

The Japan Forum Newsletter

June
2001

No. 21

国際文化フォーラム通信

TJF News

New!

Meeting People



Meet Kumiko

New!

Voices

New!

Japanese Culture Now



Keitai

With this issue our long-established columns "A Day in the Life" and "The Way We Are" are succeeded by three new columns: "Meeting People," "Japanese Culture Now," and "Voices." Previously published installments in all these columns may be downloaded at <http://www.tjf.or.jp/>.

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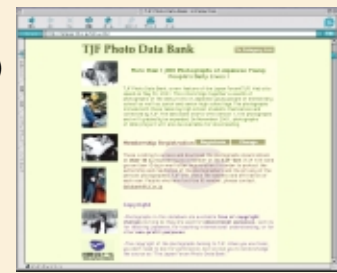
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The TJF Newsletter follows the practice of placing the Japanese surname first.

TJF News

TJF Photo Data Bank Opened (<http://databank.tjf.or.jp/intro.html>)

In May 2001 the TJF Photo Data Bank opened, with 1,000 copyright-charge-free photographs showing scenes from the daily lives of Japanese young people. For related information, please refer to the TJF Newsletter No. 20.



Winners of the 4th Daily Lives of Japanese High School Students Photo Contest, 2000

TJF held its fourth contest for photograph-messages by Japanese high school students introducing their lives to high school students abroad. Each entry consists of five photographs accompanied by a message from the photographer and captions.

This time, TJF received 317 entries, and a total of 1,585 photographs. The entries were of various types: 172 entries (54 percent) were created as part of arts, domestic arts, and English classes, 114 entries (36 percent) were produced as school photography club or art club projects, and 31 (10 percent) were individual independent projects. The objective of the contest is to send a message to high school students overseas, but it also values the opportunity provided for the photographer to observe the life of another person (a friend or other person) closely. Participants in the contest can learn a great deal, not just about their subject, but about themselves, in the course of creating their entries.

The Grand Prize winner this time was Inoue Keita (16), first-year student at Kana-

gawa Prefectural Tsurumi High School. Inoue Keita says: "We won't ever experience this time of our lives twice, so I want to record as much of our high school days as I can. Things look different when you observe them through a camera's lens. You see things you could not see otherwise. That is the fascination of photography."

Inoue says that he wants to take photographs "that send a message." He says it was a big challenge thinking about what message he wanted to convey in the photographs for the TJF contest. He chose as his subject a fellow member of the photography club at his school, Satō Nobuhiko. He had sketched out an outline of his entry using story boards, but after going to Satō's house and taking photographs, he began to get a fuller view of his friend's life, which led him to alter his theme. "Satō is known for his cheerful disposition. I realized that it is the result of the great warmth of his family."

The Grand Prize includes a home-stay trip overseas and Inoue hopes to go to New Zealand. He is eager to take up the opportunity: "I want to go to all sorts of places and meet all sorts of different people. I'm willing to try anything!"

The prize-winning photographs for the 4th Contest can be viewed at <http://www.tjf.or.jp/eng/ee/eeindex0.htm>. The prize-winning and other selected entries in the contest will be compiled in a book to be published at the end of June. About 2,000 copies will be donated to junior and senior high schools teaching Japanese language mainly in North America, Oceania, and East Asia.



The Grand Prize winner, Inoue Keita (right) receives the award from Chairperson Noma Sawako.

Meeting People



Replacing our series “A Day in the Life,” which featured topics for understanding Japanese culture over a period of six years starting in No. 4 of the *TJF Newsletter*, we introduce a new series: Meeting People.

In this series we will “meet” real-life individuals and consider from various angles the culture they represent. In each issue we will introduce a person or group of people and the events they are part of, as well as provide the necessary information for discussing those events. We hope these stories will prompt students to think about their own situations, discuss the similarities and the differences, and gain a fuller awareness of the multi-layered nature and rich diversity of culture. In this first installment, we meet Kumiko, a third-year high school student in Yokohama, Tokyo’s harbor-centered neighbor city.

Meet Kumiko くみこ 久美子

Through my contacts with people I realized what I wanted to do with my future



Profile

年齢 ねんれい: 17才 (県立高校3年)
 家族 かぞく: 両親、兄2人
 住所 じゅうしょ: 神奈川県横浜市
 クラブ活動 かぶつどう: なし
 趣味 しゅみ: キャンドルを集めること

My house is about 10 minutes by train from the main terminal station of Yokohama. Yokohama is a crowded, busy town where young people gather for shopping and recreation, but lately, when I watch the people around me while I’m waiting for a friend, I often wonder how many of them know what they want to do with their lives. Until recently I myself wasn’t sure what I wanted—what I was going to make my **goal in life** (人生の目的). Then, while working part-time in a convenience store in the shopping district near home, I met someone who helped me discover what I wanted to do.

Dream for the future しょうらい 将来の夢

The person I met was another girl of my own age who said that she wanted to be a nurse. She works as a **volunteer** (ボランティア) at a home for seniors on weekends and is studying and gathering information needed to find a job in **caregiving** (介護) and **social work** (福祉). I hadn’t decided anything about my future. I had no idea why I wanted to go to university. But when I met her, what she said really got me to thinking seriously. I started to focus on what I wanted to do and to reflect more carefully about myself. Even now, whenever we talk, it always gives me new food for thought.

I had always figured that I would work for a while, and then, when I **married** (結婚) and had **children** (子ども), I would quit **work** (仕事). After the children had entered their teens and required less care, I thought I would go back to work. But I only had a vague idea of what kind of work I would do. I just imagined I’d like to do some work to help people in trouble.

Then I began to think about what I wanted to do with my life. I realized that if I wanted to find work in mid-life after my children were grown, I should probably have some kind of formal qualifications. I like talking to people, listening to their stories, and helping others—my friends



Yokohama is the capital of Kanagawa prefecture. Yamashita Park, Chinatown, and the 890-meter-long Bay Bridge are among the popular tourist spots in the harbor area. Another is this cluster of buildings called Minato Mirai 21.

often come to me with their worries and concerns. So, I began to think that I could study for **certification** (資格) as a clinical psychologist and seek work as a **counselor** (カウンセラー) to help people dealing with their problems. That made me decide to study psychology at **university** (大学). I like to observe people and engage them in conversation. Among my co-workers at the convenience store, working at the cash register isn't very popular because you have to deal with people, but I really liked that part of the job.

Thinking back, I probably first got interested in helping other people when I was in junior high school, and from my experiences when I broke my leg and had to be in a

wheel chair for a while. When I was a member of the Social Work Committee, I visited various facilities like a school for children with disabilities. I'll never forget the boy who tried to show me around. Watching him brought out my strong sense of caring for others. I realized that you can make friends with someone even if you can't communicate in words, and that we should not harbor prejudices and preconceptions about people with disabilities. I remember well how it felt to be stared at like a curiosity when I was trying to get around in my wheelchair. I think it was experiences like that which made me want to help people who are having a hard time.



At the fish market: I always like to observe people and talk to them. In my work at the convenience store cash register, too, I like to put myself in the customer's shoes and give them special attention. Like when a woman comes in and buys 10 cans of beer, I divide her purchases into two bags so she can balance the weight in two hands. When a customer buys a *bentō*, I make a point of asking whether they would like disposable chopsticks. It's better not to waste them if they don't need them. I try to give service others don't get around to, like standing ready to warm up the *onigiri* in the microwave for an older man who comes in often, and making sure there is a supply of the cigarettes a young guy always buys.



How does it feel to be old and disabled?: What is it like helping someone in a wheelchair get up on the curb? The Social Work Committee is in charge of various social work-related activities in and outside of school. Here Kumiko and her friends are doing a simulation exercise to get an understanding of what it is like to be old and disabled.

Relating to people ひと 人とのかわり

These days I'm keenly aware that we don't live in isolation; our lives depend on relations with other people. I know that I have acquired this way of thinking from my relationships with all kinds of people. I have been influenced by a lot of people: not just my parents, but my friends, teachers, upperclass students at my school, neighbors and people in the community. If I treasure my relations with everyone, listen to what they say, and absorb the lessons I can learn from them, I hope I can myself become a person who can support and influence others. I'm not sure what that will bring me in the future, but I am pretty sure it will be something I can grow from.

★ The photographs for this article were taken by Kumiko's friend Megumi.

Message from Megumi

At school, Kumiko and I don't have much chance to talk about serious things; we just chatter about the television programs we saw or what's going to be on the next test, and such. I often go over to her house to visit, but even then we mostly play video games and mess around. We almost never really talk in depth. Taking the photos for the TJF Photo Contest 2000, I got to know a whole new side of Kumiko, and I was pretty impressed. After photographing Kumiko, I've started to think about a lot of things I never thought of before: like the problems of kids with disabilities and what to do about my future. I like photographing and I hope to get some work related to photography when I get out of school. In this project I have tried to use photographs of one person I know to get people to think about society at large.

Classroom Activities

Questions (for use in Japanese-language class)

1. くみさんはどこに住んでいますか。
2. くみさんは何才ですか。
3. くみさんは、将来、何になりたいと思っていますか。
①看護婦 ②カウンセラー ③コンビニエンスストアの店員
4. どうしてですか。
①お金がたくさんもらえるから ②自由な仕事だから ③人の話を聞いて相談にのる*ことが好きだから* (相談にのる = to give advice)
5. どうしてくみさんは将来の夢について考えるようになりましたか。関係のあるものを①～⑦の中から選びましょう。(いくつでもいいです)
①テレビのニュース
②将来の夢のために努力している友だち

- ③ 学校の先生のアドバイス
- ④ 外国を旅行した経験
- ⑤ 障害をもつ子どもたちの施設に行った経験
- ⑥ 車椅子で生活した経験
- ⑦ カウンセラーに相談した経験

Discussion points

Compare your own experience to this article and photographs and find something in common or different. Discuss with your friends your dreams for the future. Then think about the reason why Kumiko says she wants to quit working when she has children, and why she thinks it would be valuable to have some credentials when she tries to go back to work. Look up information selected and provided by TJF here. Try also to gather some other materials by yourself.

Notes

■ 1. The Number of Women Working Outside

The number of women working outside the home is increasing annually in Japan. The proportion of full-time housewives is decreasing. According to a survey on ideal life course among unmarried women, an increasing percentage of women think it is the ideal to be able to continue working throughout life, regardless of whether one marries or has children (26 percent in 1992 and 36 percent in 1997).

■ 2. Labor Patterns of Women

Looking at working trends among women, we can observe a clear pattern. The majority work for a few years prior to marriage, then leave their jobs upon marriage or birth of their first child. They stay at home for several years, devoting themselves full-time to parenthood, and once their children have reached their teens, return to the workforce. Referring to data on the proportion of working men and women in Japan and their distribution by age (see Figure 1), we can see that the trend for women forms an M curve, with women aged 30-34 at the bottom center of the M. The largest number of women in the workforce are clustered in the 40-54 years age bracket.

■ 3. Women's Attitudes toward Work and Housework

An attitudinal survey conducted in 1997 on work and housework included the statement "after marriage, a woman ought to put the welfare of her family, her husband and children before herself." Of women respondents 58.1 percent said they favored or mostly favored this idea. Regarding the statement, "women can engage in work, but they should also fully perform the tasks of housekeeping and childrearing," 84.6 percent were either in favor or mostly in favor. Looking at the burden of housework shared by men, the survey shows that on weekdays men perform an average of only 26 minutes of housework per day (1995).

■ 4. Motives for Work

Changes have taken place in the reasons for which women work. Today, in addition to the traditional motives, "to supplement the household budget" and "to maintain a livelihood," more respondents than previously cite "to earn money I can use freely for my own purposes" and "to put my own abilities, skills, and qualifications to use."

■ 5. Reemployment

In recent years, corporations have started to move away from traditional management methods oriented to lifelong employment and promotion by seniority. They are now more open to recruiting people with emphasis on ability and experience. Clearly this shift in management policy is aimed at garnering a high-quality workforce regardless of age and gender. At present, most women who drop out of the workforce to raise families, take part-time jobs when they seek reemployment. They register with temporary employment agencies, work on contract performing specialized jobs, or do volunteer work. However, recent statistics show that the number of women working in the professions and jobs that require national certification—doctors, lawyers, dentists, certified public accountants, and the like—is increasing.

■ 6. Equal Employment Opportunity Law for Men and Women

In 1999, the Equal Employment Opportunity Law was revised. Equal opportunity in recruiting, hiring, assignments, and promotion had previously been desired objectives. The new law stipulates sanctions in the case of violations. The Labor Standards Law has also been revised, abolishing measures for special protection of female workers. Discrimination continues to prevail, however, in some types of jobs, and women still find it difficult to gain promotion and higher rank beyond a certain point. (The proportion of women in administrative positions was 4.5 percent in 1996.)

7. Childcare Leave Law

The increasing number of women in the workforce is thought to be responsible for the trends among women to remain single, marry late, and have fewer children (the average child-birth rate in Japan in 1999 is the lowest in history, 1.34 per woman). (See the population pyramid in Figure 2). In 1992, the Childcare Leave Law was passed, providing that a woman who leaves her job upon childbirth should be reinstated in her job after a year's childcare leave. Despite the law, however, practical problems remain, such as the lack of childcare facilities for small children, and restrictions on the hours children can be looked after.

8. Aging Society

Japan's society today is rapidly aging (the proportion of people in the Japanese population 65 years and older was 16.7 percent in 1999). Although longevity has greatly increased in recent years, just as important in the aging of the population is the declining birthrate. In order to meet these new needs, in 2000 the Social Welfare Law was revised. Persons with disabilities can freely select and directly contract for welfare services designated by prefectural governments, and local governments will supply the necessary funds to the beneficiaries of these services. Under this new system, caregiving that previously was in most cases provided within the home is now being made available by home caregiving services, home helpers, visiting nurses, special nursing homes for the aged and numerous other services drawing on the labor force outside the home. In 1995, through revision of parts of the Childcare Leave Law, some institutional supports were set up to help people balance work with caregiving of elderly family members.

9. National Certification

National certification for welfare caregiving is available for social service workers who serve as counselors, advisors, instructors, helpers, and clinical psychologists at facilities for people with physical or mental disabilities, for the elderly, and at other social services offices.

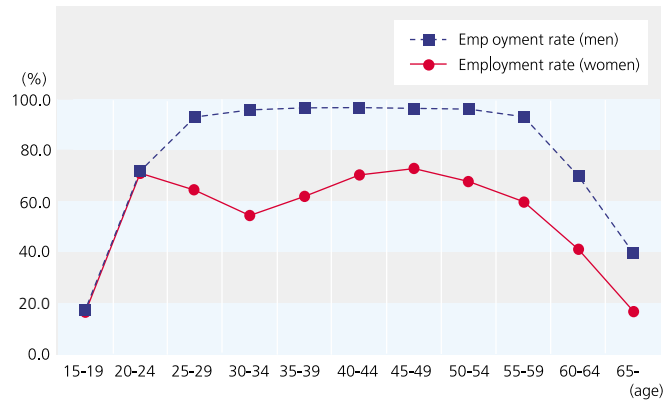
How Kumiko Sees It

Kumiko has always thought that she will be a full-time housewife until her children grow up to about junior high school age. She is concerned about the loneliness small children whose mothers are working full-time must feel when they come home from school to an empty house. Kumiko's mother does not work outside and is at home, so Kumiko doesn't know from personal experience how the children of parents who both work must feel. Observing her friends, however, she notices that those who come from households with some kind of instability suffer from various stresses and problems. Just because both parents work doesn't mean a home is unstable, of course, but Kumiko wants to be a full-time parent and lavish lots of love on her children.

From TJF:

Kumiko's reasoning may be specific to her and not something that can be generalized. The objective here is not to analyze her reasoning as a social phenomenon, but to understand her particular way of thinking. By examining this case, we hope you will become more aware of the various cultural factors (way of thinking, values, systems and institutions, etc.) that shape our decisions.

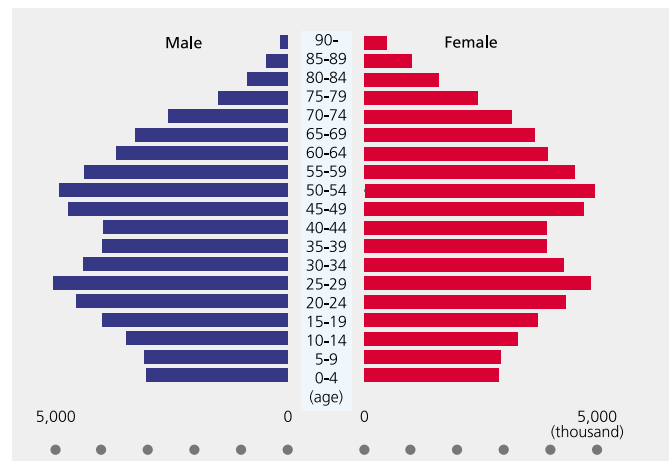
Figure 1: Employment Rate by Gender and Age Bracket



Source: Statistics Bureau, Ministry of Public Management, Home Affairs, Posts and Telecommunications, *Shūgyō kōzō kihon chōsa* [Basic Survey on Employment Structure] (1997).

Notes: Employment rate by age bracket is obtained by dividing the number of persons employed (by age bracket) by the figure for the population aged 15 or older (by age bracket).

Figure 2: Population Configuration in Japan (as of October 2000)



Source: Statistics Bureau, Ministry of Public Management, Home Affairs, Posts and Telecommunications

* Source for notes 1 through 7: *Heisei 10-nendo Josei rōdō hakusho* [1998 White Paper on Women and Work] (<http://www2.mhlw.go.jp/info/hakusyo/josei/990126/index.htm>), and *Heisei 9-nendo Kokumin seikatsu hakusho* [1997 White Paper on the National Economy] (<http://www5.cao.go.jp/j-j/doc/s9honbun-j-j.html>).

Sample expressions

After discussion express what you think in Japanese.

Beginning level

~は~がすき
~ですから

Examples

くみこは子どもがすきです。
家にいたいですから。

Intermediate level

~(だ)から、~
~とおもいます
~より~のほうが~です

Examples

子どもがかわいそうだから、仕事をやめます。
仕事がいそがしいからだと思います。
仕事より家庭のほうが大事です。

Advanced level

~と、~からです
~ではないでしょうか
~ような気がする

Examples

資格があると、お金がたくさんもらえるからです。
保育園が少ないからではないでしょうか。
いろいろな考え方があるような気がします。

Voices

With this issue, we begin a regular column introducing the “voices” of the *TJF Newsletter* readers. We hope readers will write letters, responding to articles printed in the *Newsletter* and reflecting on their day-to-day endeavors in teaching Japanese, which we can share with all our readers. Especially welcome are your accounts of how you have used such *Newsletter* articles as “A Day in the Life” and “Meeting People” in the classroom. Here we introduce the voices of two teachers in Australia. We also look forward to more letters from readers in other parts of the world.

Photographs Are an Indispensable Teaching Aid



Kazumi Ichikawa-Frost
 Gracemer State School
 Queensland, Australia
 Teaching Grades 5-7
 Guiding principle: To strengthen student's problem-solving skills through learning Japanese

I very much agree with the article “Communication That Can't Be Achieved in Words” in your *Newsletter* No. 20 feature “Why Photographs Now?” For the fifth to seventh graders I am now teaching, photographs are indispensable teaching tools. For our module on “Family Life,” for example, in order to set the mood for studying the “family,” I show the photograph from “A Day with Kentarō” (<http://www.tjf.or.jp/eng/de/deindex.htm>) showing the family standing in the entrance way of the house. I point out each member of the family—“おとうさん,” “おかあさん,” “おとと,” etc.—identifying them one by one in Japanese. This allows a vivid beginning of learning, in Japanese, without using English, about the topic, appealing to their visual senses. Since my students are elementary school age, they can easily identify with Kentarō-kun. Showing them photographs of the family of a student nearly their own age arouses their interest, and I can then progress to the module on “Family Life.” Also, one of the photographs in “A Day with Kentarō” shows him sitting down to the evening meal with his family in the *kotatsu*. This is a good photograph for teaching sentences while introducing something about Japanese culture as well. Here is an actual example of an exchange in class:

なにをしていますか。



たべています。

Teacher: どこでたべていますか。
 (Pointing the *kotatsu* while talking about it.)

Students: They are sitting on the floor!/ Are they in the bed?/ It looks like a bed.

Teacher: そうだね。ゆかにすわっているね。でも、これはベッドじゃないです。テーブルです。どうして、ふとんがありますか。

Students: さむいから?

Teacher: そうです。これはこたつです。なかにヒーターがあって、すわるときに、なかに、あしをいれます。(Show with gestures) どうですか。

Students: あたかいです! いいですねえ!

What is the Sound of *Shito-shito* and *Zāzā*?



Elizabeth Foxover
 Brogodome College
 Queensland, Australia
 Teaching Grades 8-12
 Guiding principle: To start by providing an interesting topic to which students can relate.

I use the *TJF Newsletter* in a number of ways. The recent information on the weather is particularly useful. Soon I am beginning a unit for Grade 10 on “Seasons and Festivals.” I will probably begin by placing the onomatopoeia words for rain on the board and ask whether they can guess the meaning. The simple information about umbrellas and so on is always interesting. You would be surprised by the things students find fascinating! I encourage the students to read as much as possible about Japan.

My senior students, in fact all of my students, are always interested in simply looking at the photographs to see what people their own age in Japan are doing. The grade 11s and 12s like to borrow the newsletter to take home and read on their own time. I am visiting Japan in September for 12 days with a group of 13 students. They are greatly looking forward to experiencing Japan firsthand.

We invite readers to contribute their “Voices” to the *TJF Newsletter*. We hope to hear your responses to Newsletter articles, learn about your ideas for using articles in the *Newsletter* as teaching aids in the classroom, and hear the reactions of your students. To those whose contributions are published in the *Newsletter*, we will send copies of “The Way We Are” and the most recent edition of “Opening the Minds and Hearts of Your Japanese-language Students to Culture.”

Please send e-mail to: forum@tjf.or.jp giving the subject-line: “Voices.”

Japanese Culture Now

Keitai (Mobile Phone): Essential Item for Keeping in Touch



Photo: Hongō Jin

Mobile or cell telephones, known generically as “keitai” (now frequently written in the katakana letters ケータイ), first came into use as a means of emergency and other urgent communication, but have recently become indispensable to people in all walks of life. According to a survey on “Youth and Mobile Telephones” announced by the Management and Coordination Agency in December 2000, approximately 60 percent of second-year high school students own a mobile phone. *Keitai* are now an essential item for communication among high school students. Why are mobile phones so popular?

Probably the primary reason high school students prize mobile phones so much is they provide a personal and private means of communication. Using a *keitai*, as opposed to the family telephone, they can talk to their friends, girlfriends or boyfriends without parents listening in.

Inputting messages

Inputting messages for sending e-mail is done using the numeral keys. The 1 button brings up the あい-う-え-お list, 2 the か-き-く-け-こ list, and so on. Pressing 1 once shows あ, twice shows い, and three times う, four times え, and five times お. Input hiragana may be converted to kanji characters. Inputting takes longer than at a keyboard, but young people soon become expert at rapidly inputting messages with one hand.

Example: おはよう (Good morning)

- お 1 key five times
- は 6 key 1 time
- よ 8 key 3 times
- う 1 key 3 times.

着メロ Chakumero (ringer melodies)

Chakumero is short for *chakushin merodii* or “ringer melody.” Most owners of *keitai* soon learn how to substitute a phrase from a favorite musical composition for the impersonal and mechanical electronic ringing tone already installed. A wide range of selections is available to users from popular songs, classical music themes, anime film theme songs and so forth. Jingles can be downloaded from Internet websites or installed by hand referring to one of many *chakumero* guidebooks widely sold.

メル友 Meru-tomo (E-mail Friend)

Usually this refers to friends you make via e-mail, exchanging messages under “handles” or nicknames. The websites for *keitai* users have sites (*deai-kei saito* or “meeting sites”) set up for starting up e-mail friendships, and these sites are immensely popular. Some people are fortunate enough to make good friends or even fall in love starting from such e-mail friendships. Some people warn of the dangerous encounters such e-mail acquaintances can also bring.



Photo: Yamada Mariko

あ、彼からのメールだ♥
“Ah! I've got mail
from my boyfriend!”

Photo: Hongō Jin

Current *keitai* make it possible to send brief e-mail messages back and forth, and have proved to be a medium of communication perfectly suited to young people’s preference for easy-going, informal exchange. Most of the e-mail messages they send are simple greetings (おはよう! [“Good morning!”]), and questions (いま、どこ? [“Where are you now?”]). They also send messages to help each other relax or buck up under stress; “勉強ばかりじゃばてちゃうよ! たまにはのんびりしよう!” [“If you do nothing but study, you’ll be exhausted. Hey! Let’s give ourselves a break!”]. Young people have used *keitai* skillfully to establish communication and close links with each other as never before.

The bad manners of some thoughtless *keitai* users, however, is now a much-talked-about issue. People who talk loudly on their phones without consideration of others around them can be a real nuisance on crowded trains.

Straps

Users like to search out unusual cell phone straps and select one that suits their particular tastes. Most straps cost between ¥500 and ¥800. Straps are available in all kinds of types, and many feature some kind of manga or comic character.

顔文字 Kaomoji (smileys)

Smileys created to communicate facial expressions using keyboard characters, () ^ - # * ; : + , and so on, are called *kaomoji* (lit., “face words”) in Japanese. Using these smileys, one can express various nuances of tone and attitude that are hard to express in words. High school students use some of these smileys frequently as a kind of diversion, but usually only among close friends. For example, a message might go as follows:
「あしたのバスケの試合、がんばってね (^o^)/」
Tomorrow’s your basketball game. I’m cheering for you!
* The smiley shows a face making a loud cheer with one hand raised high.

Can you guess the meaning of the following Japanese smileys?

1. m()m
2. (>_<)
3. (^_^)
4. (^_^;)
5. (T_T)
6. (^_^)
7. (^_^)/ ~ ~
8. (-_-)zzz

- | | |
|--------------|---|
| a. よろしくね | Wink |
| b. ニコニコ、うれしい | Smiling, happy face |
| c. うるうる | Tearful face (tears running down cheeks) |
| d. さようなら | Waving handkerchief goodbye |
| e. ごめんなさい! | Apologizing, hands on the floor, head bowed |
| f. ぐうぐう | Sleeping |
| g. いや、おはずかしい | Embarrassed and flustered, caught in a spot |
| h. あー、つかれた! | Face squinched up with fatigue. |

Answers: 1-e, 2-h, 3-a, 4-g, 5-c, 6-b, 7-d, 8-f

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. (November 2001)
- TJF Session at American Council on the Teaching of Foreign Languages annual convention. (November 2001, in Boston, U.S.A.)
- Teachers Training Program for Junior and Senior High School Teachers of Japanese in China. (August 2001, in three Northeastern provinces and Inner Mongolia)
- Teacher training materials publication for the above training program in China. (June 2001; final version)
- Survey of Japanese-language education at elementary and secondary schools in China. (Starting April 2000)
- Facilitation of information exchange on Japanese-language education.

Asian-language Education for Senior High School Students in Japan

- Support for the first Nationwide Exchange Meeting of the High School Korean Language Education Network in Japan.
- Support for activities of regional committees of High School Korean Language Education Network

- Editorial cooperation in compiling a high school Chinese-language textbook.
- 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.
- Chinese- and Korean-language education support for seminars and study meetings.
- Korean- and Chinese-language Teaching Credentials Program cooperation.

Friendship Exchange for Elementary and Secondary School Students

- Fifth Daily Lives of Japanese High School Students Photography Contest. (June 2001-January 2002)
- Publication of *The Way We Are 2000*, collection of the prize-winning works in the Fourth Daily Lives of Japanese High School Students Photography Contest. (June 2001; text in Japanese with accompanying kana, English text booklet)
- 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. 2001 Japan Year.
- 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; 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)
- *TJF Annual Report for 2000-2001* (September 2001; Japanese and English editions)
- Production and maintenance of TJF website
- Production of the TJF Photo Data Bank of copyright-charge-free photographic data related to daily lives of young Japanese on the TJF website (May 2001)



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