

Field V Classroom Management & Guidance

Hirohumi HAMADA

(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 2)

- 1 Classroom Management Plans
- 2 Class Objectives
- 3 Class Activities, Group Activities, Day Duty
- 4 "Class Newsletters"
- 5 Group Activities for Children of Differing Ages
- 6 Non-attendance at School (Absenteeism)
- 7 Measures for Dealing with Non-attendance at school
- 8 Visits to Children's Homes
- 9 The School Counselor and the Counselor of
Education for Sound Mental Development
- 10 Teacher Guidance Meetings
- 11 Class Fees

Center for Research on International Cooperation in Educational Development (CRICED)

University of Tsukuba, JAPAN

URL. <http://www.criced.tsukuba.ac.jp/keiei/>

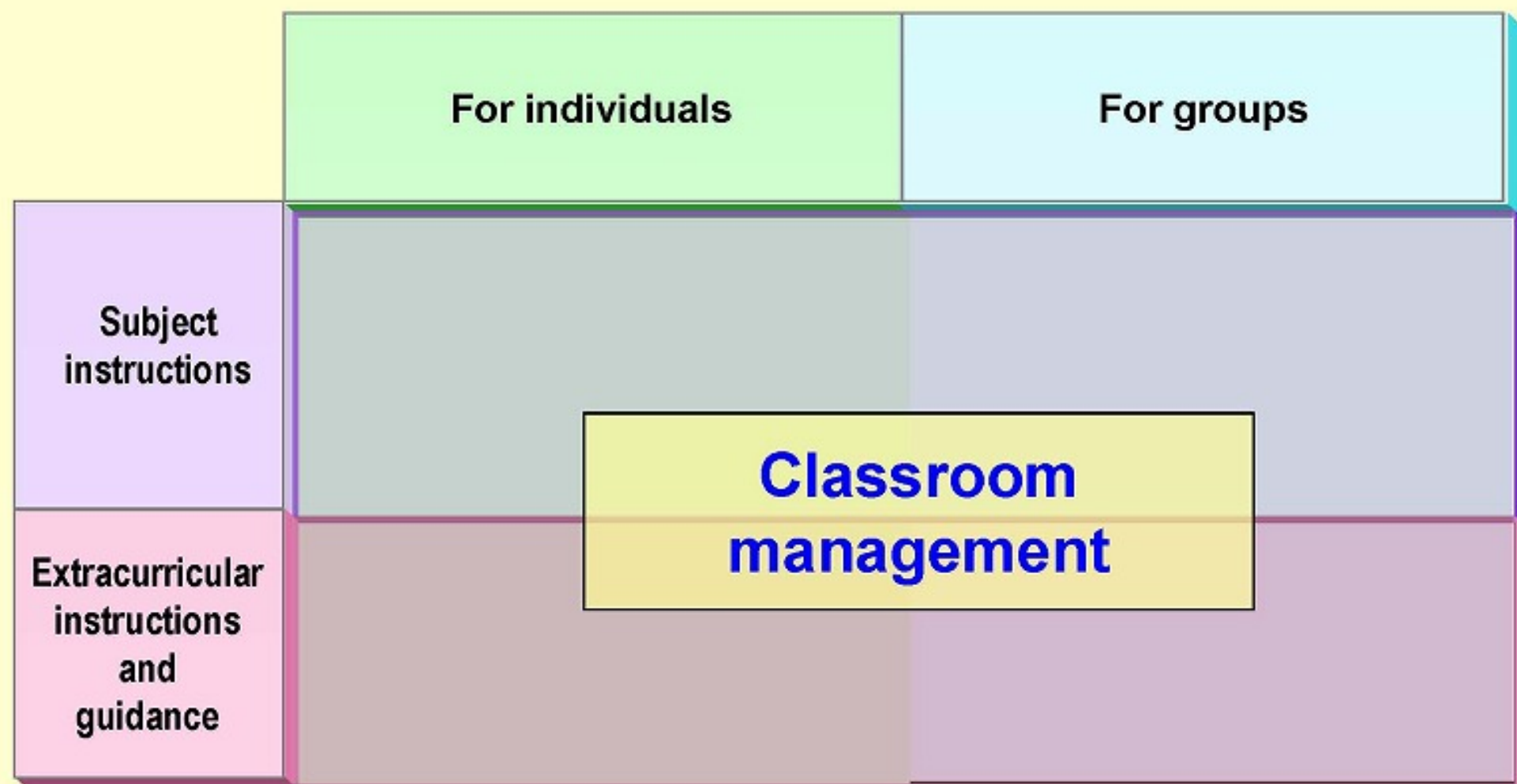
■ What is “classroom management” ?

- It is guidance that home-room teachers give to their students.
- It includes both individual guidance and classroom guidance.
- It is intended to promote student human growth through interactions within the classroom.

■ What is a “plan of classroom management” ?

- An annual plan of classroom management made by home-room teacher
- A way to achieve goals of classroom management of home-room teacher
- All learning activities including subject instruction

Classroom Management Plans



Classroom Management Plans

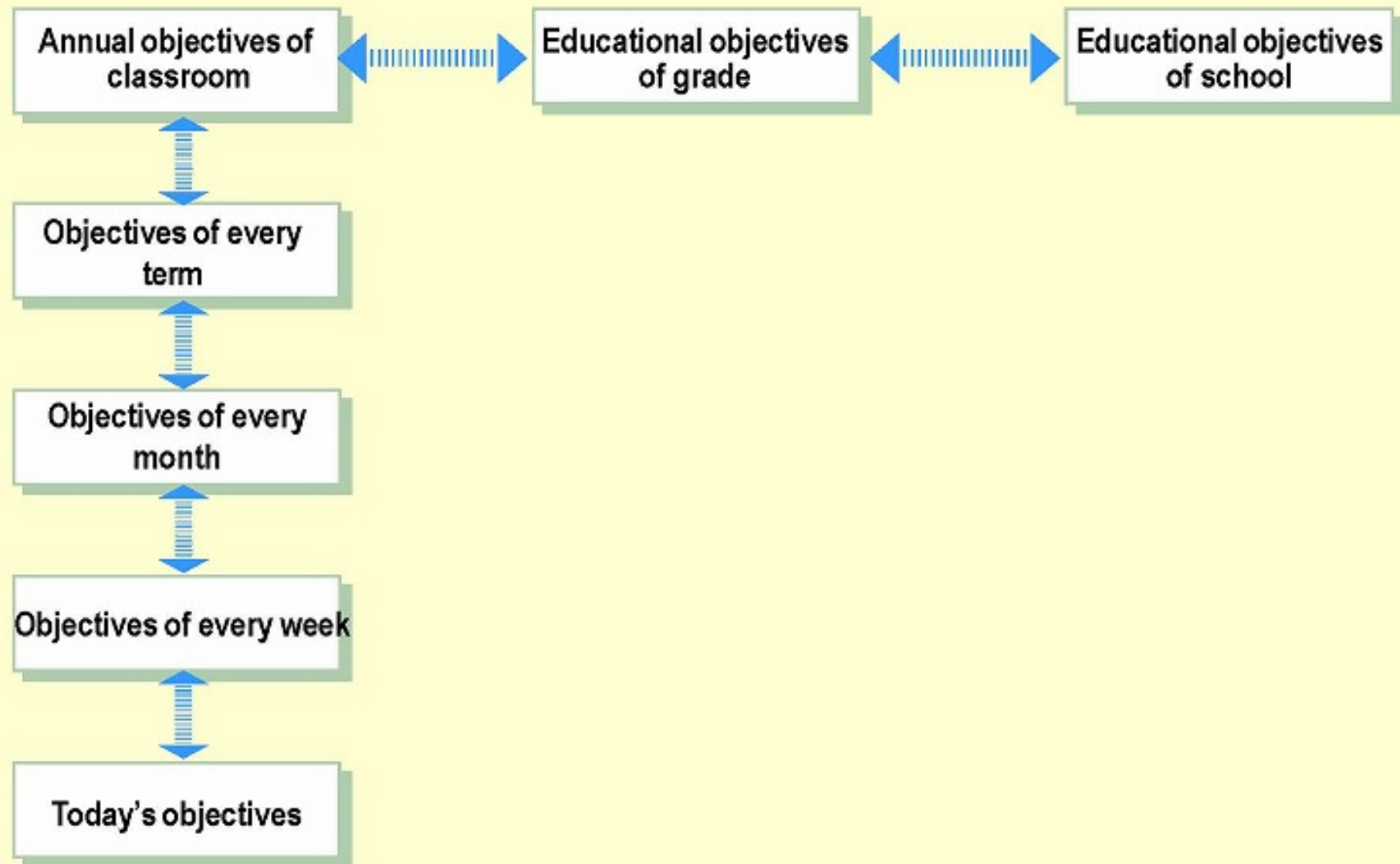
Feature of students	
Problems that students have	
Objectives of year	

	April	May	June	...
Each subject				
Moral				
Special activities				
Period of Integrated Study				

■ What are 'Class Objectives' ?

- An objective or motto for classroom students.
- A guide for student's learning and in their life
- It has an important role in maintaining group order and in motivating students to study.

Class Objectives



Class Objectives



(V-6)

Class objectives posted on the wall above blackboards

6

Class Activities, Group Activities, Day Duty

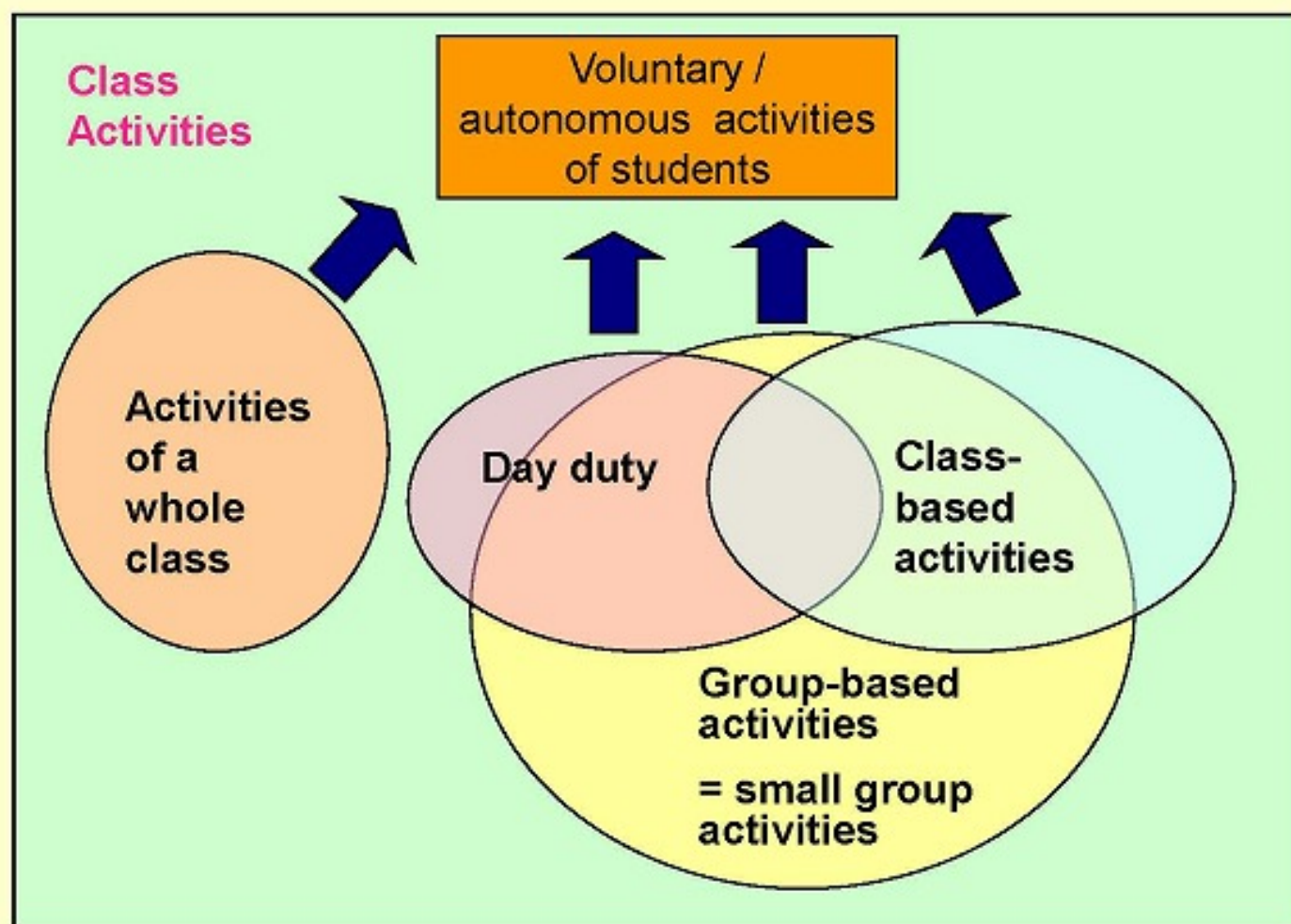
■ What are class activities?

- A part of “special activities” in the curriculum
- “Activities of a class as a single unit that enrich and solidify the class and school, and that contribute to the development of a sound life style.” (Excerpt from the Course of Study of elementary schools)
- Problem solving for life in schools and classes
- Emphasis on student voluntary and autonomous activities

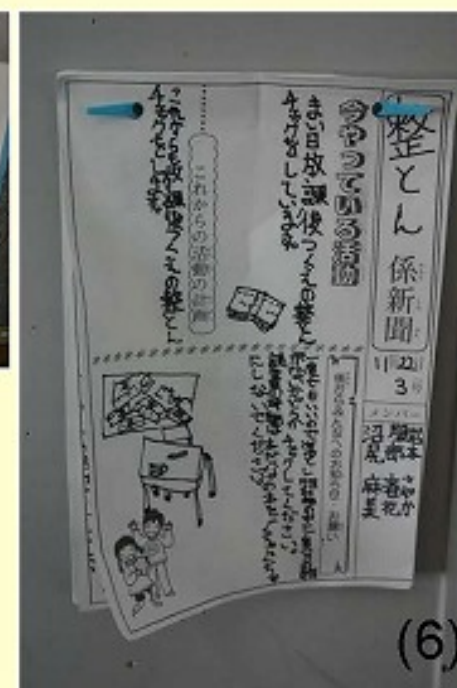
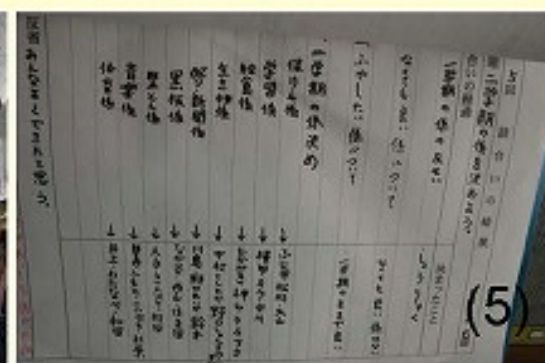
■ What are class-based activities, group-based activities, and the day duty?

- Class-based activities are made by assigning work in a class.
- Group-based activities are organized in small groups that encourage students' spontaneous and autonomous activities.
- The day duty is a role assigned to a student to lead the classroom for the day.

Class Activities, Group Activities, Day Duty



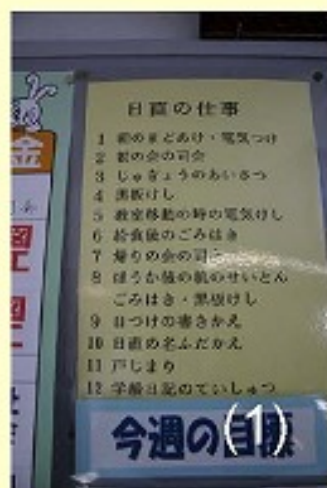
Class Activities, Group Activities, Day Duty



Class Activities, Group Activities, Day Duty



Class Activities, Group Activities, Day Duty

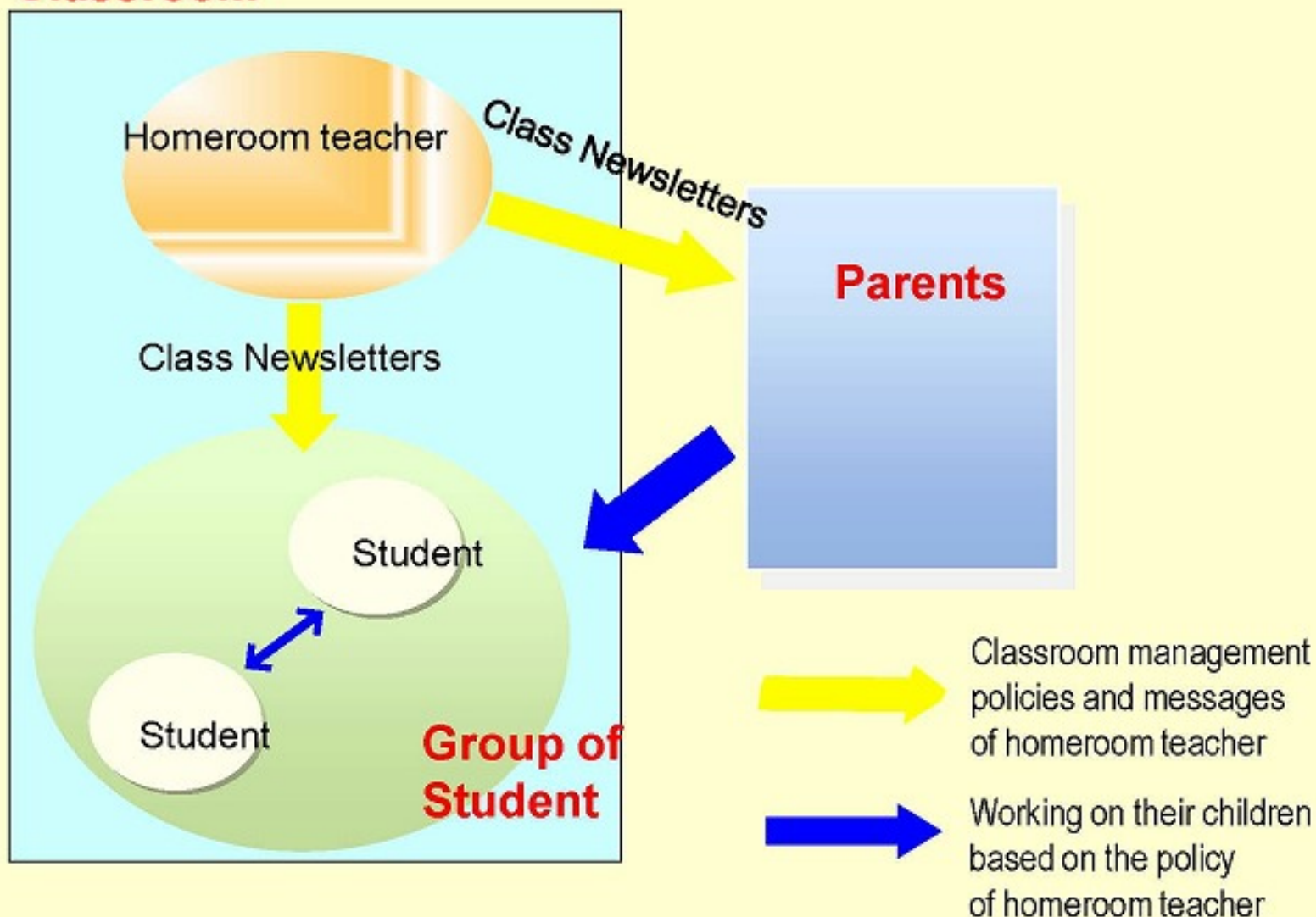


■ What are Class Newsletters?

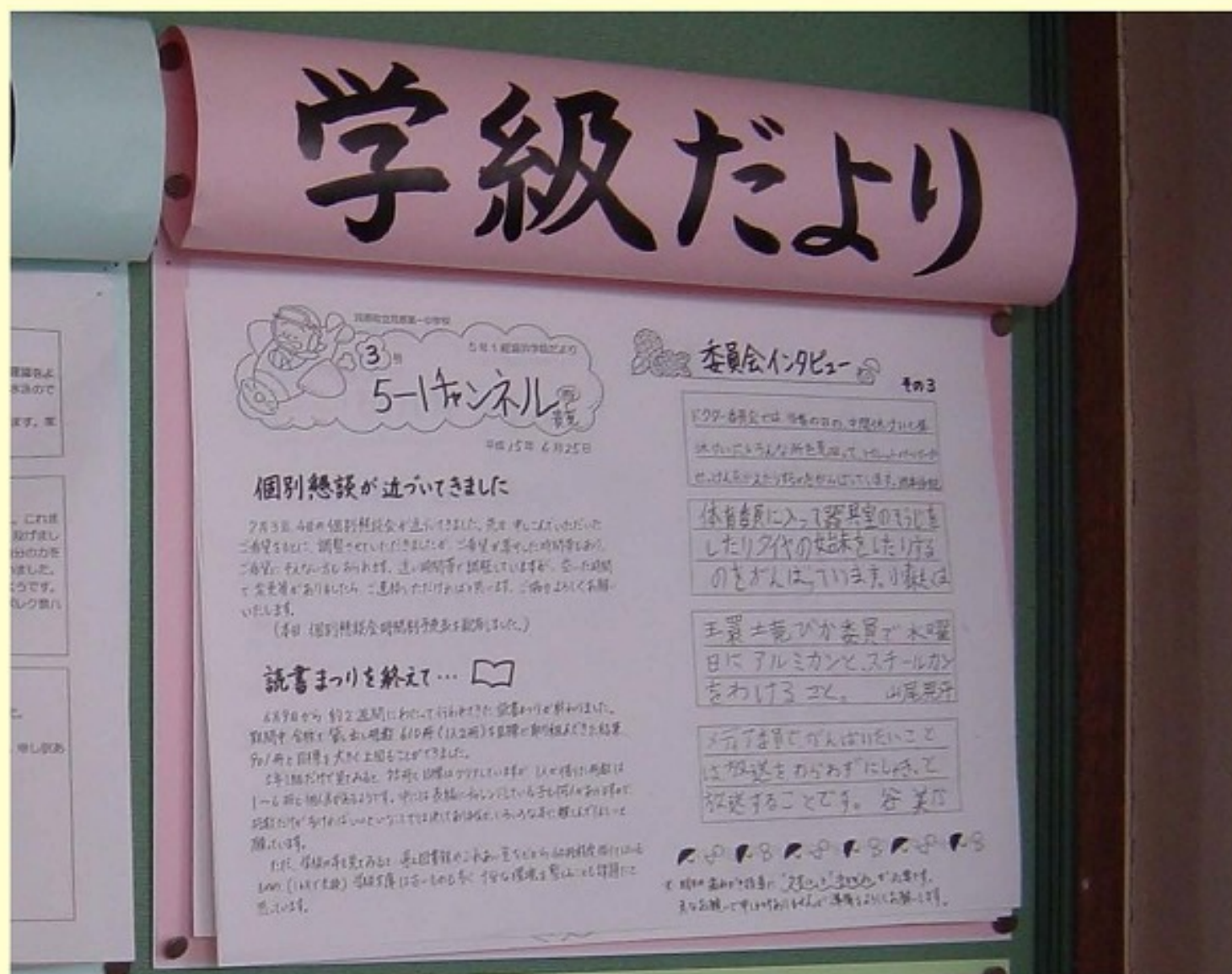
- One of the communication channels between home-room teachers and students and their parents
- To inform parents re the class life of the students.
- To inform parents regarding a teacher's way to motivate students, to guide them, etc.
- To inform students and parents regarding a teacher's views concerning incidents in class, etc...

“Class Newsletters”

Classroom



“Class Newsletters”



Group Activities for Children of Differing Ages

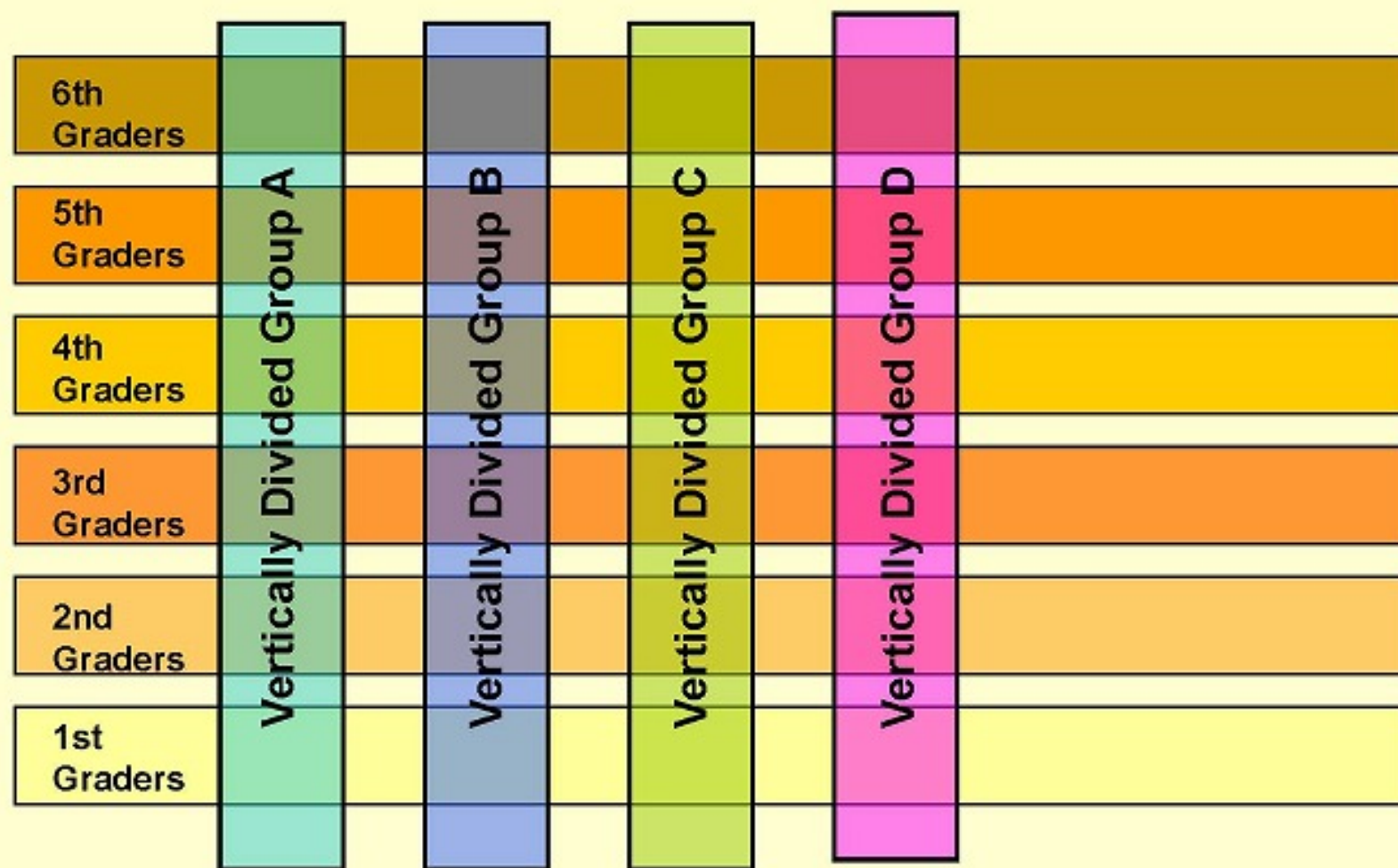
■ The conventional group activities in a school

- The homeroom as a peer group of children of similar ages
- Teaching and learning from each other as equals

■ Promotion of group activities for differing ages

- Organizing small groups that consist of different students from different grades
- Developing small groups through cleaning, school events, etc.
- Senior students become older brothers and sisters of juniors

Group Activities for Children of Differing Ages



Group Activities for Children of Differeng Ages



Group Activities for Children of Differing Ages



Planting flowers

November 2004

Group Activities for Children of Differing Ages

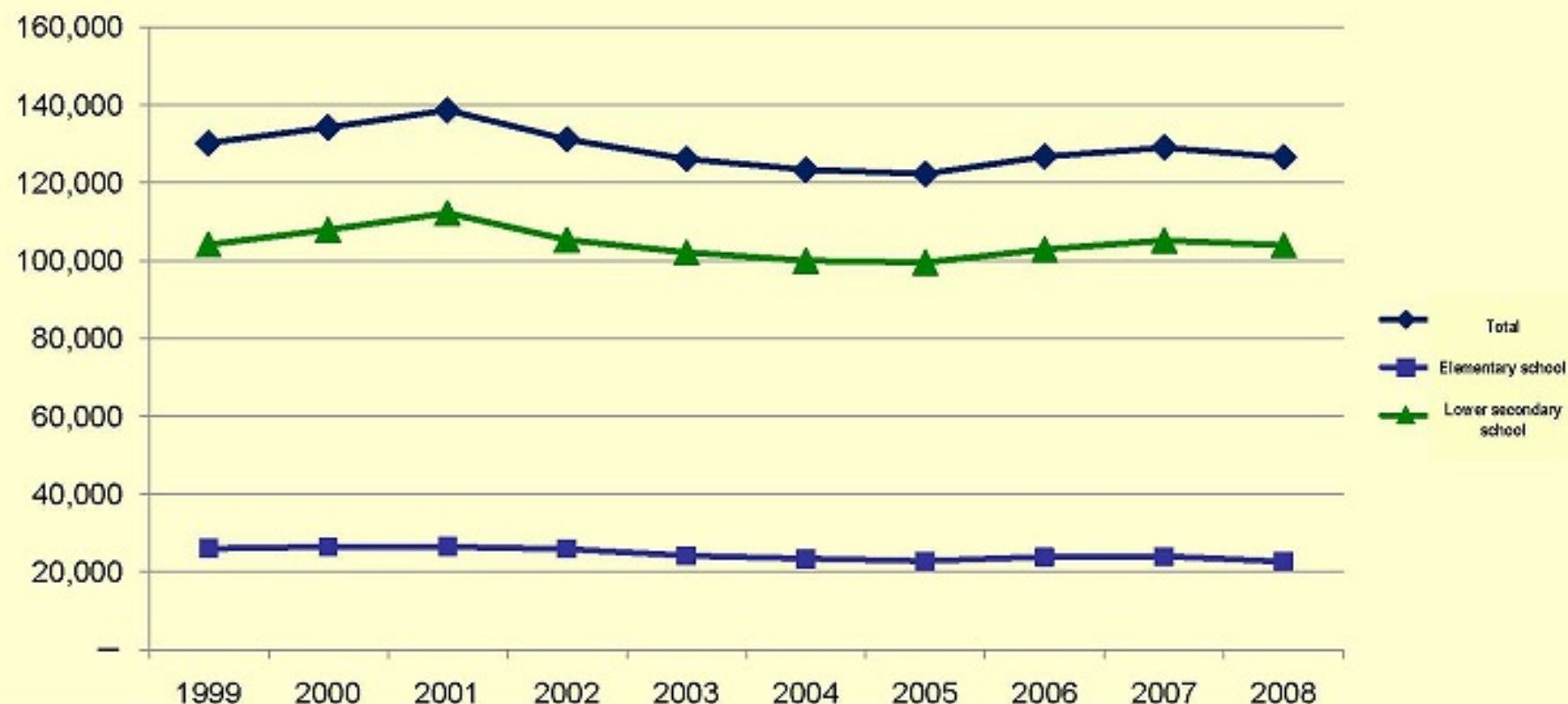


Non-attendance at school (Absenteeism)

■ What is “Non-attendance at school”?

- To be absent from school for a long time (MEXT stipulates the length of absenteeism should be more than 30 days per year) and not be due to sickness and/or economic problems.
- While the enrollment rate in compulsory education is almost 100%, the rate of non-attendance (absenteeism) by school children continues to increase.

Non-attendance at school (Absenteeism)



Number of students (%)	Elementary school	26,047 (0.4)	26,373 (0.4)	26,511 (0.4)	25,869 (0.4)	24,077 (0.3)	23,318 (0.3)	22,709 (0.3)	23,825 (0.3)	23,927 (0.3)	22,652 (0.3)
	Lower secondary school	104,180 (2.5)	107,913 (2.6)	112,211 (2.8)	105,383 (2.7)	102,149 (2.7)	100,040 (2.7)	99,578 (2.8)	102,957 (2.9)	105,197 (2.9)	103,985 (2.9)

Transition in the number and proportion of non-attending students at school in national, public and private schools (1999-2008 school year)

Non-attendance at school (Absenteeism)

Classification	Elementary school				Lower secondary school				Total			
	National	Public	Private	Total	National	Public	Private	Total	National	Public	Private	Total
Bullying	3	185	2	190	6	989	33	1,028	9	1,174	35	1,218
	5.5%	0.8%	2.2%	0.8%	1.9%	1.0%	1.1%	1.0%	2.4%	1.0%	1.1%	1.0%
Relations with friends (apart from bullying)	8	2,064	10	2,082	55	14,459	411	14,925	63	16,523	421	17,007
	14.5%	9.2%	11.0%	9.2%	17.1%	14.3%	13.6%	14.3%	16.8%	13.4%	13.5%	13.4%
Relations with teachers	4	375	6	385	3	696	29	728	7	1,071	35	1,113
	7.3%	1.7%	6.6%	1.7%	0.9%	0.7%	1.0%	0.7%	1.9%	0.9%	1.1%	0.9%
Other effects on school life	5	1,231	2	1,238	32	7,419	262	7,713	37	8,650	264	8,951
	9.1%	5.5%	2.2%	5.5%	10.0%	7.4%	8.6%	7.4%	9.8%	7.0%	8.5%	7.1%
Frolics or misdemeanor	0	222	0	222	9	12,352	41	12,402	9	12,574	41	12,624
	0.0%	1.0%	0.0%	1.0%	2.8%	12.3%	1.4%	11.9%	2.4%	10.2%	1.3%	10.0%

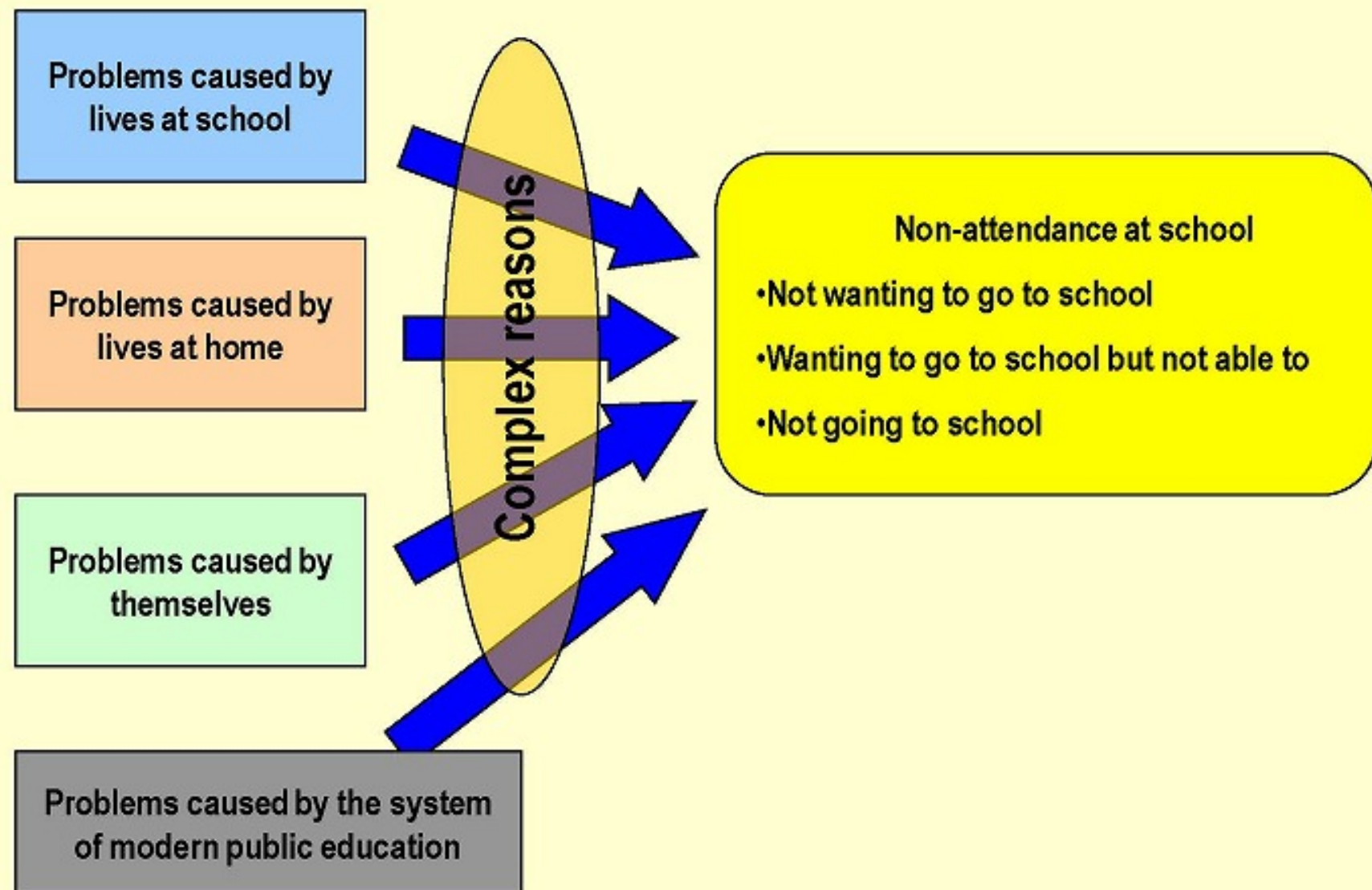
Non-attendance at school (Absenteeism)

Classification	Elementary school				Lower secondary school				Total			
	National	Public	Private	Total	National	Public	Private	Total	National	Public	Private	Total
Languidness	5	6,447	7	6,459	75	29,949	420	30,444	80	36,396	427	36,903
	9.1%	28.6%	7.7%	28.5%	23.4%	29.7%	13.9%	29.2%	21.3%	29.5%	13.7%	29.1%
Unstablensess including anxiety	25	9,688	49	9,762	136	33,004	1,513	34,653	161	42,692	1,562	44,415
	45.5%	43.0%	53.8%	43.1%	42.4%	32.7%	50.0%	33.3%	42.8%	34.6%	50.1%	35.0%
Intentional refusal	1	1,469	5	1,475	13	6,864	149	7,026	14	8,333	154	8,501
	1.8%	6.5%	5.5%	6.5%	4.0%	6.8%	4.9%	6.7%	3.7%	6.8%	4.9%	6.7%
Others	14	4,685	28	4,727	42	9,964	475	10,481	56	14,649	503	15,208
	25.5%	20.8%	30.8%	20.9%	13.1%	9.9%	15.7%	10.1%	14.9%	11.9%	16.1%	12.0%

(Note 1) multiple answers allowed

(Note 2) Percentage shows the ratio of the number of applicable students in each classification to total absentee students.

Non-attendance at school (Absenteeism)



Non-attendance at school (Absenteeism)



July 2005



■ Various measures inside and outside of school

- Visits to children's homes by teachers
- Going to the health office instead of the classroom
- Establishment of special classrooms for non-attending (absentee) school children
- Provision of school counselors, etc.

Measures for Dealing with Non-attendance at school

(Unit : number of schools)

Classification	Elementary school				Lower secondary school				Total			
	National	Public	Private	Total	National	Public	Private	Total	National	Public	Private	Total
To have common understanding of all teachers of the problems of non-attendance through trainings and case studies	7	2,636	12	2,655	12	3,653	88	3,753	19	6,289	100	6,408
To guide the corresponding students by school as a whole, by having various contacts with the students from all teachers	4	2,214	16	2,234	10	3,308	126	3,444	14	5,522	142	5,678
To guide the students by educational counseling teacher specially	4	1,041	5	1,050	7	2,309	67	2,383	11	3,350	72	3,433
To guide the students by school nurse	6	1,482	5	1,493	10	2,869	116	2,995	16	4,351	121	4,488
To guide the students by school counselor specially	8	2,098	9	2,115	19	5,144	280	5,443	27	7,242	289	7,558
To guide the students so that they improve relationships with friends	5	2,041	5	2,051	18	3,402	136	3,556	23	5,443	141	5,607
To improve the relationship with teacher through having more contacts	10	2,286	6	2,302	16	3,334	153	3,503	26	5,620	159	5,805
To improve the teaching methods and to have individual teaching so they understand more easily	3	1,268	8	1,279	4	1,869	62	1,935	7	3,137	70	3,214

Measures for Dealing with Non-attendance at school

Classification	Elementary school				Lower secondary school				Total			
	National	Public	Private	Total	National	Public	Private	Total	National	Public	Private	Total
To prepare opportunities for students to do activities independently in various situations	8	2,276	11	2,295	11	2,705	81	2,797	19	4,981	92	5,092
To guide the students by letting them to come to special areas, such as the school infirmary	8	2,302	11	2,321	22	4,592	221	4,835	30	6,894	232	7,156
To call at their home, or to go to meet in order to encourage the students to come to school	11	3,635	22	3,668	23	5,337	225	5,585	34	8,972	247	9,253
To give various assistances on study and life by visiting their houses	10	3,337	7	3,354	21	5,803	196	6,020	31	9,140	203	9,374
To improve home life or family relationship with the cooperation of guardians	9	3,005	20	3,034	22	4,317	230	4,569	31	7,322	250	7,603
To guide students with the cooperation of counseling institutions, such as educational counseling centers	4	1,739	4	1,747	5	2,943	55	3,003	9	4,682	59	4,750
To guide students with the cooperation of medical organizations, such as hospitals	5	717	6	728	6	1,603	126	1,735	11	2,320	132	2,463
Others	0	292	2	294	1	543	186	730	1	835	188	1,024

Measures for Dealing with Non-attendance at school

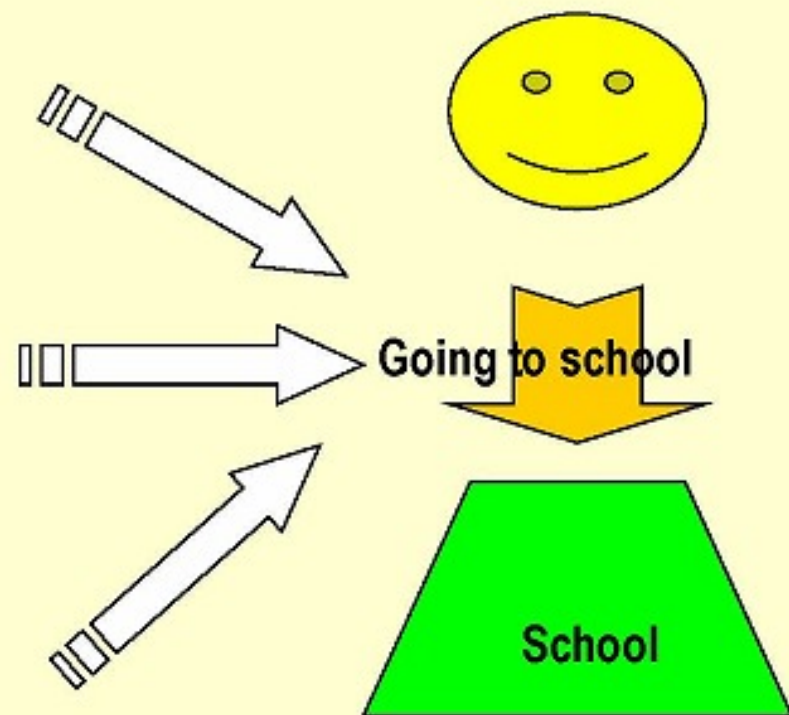
Improvement and devices on guidance within schools

- Mutual understanding among all teachers
- Guidance by a school nurse or a counselor
- Going to the health office instead of going to the classroom, etc.

Communication with homes

- Picking up at the home or calling
- Guidance by visiting the student homes
- Improvement of family relationships in home life

Cooperation with other organizations



Measures for Dealing with Non-attendance at school



2005年2月

(V - 30)



2004年2月

Visits to Children's Homes

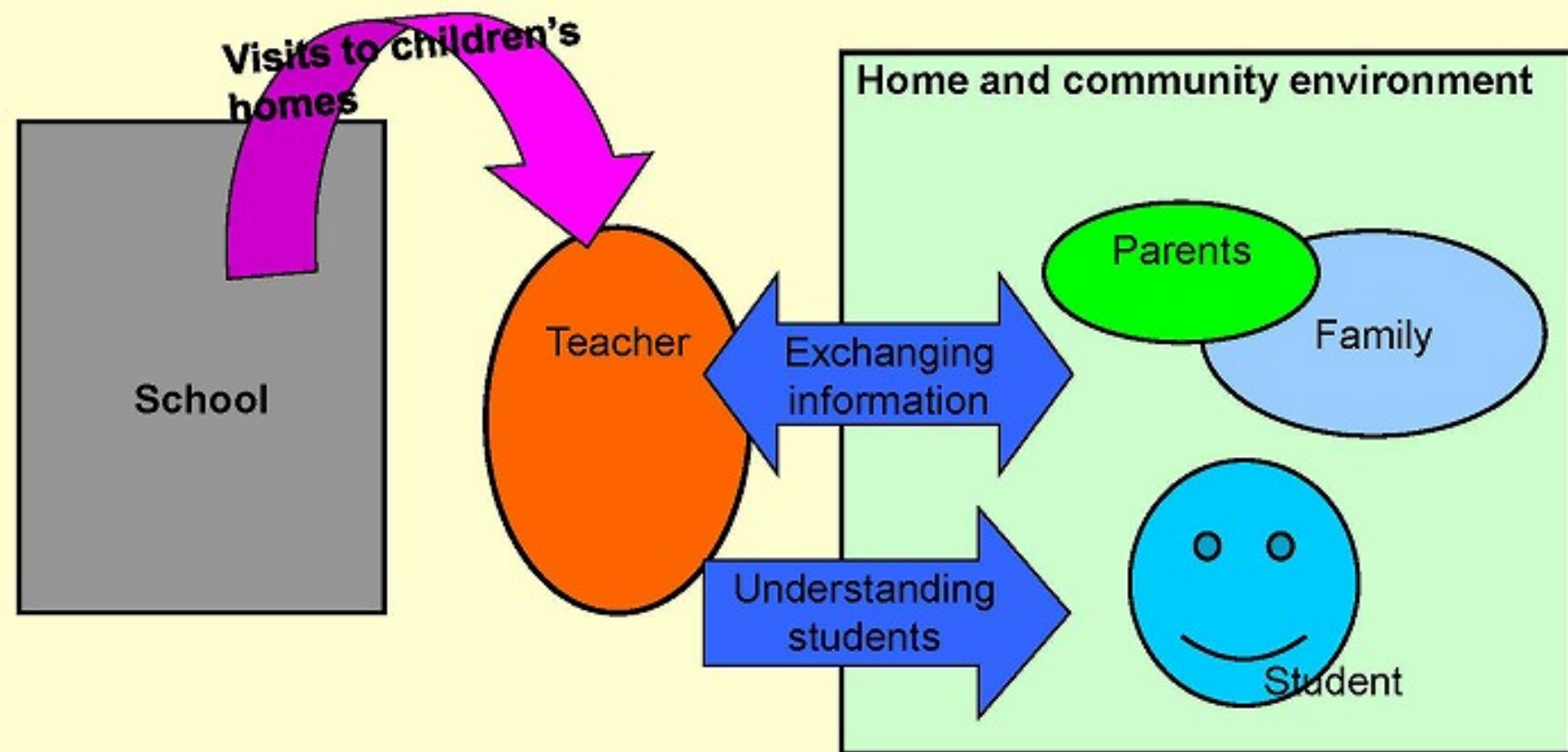
■ What are visits to children's homes?

- Home-room teachers visit their students' homes after school in order to provide student guidance

■ What are objectives of visits to children's homes?

- To build up interactions with their homes in order to have more precise understandings regarding each individual student
- To understand the living situation and learning environment of students at their homes
- To communicate and exchange information with children's parents to improve guidance to students who create problems at school

Visits to Children's Homes



Visits to Children's Homes



■ What is a school counselor?

- Specialists in counseling who are not teachers are staffed to meet the increase and diversification of distress and negative behavior by children
- In 2009 year, counselors were assigned to about 10,000 public lower secondary schools.

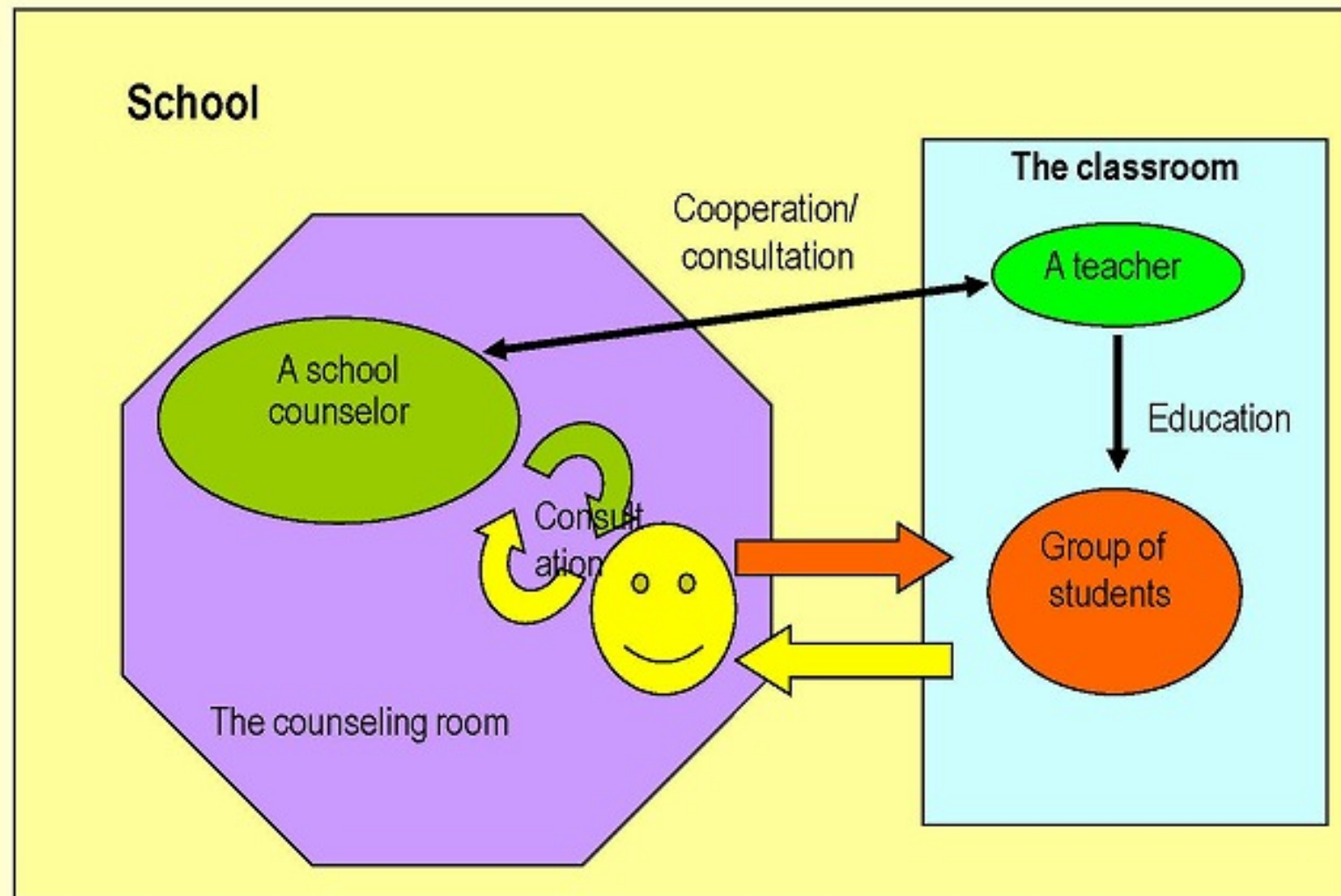
■ What is a counselor of education for mental soundness?

- They are selected from such local talent as people who are experienced in the teaching profession and instructors of youths associations, etc.

What is a counselor of education for mental soundness?

- There is no official qualification for school counselors; School counselors are not full-time staff. School counselors are not deployed to every school;
- Counselor deployments are part-time, occurring once or twice a week and for four hours a day per school;
- School counselors provide counseling to students in school counseling rooms;
- School counselors also give advice to teachers and parents.

The School Counselor and the Counselor of Education for Sound Mental Development



The School Counselor and the Counselor of Education for Sound Mental Development

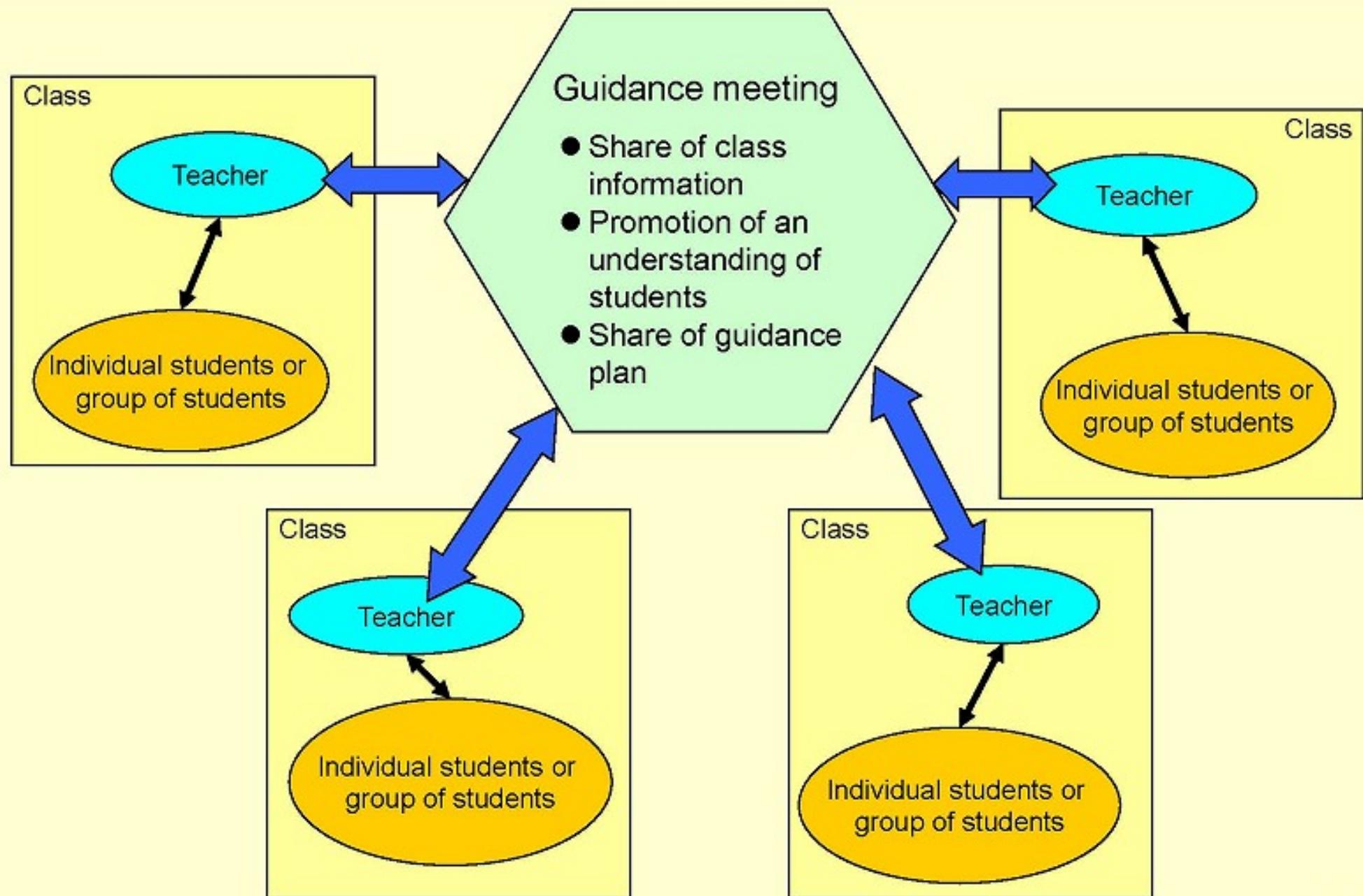


June 2005

■ What is a Teacher Guidance Meeting?

- A meeting to share information at school about problems on guidance in each class and individual problems of students
- Not only involving sharing of information, teachers also discuss methods of guidance and also provide specific guidance and teaching using cooperative methods

Teachers' Guidance Meetings



Teachers' Guidance Meetings



■ What are class fees ?

- 26th article of the Japanese Constitution, provides that “Such compulsory education shall be free”
- 4th article of the Basic Act of Education, provides that “Tuition fees shall not be collected at compulsory education schools of the state and local autonomous bodies”

(...still class fees are collected as private expenses.)

Class Fees

1st Trimester		2nd Trimester		3rd Trimester	
Items	(yen)	Items	(yen)	Items	(yen)
Japanese Test	270	Japanese Test	270	Japanese Test	270
Arithmetic Test	270	Arithmetic Test	270	Arithmetic Test	270
Calculus Drill Book	320	Calculus Drill Book	320	Calculus Drill Book	320
Kanji Drill Book	320	Kanji Drill Book	320	Kanji Drill Book	320
Notebook for communication	360	Construction paper	150	Maps	150
Science kits	500			Equipment	560
Calligraphy Notebook	450				
Paper Clay	290				
Examination test	300				
Feed	300				
Total	3380	Total	1330	Total	1890
Total of 3 quarters		6600	Collecting amount per month		600

(Note) 1: These are annual class fees per student of kindergarten, elementary, lower and upper secondary school
 2: Public kindergarten / elementary, lower and secondary schools are considered

Class Fees



4th grade, Feb. 2005

Composition(1)

Part 1

I Outline of Japanese School System

41 slides

- 1 The School System in Japan
- 2 Pre-School Education
- 3 Elementary Schools
- 4 Lower Secondary Schools
- 5 Six-year Secondary Schools
- 6 Upper Secondary Schools
- 7 Colleges of Technology
- 8 University System (Colleges, Graduate Schools)
- 9 Schools for Special Needs Education
- 10 Specialized Training Colleges and Miscellaneous Schools
- 11 Modernization of Japan and the Public Education System

II Japanese Educational Administration & Finance

84 slides

- 1 The System of Law
- 2 Basic Act on Education
- 3 Reform Movements in Educational Administration (1)
- 4 Reform Movements in Educational Administration (2)
- 5 The Board of Education
- 6 Ministry of Education, Culture, Sports, Science and Technology (MEXT)
- 7 Guidance Administration by MEXT
- 8 Educational Finance and Responsibility Structure
- 9 Schools Covered by the School Education Law
- 10 Establishment and Management of Schools
- 11 Criteria for School Facilities and Class Size
- 12 Enrollment and Non-Attendance
- 13 Self-Evaluation / Third Party Evaluations
- 14 Disclosure of Educational Information
- 15 School Councilor System
- 16 Textbooks and Supplementary Materials
- 17 Disciplinary Action Against Children and Students
- 18 Specially Supported Education System
- 19 Students of the Permitted Enrollment System
- 20 Education of Children in Isolated Areas
- 21 Evening Lower Secondary School

III Japanese Social Education

43 slides

- 1 Social Education Facilities 1 (Citizen's Public Halls)
- 2 Social Education Facilities 2 (Libraries)
- 3 Social Education Facilities 3 (Museums)
- 4 Supervisors for Social Education
- 5 Children's Natural Houses & Public Houses for Youths
- 6 Social Educational Organizations
- 7 Social Correspondence Education
- 8 Social Physical Education & Life-long Sports
- 9 Cultural Centers (Private Profit Social Education Businesses)

Composition(2)

Part 2

IV Organization & Implementation of Curriculum

74 slides

- (1) Outline
- 1 Total Structure of Curriculum
- 2 Process of Curriculum Development
- (2) Organization of Curriculums
- 3 Educational Objectives and Curriculum
- 4 Curriculums and Courses of Study
- (3) Implementation of Curriculums
- 5 Organization of Units and Study Materials
- 6 Lesson Plans
- 7 Evaluation of Study
- 8 Class and Curriculum Evaluations
- 9 Forms of Guidance
- (4) Examples of Curriculum Activities
- 10 Subjects in Elementary Schools
- 11 Moral Education
- 12 English Activities
- 13 The Period of Integrated Study
- 14 Special Activities 1 (Class Activities)
- 15 Special Activities 2 (Students Council)
- 16 Special Activities 3 (Club Activities)
- 17 Special Activities 4 (School Events)
- 18 Club Activities

V Classroom Management & Guidance

43 slides

- 1 Classroom Management Plans
- 2 Class Objectives
- 3 Class Activities, Group Activities, Day Duty
- 4 "Class Newsletters"
- 5 Group Activities for Children of Differing Ages
- 6 Non-attendance at School (Absenteeism)
- 7 Measures for Dealing with Non-attendance at school
- 8 Visits to Children's Homes
- 9 The School Counselor and the Counselor of Education for Sound Mental Development
- 10 Teacher Guidance Meetings
- 11 Class Fees

VI School Management

46 slides

- 1 School Management
- 2 Aims and objectives of Public Education
- 3 Objectives of Compulsory Education
- 4 School Management Plan
- 5 Educational Goals of School
- 6 Curriculum Management
- 7 Teachers' Meeting
- 8 Principal's Duty & Competence
- 9 Principal from Private Sector
- 10 School Management Duty
- 11 Head of Department System
- 12 Duty of Assistant Principal, Senior Teacher, and Advanced Skill Teacher
- 13 School Evaluation
- 14 School Evaluation System
- 15 Community School
- 16 Evaluation of Teacher
- 17 Risk Management of School
- 18 System of School Choice
- 19 School Empowerment
- 20 School Management Reform in Japan

Composition(3)

Part 2

VII Cooperation between School and Local Community

77 slides

- 1 PTA
- 2 Visits to Children's Homes
- 3 Open Class Days
- 4 Parent-Teacher Meetings
- 5 Report Cards
- 6 Communication Notebooks between Teachers and Parents
- 7 School Newsletters, Grade Newsletters, Class Newsletters
- 8 School Home Pages
- 9 Networking system
- 10 Human Resources of Communities
- 11 Local Community Office Supporting School
- 12 Work Experiences
- 13 Community Learning
- 14 School Councilor System
- 15 School Administrative Council
- 16 Opening Schools to the Public
- 17 School Complex Facilities
- 18 Kodomo-kai (Children's Gathering)
- 19 Local Education Liaison Councils
- 20 110 Homes for Children
- 21 Educational Costs Paid by Parents

VIII Teacher's Qualifications • Training

45 slides

- 1 Teacher's Professionalism and Qualification
- 2 Pre-service Training of Teacher
- 3 Equivalency Examination for Teacher's Qualification
- 4 Appointment of Teacher
- 5 Renewal System of Teachers' Certification
- 6 In-service Training
- 7 School-based in-service Training
- 8 Training of School Leader
- 9 Teacher's Salary
- 10 Punishment for Teacher
- 11 Training of Principal and the Role of Graduate School

Composition(4)

Part 3

IX Japanese School life & Culture

• School Events 15 slides	• The Typical Day of a Teacher 13 slides	• The Typical Day of a Student 15 slides	• Japanese School Life 29 slides	
1 (Items List)	16 (Items list)	29 (Items List)	44 (Items List)	58 Notice 1
2 Entrance Ceremony	17 Morning meeting	30 Going to School in a group	45 Greeting	59 Notice 2
3 Opening Ceremony	18 Preparation for Class	31 Morning Meeting	46 Collective Discipline	60 Notice 3
4 Morning Assembly	19 Teaching Classes	32 Class-based activities	47 Name, Name Card	61 Nurse's Office
5 School Excursion	20 Skills to Teach	33 Before Class	48 Preparing & Clearing up	62 Co-education
6 Sports Day 1	21 Recesses	34 Class Hour	49 School Lunch Bag	63 Health Education
7 Sports Day 2	22 School Lunch 1	35 Recesses 1	50 Recording	64 Students' Preferences
8 Marathon Race	23 School Lunch 2	36 Recesses 2	51 Indoor Shoes	65 Uniform
9 Overnight Trip with Outdoor Study	24 Cleaning Time	37 Recesses 3	52 Lunch Time	66 School Emblem, School Song
10 School Trip	25 Meeting before going back home	38 Playing	53 Cooperative Work for School Lunch	67 Testimonial
11 Medical Check-up	26 Teachers' Room	39 Before & After Lunch	54 School Lunch Menu	68 National Flag, Clock
12 Disaster Drill	27 Teacher's Desk in Class	40 Teachers' Room	55 Cooperative Work for Cleaning	69 Memorial for Graduation
13 Music Festival	28 Instructions to Students	41 Meeting before going home	56 Places for Cleaning	70 Assistant English Teacher
14 Closing Ceremony		42 Getting out of School	57 Keeping Animals, Growing Plants	71 Notice 4
15 Graduation Ceremony		43 After School		72 Teachers' Study

About the use of teaching materials

○ The background of teaching-materials development

In order to promote and sustain elementary secondary education within a developing country, preparation of educational management, educational system, social education teacher training, and other aspects, become requisites. Japan has accumulated much educational experience which can provide useful information for a developing country in contrast to the dominant flow of information that derives from educational cooperation among advanced nations. The interest regarding the Japanese educational model, which differs from European and American models, is very high in developing countries. However, Japan has not adequately responded to such needs until recently. It is useful to maintain and reconstruct the information about Japan's educational experience, and to prepare materials that can be shared with developing countries.

○ The purpose and budget of teaching-materials development work

After fully understanding the features of the educational situation of a partner country, and the needs which the educational staff of a developing country have, educational cooperation enterprises need to be considered, including how to transmit information on Japan's educational experience. The form of educational cooperation activities varies, including provision of training in Japan, dispatch of training to the spot, and training through local educational personnel. The method of this particular activity is to edit effective teaching materials for use in all types of educational cooperation, and to construct information databases about teaching-materials development and teaching methods. The Ministry of Education, Culture, Sports, Science and Technology recognizes its utility and supplies the budget as 「Project to Organize Information on Educational Experiences from Japan ~Focusing on Educational Management and Teachers' Training」 (the cooperation building project system for international cooperation in educational development promoted by MEXT).

○ The kind, form, whereabouts and the language of teaching materials

	HP of CRICED	Organization related to JICA	Japan Foundation	University foreign student center	Language
Teaching materials	PDF file	Slide collection CD	Slide collection CD	Slide collection CD	Japanese and English
Manual of teaching materials	PDF file	Manual	Manual	Manual	Japanese and English
Index	PDF file	—	—	—	Japanese and English
Training module	PDF file	—	—	—	Japanese and English

Request about teaching-materials use

CRICED has the copyright of these teaching materials, and it is prohibited to edit or reproduce these materials without notice of approval, including publishing photographs, figures, tables, and descriptions. And, when using these teaching materials except in the context of training under the auspices of international educational cooperation for a developing country, contacting and obtaining consent from CRICED beforehand about the purpose of use and the usage is required.

The method for preparing a training module

This set of teaching materials consists of 509 slides covering 113 topics within nine domains, comprising outlines, charts, photographs and text. Provisionally, if one slide is explained in 1 minute, the full explanation and coverage of the entire set of teaching materials takes 509 minutes, or 8 hours or more.

In fact, the time required to cover a slide and to perform a presentation should be based on the the purpose and target of training. The set or slides that specify the purpose, object, etc. of the training is called a training module.

In CRICED, because various training modules are exhibited on HP, please refer to this set of slides and create an individualized training module from the PDF file on the CD and HP slide collections.

- How to create a training module from the CD slide collection
 - i. The file of the CD slide collection is moved to one's own personal computer.
 - ii. The new screen of the software for presentations is opened.
 - iii. Insertion → file to a slide → the original form is saved. Slide which saves → slide is chosen. (If it does not, choose "the original form is saved", because color scheme of the background, the character and line may change, so please be careful)
- Acrobat is required to create a training module from the PDF file of HP.

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