



THE REITAKU NEWS



PROFESSIONAL EDITION, DECEMBER 2017

Education philosophy of Reitaku

Reitaku Junior and Senior High School is a coeducational school in Kashiwa, Chiba Prefecture. The school was founded by Chikuro Hiroike in 1935. In 2016, the school observed the 150th anniversary of Hiroike's birth. Reitaku's campus is ten times as large as Tokyo Dome and has vast green areas that give students the space and opportunity to think about the world and themselves. The school has one baseball ground, two soccer fields, two gyms and six tennis courts. These facilities ensure Reitaku provides students with an environment suitable for studying and enjoying other aspects of school life. Reitaku has a sister school, Reitaku Mizunami Junior and Senior High School, in Gifu Prefecture.

One of Reitaku's most important education philosophies is the concept of *chitoku ittai*, which means "the integration of knowledge and virtue." Sajio Takemasa, the principal of Reitaku Junior and Senior High School, said, "Our world is one of cause and effect. We owe an obligation to our ancestors, but we can't repay what they did for us, so we turn our efforts to our generation. That connects the



REITAKU PHOTO

Reitaku Junior and Senior High School in Kashiwa, Chiba Prefecture.

past with future." Reitaku wants students to help other people, communities and the nation.

"Obviously students need the right knowledge and skills to do this," Takemasa said. "However, knowledge and skills are not enough. They also need virtues to use them wisely." This is why Reitaku practices moral education. Reitaku Junior and Senior High School is dedicated to cultivating in students "a thankful mind," "sense of self-reliance" and "thoughtfulness." Takemasa says Reitaku students – and all people – need moral sense. Special emphasis is placed on ingraining this in Reitaku students.

Reitaku offers many programs to provide this education. This article will focus on three aspects: English education, Language Arts program for cultivating "knowledge,"

and Dormitory Education for cultivating "virtue."

By Yuta Miura, Haruka Koreeda and Hiroto Fukuzawa

Helping hand for planning career path

Academic/career guidance is an important element of the education offered at Reitaku. In an interview, Jun Marushima, head of the academic/career guidance department, explained why this guidance is important.

Q: What do you focus on when you talk to students about their future academic/career courses?

A: I think offering advice about future courses and education in general is the same thing. Education means not only teaching but also uncovering the covered and bringing out one's potential. This is my motto.

Q: What does *shitei kyougaku* mean?

A: It means students and teachers learn together. I



REITAKU PHOTO

Jun Marushima, head of the academic/career guidance department

learn new things when I teach students. I learned many things before the students do, but I rediscover these with my students. In this way, we learn new things from different angles. It is important that every teacher remembers they should always be a staunch supporter of their students.

By Shuri Ono



REITAKU PHOTO

Principal Sajio Takemasa

Students taught skills useful in life

Reitaku's Language Arts program helps students acquire many valuable skills. The program has three important points.

The first key element is helping students improve their listening, speaking, reading and writing abilities. It is necessary to learn these abilities because together they form the foundation for learning all subjects. Moreover, they are very important for communication with others, such as when making a presentation. Listening ability and speaking ability are vital even when talking with

friends or teachers. Writing ability can be useful when writing an essay in a university entrance exam. Students learn these skills in Language Arts class. This class includes group work, so students have to speak with other members of their group. Students also must express the group's opinion to other groups and the teacher.

Second, the ability to process information is important because if group members have different opinions, you have to help them reach an agreement. In addition, some classes involve summarizing a story. You have

to choose the necessary parts and omit unnecessary parts. Skills learned in Language Arts are essential if you want to play an active role on the international stage. For example, when giving presentations, the same skills are used in Japanese, English or any other language. Skills learned in Language Arts can be used around the world. Of course, mathematics and science are important, but Language Arts is most important because today's society is becoming more globalized. Expressing thoughts and communicating are vital skills, so Language Arts is

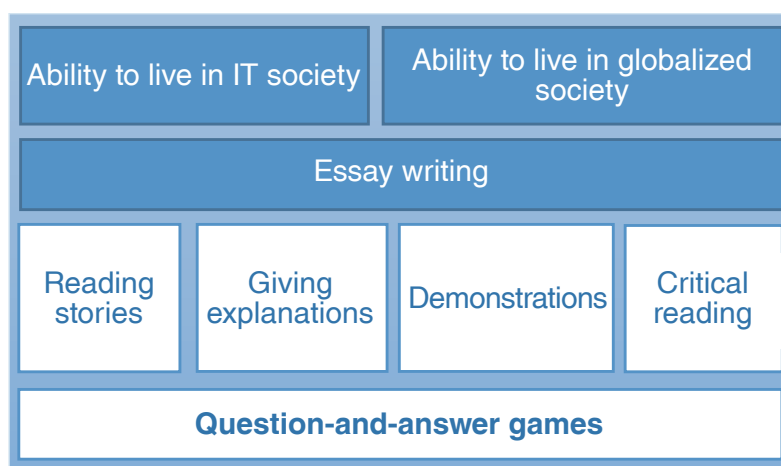
essential for Reitaku students.

Third, Language Arts also teaches students how to think logically. This is done through activities including question-and-answer games and making summaries (see below for more details). These activities are designed to improve students' thinking and ability to express opinions. Such abilities can be useful in whichever course students choose when they enter high school. In fact, they can be useful for the rest of their lives.

By Mai Nishino and Ayana Takahama

Wide range of classroom activities makes learning fun

Language Arts is a new educational program to improve students' communication ability, information processing ability and logical thinking. Many Language Arts classes focus on discussions and include activities including question-and-answer games, reading stories, giving explanations, critical reading and presentations. The question-and-answer games require students to give an evidence-based answer to a question. For activities involving reading, students read a book and try to grasp the story's style, character relationships and social setting. The class is created not only by the teacher



The Language Arts program

but also by students, who must explain their views. The activities feature literary work for young people and world-famous stories including *The Little Prince* and

A Christmas Carol. Retelling also is an important part of this course. First, the teacher reads a story aloud twice. The students listen and take notes during the

second reading. Next, the students reconstruct the story using their notes. Another activity involves describing a picture, short story, poem or event to other students. For example, a picture is shown to students. Next, students write about the picture to practice explaining to people who have not seen it. The critical reading class teaches students to analyze a picture or read a literary work critically and interpret it. Giving presentations is another Language Arts activity. Students who take part in these activities steadily improve their logical thinking.

By Shiori Saito

Communication skills vital in a globalized world

To play an active role in the globalized world, you need the ability to communicate in English. Language Arts is inspired by a western-style educational philosophy. It provides students with the skills to effectively express their opinions to people outside Japan. Shoko Misumi, a Language Arts teacher at Reitaku Junior High school, said, "We have to improve each student's ability to make a good presentation, their

analytical ability, and their ability to write a good essay."

People who are active on the global stage can express opinions and have the ability to convey information. They also need will power. Ensuring students have will power is one of the most important purposes of Reitaku Junior High School, which aims to nurture true strength and kindness in its students.

By Minoriko Ichikawa



REITAKU PHOTO

Shoko Misumi, teacher of Language Arts

NOTICE TO READERS

Thank you very much for reading our newspaper. This newspaper was written by a group of selected third-year students of Reitaku Junior High School. They researched and wrote about aspects of Reitaku's education: its educational philosophy, Language Arts, English Education and Dormitory Education. In the course of our research, we realized teachers at Reitaku make great efforts to facilitate learning at our school. The students involved in writing this newspaper worked hard to make it easy for people to understand Reitaku's philosophy of education. I'm sure reading this newspaper will give you a clearer picture of what we learn at Reitaku.

— Yuta Nakano, Chief Editor

English a vital part of Reitaku's curriculum

Reitaku values the concept of *chitoku ittai* – the integration of knowledge and virtue. English education is an important part of Reitaku's curriculum to cultivate knowledge. Students need to learn English because it is an international language and essential for anyone wanting to play an active role on the international stage, says Principal Sajio Takemasa. We focus on three aspects of Reitaku's English education: English education at the Junior High School, the Advanced Eichi Course, and the International Leadership Course.

By Yui Watanabe and Otoha Tanaka

Courses tailored to specific needs

Joy Shimanuki, a native English speaker from Canada who teaches at Reitaku, says, "Many Japanese people worry about making mistakes when they speak English, and they are shy. They also have difficulty understanding English and sometimes panic. A lot of Reitaku students speak English with the pronunciation



REITAKU PHOTO

The International Leadership Course room

typical of Japanese people." To help students overcome these problems, Reitaku has many teachers who are native speakers of English. Reitaku holds English-related activities to help students learn English.

Reitaku Junior High School places a heavy emphasis on English education. One key component of this is the Advanced Eichi (AE) Course ("eichi" means wisdom in Japanese). This course is for students trying to get into the University of Tokyo, one of the top-ranking universities in

Japan. The purposes of English classes in this course are different from those of EE classes.

"The purpose of EE classes is to help students pass university entrance exams and also improve their English ability, which they can use in foreign countries in the future. The AE course aims to teach advanced English to students seeking to get into the University of Tokyo," said Kuni-hiko Ichinose, an English teacher at Reitaku Junior High School. Ichinose teaches both the EE course and the AE course.

The Advanced Eichi Course offers what is called "Hybrid English Study." In AE English class, students use a textbook called "New Treasure." The AE course has six English classes a week, four of which use this textbook. Reitaku also holds a skit contest once a year. Pairs of first-year and second-year students write their own skits, memorize this script and then perform this skit at the contest. "Teachers at Reitaku hope students acquire not only the ability to speak and write in English, but also the ability to make studying English enjoyable. Ideally, our students will play an active role not only in Japan, but also in foreign countries," Ichinose said.

Yubi Mochizuki is a second-year student in the AE course. She says, "When I make a skit, I discuss it with my partner many times, so our teamwork improves." Performing skits in English has improved her intonation. Reitaku's English education is certainly helping Mochizuki improve her English skills.

By Suzuka Seki, Miyu Hakko and Hikaru Akazawa

International Leadership Course opens door to future

Reitaku's International Leadership Course, or ILC for short, is a program specializing in English. Michio Nonaka, an English teacher at Reitaku, and Sajio Takemasa, the current principal, founded the ILC in 1992. Nonaka said, "We established the ILC to create an environment where it's easy to study English. It is important not only to speak English but also to convey Japanese culture to the world in English."

According to Nonaka, teachers must give students the skills to play active roles worldwide in the future. The ILC teaches English through many projects and activities. ILC second-year students have a short-term stay in Australia. During the first four days, they go

camping. Sari Ito, a senior ILC student, said, "I learned the importance of teamwork at the camp." After the camp, each ILC student stays with an Australian family for five weeks. Ito said, "It was very difficult, but I realized that actively trying to use English is important because there wasn't anywhere to speak Japanese in Australia. I also learned about a different culture."

In ILC class, students often engage in group activities. Its motto is "Making better things with all group members." Ito said, "Communication and thoughtfulness are important." This is Ito's second year in the ILC. She said, "I can prepare mentally to succeed when I work abroad in the future. I

Kashiwa Festival a fun summer event

Reitaku is in Kashiwa city, Chiba Prefecture. Kashiwa's most popular event is the Kashiwa Festival held in late July. Over 700,000 people from many areas attend this summer event. The festival features a Japanese traditional dance called *bon-odori*. One highlight of the festival is a dance contest. Reitaku's ILC team takes part every year and has won first prize the

past four years. Thousands of people watch this dance competition and other events at the festival. In addition, delicious food such as shaved ice, fried noodles and candy apples are sold there. We hope you will come to the festival next year and experience the fun.

By Yuta Nakano and Yuta Miura

also have come to think not only about Japan, but also about the world. ILC gives students the chance to write in English, so it has become easy

for me to write essays. I have also acquired computer skills here."

By Kotomi Oyamada

Reitaku Dormitory a place to learn

Reitaku Senior High School has a dormitory for students. In 2016, 33 boys and 29 girls stayed in the dormitory. About 10 percent of all new students enter the dormitory every year. This dormitory plays an important role in cultivating moral sense in the students living there. The dormitory has individual rooms and also a shared room. Students from different grades live in this shared room. Every term, the students living in each room are changed so they learn values and beliefs different from their own. This dormitory's education policy stipulates that students have different responsibilities depending on their grade. For example, first-year students are tasked with learning the dormitory rules and doing chores. Second-year students teach these rules and chores to new students. Third-year students watch and support first-year and second-year students. The students can learn different things by being placed in different situations every year. Moreover, these tasks teach the students about etiquette and good morals.

By Arisa Kotaki



REITAKU PHOTO

Reitaku Boys' Dormitory

Dorm life cultivates ties, thoughtfulness

Reitaku values the concept of *chitoku ittai*, which can be translated as "the integration of knowledge and virtue." One way of cultivating virtue in students is through dormitory education. According to Tomomi Koshi, one of the dormitory teachers, Reitaku's dormitory has three educational purposes. First, it aims to encourage students to become independent. After all, these students do not live with their parents so they have to be responsible for staying organized and taking care of themselves. They also learn the importance

of obeying rules. The second aim is to help students form and maintain good relationships with others. To do this, they first improve their communication skills. The older students teach such skills to younger students. As a result, all students in the dormitory become better at it. These two abilities form the basis for cultivating knowledge as part of *chitoku ittai*, one of Reitaku's important education philosophies. And third, the dormitory cultivates a thankful mind and a sense of thoughtfulness. These can be learned through daily life

in the dormitory. These foster students' moral sense.

Students learn many things in the dormitory. First, they learn to appreciate others. "There are many students who come from different prefectures and countries. They have different values and beliefs, so we must try to understand these," said Mio Shimomura, a student living in the dormitory. Second, students learn the importance of harmonious human relationships. "We must do things by ourselves, so we become punctual, more thoughtful and must communicate effectively with others," said Shimomura.

Why do students want to live in the dormitory? According to Ginga Sato, a junior high student who wants to stay in the dormitory, there are two reasons. First, they want to learn to live a well-structured life. "When you live in the dormitory, time is set aside for studying, so students can concentrate on their studies. They must make an effort because everyone else is," said Sato. Second, they want to learn to be thankful to their parents. "They live there without parents, so students learn to appreciate their parents," Sato said.

By Miyu Asada and Yukina Murakami

Students gain a lot from dormitory life



REITAKU PHOTO

Yoshiyuki Kasama at the Reitaku Education Promotion Center

Yoshiyuki Kasama, who finished living in the dormitory in 1975, now teaches at Reitaku. According to Kasama, living in the dormitory has several main benefits.

The first advantage is in teaching students about morality. Kasama says, "We learn to be thankful, have good manners and greet others properly. When students live in the dormitory, they must do things that their parents would normally do for them. Living there nurtures a feeling of appreciation for others. Moreover, students can enjoy a lot of things there." Kasama continued, "Students can show their 'true self' because they stay with the same friends for a long

time. Students respect each other and build true bonds."

Students living in the dormitory greet others with more gusto than day students do, Kasama said.

Kasama said there have been changes at the dormitory over the years. Many years ago, all Reitaku students had no choice but to stay in the dormitory. But now, not all students have to live at the boarding facility so those that do are highly motivated. That is why students in the dormitory tend to be well-behaved and responsible. Kasama said, "I want all Reitaku students to spend time living in the dormitory. I recommend it."

By Tomoyo Tsuda

REITAKU TIMES

Published by a group of 24 students of Reitaku Junior and Senior High School, a private high school in Kashiwa, Chiba Prefecture, in cooperation with the not-for-profit Global Education Information Center (GEIC) and The Japan News.

Publisher: Reitaku Junior and Senior High School

Project Supervisor: Takahito Nobe

Project Coordinator: Junji Sakurai (GEIC)

Editor: Yuta Nakano

Assistant Editors: Rikako Ibe, Taisei Minami, Shuri Ono, Suzuka Seki

Contributing Editor: Ayano Usukura

Staff Writers: Yuta Nakano, Rikako Ibe, Taisei Minami, Shuri Ono, Suzuka Seki, Hikaru Akazawa, Miyu Asada, Hiroto Fukuzawa, Miyu Hako, Minoriko Ichikawa, Moeka Kobayashi, Haruka Koreeda, Arisa Kotaki, Yuta Miura, Yukina Murakami, Mai Nishino, Kotomi Oyamada, Shiori Saito, Minami Sakurai, Ayano Takahama, Otoh Tanaka, Tomoyo Tsuda, Yui Watanabe and Kaori Yamamoto.

Contact: 2-1-1 Higarigaoka, Kashiwa, Chiba Prefecture 277-8686, Japan

URL: <http://www.hs.reitaku.jp/>