

Feature:

Presenting "Deai"!

A New Photo Resource "Deai: The Lives of the Seven Japanese High School Students"

In November, 2001, The Japan Forum published a new photo resource "Deai: The Lives of Seven Japanese High School Students" mainly for Japanese-language teachers and students studying Japanese language at secondary schools outside Japan.

"Deai" is designed to transmit the stories of the seven Japanese high school students to their peers in the world through photographs and text, presenting their personalities and "a day in the life" of each student. In these photographs and stories, we glimpse young people anxious, sad, contemplative, and excited, as they confront the variety of events in their lives. These seven students, born and reared in disparate parts of Japan, from Hokkaido in the north to Okinawa in the south, speak candidly about their lives up to the present, describe the pursuits that absorb their energies, and reveal their dreams for and concerns about the future.

The communication among human beings that is most important for establishing and maintaining ties with other people begins with the meeting of one individual and another. We have developed "Deai" to bring such encounter and meeting into school classrooms and as a resource for taking the first steps to ongoing communication among high school students of the same generation.

While the ultimate purpose of "Deai" is person-to-person understanding of the seven high school students presented, it also focuses on the issues of grasping the culture in which they live. We have devised a set of materials consisting of photographs and text that allow students to learn about the culture that forms the backdrop of the lives of the seven.

One common pitfall in education for cultural understanding is of teaching information that is excessively stereotyped



and rigid. If one attempts to explain Japan or the Japanese in sweeping or absolute terms, it often becomes clear later on that such explanations do not apply to all Japanese. Culture is by no means static, but is constantly changing. Diversity is everywhere even within a particular, apparently well-defined culture. As one approach for avoiding this pitfall, "Deai" focuses instead on individual students and then mentions the culture that emerges in their respective daily lives.

We hope young people will acquire Japanese language while getting to know these seven students. We will be glad if they can discover something shared or feel empathy with them that they will always remember.

In this issue, we introduce the content of "Deai." In the following issue in March, we will present practical ways that "Deai" can be used in Japanese-language classes.

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

Special Edition

This is a special edition of the *TJF Newsletter* featuring the "Deai" photo teaching resource. Our regular features—"Meeting People," "Japanese Culture Now," and "Voices"—will be back in the next issue. Returning to our usual format, No. 24 will also feature lesson plans designed for classroom applications of the "Deai" photo resources.

であい Meet the Seven Deai Students

水島 優...みずしま ゆう
Mizushima Yu



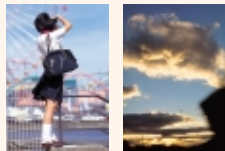
I live in Yokohama in Kanagawa prefecture. I'm an optimistic, easygoing type of person. But I'm also ambitious and full of curiosity. I love taking pictures, especially of people. In the future I want to become a journalist good at both writing and photography.

Growing Up



I have heard that I was quite self-assertive when I was small.

Things I Love



I think photography can be a kind of mirror of one's thoughts. Even when I photograph a subject other than myself, all the photographs I take reflect my mood.

My Family

This is my parents and sister. I think the first social organization you encounter in life is your family. It is our first training ground for overcoming conflicts and building relationships with others.



My Friends



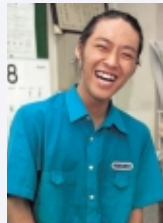
I have some close friends, but at one time I had trouble getting along with people. Through that experience, I learned that you have to have confidence in yourself and faith in others to build strong friendships.

My Town

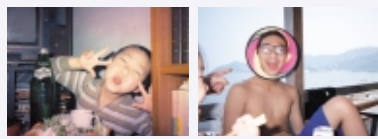


Yokohama has the second largest population of any city in Japan. It is a dynamic, stimulating urban environment, with many movie theaters, libraries, museums, and other cultural attractions.

大石 勸太...おおいし かんた
Oishi Kanta



I'm seventeen and I live in Tokyo. I'm a member of the drama club. I've been writing fiction since I was in junior high school and I hope to become a full-fledged mystery writer. My motto is "Say something different from what you said yesterday." What appeals to me is the idea of flexibility depending on the time and situation.



When I was in third year of junior high school, I read Ellery Queen's *The Tragedy of Y*. I was pretty overwhelmed when I realized from reading this book what it takes to write a real mystery.



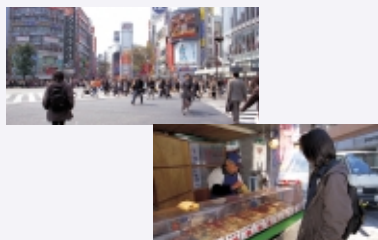
I want to do in theater what you cannot do with film and television. I want to transmit a kind of electricity, a flash of inspiration or insight.



There are eight in my family, my parents, three older sisters, two older brothers, and myself. My family is a great source of stability for me.



Friends are the group that recognizes and encourages me. Friends exchange ideas and stimulate each other to improve.



Tokyo is a place that incorporates many languages and cultures. It is the epitome of information. My story could only happen in this city. I'll probably never move away from here.

坂井 未知...さかい みち
Sakai Michi



I'm sixteen. I was born and raised in the city of Ichikawa in Chiba and I am now a dormitory student at a high school in Hokkaido in the town of Shibechea. I am a stubborn person. I believe in enjoying everything we have in our daily lives. I hope to become a veterinarian.



I have loved insects and animals from my childhood (left). I read every book I could find on them.

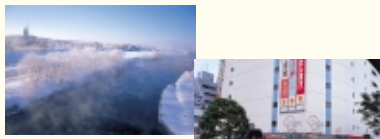


Twice a month I spend weekends with a family that runs a dairy farm. I help out with the cows. This cow is very friendly and interested in human beings. I'd like to work with protection of wild animals in South America or Africa.

There are seven in my family, my parents, two sisters and grandparents. For me, family is my "home to go back to" or the "family nest." It is my family that accepts me just as I am, both my good sides and my bad sides.



My friends are very important to me. When you're living away from home, it's really important to have supportive friends with whom you can share things both happy and sad.



I think Shibechea (left), with its lush landscape and kind and friendly people, suits me well. My hometown Ichikawa (right) is a residential suburb of Tokyo, but it is also a settled old community with old temples and other landmarks. I like Ichikawa, too.

玉城 俊一...たまき しゅんいち
Tamaki Shun'ichi



I'm seventeen. I was born and raised in the town of Izenajima in Okinawa. I like performing arts at a high school in the land of Okinawa. I think I'm a cool guy. I want to enjoy life and do so I won't have any regrets and I want to be a singer-



From the elementary school, I had bad things in junior high school. I thought members about music myself. I realized how to be. Around up all the



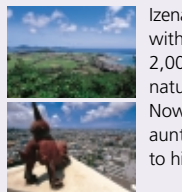
I compose and sing songs in *shin*,* I'm studying Okinawan music in class and I'm active as a member of a daiko drum ensemble. I have impulses and give free messages through music.

*Okinawan three-stringed

This is my family; my parents, five younger brothers and myself. My family provides the crucial support in my life. Especially since I moved away from home and my parents send fees and living expenses, I am and how tough this



Shoen-daiko drum ensemble as I've grown and heading in the right direction



Izenajima with a population of 2,000. It's a natural beauty. Now I want to go to high school

まき しゅんいち
chi



light up on a small island
awa. I'm studying local
school on the main is-
I'm a cheerful kind of
and do the things I like to
regrets later. I love music
songwriter in the future.

upper grades of elemen-
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n, I joined the local taiko
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But inspired by the
who were serious
music, I started to get seri-
f, and pretty soon I re-
much fun music could
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mischief I'd been into.



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ssical traditional Oki-
in my afterschool club,
ber of the Izena Sho-en-
try to respect my best
expression to my own

ed plucked lute.



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I appreciate how lucky
ngs are for them.

For me, it's absolutely
essential to have friends
can relate to honestly
and not just superfi-
cially. The others in
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ma (top) is a small island
population of around
I can truly relax in the
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na (bottom) to go
school.

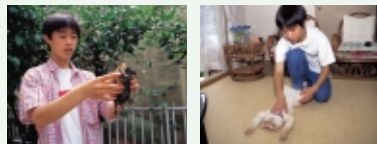
吉田 功二郎...よしだ こうじろう
Yoshida Kojiro



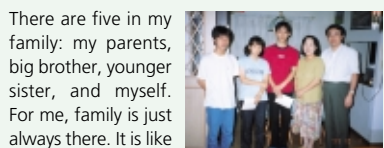
I'm eighteen. I live in the city of Himeji, Hyogo prefecture. I'm rather shy around strangers, but depending on the time and situation, I can be quite aggressive and active. I am very fond of animals and plants. I'm aiming for some kind of work as veterinarian relating to protection of wild animals.



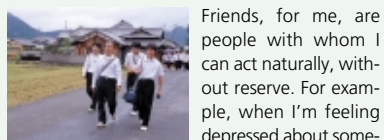
I was born in Nagasaki. When I was in third grade, my family moved to Himeji. I had trouble adjusting to the new environment and in junior high I stopped going to school for a while. It was when I got into the high school I chose myself that I found an environment that really suited me.



I have lots of pets, dogs, cats turtles, and birds. I feel at ease when I am with my pets. I'm hoping to become a veterinarian and help save the wild animals hurt and injured as a result of human actions.



There are five in my family: my parents, big brother, younger sister, and myself. For me, family is just always there. It is like a fact of life; if I did not have a family, I wouldn't know where I belonged.



Friends, for me, are people with whom I can act naturally, without reserve. For example, when I'm feeling depressed about something, I don't have to tell them all about it, I can just enjoy their company and, in the course of having fun with them, I eventually get over whatever it was that was bothering me.



From the area I live in (left), we have a good view of Himeji Castle (right) which was designated a world heritage site by UNESCO.

山本 隆幸...やまもと たかゆき
Yamamoto Takayuki



I'm eighteen. I was born and raised in Kyoto. I've been playing American football since I was in the third grade. I am positive and open-minded by nature. If I like something or someone, I'm committed, heart and soul. Although I was born with a hearing disability, I've never really thought of it as a handicap. I hope to join a strong professional football team in the future.



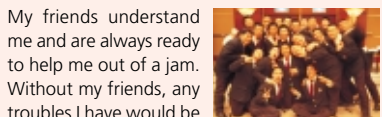
My encounter with American football during elementary school changed the course of my life. It brought out my abilities as an athlete. I've also learned lots of other things through interacting with my teammates, such as how to get along with friends and what to say in various situations.



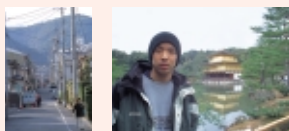
I'm playing cornerback. If I make an interception, it can really make a difference in the game. Being able to have that kind of effect on the game is what I like about playing cornerback. Our victories in the high school national championships two years running are precious memories.



My family consists of my parents, older sister, and me. My parents run a fish shop in the local arcade. My family is the mainstay of my life. Whenever I have a problem, they're always there for me if I want to talk it over.

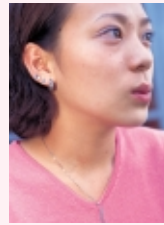


My friends understand me and are always ready to help me out of a jam. Without my friends, any troubles I have would be doubly difficult to handle. And besides, it's just no fun not having friends around.



Kyoto is famous for its centuries-old temples. I like the area around my house, because it's peaceful and pretty and still has a lot of old buildings. Kyoto is most of all the place where I feel totally at home.

柳 有真...ユウ ユウジン
Yoo Yoo Jin



I'm eighteen. I am a third-generation Korean resident of Japan, born and raised in Osaka. I'm a very curious person. If I find something that catches my fancy or captures my interest, I'll pursue it even at the sacrifice of sleep. I would far rather be active in some sport than studying at my desk. I'm planning to study to become a sports counselor.



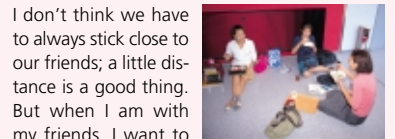
At home, I spoke mainly Korean and I was raised according to Korean cultural customs and ways of thinking. In my childhood, outside was "Japan" and home was "Korea." As a result, the two cultures exist side-by-side within me.



I love being a swimming teacher because I can get the exercise I love and can take care of children at the same time. Sports teaches me so many things—happiness and sadness, alertness, my own physical limits, the importance of teamwork and friendship, what it means to be thoughtful of others.



There are five in my family, my parents and my two older sisters. Family, for me, is warm and welcoming. My love of sports comes from the influence of my family.



I don't think we have to always stick close to our friends; a little distance is a good thing. But when I am with my friends, I want to really enjoy being together, so I avoid talking about unpleasant subjects and try not to let my own troubles show.



My hometown, Higashi Osaka (left), is a residential area close to downtown Osaka. I'm actually more familiar with Senri (right) in Mino where my school is.

our. I bring an (snack) every day. After eating, we chat about things—grams, gossip romances—it's



After classes, if you are on duty for clean up, you have to stay and do it. We're eager to get this work out of the way, so we finish it fast, in about 15 minutes.



On the way home, I sometimes stop by a convenience store to look through the magazines without having to buy them. I have a look mainly at fashion magazines to check out articles on clothes, hairstyles, and variety goods.



Before falling asleep I try to think happy thoughts, like what I did best during that day, or what I'm hoping will be even better tomorrow.



This is a class in writing English. There are just four students in the class. English is not really one of my strong subjects. I enjoy Japanese language class more.



I'm staying up late writing a scenario for the drama club. Before my girlfriend and I got together, I used to think of her when I wrote short scenarios.



About 2:00 a.m. I get in the bath with a book. I love the bath because it's so relaxing. I usually fall asleep around 4 a.m. and then sleep an average of six hours.

the class on "human beings in the industrial" We often have speakers come to talk about specific subjects and go on field trips. The speakers help us think about what kind of work we should do and what future course we should take.



I'm a member of the basketball club. We practice for about two hours after school. I find devising strategies for plays really interesting.



In the dorm, the time between 9:00 and 10:00 p.m. is study time. We study in the dining hall. Since I was little I did my studying in surroundings where other people were relaxing, so I can study just about anywhere.

After classes I go to practice at the folk performing arts club. I play *sanshin* accompaniment to the dance, play the *taiko* drum, and also do a bit of dancing. We have performed at many events in Okinawa.



After school I often study at McDonald's. The only subjects I study on my own are music and English. I'm hoping that in the future I can meet people from various countries and cultures, play my music for them, and talk to them. To be able to do that, I have to get a proper grasp of English.



When I've got a problem that I can't find a solution for no matter how much I think about it, or if I'm just too hyped up to go sleep at night, I sometimes go out and play my guitar on the street.

I am the head of the *kyudo* (Japanese archery) club. We practice *kyudo* for about two hours after school. You need firm mental discipline to make your arrow hit a target that is 28 meters away. What attracts me is how you can learn to concentrate your mind as you draw the bow.



On the way home from school, I and my friends ended up at a secondhand *manga*, paperback, and CD store. You can get *manga* or CDs for less than half a price of new ones. This is just the kind of store for a guy like me with very limited spending money. My monthly allowance is 4,000 yen.



Before going to sleep, I light the aroma censer in my room and try to calm my nerves. With houseplants and dried flowers here and there, it is a room I can really relax in.

We have football practice pretty much every day except for the day following a game and during exam periods. Everyone on the team gets on really well, so even the toughest practices are fun. I go in there determined to show how good I can become.



After practice, a friend and I went to a store that specializes in equipment for American football. When I have free time, I also go to the shops for young people to check out the clothes. I'm very good at hunting out quality items at bargain prices.



I'm checking my e-mail on my way home in the train. On a typical day I exchange over fifty messages with my friends. We chat just as freely as we would if we were together.

Wind instrument music. Advancement is based on the number of papers you earn each term. The courses you take in each class schedule change each term. You are required to choose courses in accordance with your ability and how hard we want to study.



The school counselor is the teacher I respect the most. She's an attractive woman and always very kind. She gives me calm and sensible advice. I admire her so much that I began to think I would like to be a counselor myself. Lately I've been consulting her often about my future.



After school I study at prep school and get home around 9:30. After supper, I just laze for a while, then study for entrance exams or do homework, take a bath, write in my diary and go to sleep around 3:00 a.m.

...g Japanese that Okinawa is a really great place. If you have the chance to visit this part of the country. I wrote this song to express my hopes. I'll

My hope

*Soothes my heart like the gentle receding tide
Yearning after what we can't forget
For us all We are fellow human beings!
Let's go on like brothers and sisters
I believe the stars in the heavens will answer my dreams someday*

YK

Japan is a beautiful country, through all its four seasons. I hope you will visit here someday. I recommend autumn as the best time to come.

YT

I was born in Kyoto, which is such a cool place—I hope you'll come and check it out some day. I have a hearing disability, but I don't let it keep me from playing my favorite sport, American football. I'm determined to keep playing football, and I hope you'll all cheer for me. Take care and see you around!

YY

Since I've been pursuing one sport or other since I was really small, I'd far rather be engaged in some athletic activity than studying. I think it's really hard to try to study all kinds of things, and I hope you can see from these photographs how hard I'm trying.

Structure and Content A Four-dimensional Resource

What is "Deai"?

The Deai resources consist of two parts: the Deai Kit—containing 192 sheets of photographs, a booklet, and two CD-ROMs—and the Deai website, which offers a wealth of information useful for teachers in planning classes and classroom activities.

The Deai Kit is made up of three kinds of materials introducing the lives of seven Japanese high school students: large photograph panels, a printed text booklet, and two CD-ROMs. The materials are working resources. How they can best be used in the Japanese language classroom is up to the imagination and discretion of the teacher.

For reference and support for teachers, however, the Deai Website offers specific teacher-support information for planning classes and classroom activities in addition to all of the materials included in the Deai Kit. The Information will include 1) a mini encyclopedia of terms for understanding the content of the photographs and the written text, 2) list of vocabulary relating to the photographs, 3) curriculum maps

The Deai Kit

Photo Sheets (192 sheets)



Profile



A Day in the Life

The photo sheets for each Deai student consist of two series: those for the "Profile" and those for "A Day in the Life." The Profile photographs include images of early childhood, family, friends, area where they live, and activities they are involved in, and so on. The "A Day in the Life" photographs vividly portray the students as they really are in their daily lives.



On the back of each photo sheet are printed in reduced size a black-and-white reproduction of the photograph on the front of the sheet, the photo sheet number, title, and captions (in Japanese and English), and a set of icons and symbols identifying the Deai student of the photo sheet set and the theme (s) to which the photograph relates. 15 themes are selected from those frequently used in language classes. Providing this information on the back makes it easily accessible for teachers who can show the photo sheets to students in *kamishibai* fashion in the classroom.

Text Booklet



Messages and Stories of the Seven Deai Students

A message for high school students overseas along with the stories of each student in English and Japanese are included. In these texts, prepared on the basis of interviews, the students tell in their own words about their upbringing, their families, friends, the places they live, the pursuits currently absorbing their interest, and their dreams for the future. Comments by others (family, friends, teachers, etc.) about the student, along with the students' own accounts, help to flesh out the profiles.

Photo Captions

The photo captions listed in the text booklet are the same as those printed on the back of the photo sheets. In accordance with the photo sheets, they consist of two series: those for "Profile" and those for "A Day in the Life." They are accompanied by reduced-size, black-and-white reproductions of the photos in order to have the images close at hand while reading.

Theme Charts

The theme charts show the relationship of the themes above mentioned to the photographs, making it possible to check what photographs relate to which themes.

CD-ROM



CD-ROM 1

Data Files of the Photographs
(OS: Windows/Mac)

CD-ROM 1 contains data files for all the thousand other photographs of theme-specific scenes as photographs of the Deai students from photographs



CD-ROM 2

Video Messages and Scenes from the Lives of the Seven Deai Students
(OS: Windows/Mac)



CD-ROM 2 contains video messages from the seven Deai students overseas. The video has high visual qualities and is presented with their real voices. The video provides glimpses of their lives and shows scenes from their daily lives. The active presentation of the video allows for consideration of important

and sample lesson plans for use in Japanese-language classes, and 4) Reference, a repository of supplementary data and information.

Copyright and Portrait Rights

Under contract between TJF and the individual photographers, TJF holds the copyright to all the photographs included in the “Deai” resources with the exception of some photographs. TJF also holds the portrait rights for the Deai students, their parents, siblings, and other relations, as well as friends, teachers, school-related and other persons appearing in the photographs. TJF assumes all legal responsibility

regarding copyright and portrait rights in this project. The names of the seven Deai students given in this resource are pseudonyms.

All the photographs, videos and text recorded in these materials may be used free of charge for educational activities including routine classroom use of a non-profit nature. Prior permission must be obtained in writing from The Japan Forum for use of the photographs and videos in any textbook, website or other publication, whether produced for profit or not-for-profit purposes.

TJF deeply appreciates the contributions made to the “Deai” project by many organizations and individuals. We are especially grateful for the generous funding provided by the United States-Japan Foundation.

The Deai Website



Teacher Support Information

Curriculum Maps, Sample Lesson Plans and Activities for Japanese-language Teaching

This site offers curriculum outlines, lesson plans, and activities for use in Japanese-language classes which are accompanied with references and activities.

- By TJF: Stressing understanding of people and culture
- By the authors and users of Japanese-language textbooks: In conjunction with the textbooks (*Ima!*, *Kisetsu*, *Mirai*, *Obentoo*, *Wakatta!*, *Yookoso!* etc.)
- By teachers and educational advisors around the world: Original activities and ideas

Reference

Reference contains relevant materials and data needed by teachers in putting the lesson plans to practical use in the classroom. Students themselves can also directly consult this resource when they are assigned a task such as writing a report. Included are numerous illustrations and photographs, the URLs of websites for further research, graphs and tables showing a variety of data and reference information, original teaching resources as well as authentic materials like the promotional brochures of the high schools attended by the seven Deai students.

Mini Encyclopedia

The “Mini Encyclopedia” contains the entries on Japanese culture, society, and the educational system necessary for understanding of the content of the photographs and the written text. Illustrations and photographs accompany these explanations.

Vocabulary List

- The vocabulary list is made up of terms relating to the photos and the fifteen themes. Entries give the Japanese (kanji and kana), and English translation.
- List of kana order
 - List of alphabetical order

The Deai Kit

ains a total of more than 1,300 photographs. In addition to the photo sheets, it contains photographs selected from several pictures that could not be included in the printed sets, close-up photographs of specific subject matter and photographs of relevant interest, as well as displaying the diversity of Japanese high school students selected as submitted to the TJF Photo Contest in 1997 through 2000.



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ains the video messages of the seven Deai students for high school as. The purpose of these messages is to communicate the individual and atmosphere of the students to users of the Deai materials and actions. The scenes from the lives of the students also show aspects of their actual daily lives. The segment “My Favorite Places” shows the area around the student’s home or school. “My World” shows activities that each is absorbed in and/or what they most treasure or value in their lives.

How to Order the Deai Kit

Secondary schools engaged in Japanese-language education in Australia, Canada, New Zealand, the United Kingdom, and the United States may receive the Deai Kit (1 set), one set per institution, free of charge upon submission of the enclosed application form. For schools in other regions please contact TJF.

Those interested in receiving the set for their institution should fill out the application form and return it to TJF either by fax or post.

Packets will reach Canada and the United States starting from mid-January 2002; arrangements are still in process, but delivery to recipients in other parts of the world is expected to be from February onward. Details will be announced via e-mail to those submitting the application form.

From March 2002, in collaboration with the associations of Japanese-language teachers, TJF will hold workshops in different parts of North America on use of the "Deai" resources. Workshops will also be planned in other regions in cooperation with Japanese-language educators in each country. When the schedule of workshops is set, details will be posted on the TJF website. For further information, please feel free to contact TJF.

On December 1, 2001, a test version of the "Deai Website" was opened on the TJF Website <http://www.tjf.or.jp/deai/>. The teacher support information will be available from mid-February 2002. We hope to continually renew and update this information after that based on feedback from users of the resources.



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<http://www.tjf.or.jp>

TJF Publications

To order please contact TJF. An order form will be sent to you. Prices given below do not include postage.

- *The Way We Are: Japanese High School Students' Lives 1997* (Selections from the first TJF Photo Contest in 1997. Text in English and Japanese. Full-color. 1998.) ¥1000.
- *The Way We Are: Japanese High School Students' Lives 1999* (Selections from the third TJF Photo Contest in 1999. Text in Japanese, English text insert. 2000.) ¥500.
- *The Way We Are: Japanese High School Students' Lives 2000* (Selections from the fourth TJF Photo Contest in 2000. Text in

Japanese, English text insert. 2001.) ¥500.

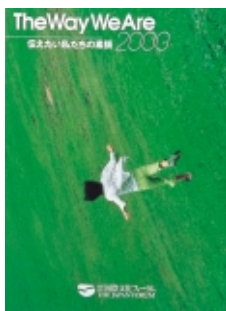
- *Opening the Minds and Hearts of Your Japanese-language Students to Culture: Selected Lesson Plans from the 1995 TJF Contest* (English version. 1996.) ¥700.*
- *Opening the Minds and Hearts of Your Japanese-language Students to Culture II: Selected Lesson Plans from the 1997 TJF Contest* (English version. 1998.) ¥1000.*
- *Dai-nikai bunka o toriireta Nihongo no jogyō aidea kontesuto sakuhinshū* [Opening the Minds and Hearts of Your Japanese-language Students to Culture II: Selected Lesson Plans from the 1997 TJF Contest]. (Japanese version. 1998.) ¥1000.*

- *Opening the Minds and Hearts of Your Japanese-language Students to Culture III: Selected Lesson Plans from the 1999 TJF Contest*. (English version. 2000.) ¥500.
- *Dai-sankai bunka o toriireta Nihongo no jogyō aidea kontesuto sakuhinshū* [Opening the Minds and Hearts of Your Japanese-language Students to Culture III: Selected Lesson Plans from the 1999 TJF Contest]. (Japanese version. 2000.) ¥500.

* Lesson plans included in these books can also be read/downloaded in PDF format from the TJF website. ■ <http://www.tjf.or.jp/eng/he/heindex.htm>

The Japan Forum Newsletter (quarterly)

TJF publishes and distributes *The Japan Forum Newsletter* quarterly free of charge for Japanese-language teachers at the elementary and secondary school levels and to other Japanese-language-related organizations and individuals. Please contact us if you are interested in receiving the newsletter.



The Way We Are 2000 published

The Way We Are 2000 (A4 size, 48 pages), the fourth edition of the works submitted to the photo-message contest on the daily lives of Japanese high school students has been published. In addition to the 17 prize-winning entries, it includes photographs and messages selected from as many of the other entries as possible. Presented with only minimal editing in order to faithfully transmit the atmosphere of these high school students as they really are, their original messages tell vividly of their daily lives, dreams and hopes, worries, and their friends. The "News in 2000: Keywords for 2000" page, introducing trends and highlights from the year is a valuable source of recent information on Japan. To facilitate its use as a teaching resource, all kanji have *rubi* readings. For use in English-language speaking areas, an insert giving the complete translation of the text is provided to the Japanese edition. We look forward to the ideas and responses to this fourth volume of photographic messages when it reaches high school students overseas.