

**1) What are the importance differences between elementary and middle school and high school?**

The author empathizes that elementary and middle schools teach their students an idea called “group living” which is based off socialization. This idea is to help students be a part of a “moral community” by making the students learn and understand the importance of authority in collective goals, in this case school goals. Students then come to understand that these goals are only met with effort and sacrifice, but as a reward they are given acceptance and a place in the “community” and a sense of belonging.

The author also states that towards the end of middle school with the idea of group living is not given as much importance since the students will be separated and placed “into finely stratified high schools.” Since elementary and middle schools accept all students within their district, but students are sorted based on their high school entrance exam as to which high school they will go to with better scoring students going to better schools. Thus towards the end of middle school teachers don’t continue to stress the importance of group living in order to prepare students for the exams. The author points out that, high school placements are not based on how well one contributes as a community, but rather on the personal achievements and development of the individual, which is completely different from what the term “group living” is about.

**2) How does Slater explain “freeter panic”?**

The freeter panic was a time where the older generation of people became concerned about students working in part-time jobs. At this time, companies were promoting their part-time jobs that they have available in order to get out of the recession and not hiring as many new full-time employees. Part-time jobs soon became the only thing available for high school and college

students. The panic didn't really rise until media portrayed these young people as not wanting to participate in same mind and body destroying fashion as their parents had and willing and wanting to work in the part-time jobs to be freer and enjoy personal dreams. The older generations believed this behavior would never learn the hard work and dedication and collective thinking if they don't work full-time jobs.

The "discourse of freeter" not only show the dangers of working and pursuing part-time work instead of a full-time one, but it also blurred the lines between uniformity of classes, because the positions in part-time jobs were held by highly skilled workers to students from elite schools to graduates from tech schools to immigrants.

### **3) What is Slater's explanation of class reproduction in Japan?**

Slater explains class reproduction is based on similar things as class formation, such as economic, social and cultural fact. Therefore like class formation, class reproduction is also effected by idea of capitalizing which in turn is effected and shaped by Japanese culture. Slater also believes the class reproduction has reproduced the same social inequalities regularly and this has effected Japan in some way. Groups of people will learn from experiences differently based off of where their social status is. Thus reproduction showcases what struggles people have to go through. These same issues and problems that people are having to deal with are be repeated and repeated in each generation, because there is dramatic change with in the social classes the would allow people from middle or lower class families to escape.