



# SEIKEI JUNIOR HIGH SCHOOL SEIKEI SENIOR HIGH SCHOOL

成蹊中学・高等学校





# Leaping Forward with Tradition

成蹊

In looking back on the history of *Seikei Gakuen*, we find that the school was founded in 1912 by *Haruji Nakamura* on the founding spirit of “Respect for individuality,” “Cultivation of character” and the “Commitment to hard work” of each individual student. “Commitment to hard work” can be understood as the cultivation of strong mental strength.

It has been over 100 years since the school was founded, and it can be said that Japan and the world are both still in a period of transition.

With the coming of the 21st century, Japan and the world both hope for renewed order and balance. We believe that now, more than ever, there is a strong need for “individuals who can develop themselves,” by constantly bettering themselves, “individuals who can be active globally” with a spirit of mutual understanding while making contributions to different regions, and “individuals who can cooperate within society as well as show teamwork in realizing a leadership role.” Education that fosters these types of individuals connects with the founding spirit that *Seikei Gakuen* was founded upon. As time passes, society continues to change significantly, yet we can say that the founding spirit of our founder, *Haruji Nakamura*, as applied to the education of our youth, are as important today as they were when the school was founded.

In the modern era of a constantly changing world, our students will leave *Seikei* and enter a society which is “wanting for answers.” Therefore, the critical issues for them will be how well they can probe the essence of ideas from multiple perspectives and how to make responsible decisions within the context of a diverse set of values.

Needless to say, to accomplish these goals, it will be important for students to foster tolerance and hone their communication ability. Through their studies and steady efforts, our students acquire a robust education with a liberal arts core.

Concurrently, participating in events and connecting with their classmates allows them to learn to mutually recognize each other’s diversity as individuals, thereby leading to a daily life that

facilitates the collaborative creation of new ideas and experiences. Furthermore, it is within the shared atmosphere of students and teachers studying together that the foundations are laid for students to thrive once they enter society.

With its history of an education that brings out the true abilities of individuals and the education of returnee students from early on, *Seikei Gakuen* is a pioneer when it comes to the amount of energy it has put into education from an international standpoint. It has a long history of foreign exchange programs with high schools in the United States and Australia, and a great many of our students have participated in intra and interschool overseas exchange programs. In 2004, to further develop our goals for the future, the *Seikei* Institute for International Studies, a long-term school educational facility, was founded. We look forward to further enhancing international education and international exchanges.

Another characteristic of *Seikei Gakuen* is its educational environment. All the school levels, from elementary school all the way up to the university for under-graduate and graduate studies, are on the same campus. This allows our many educators and staff to offer ample education as well as rich individual guidance and advice for life plans that often change as the individual matures. The facilities that are offered on campus include various libraries, classrooms, auditoriums and training facilities not seen at other junior and senior high schools. This allows us to fully contribute to the student’s educational life both inside and outside the classroom. In addition, despite the fact that we are located in Tokyo, a vast metropolitan area, the abundance of greenery and natural surroundings on our campus allows students to enjoy a relaxed school life.

In our long history, *Seikei Gakuen* has always been producing promising graduates active in many areas, not only in Japan, but in the world as well. In order to further nurture youths who will contribute to both the development of Japan and the world in the future, our entire faculty and staff will always constantly endeavor to be active in sustaining our vision for the future.

Principal Naoto Senda



# “Creating People with Individuality who are Self-Reliant:” Creating a school on principles that apply to the coming age

*Haruji Nakamura*, the founder of *Seikei Gakuen*, was deeply fearful that the uniform approach to education in Japan towards the end of the *Meiji* Era disregarded a person's individuality. He “wanted to foster a human education that balances personality and learning as well as the mind and body, not merely focusing on the acquisition of knowledge.” In 1906 (the 39th year of the *Meiji* Era), he established and opened a student cram school in *Hongo Nishikutamachi* and renamed it “*Seikei-en*” the following year. The idea that *Haruji Nakamura* wanted to fulfill at *Seikei-en* was to make students understand “what it is to live.” To achieve this, *Mr. Nakamura* took the lead in educating students with his very own way of life as a model. This was truly the beginning of humane education in Japan.

With the assistance of two academic colleagues, *Koyata Iwasaki* and *Shigezou Imamura*, *Haruji Nakamura* opened the *Seikei Commercial School* in *Ikebukuro* in 1912 (the 45th year of the *Meiji* Era). The main focus of education for our founder, *Haruji Nakamura*, was “Respect for individuality,” “Cultivation of character” and the “Commitment to hard work.” The personalized practical education initiated in *Seikei* education was like an ear-piercing alarm bell for the public and government schools at the time, which had lost sight of their true educational callings

because of an “overemphasis on intellectual education” and “standardization.”

*Seikei Gakuen* has steadily progressed to this day by making the cultural education principle of “drawing out one's individuality and cultivating one's character” as its foundation. The weight of tradition at *Seikei Gakuen* that comes from the consistency of its educational principles is beyond comparison. We pride ourselves in knowing that these traditions support and serve as the center of *Seikei* education at both *Seikei Junior High School* and *Seikei Senior High School*.

The seeds that *Mr. Nakamura*, *Mr. Iwasaki* and *Mr. Imamura* sowed have grown into a giant tree known as “*Seikei Gakuen*,” and we are preparing to make a new leap forward as we approach the 105th anniversary of our founding. The ethos of placing importance on individuality and freedom will continue to be passed on through the elementary, junior and senior high schools and the university. We will continue to foster self-initiative and creativity and polish the personality of each individual as well as nurture knowledge and skills for internationalization and computerization required in future society. In order to realize the principle of “creating self-reliant persons with individuality,” *Seikei Gakuen* will continue to create a new history and tradition.

## Haruji Nakamura

Founder of Seikei Gakuen



### The origin of the name

Both the school's name, *Seikei* (成蹊), meaning “to make,” and (*kei* 蹊), “a path,” and its emblem the peach, have their origins in the 130-volume work titled *Historical Memoirs*, written by *Si-ma Qian* in China some 2,100 years ago. Among the many people and historical events written about in this work is a man of great integrity named *General Li*, whom *Si-ma Qian* compares to a peach. Just as the sweetness of peaches attracts people who create a path to the peach tree, *General Li's* virtue attracted people to him.

### Chronology

#### The History of Seikei

- 1906 Haruji Nakamura open a tutoring school and named it “Seikei-en” the following year
- 1912 Seikei Jitsumu Gakko opens in Ikebukuro in Toshima-ku with the aid of Koyata Iwasaki and Shigezou Imamura
- 1913 All 8 verses of “Shinryokuka” (Ichiro Kobayashi) are sung during “Gyonen” (a form of meditation)
- 1914 Seikei Junior High School opens
- 1915 Seikei Elementary School opens
- 1917 Seikei Girls' School and Seikei Business School open
- 1919 Juridical Foundation of Seikei Gakuen is founded
- 1924 Chief Executive Director Haruji Nakamura passes away; the school is moved from Ikebukuro to Kichijoji
- 1925 Seikei Senior High School (7-year system) opens
- 1927 School song is adopted
- 1935 International Class is added to Seikei Elementary School
- 1947 The new Seikei Junior High School is inaugurated
- 1948 The new Seikei Senior High School is inaugurated
- 1949 Seikei University is inaugurated (Faculty of Economics and Politics is established)  
Exchange program with Saint Paul's School is initiated
- 1959 Seikei Meteorological Observatory is established (Observation and reporting starts in the 1st year of the Showa Era)
- 1964 Junior high school special international class is inaugurated
- 1970 Exchange program with Cowra High School is initiated
- 1983 Acceptance of returnee students in senior high school starts
- 2003 Cowra short-term study abroad program is implemented
- 2004 Seikei Institute for International Studies is established
- 2006 Summer School at Pembroke College at the University of Cambridge is implemented
- 2012 100th anniversary of founding
- 2013 Rugby Friendship Games between Seikei and Cowra High Schools are held
- 2015 Seikei-Choate Rosemary Hall relationship is commenced  
Students of Senior High School attend the summer school of the University of Manitoba
- 2016 Phillips Exeter Academy Summer Course is held at Seikei  
First high school student attends Summer school at Phillips Exeter Academy
- 2017 Short-term exchange programs with Rungsted Gymnasium (Denmark) and Calmare International School (Sweden) are initiated
- 2018 Education and Research Center for Sustainable Development is established
- 2019 Seikei Gakuen is certified as a member of UNESCO Associated Schools

# Seikei's Education Policy

## Respect for Individuality

### We believe that "everyone is outstanding because we are all different"

We realize this when we see the individuals who have graduated from *Seikei Junior High School* and *Seikei Senior High School* who are active in society. This is a sincere way of life and represents clear human qualities that we would like to refer to as the *Seikei* style. The way of thinking, perspective and ability to take action that students acquire in school is one that cannot be imitated by other schools. We make individuals shine with our high quality, determined convictions and solid way of thinking. Another thing that we realize is that these individuals, across the board, have acquired an objective

point of view. This is truly the accumulation of education that respects individuals at *Seikei*. Students learn to respect themselves and individual personalities in an academic culture that values the individuality of each person. *Seikei* education creates a character that does not judge people by their educational background or financial status. At the same time, it allows individuals to discover themselves and say with pride that everyone is outstanding because we are all different.

## Self-reliance and Autonomy

### Cultivating character through an all-round education

At *Seikei Gakuen*, we have aimed to give students the opportunity to learn in a wide range of areas, not just for entrance exams. We also aim to provide a true human education that places its emphasis not on cramming knowledge into minds, but on experience and realization. Apart from the classroom, the students themselves organize and manage events such as school festivals, athletic meets, extracurricular activities, and even club activities. All of this fosters independence, teamwork, leadership and compassion towards others, in addition to a rich education. Through these school activities, students discover lifetime friends as well.

In regard to discipline, we do not have to set detailed regulations in writing. The awareness and pride of being a student at *Seikei* is our top priority. What is fundamentally required is that students adopt an attitude of taking responsibility for their own actions without being told.

We guide students in nurturing the two strengths of "self-reliance," to be able to look at themselves, and "autonomy," so that they can control themselves, and thus be able to make wise judgments and act appropriately.



## Educational Continuity

### Learning and expanding talent as the student matures

*Seikei* has over 100 years history and tradition of educational continuity between junior and senior high school. Students are given time to use their own individual talents and characteristics, rather than being forced to fit one mold, in learning fundamental knowledge and skills in a wide variety of areas.

In their junior and senior high school years, the students are provided with a fully developed curriculum and lifestyle guidance as they mature and develop, passing through the introductory stage, the stage of enrichment, and finally the stage of full development. We help students realize their talents that they might enrich themselves in many fields.

Of course we provide detailed and attentive guidance and follow-up to students who enter high school. What we at *Seikei* take pride in most is our outstanding faculty, from elementary school to university level. Education involves one human being reaching out to and working with another. *Seikei* faculty members have a high level of specialized knowledge and are ardent in their passion for education.

Teachers foster each student's interests through original and innovative classes which motivate the students to learn and enjoy the process of furthering their education by themselves.

## Learning Through Experience

### Learning is best when encountering "the real thing"

One aspect of learning that is important to *Seikei* is learning through experience. Our founder, *Haruji Nakamura*, defined "fulfillment of labor" as one of the pillars of *Seikei* education. This tradition of educating through practice and experience continues today.

We provide students with various opportunities to experience reality with their own eyes and feel it with their own hands, through experiments in class, practical work, creation, outdoor observation,

viewing events, attending summer school, taking class trips, and engaging in fieldwork. Students acquire the "strength to think for themselves" through the fostering of their intellectual and scientific curiosity. These are incomparable assets of *Seikei* education.





## Providing Internationalism

# Exchanges with foreign exchange students is an everyday occurrence

At *Seikei*, we have pro-actively engaged in educational activities to nurture individuals who can stand on the global stage. For example, *Seikei* began accepting returnee students before any other school. At *Seikei*, we believe that, by creating educational opportunities that allow students to actually encounter people from overseas, the students will develop into international individuals. Not

only were we among the earliest to start exchanges with schools overseas, but we also were the first to accept foreign exchange students. It has become an everyday occurrence to see Japanese students and foreign exchange students communing together on our campus.



## Seikei Institute for International Studies Eyes on the world

At *Seikei*, we have traditionally emphasized international understanding and international exchange activities.

One example of this is the International Class for returnee students established in the 1930s. In this class, we have made the aim of our entire school, from elementary school to university, the enrichment of education through internationalization. In April 2004, we also established the *Seikei* Institute for International Studies.

Our educational strengths draw on the strength of our international spirit and our aim of providing a high level of internationalism at an early age through emphasizing the development of communication skills in foreign languages, Japan's role in the world, and a concentration on modern history, providing genuine internationalism that compasses more than learning foreign languages.

## The Learning Environment at Seikei

# The vast natural area of Musashino, fostering fruitful encounters and a rich sensibility

*Seikei*, despite its location in *Kichijoji*, a metropolitan area, still retains the natural environment of *Musashino*.

The zelkova tree colonnade extending from the main entrance of *Seikei Junior High School* to *Seikei Senior High School* was planted by the students and faculty when the academy moved from *Ikebukuro* to *Kichijoji*. The trees are approximately 100 years old. They have been designated as natural treasures of *Musashino* City and have also been selected as one of Tokyo's "New Tokyo Hundred Sights" and "The Hundred Sounds of Japan" by the Environment Agency (the present Environment Ministry). In addition, there is an abundance of nature on campus. Students are able to appreciate the four seasons in this natural environment.



# The Characteristics of Junior High School Education

## Characteristic 1

### Realizing talent through varied learning

#### The ability to think

Many people who observe classes at *Seikei Junior High School* are amazed at the fact that students actively participate in and speak up in class and take interest in a variety of things. This is a result of education that, rather than cramming knowledge into a student's mind, first encourages the student to take an interest in something and then nurtures the student's ability to think. The appeal of *Seikei's* classes is evident in the great number of students who not only raise their hands in class to ask questions, but also go to the faculty room to ask teachers questions about things they don't understand.

Through this foundation, *Seikei's* founding Spirit of "self-motivation" and "self-study" are realized.

#### A Wide Range of Learning

At *Seikei Junior High School*, we provide an education that encourages each student to realize his or her own personality and talents. All subjects are given equal importance. Teachers with expertise in each specialized field of knowledge conduct the classes. Experimentation, practical exercises and learning activities are emphasized. Thus students are able to truly realize their talents and discover the areas in which they excel. Acquiring a rich education and an objective viewpoint are two of the most crucial aspects of personal education. Calligraphy, for example, is offered as an art course, while the Japanese language, social studies, mathematics and science are all subdivided into more detailed fields.

Social studies, for example, is divided into geography, history and civics. Science is divided into biology, geosciences, physics and chemistry. Specialists in each field are in charge of the classes, a style of education rarely seen in other schools. The students' level of attention is high, and there is a closeness, between students and teachers in pursuing knowledge together that is unique to *Seikei*.



## Characteristic 2

### Encountering "the real thing" and nurturing intellectual and scientific curiosity

#### Experiments · Practical Exercises

Experiments and practical exercises are widely employed at *Seikei Junior High School*. Scientific experimentation is emphasized. Students can be seen practicing botany on the campus. Classes in physics, chemistry, biology and geosciences in the Science Building all include the conducting of scientific experiments by students. Students from first to third grade also engage in research in astronomy and paleontology.

Fieldwork outside the classroom is essential. Practical exercises and experiments in art, technology and home studies are also important, nurturing intellectual curiosity and interest in math and science.

#### Extracurricular "Hands-on" Learning

At *Seikei*, "hands-on" learning, in addition to regular classes, school events and extracurricular activities, is strongly emphasized. In the first year of junior high school, students make friends through activities centered on nature observation. In the second year, a summer school is held in which students travel to a mountainous area and do hiking, as well as other outdoor activities. Third year junior high school students, after taking Japanese, social studies and art classes, then participate in class trips to Kyoto and Nara to see historical buildings for themselves.

In addition, there are opportunities for students to watch *Kyogen* drama, listen to traditional court music and enjoy Japanese folk-story-telling. We thus provide a wide variety of opportunities for students to learn about society.



## School Life

### April

4

Entrance ceremony  
Class commencement ceremony  
New student reception  
Orientation  
Disaster prevention training  
Health exam  
Class observation

### May

5

Class outing  
Midterm exams  
Class trip (3rd year students)  
Excursion (1st and 2nd year students)

### June

6

Literature department presentation  
(June exhibit)

### July

7

Final exams  
International class transfer entrance  
Exams (1st year students)  
Summer school (1st and 2nd year students)  
End of classes ceremony

### August

8

Summer vacation  
Cowra program (every other year)

### September

9

Class commencement ceremony  
Sports festival  
Cultural festival (Komichi-sai)

### October

10

Class outing  
Midterm exams  
Disaster prevention training

### November

11

School talent show  
Elections for student council officials

### December

12

Final exams  
End of classes ceremony  
Ski classes

### January

1

Class commencement ceremony  
International class transfer entrance exams  
(1st year students)  
Returnee student's entrance exams  
(2nd year students)  
Literature department presentation  
(January exhibit)

### February

2

"English Shower" program at  
the British Council in Tokyo  
Entrance exams

### March

3

End of year exams  
Choral Festival  
End of classes ceremony  
Graduation ceremonies  
University of California Davis program



# The Characteristics of Senior High School Education

## Characteristic 1

### A curriculum that nurtures individual participation in culture

#### Reaching achievement goals

Senior high school is a time when each individual student concentrates on exploring his or her own personality and deepening personal abilities in preparation for the future. At *Seikei Senior High School*, we do not focus solely on preparing for university entrance exams. We believe that students themselves should decide what to aim for in their lives, with teachers guiding them and helping them achieve these aims. Our curriculum provides a wide, objective learning spectrum designed to center on classes which will create a foundation for future learning.

#### Senior High School-University Coordination

There is also coordination between the senior high school and *Seikei University*, which are both located on the same campus. Since 2004, senior high school students have been able to audit official university courses. The credits these students earn are then accepted as university credits when they enter *Seikei University*.

#### International Studies

In order to nurture worthy *Seikei* individuals in this age of internationalization, *Seikei* was among the earliest schools to commit to an enriched language education. We have created classes not only for English conversation, but also for German, French and Chinese, and these classes are open to all students. Of course, in order to acquire not only language skills but an international outlook as well, classes in history as well as a wide variety of other classes related to language are provided.

In addition, a large number of *Seikei* students participate in overseas programs. As a school, we provide all the support possible for our students to do this.



## Characteristic 2

### Learning Through Experience

#### Experience classes

English classes are conducted by a team of two teachers, a Japanese instructor and a native speaker teaching assistant. Students are thus able to practice genuine, realistic conversation.

In addition, in the Japanese language classes, students are taught to debate the pros and cons of various topics.

In the sciences such as biology, there is a long tradition of each student growing and experimenting on various kinds of fruit flies and thus learning about genetics.



#### Study Trips

A wide variety of unique study trips take place every year during summer vacation and spring break. Students make their own plans and conduct research to prepare, traveling to various regions. Upon their return, they report on their experiences.

Destinations include Korea, Singapore, Florence, *Yakushima* Island, *Shikoku*, *Hokkaido* and *Okinawa*.

## School Life

### April

4

Entrance ceremony  
Class commencement ceremony  
New student reception  
Orientation  
Disaster prevention training  
Health exam

### May

5

Sports festival  
Midterm exams  
Class outing  
Student assembly meeting

### June

6

Literature department presentation  
(June exhibit)

### July

7

Final exams  
End of classes ceremony  
Study trips  
Empowerment program  
Cambridge program

### August

8

Summer vacation  
Study trip  
Cowra program (every other year)

### September

9

Class commencement ceremony  
Sports festival  
Cultural festival (Komichi-sai)

### October

10

Midterm exams  
Disaster prevention training

### November

11

School talent show

### December

12

Final exams  
End of classes ceremony

### January

1

Class commencement ceremony  
Seikei University recommendation test  
(3rd year students)  
Literature department presentation  
(January exhibit)

### February

2

General entrance exams  
Returnee student's entrance exams  
Marathon contest

### March

3

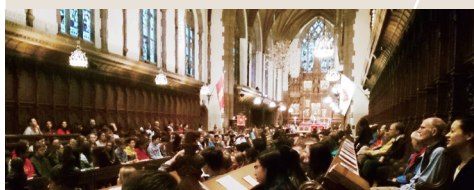
End of year exams  
2nd year transfer entrance exams  
End of classes ceremony  
Graduation ceremonies  
Study trip  
University of California Davis program

# Study Abroad System and Multi-Cultural Experiences

Since the foundation of our school, our senior high school study abroad program allows students to experience foreign cultures and to sharpen their international outlook.

## Saint Paul's School, United States

We started sending our students to Saint Paul's School (SPS) in Concord, New Hampshire in the United States in 1949. In 1981, we also began accepting students from SPS, thus creating a foreign exchange program. SPS is one of the most renowned private boarding schools, the Ten Schools, in the United States. Graduates go on to study at universities such as Harvard and Yale, and become active participants in international society.



## Cowra High School, Australia

We also have a foreign exchange program with Cowra High School in Cowra, New South Wales in Australia that started in 1970. Cowra was the site of an internment camp for Japanese prisoners-of-war during World War II and in 1964, the people of Australia established a Japanese War Cemetery there to commemorate this history.



## Choate Rosemary Hall, United States

A new relationship with Choate Rosemary Hall, one of the Ten Schools, was established in 2015. We send summer students to its summer programs with some students being awarded full *Murata* scholarships. One *Seikei* Student also qualifies to spend a year abroad at Choate Rosemary Hall on a full *Murata* scholarship with the first student attending in 2016.

## Phillips Exeter Academy, United States

Phillips Exeter Academy, another of The Ten Schools, has its own Japanese language course. Since the summer of 2015, we have welcomed Exeter's renowned teachers and alumni as guest faculty members. *Seikei High School* hosted Exeter students in a two-week summer program held in June 2016, and also accepted Exeter students for a three-month program held during the fall term of 2016. In June 2016, the first *Seikei* student attended Exeter's summer school.

## Pembroke College, University of Cambridge, United Kingdom

*Mr. Koyata Iwasaki*, who helped *Mr. Haruji Nakamura* establish *Seikei Gakuen* in the early twentieth century, was president of *Mitsubishi Corporation* at the time and the first Japanese graduate of Pembroke College of the University of Cambridge. *Mr. Takashi Kato*, Professor Emeritus at *Seikei University*, was associated with the University of Cambridge and established the *Seikei-Pembroke* short-term program for *Seikei* students. Since 2006, *Seikei High School* has sent more than two hundred students to Pembroke College, where they take English courses and participate in the Art & Architecture program while residing at Celwyn Gardens House, which is administered in tandem by Pembroke program assistants and *Seikei* teachers.



## University of California, Davis, United States

Another short-term program, entitled "Career Program at UCD" held during spring vacation, started in 2014. Our students take various lectures at the UCD Extension Centers which encourage them to plan for future careers, visit Davis High School to share opinions and views with the students and faculty there, attend graduate student lectures at Stanford University, and visit a Food Bank to find out how volunteer activities in the US are carried out. The students stay with host families during their time in the U.S.



## Rungsted Gymnasium, Denmark

Rungsted Gymnasium is a pledged private academy and has been noted for being the only school in Denmark which has a Japanese language course. We have accepted short-term home stay students from Rungsted Gymnasium since 2012.

## Calmare International School, Sweden

Calmare International School is a relatively new private school in Sweden which also has a Japanese language course. We accepted our first students from there in 2016. The students stay with homestay families during their time in Japan.

## Regina Coeli College, Chiang Mai, Thailand

Regina Coeli College is a girls' Catholic school in Chiang Mai, Thailand and also has a Japanese language course. *Seikei High School* has accepted students from Regina Coeli College since 2015.

## Accepting Credits from Studies Abroad

Credits earned while studying abroad are accepted if the student has taken part in a study abroad program approved by the school. This enables the student to rejoin his or her friends at *Seikei* without having to retake any courses.

Apart from the foreign exchange programs noted above, *Seikei* also gives credits for participation in the following organizations: The Rotary Club, the American Field Service (AFS), and Youth for Understanding (YFU). The majority of our own students who choose to attend Saint Paul's School stay at St. Paul's and graduate there.

## Returnee Students

At *Seikei*, there are international classes in both the elementary and junior high schools. Although there is no international class in the senior high school, we are always ready and willing to accept students returning from overseas through the giving of returnee entrance exams. Returnee students make up approximately 30% of our student population.

In addition, at *Seikei*, there is a re-admission system for the elementary, junior high and senior high schools. This is a system under which students who previously attended *Seikei* can be re-admitted when the student returns to Japan after being abroad with his or her family. Moreover, we place importance on following up on the English conversation skills such students have acquired while overseas by encouraging these students to take free electives in English language classes. Some of the English teachers and other faculty members at *Seikei* were once foreign exchange students or returnees themselves. These knowledgeable teachers can offer advice based on their own experiences and are thus able to offer competent assistance to returnee students.