

The Japan Forum Newsletter

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Feature:

The Way We Really Are: Portraits of Ourselves

Highlights of the Daily Lives of Japanese High School Students Photo Contest



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The Way We Are: Japanese High School Life in Photographs

During fiscal 1997, the Japan Forum conducted a photo contest on the theme of the daily lives of Japanese high school students as a special event commemorating the first ten years since its founding. Its aim was to collect photographs of Japanese high school life, taken by and of the students themselves. In response, TJF received 222 entries, all sets of 5 photographs taken by young amateur photographers of their classmates, for a total of 1,110 photographs.

The well-established way of promoting understanding of culture in Japanese-language classes overseas is through explanations of *origami*, *ikebana*, tea ceremony, kabuki, and other exotic aspects of Japanese culture in the narrow, traditional sense. TJF believes, however, that elementary, junior-high, and senior-high school students may be more interested in aspects of culture that are a familiar, immediate part of daily life in Japan, in other words, in the real lives of their peers in Japan today. We also believe that the first step in moving beyond stereotypes and monolithic images is to show young people overseas how the faces of their Japanese peers are as individual and alive as their own. For Japanese high school students as well, the process of thinking what kind of message to relay to their peers overseas proved an opportunity to look at themselves in a totally new light. In this issue we introduce a digest of the messages and profiles attached to the 222 entries and two of the entries in the contest. The winning entries are posted on the TJF website (<http://www.tjf.or.jp>) and work is in progress on a published album of selected entrants in the contest.

Favorite singers and music

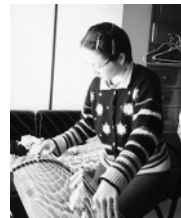
Favorite Japanese music

GLAY/L'Arc ~ en ~
Ciel/LUNASEA/スピッツ/
Mr. Children/ウルフルズ
あむるなみえ
/Speed/安室奈美恵/B'z/
Judy and Mary/Chara/
Every Little Thing/
かわむらりゅうい
UA/河村隆一/
T.M. Revolution/
Dreams come true

Favorite foreign music

The Beatles/Oasis/
Mariah Carey/Slava/
Boys II Men/Chick Corea/
AEROSMITH/
Gloria Estephan/
Beach Boys/
H.O.T. (South Korea)/
African and Irish folk
music/digital rock/
Indian music/
classical music/
country music

TJF's survey of the students who served as the models in the photo contest revealed their surprisingly diverse tastes in music. Favorite singers and songs included not only popular Japanese soloists and groups, but an astounding variety, transcending national boundaries and languages, that included everything from Mariah Carey and the Beatles to classical music, African folk music, and Asian pops. High school students are frequent visitors to local CD shops that are well stocked with music from all over the world. From that diverse supply, they freely pick and choose the style and type of music that suits their personal tastes. There is a great deal of music whose appeal is shared by young people in farflung parts of the globe.



Favorite foods

Music is not the only aspect of Japanese culture that is rapidly being internationalized and globalized. Eating in Japan today includes ingredients and cuisines from all over the world. High school students enjoy not only Korean-style grilled meat and kimchee from Japan's closest neighbor, but Chinese, Italian, French,

Mexican, and African food. The top favorite foods of the high school students surveyed—*rāmen*, *gyōza*, curried rice, spaghetti, and hamburgers—all originated in other countries, but nobody thinks of them as foreign. They are already a familiar part of home cooking in Japan. For ravenous high school students, for whom

Japanese-language teachers who would like to obtain copies of these photographs, please see the box on page 14.

three meals a day is not enough, *rāmen* and *soba* restaurants are as familiar and frequently visited as McDonald's, Denny's, and Mister Donut.

Sashimi, *sushi*, and *sukiyaki*, traditional dishes for which Japan is well known overseas, are still firm favorites of high school students. As the number of mothers who work outside the home has increased, the amount of time put into cooking and housekeeping has been decreasing, and consumption of instant and fast foods as well as use of frozen and other

pre-prepared foods has increased. Yet it's also impressive that mom's cooking hasn't been forgotten either: the top of the list of favorite foods include home-prepared *bentō*, *miso-shiru*, and egg roll. The entries in this contest featured many photographs that showed students eating their lunches together, lunches that are *bentō* prepared by their mothers. Lunch time is one part of school life that students enjoy most, and the old-fashioned *bentō* is alive and appreciated.

Favorite foods

カレーライス(curried rice)/
ラーメン(*rāmen*)/ぎょうざ
(*gyōza* [chao-ze])/
はるまき(*harumaki*)/
パスタ(pasta)/ピザ(pizza)/
ハンバーグ(hamburger
steak)/タコス(tacos)/
やきにく(grilled beef
[Korean-style])/
すし(sushi)/すきやき
(*sukiyaki*)/さしみ(*sashimi*)/
たこやき(*takoyaki*)/
おやこどん(*oyakodon*)/
おにぎり(*onigiri*)/
たまごやき(*tamagoyaki*)/
ごはんとおしる(*gohan* and
miso-shiru)/チョコレート
(chocolate)



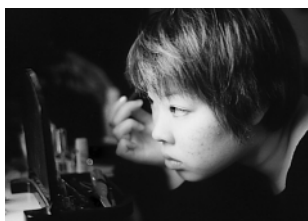
Favorite phrases

Human relations, where to go to college, what kind of career to pursue—high school students have a lot to worry about and anguish over. The slogans and phrases they choose as their favorites reflect their struggle to guide and discipline themselves.



Favortie phrases

初志貫徹 (Accomplish your original intention)/ 勇猛果敢
(Be brave and resolute)/ 千紫万紅 (Flowers in profusion
in full bloom)/ 有言実行 (Practice what you preach)/
大器晩成 (Great talent matures late)/ 他人に優しく自分に厳しく
(Be gentle to others and strict with yourself)/
為せば成る為さねば成らぬ何事も (If you but make up your
mind, you can do anything.)/ 少年よ大志を抱け(Boys! Be
ambitious!)/ 継続は力なり(Persistence is strength)/
一期一会 (Every encounter is to be treasured)/
柔能く剛を制す (Softness overcomes hardness)/
マイペース (My pace)/ Dreams come true /
Love and peace/ Excelsior/ Where there is a will,
there is a way/ Weeds never die



Dreams for the future

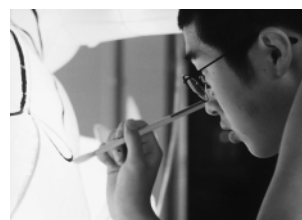
The students were divided into two types, those who put down specific careers they wanted to pursue—teacher, caregiver or welfare worker, baker, interior coordinator, photographer—and those who would only hazard a vague guess at what the future might bring. Among those who gave specific occupations, many were eager to develop interests and activities they were currently pursuing into jobs for the future, hoping to find work in a field that would suit their own aptitudes and personality. Those with vaguer images of the future were more idealistic or shaped by wishful thinking: get married and

raise a happy family, work in caregiving for the disabled and elderly, be of use to society such as working with medical care in developing countries, pursue a life full of encounters with people from all over the world, improve myself as a human being, live a life suited to my own personality, and so forth.

Japan's school system does demand a great deal of conformity of high school students, and some say it is difficult for them to discover themselves and pursue dreams of their own. We hope these students will courageously pursue their own potential.

Occupation or pursuit of the future

mass media-related
work/ nursing or welfare
care/ space research/
interior coordinator/
soccer player/
computer programmer/
jidaigeki (samurai swash-
buckler drama) actor of
major roles/
teacher to popularize judo
mastered as a university
student/ marry for love
and raise a happy family/
a fulfilling career and live a
full life/ marry my
boyfriend and open a
soba restaurant



Portraits of an Individual

Photographer: Nakanishi Yūsuke

Tokyo Metropolitan Shinjuku Yamabuki High School

Our high school is unusual even in Japan in that it allows students to freely create their own curriculums, requiring a certain number of credits to advance and graduate. Whatever you decide to do, you decide yourself; no one forces us to study this or that. You design your own course of study and study on your own responsibility. The students in most high schools in Japan are between 15 and 18 years old, but there are quite a few here who are older than that. Many of the students here have been through various difficult experiences in life that have given them more maturity than many other teenagers.

These photographs show my close friend, Hino Takashi, just as he is. Whatever stereotypical image you may have of Japanese high school students, I hope you will notice that he is no stereotype: his expressions are as diverse and intense as anyone's, seen anywhere. In each photo, I think you can see a different dimension of human nature: curiosity, absorption, determination, feeling, and the natural impulses of unguarded moments. Each expression captures the fine qualities of Takashi's character.

1. At work

Takashi works the 10-hour night shift at a 24-hour gasoline station, 10:00 p.m. to 8:00 a.m. 3 days a week. He earns 1,000 yen an hour. He attends classes from 1:00 to 7:00 p.m. before going to work. At our school, most students have to supply their tuition and spending money themselves, so almost all our friends have jobs.

2. Cooking

A school friend comes to stay over so Takashi makes his specialty, fried rice. The secret is the whipped egg he tosses in at the end, mixing it thoroughly with the rice. Still, he lives with his family, so he only cooks when he gets the urge.

3. In the bath

When Takashi takes a bath, he soaks for no less than 40 minutes, and more often up to 2 hours. People tease him for spending so much time in the bath, but he says nothing is more calming and comfortable than reading his favorite mysteries and manga while soaking in the tub.

4. On stage

For a performing arts festival being put on by the evening-school students, Takashi took the part of a former boxer who has gone blind. But Takashi says he wants to become a mystery writer, not an actor.

5. Studying English conversation

Chatting with the English-conversation teacher during a break in class. At our school, English classes are taught by a Japanese teacher working together with a native-speaker teacher. There are about 40 students to a class, but fewer in some cases.



Hino Takashi

Age: 18
Clubs: Theater Club, Broadcasting Club
Hobbies: Reading, word play
Special skills: Glib talk, talking big
Country wants to visit: China
Favorite phrase: "I decide on my own."
Self-appraisal: Rather selfish and opportunistic; always trying to calculate, even a little, what's in it for me.
Dream for the future: To make "something" that only I can make. And to live at a relaxed pace.

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5



Our Beloved “Dancing Judoist”

Photographer: Yamazaki Hideyuki

Chiba Prefectural Keiyō Technical High School

Our school is a technical high school. In addition to regular courses, we study technical skills such as manufacturing things using various kinds of machinery. Not many girls want to go to vocational school, and there are only two girls in my class. Keiko is one of those two precious girls.

Keiko is good at everything. A member of the judo club, where she can throw a guy twice her size, she also manipulates machinery skillfully and practices jazz dancing in her spare time. She is cheerful, kind to others, and of strong character. It's not surprising that she's practically the idol of our class.

I picked the days Keiko had shop practice, athletics, and after-school club meetings to photograph her, focusing on her school-related activities rather than on her daily life. I decided on the theme “judo” because I happened to watch a judo tournament on television and realized that judo is one aspect of Japan that gets lots of international attention at the Olympics and other international events.

Japanese high schools are not as stiff and academic as you might think. We have lots of effervescent, versatile, and fun-loving people like Keiko.

1. On the way into school

Arriving at school in the morning, the girls wear their uniforms with personal flair. They can choose between red and green neck ribbons, and Keiko likes the school's uniform, which she thinks is quite stylish.

2. Working in the shop

About 40 percent of Keiko's classes are technical-skills-related. In classes working with machinery, the girls practice right along with the boys.

3. Judo practice

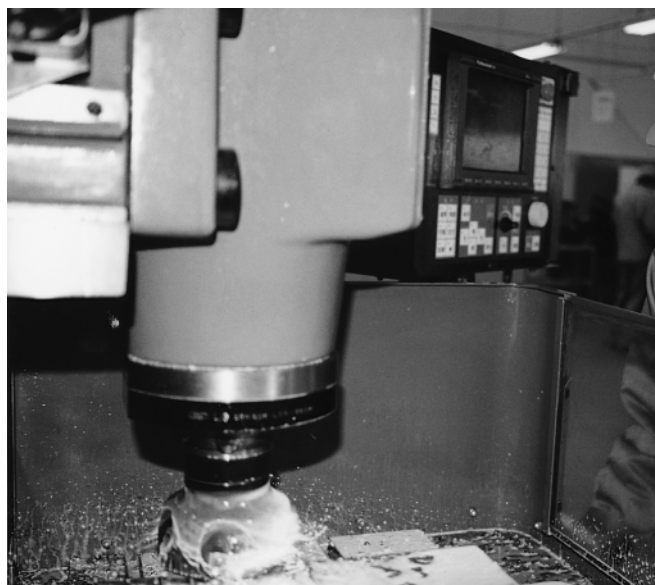
Keiko may be the only girl in the club, but she can throw a male opponent as skillfully as anyone. Extracurricular clubs in Japan's high schools are quite active, with many members who go to school for practice even on holidays and during summer vacation. Keiko's club practices six days a week.

4. Lunchtime

Enjoying lunch with a friend. Like most students, Keiko brings a packed lunch, or *bentō*, everyday. She's especially fond of *tamagoyaki* (rolled egg), *onigiri* with *umeboshi*, soybean hamburgers, and steamed meat buns (*nikuman*) for lunch.

5. Dance

Keiko loves to dance and belongs to an informal jazz dance group. In this photo, the girls are working on choreography on the theme “cheering the baseball team” for the upcoming dance contest. Just before the contest, the entrants practice about four times a week.



Yoda Keiko

Age: 17
Club affiliation: Judo club and jazz dance group
Hobbies: Drawing/sketching
Special skills: [Judo] back throw
Country wants to visit: Easter Island
Favorite word: "Emotions"
Self-appraisal: Hate to lose, especially to guys. Am a "dancing judoist" who likes to spend her days laughing and happy.
Dream for the future: To drink champagne while watching the sunrise against the backdrop of great moai statues on Easter Island.



2



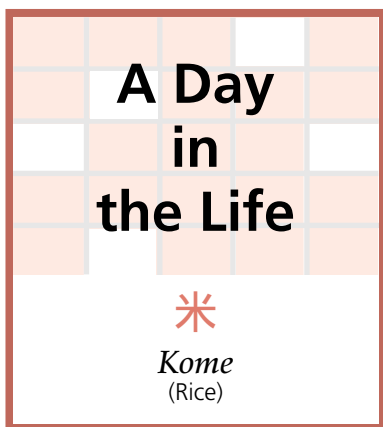
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For this issue's "A Day in the Life," we return to the theme of "rice" introduced in *The Japan Forum Newsletter*, No. 9, this time offering specific teaching ideas and a list of web sites related to rice.

Ideas for the elementary school level come from Catherine McCoy of Australia, who won the grand prize in the First Contest on Ideas and Examples of How to Teach Culture in Japanese-language Class. For the secondary school level, we asked for ideas from Cyrus Rolbin of the United States, winner of the Intercultural Understanding Prize in the same contest.

The list of web sites introduces Internet resources that can be tapped for teaching on this theme. Those seeking more detailed information should check such sites.

Also included are instructions on how to make *onigiri*. In most households in Japan today, rice is prepared using an electric rice cooker that automatically steams rice in the traditionally preferred fashion, but for the benefit of teachers overseas, we include instructions for cooking rice without an automatic rice cooker. For further information on *onigiri*, see also *The Japan Forum Newsletter*, Nos. 5 and 9.

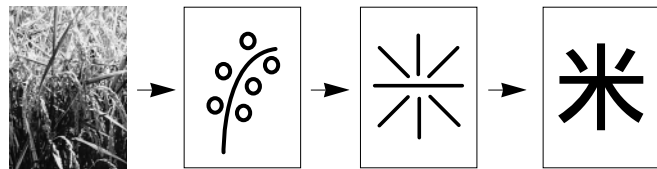
Suggestions for Classroom Use at the Elementary Level

The teacher asks students to share with the class what they usually eat for breakfast, lunch, and dinner. Give children three large sheets of paper with the headings "Breakfast," "Lunch," and "Dinner," and have them list foods that are common to their country or the country of their origin for each meal. For younger students, it may be a good idea to have them draw pictures of the foods they usually eat. Then, the children can cut out these pictures and paste them on large pieces of paper as study materials.

Talk about the different foods Japanese children eat at these times. Highlight how many of these dishes are made from rice. If you have pictures of these foods, show them and discuss how they taste. Talk about *senbei* crackers and other snacks made out of rice, as well as *onigiri*, *obentō*, and *mochi*. Have the students repeat the name of each dish when a picture or item is displayed. Make the children aware of how diverse these meals are in preparation, taste, purpose, etc.

How many rice dishes do we eat? Do many of these originally come from other countries? List the different rice dishes and make a display of pictures or drawings. Talk

about the words for rice: こめ (rice grain), ごはん (boiled rice) and ライス. Show students these words written in Japanese and have them repeat the words. Show students the character for rice in kanji. Talk about the origin of the kanji from its original picture.



Present all words in hiragana but explain that ライス is written in katakana and review the reasons. Make the kanji for rice the center of your growing display. This will make an attractive display and also encourage visual recognition of meaning.

Make sentences using the expression: ～をたべます. Review or introduce some words like まいにち, あした, どうぶつ, etc. For the older children, revise or introduce past-tense sentences, ～をたべました.

Talk about how rice is associated with Japan, and have children discuss what kinds of things they identify with their own country. For example, Australia has Akubra hats, koalas, kangaroos, etc. For Japanese, images of rice fields and rice dishes remind them of home, family, and childhood.

Science

Japan's hot summers and heavy rainfall provide an ideal climate for growing rice. Its mountainous terrain leaves little room for pasture land. Rice can be grown on paddies terraced into steep terrain and built along path of river and stream-fed valleys. Talk about how rice is a staple food around the world, specifically in countries such as China, Indonesia, Mexico, Spain, etc. List these on a poster. Have children discuss the reasons rice is a staple food. (Is it easy to grow? Is it cheap to buy? Do people like the taste? etc.)

Have children discuss the different types of dishes in these countries and record them on a poster: *chaofan*, *nasigoreng*, *kukpap*, *arroz con pollo*, *paella*, etc. Have pictures of these foods or ask the older children to collect pictures at the library. Add what they collect to the display.

Cooking

Prepare some Japanese dishes made of rice.

Before you make any of the rice recipes, highlight the importance of a rice cooker in Japanese homes. Talk about the texture and taste and how it differs from the way rice is made in our cooking. Discuss the difference between short-grain (*japonica*) and long-grain (*indica*) rice. Ways of cooking and serving rice clearly vary for each variety of rice.

Give the students the recipes to take home and share with their parents.

Social Studies

Rice is grown in all the prefectures of Japan. Japan produces over eleven million tons each year. Find out how much rice your country produces each year. Does Japan sell its rice to other countries? Why not do you think? Do we sell our rice? To what countries?

Make a list of the items we buy (import) from Japan and

sell (export) to Japan. Find pictures in magazines or by contacting local agencies.

Health

In Japan people eat at least one bowl of rice each day. A baby's first solid food is usually rice. When people are sick, they eat soft boiled rice (おかゆ). Rice is a highly nutritious food and a great asset to a healthy diet. Discuss the food group to which rice belongs. List other foods which we eat from this group. List down the other food groups. Have children draw and paste, or list the food they eat from each group.

Suggestions for Classroom Use at the Secondary Level

1. Write the kanji, 米 on the board.
2. Have students try to guess what it means (if you have Chinese or other kanji-reading students in your class, instruct them not to give the answer away).
3. Of course, it will probably be too difficult for your students to guess the meaning of an unfamiliar kanji. Quickly give them the following hint: What is the most important food in Japan.
4. Your students will most likely guess the answer right away, although there is a chance that some of them will first guess something like "sushi." After they guess "rice," ask them if they know the word for rice in Japanese.
5. Write on the board ライス, and have them read it. Explain that this word is currently used quite a bit in Japan, and write on the board examples such as カレーライス, オムライス, and チキンライス. This will be useful for a quick katakana reading review.
6. Explain that, while ライス is understood by Japanese and widely used in words such as the ones you listed, it is not the main word for rice and not the correct pronunciation for the kanji you put on the board.
7. Write こめ under or over the kanji character. Have students read it, and then add an お in front of it. Explain the お if your students don't know what it is for. Then, briefly provide a couple of examples such as おとうさん, おかあさん, and おしょうがつ.
8. Next, write the word ごはん on the board. Have students read it and then explain the difference between it and おこめ (ごはん being the word used when おこめ is cooked).
9. Explain some of the ways ごはん is served in Japan.
10. If you have the time, energy, and materials, you might consider having a pot of rice prepared for students to try.

If you have the time and interest to engage your students in a social studies-type activity, pass out copies of the "A Day

in the Life" essay from *The Japan Forum Newsletter*, No. 9 along with the following short- and long-answer questions about the essay. These can be distributed as an additional homework assignment, or can be used in class to generate discussion.

Short Answer Questions

1. Where is rice said to have originated?
 2. How long ago is rice said to have entered Japan?
- Bonus Questions:* Do you have any idea who was living in this country and what they were doing at that time? Do you know what those people were eating?
3. How many basic types of rice are there?
 4. What is the difference between the different types of rice?
 5. Which type of rice is grown in Japan? What conditions in Japan make this possible?
 6. In olden times, rice was used in Japan not only for food. What else was it used for?

Long Answer Questions

1. Why is rice said to be much more than just food, but also one of the foundations of Japanese society and culture?
Things to think about before you write:
Think about society in terms of a congregation of people living together. Also, think about culture basically as the set of habits and customs that give a society its identity. What led people to form the first societies in the world? How did those societies develop into cultures? Do you have answers to these questions in your mind? With these things in mind, do you have ideas on how rice helped make Japan what it is? Then you're ready to write!
2. Rice is eaten by just about everyone in Japan, regardless of their personal lifestyles, political views, religious beliefs, or other distinguishing characteristics. Is there a custom in your culture, or another culture with which you are familiar, that is similarly practiced by everyone? If so, what is it? If not, why do you think there isn't one?

List of Web Sites Related to Rice (as of June 1998)

Rice in general

<http://www.kamedaseika.co.jp/kome>

Varieties of rice

http://www.komenet.or.jp/_qa/

http://www.mmjp.or.jp/tambo/DAIGAKU/komejp1_e.html

Japanese agriculture in general

<http://www.rim.or.jp/ci/ja/ejahome.html>

Japanese boxed lunches

http://www2.big.or.jp/~sugawara/lunch_world/lunch_world.html

School lunches

<http://www.nikonet.or.jp/~kana55go>

Fast food featuring rice

<http://www.mos.co.jp/united/menu/htm/mrbt.htm>

Rice paddy landscapes

<http://www.iip.co.jp/RialPhoto/album-1.html>

Attitudes toward rice in Japan

<http://www.rim.or.jp/ci/ja/kome1218.html>

Cooking rice

http://www.mmjp.or.jp/tambo/DAIGAKU/komejp2_e.html

Cooking with rice

<http://www.mitsubishi.com/japanese/rice.htm>

Translations for conversation on page 11

[Photo1] Kōtarō and his mother are in the kitchen

Kōtarō: I'm home! Hey, I'm hungry! What's for dinner!

Mother: Hi there! We're having hamburgers. So, how was your soccer game?

Kōtarō: We lost, 2 to 1.

Mother: Really? That's too bad!

Kōtarō: But that one point—I kicked that goal!

[Photo 2] The evening meal

Kōtarō: Itadakimasu. Can I start? Oh! This looks good!

[Photo 3] At the dinner table

Sister: Mom, may I have another helping of rice?

Mother: Sure. Would you like more *miso-shiru*?

Sister: No thanks.

Father: Kōtarō, eat your vegetables.

Kōtarō: Okay . . .

[Photo 4] The empty dishes

Everyone: *Gochisōsama.*

Kōtarō: I'm full!

Mother: Kōtarō! You've left rice in your bowl. It's bad luck if you leave rice in your bowl, you know!

How to Cook Rice without a Rice Cooker: Let's Make *Onigiri*

(8 small *onigiri*)

Prepare:

- ❑ large, thick-bottomed pot (with lid)
- ❑ rice (3 *gō*)
- ❑ 2 t. salt
- ❑ 1 T. sesame seeds (white or black), freshly toasted if possible
- ❑ 3 T. salmon flakes (*umeboshi* and *katsuobushi* flakes, if available; you can also try canned tuna or sausages)
- ❑ 2 sheets of *nori* (cut into a total of 8 oblong pieces)



1. Measure the rice

The standard unit used for measuring out rice prior to cooking it is the *gō*; one *gō* is equivalent to 180 cc., or 3/4 cup. Every kitchen in Japan is equipped with measuring cups that hold exactly one *go* of rice. Measure the amount precisely. Measure out three *gō* (2 1/4 cups) of rice.



2. Wash the rice

Pour the rice you've measured out into a large bowl and add enough water to cover the surface of the rice. Then wash the rice briskly, rubbing the grains against each other in a kneading motion in the bowl. Pour off the cloudy water, add fresh water, and wash again. Repeat this process three or four times until the water is almost clear.



3. Cooking

Put the rice and 650 cc., or 2 3/4 cups of water in the pot, put the lid on, and place on medium-high heat. When the pot comes to a boil, turn down the heat to low. Cook for 10 minutes. Check rice by lifting the lid very briefly. If the surface of the rice is moist and puffy, with small steam-vent indentations, it is done. Cover, remove from heat and allow to sit for 5 minutes.

4. Make salmon-stuffed rice balls

Put about half of the cooked rice while still hot in a bowl. Dampen hands and sprinkle hands lightly with salt, place a pile of rice on one hand, make a depression in the middle and fill with a portion of salmon flakes. Form into a ball slightly smaller than a baseball as you would in shaping a snowball. To make triangular *onigiri*, cup the rice in one hand with fingers closed and thumb circled; fold the other hand over the top in inverted V shape and press downward; rotate the ball around one third; press again in inverted V shape; turn again, press again, until a triangular shape, flattened on both sides is formed. When tightly packed, cut a piece of *nori* and cover rice ball.



5. Make sesame-garnished onigiri with remaining half of rice

Mix remaining half of the rice with 1 teaspoon of salt and 1 tablespoon of freshly toasted sesame seeds. Dampen hands and pack rice as described in 4 above.

If you find the rice is too hot, use a piece of saran wrap. Place the wrap over a bowl, put rice on the wrap, fold ends of the wrap over the rice and press into shape with the wrap. Remove wrap before covering with *nori*.

Handout



Photo 1

こうたろう: ただいま。おなかすいた。きょう今日のごはん、なに?
お母さん: おかえり。ハンバーグよ。
 サッカーの試合、どうだった? *
こうたろう: 2対1で負けちゃった。*
お母さん: そう残念だったね。*
こうたろう: でも1点はぼくが入れたんだよ。*



Photo 2

こうたろう: いただきます。おいしそう。



Photo 3

お姉さん: お母さん、おかわり。
お母さん: はい。おみそしるのおかわりは?
お姉さん: おみそしるはいらない。
お父さん: こうたろう、野菜も食べなさい。*
こうたろう: はい。*



Photo 4

全員: ごちそうさま。
こうたろう: おなかいっぱい。
お母さん: あら、こうたろう、ごはんつぶを残すとばちがあたりますよ。*

[Photo 1] Kōtarō is in fifth grade in elementary school. He loves soccer and his dream is to be a World Cup-rank soccer star. This day is a school holiday and Kōtarō has come back from a soccer game he played with his school club team.

おけちゃった: this is the conversational style (~ ちゃう) of ~ てしまう, expressing the completion of an action. Another function of this structure is to show regret caused by that action.

いれたんだ: ~んだ (~んです) is the reduced form of ~のだ (~のです). This expression adds stress to a particular part of a sentence. Here it emphasizes Kōtarō's sense of pride in his achievement (ぼくがかつやくしたんだ! We won that point because of me).

[Photo 2] Each member of the family has a rice bowl and hashi of their own.

Today's dinner consists of rice, miso-shiru, grilled fish, hamburgers, and salad. The truth is that Kōtarō doesn't like vegetables. What kinds of foods do you dislike?

[Photo 3] It is the weekend, so Father, who usually has to work late on weekdays, is eating the evening meal with the family.

[Photo 4] In olden times, eating polished (white) rice was a luxury for most ordinary people. Rice growing, moreover, was a strenuous and labor-intensive task for the farmers, so various warnings came into use, such as ばちがあたる, meaning you would be "punished" by the gods or ancestral spirits and めがつぶれる (you'll be struck blind), against leaving even one grain of rice in one's rice bowl.

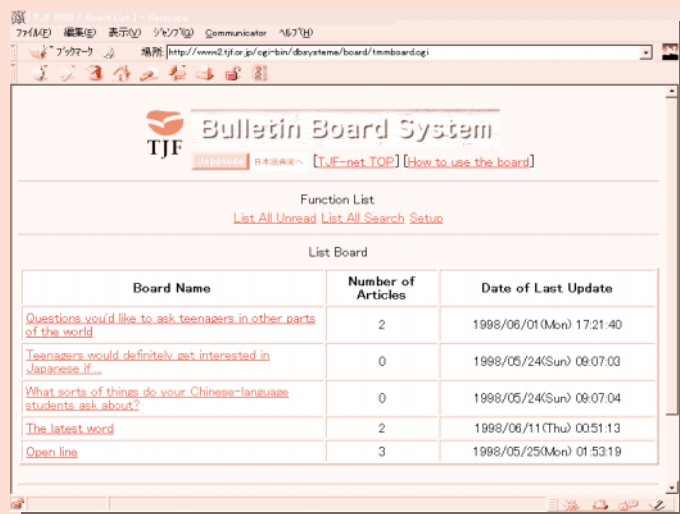
To the teacher:

Reproduce these photos in enlarged copy, get the children to take parts and use the model conversation (asterisks mark expressed for advanced students), and invite the students to write a story of their own. Translations for conversation on page 9.

Enjoy the New TJF Home Page! <http://www.tjf.or.jp/>

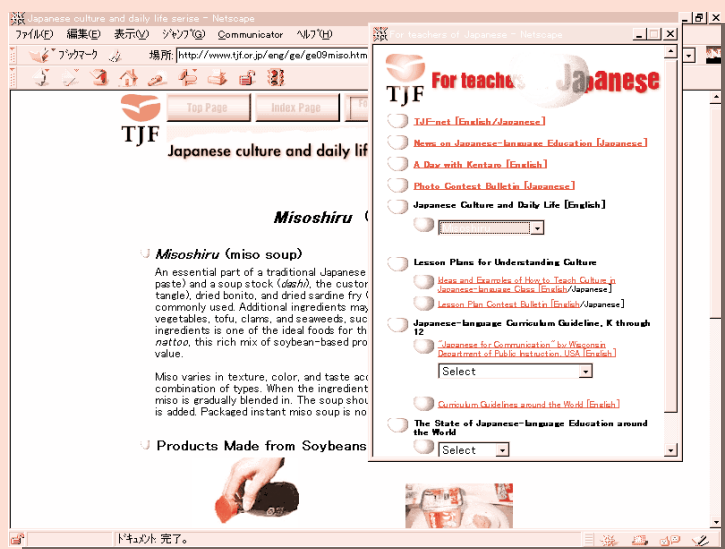
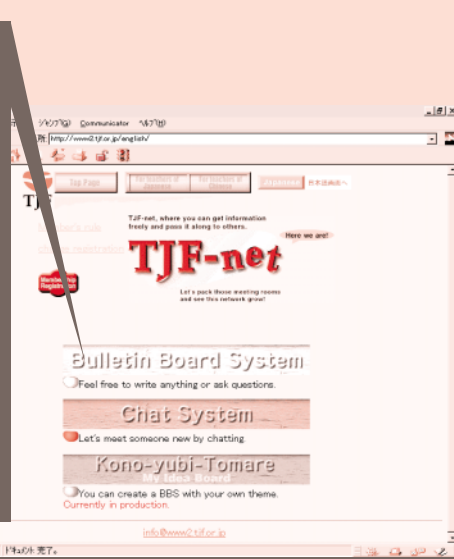


The TJF home page was revamped on June 1, incorporating changes that make it a more interesting and interactive web site. We invite you to register as a member and become actively involved on TJF's web site.



Opening of TJF-net

The "TJF-net" is a site of exchange of information where anyone can join and interact freely. It can be used for networking and know-how sharing among teachers engaged in foreign-language education and/or education in intercultural-understanding. It can also be a forum for self-expression and exchange among high-school students and young people. We hope you will drop by this site often.



Pathways through TJF

For those engaged in Japanese- or Chinese-language education, the TJF home page offers short cuts to "For teachers of Japanese" or "For teachers of Chinese," with special links to related information sites.



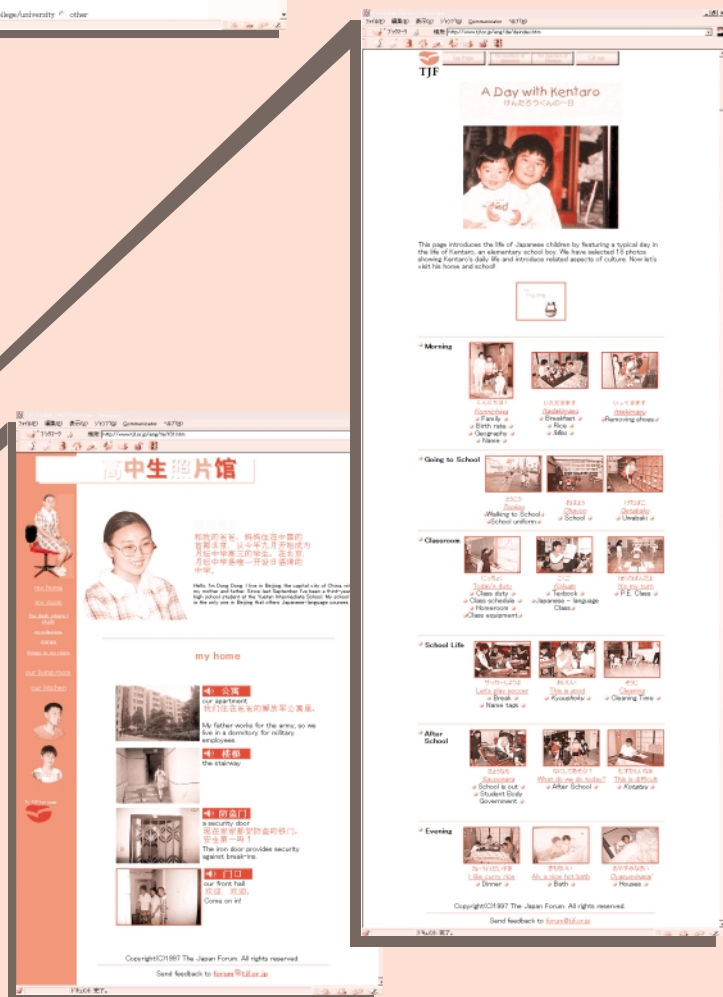
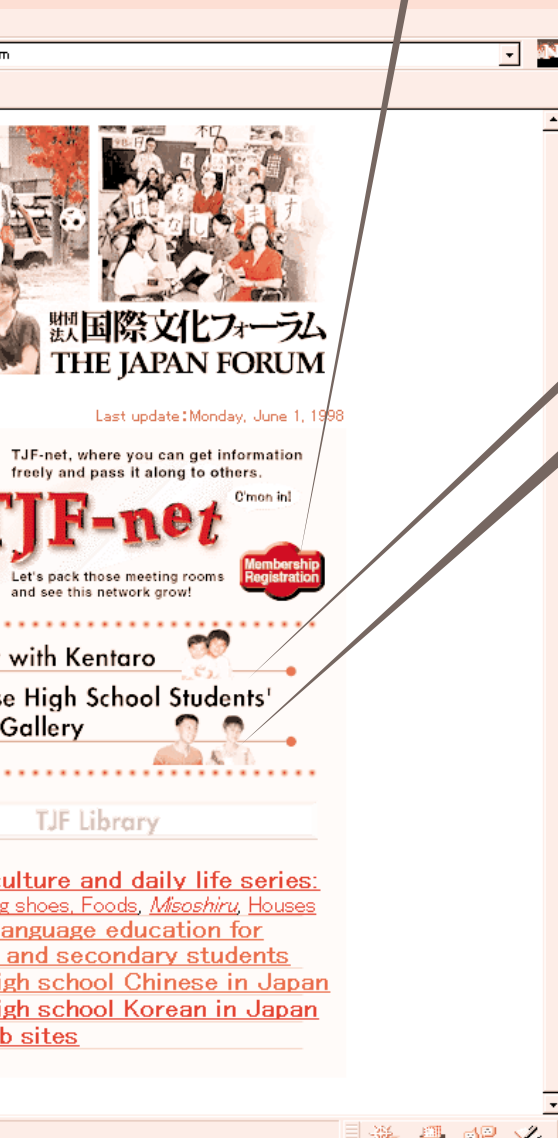
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Membership Registration

TJF-net" offers a membership system open to all. TJF will provide news and other types of information to members via e-mail. New members are welcome!



New Design on Top Page

The TJF web site's top-page has been redesigned to make the content of TJF home page easier to grasp and give users direct access to sought-after sites. It is now possible to go directly from the top page to main links such as "A Day with Kentaro" and "Chinese High School Students' Photo Gallery."

TJF News

Review

From February
to July 1998

Chinese and Korean at Japanese High Schools

While providing support in various forms for the teaching of Japanese language in elementary, junior and senior high schools overseas, TJF also works to promote the teaching of foreign languages in Japan (particularly Chinese and Korean, the languages of Japan's closest neighbors). In order to pave the way for as many Japanese high-school students as possible to study one of these two languages, we have been working to define conditions in this field of education, promote information sharing, and identify specific problems being faced. To study what initiatives TJF itself can take, we conducted a detailed questionnaire survey of the status of Chinese- and Korean-language education in Japanese high schools during the 1997 fiscal year.

Of the foreign languages taught in Japanese high schools, English holds by far the predominant position, and yet some, though still small, progress has been made in diversification. According to fiscal 1997 Ministry of Education figures, Chinese is the foreign language other than English offered by the largest number of schools where a second foreign language is taught; Korean is the

third most popular, after French. Comparing the 1995 MOE figures with those published for the 1997 survey, Chinese-language teaching has grown 60 percent and Korean 40 percent. High-school teaching of both these languages is just beginning to spread. Of the approximately 5,500 high schools in the country, Chinese is part of the curriculum in only about 5.5 percent and Korean in only about 1.9 percent. Teachers point to the lack of adequate teaching resources and opportunities for teacher training and conditions are by no means favorable to those working in this field.

TJF plans to continue its investigation and observation of the situation in Chinese- and Korean-language classrooms, study the issues involved in teaching these two languages, and report on its findings on the TJF web site as well as through the program survey report to be published by the end of this fiscal year.

The fundamental role of TJF is to make available basic documents and act as an information-gathering center where data submitted by experts and professionals in the field can be collected and processed. It is our hope that these surveys will, at the same time, provide an opportunity to reconsider the significance of the study of Chinese and Korean in Japanese high schools.

Opening of "Readers' Forum"

The TJF Newsletter, published twice annually (August and February), carries articles, teaching-resource items, and news of interest to teachers of Japanese language at elementary and secondary schools overseas (mainly English-speaking countries). With this issue, changes have been made in the content in the endeavor to meet readers' needs more ad-

equately. In addition to the series "A Day in the Life," we start a new series featuring photographs of the lives of Japanese senior high school students. Ideas, resource materials, and information for classroom teaching will also be provided. Visual resources on the TJF web site on the Internet will be expanded, enhancing the accessibility and usefulness of the site.

In order to encourage input and interaction among readers we open with this issue a "Readers' Forum" corner. We welcome comments and suggestions concerning "language and culture," foreign-language education, and cultural understanding—the main areas of TJF endeavor—by mail, fax, or e-mail. Selected letters will be introduced in this "News" section.

Apply for the Photo Sheets and Be a Tester for Us!

We invite those who are interested in using the photos of daily life of Japanese high school students in class to contact TJF by September 30, 1998 by e-mail or by fax. We would like to solicit 15 testers from Japanese-language secondary school teachers and 5 testers from social studies secondary school teachers in order to create teaching materials using the photos. As a tester, we request that you report how you used the photos in your classroom and fill out a questionnaire to be sent later.

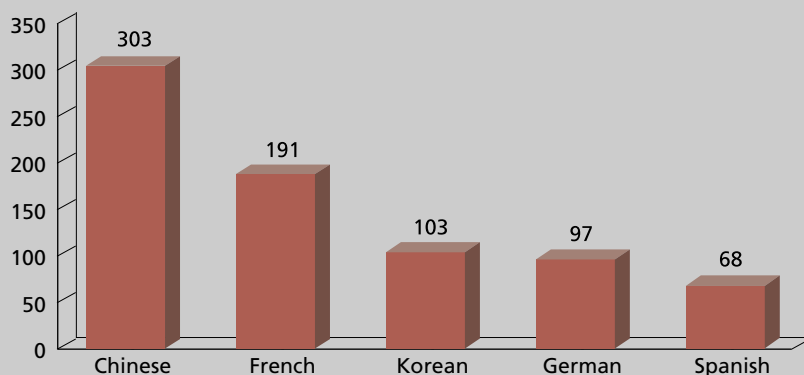
We will provide you with 16 photo-posters (A3-sized) selected from the entries of the photo contest mentioned in this issue. Each poster consists of 5 photos showing one high school student's daily life as shown in this issue. Captions and messages from the Japanese students will be attached to the photo posters. The posters are yours upon completing the report by February 26, 1999. You will receive the photo-posters by the end of October 1998.

Scheduled TJF Activities for Fiscal 1998

Language Education and Intercultural Understanding Programs

- Third Training Program for Japanese-language Teachers in China (August 1998)
- Cooperation with the compilation of

Number of High Schools Teaching Foreign Languages Other than English
(fiscal 1997, top 5)



Source: Ministry of Education statistics

Japanese-language textbook No.3 for senior high school students in China (March 1998-March 1999)

○ Production and publishing of original teaching materials for the Third Teachers Training Program for Junior and Senior High School Teachers of Japanese in China (April 1997- June 1998)

○ Sponsor Session "How to Teach Culture in Language Classroom?" in ACTFL (November, U.S.)

○ Joint seminar with the Nishimachi International School (Foreign-language Education for Cultural Understanding [tentative title]), inviting the winner of the grand prize in TJF's Second Lesson Plan Contest: Ideas and Examples of How to Teach Culture in the Japanese-language Class (March 1999)

Cultural Understanding (International Understanding) Education Programs

○ Second Daily Lives of Japanese High School Students Photo Contest (April 1998-February 1999)

Book-related Programs

○ Donating books for children to Appleton Children's Museum in Wisconsin. (June 1998, US)



Promotion and Publishing

○ *Kokusai Bunka Forum Tsūshin*, No. 39 (Feature: The Way We Really Are: Daily Lives of Japanese High School Students Photo Contest) (June 1998)

○ *Kokusai Bunka Forum Tsūshin*, No. 40 (Feature: Report of surveys on Chinese- and Korean-language education in Japanese senior high schools, tentative title) (September 1998)

○ *Kokusai Bunka Forum Tsūshin*, No. 41 (Feature: Using multi-media in the International Education Classroom, tentative title) (December 1998)

○ *Kokusai Bunka Forum Tsūshin*, No. 42 (Feature: Intercultural Understanding and Foreign Language, tentative title) (March 1999)

○ *The Japan Forum Newsletter*, No. 11 (Feature: The Way We Really Are: Portraits of Ourselves) (August 1998)

○ *The Japan Forum Newsletter*, No. 12 (Feature: Intercultural Understanding and Foreign Language, tentative title)

(February 1999)

○ Publication of *Kazaranai jibun o tsutae-tai* [The Way We Really Are] (tentative title), a collection of photos and introductions from the Daily Lives of Japanese High School Students Photo Contest (November 1998; Japanese and English editions)

○ *Nihon no kōkō ni okeru Chūgokugo Kankokugo kyōiku no genjō* [Chinese- and Korean-language Education at Senior High Schools in Japan Today] (tentative title), Publication of TJF report, Language and Intercultural Understanding Series, No.4 (March 1999)

Directors and Trustees Meeting

The first directors and trustees meeting of fiscal 1998 was held at the TJF conference room on May 13, 1998. Reports on program activities and statement of accounts for fiscal 1997 (10th anniversary of TJF's founding) were presented and unanimously approved. Miyashita Takeshirō, chairman of Nippon Paper, retired as a director and the nomination of Kobayashi Masao, president of Nippon Paper, as his successor was approved at the meeting.

After the business meeting, special guest speaker Liu Deyou (former vice-minister of China's ministry of cultural affairs), talked about the difficulties and potential of international cultural understanding, presenting comparisons between Japanese and Chinese words and phrases and between Japanese haiku and Chinese poetry.

Thank-you Party for Supporting Members

On March 27, a gala program commemorating the 10th anniversary of the founding of TJF was held at the Aogaku Kaikan, Tokyo. In addition to the award ceremony for the Daily Lives of Japanese High School Students Photo Contest and exhibition of panels of the photographs entered in the contest, a commemorative lecture was presented by veteran photographer Tanuma Takeyoshi on the theme "Global Family." The supporting members of the Japan Forum, who have provided TJF with strong tangible and intangible support since its founding, were invited to directly participate in this event, and later attended an evening party held in their honor.

About 120 persons participated. Prize winners of the photo contest from different parts of the country joined in the festivities, meeting and talking with supporting members.

Message from New Director

At the TJF board of directors meeting in March, I received the appointment as director of TJF, and was also assigned the post of secretary general. I look forward to the good will and cooperation of all as I endeavor to fulfill these responsibilities.

In June 1997 the Japan Forum celebrated the tenth anniversary of its founding. While TJF had some difficulty in its early years formulating program targets in line with its founding objectives, its role is now firmly established, and experience has taught us what kinds of programs are most suited to our abilities and resources. TJF is a foundation of modest size, but we can fulfill our responsibilities as a public-benefit incorporated organization by putting to active use our distinctive resources and perspective.

The fundamental objective of TJF is to facilitate international understanding and intercultural exchange through language education. Specifically, it promotes and assists study of Japanese by young people around the world as well as study of foreign languages by Japanese young people. TJF extends cooperation and assistance mainly to activities targeted at the children and young people who will be the driving force in the world of the future.

It is my hope that TJF can build on the accumulated experience of its first decade, acting as a strong engine for the promotion of better and more vigorous programs.

Takasaki Takashi

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The TJF Newsletter follows the practice of placing the Japanese surname first.

What Is the Japan Forum?

Quest for Common Understanding

The Japan Forum (TJF) is a private, independent, nonprofit foundation established in Japan in 1987 funded initially through a major grant from Kodansha Ltd., Publishers, and donations from five other Japanese publishing related firms, and other organizations. TJF continues to rely on donations, in addition to investment income, business revenues, and membership fees, for the funding of its operations. The main objective of TJF is to promote cultural exchange and mutual understanding among people of different cultures. Language lies at the heart of every culture. Those who inhabit the global community of the 21st century will need to develop new skills to traverse the boundaries between cultures—boundaries essentially defined by language differences. In recognition of the central importance of language skills in facilitating communication and mutual understanding among people around the world, TJF conducts a variety of activities centered around its two essential concerns: language and culture. In all these efforts, TJF honors the individual peculiarities of respective cultures and embraces their underlying commonalities, in order to illuminate both the distinctiveness and the universality of every culture.

To date, these efforts have focused primarily on Japanese language education in elementary and secondary schools in the Asian-Pacific region and Chinese- and Korean-language instruction in Japanese high schools and we are planning to expand our programs to include information on the teaching of other Asian languages in Japan.

TJF also works to disseminate vital information related to language and culture through its publishing activities and book donation program, and now through the use of the Internet as well.

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