

# The Japan Forum Newsletter

June  
2000

No.

17

国際文化フォーラム通信

## TJF News

### A Day in the Life

いろ  
色いろいろ

*Iro Iroiro*

Be Colorful!



*Kôhaku manjû*



*Shinyoku*

### The Way We Are

ファッション: Fashion



Manicure

## TJF News

### A New Textbook for Secondary Japanese *Kisetsu 1: Haruichiban*

*Haruichiban* is the first of a four-volume series of Japanese-language textbooks for junior high and high school students entitled *Kisetsu*. The publication of *Haruichiban* was made possible by a grant from Fuji Xerox Co., Ltd. and the Japan Forum, which donated photographs of Japan, especially of Japanese young people. The photographs bring alive the texts, adding to the attractions of this publication and helping to excite students' curiosity and imagination. The authors of the text are experienced high school teachers of Japanese-language, Tsuda Kazuo (United Nations International School, New York) and Shimano Masatoshi (St. Paul's School, New Hampshire). This year, more than ten schools in the United States are considering use of this brand new textbook.

*Kisetsu* aims to help students become not only successful communicators in Japanese but also self-directed learners, skillful problem-solvers, and cooperative and productive participants in the global community. Its especially attractive features are as follows:

#### National-standards compatible

*Kisetsu* reflects the Standards for Foreign Language Learning in the 21st Century recommended for U.S. schools. *Haruichiban* includes tables that show how the five goals of foreign-language education identified in the standards—Communication, Culture, Connection, Comparison, and Community—are incorporated into each chapter of the text.

#### Promoting the "big picture"

The volume presents conceptual units developed in order to realize the aforementioned aims (the "big picture") and facilitate progression in learning. *Haruichiban* contains two preliminary sections (Getting Started I & II) and the first two conceptual units (Encounter and Awareness). The units are broken down into four thematically organized chapters and materials for self and peer evaluation

and assessment are provided in each chapter.

#### Fostering learner involvement

*Kisetsu* stresses explicitly and implicitly that students must take charge of their own learning. Each chapter progresses from guided and structured instruction to open-ended and project-based activities. Students make plans, share tasks, and monitor their progress with peers. They also mobilize what they have learned to that point, tap their skills and knowledge in other subject areas, and work creatively with the language.

#### Cultural topics to promote cross-cultural understanding

Each chapter in the *Haruichiban* includes readings on geography, the language itself, traditional and modern Japanese cultural topics, as well as games and songs. The content of this volume will serve as a small but significant foothold from which students can distinguish thoughtfully examined views from those colored by hasty stereotyping. It will also help students see their own culture in a new light and renew their appreciation for it.



*Kisetsu 1:  
Haruichiban*

*Kisetsu 1: Haruichiban* is available from:

**Japan Publications Trading Co., Ltd.**

Tel: 650-871-3940 / Fax: 650-871-3944

E-mail: miyuri@jp trading.com

**Kinokuniya Bookstores**

10 West 49th St., New York, NY 10020

Tel: 212-765-7766 / Fax: 212-541-9335

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**Tsuda Kazuo**

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E-mail: ktsuda@unis.org

Publisher  
Takasaki Takashi

Editor in Chief  
Nakano Kayoko

Editing and Translation  
Center for Intercultural Communication

ISSN 1342-4238

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

# A Day in the Life

いろ  
色いろいろ  
*Iro iroiro*\*  
Be Colorful!

**To the teacher:** Please conduct the activities on page 4 of this series before reading the text. After that, read the text with the students, and help them to compare their own awareness of colors with the perceptions of color in Japan as described in the text, noticing the differences and similarities.

\**Iro* means "color" and *iroiro* means "various" in Japanese.



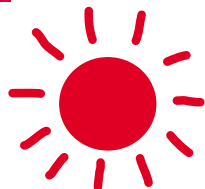
How many colors are there in the rainbow? Obviously, the actual number of colors in the rainbow does not differ, but in Japan, it is said there are seven, in the United States, six, in Germany five, and in Russia, the answer seems to differ from one person to another.

In addition, specific colors have associations with particular things. For example, most Japanese think of apples as red. Colors may be linked to certain things and images, as well as to expression of certain feelings.

"Red," for instance, in Japan evokes images of auspicious or happy occasions symbolized by the colors red and white (*kōhaku* 紅白). Such images and associations of colors, however, are not necessarily universal. Differences in modes of expression and images emerge as a result of many factors including the natural environment, social conditions, and traditional culture. In this issue, A Day in the Life offers materials and examples for considering the differences and similarities in the language and role of colors as reflected in Japanese language and culture.

あか  
赤

Red



1. *Taiyō no iro* 太陽の色  
The color of the sun

If you ask "What color is the sun?" most Japanese will answer, "Red." What color do you draw the sun? And what kinds of things do you associate with the color red?

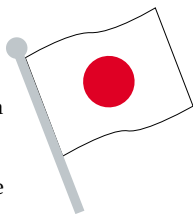


4. *Akachan* 赤ちゃん  
Baby

A newborn baby is bright red, thus the name.

2. *Hi no maru* 日の丸

The "rising sun"; Japan's national flag  
Japan's flag consists of a red sun on a white ground. Flags have been used from long ago as symbols of a nation and its people. One can get a glimpse of a country's culture by seeing how colors, not to mention motifs, are used to express geographical location, religious beliefs, ways of thinking, and traditions. The round red ball on Japan's flag represents the sun, but for other countries, red can represent blood, revolution, independence, courage, soldiers, love, communism, fire, and zeal. What colors are used in the flag of your country? What do the colors in the flag signify?



5. *Kōhaku manjū* 紅白饅頭

Red and white bean-jam sweets  
Pairs of red and white *manjū* are frequently presented as gifts to guests attending wedding receptions, and other auspicious commemorative events.



6. *Sekihan* 赤飯  
Red-bean rice

Rice cooked with *azuki* 大豆 beans. Like *kōhaku manjū*, *sekihan* is a dish frequently served on auspicious occasions.



3. *Kōhaku no mizuhiki* 紅白の水引  
Red and white gift wrap string ornaments

*Mizuhiki* are made by rolling thin strips of paper into strings which are then covered with glue and dried. Red and white are colors used to decorate and enhance places where auspicious and happy occasions are held. The photograph shows *shūgi-bukuro* 祝儀袋, gift wrap string ornaments for weddings and other auspicious occasions.

Phrases

- Akaku naru* 赤くなる: Embarrassment, to blush
- Makka ni natte okoru* 真っ赤になって怒る: Grow red with anger
- Akaji* 赤字: Red ink, deficit spending, loss (cf., *kuroji* 黒字: black ink, profits)
- Aka no tanin* 赤の他人: A complete or perfect stranger

しろ  
**白** White



9. **Yuki** 雪

Snow  
A country snowscape.

**Phrases**

*Hakushi ni modosu* 白紙にもどす (lit., "go back to the blank page"): Means going back to the beginning, starting at "square one," etc.

*Shiroi me de miru* 白い目で見る (lit., "look with the whites of one's eyes"): To scorn, treat coldly



10. **Shiromuku** 白無垢

Wedding kimono  
Wedding kimono used in traditional style ceremony.



11. **ウェディングドレス**

Wedding dress  
Many brides in recent years are married in Western-style wedding dresses, but some wear the traditional *shiromuku* for the marriage ceremony and change into a wedding dress for the wedding reception.

くろ  
**黒** Black



12. **Sumi** 墨

Black ink  
Calligraphy is brushed on pure white paper with pitch black ink. The kanji *sumi* consists of the kanji 黒 (black) and the radical 土 (earth).



13. **Mo** 喪

Mourning  
Black and white are the usual colors of mourning today. This tradition goes back to the formal wear frock coats introduced from Europe in the late nineteenth century. Before that, mourning attire was white or made of undyed linen fabric. The photograph shows a *kōden* 香典 (condolence gift) envelope strung by black and white *mizuhiki*.

**Phrases**

*Shirokuro o tsukeru* 白黒をつける (lit., "draw the line between black and white"): Clarify whether right or wrong, good or bad

*Me o shirokuro saseru* 目を白黒させる: To roll one's eyes in fright, surprise, or anguish

*Haraguroi* 腹黒い (lit., "black belly"): Ill-intentioned, evilhearted



14. **Kami and me** 髪と目

Hair and eyes  
There are various shades of black, but "black" figures in many words and expressions referring to hair and eyes.

- *Kurokami* 黒髪 (black hair): Synonymous for "beautiful hair" of a woman
- *Shirome* and *kurome* 白目と黒目 (lit., "white eye, black eye"): White of the eye and iris (and pupil) of the eye



7. **Kōhaku taikō** 紅白対抗

Red and white team competition  
Competitors at elementary schools and of other groups are usually divided into "red" and "white" teams. When large groups are divided into several teams, other colors such as blue, yellow, and green may be used, but whenever there are two sides, they are usually called the "red" and "white" teams.



8. **Daruma** だるま

Doll representing the meditating figure of Daruma (Bodhidharma), the founder of the Zen sect of Buddhism. The base of the figure is weighted so that even when toppled over, the doll stands upright again. The eyes are simply a pair of white circles, as here. You make a wish and paint in one eye. When the wish comes true, you can celebrate by painting in the other.



き  
黄

Yellow



15. *Himawari* ひまわり

16. *Tanpopo* たんぽぽ

Sunflower

Dandelion

Flowers entice pollen-carrying insects with their bright yellow petals.



17. *Fumikiri* 踏切

18. *Kodomo no bōshi* こどもの帽子

Railway crossing

Schoolchildren's caps

The Japan Industrial Standards (JIS) code designates yellow and yellow-and-black stripes as signifying warning. Yellow is used at railway crossings to indicate caution, school children's hats are bright yellow to increase visibility for motorists, and the bumpy lines installed in station floors and sidewalks to guide the visually impaired are yellow.

Phrases

*Kuchibashi ga kiroi* くちばしが黄色い (lit., "beak is yellow"):

Refers to someone who is inexperienced or young

*Kiroi koe* 黄色い声 (lit., "yellow voice"): The shrill voice of women and children

あ  
青

Blue



19. *Aozora and Umi* 青空と海  
Blue sky and sea

20. *Ao and Midori* 青と緑  
Blue and green

The new, young foliage of spring is called *shinryoku* (lit., "new green") or *aoba* (lit., "blue leaves"). This usage of *ao* when referring the new spring foliage also suggests "youth," "newness," "immaturity," as seen in the words for "youth" and "young man": *seishun* 青春, *seinen* 青年, *aokusai* 青くさい, and *aonisai* 青二才.



21. *Jinzu* ジーンズ

22. *Seifuku* 制服

23. *Kendōgi* 剣道着

Jeans

School uniform

*Kendō* togs

Traditional blue fabric was colored using indigo dyes, and even today indigo blue is a common color in Japanese clothing. The suits (called "recruit suits") worn by university students visiting potential employers for job interviews as well as the standard attire of office workers is often dark blue of various shades.

Phrases

*Aoku naru* 青くなる (to grow pale): To pale when ill or stricken by fear or worry

*Jūnihitoe* 十二単 (12-layered kimono): The costume of high-ranking ladies-in-waiting in the court from the Heian period (710-94) onward consisted of 12 or more layers. Colors passed down from olden times often come from the names of flowers and plants. Various hues of pink, for example, include *sakura* 桜 (cherry blossom or pale pink), *momo no hana* 桃の花 (peach blossom or bright pink), *kōbai* 紅梅 (dark pink plum pink). Many tints of green are named after plants: *wakakusa* 若草 is the bright lush green of new grass in spring, *aodake* 青竹 is the bright green of new growth bamboo, and *oikatake* 老竹 is the dark, grayish green of the mature bamboo trunk. Other color names come from plants grown specifically for dyestuffs such as 紅花 *benibana* (safflower). One of the most favored colors of the Heian period was the bright yellow of the *yabuki* flowers of a variety of rose (*Kerria japonica*).



みどり  
**緑**

Green



**24. Ryokucha** 緑茶  
Green tea

Green tea is made by a process that preserves the green color of the tea leaves. (*Cha*, or tea, as a general term is associated with the color "brown.")



**25. Ryokuōshoku yasai** 緑黄色野菜

Lit., "green and yellow" vegetables; colored vegetables

Vegetables whose edible parts contain 600 or more micrograms of carotene per 100 grams, such as spinach, carrots, squash, and tomatoes, come under this category. When packing a *bentō* lunch (see photo), care to include foods of different colors helps assure a nutritional balance. Red can be represented by vegetables like tomatoes and carrots, green by leafy vegetables or asparagus, and yellow by egg or citrus fruit.



**26. Kabuki no jōshikimaku**  
歌舞伎の定式幕  
Kabuki theater curtain

Broad stripes of green, black, and persimmon orange decorate the main curtain on the kabuki stage.

**27. Midori no hi** 緑の日  
Greenery Day

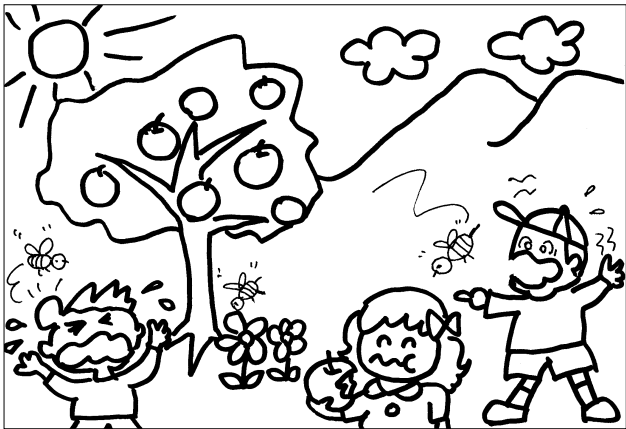
Green is the color widely used to mean "vegetation," "trees" and "foliage" in general. April 29th, the birthday of the Emperor Shōwa, who was especially devoted to nature and natural science, is celebrated as a national holiday dedicated to gratitude for nature's bounties and spiritual enrichment through appreciation and enjoyment of nature.

Photos: Hongō Jin (3, 5, 6, 8, 12, 13, 16, 17, 19, 24, 25), Kodansha Publishers (9, 10, *Jūnihitoe*)

Activities

Part I Coloring

Paint the picture below with the colors you like.



Part II Q and A

- あなたの好きな色は何ですか。  
What is your favorite color?
- どうしてその色が好きですか。  
Why do you like that color?
- Fill in the blanks below.  
(1) Write in the names of the crayon colors in Japanese in the boxes and English on the line \_\_\_\_\_.  
(2) Write in the name and a picture of the things you associate with those colors (English or Japanese)  
(3) Write in what you feel or the images you think of for those colors (e.g., red → passion, celebration, etc.) and do the same for (2).  
(4) Compare your chart with other students'. Are there a lot of similarities? How much difference is there?  
(5) In your country, what colors are identified as "happy" or auspicious colors? Which are ill-omened or ominous colors?  
(6) Are there colors in your country or local region that have special meaning? What colors are those? What meaning do they have?

あ か  
a ka  
Red  
Things of the color:  
Images & feelings of the color:

き い ろ  
ki i ro  
Things of the color:  
Images & feelings of the color:

あ お  
a o  
Things of the color:  
Images & feelings of the color:

し ろ  
shi ro  
Things of the color:  
Images & feelings of the color:

く ろ  
ku ro  
Things of the color:  
Images & feelings of the color:

み ど り  
mi do ri  
Things of the color:  
Images & feelings of the color:



# The Way We Are

ファッション: Fashion

Photographer



はみださないように、  
きれいにきれいに。

At home in her room, Yuka spends time on personal care. Wouldn't any girl? Nose pack in place, she does her toenails. "Gotta be really careful so it won't look messy."

📷 Kondō Yumiko, Kanagawa prefecture

## Nose pack and toenail art

## Cowboy hat



どう、  
似合うでしょ!

Makiko is window-shopping in the department store. Trying on one of the cowboy hats that are the fashion these days, she's really enjoying herself.

"Look! Don't you think it suits me?"

📷 Inoue Risa, Osaka prefecture

## Stand-up collar uniform



前髪、はねちゃったよ.....

Even with his sporty butch haircut, Yūji fuses over his hair. This type of uniform, black, with a stand-up collar, is one of the most common for high school boys.

"How come it's sticking out like this..."

📷 Shimada Kōhei, Tokyo

## Buying clothes



これ欲しいけど、  
高いなあ.....

The guys usually go clothes shopping in groups of three or four. They use their allowances to buy clothes they like and eat out together.

"I'd like to buy this, but it's expensive..."

📷 Ōtake Hisatsugu, Tokyo

Baggy "loose socks" are becoming the established standard for high school girls dressed in uniforms. At school, everyone changes into this kind of soft shoes indoors.

"Check out the graffiti on our shoes!"

📷 Takada Miho, Saitama prefecture

## "Loose socks"



うわば  
上履き、  
らくが  
落書きで  
いっぱいだね。

Choosing sneakers at a skateboard shop. For the guys, sneakers are an important fashion item.

"Gotta be cool from the feet up!"

📷 Takeuchi Shuntarō, Tokyo

Kyōko is choosing nail polish from a shop's broad array.

"How can I make up my mind, when there are so many? I'd like to buy them all!"

📷 Yoda Wakana, Tokyo

## Manicure



これだけあると迷うなあ。  
全部、欲しい。





キャハハハ。

イエーイ!

In June and October, it's customary to switch from winter to summer and from summer to winter clothing. From June 1 to the end of September, the girls wear lighter-weight summer uniforms (short-sleeved shirt and skirt). These seniors, who graduate in March, are celebrating the last time they'll wear their summer uniforms with a cheer and a pose.

"Yay!"

"Oh, dear. They've spelled 'Good Bye' wrong on the blackboard..." [ed.]

📷 Unoki Aya, Saga prefecture



### Koromo-gae (Dressing for the season)

Muffler

The standard winter-season fashion for high school girls is the checked muffler worn with the school uniform. Chiaki often lets hairdressers try out new hairdos on her, so at school she has to tame her locks with numerous clips and pins.

"Ha, ha, ha!"

📷 Uehara Shiharu, Okinawa prefecture

Miki is on her way home. Her school doesn't require uniforms, so the girls dress with the fashions, here in tank tops and the fashion backpacks now so popular.

"Wanna stop at McDonald's on the way back?"

📷 Tokunaga Yoshimi, Tokyo



帰り、マック寄る?

### Rucksack

スイスイ!  
楽ちゃん!

In Tokyo, the kickboard has caught on not just for fun and recreation but as a means of getting around in the city.

"Off I go! This is so easy to ride!"

📷 Satō Ritsuko, Tokyo

### Kickboard



あしもと  
足元から  
キメるぜ!

### Skateboards

and Sneakers



はんい  
テスト範囲は、  
なん  
何ページまでだっけな。



### Dyed hair

Akane dyes her hair. She attends one of the top high schools for college-bound students in her prefecture. With plans to go to the United States to study starting in July, she is studying English by reading the English-language newspaper every day. Studying at her desk, she pages through her textbook.

"Hmm, I wonder how many pages is the test going to cover?"

📷 Watanabe Yūka, Miyagi prefecture

Original sweatshirt



わたし  
私だけの  
オリジナルトレーナー  
だもんね。

Eri is a skilled artist. Here she is painting an original design on a sweatshirt: that makes it one of a kind in the whole world.

"This is my very own, original sweatshirt!"

📷 Yamamoto Mitsue, Osaka prefecture

### Notes

In line with the theme for "A Day in the Life" in this issue, "Color," the topics here, including "Dyed Hair" and "Uniforms," show the importance of color in high school students' fashions.

#### Chapatsu 茶髪 (dyed or bleached hair)

Most Japanese have naturally black hair. Pitch black hair was long associated with beauty for women. In recent years, however, dying or bleaching one's hair has become very common among young women and men as well. While older people often dye their hair black or brown to hide their age, the young chose from a broad array of colors, from browns, to blonds, and even red, for the sake of fashion.

#### Seifuku 制服 (uniforms)

Most Japanese school uniforms are either navy blue or black. For a long time, the typical uniforms for girls were either a navy blue dress with a sailor-style collar or skirt and blazer combined with a white blouse, and for boys, either a black or dark blue suit with stand-up collar or a regular lapel-collar suit worn with a dress shirt. Recently, what kind of uniform a school requires can have a major impact on its popularity, so more schools have specially designed uniforms with colors and patterns (checks or stripes) not bound by previous fashions.

### Language Education and Cultural Understanding

#### Japanese-language Education for Elementary and Secondary School Students Overseas

- “*Deai*” teaching materials production featuring photographs of the daily lives of Japanese high school students. (Starting April 1999)
- *TJF Session & TJF-Arranged Japanese Evening* at American Council on the Teaching of Foreign Languages annual convention. (November 2000, in Boston, U.S.A.)
- *Invitation to Japan of Grand Prize winners of the Third Contest (1999) on Ideas and Examples of How to Teach Culture in Japanese-language Class.* Winner-led model classes and seminar on teaching culture in Japanese-language classes. (October 2000, in Tokyo)
- *Selected Lesson Plans from the 1999 TJF Contest* (October 2000, Japanese and English versions). Posting on the TJF website.
- *Teachers Training Program* for Junior and Senior High School Teachers of Japanese in China. Training sessions at four locations in China. (August 2000, in the three Northeastern provinces and Inner Mongolia)
- *Revised edition of teacher training materials* for the above training program in China. (Final version to be published in June 2001.)
- *Survey of Japanese-language education* at secondary schools in China. (Starting April 2000)

#### Asian-language Education for Senior High School Students in Japan

- *Third Teachers Training Program* for Senior

High School Teachers of Korean Language. (August 2000, in Tokyo)

- *Photographic teaching materials* production for senior-high school Chinese-language education in Japan. (Starting April 1999)
- *Facilitation of Information exchange* on Chinese- and Korean-language education.
- *Support for seminars and study meetings* related to Chinese- and Korean-language education.

#### Friendship Exchange for Elementary and Secondary School Students

- *Fourth Daily Lives of Japanese High School Students Photography Contest.* (June 2000–January 2001)
- *Workshop on education* for international understanding. (September 2000, in Tokyo)
- *Publication of The Way We Are 1999*, a collection of the prize-winning works in the Third Daily Lives of Japanese High School Students Photography Contest. (June 2000; text in English and Japanese with accompanying kana)
- *Cooperation for exhibitions* overseas of Japanese high school students’ “The Way We Are” photo panels. Exhibition tours in the United States (Ongoing). Exhibition tours in United Kingdom as part of the U.K. Japan Year in 2001. (Starting April 2001)
- *Coordination of friendship exchange between school classes* in Japan and China.
- *Coordination of friendship exchange between schools* in Japan and the United States.

#### Book-related Programs

- Teaching materials and books donation (Ongoing).
- Assistance for Vision volunteer group with English book-donation activities.

#### PR Publications and Website

- *Kokusai Bunka Fōramu Tsūshin* (Japanese newsletter; quarterly)
- *The Japan Forum Newsletter* (English newsletter, providing information to Japanese-language teachers in English-speaking regions; quarterly)
- *Hidamari* (information journal for junior and senior high school Japanese-language teachers in China; quarterly)
- *Xiaoxi* (information journal for senior high school Chinese-language teachers in Japan; quarterly)
- *Mulkyeol* information journal for senior high school Korean-language teachers in Japan. (Cooperation with editing and publication twice annually.)
- *TJF Annual Report* for 1999–2000 (September 2000; Japanese and English editions)
- *Production and maintenance of the TJF website*
- *Production of a photography databank* of free-access photographic data related to daily lives of young Japanese on the TJF website. (April 2000.)