Who Became the Soldiers? Part 1
Inequality in Pre-War Showa Period Military Service Cohorts

Tsutomu WATANABE

ABSTRACT

In this paper, we used SSM survey data to analyze the characteristics of people who served in the military from the 1920s to the 1940s. We elucidated the features of people who served in the military according to their service period, cohort and age. The results of the analysis are as follows. First, many people who served in the military were born in between 1916–25. Second, the inequality between those who served in the military, and those who did not, is large in the cohort born between 1906–15, and the inequality in people who served is large in the cohort born between 1896–1905. From these results, we conclude that the national mobilization regime promoted equality within the cohorts and inequality between cohorts in Japan during the Pacific War.

Key Words: conscription system, cohort, inequality
Who Became the Soldiers? Part 2
Inequalities in Educational Background and Occupation
in Pre-war Showa Period Military Service

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ABSTRACT

We used SSM survey data to examine the educational and occupational characteristics of people who served in the military. In particular, we examined whether there were inequalities between their educational and occupational backgrounds, and in their military service. The results of the analysis are as follows. First, the inequality between educational and occupational background was large before the Pacific War, but shrunk during the Pacific War. Second, regardless of time period, only those from upper white-collar backgrounds had difficulty performing military service. Third, the attributes of soldiers did not influence the period of time spent in military service.

Key Words: conscription system, educational background, occupation, inequality
The Structure of Life Satisfaction and Happiness:
A Data Analysis of the “Parental Well-Being Survey” in Germany and Japan

Kazufumi MANABE

ABSTRACT

The aim of this paper is a methodological discussion on the analysis of the structure of well-being, and to deal with the “Parental Well-Being Surveys” in Germany (2009) and Japan (2012). For further information, see http://www.dijtokyo.org/pws

The author’s methodological questions are raised over the conceptual schema/model regarding the structure of parental well-being by Hans Bertram and his colleagues. This schema/model is composed of eight circles—one large circle representing the general aspect of well-being is surrounded at even intervals by seven smaller circles representing the specific aspects of well-being: economic well-being, physical and mental well-being, educational well-being, employment well-being, family well-being, family policy well-being, and partnership well-being.

Therefore, the questions are how to confirm this schema/model empirically, and which statistical method is appropriate for data analysis. The author selected Smallest Space Analysis (SSA) developed by Louis Guttman for this data analysis, because this method is an effective tool in visually depicting the structure of parental well-being. The Japanese result yielded a two-dimensional SSA map. This SSA map shows a Radex structure as follows:

1. The life satisfaction items of specific domains are positioned in a space divided into three concentric circles that are centered on overall well-being items—a single item of overall life satisfaction and a single item of overall happiness—and are spread outward in accordance with the degree of content-relevance to the overall well-being items.

2. The life satisfaction items of specific domains are also positioned in a space divided into four wedge-shaped regions—“income/work/education” “health/sleep” “partnership with spouse/childcare support from spouse/work share with spouse/family support” “public financial support/institutional childcare support/time consideration”—by four rays emanating from overall well-being items.

The German results also yielded a SSA map with a basically similar shape except for the deviant position of “partnership with spouse”.

The result above shows that the conceptual schema/model proposed by H. Bertram and his colleagues has been effectively confirmed with the geometrical portrayal of the structure of well-being by SSA. Thus the author has illustrated the utility of Smallest Space Analysis for the understanding of the structure of parental well-being.

Key Words: parental well-being, life satisfaction, feeling of happiness, structure, Smallest Space Analysis (SSA)
Internationalization, Globalization, Regionalization and Academic Mobility: University Education and Opportunities and Threats to the Development of a Global-minded Citizenry

Alan BRADY
Rob HIGGINS

ABSTRACT

A Japanese government initiative, “Global 30 Project for Establishing Core Universities for Internationalization,” aims to recruit 300,000 additional students from outside Japan by 2020 to study in English, and to send more Japanese students overseas, mainly to English-speaking areas. These and other developments are a response to decreasing numbers of Japanese students studying abroad, and demographic shifts domestically. Gradol (2007), presenting a comprehensive survey of global trends involving English Language education (ELE), outlines a strong economic correlation with language learning. This economic imperative has influenced some Japanese companies to operate in English—such as Uniqlo and Rakuten—and require higher English proficiency from a number of their workforce. This indicates a change in attitudes to the professional use of English in the workplace, but may not be matched by institutions of government and institutions of higher education in Japan. Yamagami & Tollefson (2011) report that globalization forces can offer opportunities and threats for global non-native speakers of English. A higher educational approach promoting awareness and skills necessary to be competent in global contexts and interactions is key to gaining access to predominantly English academic discourse.

Such access can lead to the sharing of common life goals and more specific participatory mechanisms across national boundaries and cultures. The promotion of both global awareness and skills, based on Steiner’s three-tiered model of social life development, involves discipline-specific information exchanges and knowledge-sharing, specific genres, highly specialized terminology, and a high level of expertise (Swales, 1990). Content and language integrated communication learning or CLICL, prioritizing academic literacies and discipline-specific content, provides learners with knowledge, skills, and life values enabling them to be mobile in local and global workplaces, including academia. Our paper provides an account of CLICL, which balances academic literacies and discipline-specific knowledge, skills, and values. We outline the practicalities that nurture CLICL, or lead to its rejection.

Key Words: Internationalization, academic mobility, citizenship development
The Quality of Life in the English as a Foreign Language University Classroom: A Case Study of Two Departments of Kwansei Gakuin University

Alan BRADY
Paul AALOE

ABSTRACT

Understanding, Allwright (2003) believes, can in itself help dispose of a problem or puzzle, or at least provide the seeds of, a possible solution or solutions. Allwright and others recognize we classroom English language practitioners need a way of doing the research that does not, in any significant manner, interrupt the pedagogy and learning, but which actually helps it along. This requires a redefinition or reinvention of the notion of practitioner research so that it becomes part and parcel of the pedagogy and learning and not as an activity that is parasitic upon class study.

What is it about the environment of study and learning at Kwansei Gakuin University, and two of its departments in particular, that influences student anxiety about studying English, and also student willingness to want to and actually use English language, and take its study and use as seriously as they do study in their native L1, Japanese? The researchers are concerned with how Kwansei Gakuin University English teachers can enable students to want to, if they choose, join one or another global English community.

Key Words: Life quality, English classroom, exploratory research
Mechanisms that Produce Difficulties for Interpersonal Relationships from “Symbiosis” to “Co-existence”

Yuta OZOE

ABSTRACT

We are aware that a sense of satisfaction is gained from forming close interpersonal relationships on our own. Nevertheless, we recognize modern interpersonal relationships are difficult in general. This paper problematizes the issue of recognition in interpersonal relationships in modern society by focusing on eliciting the logic of “symbiosis”.

In the context of “multicultural symbiosis” and “intercultural understanding”, “symbiosis” is described as ideal or emotional. However, the only portions extracted are “understand one another” and “let’s live together in harmony”. This paper presents three points which are consequences symbiosis. First, “symbiosis” is a starting point for modifying the perception that “it is possible to share something” with someone. Second, symbiosis” is an important mechanism in determining the identity of others, thus allowing the exclusion of those who cannot be identified. “Symbiosis” would promote an even more intolerant society to direct scrutiny for both oneself and others.

In other words, “symbiosis” is considered a mechanism that fixes norms in relationships, or corrects the relationship between self and others in order to establish in advance the relationship to be achieved within a certain context. “Symbiosis” also makes it possible to arrive at such a relationship, and to renew it. Moreover, this paper observes that the “possibility you are together” is not an example of “symbiosis”.

Key Words: recognition in interpersonal relationships, symbiosis, communication norms