

# JIYU

CONSISTENT AND CONTINUOUS EDUCATION  
THAT SHAPES THE FOUNDATIONS OF HUMAN CHARACTER

J I Y U G A K U E N

自由学園

# THINKING, LIVING, AND PRAYING



## What shapes the foundations of character?

It is certainly not just book knowledge. How we live our daily lives also makes us who we are as people. At Jiyu Gakuen, we consider school as a microcosm of society. And as members of the society, each and every student is expected to act responsibly. Through constant communication with teachers and friends, our students are expected to become self-reliant individuals who are able to think and act independently.

## Every day at Jiyu Gakuen is connected to the rest of your life



TAKAHASHI, KAZUYA — PRESIDENT

Society today is at a major turning point. As the world we have known all our lives is shaken by grave problems such as environmental destruction, war and unrest, and income inequality, the future is becoming increasingly hard to see. Moreover, it is estimated that half of the children who will become adults and join society a decade from now will enter occupations that do not exist today. The society that awaits these young people will pose questions with no right or wrong answers. It will be a society in which they will need to forge their own independent path forward.

The situation today brings to mind the words of Albert Einstein, who said, “A problem cannot be solved with the same mindset that brought it about.” “Mindset” refers to one’s psychological approach to things, one’s values, biases, and so on. A worldview that values

economic growth above all else is also the source of major problems—nuclear accidents, for example. This same worldview is unable to find solutions for the problems it produces. This also applies to education. Education is said to be the key to building a person’s future. In today’s world, it is no longer possible to educate those who will face contemporary issues in society with the same kind of education that we adults received when we were in school. Transforming our educational mindset is therefore vital, and educational institutions all over the world are searching for new approaches to learning.

The central concern of the new education is not “how much knowledge can be memorized” but “how we cultivate self-learning and independent thinking skills.” This shift in the main focus of education has made another transformation in the field of education of paramount importance. Namely, a shift in education from “learning to know” to “learning to transform oneself and society.”

Inspired by the vision of a communal society rooted in “freedom, cooperation, and love,” Mrs. Motoko Hani, who founded Jiyu Gakuen with her husband in 1921, called for a transformation of the educational and social mindset of the day. In her address delivered at the sixth New Education Fellowship conference in 1932, Mrs. Hani said, “A school is more than an intermediary for sending human resources into society as some people might think. Instead, we would like to establish the belief that education is what builds society anew.”

Every year at the Jiyu Gakuen entrance ceremony, incoming students are greeted with the President's words that "you are admitted to Jiyu Gakuen to make this school better. For us, there is only one teacher; that is Jesus Christ." This message can be interpreted as meaning that "through the school life that you start today, we want you to think for yourselves and do what you believe is right. We want all of you to work together to build a better society which pleases God." We always have only one teacher, Jesus Christ." Our goal is the education that fosters a strong character which will serve as the foundation throughout the students' entire life and at the same time instills the creative vitality for shaping a better future.

"Living" is something that all animals do, but "living right" and "shaping a better future" are conscious acts that only human beings with free will can do. It is during our formative years that we attain volition and grow into an independent person with our own ideas. This is why cultivating a well-grounded character by sharpening the intellect and exercising the body is so important during our early years. It is during this period that we need experiences which first make us ask ourselves and seriously ponder the meaning of such questions as "what is proper living" and "what is a better future" and then, based on our answers to these questions, provide a guide to our behavior. Our learning is not for the test scores but indeed ultimately rests in grappling with these kinds of questions. The answers to these questions are not written in textbooks or in study guides. The answers given by friends and teachers are not our own answers. Yet, we cannot discover the answers to these questions by ourselves. We can get answers only gradually through rewarding experiences that draw out our potential, through stimulating relationships with our fellow friends with whom we share our daily lives, and through daily living that thoroughly exercises mind, body, and heart, and these answers steadily mold our approach to life.

Jiyu Gakuen provides every student with education that takes time to develop their ability to live well and to live independently in order to build a better tomorrow. The way we live everyday shapes our future selves. To live with all our mind today shapes how we approach life in the years ahead. Every day at Jiyu Gakuen is intimately connected to the rest of your life, and it is all of you who make the connection.

THE FOUNDERS'  
IDEAL



HAVING BEEN POLISHED BY GENERATIONS OF STUDENTS,  
THE SPIRIT OF ACTION CONTINUES TO LIVE HERE

Yoshikazu (b. 1880) and Motoko Hani (b. 1873) were both leading journalists in the pioneering years of Japan's modern journalism. In 1903, the husband and wife team launched a monthly magazine called *Katei-no-Tomo* (Family's Friend) (later becoming known as *Fujin-no-Tomo* (Women's Friend)), one of Japan's first household magazines.

While their own daughters were at school, the Hanis witnessed them cramming for tests at their schools. This inspired the couple to dream of a more well-rounded education that would foster children's ability to think for themselves. And in April 1921, they started Jiyu Gakuen to realize their ideal. The name of the school "Jiyu" (freedom) was taken from the passage in the Gospel of John: "And you will know the truth, and the truth will make you free." Working as journalists, the couple not only took up such issues as education and child-rearing, but they actively worked to realize a better society through the creation of their school. This spirit of "acting on one's own initiative" continues to be fundamental at our campus.

## CHAIRMAN'S MESSAGE

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My name is Junkichi Murayama. I am honored to have been appointed Chairman starting in the April 2017 academic year. I spent 15 years at Jiyu Gakuen, starting with the Kindergarten, which was then located in Mejiro; and now after a half century I have returned to my alma mater. Since graduating from Jiyu Gakuen, I have been involved with music and teaching (on every level from pre-kindergarten to graduate school). What I learned as a student at Jiyu Gakuen has provided the foundation for how I think and for how I live ever since. My education taught me to try to see the true nature of things whenever possible, to pay attention to what is going on around me as I explore ways to creatively live life in my own way, even in trying circumstances, and, most importantly, to live according to my feelings guided by Jesus Christ.



MURAYAMA, JUNKICHI  
CHAIRMAN OF THE BOARD OF TRUSTEES

As I assume my duties from this academic year, I am committed to helping every person who will pass through Jiyu Gakuen in following their own unique path and in living an authentic life only they can live. I look forward to your support as I work to achieve this goal.

### **Being there for the children: the lesson of the piano theater**

A scene from one of many that I have experienced over the years.

“Knock, knock.” During a break, I hear an excited knock on my door. It is a group of elementary school students coming to visit my room. I keep the room dark. The light is on the grand piano, keyboard lid open. Amid this enchanted setting, I greet the children bursting into my room.

The children ask, “What is today’s story?”

“Hmmm... how about exploring inside the school?”

And then we start to set up what we call a “piano theater.”

The children arrange little gadgets they have made on top of the piano; and when the impromptu piano begins, their faces sparkle. Some of the children play the piano together with me, others put together a story, while still others bring little gadgets they made themselves. Everyone has fun in their own way, and the story builds.

Through activities like this, I sought as much as possible to become a part of the world that they found interesting and fascinating, rather than pulling children into my world. With that

in mind, I would settle on the broad framework of a story, and then the children and I would have fun developing it further. Indeed, it was because they always enjoyed it that the children came to my place during break time.

One day during our piano performance, I heard the conversation of some of the children as they gleefully joined in with monster paper puppets that they had made at home.

“Mr. Murayama’s monster shouldn’t come out here. It’ll come out much later!”

While I tried to respect their feelings and made an effort to make the paper puppet performance exciting as possible for them, the children—who knew how I would react from how I improvised in our play in the past—tried to maximize the excitement by carefully deciding when to join in.

If adults and children each have their own world and their own culture, then between these two unmingled cultures there must be gentle points of contact where these two worlds draw close to one another. Paying due attention to these little points of contact is vital to bringing peace of mind to children and ensuring their steady growth. I believe that education begins with valuing little things such as these.

### **School is the society where the next generation lives**

Japan’s society is aging, and children are now a minority. The problem posed by Japan’s aging society has been viewed overwhelmingly from the adult point of view; namely, that there are fewer and fewer young people to support the elderly. But from the child’s perspective, it is we adults who make them feel uncomfortable—although we are unaware of this because society in general revolves around adults compared to several decades ago when there were more children. Given this situation, rather than the demands of adult society or what is best for adults, where can we build a society in which the presence of the young people who will lead it in the future is truly valued and in which young people feel comfortable? In our present age, I believe that place is none other than our schools. If we put into practice in our schools valuing each other, developing strong skills, and joining these skills together in a cooperative effort to make life better, we have already laid the foundation for the society in which the next generation will live.

Student life in Jiyu Gakuen itself is a mirror of society. We are committed to sending students into the world who live authentically by following their own unique path and living a life only they can live no matter what the future brings and no matter the circumstances around them.

CONTINUOUS  
EDUCATION

EVERY YEAR, ANOTHER STAR IS ADDED  
TO OUR SCHOOL FLAG OF TRADITION

*Each year at the school entrance ceremony, new students stitch a star onto the school flag to pledge to be members of our Jiyu Gakuen society.*



## Consistent and Continuous Education Backed by Solid Philosophy

One particular characteristic of Jiyu Gakuen is that it provides a continuous and consistent education from kindergarten through elementary, junior and senior high schools up to college. This, however, is not for the purpose of making it easier to advance to higher levels by cramming, as often seen in some other Japanese private schools.

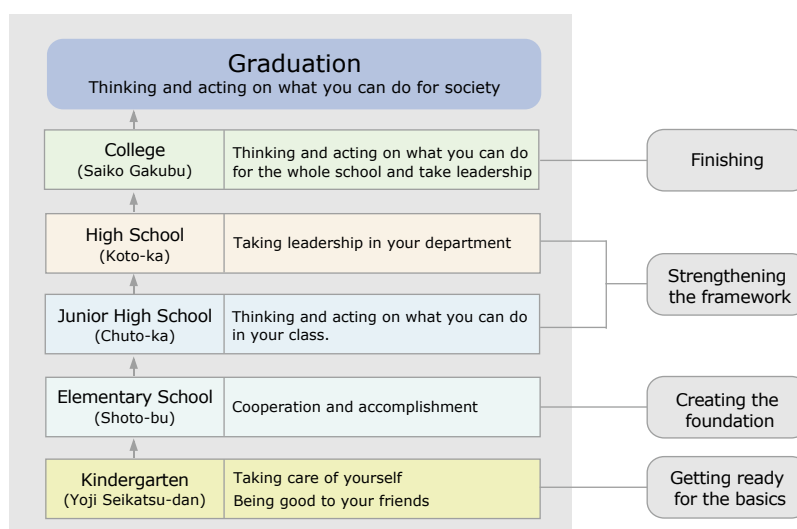
We believe that in order to realize our kind of truly humanistic education it requires a fair amount of time. Some children join Jiyu Gakuen from age four (kindergarten), others at ages seven, thirteen, or sixteen. Whatever the age they join the school from, we aim to understand and value each student's individual personality. That is why the teacher-to-student ratio at our school is much higher than that found at many other private schools.

Students learn and accumulate experiences according to their stages of growth, while teachers aim to understand the students' efforts and provide consistent education, from which students can develop their own foundation of human qualities.

According to their levels of ability and maturity, students share responsibilities to manage themselves and the school society to which they belong. In the dormitory, for example, upper and lower grade students share daily life and cooperate in order to learn from each other.

Our founder once said, "Those who have good fellowship with others are the best educated." In such environment where generations of people from kindergarten-age children to full-grown adults interact, students can have different perspectives and ideas from their own, and that is where new learning takes place.

The final stage of our continuous education is Jiyu Gakuen College (Saiko Gakubu). Only the graduates of our high schools (Girls and Boys Departments) can enter this college. This is because the education at the college is firmly based on what students have learned during the previous stages of our education here. At the college, we aim to solidify the ability that students have accumulated throughout their school life to the level that they can use it to contribute to society in the real world.



## Small-Class Education that Develops Individuality

Jiyu Gakuen is a relatively small school with only about 900 students from kindergarten through college. Each grade of the school only has one class, except for the Girls Department, which has 50 students in one grade divided into two classes. In order to realize our educational philosophy, this small class size is as essential as the continuous education program.

Under the small-class system, teachers and students get to know each other very well; and this enables them to learn to understand and accept each other, both the good and the bad sides, thus building up close relationships. Sometimes, students in the class are further divided into smaller groups to be in charge of managing daily chores or school event. Each member of each group plays his or her role to accomplish their common goal. By helping each other and compensating for each other's weaknesses, students learn the true meaning of cooperation, which helps them discover their own potential.

Jiyu Gakuen values daily life within one community. Not only for classmates but for all students—both elder and younger—share a school life cooperating and working hard together. From such experience, they start to nurture true, lifelong friendships. We pride ourselves in believing that this is a gift of Jiyu Gakuen's small-class, continuous education system.



*A kindergarten physical exercise class*



*Junior high boys learning mathematics*



*An English class in the Girls Department*



*A college student making her group-study presentation*



*A physics class in the Girls Department*



*Elementary school children working on their science studies*



*High school boys in their computer class*



*Elementary school children making a presentation*

DAILY LIFE  
ITSELF IS  
EDUCATION

AT JIYU GAKUEN, STUDENTS THEMSELVES RING THE BELLS  
TO KEEP THE RHYTHM OF THEIR SCHOOL LIFE

## Students Learn from Everyday Life

At Jiyu Gakuen, we emphasize that students should also learn from everyday life and then put what they have learned into practice; under the motto: “Daily life itself is education.”

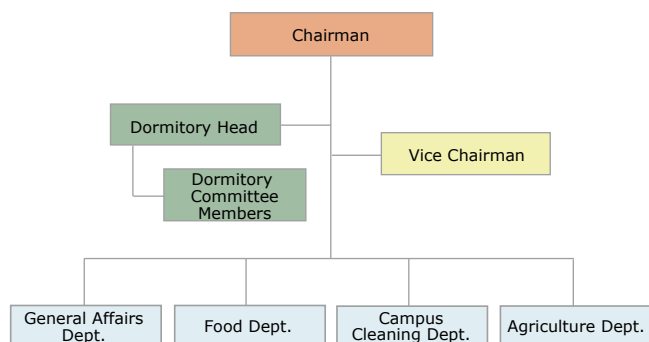
A variety of approaches are involved to put this motto into practice. For example, regardless of their grade, all students in each department gather under one roof to share their daily meals at lunchtime and communicate with each other. The tables are set by the students themselves, and the dishes are cleaned by them, too. In the Girls Department, students even take turns cooking hot lunch (for more than 300 people) every day. This provides them with the opportunity of not only gaining cooking skills but students also learn how to make plans, cooperate with each other, and express appreciation. In the dormitories, available from their junior high school years, students manage their daily lives under the guidance of an elected student dormitory head.

In the Girls Department, Boys Department, and the College, a student committee is organized for each to manage daily life of that department. In the Girls and Boys Departments, all students take turns becoming a member of the committee and must fulfill the responsibilities assigned to each class. Through their engagement in improving their own school life, students learn how to be involved in society and how to expand their own vision for making a better society.

Our curriculum values learning that is well-rooted in daily life. Through the natural surroundings of our campus as well as in a variety of off-campus events, our students have countless opportunities to get in touch with real things that will generate questions and new discoveries. This is where they can really apply what they have studied to answer questions and solve problems. The knowledge and skills they gain from such experience are accumulated and once again used to further enhance their lives.

If students simply store knowledge inside their brains without ever using it, there is hardly any meaning in education. Only when knowledge is used in real life does it become an ability.

**Student Committee for the Girls Department**



## Real Life Experience on a Campus Rich with Nature

Our campus is an ideal place to put into practice the school motto: "Daily life itself is education." The spacious campus, with 100 square meters of land per student, is rich in nature, retaining something of the ancient Musashino grassland feeling. Tateno-gawa creek flows through the campus, which itself is home to vegetable and flower fields. There are also over 4,000 trees, around which flocks of wild birds gather depending on the season. Within this beautiful campus carefully designed for children's education, our students have a wealth of opportunities to observe and get in touch with "real" nature, deepening their knowledge and experience.

The vast campus is maintained by the students themselves. Each school department is assigned to take care of its respective "self-governing" area within the campus. Students not only clean inside their own area but also are responsible for such duties as building benches and repairing broken equipment. The large lawns of the Boys and Girls Departments, too, are maintained by the students. Under the guidance of professionals, they mow grass and, in early spring, burn the dead grass for new grass to come up in the spring.

In such a manner, our students accumulate a wide range of "real" experience and learn practical skills, developing the ability to adapt to any circumstance.



*Girl students preparing lunch*



*Morning exercise at the Elementary School*



*Boy students cleaning their "self-governing" area*



*Elementary school students harvesting turnips*



*Members of the Boys Department Student Committee at their meeting*



*Girls mowing the big lawn*



*Kindergarten children learning to gargle for health*



*Practical learning of gardening, college students*

# JIYU



CULTIVATING  
WELL-ROUNDED  
STUDENTS

WE SEE MEANING AND VALUE  
WHERE EVERYONE PARTICIPATES



## Academic Curriculum

At Jiyu Gakuen, we value practical skills. A solid foundation in language (both Japanese and English), mathematics, natural science, and social studies are all essential. Even more important, however, is to be able to put that knowledge into practice.

For example, when students learn basic trigonometry, they will step out of the classroom to measure the height of trees using the knowledge they have just gained inside the classroom.

Or when they learn Japanese idioms composed of four Chinese characters, students will be expected to write in calligraphy an idiom of their own that best expresses their true state of mind.

At Jiyu Gakuen, we pursue a unique liberal arts education that allows students to develop a truly broad range of knowledge; as well as acquire outstanding communication skills, and an overall well-roundedness. The education they receive at Jiyu Gakuen is one that students will be able to put into practical use in the real world.



*An elementary school Japanese-language class*

## Art and Physical Education

Our art education emphasizes a strong sense of observation, drawing, and creativity. Even outside art classes, students are encouraged to touch, feel, and express things in ways that will ultimately enrich their own lives.

Our music education focuses on cultivating an outstanding ear for music through singing, playing instruments, and music appreciation. Each of these programs is carefully crafted to suit the particular age of the students.

In addition to a disciplined and healthy life on campus, students take part in a variety of gymnastics and sports classes; and during their junior and senior high school years, all students participate in the annual spring mountain-climbing trip. Through all these well-managed programs, students at Jiyu Gakuen nurture healthy and well-balanced bodies and minds.



*The annual physical exercise festival*

## Spiritual Education

God has given gifts to each one of us. The will to educate oneself and a feeling that there is a greater power beyond the human are especially important. We are living and learning to foster these spiritual gifts in order to fulfill our mission.

There are chances for spiritual growth anywhere, anytime. At our school, the daily worship service, homeroom hour, and reading hour are especially important. Our morning worship provides students with the time to communicate with God and reflect quietly on themselves.



*The Girls Department's daily worship service*

## Self-Governing

Jiyu Gakuen values students' self-governance. That is to say, their daily lives are managed by themselves. For junior high school and older, the Student Committee plays a pivotal role in this. In the Boys and Girls Departments, students all must take turns to become a member of the committee, taking on the responsibility appropriate to their age. The committee chairman, the dormitory head, and the committee vice chairman are elected

in an election by the entire student body. For this, all students in the senior class become candidates for the first two positions, while the third position is elected from among all the members of the junior class. In addition, all students take on the responsibility of cleaning and maintaining their own campus without the help of custodians or other adults.

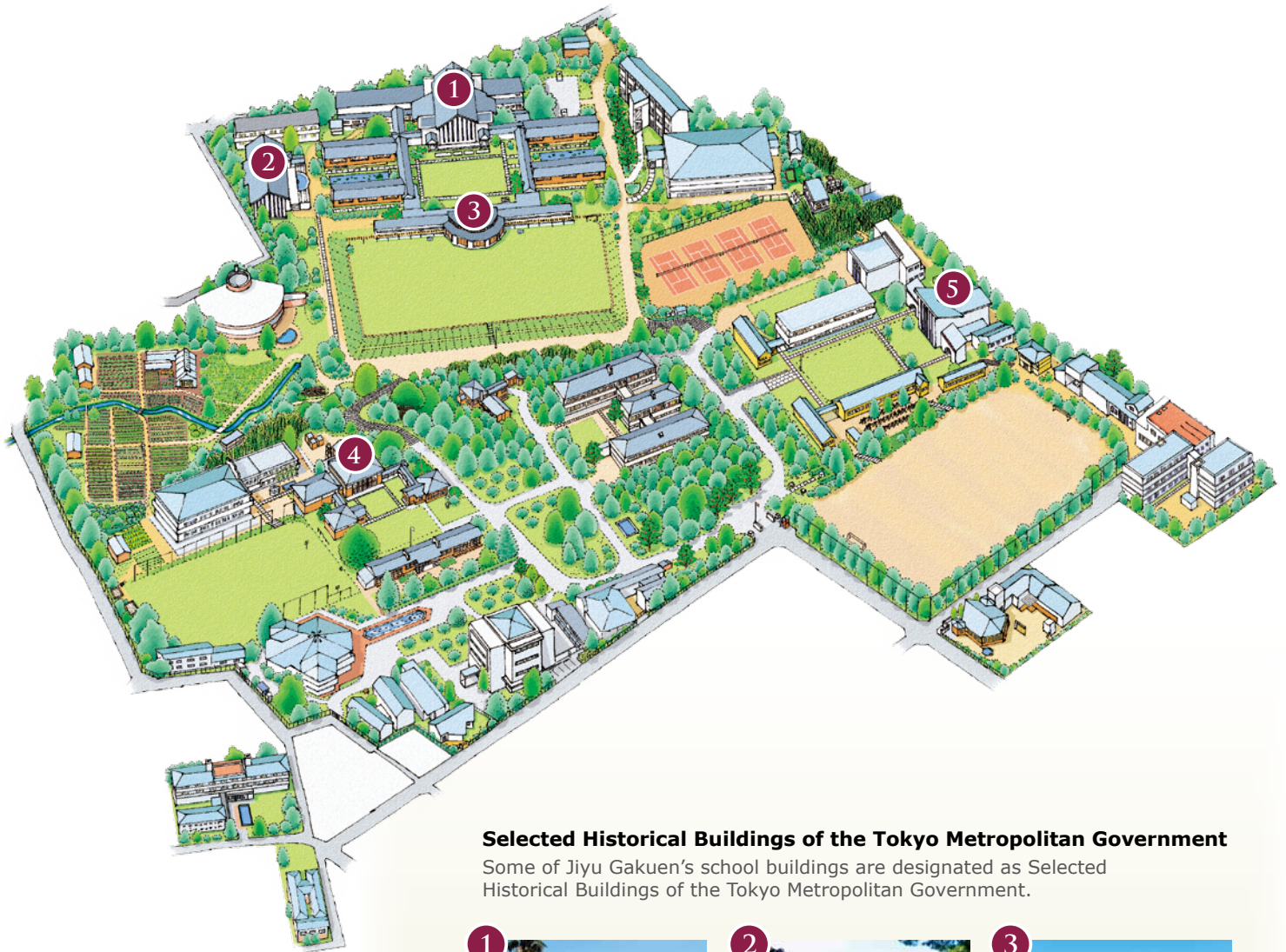


*Boy students maintaining the lawn*



*The entire 25-acre campus is our classroom*

Jiyu Gakuen's campus is located in Higashi-kurume City in the western suburbs of Tokyo. With 25-acres of land surrounded by nature and many of the school buildings designed by architects Arata and Raku Endo, students of Frank Lloyd Wright, the campus itself is a vast classroom where students from the kindergarten to the college can experience an abundance of real learning opportunities.



**Selected Historical Buildings of the Tokyo Metropolitan Government**

Some of Jiyu Gakuen's school buildings are designated as Selected Historical Buildings of the Tokyo Metropolitan Government.



*The Girls Department's dining room*



*The Girls Department's auditorium*



*The Girls Department's gymnasium*



*Elementary School dining room*



*The Boys Department's gymnasium*



**A** Harvesting turnips



**B** Walking up the slope to school



**P** Outdoor sketching lesson



**C** Climbing trees

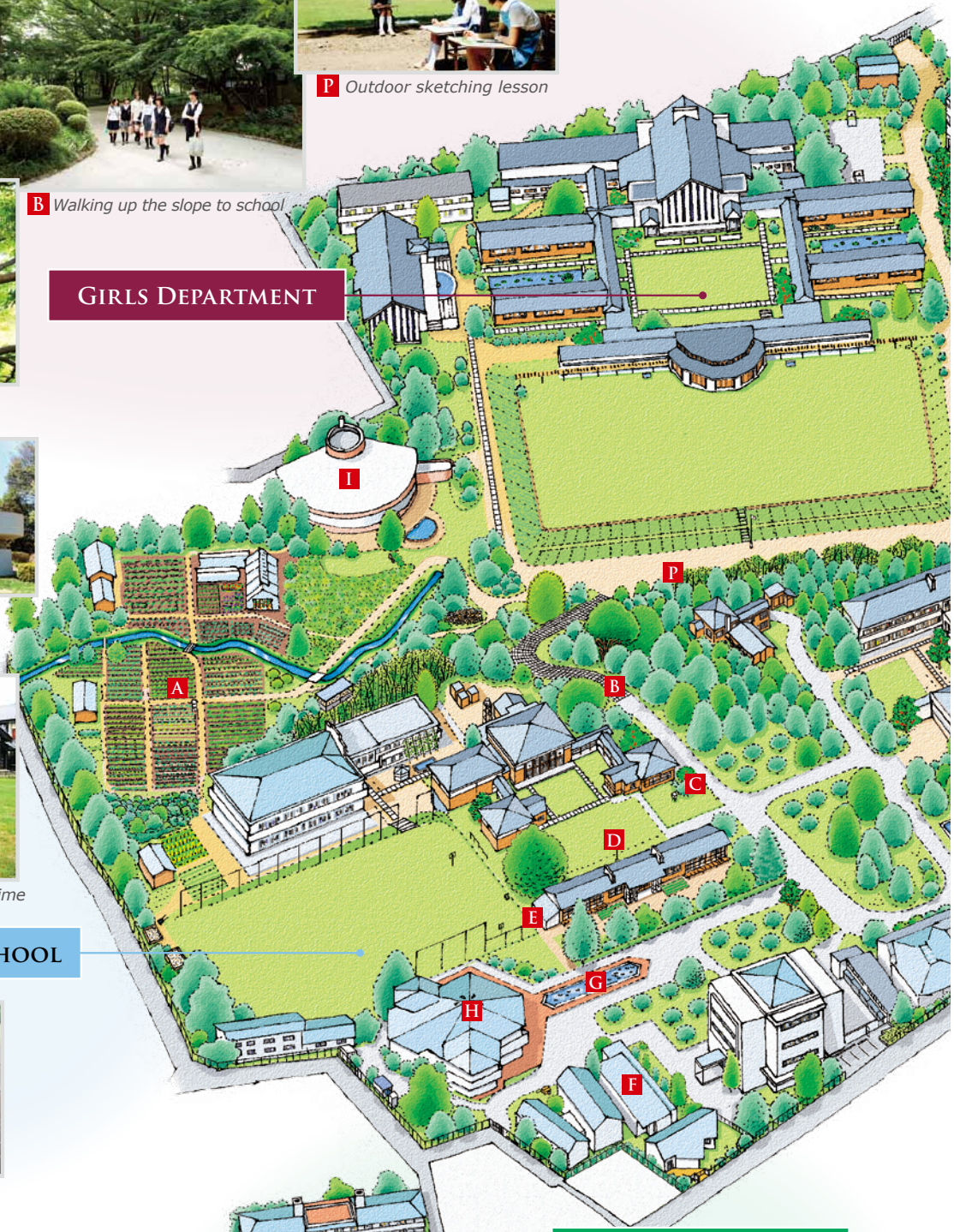


**I** The Library



**D** Ringing the school bell to tell the time

## GIRLS DEPARTMENT



## ELEMENTARY SCHOOL



**E** Raising silkie chickens



**H** The Memorial Auditorium



**F** Investigating ancient earthenware excavated from the campus land



**G** Studying water quality of the pond

## COLLEGE



**Q** Tennis court



**N** Pig pen



**O** Good morning greetings at schoolyard



**BOYS DEPARTMENT**



**M** Playing rugby in class



**L** Children climbing the jungle gym



**J** Kindergarten children growing plants

**KINDERGARTEN**



**K** Launching handmade toy boats

**Nasu Farm**

To realize our founder's ideal to provide male students with opportunities to work and study in a spacious farmland, Jiyu Gakuen opened the Nasu Farm in 1941, in the beautiful highland of Nasunogahara in northern Tochigi Prefecture. The 53-hectare farm is now managed by staff members mainly consisting of the school alumni, and its dairy farm produces 1.3 tons of milk a day. With a 60 people-capacity lodge completed in 2001, the farm is visited by Jiyu Gakuen students of all ages on various occasions.



**Forestation**

As part of its educational program, Jiyu Gakuen engages in tree-planting and reforestation activities in three rented forest sites in Japan: Naguri (Saitama Pref.), Kurobane (Tochigi Pref.), and Miyama (Mie Pref.). The tree-planting project was originally an idea of our founder, Yoshikazu Hani. Based on Hani's belief that a mountain is a place to learn the meaning of labor, research, and meditation, the students at the Boys Department visit the Naguri and Kurobane forests twice a year to take care of trees planted by former students. At the same time, the College students are in charge of reforestation at the Miyama forest and also use the site for their research. Since 1990, the school's tree-planting program has further been extended whereby we now send college student volunteer groups to a work camp in Nepal to engage in tree-planting there.

## KINDERGARTEN

(YOJI SEIKATSU-DAN)



### *Teachers and families working together to help children learn good habits for building healthy bodies and minds*

At Jiyu Gakuen, we believe kindergarten is a time for promoting positive communication and excellent lifestyle habits in a pleasant environment for developing healthy bodies and minds.

Every kindergarten class has a special "hard work!" day once a week. This is a longer school day in which children are given more time to practice the basics of everyday life; such as how to wash their hands, how to gargle, and how to get dressed on their own. As the children engage in these chores, their teachers ensure that they understand their purpose and enough time is given for them to absorb each skill. On "hard work!" day, children will also draw pictures and play musical instruments together.

During the other four days of the week, children take part in such activities as taking care of animals and plants, playing with friends, playing sports, and going on walks through the campus.

The kindergarten curriculum focuses on daily life habits, which are being cultivated both at school and at home in cooperation between teachers and the children's family members.

## HISTORY

Jiyu Gakuen added its kindergarten program in 1939 to form the first stage of its unified primary and secondary school education system. One year prior to the establishment of the kindergarten, Jiyu Gakuen alumni held a large forum on the topic of the ideal home life and preschool children's education under the motto: "Excellent daily habits make excellent minds, excellent characters, excellent skills, excellent health, and therefore excellent human beings." It was this forum that led to the foundation of the kindergarten.



*Children practicing hand washing*



*Lunch time*

ELEMENTARY  
SCHOOL  
(SHOTO-BU)



*Learning the basics and being in contact with real things  
to cultivate interest and a positive learning attitude*

At the elementary school, we strive to provide an education that will enable the development of inner being and wisdom. For such an education, we focus on children’s daily lives—for it is our belief that wisdom comes out of one’s efforts to make our own daily lives happier. From each child’s own experience of their everyday life, they will learn a variety of things, and the memories of these experiences will enrich their lives.

Under the motto, “See well, listen well, and do well,” the curriculum focuses on taking time to really learn the basics. Through a variety of activities on our spacious, nature-rich campus, as well as many off-campus events such as the overnight trip to the Nasu Farm, Jiyu Gakuen’s elementary school education provides as many opportunities as possible for children to come into contact with real things, which will enable them to have more questions, engage in more discoveries, and find more chances to deepen their interests.

It is our aim to provide children with a wide variety of experiences while their bodies and minds are still young and adaptable, so that they can develop a finely tuned sensitivity and deep wisdom.

**HISTORY**

The coeducational elementary school was founded in 1927, following the establishment of the Girls Department. With only one class (40 students) in each grade, the school emphasizes a highly personalized education in which children and teachers are able to form deep and lasting relationships during their six-years together. In addition to the school motto, “See well, listen well, and do well,” Jiyu Gakuen emphasizes good lifestyle habits such as “early to bed, early to rise, and study efficiently.”



*A Japanese-language class*



*Sketching a cow at Nasu Farm*

## GIRLS DEPARTMENT

JUNIOR AND SENIOR  
HIGH SCHOOLS FOR GIRLS  
(JOSHI-BU)



*Focusing on the lessons from daily life  
to foster high intelligence, morals, and strong life skills*

Under the educational philosophy, “Thinking, living, and praying;” the Girls Department emphasizes the following words of Jiyu Gakuen’s founder Motoko Hani: “When you work on things, think carefully and thoroughly, practice in real life what you have thought about, and pray earnestly about it.”

Jiyu Gakuen’s basic educational ideal is that “daily life itself is education.” Therefore, students are encouraged to take the initiative in managing their daily lives. Because this requires knowledge, techniques, and planning skills, students are encouraged to proactively cooperate with their classmates and teachers to accomplish their goals. While providing each student with different roles and responsibilities depending on their age, the school aims to foster truly “free” individuals who will be able to choose the best in every circumstance and situation.

During class time, students focus on situations which stimulate thought about the issues surrounding them in their lives. They will cooperate with their classmates to study these issues and try and figure out solutions. Through such experiences, students learn the joy of creative and analytical thinking; and from out of the accumulation of such experiences, they will build the skills and abilities necessary for living a good life. In this way, a foundation is laid for cultivating young women who will be capable of exercising their own skills and strengths in any circumstance.

## HISTORY

The Girls Department was the first institution established and therefore stands as the foundation of Jiyu Gakuen. Since its establishment in 1921 in Mejiro (currently, Tokyo’s Ikebukuro), by Yoshikazu and Motoko Hani, the school has continuously aimed to offer an education where students learn from their own daily lives. With the goal of fostering individuals who possess high intelligence and fine characters, the school curriculum includes a daily morning worship service, reading hour, and Japanese calligraphy class.



*A girl student ringing the school bell*



*A school study presentation*

**BOYS  
DEPARTMENT**  
JUNIOR AND SENIOR  
HIGH SCHOOLS FOR BOYS  
(DANSHI-BU)



*Cultivating an ability to think, speak, and act  
from out of one's own sense of responsibility*

In the Boys Department, we focus on studying a broad range of subjects in order to enable students to develop the ability to grasp and understand issues from various different perspectives. Students will also develop an ability to express their ideas precisely and effectively. By connecting what they have learned in class with what they do in their daily lives, students themselves foster the ability to think and judge for themselves and express their thoughts in their own words.

Learning to take care of themselves is fundamental. And from this base, they are encouraged to learn what it is like to be a good member of society and are all expected to take on various roles and responsibilities in managing the Department. Through fulfilling these various duties, they will gain confidence.

The Student Committee plays a pivotal role in this. In order to make the Committee work well for all students and to help make their school life better, each student is encouraged to think about what he can do to pitch in and to engage in earnest discussions with other students on the running of the Department. This provides another important learning opportunity.

By addressing the challenges of school life in their own terms, students will develop abilities and skills, which they can then use to contribute to society.

## HISTORY

The Boys Department was established in 1935 under the motto: "Thought, Technique, and Faith." In 1941, the school purchased 53 hectares of farmland in Nasu, Tochigi Prefecture, as a place for students to experience farming. This eventually became Jiyu Gakuen's Nasu Farm. The farm now serves as a wonderful place full of learning opportunities not only for students of the Boys Department but for all Jiyu Gakuen students.



*A computer class*



*Electing the Student Committee Chairman*

COLLEGE  
(SAIKO GAKUBU)



*Building upon the curriculum and students' experience during the earlier stages of Jiyu Gakuen, our college cultivates capable young people who can contribute to society*

The finishing stage of Jiyu Gakuen's continuous education

Our College has two programs. One is a coeducational four-year program, equivalent to a general undergraduate education. The other is a girls-only, two-year program, equivalent to a junior college education. To enter either program, students must be graduates of Jiyu Gakuen's senior high school program. This is because our college-level curriculum is built upon the learning base laid down during the earlier stages of our school.

The strongest characteristic of our college education is its unique liberal arts emphasis, in which all students are able to study a wide range of academic subjects without leaning towards one particular field. As in our primary and secondary education curriculums, our college programs emphasize practical studies. Students are encouraged to choose subjects inspired from their daily lives or the society to which they belong and to develop their learning to a research level.

College students also participate in the management of the whole school. They are encouraged to further develop their management abilities that they have acquired in their junior and senior high school years. This involves communication with younger students during classes and events and gives students the opportunity to instruct and advise younger students or their own classmates. Through such experiences, they will be able to develop their own communication, organizational, and management abilities.

College is the place for students to make use of all the knowledge, experience, and attitude toward learning that they acquired previously in their years at Jiyu Gakuen, in order that they will go on to utilize these assets to contribute to society.



*A college class*



*Farming instruction to younger girls*



*A seminar class studying relations between the environment and economic/social issues.*



## The Jiyu Gakuen-style liberal arts

In general, a “liberal arts education” refers to an education that aims to develop well-rounded individuals possessing knowledge in a broad range of fields, without leaning towards one particular area. At Jiyu Gakuen, however, we want something more.

In today’s society, we truly require people who are able to get to the root of problems to try and find solutions. Our college curriculum ranges in a wide variety of fields, and we aim to cultivate students’ abilities in practical applications that go beyond one field or subject so that they can put their knowledge to work solving problems.

In addition, a highly sophisticated “group research” program is included as part of our curriculum to enhance students’ abilities. While at most universities, students finish their coursework with some form of individual presentation, Jiyu Gakuen students also have the opportunity to engage in group research. This enables students to better develop collaborative communication skills.

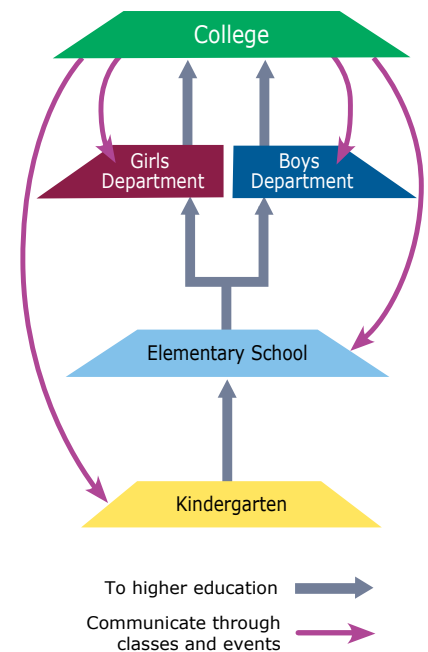
The Jiyu Gakuen-style liberal arts program makes full use of the school’s unique continuous education system. Because our students have already laid the intellectual groundwork down during the earlier stages of their school life at Jiyu Gakuen, they are able to really take off and make great intellectual strides during their college years.

## Our graduates

Our graduates have gone on to develop successful careers in a broad range of fields. In business, many Jiyu Gakuen graduates are found in such fields as advertising, information technology, media, and banking—both for companies as well as in their own businesses. Many others are working as academics, educators, architects, doctors, dentists, CPAs, certified tax accountants, judicial scriveners, lawyers, and patent attorneys. Some graduates have gone on to pursue art and are engaged in highly creative careers, including film directors, photographers, musicians, artists, potters, and actors. Jiyu Gakuen graduates are also known for their contributions in the fields of welfare and international cooperation. It is quite unique that one can find such a diverse graduates base coming out of a small, liberal-arts college. We pride ourselves on our graduates for they are the fruits of Jiyu Gakuen’s truly unique and rich educational experience. We do not ask our students to use their precious time and energies to study for entrance exams, nor do we screen them by a uniform examination system. Our aim is rather to respect each student’s ability, personality, and unique value and give them an opportunity where they can flourish.

Having graduates pursuing careers in famous companies is not our educational goal. Rather, Jiyu Gakuen’s goal is to see as many of our students as possible out in the real work contributing to society in their own unique and respective ways.

### The Role of the College



*A seminar presentation*



*Practical archaeology lab program*



*Nepal work camp*

# WHAT ABILITIES DID WE GAIN AT JIYU GAKUEN?

## GRADUATES ROUNDTABLE DISCUSSION



**Kageyama:** First of all, let's start by telling a little bit about ourselves.

**Hanabusa:** I graduated from Jiyu Gakuen at age 20 and started working at a trading company. Then, after a year or so, I started to wonder whether I was contributing to people's happiness by selling the commodities we were selling. This led me to quit the company, after which I experienced working at many different jobs until I found what I really wanted to do. During this time, I happened to meet Seiichi Motohashi, a photographer and movie director, who is also a Jiyu Gakuen graduate. This led me to become involved in the world of motion pictures.

**Koyama:** I am a freelance writer and also do some editorial work as well. After graduating from Jiyu Gakuen, I first joined the Fujin-no-Tomo publishing company. Then, after my marriage brought me to Sendai, I got involved in various community activities and joined an NPO that works to improve local community life mainly by linking cities and rural farming areas. As a writer, I write about such community projects for a local newspaper and also for the past several years, I have resumed an editing work for Fujin-no-Tomo as well.

**Yamaguchi:** I finished the four-year undergraduate course at Jiyu Gakuen in 2008 and joined the Nikkei newspaper company. I was assigned to a position in the company's advertising section. The

### PARTICIPANTS

(FROM RIGHT TO LEFT)

**Tetsuya Morita**

(Class of 1994)  
English-language school manager;  
former staff member of Japan  
International Food for the Hungry

**Atsuko Koyama**

(Class of 1976)  
Freelance writer; NPO volunteer

**Aya Hanabusa**

(Class of 1994)  
Movie director

**Azusa Yamaguchi**

(Class of 2008)  
Cross-Media Advertising & Business  
Bureau, Nikkei Inc. (newspaper  
company)

**Kazunori Kageyama**

(Class of 1979)  
Senior Corporate Officer, Hakuodo  
Inc. (advertising company)

**Kentaro Arikawa**

(Class of 1979)  
Professor at The Graduate University  
for Advanced Studies

section's name has been changed to Cross-Media Advertising & Business, but I am doing the same job of marketing advertisement space in the Nikkei newspaper, as well as for its online media, targeting corporate clients. It's been almost three years since I started this job.

**Morita:** I went to Denmark, soon after graduating from Jiyu Gakuen, to study at a community college called the Folk School. Then, I got involved in a project in Zimbabwe to support the self-reliance efforts of the country's farming communities. After that, I joined another international NGO and worked in the Central American country of Nicaragua and in East Africa as well for about 10 years as a representative of that NGO. In Ethiopia, I even worked in a remote area where we needed to drive a land cruiser over unpaved bumpy roads for as many as 10 hours to get there.

**Kageyama:** And now, you are an English teacher at a language school in Yokohama.

**Morita:** Yes. I've had the experience of learning different languages and cultures overseas and learned that such experience can broaden one's view and insights. I felt that children today could have a similar experience, and that's why I chose my present job, but teaching English is merely a means. What I really want to do is to turn our school into a place that develops the characters of the students.

**Kageyama:** Well, I joined an advertising company after graduation and now belong to a sales and marketing division. In a major advertising company, the work of the marketing division includes such activities as corporate branding, advertising communication, and sales promotion. We design and carry out projects in such areas for corporate clients, and all of these activities require teamwork. A variety of specialists are involved on one project team, and we have such a team for each of our accounts, which number in the thousands. My responsibility is to manage all those teams and accounts.

**Arikawa:** I graduated from the school in 1979. In those days, students majored either in science or economics, and I was a science major. Because I wanted to continue studying, I then went on to a graduate school. Now I am a professor of The Graduate University for Advanced Studies. This university is a unique national university that has graduate students only. My field of study is insect's color vision—that is, I study what kind of mechanism insects use to perceive colors. I've been an insect lover since I was a little kid.

**Kageyama:** I understand your research is recognized even overseas, Mr. Arikawa.



Mr. Kageyama

**Arikawa:** Well, not so many people study the eyes of insects, anyway. In my first published research paper, I reported my discovery of finding eyes located at the tip of the swallowtail butterfly's tail. I made this discovery only by coincidence, but it attracted people's attention for its uniqueness.

## I finally got it after 40

**Kageyama:** OK, now let's discuss how we apply what we learned at school in the real world.

**Koyama:** At Jiyu Gakuen, we considered the school as being its own small society and engaged in a "self-governing" school life. We learned how to be a better person who tries to make the society we belong to a better one. I think this had a significant influence on me. Even now, I still have dreams in which I'm screaming: "Oh, no! I'm late for school!" (Laughs). Then, waking up, I am so relieved to know that was a dream. But this proves that my time at Jiyu Gakuen has really become an indispensable part of me.

**Hanabusa:** That's right! I had a dream of failing to bring in the weekly calligraphy assignment. (Laughs)

**Koyama:** So, when I was in my 20s, there was a time when I wanted to be away from the Jiyu Gakuen tradition and see myself objectively. I learned other things out in society, and it was not until I got into my 40s that I was able to put together what I learned at Jiyu Gakuen with what I learned later. It was then that my education really produced fruit.

**Morita:** I'm not sure if this is because of my roots in Jiyu Gakuen or because I am simply Japanese, but I have really developed the habit of self-reflection. In the Boys Department, we had to perform self-reflection and review each time during committee meetings. In some international projects that I've been involved with in the past, there were cases when certain people suggested we take time to review a project that had been just finished. They were, in most cases, Japanese people.

**Koyama:** In my case, what I learned from my involvement in farming communities is that in any society, people depended on each other to make their living. However, nowadays, we tend to compete with others and focus on winning, saying for example, "We have to produce better rice than theirs." In the market place, many people are forced to believe everything is about competing. When I see such people, I say to them that it is not "competition" but "working hard together" that



*Ms. Koyama*

counts. I can say this with confidence because I learned the importance of cooperation, rather than competition, at Jiyu Gakuen.



Ms. Hanabusa

**Hanabusa:** Let me talk about a film I made, the title of which is “Houri-no Shima” (“Holy Island”). It is a documentary about the people on a small island in Yamaguchi Prefecture, who have been opposing the construction of a nuclear power plant on their island for a long time. The reason behind my desire to make this film goes back to my experience at Jiyu Gakuen. The fact that impressed me most was that these people were against the nuclear plant not because of their ideology but they simply wanted to continue their self-sufficient lifestyle, which has been maintained in that place for over 1000 years. They just want to maintain for their descendants their traditional lifestyle that values the blessings of nature. That’s where I see their “thinking” and “praying.” That is the reason I thoroughly focused on filming their “real” life, and this, I believe, is a product of Jiyu Gakuen’s education.

**Arikawa:** The field of scientific research is actually a highly competitive world. If you meet people doing similar research, you hide your data from them. We pretend like we are talking friendly, but we never reveal the critical data. When I was in graduate school, one of my senior associates told me, “If your research is good enough, people don’t care if you’re a crook.” I snapped at him, “That can’t be right!” Then, almost 20 years later, he came up and told me he was wrong at that time.

**Yamaguchi:** I looked back on my career for the first time when I was asked to attend this meeting. When I first began in advertising sales, I had a hard time competing with other newspaper companies in winning contracts. Then, I had a change of mind and realized that I need to deliver the readers of our newspaper the same advertisements that were in other newspapers. I think I probably learned this idea of “doing something for others” at Jiyu Gakuen. This way of thinking often helps me when I have doubts or questions in what I am doing.

**Kageyama:** In advertising, we are sometimes asked by clients to get the best creative staff for their important ads. But, that may not be always possible because some particular members of the “best team” may be working on another project at that time. Even in such a situation, we need to provide what is supposed to be the best for the client. At Jiyu Gakuen, each student needed to be a leader of various projects, but the leader couldn’t choose the project members as he or she liked. I think I was trained there, without realizing it, to gain an ability to put the right person in the right place.

**Hanabusa:** Yes, I understand. At Jiyu Gakuen, we have a unique group system called the “family” system (In each grade, students are placed in “families” of six students and the family members are shuffled twice a year.) When I look back on this, I realize that this system provided a great learning opportunity. No matter whether you like other members or not, you need to share your school life with your family members for one semester. I think we learned what it was like to be in the same boat, and this worked greatly for me to develop the idea of finding creative solutions in cooperation with existing members, admitting other member’s strengths and weaknesses alike.

### How did Christian teachings influence your life?

**Kageyama:** At Jiyu Gakuen, we have a morning worship service everyday, and Christianity is the basis of our education. Mr. Morita, do you feel any influence from Christianity in your life?



Mr. Morita

**Morita:** Yes, it made a great influence on me. I am a Christian, and I was baptized when I was a senior in college. Teachings from the Bible are mostly very simple, like “Love your neighbors.” And, by listening to them repeatedly, they have become my inner voice. Of course, it took some real-life experience to figure out what these words really meant to me. Nevertheless, it was crucial that I did hear them when I did. I think, through the daily worship, the teachings gradually penetrated me.

**Koyama:** I was the kind of student who wasn’t able to continue things until I was really convinced. In our class, there were many different types of students. Some had an excellent understanding, and some were very honest and tried their best in whatever they did. Jiyu Gakuen respected the good sides of all these different characters, without demanding a certain standard. On the basis of such education, I think, is the founders’ Christian-based concept of human life that all children are given some gifts and talents from God. At some time in life, I guess everybody experiences some hardship—whether it is from work or human relationships. Sometimes you may feel so depressed and think yourself worthless. Even in such a situation, I think I can hang in there, I guess, because I am able to believe that my life is given from God and I should have a mission to fulfill in this world.

### We need to explain about our school because it’s so unique

**Kageyama:** How about academic life at Jiyu Gakuen?

**Arikawa:** I think it’s good. When we were at the high school, it was

often emphasized that our college was a place to study really hard, wasn't it? By the time I actually went on to the college, I was totally prepared and indeed worked really hard there.

**Kageyama:** Mr. Morita, how did you study English? After graduation?

**Morita:** Well, I think my English is largely indebted to my teachers at Jiyu Gakuen. When I first learned the English alphabet in junior high, I had a hard time writing the letters that I didn't know. But my teacher then told me to enjoy learning new things. By the time I was in senior high school, I was enjoying reading *The Japan Times*, which I found in the teachers' office or somewhere.

**Kageyama:** It's important to find motivation, right?

**Morita:** Yes, indeed. In my case, I had a chance to participate in a program to visit America with students from other schools when I was a senior high student, and this made me study English even harder. Because I was able to find the goal of talking freely with foreign people, I began to study proactively without being told.

**Kageyama:** Ms. Yamaguchi, you are the youngest here and the only one who graduated from the coeducational college (established in 1999), aren't you?

**Yamaguchi:** Yes, I felt perfectly comfortable in the coeducational college. At both the high school and the college, I was in an environment where I was able to do whatever I wanted to do. I think that worked well for me in my work. For example, at one biology study presentation on animal organs, my group was assigned to make a presentation on animal lungs. At first, we tried to draw a picture of alveolar architecture. But then we felt like using a three-dimensional model. So we asked our biology teacher to get pig lungs so that we could make a silicon model. I remember I really learned just how small alveoli really were by making a silicon mold using real lungs.

**Arikawa:** One unique thing about our school is that our graduates work in such diverse fields as advertising, photography, journalism, or guitar making—despite the fact that we all took the same coursework in the same class. In my case, I didn't gain all of my knowledge in biology at Jiyu Gakuen College. But, if you know what you are missing, you can figure out what you need to study. I think what is important in education is to provide such a foundation for further study.

**Kageyama:** I remember, when I was in high school, we needed to do a social science class project; and my group took up the subject



Ms. Yamaguchi



Mr. Arikawa



of Japan's single-seat constituency system. Our teacher told us then, "If you are really interested in this area, go and listen to someone in the Diet Members' Office." At first, we hesitated. Then the teacher said, "Just make a phone call. Someone will answer." So, we did and got an appointment with Ms. Fusae Ichikawa, then a famous member of the Diet, and she told us all about the system and answered our questions. I just felt at that moment that even a high school student could talk with such a person as long as we could make a proper phone call. Now, I tend to take action before worrying. Well, by the way, did any of you have any difficult experiences because you graduated from Jiyu Gakuen?

**Hanabusa:** No, I myself didn't have anything like that. Things like, for example, that I am female or have graduated from Jiyu Gakuen are all just one part of who I am. If somebody judges me by only looking at such small elements of me, I just don't care. It's OK for them to do so because that's their business. When I chose to study at Jiyu Gakuen, I was well aware that I would not be in the majority in Japanese society. I think now that is my strongest point, and I'm so proud that I have studied at Jiyu Gakuen.

**Arikawa:** That's quite interesting because I feel the same way. I have two sons: One is a high school junior, and the other a college freshman at Jiyu Gakuen. And I am telling them, "You will be living as a minority." There are only a few people who have experienced this kind of unique education. So, I'm telling my boys that we need to describe our experience to other people.

**Kagayama:** Yes, I think we have a mission to talk about it. Well, thank you everyone for your interesting words.



## EVENTS AND CHRONOLOGY

*Tracing the history of events  
that serve to embody  
the founding principles of Jiyu Gakuen*

### Art and Physical Exercise Events

Since its foundation, Jiyu Gakuen has emphasized the cultivation of artistic and musical sensibility as well as physical exercise as a way to achieve healthy bodies. It is our belief that incorporating both the arts and physical exercises can greatly enhance the quality of a person's life.

All students, as part of the annual curriculum, study and experience art and music and do physical exercises. The school has various art, music, and physical exercise events, which are run by the students themselves, to show what they have learned. And this is something in which all students—from preschoolers to graduating seniors—take part.



### Physical Exercise Festival

Since 1926, the school has been holding its unique, Danish-style physical exercise festival every autumn on the field in the middle of campus.



### Music Concert

Jiyu Gakuen held its first music concert in 1926. The concert is still held nowadays once every four years, with student chorale and orchestra performances held at some prestigious concert halls.



### Art Exhibition

Jiyu Gakuen held its first student art exhibition in 1922 and since then has been holding a school art festival once every four years. Focusing on school life and the four seasons, the entire campus is transformed into a fabulous gallery to show off their work.

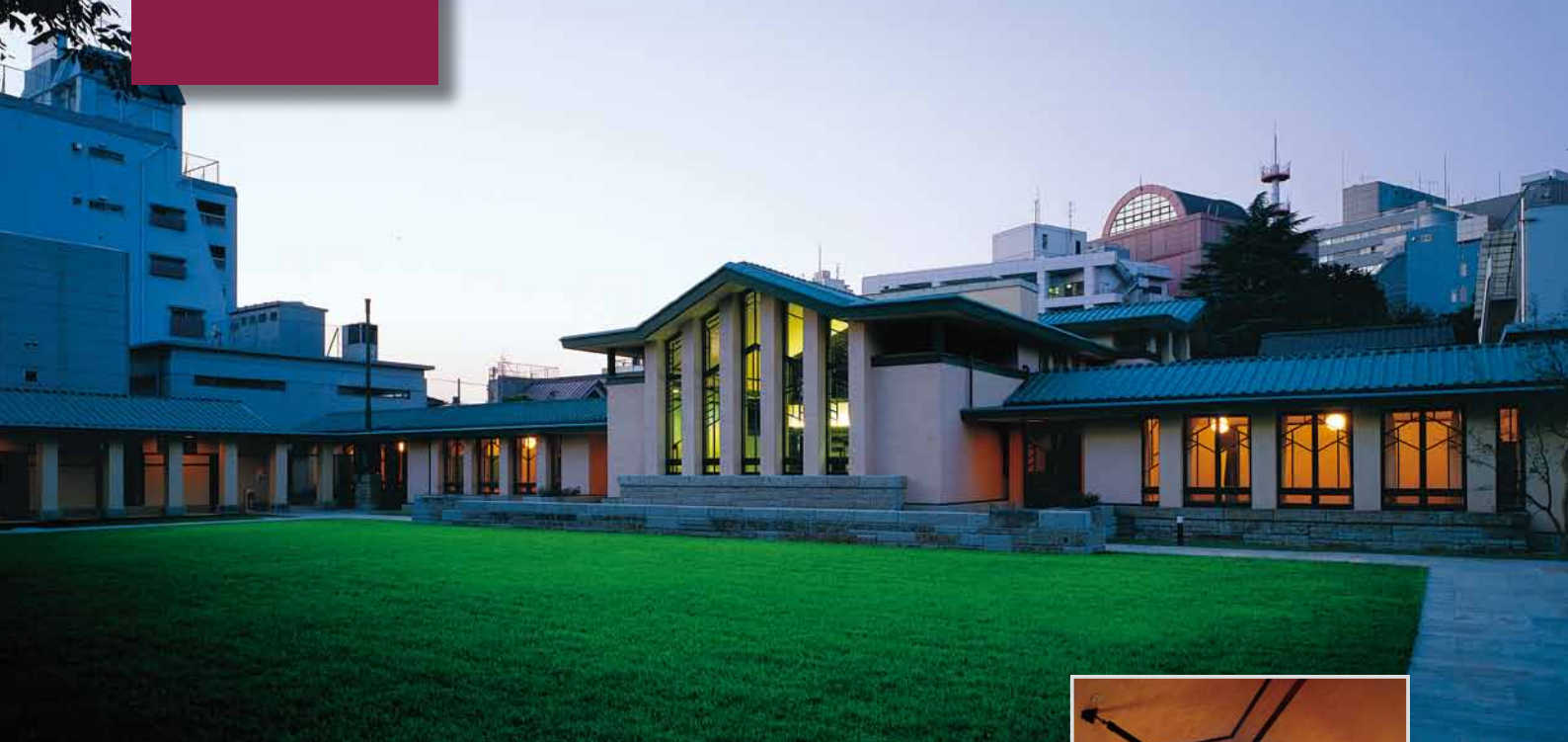


## CHRONOLOGY

- 1921** Yoshikazu and Motoko Hani establish Jiyu Gakuen in Mejiro (present-day Toshima ward, Tokyo).
- 1923** Teachers and students help in relief efforts after the Great Kanto Earthquake. Everyone pitched in for disaster relief.
- 1927** Elementary school established.
- 1929** The Kyoroku-kai (Cooperation Committee) established to work to see the school's founding principles brought to fruition.
- 1934** The main campus relocated to its current place in Higashi-kurume City. The old school building is named, the Myonichikan (Hall for Tomorrow), and is now used for a variety of social contribution activities by graduates.
- 1935** The Boys Department (junior and senior high school) established.
- 1938** The Jiyu Gakuen Peking Seikatsu Gakko (Beijing School for Living) founded, with the aim of fostering better understanding between Japan and China. (The school closed in 1945.)
- 1939** The school's preschool class, the Yoji Seikatsu-dan (kindergarten) established.
- 1941** The school's farm established in Nasu (Tochigi Prefecture).
- 1947** An agriculture course begun at the Nasu Farm, and the school's Seikatsu Gakko (School for Living) is instituted at the Myonichikan. (Both closed in 1973.)
- 1949** A college-level course (Saiko Gakubu) established. The addition of this new course is considered to be "Jiyu Gakuen's second foundation." For boys, it offers a four-year college course and a two-year program (junior college) for girls.
- 1950** To commemorate the 30th Anniversary of the founding of the school, tree-planting activities are begun in Naguri (Saitama Prefecture).
- 1955** Founder Yoshikazu Hani passes away.
- 1957** Founder Motoko Hani passes away, and the couple's third daughter Keiko Hani takes over as school President. (She served as President until 1988.)
- 1966** Tree-planting activity in Miyama (Mie Prefecture) begun for college students.  
The Yoshikazu and Motoko Hani Memorial Library built.
- 1981** To commemorate the 60th anniversary of the school, the Memorial Auditorium, and Gymnasium are completed.
- 1991** At the 70th anniversary, the Yoshikazu Hani Memorial Hall is built.
- 1999** A coeducational four-year course of Saiko Gakubu started.
- 2001** To commemorate the 80th anniversary of the school, a four-storied college building and Creative Lifestyle Hall (building for Art and Homemaking Sciences) are built in 2004 and 2003 respectively with the support of a large number of people.  
  
In 1997 Myonichikan was designated as an Important Cultural Property by the Government of Japan. After being restored, it is opened to the public.
- 2008** A food curriculum workshop of the whole school held.
- 2011** To commemorate the 90th anniversary of the founding of the school, campus pathways are renewed and the old male dormitory renovated as a neighborhood gathering place called the Shinonome (House of Dawn) clubhouse.

MYONICHIKAN

*A symbol of the Jiyu Gakuen tradition*



## **A Brief History of the Myonichikan**

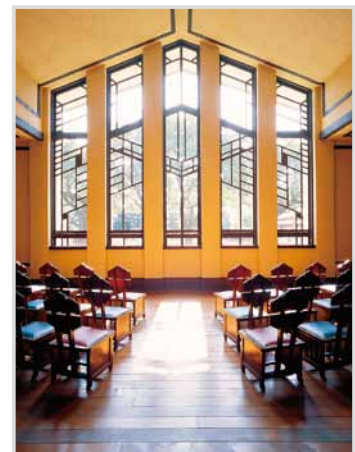
In April 1921, husband and wife Yoshikazu and Motoko Hani established Jiyu Gakuen in Mejiro (in today's Nishi-Ikebukuro, Toshima Ward area). At that time, the famous American architect Frank Lloyd Wright was in Japan to build the Imperial Hotel in Tokyo, and the couple asked him to design the school building that would embody the educational philosophy of their school.

The school was later to be relocated to a larger campus in Higashi-kurume City. The Mejiro school building (built by Wright) was named Myonichikan (Hall for Tomorrow) and was used by female graduates for a variety of activities.

In 1997, it was designated an Important Cultural Property by the Government of Japan and was refurbished so that it could be preserved as a cultural property and at the same time used by the school. It is currently used by graduates for various activities and is open to the public for tours and as a place for public lectures, concerts, and meetings.



*Second floor dining room*



*First floor hall*

## RELATED ORGANIZATIONS

*To contribute to the good of society at large*

### Fujin-no-Tomo-sha

In 1903, Yoshikazu and Motoko Hani founded Fujin-no-Tomo-sha publishing company and started the magazine *Katei-no-Tomo* (Family's Friend), the precursor to today's *Fujin-no-Tomo* (Women's Friend) . This was followed in 1973 by the bimonthly magazine *Asu-no-Tomo* (Tomorrow's Friend), which was aimed at middle-aged and older people. Then, in 2007 a magazine for young families, *Kazoku-no-Jikan* (Family Time), began to be published four times per year. *Fujin-no-Tomo* now has many readers who count themselves as fourth generation readers of the magazine. In addition to Motoko Hani's *Chosaku-shu* (Collected Works) and the *Kakeibo* (Household Accounts Diary), Fujin-no-Tomo-sha publishes works in education, philosophy, textbooks, and how-to books as well. The *Collected Works* by Motoko Hani serve as a moral pillar and intellectual foundation for those involved with Fujin-no-Tomo-sha, Jiyu Gakuen, and the Tomonokai.



Fujin-no-Tomo-sha publications

### Zenkoku Tomonokai

Organized in 1930 mainly by the devoted readers of Jiyu Gakuen founder Motoko Hani's magazine, *Fujin-no-Tomo*, the Tomonokai is an organization connecting 186 Tomonokai clubs within Japan and overseas and is comprised of some 20,500 members. Based on Motoko Hani's philosophies, the organization aims at promoting the creation of healthy and stable families and seeks to be useful to society at large no matter what age or stage in life. Tomonokai's operation including its facility management is supported by the Zenkoku Tomonokai Foundation.



A Tomonokai annual general assembly

### JIYUGAKUEN Service Corp.

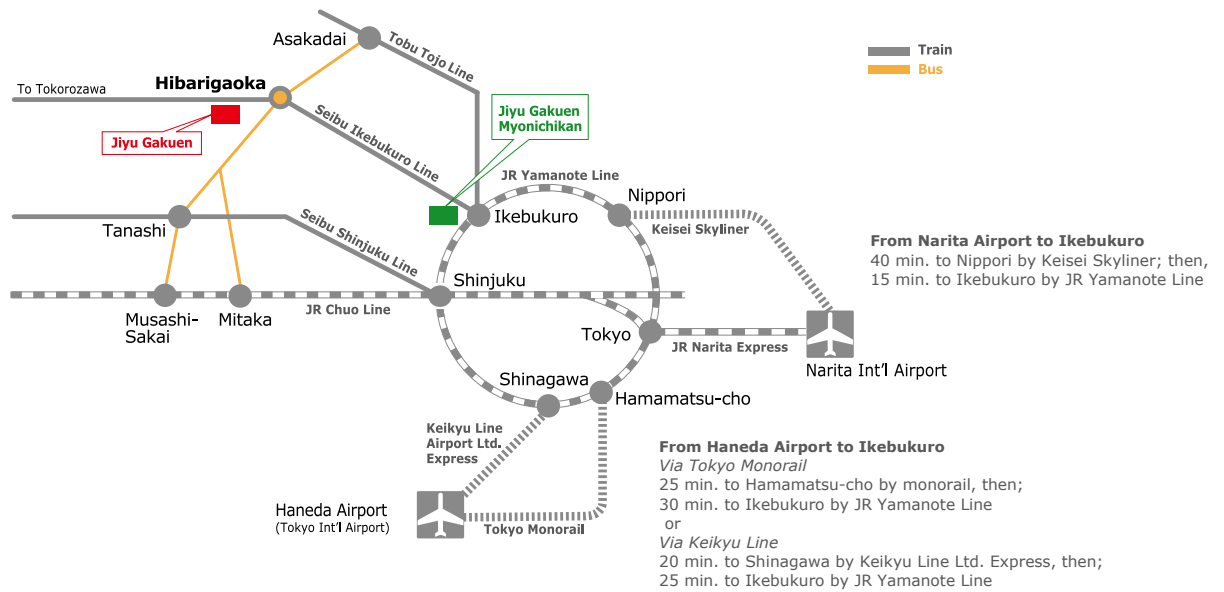
Important Cultural Property Myonichikan is open to the public for tours, and its facilities are available for events such as public lectures, concerts, and meetings. In addition to running the facilities, the JIYUGAKUEN Service Corp. also contributes to society through a variety of activities, such as through its Jiyu Gakuen Institute for Art and Craft Studies, Jiyu Gakuen Consumer's Cooperative, and its Cooking Study Group. Mainly organized by the graduates, the JIYUGAKUEN Service Corp. aims to research, produce, and sell goods that are based on Jiyu Gakuen philosophies.



JM shop (located inside the Jiyu Gakuen Myonichikan)

# ACCESS

## ■ By Public Transport (train or bus)



### By Train (Seibu Ikebukuro Line)

The nearest railway station is Hibarigaoka, which is approx. 20 min. by express from Ikebukuro.

### By Bus (to Hibarigaoka Stn.)

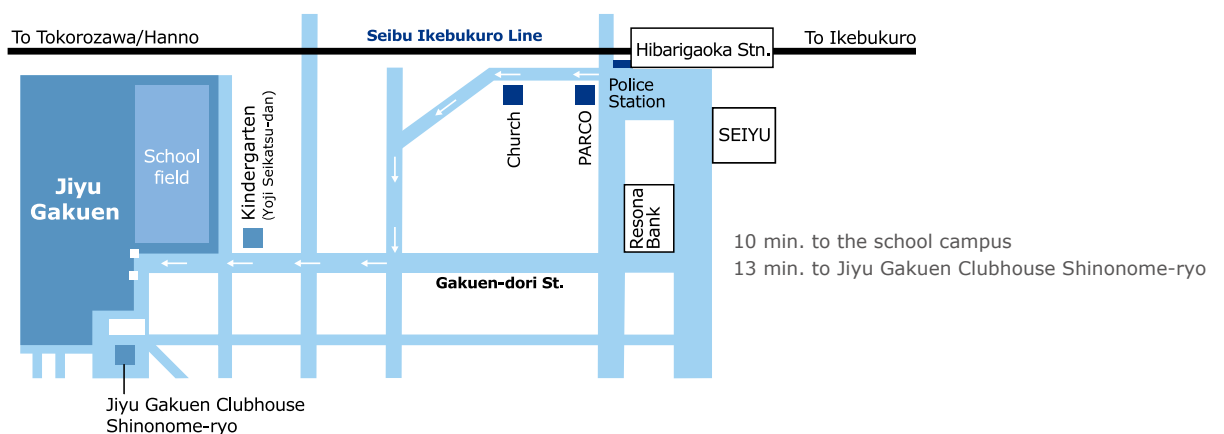
#### Arriving the South Exit

Approx. 30 min. from Musashi-Sakai Stn. and 15 min. from Tanashi Stn.  
(by bus leaving either from Musashi-Sakai Stn. (via Tanashi) or Mitaka Stn.)

#### Arriving the North Exit

Busses arriving from Asakadai and Shiki Stns.  
The North Exit bus stop is an approx. 5-minute walk from the station.

## ■ Walking from the Nearest Train Station (Hibarigaoka Stn. South Exit)



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