

Cases Studies on China and Japan's Management Mode of Music Textbooks under Official Adopting System

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ABSTRACT. *Official adopting system is a textbook management model that is being widely implemented in many countries around the world. The management of music textbooks is related to music teaching and the spread of traditional culture. Both China and Japan apply the model of private distribution and national approval in the management of music textbooks. However, there are differences in the economic and political systems and historical cultures between two countries. Therefore, it is conducive to mutual learning, constantly improving their textbook management models, and promoting the development of ethnic culture and music education through studying the differences between China and Japan's music textbook management models.*

KEYWORDS: *Music textbook, Textbook management mode, Textbook system*

1. Introduction

Textbooks are an indispensable teaching tool in the education process. Kuhn (1962) reported that an increasing reliance on text-books or their equivalent was an invariable concomitant of the emergence of a first paradigm in any field of science. Textbooks not only reflect the purpose of education, but also form the foundation of a nation.

2. Introductions of Textbook Management Model

2.1 The Definition of Textbook Management Model

The textbook management mode refers to the mode of composing, reviewing, adopting, and approving a textbook, which is a management method for the country to ensure the quality of textbooks. The textbook management model of a country is constrained by various factors such as the country's political system, economic development level, educational concepts and cultural traditions. Mainly targeted at children and adolescents, textbooks are the main media for disseminating

mainstream values and implementing the will of the country, enjoying a large circulation. Music textbooks carry the great mission of inheriting the music, culture and national spirit of various countries and nations, and are an important carrier to promote the development of quality education and complete the work of aesthetic education in schools. It is an important way to Study the management model of music textbooks when investigating the implementation of ideas and cultural heritage within a country and a nation.

2.2 The Classification of Textbook Management Model

The management mode of textbooks varies according to the actual situation in different countries and regions. According to Kang (2001), there are currently five types of textbook management models recognized in the world. First, nation issue model, under which the state or local education administrative departments stipulate and a select textbook, basically monopolize the right to write, publish, distribute and use textbooks, and implements a state-run textbook management system. Second, official adopting model, namely, textbooks written by civil organizations and individuals must pass the national or local educational administration review before they can be published as school textbooks. Third, the accreditation model, that is, textbooks written and published by civil organizations and individuals must be recognized and approved by the state or local educational administration before they can be used as textbooks for schools. Fourth, catalog model. The national or local education administrative agency issue a catalog of textbooks for schools across the country within several textbooks that have been published in the country. Fifth, the open model. The state and local educational administrations do not impose any control and supervision on textbooks, and the selection of textbooks are entirely determined by the local school districts or schools.

As far as the textbook publishing process is concerned, it can be divided into two parts: distribution and validation. In publishing, according to the different subjects of distribution, it is divided into “national distribution” and “civilian distribution”. According to the different verification methods, it can be classified into “official verification” (the quality of textbooks is evaluated by the central government or local government departments) and “unofficial verification” (the quality of textbooks is evaluated by non-governmental authoritative professional institutions) (Table 1). Among them, different models will also be adopted due to different disciplines.

Table 1 Textbook Management System of Different Countries

Country		Textbook Management System							
		Primary Education				Secondary Education			
		Issuer		Verification		Issuer		Verification	
		Nation	Civilian	Official	Unofficial	Nation	Civilian	Official	Unofficial
European and American Countries	UK		○				○		
	German		○	○			○	○	
	France		○				○		
	Russia	○	○		○	○	○		○
	Sweden		○				○		
	Finland		○				○		
	Norway		○	○			○	○	
	US		○		○		○		○
	Canada		○	○			○	○	
Asia- Pacific Countries	China		○	○			○	○	
	Japan		○	○			○	○	
	Korea	○	○	○			○	○	○
	Thailand	○				○	○	○	

Source: from MEXT

Though both China and Japan adopt the textbook management model of “civilian distribution” and “official verification”, the specific operations are different. By analysis and comparison of textbook systems in the two countries, it can provide a better basis for the scientific development of textbook management.

3. Management Model of Music Textbooks in China

The Chinese textbook management model has evolved through multiple stages. Since the 21st century, with the rapid development of China’s society and economy, new trends of education have emerged. As a result, calls for education reform have been rising, and the demand for high-quality and diversified textbooks had become increasingly urgent. In 2001, the Ministry of Education of China promulgated the “Trial Outline of Basic Education Curriculum Reform”, which stated: “teaching materials shall be diversified under the guidance of the basic national requirements, and it is needed to encourage relevant institutions to compile teaching materials for primary and secondary schools in accordance with national curriculum standards”, “the textbook verification system needs to be improved and except for the provincial textbook verification committee authorized by the Ministry of Education,

textbooks compiled in accordance with national curriculum standards and textbooks for local courses distributed across provinces must be verified by the National Primary and Secondary School Textbook Verification Committee”, and “Local textbooks must be reviewed by provincial textbook verification committees. In the review of textbooks, compilation and verification need to be separated. Management of textbook use needs to be strengthened, and textbook evaluation systems and selection systems need to be gradually established.”

3.1 Compilation Mode

Under the requirements of the *Full-time Compulsory Education Music Curriculum Standards* and *Advanced Middle School Music Curriculum Standards* issued by the Ministry of Education, music textbooks in China are compiled and organized based on the characteristics of music disciplines, teaching tasks, and the physical and mental characteristics of students, which formed a teaching system with a certain breadth and depth. It is the main basis for teaching and also for assessing the quality of music teaching (Ma & Zhang, 2015). It is obviously difficult to use a single set of textbooks across the country, for China has a vast territory and diverse ethnic cultures and different regions and ethnic groups have different cultural traditions. In order to satisfy the actual needs of music education in schools of different regions and different ethnic groups, there must be various textbooks with different levels, different characteristics and different teaching priorities. In 2008, in order to regulate publishing behaviors, improve efficiency, and avoid investment risks, China issued the *Pilot Implementation Measures of Primary and secondary school textbook publishing and bidding*, which standardized the bidding and publishing system for textbooks. In 2011, as the newly issued *Music Curriculum Standards (2011 Edition)* required new music textbooks, publishers across the country had successively released the latest edition of music textbooks in accordance with the current system of China and the latest curriculum standards. In China, there are currently 10 different versions of music textbooks being released and used (Table 2). Different regions select different versions according to their economic and educational development level. For example, the “coastal version” used in places with a good music education base such as developed coastal areas, the “ordinary version” is used in less developed areas, and the vast rural areas applied “rural version”. Based on cultural characteristics of different regions, it can also be divided into “Liaohai Version”, “Hunan Version” and so on. The characteristics and amount of knowledge of each set of music textbooks are different. Most of the music textbooks editors take a certain area as the specific context and tailor the textbook according to the characteristics of the province for music teaching in the area. Among them, the People’s Education Edition, People’s Music Edition, and Hunan Edition enjoy a high usage rate nationwide. In addition, for the students with different music basics, the textbook version is divided into “notation version” and “musical staff version”.

Table 2 Music Textbook Version in China

Version	Press
People's Education	People's Music Education Press
People's Music	People's Music Publishing House
Hunan	Hunan Literature and Art Publishing House
Coastal	Flower City Press & Guangdong Education Press
Guangxi	Guangxi Education Publishing House & Jieli Publishing House
Hebei	Hebei Children's Publishing House
Jiangsu	Jiangsu Phoenix Juvenile and Children's Publishing House
Southwest Normal	Southwest China Normal University Press
Shanghai (Rural)	Shanghai Music Publishing House
Liaohai	Liaohai Publishing House

3.2 Official Review Model

Under China's current textbook review model, there are clear regulations on the establishment of institutions, review procedures, and review rules. The examination and approval institution is the National Primary and Secondary School Textbook Verification Committee established by the state, while provinces have established provincial-level primary and secondary school textbook verification committees to implement secondary management. The Ministry of Education is in charge of the verification and adoption of national curriculum textbooks, and the provincial education administrative department is in charge of the verification and adoption of local curriculum textbooks. Only national or local curriculum materials that have past the appropriate verification can be included in the national or local catalog of primary and secondary school teaching books.

The four major steps of the verification process include:

First, the Ministry of Education will issue a notice of verification according to the work plan, writing institutes submit textbooks and related materials as required.

Second, expert review will be organized with two main parts. 1) Review experts review the textbooks according to review requirements and standards and fill in the review form; 2) The expert committee will hold a meeting to collectively discuss individual review opinions until reaching a consensus, and finally vote to propose the review conclusions. Typically, new textbooks need to be reviewed twice, and the textbooks will be tested after passing the initial review.

Third, after approved by the expert committee, textbooks with obvious ideological attributes also need to be submitted to the National Textbook Committee for review, which will be implemented under the procedures of the National Textbook Committee.

Fourth, after being approved by the National Textbook Committee and its Expert Committee, the textbooks will enter the administrative review process of the Ministry of Education and be listed into the *National Catalogue of Primary and Middle School Textbook*.

The review and approval of music textbooks need be based on the China's *Music Curriculum Standard (2011 Edition)*, focusing on whether the music textbooks are scientific, practical, and developmental. The approved textbooks will be listed in *National Catalogue of Primary and Middle School Textbook*, which will be published by the education administration department of the State Council for selection throughout the country.

3.3 Adoption Mode

In China, the textbook adoption adheres to the principles of rationality, diversity, fairness, and justice to ensure that the process is standardized and orderly. The current textbook adoption in China actually applies the catalogue access management. The education administration department is responsible for the country's textbook adoption and has issued some corresponding policy provisions on the basic rules for textbook adoption, including the establishment of two-level adoption committees, namely provincial textbook adoption committee and prefectural textbook adoption committee. The textbook adoption agency is determined by the provincial education administrative department according to local conditions. The committee members include curriculum experts, teaching and research staff, primary and secondary school principals, and teachers, among whom, no less than one-half are front-line teachers. The textbook adoption committee organizes different subject groups to conduct the textbook preliminary adoption, where preliminary adoption solutions proposed by those groups based on the study of the *National Catalogue of Primary and Middle School Textbook* will be fully discussed and adaption results are ultimately determined by voting.

With the rapid social economy development, China has increased the funding for the free compulsory education phase. In 2008, in the free compulsory education in urban and rural areas of the country, books and some other fees were waived, and a free textbook policy was implemented. On September 1st, 2006, article 41 of China's newly issued *Compulsory Education Law* stipulated that "the state encourages the recycling of textbooks." In December 2007, with the publication of the *Opinions of the Ministry of Education and the Ministry of Finance on the Comprehensive Implementation of Textbooks Free Provision in Rural Compulsory Education and Textbook Recycling of Some Subject*, the nationwide textbook recycling model had begun. At present, a set of music textbooks can be reused by applying the way of distributing teachers in class and recycling them after class, or

copying and distributing the required materials.

With the vast territory and a large population, China is continuously reforming the management model of textbooks, and striving to reduce people’s burden of education and promote the scientific and comprehensive development of textbook management on the basis of improving the education quality and ensuring fairness.

4. Management Model of Music Textbooks in Japan

Music textbooks are officially called “Ongaku kyokayotosho (music education use textbooks)” in Japan, which are used as music education textbooks in elementary, middle, high, and special schools. Music textbooks are edited according to the standards of the Japanese education curriculum and have been reviewed by the Minister of Education, Culture, Sports, Science and Technology or compiled by the Ministry of Education, Culture, Sports, Science and Technology (hereinafter referred to as MEXT). Before the reform of the post-war school system in Japan, the management of Japanese textbooks took many forms, including a declaration system, an accreditation system, and a review system.

The management of Japanese textbooks is divided into four steps: compiling, reviewing and adopting, publishing, and using (Fig.1). As key teaching materials for school music courses, music textbooks also follow this set of operating models.

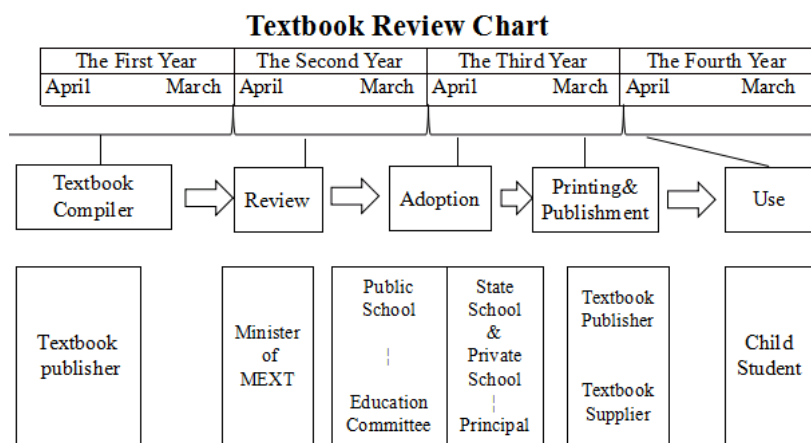


Fig. 1 Textbook Review Chart

Source: from MEXT

4.1 Compilation Mode

Textbooks of Japan are usually compiled by MEXT, individuals or

non-governmental organizations according to certain standards. The textbooks prepared by MEXT are limited to those for some vocational subjects in high schools and special schools. In order to stimulate the creativity and enthusiasm of the society, Japanese textbooks are mainly given to individual publishing houses, which are mostly in the form of companies and need to meet the requirements of MEXT (Nagao Aisaku, 1988). At present, the total number of Japan's textbook publishers is 53, among which 23 are compulsory education textbook publishers (except for special school textbook publishers). The main role of MEXT is to review textbooks to ensure the quality. Therefore, the preparation of Japan's textbooks has a strong timeliness, normativeness and creativity, which not only implements the educational concepts of the age and the requirements of *Learning Guidance Outline* at that time, but also appropriately reflects the concepts and educational concepts of various publishers.

From the 1947 to the present, there has been mainly 15 companies involved in the preparation of music textbooks in Japan (Table 3). Among them, the music textbooks published by Educational Art Publishing House and Education Press are relatively popular in elementary and middle schools. Though textbooks are compiled to meet the *Learning Guidance Outline*, Japan's music textbooks are prepared by different publishing institutes based on the company's idea (Ikegami Mariko, 2014). Thus, the music textbooks have different characteristics. For instance, Educational Art Publishing House focuses on exploring the essence of music while savoring music; Education Press advocates the study of music technology and knowledge, rooted in and enriching real life; Friends of Music values the beauty of life through learning music; Tokyo Book Company pay more attention to the diverse music culture. The publishers of Japanese music textbooks are mainly in the form of company, while the differences in textbook compilation are concentrated in the company's ideas and characteristics.

Table 3 Japanese Music Textbook Publishing Company (1947 to present)

Publishing Institute	First Review (Year)	Final Review (Year)	Main Editor
Education Arts Co., Ltd.	1949	till now	Ichikawa Toshiharu, Matsumoto Taminosuke
Education Publishing Co., Ltd.	1950	till now	Ikenouchi Tomojiro, Kaoru Shishido
Tokyo Books Co., Ltd.	1953	1971	Shibata Tomotsune, Hirai Kozaburo, Yasuzo, Katsu
Friends of Music Corporation	1953	1997	Nobutoki, Jota Matabee, Katayama Eitaro
Education Books Co., Ltd.	1956	1961	Yamada Kosaku, Matsumoto Taminosuke, Hiraoka Teruaki, Hashimoto Hidetsugu
Music Education Books	1961	1977	Matsumoto Taminosuke, Miura

Co., Ltd.			Tadashi
Middle School Textbooks	1947	1954	Ministry of Education
Shunyodo Educational Publishing Co., Ltd.	1948	1960	Musashino Music School, Fukui Naoaki
Full Sound Text Book Co., Ltd.	1949	1956	Kurosawa Takatomo, Sasaki Hide
National Book Publishing Association	1949	1954	Kunitachi College of Music, Arima Daigoro
School Books	1950	1968	Katayama Eitaro, Shimousa Wanichi, Aoyagi Zengo
Tokyo Music Academy Co., Ltd.	1951	1955	Torii Chugoro, Nakano Yoshimi, Kojima Kikuju
Kodansha Company, Limited	1952	1965	Komatsu Kosuke, Hirooka Yoshio, Takayama
Futaba Corporation	1952	1961	Sada Yanada, Matsushima Tsune, Ushiyama Mitsuru
Nakataka Publishing Co., Ltd.	1950	1961	Inoue Takeshi

Source: from Maruyama Taeko. (2007)

4.2 Official Review Model

In order to improve the level of national education, ensure equal educational opportunities, maintain appropriate educational content, and fundamentally protect the people's right to education, school education at all levels in Japan needs to ensure education neutrality. In response to these requirements, the MEXT developed related courses, issued relevant curriculum standards, and regarded them as the main basis for teaching. Also, MEXT has carried out standardized review on textbooks which play an important role in the teaching process.

Textbooks need to be reviewed by the textbook survey department and the textbook review committee under MEXT in accordance with certain standards and procedures. After passing the review, those books can be published and used as textbook. Review of each edition of the textbook is performed approximately every four years. Reexamination of each edition of the textbook is performed approximately every four years.

The textbook review process in Japan is very strict and mainly consists of the following steps: 1) Applying for review from editor of the textbook; 2) The preliminary review of the original textbook by about 50 full-time textbook investigators commissioned by the Minister of Education; 3) The reexamination of about 500 investigators entrusted by textbook review committee and yielding a consulting report; 4) A notice of decision from MEXT depending on report from whole review; 5) Revising and improving the original textbook and submitted the cabinet (revised) version again, based on the requirements of the notice; 6) Full-time

textbook investigators and textbook review committee review the cabinet version; 7) Decision from MEXT, based on the cabinet consulting report; 8) Reviewing the sample provided by applicants and releasing final result (Taiwan Institute of Comparative Education, 1989).

Textbook review process of Japan is standardized, and has formed a relatively complete system, which provides effective guarantee for the scientific and standardized management of textbooks.

4.3 Adoption Mode

Among the many approved textbooks, schools at all levels need to decide which one to adopt for teaching. Article 21 of the *School Education Law* states that “Primary schools must use textbooks that have been approved by the Ministry of Education, Culture and Education, or textbooks with the copyright issued by Ministry of Education, Culture and Education”, which also applies to middle schools, higher schools, special schools, nursing schools and etc. In elementary, middle, and higher schools, there are 2 to 5 approved textbooks with the MEXT issued copyright (Yang, 2003).

The school board of directors of public schools and principals of state and private schools have the right to adopt textbooks. They study samples provided by textbook companies, and then select and adopt textbooks that meets teacher and student’s need based on actual conditions. In addition, the prefectural education committees in Japan have established a textbook selection committee, which produces report based on the results of surveys and research to provide guidance, suggestions, and assistance to adopters. After the textbook is adopted, the school needs to report the textbook demand to the prefectural education committee, and then MEXT will notify the publisher depending on the information reported by the prefectural education committee to guide the type and quantity of textbooks that should be issued. The publishers of compulsory education textbooks operate in accordance with *Law on the Free Implementation of Textbooks in Compulsory Education Schools*. Textbook publishers who have not been notified are not allowed to publish and distribute textbooks. The publishers sign textbook supply contracts with special suppliers, consignment suppliers, and general distribution suppliers, and have the responsibility to provide textbooks to schools across the country.

Japan adopts a system of free supply of textbooks, which is provided by the government for free. The *Law on the Free Implementation of Textbooks in Compulsory Education Schools* promulgated in 1963 stipulates that the cost of textbooks is financed by the state, and the state is the main source of textbooks. The scope of free textbooks was gradually expanded from public schools to public and private schools in compulsory education phases. The free use of textbooks by students is a system that reduces education costs and contributes to Japan’s educational prosperity and social welfare, reflecting the country’s emphasis on next-generation education.

5. Conclusion

It can be concluded that textbook adoption management models in China and Japan have great similarities through comparison. However, the two countries have their own characteristics, due to the different historical development and cultural heritage.

1) The textbook management models in both China and Japan evolved from “nation issue model” to “official adopting model”. At present, both countries adopt the method of social compliance and official approval, based on the leaning guideline. Official adopting model can better adapt to the requirements of the times for education, making textbooks more innovative and diverse. The implementation of textbook review system requires a normative and scientific model. Both countries adopt the model of individual compliance, national approval, local adoption, which can ensure the diversity and innovation of music textbooks, and can also perform the country’s main orientation.

2) The Compliance Process of Music Textbooks Differs between the Two Countries.

Japan adopts a publisher-centered approach, by which each company edit a music textbook based on the company’s ideal, and then local schools adopted the version according to their situation. On the contrary, China’s compliance process is user-centric, and publishers develop music textbooks that meet the needs of different regions, which is more conducive to inheriting local culture.

3) Regarding the requirements for the textbook review standard, the review model, specifications, and time limit of review in Japan are more specific, requiring a review every 4 years, which is more standardized and reasonable, ensuring the continuous updating of music textbooks, and adapting to the new era and new educational thoughts. The pilot and directory access management model implemented in China is more convenient for subsequent use.

4) The ownership of music textbook publishers in the two countries is different. Typically, Japanese textbook publishing companies are private companies with a certain commercial motivation, while most textbook publishers in China are public welfare institutes set up by the government with certain administrative attributes. The different ownership directly affects the content and ideology of the textbook.

5) For the adoption system, the textbooks of all schools in China is selected centrally by the local education administration. In Japan, the textbooks of public schools are under the responsibility of the Board of Education, and national and private schools are controlled by the principal. It can be seen that schools obtain part of the right to adopt textbooks, so each school can choose the appropriate textbook according to the actual needs of the school, which can better meet the situation of the school and the needs of students.

6) Music textbooks in both countries are provided for free, but there are differences. Music education requires practical considerations. Japan believes that textbooks need to be used not only at school but also at home, and textbooks must

be transported between school and home. Therefore, in Japan, music textbooks must be available to every student, and are designed to be lightweight booklets that students can carry every day (Zhong & Cui, 2001). China's current policy of recycling music textbooks, although it saves resources to some extent, is inconvenient for students to take notes during class and review them after class, which can easily induce students to unconsciously form a concept of not valuing music subjects and reduce the efficiency of music textbooks use of students.

Music textbooks are an important carrier of aesthetic education and inheritance of traditional culture. On the issue of the management model of music textbooks, it is inevitable that official adopting system was applied in order to meet the requirements of the "space music education" era. It is needed to constantly improve the management mode of music education textbooks in every country by comparing and studying the actual situation in different nations, which is also a task left to us by history.

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