforts are often reminiscent of the relationship-oriented Japanese model.

The paper thus examines the Japanese school model and family in comparison with schooling and the family in the United States in an effort to clarify issues pertinent to the Japanese case.

(Associate Professor, University of Tokyo)

The Child and the Media: Effective Clinical Interventions in Problems Associated with Early TV and Video Viewing

Michiko Tsuchiya

Since the 1990s, new mass media technologies in Japan have spread to ordinary families, and video equipment especially has led to children being exposed to audiovisual media from an earlier age.

The purpose of this paper is to investigate the video-viewing habits of children and the influence of these habits on children's development and interpersonal behavior. Viewing habits and parents' expectations regarding video watching were examined through interviews with parents and other caregivers. Some of the results of this study are as follows:

Many of the children studied habitually watch videos alone (i.e., without the company of their parents or other adults); they watch for many hours at a time; they handle the video equipment themselves; and they watch shows repeatedly by using the machine's playback feature. Many started watching videos even before their first birthdays, and they spend little time playing outside. Parents' expectations include the use of videos

as baby-sitter substitutes and as educational tools. Used this way, video watching leads to fewer opportunities for children and caregivers to interact in various ways, including finger games and other types of active play. The behavior in group activities of three year olds who have been absorbed with video watching from a very young age shows developmental problems in such areas as (1) emotional expression, (2) communication and interpersonal behavior, (3) visual perception, (4) symbolic play, and (5) motor development. In general, absorption in video viewing has serious consequences for early childhood development.

We employed two clinical interventions as educational treatments for these types of developmental problems. First, we provided a place of escape, which had a buffering effect on children's anxiety over interpersonal relating during group activities. Second, we used activities that gave children a form of release and also interactive activities, both of which facilitated emotional expression. Following these treatments, children's behavioral and facial expressiveness improved, and their communications went more smoothly.

Regarding young children's television and video watching, it is important for us to pay attention to the duration of viewing sessions, other viewing habits, and individual characteristics such as the degree of a particular child's tendency to become absorbed. There are indications that an impoverished child care environment is one of the factors behind young children's absorption with video watching; it is therefore necessary to build up the family support system in its entirety, as this will lead to an improvement in child care. It is also necessary to reexamine the content of early childhood care and education from a clinical point of view and to conduct quantitative research investigating the influence of the child care environment on child development.

(Senior researcher, Hitachi Institute of Home Education)

Children and Violence

Futaba Igarashi

Children in Japan now suffer from various types of violence. The number of cases of parental abuse is increasing, with not a few victims ending up dying. Children also face aggression from strangers, as we saw in a mass murder at an elementary school in Ikeda, Osaka.

Moreover, youngsters have lost their willingness to study as people place greater importance on technology and profits, while the current education system, under which students are evaluated mainly by their test scores, is another disincentive for them.

Because of so-called cram schools, children are deprived of opportunities to find playmates of various ages, while their physical and mental health is deteriorating as a result of their solitary interaction with personal computer games and TVs at home. Commercialism, meanwhile, exposes them to pornography, drugs, and prostitution. Wounded children pay back the violence from which they have suffered in the form of juvenile delinquency. Several statistics show that abuses *against* children have brought about abuses and crimes *by* children, suggesting that the state of society is deeply related to juvenile delinquency. Violence begets violence.

Juvenile delinquency recently reached its fourth peak since the end of World War II, and the details in each case have changed dramatically over time. Earlier in the postwar period, children targeted their schools for attacks, but were thwarted by the combined forces of teachers and police. Later, they set their sights on

their own families, particularly their smotherers, and on other children. The more they were oppressed, the weaker the targets they chose and the more insidious their acts became. This trend in Japanese society led to the mass murder at the elementary school in Ikeda, Osaka, in which a stranger hurt and killed weak children.

In order to prevent child abuse and juvenile delinquency, it is necessary for us to look at these problems from different angles and to introduce fresh measures, such as "restorative justice," instead of imposing severer punishments. We need to establish a society that will not generate abusers and juvenile delinquents in the first place, instead of dealing with cruel incidents after they have surfaced.

(Lawyer, Occasional lecturer of Hitotsubashi University)

A Mechanism Maintaining the Division of Role by Gender Based on a Survey of University Students in Korea: A Critical Reexamination of the Role of Husbands

Lee Kyoungwon

It is generally assumed that the biggest stumbling block in changing the practice of division of role by gender is the expectation that women will be responsible for housework and the nurturing of children. It stands to reason, however, that another stumbling block is the expectation that men are responsible for earning money. Therefore, in order to shift from a society where roles are divided by gender to one where roles are not divided in this way, changes are needed among both men and women.

The purpose of this paper is to explore, by means of a close reexamination of husbands' roles, the reason why the division of role by gender in Korea has resisted change despite an increase in employment among married women. The investigation covered men and women attending university in Chunchon, Korea, in November, 1999, and data was obtained from a survey of 1,063 students. Two categories formed the framework for analysis of the data: views concerning the division of role by gender and views concerning a man's duty to earn an income to support his family.

The results showed that many people oppose the division of role by gender, but most people support the division of role based on spouses' (both husbands' and wives') sense of duty toward and love for their families. Out of four categories -husbands' duty, husbands' love, wives' duty, and wives' love -husbands' duty won the highest rate of support as a basis for the division of role.

The study clarified that expectations regarding the duty of husbands are a leading obstacle blocking a shift in modern Korea away from a society where roles are divided by gender and toward a society where such is not the case. The results suggest that while expectations regarding husbands' duty are the mechanism responsible for the gap in views regarding the division of role by gender, this mechanism is also capable of bridging that very same gap.

(Associate Professor, Miyazaki University)

From the Picture to the Idol -Dorian Gray, the Worshipped

Tomoko Kono

In Oscar Wilde's *The Picture of Dorian Gray*, it is worth noting that the portrait of Dorian Gray represents Basil Hallward and Lord Henry Wotton's homosexual desire for Dorian. The reason why Wilde has to insinuate homosexuality beneath the surface of this novel's plot is that a vivid description of it goes against the current of that time. To investigate the homosexuality hidden in this novel, the following point should be noted: the male-male desire, that is, Basil's and Lord Henry's love for Dorian, is translated into Dorian's self-love -his narcissism -which is shown when he falls in love with his own image. Dorian doubles as both the real Dorian and the Dorian in the picture, which causes confusion between Dorian and his image. It is difficult to discern which of these, Dorian or his image, is the subject; as a result, it might be considered that, in this situation, Dorian is not located in either the objective or the subjective dimension. In fact, however, his love of his own image shows that he is not completely without object.

The important point supporting this assumption is that, in this novel, Wilde represents homosexual love in the form of Dorian's narcissism. Moreover, what has to be noticed is that Dorian, who embodies homosexuality, is, according to Wilde, the type of man that the world worshipped as an idol. In describing this secret widespread homosexuality beneath the novel's surface, Wilde intended to demonstrate the proliferation of homosexuality.

(Doctoral student, Graduate School, Ochanomizu University)

Foreign Female Workers in Manufacturing and Female High School Graduates with No or Unstable Jobs: the Possibility of Job Hierarchy Formed by Gender and Ethnicity

Miki Tsutsui

The purpose of this paper is to suggest that the study of the transition from high school to work should take into account the increase in international movement by the labor force; this should be done by analyzing the relationship between the increase in foreign female workers in manufacturing and the rise of female high school graduates with no or unstable jobs (hereafter referred to as the "not steadily employed" and referred to in Japanese as "mugyo-sha"). On the one hand, the study of the transition from high school to work has lacked the perspective of ethnicity, while having the perspective of gender. On the other hand, the study of international movement by the labor force has assumed that factory workers consist of male workers alone. Even gender studies that have criticized this controlled framework have focused on sexuality and reproduction as the main problems where women are concerned. As a result, factory work, where problems of gender, ethnicity, and employment of high school graduates intersect, has been a blind spot in previous studies. This paper sheds light on the following question: Has the influx of foreign workers, whose number has been increasing in small- and medium-sized companies, caused the rise -since 1992- in the number of high school graduates who are not steadily employed? First, it gives an indication of the feminization of those who are not steadily employed and the difference in the numbers of these individuals among different prefectures in Japan.

Second, it illustrates the sharp increase in foreign workers, in particular of foreign female workers in manufacturing jobs in several prefectures.

Third, by employing the "comparative method" (Ragin, 1994), it identifies the diversity of the

configuration of three variables -the rate of increase of foreign female workers in manufacturing, the employment rate of female high school graduates in manufacturing, and the rate of increase of females who are not steadily employed. Through this classification, this paper identifies two contrastive patterns with common causes but different results. Fourth, it clarifies this causality and presents two patterns that explain the replacement of female high school graduates.

The first of the two patterns highlights the competition between female high school graduates and foreign female workers at small- and medium-sized companies and points out how this has kept wages low and brought about an increase in the number of those who are not steadily employed. The second pattern indicates how the segregation of labor markets for foreign female workers and female high school graduates has held down the rate of increase in the number of people who are not steadily employed. The acceptance of those who are not steadily employed and the efforts made by high schools to make sure that students find good and interesting jobs that suit them will reinforce the job hierarchy of factory work..

(Doctoral student, Graduate School of Education, University of Tokyo)

The Postwar Appointment of Women as School Principals and Their Acceptance of These Pioneering Roles: An Analysis of 68 Women in 40 Prefectures.

Yoshiko Takano

The purpose of this paper is to study the manner in which 68 women in 40 prefectures were appointed as school principals in the early postwar period and the manner in which they accepted these pioneering roles. Taking a gender perspective, I attempt to explore, describe, and explain how the appointment of these female principals was carried out, who were selected, and how they accepted their roles. In addition, I define how they played an important role in the history of postwar education. I adopted the approach of document analysis, using statistical data, newspapers, educational history, and women's historical accounts published by each prefecture.

I came to three major conclusions. First, the appointment of the 68 women was concentrated in the years 1947 and 1948, and it was brought about by a series of Occupation policies. Thus, the impetus for attempts to introduce women into the upper levels of the educational profession came from administrative circles and preceded the awakening of a women's movement in education. Another conclusion was that these pioneering school principals generally met the following three conditions: (1) Those selected had graduated from normal school; (2) single or widowed teachers were selected more often than those who were married, and both married and unmarried women had to be living under family circumstances with few restraints; and (3) those chosen had commensurate career experience, having held positions as school leaders, union leaders, teachers at the junior high school level, or school inspectors. My final conclusion was that the first female principals accepted their roles with a sense of mission as pioneers who were opening up new roads for women in the educational profession in Japan.

To sum up, the 68 female principals in these 40 prefectures were forerunners who opened the gate of the gender revolution in the history of education.

(Doctoral student, Graduate School, Japan Women's University)

Building a Local Network System for Women's Center Libraries

Miyuki Kinoshita

As part of a larger study, in February 1999 I conducted a "Survey on a Specialized Information Network System for Women's Center Libraries," sampling 43 women's center libraries in Japan. The purposes of this survey were (1) to understand the current status of cooperative relationships between women's center libraries in Japan and (2) to understand the current status of cooperative relationships between other special libraries, each with its own field of study, and the requirements for establishing a network system as a first step in building such a system between all special libraries including women's center libraries.

I. Summary of the survey

1. Purposes
2. Methodology
3. Responses

II. Findings

1. Cooperative relationships between women's center libraries
 - (1) The current status
 - (2) Developing a network between women's center libraries
2. Cooperative relationships between special libraries other than women's center libraries
 - (1) The current status
 - (2) Developing a network between special libraries

This study found that each women's center library expressed a strong need for a network system to improve its services, although no attempt has yet been made to establish one. Finally, by analyzing the results, several suggestions were made for improving cooperative relationships between both women's center libraries and other special libraries to facilitate the establishment of a larger scale network system between all these libraries.

(Coordinator, Osaka Prefectural Women's Center)

Parents' Participation in and Evaluations of Child-Rearing Circles: How Can Circle Activities Be Enhanced?

Megumi Yuki

Child-rearing circles are volunteer groups of parents based on loose ties among members. Maintaining and supporting these groups poses a strong dilemma because of the groups' organizational characteristics, which include a lack of strong objectives or rules.

The purpose of this paper is to understand patterns of parents' participation in the circles and evaluations of the circles through an analysis of research on child-rearing circles carried out under a set of projects to reinvigorate family education; these projects were supported by the Ministry of Education, Culture,

Sports, Science and Technology in fiscal 2001.

The results show four patterns of parents' participation in child-rearing circles: (1) "relaxed but eager," (2) "anxious and enthusiastic," (3) "anxious but passive," and (4) "relaxed and fickle." Most of the members could be categorized as "relaxed but eager" or "relaxed and fickle." These members had a tendency to feel less burdened and to have positive evaluations of their circle activities. On the other hand, members categorized as either "anxious and enthusiastic" or "anxious but passive" tended to feel stress in their personal relationships with other members and had negative evaluations of their circle activities.

Therefore, it is important for the enhancement of child-rearing circle activities to decrease anxiety over personal relationships among members. For example, workshops to develop communication skills or to understand situations from others' viewpoints would be effective in helping members categorized as "anxious and enthusiastic" or "anxious but passive."

(Associate Professor, Gunma University)

Girls in Ecuador and Indigenous Education

Hiromi Ehara

Educational indicators of basic education in Ecuador progressed considerably in the latter half of the 20th century. Enrollment ratios, literacy rates, average number of years of schooling, etc., have shown constant growth, but there are big differences among different groups. Rural inhabitants, ethnic minorities, those in the lower social stratum, and elderly people have been given less educational opportunities than others. According to these data, those that suffer most are ethnic minorities (mainly indigenous people), because they constitute the majority of the rural population. The quality of this group's education, moreover, is not guaranteed. Schools they attend suffer from poor infrastructure, less-qualified teachers, a high rate of grade repetition, low academic achievement, and so forth.

Education in Ecuador, a developing country, has historically served the interests of the middle and upper social strata. The teaching language, thought, and culture of education have been overwhelmingly Spanish, and American language and culture have been neglected as inferior. Indigenous people have been excluded from the process of economic and social development, not being given the necessary education to participate.

The implementation of so-called intercultural bilingual education, brought about by the social activism of indigenous groups in the 1980s, was an important step toward restoring the dignity of native minority groups. Its aim is redefining Ecuador as a plural society, reclaiming the ethnic identities, organization, and quality of life of ethnic groups. This movement could give new momentum to women's educational development.

But statistics concerning intercultural bilingual education show that girls still tend to quit school at an earlier age than boys; it appears that schools have not yet shed their gender biases. It will be important for communities to have adequate methods for supporting the enrollment of girls in order to ensure gains in the whole process of autonomous and indigenous community development.

(Associate Professor, Teikyo University)