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# SOCIAL PSYCHOLOGICAL STUDIES OF THE EARLY YOUTH IN THE SHIMOKITA PENINSULA OF THE NORTHEAST JAPAN: I

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This is an report on some results of our field researches which were continued in 1963 and 1964 on the problems of inter-relations between personality, society and culture. In this Part I, the problems investigated in this research, methods, and constructs used here, and also the results of intelligence tests found among the 3rd grade pupils in junior high schools in the Shimokita Peninsula are summarized.

## I. Problem and Method

We have so far investigated and discussed on the adolescence as a transitional period from childhood to adult from the view-point of social psychology, attaching importance especially to the mechanism of its socialization process. The present investigation in the Shimokita Peninsula was made with reference to our former investigations. So we want to begin with brief explanation of our standpoint from which we have consistently carried on our investigations and discussions. We have so far made a direct comparison between retired places, purely rural communities and cities in Miyagi, Iwate and Niigata Prefectures as regional frames of reference, in which the structure and function of lifespace which young people subjectively develop, are objectively fixed. Also we have laid stress on educational institutions (junior and senior high schools and colleges) as mechanism which divides socially and developmentally the lifespace of the youth into first, middle and last periods. That is to say, we have grasped the process through which the basic lifespace should adjust itself and develop gradually from the stratum of the pupils of the junior high school who belong to the first period of the youth as basis, to the stratum of the ages of the senior high school students who belong to the middle period and then to the stratum of the ages of college students who belong to last period. Importance was attached to the relationships between social psychological structure of educational institutions as divisional structure in the period of the youth and their living spaces. And at

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(1) Thirteen co-workers besides the four authors above-mentioned participated in this research: Kazuo Shimada, Koji Saito, Kazutoshi Takahashi, Osamu Kokubun, Takaaki Oyamada, Shigeo Watanabe, Hideoki Tada, Hiroko Tanaka, Haruo Yoshino, Hidehiro Hirakawa, Tokiko Kikuchi, Sadako Muranushi, Tatsuro Hosoe. But the four writers are responsible for the wording of the article.

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that time, the fact which attracted our attention was that the development of the lifespaces of the youth was basically influenced by the way of determination of their attitudes toward the situations in which the behavior norms which educational institutions demand and the structure of regional community such as family they belong meet together. That is to say, they are closed in the regional community in principle during their compulsory education. But when they graduate from junior high school and yet they cannot find any satisfactory institutes for higher grade education or any good jobs in their home district, they extend their lifespaces out of the home district into other towns or cities. And then, the district in which they were closed while they were very young fulfils its function as "Heimat". On the other hand, even if they could find their satisfactory institutes for higher grade education or good jobs in their home villages or towns, their adjusting region must be different in its level and quality from the former. So their attitudes toward the regional community with families as nucleus and educational institutions are significant as a main mark when we try a primary framing and understanding of the development of the adolescence as a whole.

In view of the characteristics of the adolescence as a preparatory period, we say it is very important in comprehending the structure of the most dominant attitude in their period to have a clear picture of their attitudes toward the families and educational institutions. The adolescence must be regarded as a transitional period in which the expectations for their roles are varied from the referential lifespan of childhood to that of adult. Namely, now they are expected to prepare to play an independent role as an adult and support their families and children from a distance. The adolescence basically has a lifespan as a marginal man. The culture which standardizes the period is not merely a mixed standard of the standards of childhood and adult. It has a unique quality of framing a psychological space as a unique standard of adjustment which means the way of their leaving from childhood and the preparation for adult who will play a role as a man. Regional structure with families as its nucleus has a basic meaning as a preparation for adult period from the side of private life group and educational institutions have a basic meaning as a preparation from the public side.

And the range and structure of the problem — upon what kind of an adjusting object and an adjusting standard the lifespan of the youth is framed, and to what kind of group standard it is referred — show the range and structure of their lifespaces, and at the same time, mean the frame of reference of the personality structure as a system of concrete attitude of each young man and woman. It standardizes the psychic function by which a specific structure of personality shows a sort of behavior tendency in the situation of need-satisfaction. Then a system of culture is there established and functions as a social standard of value-channel through which the lifespan of young people is standardized and their behavior is differentiated.

Thus, the existence of a big gap between culture standards as frames of reference of childhood and adult, leads to the social prolongation and more complicated differentiation of the adolescence as transitional and preparatory period in spite of

their maturity of the body and mind. In the primitive societies, the adolescence lasts only for a short time along with maturation of the function of their body and mind. The childhood is directly transited into the adult through a very short period as adolescence. It was not until the modern society in which culture is complicatedly differentiated that the problem of adolescence as well as that of senescence was given an active meaning.

In the modern society it is not necessary in principle that the young people who are taking the course of occupations as muscular labor should be given some kind of preparation beyond the level of compulsory education. Rather, they are requested to learn directly practical skills and techniques through the actual participation in occupational practice at home or in posts. On this point, such participations are little different from the occupational works of adults, but in that case too, the adolescence is under the situation which is recognized as a period of practical apprenticeship.

Compared with that of other cases, the adolescence of laborers has the following characteristics: that the period we could recognize as the adolescence is relatively short, and that the adolescence begins earlier, but on the other hand, the period of adult is relatively long, and with a decline of their bodily strength, it easily bears a senescent character. It is apt to be regarded as common that little is prepared for at school when they are going to engage in muscular labor in domestic affairs or their own trade. Compulsory education and protective period of young laborers are interfered with and interrupted by their actual labor.

On the contrary, in spite of the maturity of mental and physical functions the period that is socio-culturally recognized as adult period is slow in being in the case of adolescence in which they are in contact with and accept the high standard culture, but, there is a tendency that the decline of their ability in the physical functions will not lead them into the senescence at once. In the adolescence of this type, and also of a clerk type and even of the type of city-workers, they must be necessary prepared for the future-adjustment to the culture beyond the cultural frame in under-developed areas.

They are requested at least to adjust to the stratum of educational system, the basis of which is a compulsory education. With the extraordinary expansion of enterprise-scale and highly advanced techniques in Japan, the adolescents in the cities and towns where there are many enterprises are forced to adjust to the high level region of the educational hierarchy in order to gain a status and role of high standard. But because of a poor capacity of their accommodation they fall in competitive state. An extraordinary demand for the labor efficiency in the enterprises developed, even in semi-farming and semi-fishery villages at all the corners of the Shimokita Peninsula, an actual organization of channels beyond the frame of the living district, and the tendency that a large population moves from villages to cities and towns. Thus, the following points are important as approaching points in order to know the structure of their lifespaces:

in what aspects of industrial structure and social position they are forming, and in what direction they are trying to socialize themselves.

Now, these adolescents who belong to this period are moulded after cultural standard to which they should adjust themselves beyond or within the frame of the district by schools, home, functional groups in the district or mass-communication. But the cultural standards to which they should adjust themselves are not limited only to those which are objectively given and forced by the adults. And they do not always allow themselves to be adjusted to. The adults in the district project into the role-expectation for the youth the perspective of the future according to actual situations. But the adolescents, facing such a projected role-expectation of the future, are not only passively accepting it.

The adolescents of this day are forced to stand before a far wider, complicated, and differentiated channels than the standard channels which their parents faced. And the differentiation of social stratum is very much effected by the choice of educational channel after the junior high school. This circumstance is quite different from that of the day when their parents were young. Especially those parents who are living in the low and backward corners in culture and economy are now actually attacked by the lifespaces to which they are not able to correspond, mainly through schools and mass-communication. The adolescents of present days correspond to the complicated situations to which to adjust beyond the frame of the world to which their parents corresponded. And besides, they must choose them by themselves. But the channels in that case don't vary according to individuals separately, but form an objective standard in the informal group which is tacitly and chiefly formed in the school class. Centering around their subjective standards and their parents' standard, the objective adjustment standard of the adolescents is formed, accompanied with generation gap or generation conformity between them. And the culture standard which adolescents objectively form with adults is not established by force from the side of adults. On the contrary, adults will have to take into consideration independent behaviors as proposition and include them in the standard they establish for the youth. And the adolescents are not always dominated by adults. Rather, it occurs now and then that the young stratum actually leads the role-expectation the adults establish for the youth. Especially it must be admitted that, when the parents do not have their mind on their own business and have no full perspective of other districts, they are conversely led by the standard of the adolescence.

Now apart from the relation of "dominating" or "being dominated", it could be said that the process of socialization in the adolescence is the process of making adjustment to that adjustment standard (preparatory standard to the adult) of this period which could be admitted by adults. We don't say that socialization is recognized only in the process from the childhood to the adult. One culture system, while having the common aspect according to each individual stage, differentiates the sub-culture to which to adjust according to childhood, adult, senescence and adolescence.

An individual must adjust himself to each sub-culture according to the specific period of development and, reversely, create what one has to adjust oneself to. We call the adjustment to such norms of two aspects "socialization", differentiated norms according to ages, and norms which have become different because of changes of social situations. In this sense man can not help but repeat socialization until his death. And taking an individual as axis, we call the divisional structure of cultural order according to each period of development "Epoche", and also, the overall system of sub-culture according to each stratum of ages we call "Zeit" and the variation of the system the changes of Zeit. In the investigation of the contact aspect of personality, culture and society in the Shimokita Peninsula, we treated, as the core, the problem; what kind of lifespaces are subjectively formed by the cross structure of Zeit and Epoche of the adolescents, especially in early youth.

Because the socialization of the adolescents in that period means also a basical premise for the socialization of the adults proper who prepare for the socialization of the adolescents. By approaching to the focus of this intersection, we try not to find statistically how Shimokita Peninsulars hold the past traces, but dynamically how they are being prepared for the future and how they are forming the "Zeit" in the Shimokita district.

To achieve this purpose, we made the following tests twice in Jan. of 1963 and March of 1964; Life-perspective research, Sociometric Test, Actgram, Yatabe-Guilford Character Test and Intelligence Tests (Tanaka-A and -B forms). Subjects are about a thousand boys and girls, covering the pupils of 3rd grade of junior high schools of the district; and moreover, of the same subjects, we interviewed mainly those who got their jobs in the home district and then some of ages of twenty, forty, and the senesence. Also we interviewed some of the same subjects who found works in Hikone, Ichinomiya, Gamagoori, and Tokyo areas and also all pupils of the 1st grade of senior high schools of Tanabu, Mutsu, Oma and Wakinosawa including some of the same subjects who went on to schools of higher grade in the same year. And then another field compensatory survey was made on the pupils of 3rd year of Sai Junior High School in 1964 by the same method as employed in 1963, and besides, for the more objectivity, we continued research on the 3rd grade pupils of Okoppe Junior High School in July of 1964 by the same method.

## II. Some Regional Characteristics and Intelligence of Subjects

The Shimokita Peninsula, where the junior high school pupils as the subjects of our research live, lies in the northernmost of Main Island of Japan and constitutes a part of Aomori Prefecture as administration district (Figure 1). Aomori Pref. covers an area of 9612 square kilometers and ranks in area as the 7th of 46 prefectures of the whole country. According to National Census issued in 1960, she has 1426000 population and its density is 148.4 per square kilometer. Since the average of population density of Japan is 252.7 per square kilometer, Aomori Pref. is one of the least densely

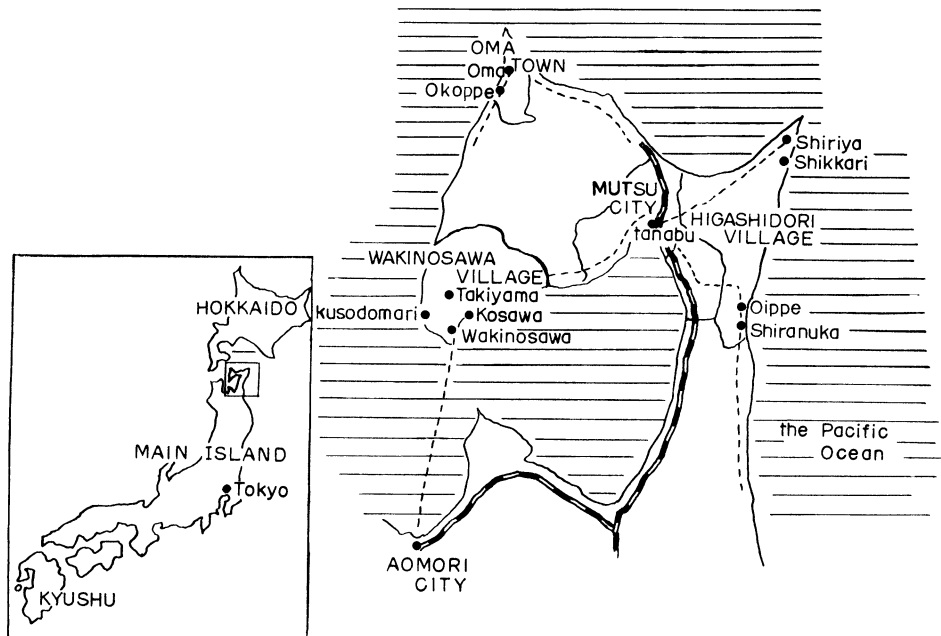


Fig. 1. The Shimokita Peninsula

populated prefectures, and it is near to East Germany. From the present state of rapid industrialization in Japan, Aomori Prefecture is one of the backward districts. In Aomori Pref., according to National Census in 1960, the population that is engaged in the secondary and tertiary industries amounts to 43.8 per cent of the whole; it stands lowest but three of all prefectures in Japan. The last three are Kagoshima Pref. in Kyushu Island (39.6%), Iwate Pref. in Tohoku District (42.3%), Ibaragi Pref. in Kanto District (43.6%). It seems a considerable deviation from the average of the whole Japan (67.4%), and also a considerable difference from those of Tokyo as 1st (97.8%) and Osaka as 2nd (95.6%). Aomori Pref. is one of the districts that are lowest in the amount of inhabitants' income. The average of income per inhabitant of this prefecture is 99,801 yen a year; it ranks as 41st of 46 prefectures of all Japan. The last five are Kagoshima Pref. (78,316 yen), Miyazaki P. (92, 617 Yen), Iwate P. (96, 910 Yen), Kumamoto P. (97, 631 Yen), and Oita P. (98, 221 Yen). It shows a considerable deviation from the average of the whole country and a considerable distance from those of Tokyo as 1st (274, 602 Yen) and Osaka as 2nd (230, 789 Yen).

Thus, inhabitants of Aomori Prefecture are backward in industry and under the poorest conditions in Japan. But the rate of school attendance for a compulsory education amounts to 99.9 per cent, and it is the same rate of that of the whole country. There is a considerable difference in economic conditions among districts in Japan, but no difference in the rate of school attendance for compulsory education among them, that is, it equally amounts to 99.9 per cent. However, it is the fact that, in the rate

of entrance into schools of higher grade there is still a considerable difference among districts. In 1963, the rate of entrance into higher education after graduation from junior high school amounts to 51.0 per cent in Aomori Prefecture; it stands 45th in the whole country; lowest but Miyazaki Prefecture in Kyushu Island (47.8%). It shows a considerable deviation from the average rate of the whole country (70.6%), and more considerable distance from those of Tokyo as 1st (84.3%), and Hiroshima P. in Chugoku District as 2nd (78.6%). The rate of entrance into colleges or universities in Aomori Prefecture amounts to 8.8 per cent in 1963, which is the lowest of the whole country. It is about half of average rate (16.6%) of that of the whole country; so that, compared with that of Tokyo as 1st (36.1%), and that of Osaka as 2nd (25.4%), it remains between one-fourth and one-third; the Aomori Pref. as lowest district is very close to that of England (8.4%) in 1962.

As mentioned above, Aomori Prefecture is one of the most backward districts in economy and education, and, above all, the Shimokita Peninsula is an area under the lowest conditions in this prefecture. The population density in Shimokita area is 68.1 per square kilometer, including Mutsu City (38312 population: 246.46 square kilometers=115.54). Except Mutsu City, it is only 49.8 (58215 population: 1,169.44 square kilometers). The population density of Shimokita area considerably deviates from the average density of Aomori Prefecture (148.4 number); it stands 2nd of Aomori Prefecture in thinness of the density, that is, next to Nakatsugaru county (51.3) and only one-twelfth of Hachinohe City that is most thickly populated in Aomori Prefecture (174348 population: 212.48 square kilometers=820.5). In the rate of farming population (including fishery and forestry) to the whole, Shimokita area is the largest of Aomori Prefecture. Even Mutsu City, the farming population amounts to 41.6 per cent of the whole (by 38412 to 15947). The ratio of the farming population of Shimokita area remarkably deviates from the average ratio of that of Aomori Prefecture (55.5%) which stands 43th in the whole country in the ratio of industrialization. This accounts for the fact that Shimokita area is one of the most backward areas in industrial system of this prefecture and, accordingly, of Japan.

Now, T-Scores of Intelligence Test of the 3rd grade pupils of junior high schools in these districts are as shown in Table I. Tanabu Junior High School belongs to Mutsu City, where there are seven junior high schools. The population of Mutsu City is 25 per cent of the whole population of Shimokita Country, and most of the population which is engaged in the secondary and third industries gather in this city. And yet the farming population of this city is 41.6 per cent (15,947), which means 25 per cent of the whole farming population of Shimokita county (59,316). The plowed land of this city amounts to 42.1 per cent (3,215 ha) of the whole plowed land (7,629 ha) of this county. Especially, there is 1,181 ha of rice field in this city, which is 47.3 per cent of the whole plowed land in this county, and the production of rice reaches 49.2 per cent of the whole production in this county. But the scale of rice farming of this district is very small, namely 0.36 ha per family, and is below the average of the whole country



(0.8 ha). In that point, the scale of rice farming of other towns in this Peninsula is so small that they are forced to engage in other primary industries as fishery, forestry and so on, but the farmers of Mutsu City do not depend upon the fishery so much as other towns and are engaging in secondary or tertiary industries.

Table 1. Result of Intelligence Test

District	School Name	Form of Test	Grade	upper Middle and over	Middle	lower Middle	Low and below	Median of T-Score
			T-Score	~55	54~45	44~35	34~	
			IQ	(~106)	(105~93)	(92~77)	(76~)	
MUTSU CITY	Tanabu	A		62(31)	169(57)	104(54)	48(28)	45.0
		B		63(27)	132(60)	106(54)	37(24)	45.0
WAKINO-SAWA VILLAGE	Wakinowska	A		13( 5)	32(17)	27(19)	7( 3)	45.0
		B		7( 2)	32(18)	27(18)	12( 6)	45.0
	Kozawa	A		0( 0)	2( 0)	9( 3)	1( 1)	43.0
		B		0( 0)	4( 1)	6( 2)	2( 1)	42.0
	Takiyama	A		1( 0)	2( 1)	10( 3)	7( 6)	38.0
		B		1( 0)	7( 3)	5( 3)	7( 4)	39.0
	Kusodomari	A		0( 0)	1( 1)	5( 3)	6( 2)	37.0
		B		0( 0)	4( 2)	5( 2)	3( 2)	43.0
OMA TOWN	Oma	A		15(10)	45(27)	47(31)	37(13)	42.5
		B		12( 7)	42(20)	53(36)	24(17)	42.0
	Okoppe	A		8( 5)	29(14)	30(17)	21(10)	43.0
		B		8( 4)	32(15)	32(17)	16( 9)	44.0
HIGASHI-DORI VILLAGE	Shiriya	A		3( 1)	4( 3)	9( 4)	3( 3)	42.0
		B		1( 0)	6( 1)	11( 7)	3( 3)	37.0
	Shikkari	A		0( 0)	6( 3)	10( 5)	8( 5)	37.5
		B		0( 0)	4( 0)	13( 8)	6( 4)	40.0
	Nanbu	A		7( 2)	21(14)	34(20)	32(16)	39.0
		B		4( 1)	19(11)	40(20)	28(15)	39.0

Number: number of total persons. (female)

A: Alpha Form. B: Beta Form

Accordingly this city has two suburbs and many farming and fishery hamlets, and Tanabu Junior High School District of seven school districts most collectively reflects such a state of Mutsu City as mentioned above. Of all 3rd year pupils of Tanabu Junior High School that we chose as subjects in 1963, about 48 per cent live in central suburbs and residences, and the rest in farming, forestry and fishery hamlets. Thus Tanabu Junior High School was chosen as object of our research, because its school district reflects directly the characteristics of Mutsu City, which takes on a stronger rural character, and which is the only area in this county where secondary

and tertiary industries are integrated, and where there are main institutes of administration, culture and education. For example, all of three full-time senior high schools are built. IQ of pupils of Tanabu Junior High School ranks in middle region in both A and B tests, and the Median of T-score is 45. Tanaka Group Intelligence Test that we used in this research is the most standardized and reliable one in Japan. In large cities of Japan the result of the test has usually showed middle region of it. In Tanabu Junior High School District, their IQ and T-score rank at a little lower in the middle region. This score is the same as that of Iwagasaki Junior High School to which we gave the same test by the same way in the same year. Kurikoma Town where Iwagasaki is located has 20,158 population and, as Mutsu, takes on a rural character in its school district and is a central town of administration, economy, culture and education in the north of Miyagi Prefecture. Taking account of life conditions, it is not conceivable that the adolescents of Tanabu Junior High School District rank remarkably low in IQ.

Next, Wakinosawa Village has four junior high schools and we chose all of 3rd year pupils as subjects of our present research. Wakinosawa is a small village, which, according to National Census in 1960, has 4742 population and the farming population amounts to 82 per cent of the whole. The cultivated land of this village is 261 ha, and the rice field is 54 ha. The average rice field is only 0.09 ha. per a farm household, and most of the farmers depend upon dry field crop as potatoes or fishery or forestry. Wakinosawa Junior High School has, as its school district, Wakinosawa Hamlet which is a central area of administration and economy of this village. This Wakinosawa Hamlet is a fishing port at the south-western corner of the Shimokita Peninsula, and the area which is influenced by fishery conditions. This district was once prosperous in those days when a school of cods came near off the shore. But now it has become desolate. But a regular liner runs between this hamlet and Aomori City, at the opposite bank, in which there is the government of Aomori Prefecture. The hamlet has been influenced by Aomori City and has only one night part-time senior high school in this hamlet. The median of T-scores of Intelligence Test of 3rd year pupils of Wakinosawa Junior High School were 45, which ranks in middle region in A and B forms. This score was the same as that of Tanabu Junior High School District, and it is relatively high in the view of the conditions under which the hamlet is situated.

Kozawa Hamlet is a fishery port on the bus-route leading from Mutsu City to Wakinosawa, and at present is poorer in a catch of fish than Wakinosawa and has little arable land. The residents of this hamlet cannot but combine petty fishery and daily labor in national forest and seasonal jobs at other places. The median of T-scores of Intelligence Test of 3rd year pupils of Kozawa Junior High School marked 42, in better half of the lower middle region, both in A and B forms.

Kusodomari Hamlet is a remote place isolated from other hamlets by land, and the residents are under more severe conditions, that is, they cannot but depend upon only petty fishery and seasonal jobs at other places. Takiyama is a remote mountain

hamlet and the residents cannot but depend upon only daily labor in national forest. The average of the median of T-scores of Intelligence Test of the 3rd year pupils of both Kusodomari and Takiyama Junior High School is on the lower half of the lower middle region in both A and B forms, namely the former is 40 and the latter is 38.5. It was seen in all school districts of Wakinosawa Village that T-scores of the Intelligence Test descends according to the decrease of stimuli of urbanization and the increase of remoteness and poverty.

Now we pass on to Oma town; a fishing town located in the north-western corner of the Peninsula. Oma has a population of 7,982 at the 1960 census, which is twice as large as that of Wakinosawa Village. But Oma is the smallest of the three towns in the Peninsula. Shimokita County has a city, three towns, and four villages, but Oma is the smallest in the size (52.08 km<sup>2</sup>) of all these city, towns and villages. But the population density per 1 km<sup>2</sup> of Oma is next to Mutsu city. There are two junior high schools in Oma, both of which we chose for the present research. Oma Junior High School District consists of central area of the economy and government, and two fishing hamlets. There is only one night part-time senior high school. This district lies in the northern end of the Main Island, and only a few nautical miles from the district, there is Hakodate City, which is one of the prominent cities in Hokkaido. Between these two there runs a regular steamboat service. By land there is a regular bus service between the town and Mutsu City. In this respect, Wakinosawa and Oma Junior High School Districts are alike in traffic facilities, and both are fishing ports under the stimuli of big cities. But the former is not prosperous on account of a poor catch, and the latter is prosperous in fishing shellfish, seaweeds and tunny, though small in scale. Oma High School's boys and girls have a tendency of a long term absence from school because they go out fishing on the sea.

The median of T-scores of Intelligence Test of 3rd year pupils of Oma School District marks 42.5 in Alpha-Test, and 42 in Beta-Test, both of which are a little lower than the middle region. Their scores are not only lower than those of the pupils in Wakinosawa district (45.0) but also lower than the scores of Okoppe district pupils in the same town.

On the other hand, Okoppe Junior High School District consists of two hamlets. This district is along the coast where a bus line runs from Oma to Sai village, and is different from the Oma district where they are under fishery prosperity. Few pupils of Okoppe District are absent from school for a long time in order to engage in such fishing labor. Okoppe and Kozawa have common characteristics to each other, but Okoppe is different from Kozawa in depending on rice-field (4a. per home) and the seasonal jobs in other districts, while Kozawa depends upon the forestry and seasonal jobs. The average (in A- and B-tests) of Intelligence T-scores of 3rd year pupils who live in Okoppe is 43.5, a little higher than the average (42.5) of Oma and Kozawa districts pupils. But all of these three rank at the lower middle region.

Next, Higashidori Village has a population of 12,249 according to the 1960

National Census. This village is not only the biggest in the population of villages of Shimokita County but also bigger than Oma Twon. Besides, the area of this village is 193.74 km<sup>2</sup>, which is the largest in the county. Therefore, the population density is 42.4/1 km<sup>2</sup>. This village consists of 30 hamlets of semi-fishing and semi-farming which are scattered along the sea-shore of the Pacific Ocean to the west and of the Straits of Tsugaru to the north. It has not such a hamlet as exceeds influence over other groups as central power. And those groups are separated from each other by the mountains or the sandhills. So each group of the North, the Central, and the South districts comes in contact only with Mutsu City by bus line separately. Because of such geographical features, the village office is located in Mutsu City, which is an adjoining district to the village. Shiriya Junior High School District is a small hamlet which lies in the north-eastern corner of the Peninsula. Shikkari Junior High School District adjoining to Shiriya is a small group at the seaside of the Pacific Ocean. Both groups are about one-third of Okoppe District and has approximately the same population as Takiyama District. These two districts were once prosperous in collecting tangles and ear-shells, but their business is bad, so that the amount of landing per household is almost the same as that of Okoppe District. For this reason, they are forced to depend upon the forestry and paddy field harvest, and to go out for seasonal jobs in Hokkaido. In this respect, both districts have the same character as Okoppe, but they have a stronger tendency of solitude and closedness as Okoppe and also depend upon cuttle-fishing. In the year of cuttle fishing prosperity, they suffer from a short labor power, so that their farming is sacrificed and pupils are mobilized as labor. This prevented many pupils from attending school for long. In this respect the circumstances are different from those of Okoppe where bad times continue, that is to say, they face fluctuations of fishing circumstances. It goes without saying that Shikkari at the seaside of the Pacific Ocean and Shiriya at the north end have no contact with Muroran of Hokkaido at the opposite shore by regular liner and no such direct stimuli from big cities as Oma, or Wakinosawa.

The average of the median of T-scores of Intelligence Test (in A and B forms) of 3rd grade pupils in Shiriya District in 1963 is 39.5 and that of Shikkari is 38.75, both of which rank in the lower half of the lower middle region. In this respect, they are very close to 38.5 of Takiyama District. Nanbu Junior High School District consists of two hamlets; Shiranuka and Oippe, both fishing ports in the southern part along the coast of the Pacific Ocean and have almost the same population as Okoppe has. This district is a fishing port and besides it comes into contact with Hachinohe City by land which is the center of Marine-process industry in Aomori Prefecture. Under such influences, they once pursued the drangnet fishery on a small but enterprise scale. But most of them failed in these undertakings, and now they are forced to get back to such petty fishers as offshore cuttle fishers. But in this district most of the land is occupied by national woods, so that there is little land to farm. Besides, since few of daily laborers are demanded for the forestry here, they are forced to

depend on the fishery all the more. Therefore, adults cannot help depending on the cuttle fishing and seasonal jobs far away in Hokkaido and junior high school pupils must go out fishing on the sea while adults are out and mobilized for cuttle fishing in the season. This prevented the pupils from attending school for a long time. The median of T-scores of Intelligence Test of the 3rd grade pupils in the Nanbu District marked 39 both in A and B forms, which lie in the lower half of the middle lower region.

It is proved that, as compared with the intelligence of the pupils in big and advanced city-areas, the intelligence of those pupils who live in backward districts is generally lower in Japan; the medians of T-score of the pupils who live in the Shimokita Peninsula, one of the most backward districts in Japan, are generally too and rank at the lower middle region, excepting Mutsu City and Wakinsawa district put under the influence of big city Aomori. But, though Oma and Nanbu School Districts are also under the directive influence of big cities, they are apt to be put under the rigid yoke of the heavy muscle works already in times of compulsory education and remain to rank in the better half of lower middle region.

As for other districts, the farther away from cities, they are the lower their intelligence of the pupils becomes. It falls down from the upper to the lower half in the lower middle region. But such a tendency in the intellectual characteristic is seen not only in this district but also throughout the country. Taking this fact into consideration, it may be said that the adolescents of Shimokita are not especially low in the intelligence, for we got the same result as this by the same method in the research of the pupils' intelligence in the forestry and fishery villages in Miyagi and Iwate prefectures in North-West district of Japan. So we should rather consider the role of intelligence and those factors by which the intelligence is developed in the lifespace with certain characteristics.

We think that the intelligence is a thinking ability by which they arrange the informations which they face in the lifespace where they live in reality and grasp the relationships of them. And the intelligence measured by the intelligence test is not of a pure inherited quality but, at the same time, reflects the influence of the circumstances. So it should not be regarded as fatal. A measured intelligence is nothing but a function of inherited quality and inductive conditions. The intelligence test only grasps the function in the abstract and general level as other tests so that we may compare some people with others as widely as possible regardless of their different life circumstances. But no test may probably measure the pure inherited quality separately from environmental factors, for even though it were possible, phenomena themselves would be destroyed.

There is a lot of, and a variety of, informations in the life space of cities. So they need a strong ability of thinking to arrange such informations and grasp their relationship, which contains many conditions for inducing the growth of intellectual quality. Moreover, a city life itself depends upon the culture which rest on the premise of think-

ing situation. Therefore, in city life, they must reorganize irrational conditions into clear thinking conditions, and by them the life is based on what formed actual life. In order to adjust themselves to the life, not only clear rational faculty of thinking is required on their part, but a life in which the effects of thinking can be most directly manifested and be the conditions under which intellectual quality can be fully cultivated.

On the contrary, little information is gleaned in the life of the backward district with a strong nature of remoteness and it is hackneyed. The life-conditions which they face are not based on the culture in which they should take hard natural and social conditions into the frame of a clear thinking culture and, by it, form the reality, but on the culture based on habits. So there is not yet established such a culture as connects clear channels of thinking with the circumstances directly. Therefore, when they try to adjust themselves to the culture, they are inclined to form customs, and clear thinking gives no effects but inversely becomes a cause of maladjustment very often. In such districts, only schools are the situations in which clear thinking is demanded. When the people there have a tendency to making light to the adjustment of the adolescents to school or to regarding it as only a vain play in the district, teachers will be deprived of a necessary condition under which they can cultivate their pupils intellectual quality effectively. We must treat the low intelligence of retired places and that of cities with a rigid and essential distinction between them. We have data concerning five graduates of junior high school in Akka Village in the retired corner of Iwate Prefecture whom we chose as our subjects last year. They got their jobs in a prominent automobile factory in Tokyo. They are attending a night part-time senior high school and three of them are among the upper ten in scholarly attainment and one of them is the best student.

We have discussed a general methodology for approaching to the socialization of the adolescents, and also regional characteristics and general intellectual function which will be a premise of the lifespace of the youth in the Shimokita area. We shall present the result of our other investigations on the following questions: how and in what direction they developed and formed their lifespace in which they should be socialized and based on these characteristics, and what kind of function is performed in their socialization by the corresponding mechanism of predicted lifespace and actualized lifespace. (To be continued) (Received January 10, 1965)