

# SHOWA

SHOWA WOMEN'S UNIVERSITY JUNIOR-SENIOR HIGH SCHOOL



*Ambitious Blue*





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Our School Motto

Be a light to the world  
*Be a leader in society, an asset wherever you are*

Manifest refinement  
*Always behave graciously and with good manners*

Be sincere  
*Be true to yourself, always serving society sincerely in all things*

Seek knowledge  
*Make your way through life acquiring knowledge and wisdom*



Bando Mariko  
Chancellor  
Showa Women’s University



## From the Principal

Our school, which was founded 104 years ago with the aim of nurturing women to contribute to the nation's recovery, has long pursued educational activities as an institution dedicated to developing "thoughtful and strong women."

Times have changed, the pace of economic activity has accelerated, and advancements and changes in digital technology are progressing at an ever-increasing speed.

It is becoming increasingly difficult to imagine just how much the era in which our students live is changing. However, we sincerely hope that the time in which they will continue as adults will be a wonderful one.



With several universities with long traditions now establishing quotas for female students in science and engineering fields, I feel that a favorable era for female students' learning is finally beginning to emerge. We hope that they will seize this opportunity while showcasing the innate desire that women have to contribute to others and society.

However, even if opportunities arise, without the ability to make the most of them, one cannot grasp the full extent of those opportunities. To do so, it is essential to abandon any hesitation stemming from the mindset of "this is good enough because I'm a girl" and develop the strength and mindset to take on challenges actively during their middle and high school years.

To study at an all-girls school during adolescence means choosing to place oneself in an environment where it is possible to face such challenges.

Our school offers three courses: the General Course, the Global Study Abroad Course, and the Super Science Course. Each course has its own tailored curriculum and educational activities. Regardless of whether students identify with the humanities or sciences, we have built a system that provides all students - albeit to varying degrees - with a shared foundation in liberal arts, an understanding of diversity, global awareness, and STEAM education.

At this year's opening ceremony, I told the students, "I want you to learn with intellectual curiosity." The next day, I conducted a survey via Google Forms, asking, "What words from my opening ceremony speech stayed with you?" Many students responded with the phrase, "intellectual curiosity."

The desire to ask, "Why?", "How?", and "In what way?" will continue to deepen their interests and expand their curiosity.

The studies you are doing now will surely lead you there. Be proud of what you are learning, and move forward without hesitation. Embrace the joy of learning—your future self is anticipating that version of you.

Mashimo Mineko  
Principal  
Showa Women's University Junior-Senior High School

## Showa's Founders

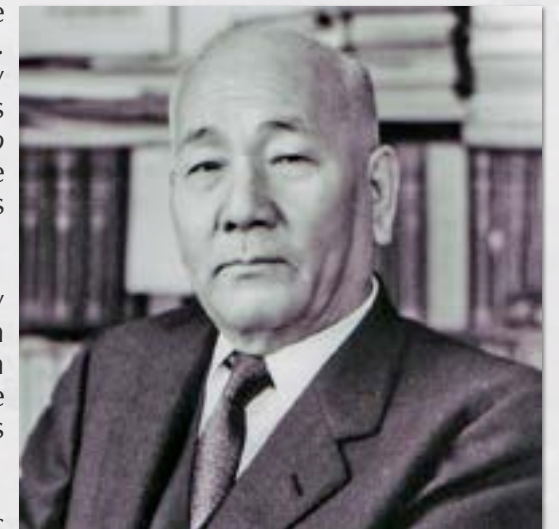
Poet and literary critic Hitomi Enkichi, and his wife Midori founded Showa Women's University in 1920. After World War I, when there were limited opportunities for women in higher education and for professional careers in Japan, Mr. Hitomi decided to establish a school for women. The school was to be based on Tolstoy's ideas in which teachers and students work together to create a learning environment in which independence is encouraged. The ideal was to educate women to be self-reliant and to take a significant role in society, leading to the opening of Showa Nihon Joshi Koto Gakuin. The school was accredited in 1922 and became Showa Women's University in 1949.

Seeking Love, Understanding and Harmony

"After experiencing the tragedy of World War I, where thirty-one nations met in bloody battle, killing or injuring forty million people, I came to think that in order to create a peaceful society, we must rely on the strength of those who have the qualities of love, understanding and harmony. The founding of this school can be attributed to the desire to educate capable women who will not lose their way in the turmoil of society and who will dedicate their capabilities to society and to humanity."

Hitomi Enkichi 1883-1974

Hitomi Enkichi was born in Okayama Prefecture in 1883. He entered Waseda University in 1903. After leaving Waseda he began publishing poetry under his pen name, Tomei Hitomi. Among his many published works, *Dance of Night (Yoru no Buto)*, *The Loving Heart (Koi Gokoro)* and *Where Love Has Gone (Ai no Yukue)* are considered his most representative poems.



He featured prominently in the Meiji era literary scene even after he began his life's work in women's education, founding the Japan Women's Society in 1919. He established the school that later became Showa Women's University in 1920.

At that time, the students studied academic subjects in the morning and in the afternoon they performed social work, going out to visit those in need of help. They helped feed and clothe the unfortunate, cleaned their homes and cared for the sick.

It is such a school that Mr. Hitomi wanted Showa to be when he founded it: a school devoted to the cultivation of love, understanding and harmony. Mr. Hitomi died in 1974 aged 91, and his ideals continue to be very much a part of Showa.

Hitomi Midori 1888-1961

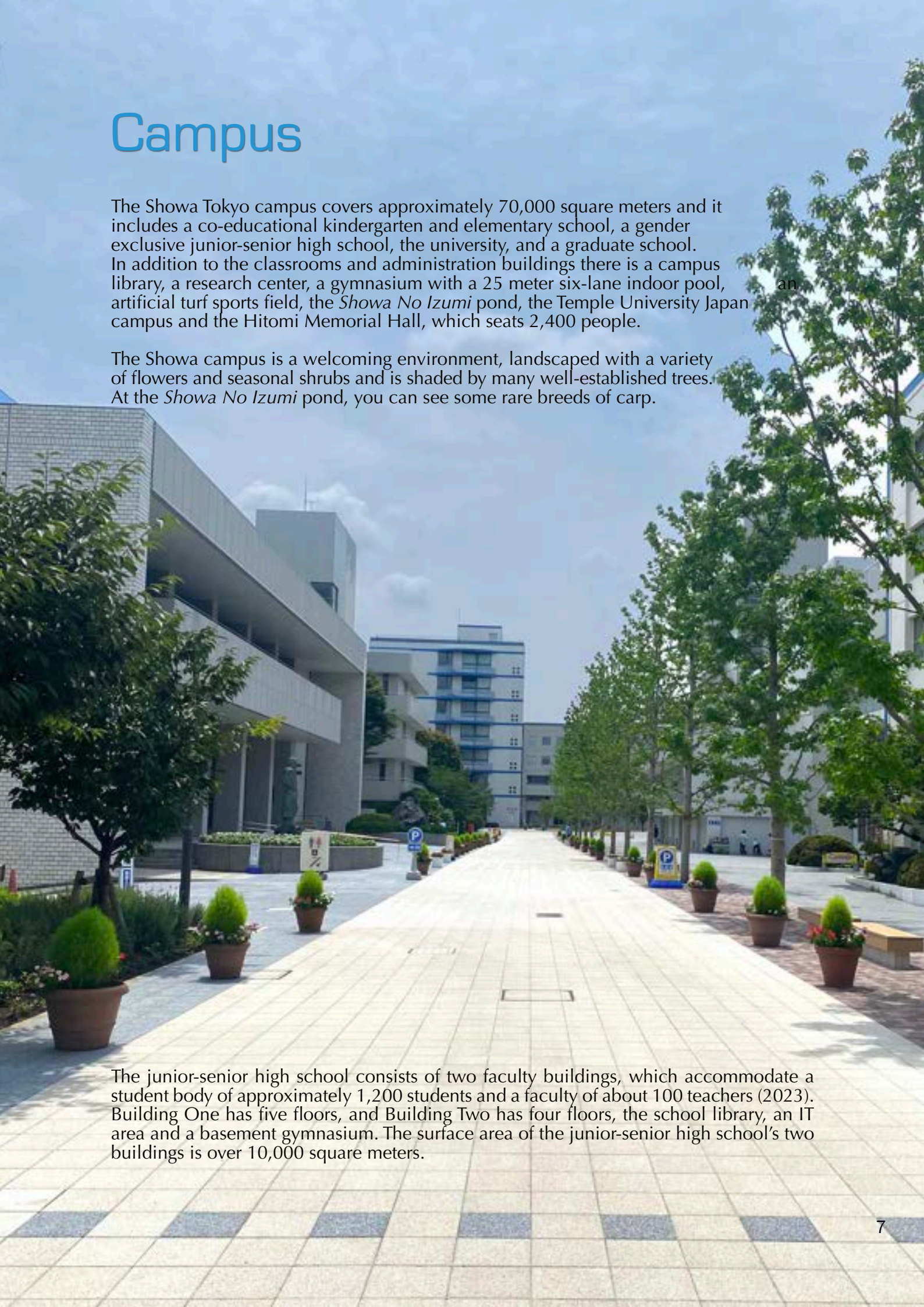
Working side by side with her husband the founder, Hitomi Midori devoted her life to educating women to be "aware, intelligent and fair-minded." While teaching Japanese literature, she lived among the students, teaching them feminine virtues by example. She was modest and frugal and taught her students to be well-rounded, upright individuals. Her guidance laid the foundations for the school spirit that lives on at Showa today. She is loved and respected as one of our founders, and the 'mother of us all.'



# Chronology

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- 1920 Mr. Hitomi Enkichi opened a private girls' school, The Japan Women's Institute, in Bunkyo Ward, Tokyo.
  - 1922 The school was officially approved as a private school, and changed its name to Japan Women's College. The college had a five year training school, which was the predecessor to the current Showa Senior High School.
  - 1945 The college was destroyed during World War II. Immediately after the war, the school moved to its present location in Taishido, Setagaya-ku (ward), Tokyo.
  - 1947 Showa Junior High School was established.
  - 1948 Showa High School followed a year later.
  - 1949 The college became Showa Women's University.
  - 1950 Showa Women's Junior College was established.
  - 1951 Showa Kindergarten began accepting students.
  - 1953 Showa Elementary School was established.
  - 1974 Showa Women's University Graduate School opened.
  - 1980 Hitomi Memorial Hall was built on the Setagaya campus.
  - 1988 Showa Boston Institute was established in Boston, MA.
  - 1989 Showa Women's University Open College was established. The graduate school began to offer a doctoral program.
  - 1994 Koyo Museum opened on the Showa campus in Setagaya.
  - 2006 The British School in Tokyo opened on the Showa campus.
  - 2012 Showa Junior-Senior High School became a UNESCO Associated School.
  - 2016 Showa Global Study Abroad program began.
  - 2017 The Super Science course commenced for third grade junior high school students.
  - 2019 Showa Global Study Abroad program launched, 28 students began their ten-month study course in Alberta, Canada.
  - 2020 Celebration of the 100th anniversary of the school's founding.

# Campus



The Showa Tokyo campus covers approximately 70,000 square meters and it includes a co-educational kindergarten and elementary school, a gender exclusive junior-senior high school, the university, and a graduate school. In addition to the classrooms and administration buildings there is a campus library, a research center, a gymnasium with a 25 meter six-lane indoor pool, an artificial turf sports field, the *Showa No Izumi* pond, the Temple University Japan campus and the Hitomi Memorial Hall, which seats 2,400 people.

The Showa campus is a welcoming environment, landscaped with a variety of flowers and seasonal shrubs and is shaded by many well-established trees. At the *Showa No Izumi* pond, you can see some rare breeds of carp.

The junior-senior high school consists of two faculty buildings, which accommodate a student body of approximately 1,200 students and a faculty of about 100 teachers (2023). Building One has five floors, and Building Two has four floors, the school library, an IT area and a basement gymnasium. The surface area of the junior-senior high school's two buildings is over 10,000 square meters.



# Curriculum

Showa Junior-Senior High School has a novel educational approach that gives our students the option to finish the normal six-year secondary school curriculum in five years. This leaves the sixth, and final year free for each student to pursue an individual program determined by her own goals and abilities.

Most schools in Japan follow a 6-3-3-4 (2) system: six years of elementary school, three of junior high and three of high school, followed by four years of university or two years junior college. At Showa, we have created a unique 6-5-5 system that runs parallel to the contemporary 6-6-4 system.

The first step in designing the school's integrated curriculum was the merging of the junior and senior high school curriculum to create a completely integrated six year secondary school course.

The Showa faculty first began its research into the new curriculum in 1972. It was discovered that through careful selection of educational materials and by pruning the overlapping areas of the junior and senior high school requirements, all prescribed subjects would be thoroughly covered in five years of instruction. A plan was presented to the Education, Culture, Sports, Science and Technology Ministry. In 1977, Showa Junior High School was officially appointed to help with the research and development of improved curriculum standards. Showa High School was similarly appointed in 1978, and the first class completed the five year program in 1983.

Whatever path a student may choose in life, the integrated junior-senior high school/university curriculum provides her with a full academic year for her to reach a deeper understanding and a mastery of either specific or general educational goals. There are a number of educational options from which she may choose. Some of the students who finish the five year course can choose to take the entrance examination for the on-campus Showa Women's University. Those who pass and are accepted then are able to begin their college education.

Students wishing to enter other universities, technical or professional schools remain at the high school, where a selection of electives and intensive review courses have been arranged for them. They review the high school curriculum, hone their academic and practical skills and do intensive work in their area of specialization while preparing for the entrance examinations.

For the students who wish to continue their high school education, the sixth year provides an excellent opportunity for concentrating on areas in need of further focus, and preparing those students for higher learning.

Whichever course of study each student, along with her faculty advisors and parents choose, the integrated curriculum allows a period of goal-directed, specialized intensive study that may not be on offer in other Japanese secondary schools.



# Classroom Instruction

Showa Junior-Senior High School has two semesters each year: the first semester runs from April to July, the second semester from September to March. There is a six-week break for the summer vacation and two weeks each for the spring and winter break. Students' final marks are based on attendance, in-class assessment, regular homework and four examinations for the five primary subject areas, given at mid-term and at the end of each term.

There are thirty-four 50-minute class periods each week. There is a 15-minute morning break each day and a 50-minute lunch period on weekdays. Each day begins with homeroom at 8:00; classes begin at 8:25 and end at 3:00 on weekdays and 12:20 on Saturdays. Daily classes are followed by the school cleaning time done in the afternoon by students in every class on a rotation basis, a homeroom meeting and on some days, club meetings, sports practice and other activities. High school students are usually free to go home after 3:15 on weekdays.

## Small Class Instruction

Mathematics and English classes are divided, with two homeroom classes separated into two or three groups of up to thirty students according to ability. The junior high school students are taught English by a native English speaker for one period each week. These classes use a communicative approach to consolidate what is taught by the Japanese teachers of English, and to promote conversation ability, fluency and pronunciation skills.



A first-year English class

## The Showa Honor System

Another feature of regular classroom instruction is the Showa honor system. High school students take examinations without proctors. This system is an expression of mutual trust between the students and a faculty that gives responsibility to the students and helps them develop a sense of honesty and independence.



# Classroom Instruction

## A. Independent Study Projects

There are certain areas of the curriculum within which the students are able to master aspects of learning through independent study based on long term goals set by the faculty. Among these are:

### Japanese Vocabulary and Kanji Character Tests

Japanese students are expected to know 1,945 Japanese kanji characters by the end of high school. Students are required to learn an assigned number of characters each month and to pass a series of monthly tests.

### Assigned Reading (Japanese)

To help the students develop their reading comprehension abilities and enhance critical skills, they are assigned certain literary works each month or alternating months to read and report on, depending on their year group.

### Assigned Reading (English)

A program of recognized works, including novels, plays, short stories and reports on current events, is assigned to high school students by the faculty to help improve their reading speed, comprehension and appreciation of the English language.

### In-class English testing and review

There are periodic vocabulary review testing for all the grades, covering basic English vocabulary and grammatical structures. The full course of tests covers over 4,000 words and their appropriate usage.

## B. Practice and Application

A number of school events and scholastic programs have been designed to let the students practice and apply what they have learned in the classroom.



## C. Class Research Project

Each first grade junior high school class is given a research topic related to an overall theme and prepares an informative exhibit which is presented to family and invited guests at a cultural event held in November. The fourth year students present exhibits based on the research they have done to prepare for their school trips in October (see pages 22 and 23) and the fifth year students give presentations about their service learning (community volunteer) activities. Working on the class project nurtures cooperation, independence and creativity. (See Annual Events, page 21 - Showa Festival).

## D. Practical Experience

There are a variety of events and activities that help broaden the students' school experience, including the following:

### Kindergarten Duty

On a rotating basis, the fifth-year students assist at the kindergarten on the same campus. Through this duty, they gain not only practical nurturing and work skills but a sense of service and responsibility. Naturally, the students are very popular with the young children and they enjoy interacting while further developing pastoral care skills.

### School Cleaning

When people in other countries talk about Japanese schools, a common rejoinder is, "The students are responsible for school cleanliness!" Indeed, Showa has a long history of having an organized group approach to school upkeep. For many decades, there were friendship groups with allocations of twenty five students across all year groups which had to be suspended because of the coronavirus pandemic. They were responsible for an area in the school, and the activity concluded with fun games and information sharing activities to build camaraderie among students. These days a smaller number of students are rostered from their individual classes to help maintain an appealing school environment.

## E. Club Activities

There are more than thirty special interest clubs at Showa, ranging from tea ceremony to calligraphy, and martial arts. The clubs meet weekly after classes under faculty guidance and are run by the students, which further nurtures a deepened sense of community.





# A New Era for Showa

The new era in Japan, called Reiwa, is an opportunity to further develop our human capital, something that Showa is trying to nurture in the student's learning experiences.

The Society 5.0 philosophy states that a smart society is one that fuses the strengths of artificial intelligence (AI) and humanity, developing a concept of an emerging society that requires resourcefulness, values creation, and work to achieve technological innovation. This human resourcefulness empowers the creation of new enterprises by linking their achievements to related social issues.

With these goals in mind, Showa is encouraging a better dialogue, innovative scientific thinking and class-based research work via problem solving, sensitivity, curiosity, and exploration.

Showa's education philosophy is working to nurture such power. A flexible curriculum and implementing various programs with empathy to the realization of the aims of each of the three core courses, we are endeavoring to dramatically improve students' academic and social skills, and nurture people who can excel in the future.

The three-course system and step-by-step curriculums (see pages 28 and 29).

The three courses are: the main course, a Super Science course, and a Global Study Abroad program. The courses embrace the objectives of the SHOWA NEXT curriculum, designed to empower and improve the aptitude and potential of every student.

Independent and active learning, and bring your own device

Showa has introduced the Bring Your Own Device (BYOD) system allowing students to bring their personal computers and tablets to school. It encourages students to closely link classes and other programs along with home study to foster a proactive attitude.

Utilizing education technology at school and at home

Through using selected EdTech (Education Technology) skills, Showa is optimizing learning opportunities for students, some of which are not implemented entirely in the classroom.

Active learning through peer interaction both locally and nationally, going 'glocal'

In 2014, our school was designated in the initial allocation of the Ministry of Education, Culture, Sports, Science and Technology's five-year Super Global High School (SGH) program. Showa has leveraged the results of group work and LABO activities incorporated in SGH activities, as well as collaborations between other high schools around Japan, to improve diverse thinking, encourage dialogue and explore ways for students to more effectively express themselves.

Ultimately, we are working to develop our students collaborative and problem-solving skills at both local and national events, many designed and run by students themselves. By accumulating this experience over six years, students will have achieved a high degree of independence, a sense of responsibility, coordination, and the ability to deal with a variety of life experiences.



# A UNESCO Associated School

As a UNESCO Associated School

UNESCO Associated Schools practice peace and international cooperation in order to realize the ideals of UNESCO as set forth in the Constitution of the United Nations Educational, Scientific and Cultural Organization. In 2012, our school became a member of UNESCO Associated Schools joining more than 10,000 other member schools in over 180 countries and regions around the world.

Under the school motto 'Be a Light to the World', we aspire toward a higher level, proud that our school's education practice - Showa Next, provides the opportunity to reinforce our school motto.



What we do as a UNESCO Associated School

Under the school motto, there are various curriculum approaches regarding Education for Sustainable Development (ESD), focusing on three categories as important points in order to nurture students who have the capacity to realize their ambitions and to contribute to the spirit of service and develop an interest in improving our society and the world at large.

The Three Categories for Education for Sustainable Development

Environmental Education

All the students embrace the 3Rs (reduce, reuse and recycle) philosophy and an environmental beautification campaign conducted during friendship group activities which promote the development and preservation of a sustainable global environment within a whole school learning approach.



The Japanese Education, Culture, Sports, Science and Technology Ministry appointed our school, 'A Model School to Promote Educational Reform (Environmental Education)' in 2004 as specified in the ministry's model schools' guidelines, and in 2005 – in recognition for promoting the 3Rs — Showa was awarded the Education, Culture, Sports, Science and Technology Ministry Award. In 2010, our school was also selected by the Tokyo Metropolitan Board of Education as one of the Excellent Schools among junior high schools participating in activities to reduce carbon dioxide emissions (CO<sup>2</sup>).

Education for International Understanding

The range of programs we provide have enriched the Education for International Understanding program. The Boston Mission, is a three-year junior high school global English educational program which includes a ten-day on-campus study program at Showa Boston in Massachusetts, in the United States (see pages 24 and 25). The High School Research Trip For International Understanding for upper school students and LABO research projects, and the regular exchanges with the students from the British School in Tokyo on our campus gives our students a broader international outlook.



# Super Science Course

Giving students STEAM learning opportunities

A Super Science (SS) class included in the mainstream course has been created for students with a particular interest in the sciences and mathematics. Students can qualify for the class after two years of study in the junior high school, they join the science class from third grade and are expected to perform to a high level of academic application in all learning areas; not only the science domain.

We are in a time when more varied career opportunities exist for women - in particular in the medical and scientific research fields. The curriculum is emphasizing discovery learning and fostering a 'a sense of wonder' with reference to what we call STEAM (science, technology, engineering, arts and mathematics). Naturally, English plays an important part in this course since most scientific research papers are published in English.

The third grade junior high school Super Science students must pass the Mathematics Certification Institute of Japan sub-second level of the Mathematics Achievement Test. Also, they participate in their first field trip, four days on the World Heritage designated Yakushima Island in southern Japan. In fourth grade, the level three Science Proficiency Test must be passed and in fifth grade, the accelerated Mathematics III course is undertaken by all students. Every year students conduct research projects with an emphasis on inquiry learning, under the supervision of teachers and experts from a number of related tertiary institutions in the Kanto region and some cooperating overseas higher learning institutions.



# Global Study Abroad Program

English immersion ten-month study program in Alberta, Canada

For students with an ambition to study abroad after high school or join an increasing number of companies that use English in the workplace as their business interaction medium in the Asia region, the Global Study Abroad program has already seen over two hundred students begin a journey which culminates in a ten-month study program in Alberta, Canada in the earlier part of their high school studies.

Students receive up to seven hours of weekly English classes, including immersive instruction in English three times a week with native-speaking educators from Australia, Canada, the United Kingdom and the United States. All students should pass the local Eiken Foundation of Japan's level two English Proficiency Examination, which qualifies them for the entry requirements for intermediate (level 3) ESL instruction in schools in the western Canadian cities of Calgary and Edmonton, Alberta. Alberta is widely recognized for its quality of education and dedicated pastoral care.



During their third year of junior high school, the Global class students travel to Singapore for the Asia Discovery research trip, and in their second year to the Showa Boston campus for the Boston Mission Alpha.intensive English course, while researching global issues and participating in seminars and field trips over a ten-day period.

Among the Global Study program classroom activities are short talks, debates and field work designed to encourage active communication in English. During the junior high school years of the course some classes are streamed to allow the confident learners to interact more with their non-Japanese teachers, while those who need support are further nurtured in the fundamentals required for them to develop their English interaction abilities, important to allowing all of the students to enjoy a rewarding Canadian experience.





# Labo Research Projects

LABO ONE - Women and their rightful place in remote communities Chiang Rai, Thailand

Possibly the closest destination to Japan, the Labo One expedition is in reality, the most remote and challenging of all. The group of eight students, accompanied by a teacher, and Professor Koroki Hiroshi from Showa Women's University left Narita in the latter half of August. After changing planes in Bangkok, everyone took a domestic flight to Chiang Rai. The locally based non-governmental organization (NGO) is working to help local people, many of whom are stateless. Chiang Rai Province shares its border with communities in the neighboring countries of Laos, Cambodia and Myanmar.

Although local villages lack most facilities that we accept as a part of day to day life in Japan, the people have a quality of life that challenged our students' perception of what is important to us. Sleeping in raised huts with limited bathing facilities, evenings spent quietly chatting with lots of smiles and gestures, and being awoken at daybreak by roosters greeting the sunrise made for a whole new world for the girls.

A visit to an elementary school was especially fulfilling, interacting with children eager to share and learn from their visitors from Japan. Our girls enjoyed playing games and sharing an appreciation of varied cultures, while the children rewarded the visitors by being eager learners of Japanese, learning to write their names in hiragana and discovering how to draw kanji characters.

Our students found that the local NGO is expending most of its energy and funding to help the stateless children, many of whom are from the Karen group and often refugees from the border area in Myanmar. With almost no developed industries in the area, unemployment for those not working in the available subsistence industries is very high.

Everyone came back to Japan with a conviction to do more for those who are quite close to us, and a sense of gratitude that we have such varied opportunities at home and abroad. It only seems appropriate that the Chiang Rai group committed themselves to their ongoing mission to help make dreams a reality. By sharing with the people the belief that we should have a vision, and offer sanctuary in what for many is a seemingly hopeless situation, our students have laid the groundwork for the next step - and we are looking forward to another visit to help open doors for those who dare to dream of finding a better place in the world.



LABO TWO - Gender equality and a science research exchange Helsinki, Finland

Scandinavian countries are models of social welfare, and we visited Finland where the gender gap is among the narrowest in the world, recently Finland has been ranked in the top five most gender-equal countries - along with three other Scandinavian countries. We can learn a lot from Finnish social practices, and also their approach to education, where Finland is considered a model society for developing cognitive learning strategies.

If you are visiting Finland, then the middle of summer is probably the best time if you want to see the Finns outdoors and at their most active. A group of Showa students were in Helsinki for five days in August, and since the summer holidays begin in early June they found the local students and teachers preparing for school after a glorious ten-week summer break.

We learned through the Council for Gender Equality's TANE (*Tasa-arvoasiain neuvottelukunta*) program, women and men can share the same employment opportunities. This allows women to participate fully in the workforce, and with the support of the state their children are cared for from an early age. Since child care and education is free, there are few hindrances for people to fully participate in the workforce, and indeed they are expected to equally contribute as members of Finnish society.



We have been developing our research with attention to Finland's unique *neuvola* program. Essentially, from the time the mother falls pregnant, the state has pre-natal strategies in place for her, and her partner. Both are actively involved from the early stages of pregnancy, and both parents are expected to take an equal role in raising the child. Indeed, when the child is born, there are three books given to the family to read: one for the mother, one for the father, and one for the baby - with lots of pictures!

We're looking forward to further developing our exchange relationship with a fellow UNESCO Associated School, the Helsinki Upper Secondary School of Languages - an international school. A group of HUSSoL students visited Showa in March, when we began developing a reciprocal science project. Along with our study of gender equality, we're hoping that we can learn more about developing an understanding of the Finnish education philosophy with students from a variety of cultures, nations and backgrounds, and appreciate the opportunity to communicate in English - our shared global language.





# Global Exchange

## Asia Discovery

### SINGAPORE

On the first day in Singapore, the students visited the Nanyang Technological University (NTU) participating in student presentations featuring a discussion time, and sharing of ideas about social integration among various cultures. After lunch the university students accompanied the Showa students, kindly hosting them for a sightseeing tour of urban Singapore.

The next day in the morning, there was a much anticipated visit to the Sekolah Menengah Kebangsaan Infant Jesus Convent in Johor Bahru, where our students enjoyed a mutual exchange of ideas and experiences and a school tour. The hosts treated our students to a cultural enlightenment program, the highlight being the chance to wear colorful traditional costumes reflecting the multi-ethnic legacy of the school.

The afternoon featured a visit to the historical Kampong Gelam, an historical area showcasing Malay culture in the heart of Singapore. The day was complete with an entertaining visit to the intriguing Singapore Zoo. After dinner at the zoological gardens, everyone enjoyed a night safari before returning to their hotel for a welcome rest.

Day three, and a study tour at a local company learning about Singaporean technological advances in designing and developing cellular and web applications. Naturally, such IT is familiar and something the students embrace in their daily lives.

In the afternoon, there was a visit to an aged care home where the students could discuss practices with the nursing staff regarding ways of working with the elderly. Both of our societies are designing procedures and working on approaches to afford senior citizens more independence while in care.

The students could take a break from academic rigor to spend a relaxing late afternoon and early evening mixing with the local people at the popular Gardens by the Bay. Then, everyone journeyed to Changi International Airport and boarded the evening journey back to Japan.



### AUSTRALIA

A scientific exploration experience - Perth, Western Australia

Flying from Narita via Singapore to Perth, the western most city in Australia and one of the most remote cities in the world. The nearest city with a population of more than one million people is Adelaide, about 2,100 kilometers to the east across a vast, flat landscape.

After an overnight stay in a city hotel, the students visited the nearby historical port city of Fremantle - thirty minutes to the south of Perth. Accompanied by local tertiary students they spent time walking among almost two hundred year-old stone and limestone buildings constructed by bonded labour sent from England in the 19<sup>th</sup> century. Later in the day the 39 students met their host families and began their three-day homestay with local Western Australian families.

The second day in Perth and a high-speed ferry trip to Rottnest Island, home of the much loved quokka. The island tour included a visit to local conservation research facilities, with an emphasis on preserving the fragile ecosystem of the island.

Curtin University in Perth is a local tertiary institution with an emphasis on scientific research, and on day three Showa students attended workshops following the STEM (science, technology, engineering and mathematics) learning guidelines. Our study group worked with university staff and students, sharing research outcomes and exchanging ideas in English - the day finished with a relaxed stroll around the campus with Curtin University students acting as guides.

Caversham Wildlife Park is on the broad plains below the Darling Scarp among the nearby wine growing area in Perth's outer eastern suburbs. Students were able to get close to native wildlife such as wombats, koalas, emus, kangaroos, wallabies and echidnas. The final day in Perth concluded with a walking tour in the Perth city centre, and the students then met their host families in King's Park, overlooking Perth city, for a farewell gathering before traveling to Perth Airport for the flight back home to Tokyo.





# Events Calendar

## April

First Semester Opening Ceremony  
Student Committee Elections  
School Entrance Ceremony  
Orientation for First Year Students  
Physical Health Examinations  
Club Activities Begin (2nd to 6th Year students)  
Parent-Teacher Association Meeting  
First Year Class Excursion to Showa's Tomei Retreat  
Spring School for Fourth Year High School Students  
at the Showa Boshu Retreat in Chiba,  
School Color Day

## May

School Foundation Day  
Club Activities Begin for First Year Students  
Second Year Class Excursion to Boshu Retreat  
Third Year Class Excursion to Tomei Retreat  
Sixth Year Class Excursion to Karuizawa, Nagano  
Mid-Semester Examinations

## June

Third Year Kabuki Excursion  
Fourth Year Noh Excursion  
Annual Choral Contest

## July

First Semester Final Examinations  
Individual Guidance Sessions with Students and  
Parents  
Summer Vacation Commences  
Summer School Special Classes  
First Semester Closing Ceremony

## August

Summer Vacation Remedial Lessons  
High School Labo Overseas Research Projects -  
Helsinki, Finland and Chiang Rai, Thailand

## September

Second Semester Opening Ceremony  
The Ten-Month Global Study Abroad Program Begins  
School Athletic Festival  
First Year Class Excursion to the Boshu Retreat

## October

Memorial Service for Past Teachers  
Third Year Global Asia Discovery Excursion  
Third Year Class Excursion to Kyoto and Nara  
Third Year Super Science Course Yakushima  
Research Trip  
The Fourth Year Class Research Excursion  
to Okinawa  
Fourth Year Science Research trip to Perth,  
Western Australia  
Fifth Year Class Excursion to Boshu Retreat

## November

School Color Day  
Anniversary of the School's Reconstruction  
Pay Respect to Deceased Past Teachers  
and Friends of Showa at Shoin Jinja  
Showa School Festival

## December

Mid-Semester Examinations  
Final Examinations (for 6<sup>th</sup> Year students)  
Christmas Caroling  
Winter Vacation Begins

## January

Traditional Poetry Card Game (karuta)  
Battledore and Shuttlecock Competitions  
New Year's Tea Ceremony

## February

Junior High School Entrance Examinations  
Presentation of Research Projects to Classes  
Presentation of Best Research Projects

## March

Graduating Class Graduation and Farewell  
Ceremony  
Final Examinations  
The Boston Mission for Second Year Students  
English Homestay in the United Kingdom for  
High School Students  
Closing Ceremony and Spring Vacation Begins

# Annual Events

## Choral Contest

Other than the first year students, who sing one assigned song, every other grade performs two songs, one assigned, and the other a free selection. The best song in each category, as well as the best student conductor and best student accompanist, is chosen by a panel of invited judges.



## Showa Festival

This cultural event is held for two days during the earlier half of November. Each class has the option to research and prepare an informative exhibit on a topic related to an overall theme. Some recent themes have been Towards a Better Tokyo, Unique Japan and Discover The World. Family and friends come to the school to view the featured projects. There is a variety of prepared eats on offer, which is always very popular among visitors to the campus on the days the festival is held.



## Anniversary of the School's Reconstruction

November 8th is the anniversary of the reconstruction of Showa after its destruction during World War II. Each year, representatives from each class visit Shoin Jinja to join in a ritual prayer for the repose of the souls of past teachers and friends of the school. The fifth-year students also visit this nearby shrine by turns each month to clean the graves and pay their respects.



# Annual Events

## Off Campus Retreats

The Showa student retreats are held at two off-campus venues. One is Tomei Gakurin, and the other is Boshu Kaihin Gakuryo. Throughout the school year, each grade makes a five-day stay at one of these retreats. They are also used as training camps for the various clubs.

During retreats, regular classes are held in the mornings, while the afternoons are for activities in the outdoors. Evenings are for study sessions or simply getting to know classmates and teachers better through games and conversation.

Life at the retreats fosters better human relations, promotes mutual understanding, and teaches the students the importance of environmental awareness. This setting allows the students to develop a closer relationship with nature and to appreciate its greatness.



Boshu Kaihin Gakuryo

Its name comes from the Greek phrase “ΑΝΑΖΗΤΗΣΕΙΣ ΤΗΣ ΤΕΛΕΙΟΤΗΤΑΣ” (Strive For Perfection) which is engraved on three bells that were sent to the school from Greece.

## Tomei Gakurin

This retreat's name Tomei, was the pen name of the school's founder, Hitomi Enkichi. About three hundred people can be accommodated at this facility. The campus building commands a fine view of surrounding Kanagawa Prefecture, Mount Fuji and the Izu Islands.



## Spring School At Boshu

During the spring of the students' fourth year at Showa, the year group and its faculty spend a week at the Showa Boshu Retreat in the scenic seaside town of Nago in Chiba Prefecture. They study natural science and immerse themselves in a peaceful environment overlooking the Pacific Ocean. It's a chance for them to get to know their teachers and they also spend time developing essential support and mentoring skills as they prepare for their three years of pre-tertiary studies in high school.



## Athletic Festival

The second Monday in October is Health and Sports Day, a national holiday in Japan. At Showa, a day near the end of September in the second semester is devoted to sports events and games. Parents are invited, and all the students get to display their physical stamina and coordination in a variety of athletic events and cooperative events.



## School Color Day

School Color Day is held twice each year - in the spring and in the autumn. It is a day when students reflect and reaffirm that they are progressing toward the ideals of Showa, 'stepping forward under the school flag'. On these two days, fifth-year students need not wear their uniforms and usually come dressed in casual clothes featuring the school color, sky blue. They are allowed to plan their day as they wish. The classrooms and halls are hung with blue decorations and it is a relaxed time for those fortunate students.



# Overseas Experience

## Boston Mission

One component of English education at Showa features a long-term project for all middle school students. There is an education program in English conducted over a total of 12 days and 10 nights, at our satellite campus, located in Boston, Massachusetts: Showa Women's University Showa Boston Language and Culture Institute. The program aims to help equip students with an more global view of life.

The Boston Mission program began in 2007 and is continually evolving. At the beginning of the students' second year at Showa Junior High School, they have a one-hour weekly Boston Mission Comprehensive Study session to devote time to the preparation for their trip to Boston. Original materials in the booklet, The Road To Boston, use practical English phrases, and provide themes for their English research project. Also, how to develop a research project (choice of theme, how to proceed in research, and how to field and ask questions in English) is taught. There are three research areas; History, Art and American Life. Students can choose an area that interests them, and they work within their group over a regular period of research development.



*A successful koto lesson at the Showa Boston Japan Culture Day, Boston, Massachusetts*

When they are in Boston, the students have morning English classes with local American teachers, consisting of about twenty students per class. There are afternoon activities that feature field studies. For example, activities such as visiting historical sites, touring museums and interacting locally with both elementary and junior high students. In each area visited, the students talk to American people by way of interviews and questionnaires in English, these having been prepared in advance according to the student's research theme.

The Japanese Culture Day is a cultural exchange for Boston junior high school students visiting the campus and it features Japanese calligraphy, the tea ceremony, origami and a koto recital, among other things. It's a wonderful way to introduce Japanese culture to young people in the neighborhood. Also, during their stay in Boston, students write a daily diary in English, in cooperation with Boston teachers

Upon their return to Japan, in their spring break, students create a report based on their research topic, which must be completed for the new school year in April when they become third year junior high school students.

In their third year English class, the research results are presented in English by each student. The best reports are selected for their quality and used as representative works or the year group. Consequently, some outstanding students from each theme group present their research in front of their peers using computer-based learning aids.



*Two-Week Homestay in Cheltenham Spa, England, United Kingdom*

High school students have an opportunity to spend two weeks in Cheltenham, in the picturesque Cotswolds, England. They experience life as a member of an English family, spending two weeks in their homes and sharing cultural insights with their new fathers and mothers, and sisters and brothers. Mornings are devoted to language classes in the town and the afternoons are spent in the community, including a visit to the local King's School. After bidding farewell to their families and teachers, the students make their way to London for a day tour, and then back home to Japan. With the Boston Mission in the U.S. and the homestay in Cheltenham Spa in the U.K., the students have been offered a rounded experience on both sides of the Atlantic Ocean, and a chance the experience some of the many intricacies of the English language.



# Boston Outreach

In March, the second year junior high school students visit Boston for ten days. During their stay, they get to visit schools in Boston and its outlying areas. It's an opportunity for them to interact with American students and learn about daily life in American schools.

The Japan Culture Day held at Showa Boston on campus is a popular event for Boston school students. Showa students introduce to American children various aspects of Japanese culture and society.



When in Boston, the students work on their research projects which they have developed during the current school year while preparing for their study time in the United States. Field trips include school visits for the American Society research group, a day at the Museum of Fine Arts for the Art research group, and tours to various historical sites for the History research group.

The students have the chance to walk the Freedom Trail and become acquainted with other significant historic sites important to the emergence of the United States as an independent nation, and to interact with a variety of Americans in their day to day life. The students spend a rewarding ten days in the Boston further developing their English communication skills and putting them to full use, while learning more about life in another society.



# Study Abroad

Showa has study abroad programs in Boston, and in other cities around the world.

Showa emphasizes study abroad programs because the need for communicative English for global communication is increasing in every field of study. Many students are already involved in these programs. Showa Junior High School students participate in programs in Boston that match their research interest. Some students later study at universities where we have student exchange agreements.



Showa Boston Institute for Language and Culture

Opened in 1988, Showa Boston Institute for Language and Culture in Massachusetts plays an important role in our study abroad programs. Boston is an academic, historic and cultural city. On this campus more than seven hundred students study and experience its culture, every year. For this effort, Showa was recognized by the Foreign Minister in 2010. In Boston, students can learn about Western culture and improve their English while simultaneously broadening their horizons.





School Curriculum

1st grade			2nd grade			3rd grade			4th grade			5th grade			6th grade		
Regular course			Regular course			Regular course			Regular course			Regular course			Regular course		
Global	Super Science		Global	Super Science		Global	Super Science		Global	Super Science		Global	Super Science		Global	Super Science	
English 6 (+2) classes a week	English 8 (+4)	English 6 (+2)	English 6 (+2)	English 7 (+3)	English 6 (+2)	English 6 (+2)	English 7 (+3)	English 6 (+2)	English Communication I 4 classes a week	English Communication I 4 classes a week <small>until September when the class begins its study abroad programme</small>	English Communication I 4	English Communication II 4	English Communication II 4	English Communication II 5	English Communication III 5	English Communication III 5	English Communication III 5
Mathematics 5 (+1)	Mathematics 4	Mathematics 5 (+1)	Mathematics 5 (+2)	Mathematics 4 (+1)	Mathematics 6 (+3)	Mathematics 5 (+2)	Mathematics 5 (+1)	Mathematics 6 (+2)	English Logic & Expression I 2	English Logic & Expression I 2	English Logic & Expression I 1	English Logic & Expression II 2	Mathematics II 4	English Logic & Expression II 2	Mathematics II 4	Mathematics II 4	Mathematics II 4
Japanese 5 (+1)	Japanese 5 (+1)	Japanese 4	Japanese 5 (+1)	Japanese 5 (+1)	Japanese 4	Japanese 5 (+2)	Japanese 4 (+1)	Japanese 4 (+1)	Mathematics I 4	Mathematics I 4	Mathematics I 4	Mathematics II 4	Mathematics B 2	Mathematics II 4	Mathematics B 3	Mathematics B 3	Mathematics B 3
Science 4 (+1)	Science 3	Science 5 (+2)	Science 4	Science 4	Science 5 (+1)	Science 4	Science 4	Science 5 (+1)	Mathematics A 2	Mathematics A 2	Mathematics A 2	Mathematics B 2	Japanese Linguistics 2	Mathematics B 2	Japanese Linguistics 2	Japanese Linguistics 2	Japanese Linguistics 2
Social Studies 4 (+1)	Social Studies 4 (+1)	Social Studies 4 (+1)	Social Studies 4 (+1)	Social Studies 4 (+1)	Social Studies 4 (+1)	Social Studies 4	Social Studies 4	Social Studies 4	Contemporary Japanese 2	Contemporary Japanese 2	Contemporary Japanese 2	Japanese Linguistics 2	Japanese Literature 2	Japanese Linguistics 2	Japanese Literature 2	Japanese Literature 2	Japanese Literature 2
Physical Education 3	Physical Education 3	Physical Education 3	Physical Education 3	Physical Education 3	Physical Education 3	Physical Education 3	Physical Education 3	Physical Education 3	Language and Culture 3	Language and Culture 3	Language and Culture 2	Japanese Literature 2	Classic Japanese 2	Japanese Literature 2	Classic Japanese 2	Japanese Literature 2	Japanese Literature 2
Music 1	Music 1	Music 1	Music 1	Chinese 1	Music 1	Art 1	Chinese 1	Music 1	Introductory Biology 2	Introductory Biology 2	Introductory Chemistry 2	Introductory Physics 2	Integrated Earth Sciences 2	Science Elective 4 Biology or Chemistry	Integrated Geography 2	History Elective 3 Japanese or World History (research)	Integrated Geography 2
Art 2	Art 2	Art 2	Art 1	Art 1	Art 1	Integrated Studies 1	Art 1	Art 1	Integrated History 2	Integrated History 2	Integrated History 2	Physical Education 3	Physical Education 3	Physical Education 3	Physical Education 3	Physical Education 3	Physical Education 3
These classes include flower arranging, tea ceremony & computer programming. Home Science Craft and IT 2	These classes include flower arranging, tea ceremony & computer programming. Home Science Craft and IT 2	These classes include flower arranging, tea ceremony & computer programming. Home Science Craft and IT 2	These classes include flower arranging, tea ceremony & computer programming. Home Science Craft and IT 2	These classes include flower arranging, tea ceremony & computer programming. Home Science Craft and IT 2	These classes include flower arranging, tea ceremony & computer programming. Home Science Craft and IT 2	These classes include flower arranging, tea ceremony & computer programming. Home Science Craft and IT 2 (+1)	These classes include flower arranging, tea ceremony & computer programming. Home Science Craft and IT 2 (+1)	These classes include flower arranging, tea ceremony & computer programming. Home Science Craft and IT 2 (+1)	Society 2	Society 2	Society 2	Health 1	Health 1	Health 1	Health 1	Health 1	Health 1
Integrated Studies 1	Integrated Studies 1	Integrated Studies 1	Moral Education 1	Integrated Studies 1	Integrated Studies 1	Moral Education 1	Integrated Studies 1	Integrated Studies 1	Physical Education 2	Physical Education 2	Physical Education 2	Arts Elective 2	Arts Elective 2	Arts Elective 2	Arts Elective 2	Arts Elective 2	Arts Elective 2
Moral Education 1	Moral Education 1	Moral Education 1	English or Math Prep. 1 ※1	Moral Education 1	Moral Education 1	English or Math Prep. 1 ※1	Moral Education 1	Moral Education 1	Information Studies 2	Information Studies 2	Information Studies 2	Homeroom 1	Homeroom 1	Homeroom 1	Homeroom 1	Homeroom 1	Homeroom 1
									Homeroom 1	Homeroom 1	Homeroom 1	Special Class 1	Special Class 1	Special Class 1	Special Class 1	Special Class 1	Special Class 1

In order to complete the six-year junior and senior high school curriculum, there are 34 class hours per week. The hours represent the number of class hours per week. The numbers in parentheses indicate the additional class hours beyond the standard class hours set by the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

The school curriculum emphasizes the fundamental learning aims in the junior high school course studies, and when the students enter senior high school they have the opportunity to tailor their learning to their strengths and interests, while encouraging each student to choose a study course that will equip them with skills relevant to their intended university studies and future career choices. The students are provided with individual support through supplementary and special classes on weekdays and during the summer break.

Syllabus outline for students  
At the beginning of each school year our faculty supplies students and parents with a syllabus for each subject to help students with their study and review tasks.  
The syllabus includes the following: 1) Aim of the lessons 2) Course content 3) Learning targets 4) Method of evaluation

At Showa, there is an Academic Progress Award, based on individual performance, to recognize motivation, effort, and growth.

Advanced Classes  
As an integrated junior/senior high school, we incorporate high school curriculum content into some subjects for middle school students.

Subject	Additional content outline
Japanese	In the Japanese classical literature classes, students further examine the fundamental aspects of grammar.
Science	Some content from the high school foundational courses is explored in biology, chemistry, and physics classes.
Math	Starting from the third year of middle school, we offer classes that cover some Mathematics I and A content.

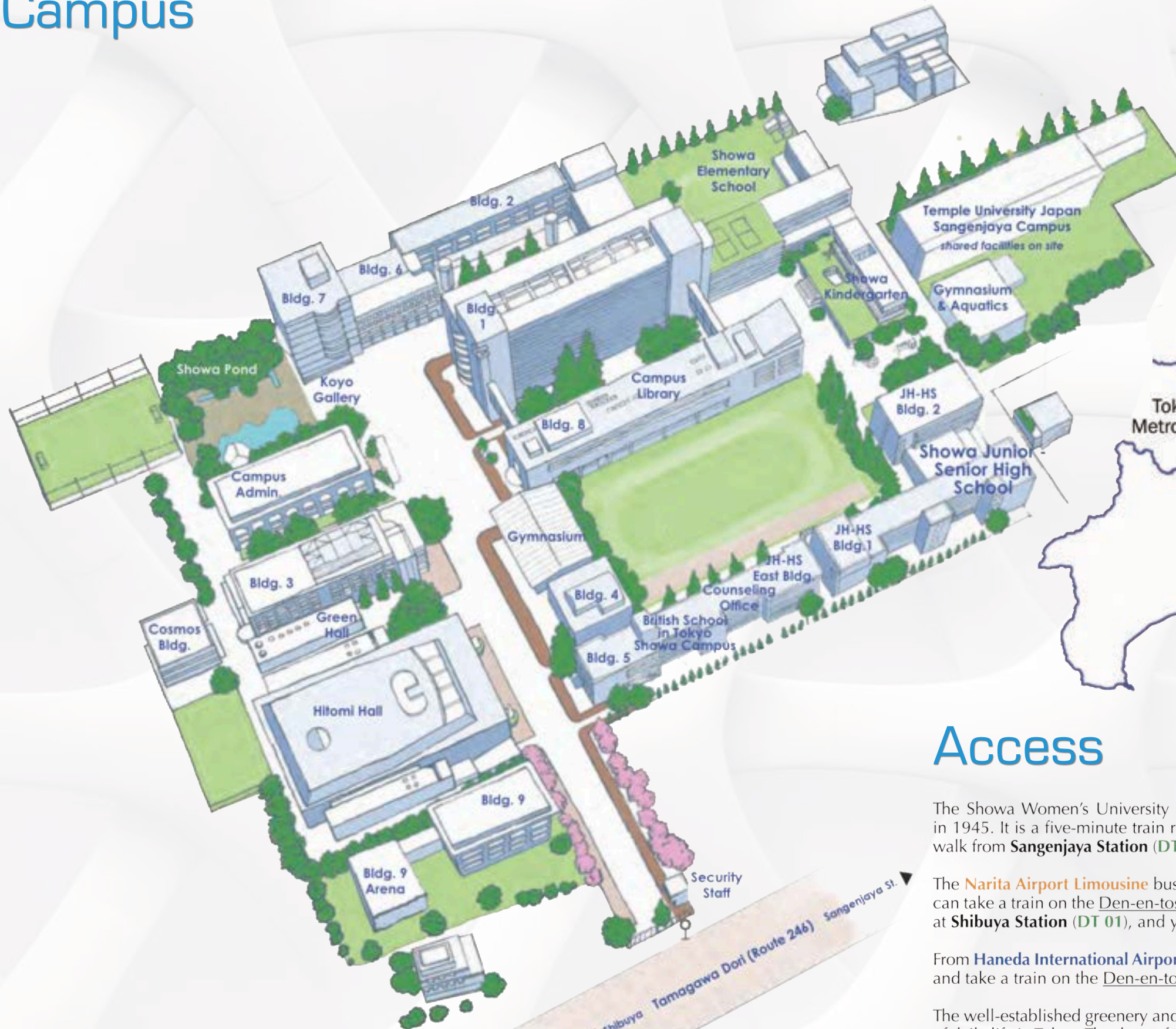


Fifth and sixth grade electives - Humanities Regular course and Global course (2 classroom hours unless otherwise stated)									
English Logic & Expression III	Spanish	4	Contemporary Japanese seminars	Liberal Arts Math seminars	Introductory Science seminars	Logic	Music	Calligraphy	Practical Home Science
English seminars ※3 2-4	Korean	4	Classic Japanese seminars			Politics & Economics	Art	Poetry	Practical Information Studies
Chinese	4								
Fifth and sixth grade electives - Science/Physical Education Regular course and Super Science course (2 classroom hours unless otherwise stated)									
English seminars ※3 2-4	Spanish	4	Contemporary Japanese seminars	Biology	4	Biology seminars	Geographic research	3	Music
Chinese	4	Korean	4	Classic Japanese seminars	Chemistry	4	Chemistry seminars	Logic	Art
					Physics	4	Physics seminars	Politics & Economics	

※1 For special classes for second-year and third-year students in the regular course, we focus on English and mathematics. In the fifth-year special classes, we primarily focus on English, mathematics, Japanese, social studies, and science, along with additional subjects.  
※2 The relevant subjects are chosen according to your expected career path.  
※3 English seminar courses include options such as 'English Practice for Private Universities' and 'High-Level English Practice.'



# Campus



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## Access

The Showa Women's University campus in Setagaya, Tokyo was established on its current site in 1945. It is a five-minute train ride from Shibuya on the Den-en-toshi Line, and a seven-minute walk from **Sangenjaya Station (DT 03)** on that line.

The **Narita Airport Limousine** bus service commutes regularly to **Shibuya Station (JY 20)** and you can take a train on the Den-en-toshi Line (**DT - dark green strip**). The **JR Narita Express** train stops at **Shibuya Station (DT 01)**, and you can transfer to the Den-en-toshi Line to **Sangenjaya Station**.

From **Haneda International Airport**, catch a **Keikyu Airport Limousine** bus to **Shibuya Station (JY 20)** and take a train on the Den-en-toshi Line (**DT - dark green strip**) to **Sangenjaya Station (DT 03)**.

The well-established greenery and relaxed environment makes it a welcoming haven from the rush of daily life in Tokyo. Thank you for reading about us and if you've been here, thank you for visiting.

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