



YAMADA HIGH SCHOOL

Honesty, Pride, and Determination!

About Yamada High School



Yamada High School is a school surrounded by rich nature in Tosayamada-cho, Kami City, Kochi Prefecture. It is more than 80 years old, and has a long history rooted in the local community. It has three courses: the General Course, Business Research Course, and Global Research Course. In each course we actively engage in activities that value not only the community but also a global perspective. These include collaborations with local shopping districts for product development, hosting a yearly education forum for Kami City, and international exchange programs.

What is inquiry learning?

Inquiry learning is a method of learning that is primarily student driven. Students, individually or in groups, choose a topic, research it, conduct experiments, and give presentations about what they have learned. Inquiry learning allows students to direct some of their learning and gives them an opportunity to work on important skills, such as time management, public speaking, and how to contribute to the community. Each course at Yamada High School does some inquiry learning, but the topics vary by course. Students in the General Course focus on local topics, such as using local specialty products or revitalizing local towns, students in the Business Research Course focus on business topics, such as creating business plans or product development, and students in the Global Research Course focus on a wide variety of scientific, literary, or local topics.



What is ALTidings?

ALTidings is a series of bilingual articles written in Japanese and English by Yamada High School's Assistant Language Teacher (ALT) from 2022-2026. They cover Yamada High School's events and unique aspects from a westerner's perspective. If you're interested in learning more about Yamada High School, or who that penguin is, then please take a look at some of the articles below!

Anpanman is Watching!

Anpanman is everywhere in Kōchi. You'll often find him, or his friends and enemies, smiling at you from unexpected places, such as the stairs at Kōchi Station. Kami City, the hometown of Anpanman's creator Takashi Yanase, might be the epicenter of this Anpanman phenomenon. Anpanman buses run through the area, Anpanman adorns Tosayamada Station, and Anpanman is featured at Kami City's Yanase Takashi Memorial Hall.

Anpanman is even hiding in Yamada High School's gymnasium. Looking at this photo, his big nose and cherubic cheeks come to mind. Whether this is an illusion I see as a result of living under the gaze of Anpanman or it genuinely looks like him, I'll leave it to you to decide. For me, thinking of Anpanman's face hidden in plain sight puts a grin on my face. It's fun to imagine him watching over the students as they exercise, protecting their dreams. If only he could also defeat any germs in the gym.



アンパンマンが見ている！

アンパンマンは、高知のあらゆる所にあります。高知駅の階段や他の意外なところから、アンパンマンと彼の仲間たちや敵の笑顔をしょっちゅう見かけます。アンパンマンを描いたやなせたかしの出身地である香美市はその中心にあります。アンパンマンバスが周辺を走っていて、アンパンマンが土佐山田駅にも飾られています。アンパンマンが香美市のやなせたかし記念館で主役を勤めています。

山田高校の体育館にもアンパンマンが隠れています。この写真を見たら、なんとなく彼の大きな鼻と膨らんだ頬が思い浮かびます。私がアンパンマンの視線を受けて生きてきた結果として見える錯覚なのか、本当によく似ているのかは読者の判断に任せます。私は、ありふれたところに潜んでいるアンパンマンの顔を思うとにっこりしてしまいます。アンパンマンが子供の体育を見て夢を守っていることを想像するのがたのしいです。ばいきんを倒すこともできたらどんなにいいのでしょうか。



高知県立山田高等学校吹奏楽部

第31回定期演奏会



Regular Concert

On Sunday February 12th, I participated in the brass band's 31st Regular Concert. It was divided into two parts. In the first part, the 5 club members played 2 songs, and their centerpiece was "Riverdance," an alluring song based on Irish dance and traditional Irish music. In the second part, a total of 13 club members, alumni, current students, teachers, and other supporters came together to play 8 songs of various genres, including the energetic swing song "Sing Sing Sing" and "New Genesis Medley," a skillfully crafted medley of songs from One Piece Film Red.

Since everyone was busy, we only had two practices where everyone was present, including the day of the concert. Despite this, each song came together surprisingly well, and I felt a lingering feeling of unity left behind in the air after playing each final note, which I hadn't experienced since my own days in high school band. While it was far from perfect, I would say we succeeded at pulling off a moving, fun concert.

定期演奏会

2月12日（日）吹奏楽部の第31回定期演奏会に参加しました。二部に分けられていました。一部では、5人の部員が、アイリッシュ・ダンスやアイルランド音楽を中心とする「リバーダンス」をメインに二曲を演奏しました。二部では、合計13人の、部員、卒業生、本校生徒、関係者、と先生方が、勢いのあるスイングの「シング・シング・シング」やワンピース フィルムレッドの曲を巧みに組み合わせた「新時代メドレー」を含めた幅広い八曲を演奏しました。皆が忙しい中、当日を含めて全員出席の練習は二回きりだったけど、それぞれの曲が意外と形になって、最後の音符を吹いた後の空気に漂う団結を高校生ぶりに味わうことが出来ました。完璧からは、ほど遠いけど、感動的で楽しい演奏で成功したと思います。

これからも、高知県立山田高等学校吹奏楽部の活動にご理解とご協力のほどよろしくお願いいたします。具体的に言わせてもらえば、四階から楽器を運ぶのがマジで疲れることへのご理解と、エレベーターの設置のご協力をお願いします！

It's Cold Isn't It

While waiting for an opening ceremony in the gym to start, I saw a Jet Heater in use for the first time.



My initial reaction was to wonder about its efficacy as a heating method. Yet despite that, I stood near it throughout the day. I felt somewhat guilty since the students were all sitting in assigned seats far from the heater. But I was cold.

My hometown is colder than Kochi, and it snows enough to pile up, but I didn't feel as cold in my everyday life there as I have living in Japan. I think this is because even if you try to escape from the cold by going indoors, the buildings here have little insulation, so you'll still feel cold.

After researching a bit, it seems that throughout most of Japan, there is no requirement to include proper insulation when constructing a building, so it is cheaper for companies not to. A baffling consequence of this is that houses in Hokkaido are warmer than those in many other prefectures.

I'm not just complaining because I'm cold. In Japan, more people die from heat shock (sudden changes in blood pressure after getting in a hot bath) than from traffic accidents, and cold houses with little insulation are one cause. Houses with good insulation also don't require as much energy to heat, so they can help slow down global warming.

But I have to admit that it's not all bad. If you're ever unsure what to talk about, you can always rely on the trusty "samui desu ne" or "It's cold, isn't it." And I think the seasonal greetings used in Japanese and common at the beginning of speeches, emails, or letters, such as "Despite spring having begun according to the calendar, the unchanging harsh cold con-

tinues" carry more meaning the colder you feel.

Lastly, another heating method I saw here for the first time is a kerosene heater with a water-filled teapot placed on top, and I now have some great memories of huddling around it and chatting with the other teachers.



寒いですが、体育館であるオー
プニングセレモニー
を待つていたところ、
初めてジェットヒ
ーターを目にしました。
効果的な暖房手段か
どうかを疑問に思
ながら、その近く
立ちました。指定
した席に座っていた
生徒に申し訳なく感
じたけど、私は寒か
たからです。
私の実家は高知よ
り温度が低く、雪が
積もるほど降ります。
しかし、日常生活が
日本ほど寒く感じ
たことはなかった
日本は、外が寒く
屋内に逃げても、建
物に断熱がまわら
なくて、まだ寒い
だと思えます。

言いたいです。日本
は、入浴中にヒート
ショックで死ぬ人の
数は交通事故で死ぬ
人より多く、断熱
が原因です。その
つ断熱性の高い家は、
エアコンや暖房の負
荷を減らしても温度
が保たれるから、省
エネで、地球温暖
化の予防にも役立
ちます。
でも、悪いことば
かりではないと認め
るを得ません。話の
ネタに困っています。
いつも便利な「寒い
です」に頼ります。
「暦の上では立春とな
るのに、まだ寒く
感じます」が、続
季節の挨拶なら、寒
意を感じると思
います。そして、
す。最初、油を
段々、石炭、ストーブ
を囲んだ、他の先
しいと思う。出る
しょう。

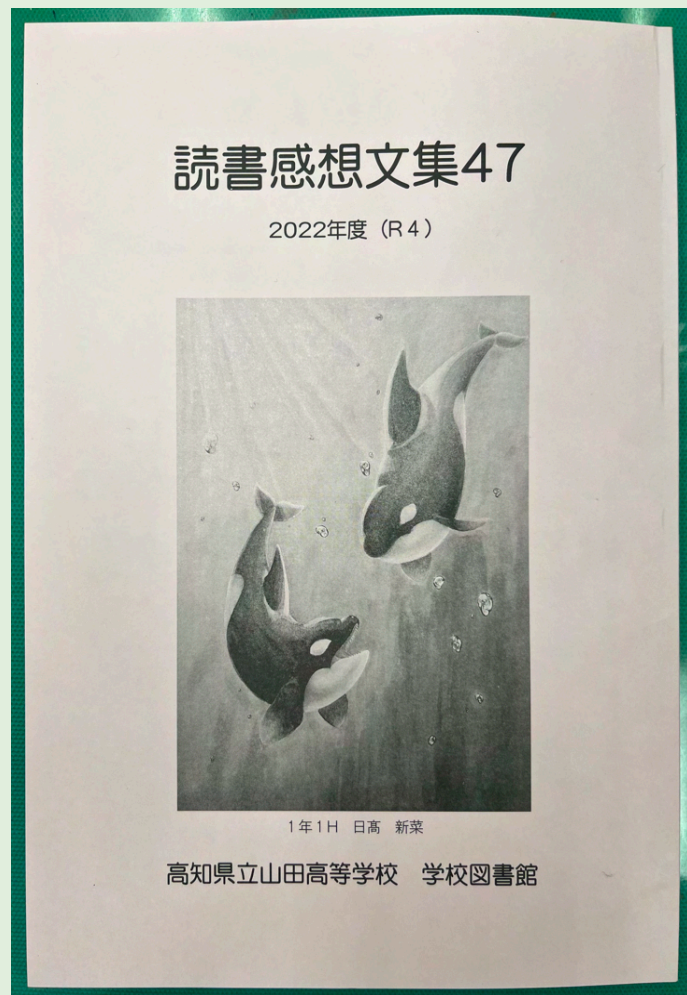
Thoughts on Yamada High School's 47th Collection of Book Reports

As an ALT during finals week, I don't have much work to do, so I've been passing the days by reading. Since I enjoy reading and was free anyways, I decided to read Yamada High School's 47th Collection of Book Reports. Students all wrote book reports as homework for Japanese class over summer break, and thirteen of them were selected and submitted to a Kochi Prefecture book report competition. One student won an award of excellence, two others were selected for competition, and the school overall won an award of excellence. This collection contains those thirteen book reports.

My thoughts in brief—reading this collection reminded me how valuable writing book reports can be. A book report is a layered format that interweaves your thoughts on the book, yourself, and the relationship between the two and can draw the interest of readers while also being invaluable to the writer. Reading this collection, I learned a little bit about a wide variety of topics, like synaesthesia, Suguru Osako and long-distance running, dyslexia, an international science fair, and sudden cardiac death. More than just getting a peek at what students are reading about and interested in, I also got a glimpse of their thinking about life, whether it be choosing a certain career, using time wisely, or valuing every moment and not taking them for granted.

A book report is also valuable as a snapshot of your current self. Rereading it (and the book) after some time has passed lets you reflect on your life from the time when you wrote it to the present and see how your way of thinking has changed. I took this as an opportunity to reread some

of my high school book reports, and rereading them I was reminded just how much of a stubborn, aggressive idealist I was. Rereading was embarrassing, yet highly amusing, and although I see now how juvenile my thinking was, I'm still glad I was forced to write it. I think it would be wonderful if someday this collection, too, gets reread.



「読書感想文集四十七」を読んで

学年末考査の間、
「**読書感想文集四十七**」
と題しての仕事が
少なく、毎日ひたすら
に本を読んでいます。
読書が趣味で、暇だっ
たから、山田高校の
「**読書感想文集47**」を
手に取りました。この
文集は、生徒が夏休
みに書いた読書感想
文の中から選ばれた、
高知県青少年読書感
想文コンクールに出
品した十三篇を掲載
しています。そのコ
ンクールでは、優秀
賞が一名、入選が二
名、学校としても学
校優良賞でした。
ば、感想を一言でい
え、感想文を書くこ
とが大事だな、と感
じました。感想文は、
選んだ本について、自
分について、それぞれ
の考えを関係につい
ての興味を媒体で、
のたまひき、自分
の集めずから、こ
りえ、読んだら、共
文、大傑と陸、上
距離、国際学、生
フエアル、心臓突
死

など、幅広い話題に
ついて少し学びまし
た。それと生徒の興
味関心のだけじゃなく、
進路の選択であれ、時
間の有効活用であれ、
当たり前だと思われ
がちな毎日を大切に
することであれ、各々
の人生の考え方も垣
間見ることができま
した。
現在の自分のス
ナップショットとし
ても有意義です。時
間がずいぶん経って
から、感想(とその本)
を読み返すと、書い
た当時から今までの
人生と考え方を深く
省察できると思いま
す。これを機に私は高
校時代の感想文を読
み返しました。読む
だけ、頑固で、攻撃
的な理想家でした。今
なら、いかに稚拙
だったと分かるけど、
「そういう人間だった
ね」と苦笑しながら、
書かされて良かった
文集も、良かったです。
思い返したら素敵だ
と

Personnel Reshuffle

It's said that spring is the season of encounters and farewells. In Japan, the new school year, as well as a fair amount of new employment, job transfers, and retirements coincide with sakura, or cherry blossoms, in full bloom, and among all this change there is a strong feeling of impermanence. What has especially made me feel this is the personnel reshuffle of teachers. More than ten teachers are being transferred from Yamada High School this year.

Every year in Japan, some of the teachers working at public high schools are transferred by the board of education to other schools within the prefecture. I was surprised when I first learned about this since it's not something commonly done in the United States. My initial reaction was to think that it was a bit extreme; there are only two weeks between when transfers are announced and when teachers have to start working at their new school. One result of these transfers is that many students and teachers are prevented from having a relationship that lasts from when a student enters the school to when they graduate. This is quite different from what I'm used to, seeing as my favorite teachers from high school were there for the ten years that both of my brothers and I were in high school.

But, when in Rome, I think it's important to try and think from the perspective of the Romans. There are many advantages to such a personnel shift. Shifting teachers around allows for the gender, age, and experience of teachers to be better balanced between schools and facilitates the transfer of knowledge and techniques from one school or teacher to another. Regular transfers can also prevent teachers from getting too settled in and resting on their laurels and have the benefit of rotating the staff working at remote or island placements.

Although I can't say that it's altogether negative, saying farewell is still difficult.



人事異動

春は、別れと出会いの季節だと言われている。新学期・就職・転勤・退職などの春に纏めた人社会のイベントが、満開の桜と相まって、諸行無常を深く感じさせる季節だと思っています。私に春を多くに意識させたのは人事異動です。今年、十人以上の教員が山田高校から異動されています。

学校での人事異動というのは、毎年公立学校で働いている教員が県内のあちこちに異動することです。アメリカにはこんな異動がないため、聞いたときはびっくりしました。生徒と先生の入学から卒業までの関係を遮り、異動発表から新しい学校で働き始めるまでに二週間しか置かないのは不条理ではないかと思いました。私が高校生として特に世話になった先生は、私と兄弟が高校に通っていた十年間の間ずっと居たから、私の経験と大違いです。

でも、「郷に入っては郷に従え」の視点から考えてみるべきだと思います。人事異動の長所として、教員の年齢・性別・経験を平均化し、異動した教員が別の学校と教員から得たノウハウをシェアする効果があります。それと一つの学校に慣れて成長しなくなることを防いで、片田舎や遠い島での教員を定期的に回すのもっと平等かもしれません。

一概に悪いとは言えませんが、やはり別れは悲しいです。

The first classes I've gone to have still mostly just been an hour to pass out and explain a syllabus, as I'm accustomed to. But here, that's also accompanied by receiving your marks on the aforementioned subject test that covered your spring homework. Welcome back to school!

Last year's Monday schedule. The y-axis shows the homeroom and the x-axis shows the period.

If a temporary schedule was attempted at my American high school, I can only imagine the lost freshman wandering the halls like ghosts even after the bell has rung. And the resulting trauma.

間かかりますが、学校としてはどう最初から決まっています。

でも、山田高校（これも日本全体がそうだと聞く）では、決まっています。でも、ホーム制度だから一人一人じゃなく、クラスごとにスケジュールがあり、臨時時間割が成り立つわけです。教室にその日と週的时间割を掲示できるし、生徒が忘れたらクラスメイトや先生にも聞けます。

アメリカの学校で臨時時間割が使われたら、チャイムが鳴っても迷ってる一年生が、幽霊の群れのように、廊下を彷徨うのは目に見えています。トラウマもいいところですよ。

臨時時間割を使うと、新学年の始まりに来る、対面式、課題テスト、部活動紹介、身体測定、ホーム写真撮影、面談等々の、数多くの学校行事をよりスムーズに行えるかもしれません。

アメリカとの共通点として、私が見た初めての授業は大体シラバスを渡すだけの一時間です。春休みの宿題、範囲の課題テストも一緒に渡されるのがなんかシビアだと思いますけど。

Club Activity Introduction (1)

Clad in hakama, members of the kyūdō (Japanese archery) club line up on stage. One member steps up and, bow in hand, stares down a nearby target while gently pulling back the bowstring. The gymnasium, previously full of noise, is smothered in silence in just moments. A few long seconds pass. Thwack! The arrow hits the mark, and applause follows.

During the club activity introduction assembly on April 11th, each club, just like the kyūdō club above, took turns trying to entice new first year students to join their club through speeches or demonstrations.

Many different methods were put on display. The club president of the literature club stood alone on stage and, appealing to his loneliness, asked for someone to please join his club. The basketball club promised

that you would become jacked and popular with girls if you joined. The English and manga clubs were introduced as clubs perfect for slacking off or joining multiple clubs.

There are a total of 30 clubs, and with most having less than ten members, each wanted to increase their ranks by even one person. Hopefully this year's batch of first years all found at least one club they want to join.



部活動紹介(上)
袴を身に付け、弓道部員がステージに立っています。近距離の的を睨んで、ゆっくり弓を引き始めます。雑音に満ちていない体育館が、一瞬にして静寂に覆われます。何秒か立ち、だんだん緊張が高まり、ピークに達して矢が放たれます。見事的中した、拍手が続きます。
四月十一日の部活動紹介の話です。前述の弓道部のように、各部が演説や技術を見せることで新しい一年生を勧誘する行事です。
一人でステージに立つて、一人ぼっちの自分の部に入らないかとアピールする文芸部部長、入ったらムキムキになり、女性にモテると主張するバスケット部、楽で兼部できる部活動として紹介された英語部とマンガ部、様々な口説き方が披露されました。
全部で三十部あります。十人以下の部が多く、みな一人でも部員を増やしたかったようです。今年の一年生も全員入りたい部を見つけたらいいなと思います。

Club Activity Introduction (2)

Watching the club introductions I wrote about in the last issue, I was inspired to introduce some of the differences I’ve noticed in American and Japanese club activities.

Beginning with an obvious difference, which clubs even exist in the first place is quite different. What stands out the most are clubs for traditional Japanese arts such as kendō, kyūdō, the tea ceremony, flower arrangement, and shodō (calligraphy). Given America’s shorter history as a country and much different attitude towards tradition, these clubs almost seem novel rather than traditional.

Which sports are popular is also a bit different. While in Japan you’re quite unlikely to see a football or lacrosse club, table tennis, boy’s volleyball, and badminton are more popular. In addition, school sports in America are more seasonal. For example, football is in the fall, boys basketball is in the winter, and track and field is in the spring, and it is possible for one student to do all three. In Japan, however, it’s common to only be able to join one sports club, and it goes year-round.

Speaking of joining multiple clubs, during my time in high school, it was quite common for students to do many clubs. It was not surprising to hear of someone in five or more clubs. Of course, some of those clubs were probably not very active. But, there is a much stronger trend in Japan towards joining one club, and if you want to join multiple clubs, you need permission.

The last difference I’ll touch on is “retirement.” This is when 3rd year students (the equivalent of seniors) stop club activities partway through the year in order to focus on studying for exams or searching for employ-

ment. In my experience, seniors in America remain the focus of clubs until the end of the school year. The passing of the baton for club roles, such as president, also happens in the middle of the school year, rather than at the latter end, which I was accustomed to in the states.

Whether it be “retirement” or graduation, regardless of country, hopefully everyone has one last chance to show off their skills and leave behind some good memories. Even if the year ends in frustration or regret, I think most people look back on their club fondly. At the least, I know I do.

文化部 (Culture)		体育部 (Sports)	
放送部	Broadcast Club	陸上競技部 (男)	Track and Field Club (Boys)
英語部	English Club	陸上競技部 (女)	Track and Field Club (Girls)
地域みらい部	Regional Future Club	バレーボール部 (男)	Volleyball Club (Boys)
演劇部	Drama Club	バレーボール部 (女)	Volleyball Club (Girls)
美術部	Art Club	バスケットボール部 (男)	Basketball Club (Boys)
書道部	Calligraphy Club	バスケットボール部 (女)	Basketball Club (Girls)
吹奏楽部	Brass Band Club	サッカー部	Soccer Club
写真部	Photography Club	ソフトボール部	Softball Club
ハンドメイド部	Handmade Club	ソフトテニス部 (男女)	Soft Tennis Club (Co-ed)
華道部	Flower Arrangement Club	剣道部 (男女)	Kendō Club (Co-ed)
茶道部	Tea Ceremony Club	弓道部 (男女)	Kyūdō Club (Co-ed)
マンガ部	Manga Club	水泳部 (男女)	Swimming Club (Co-ed)
文芸部	Literature Club	バドミントン部 (男女)	Badminton Club (Co-ed)
新聞部	Newspaper Club	ダンス部	Dance Club
自然科学部	Natural Science Club		
ボランティア部	Volunteer Club		

Table with all the clubs at Yamada High School.

部活動紹介(下)

前号に書いた部活動紹介を見て、やはり部活動は高校生活の大事な部分だなと思いつつ、私も今まで見てきたアメリカと日本の部活の違いをいくつか紹介しようと思った。簡単な違いから入ると、そもそも何の部活があるかが違いすぎる。一番目立つのは剣道部・弓道部・茶道部・華道部・書道部などの日本の伝統的な技を修得する部活があることだ。国としての歴史が短く、伝統に対しての意識が全然違うアメリカから見るとこういう伝統的な部活は興味深い。スポーツに話題を移したら、どのスポーツが人気なのかの違いが日本人ではアメリカのスポーツボールやラク罗斯はあまり見ないけど、その代わりに、卓球・男子バレーボール・バドミントンがより人気だと思えます。運動部の主な活動方の違いは、アメリカ的では活動はより季節的です。例えば、アメフトは秋、男子バスケットは冬、陸上部は春、一人の生徒が全部をするのは可能です。日本の場合は普通一つの運動部しかできません。兼部と言ったら、私の高校では、複数の部活が当たり前で、五つの部に入っているものもそんなに驚きません。もちろん活動が少ない部でも日本では一つの部活に絞る傾向があったら、許可が必要でした。最後の違いは引退です。就職と試験に集中するため、日本の三年生は学年の半ばで部活をやめます。アメリカでは十二年生(三年生と該当する)が最後まで部活の中心です。部長などが変わるのも学年の前半じゃなくて、後半です。卒業にしても引退にしても、終わりが訪れるまでその終わりの際を積み重ねてきた経験を残し、良い思い出を残せたら良いでしょう。悔しいまま終わってもいずれ懐かしく思われるはず。すくなくとも私はそうです。

例えば、「これが本場の日本だ!」のテーマで、三つのグループがそれぞれ、和食・日本の家・日本の衛生について発表しました。要約すると、「和食は寿司や天ぷらだけじゃなくて郷土料理もあるよ!」「日本人はフロリングを畳にしているも正座で座り毎晩布団を敷くイメージが現実と反して実際は家が洋式とそんなに変わらない」(聞いたところグループの皆さんは正座が好きじゃない)・「日本は衛生管理がとても良くて水道水が飲めるしトイレが綺麗だけど、それほど整っていない山等のトイレにもっと金を回すべきかと」というメッセージでした。

最初は休みから帰った直後にイベントに参加するのが億劫だったけど、最後は生徒が英語の勉強と兼ねて面白くメッセージを発信したことに満足しました。インスタグラムのポストは、九月末まで、どのチームが最も「いいね!」をもらええるかの競争にもなっているのだから、興味があったら、ぜひ左のQRコードを使って見てくださーい!

Home Match

Jenga is a classic game around the world, and Japan is no exception. Despite its simple rules, the mounting excitement and pressure peaking spectacularly as the tower comes tumbling down can be quite addicting.

I had, of course, played Jenga before. But a Jenga tournament at school, with a proper bracket, was something I hadn't experienced until I came to Japan.

A Home Match at Japanese schools is a sports tournament held between homeroom classes. Across multiple events, homeroom classes make teams and compete to win each event and get the highest overall points. Yamada High School's Home Match was on December 21st, and the four events were volleyball, soccer, table tennis, and Jenga. Each student participated in at least one event, and I filled in for another teacher on a Jenga team with three boys.

As one would expect from a tournament with a proper bracket, the rules were also clearly laid out. Each match began with six minutes where each team took turns pulling out one block and placing it on top with one hand while following the order of players within their team. If those six minutes ended without one team winning, the expedite rules would go

into effect. Beginning with the team that lost in rock paper scissors, one player had to pull out three blocks consecutively within two minutes. That continued until one team won.

The first two matches were double elimination. In our first match, we made it to the expedite



rules but eventually lost. We also made it that far in our second match, but this time, despite the tower coming close to collapsing several times, we managed to win. Managing to pull out three blocks in a row from a tower that at first glance seemed to have no safe moves was surprisingly fulfilling. With that win, we moved on to the single-elimination part of the tournament.

Right away, however, our first opponent was the girls' team from the same homeroom class. While it was a match filled with sportsmanship, eventually one of us had to lose. After a good fight, we managed to win during expedite rules. Just like in a shōnen manga, we were told, "You have to win finals, for us!" With this encouragement, we cleaned up the next match in expedite rules.

And with that, we had made it to finals. For the sake of our comrades who we had defeated with our own hands, we went into the match in high spirits. But... lost on the fifth block. Losing like this was a bit deflating, but life isn't a shōnen manga, after all. This Home Match was, however, an enjoyable event to close off the semester before winter break.

ホームマッチは、学校のホーム同士のスポーツ大会です。ホーム内を作り、それぞれの種目と全体のポイント数で競い合います。山田高校のホームマッチは十二月二十一日（木）に行われて、バレーボール・サッカー・卓球・ジェンガの四つの種目がありました。全校生徒が少なくとも一つの種目に入っていました。私も補欠として三人の男子とジェンガチームに入っていました。組み合わせ表があるジェンガ大会だけあってルールもきちんと説明されていて、試合はまず六分間の間、チーム内の順番を守りながら交互に片手で一本を抜いて上に乗せます。その六分が終わったら、促進ルールが有効になります。じゃーんけん、で負けたチームを先行に、一人の選手が一本を抜かなくて三本を二分間に間に抜かなければなりません。

せん。勝敗が決まるまで最初の二試合は敗者復活戦があるダブルイリミネーション方式でした。第一戦で促進ルールまで行きましたが、負けました。第二戦も促進ルールまで行っても、何回も塔が崩れそうになりました。三本連続抜きに成功したときの達成感、半端な勝たかったです。その勝ちで決勝までのシングルイリミネーション部分に入りました。でも、すぐに同じクラスの女子チームと当たりました。スポーツマン精神に溢れた良い試合だったけど、いずれかのチームが負けてしまふ運命です。善戦のあと、私達が促進ルールで勝ちました。少年漫画のように「私達のため、絶対に決まりました。その励ましをもつて次の試合も促進ルールで勝ちました。」それで決勝戦までたどり着きました。自分たちの手で倒した仲間のため、意気があつちと五本目で負けてしまった。ちょっと拍子抜けでしたけど、まあ、人生は少年漫画のように行かないでいいかな。冬休み前の行事として楽しかったです。

Bibliobattle

I know this is sudden, but when you read the word “bibliobattle,” what do you think? As for me, you can get the gist of it even if seeing it for the first time, and I dig the “b” alliteration, so I would say it’s a charming wasei-eigo word. (Wasei-eigo, or Japanese-made English, is Japanese words made by combining originally English words, often with interesting results. Some gems include “pipe cut” for a vasectomy or “skinship” for physical affection.) Just from a glance, we know it’s some sort of battle of books.

And what kind of battle, specifically? To start, each participant brings a book they want everyone to read, introduces that book in five minutes, and does two to three minutes of Q&A. When all the participants have finished, everyone, including both presenters and spectators, votes for the book they became most interested in reading. Whichever book receives the most votes wins. That’s right, the book wins. Rather than calling the winner a “champion,” we call the winning volume the “champ book.”

Bibliobattle was created in 2007 at Kyoto University, but despite being rather new, there are already national middle school, high school, and university tournaments. I’m sure you’ve already guessed, but some students from Yamada High School participated in a bibliobattle tournament.

The national high school tournament has preliminaries in each prefecture. Kochi prefecture’s tournament was on November 23rd and held at Otepia, a beautiful library opened a few years ago in Kochi City. Three members of the literature club participated, with “The Summer of the Ubum,” “The Will to Keep Winning,” and “Eve of Paradise Lost” in hand. (As of writing this, the first two have English translations.) In addition to this, the literature club’s advisor, six other club members, and three teachers including myself went as spectators to cheer them on.

In total, there were sixteen participants. Participants and spectators were divided into A and B sections for a preliminary round. First and second place in both sections would advance to the final round.

Ranging from mystery to self-help, all the way to children’s books, a wide variety of books were on display. And excepting the “I know this is sudden, but…” intro I heard four times, there was also a variety of speaking styles, from a gentle, intellectual style that drew in the audience to a style composed of passionate, actor-like appeals.

At any rate, after hearing eight presentations, it was time to vote. Since “became interested in reading” has barely a shred of objectivity as a standard, it was an unsure vote, but more than just hearing about new books, that completely different reactions can emerge from the same book or presentation is surely one of bibliobattle’s interesting points. In the end, one Yamada student from section A and one from section B advanced on, so Yamada High School alone made up half of the finals.

There being two students from our school, it was not an easy vote, but in the end, “Eve of Paradise Lost” was crowned champ book (1st place), and “Summer of the Ubum” received the Otepia Prize, equivalent to third place. With that win, “Eve of

Paradise Lost” was headed to the national tournament.

Throughout December and January, I went to some practices and gave advice. While “wanting to read the book even more” wasn’t something I could measure, that the speaking style and script became gradually more polished is for sure.

And at last the national tournament was on January 28th. Since it was held in Tokyo, I was not able to see it in person, but there was a live stream of the eight person final round. Unfortunately, “Eve of Paradise Lost” was eliminated in the preliminaries. Despite this, because of skilled speakers drawing laughs out of the audience, a mystery written only in conversations, a book that you have to flip the orientation as you read, and more, it was definitely worth watching as someone who loves books.

Returning to my original question, when you read the word “bibliobattle” now, what do you think? As for me, I think it’s a great way to celebrate a shared love of books, and it would be neat if it became popular outside of just Japan.



The 16 participants of the Kochi tournament and their books.

いすし向 で一らがし きとし文て力ぶ芸さ月あ校りす のなのになし た入番加皆分分持参加なし和「意すと
たがたけミし位れ予た合まいて芸参ふめ部れ二りレオがさ全んな京ビ。勝そ本れ読者が間間つ加具なり製b意味私か
ら一本スたと、選計しう私部加「失楽園」のがし三すルト山田高が大会に都ブ。てつうがみと本を質紹疑介て者全体的にの戦いのかといえ、
と四まテ二両のまでた。応をのし失楽園の「れ」に高予にのル田高が大会に都ブ。てつうがみと本を質紹疑介て者全体的にの戦いのかといえ、
せい回でり位方たず十援含顧まの「れ」に高予にのル田高が大会に都ブ。てつうがみと本を質紹疑介て者全体的にの戦いのかといえ、
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にイか本一勝部A、人 参三六「れ」に高予にのル田高が大会に都ブ。てつうがみと本を質紹疑介て者全体的にの戦いのかといえ、
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した類啓ま投B者加 者ののれを「れ」に高予にのル田高が大会に都ブ。てつうがみと本を質紹疑介て者全体的にの戦いのかといえ、
たを「が発 進数に参が 生員加に意へ校開十と。ビい
し然富・むで分観い 行ちそてつ志う文催一に高ブま
方引でで供 形の分者ま 行ちそてつ志う文催一に高ブま

ビブリオバトル

えもかくし勝10しどう。ししし笑選念のたた会すがね読に 国ら位に楽たに で勝Bしの出じ新しいたて る技ば調も
の読はなて大回たう。さててでいでな様けせがや 徐なみ行大こい選園け投山決ち部て魅で本しのかくとも
とみ分っみ会全か思「ビ」見読成を落が子どいあが 々かた二つ会これ該ばのど票田勝進か「力くやいでなら
保たかた「国を高くオバ」るむ立誘ちらを、でりて につく月出場で「失楽園のイヴ」がチヤン高が大会に都ブ。てつうがみと本を質紹疑介て者全体的にの戦いのかといえ、
証しな「だ」ユ校になつオバ」るむ立誘ちらを、でりて 洗たな助と言し月の間、のりか。練と測も習を全
るいがい「チ」ブた方「見」るむ立誘ちらを、でりて 練けつし「さ」だののりか。練と測も習を全
の本と「オ」方「見」るむ立誘ちらを、でりて したののりか。練と測も習を全
一、同「オ」方「見」るむ立誘ちらを、でりて したののりか。練と測も習を全
冊少じ番バゼくをりた。好さ会観「た」決な催全 確と測も習を全
になか読でトひな読ま。きま話客は。勝かだ国 確と測も習を全
出くどみ検ル「りんし とにだの予残戦つた大 確と測も習を全
会とうた索決第までよ とにだの予残戦つた大 確と測も習を全

二月十四日に、「世界青年の船」のメンバーが山田高校に來校しました。「世界青年の船」(略してSWY)は日本政府がスポンサーする、日本と世界中の何ヵ国かの青年たちが一緒に船に乗り、アジアを回る国際交流プログラムです。今年はザンビアやソロモン諸島などの十四ヵ国の青年が日本をめぐる企画でした。そして高知県が目的地の一つに選ばれ、山田高校グローバル探究科とともに「若者のエンパワーメント」というテーマで、三十人の青年が來校し、交流しました。

慌ただしい歓迎と名札配布を終えたら、まずはSWYたち・山田高校の生徒・地元企業からのサポータースタッフがグループに分かれて自己紹介を交わしました。もちろん英語で。何ヵ国からの人の集まりの例に洩れず、共通語が日本語ではなく英語でした。だから減多に來ない、国際交流という、外国語を使わなければろくにコミュニケーションができない状況を経験するチャンスでした。こういう機会が習得する道のりが長い歯がゆい外国語を勉強する大きな動機になりうると思います。

でも本格的に英語モードに入る前は、雨どいリレーというアイスブレイクをしました。雨どいリレーはチームが雨どいを使ってピンポン玉を転がす競争です。ただ、次の人に玉を転がす際にはその人の名前を言う必要があります。一位を競い合った名前の叫びと騒動の足音が武道場に響いて、皆が互いに名前を覚えて緊張感ですっきり吹っ飛ばしました。

そこからは落ち着いてポスターセッションに移りました。グローバル探究科では、一年生がグループで二年生が一人か二人でそれぞれのテーマで探究をします。このポスターセッションで今までの成果を発表しました。

この機会を活かすため、一月から生徒たちは英語の勉強に四苦八苦していましたが、ポスターとスピーチ作成、発音と発表の練習、質疑応答を徹底的にしました。苦手な英語を克服しようとする生徒の姿に感動しました。私も発音のチェックを、ポスターを観客役として質疑したり、ポスターを校正したり、企業の方のポスター

の翻訳したりすることで忙しかったです。

ポスターセッションの具体的な内容として、一年生・二年生・二人の三年生・企業の方タガミとネットトヨタがそれぞれ三分間の発表と五分間の質疑応答を二回行いました。地震の後で役に立っている高校生になるはどうするべきか・ダメ・ジェン・ズを身近なもので作れるか・寺子屋から学べることは何か・再生チョコレートを「」で作れるかなどの多彩な探究成果が発表されました。

英語力を振り絞って発表しきり、きつと精神的に疲れたところで、次はもう一度体を存分に動かす時間でして、二年生の一人が探究の一環として、音響について学んだことを生かすダンスイベントで、皆が高知特有のよさこい踊りを一緒に踊ったり、ダンスグループの演技を見たり、英語と日本語の曲のミックスを聞きながら自由にダンスしたりしました。シャイな生徒たちが徐々に青年の高温な光景でした。

脳の疲れに体の疲れが重なったので、最後には「」が提供した高知の材料(魚・野菜など)で作られた弁当と一緒に食べました。弁当だけじゃなくて、土佐茶と山北からのボンカンもありました。

私も休めるかと思っただけ、「生徒だけが言語力を振り絞らなくちゃいけない」はアンフェアだろうけど、でも言わんばかりに、静岡県の深蒸し茶や高知県の地形などに触れる土佐茶とボンカンの紹介の通訳をほぼぶっつけで頼まれました。やり遂げて、幾分の達成感を得ました。やりだまだ日本語を極められることも痛感しました。

いつの間にか皆が食べ終え、サヨナラの時間が来てしまいました。四時間弱の時間がたったのに、部屋が別れの写真のシャッター音と名残惜しさで充滿していました。生徒たちは、青年のバスが去るまで送り届けました。ほとんどの跡形もなく帰ってしまっただけで、いい思い出、言語を振り絞った満足感、もっと勉強せねばならぬという向上心が確かに残っていたと思います。そして何個かのボンカンも残されたので通訳代と釈明して有難く頂きました。

たビジネスプランなどのビジネス的な探究をします。例を挙げれば、香美市の特産品のハチマキ豆を使って受験生の間で流行らせる「ごうかつくつきー」を作るなどがありました。自分で問いを選び、答えをとことん探究する大切さが十分に味わえるイベントでした。そして探究だけじゃなく、大人と子供両方が楽しめるように、吹奏楽・合奏・ダンスの演奏と持ち投げ・写真の展示・VR体験・木造教室・飲食物の出店などの催し物も充実していました。



Food and drink vendors in the courtyard.



A joint performance of Y.M.C.A. by students from elementary to university level.

Entrance Ceremony

“Spring is the season of encounters and farewells,” is what I wrote, mainly focusing on farewells, when writing about personnel reshuffle at public high schools in Japan. For the revival of ALTidings, this time, I’d like to shift the spotlight onto encounters. In terms of school events that symbolize new encounters, the entrance ceremony stands out the most.



While watching the ceremony, I kept thinking about how, while the entrance ceremony marks the beginning of school life, it’s strikingly similar to the graduation ceremony, which marks the end of said school life. Ignoring the difference of students receiving permission to enroll rather than their diplomas, the decorations for both ceremonies were almost the same, and both events included students entering (same song), the national anthem, the school song, speeches from several people (many of them the same people), all the students being called on one by one, and students exiting.

From the crowd of people taking pictures in front of the decorations an hour before the ceremony even started, there was also evidently similar enthusiasm. It was clear how schools replicate spring’s farewells and encounters through a graduation ceremony and entrance ceremony.

To mention some differences, instead of receiving everyone’s diplomas, the student representative gives a short speech promising to be upstanding high school students, the entrance ceremony is only about half as long, the students’ bows are endearingly out-of-sync, and before the students leave, the teachers who they’ll interact with most - teachers in charge of various depart-

ments and teachers in the first-year group (homeroom teachers, assistant homeroom teachers, and teachers assigned to the grade, including me) - are briefly introduced. And emotionally, while I’m sure people at both ceremonies feel a mixture of anxiety, expectation, and happiness, the bittersweet sadness found at a graduation ceremony isn’t so present.

Given Japan’s love for ceremonies, having an entrance ceremony is a given, but at my high school and many schools like it in America, there is no entrance ceremony. While there’s a day in the summer when we go to school to get our textbooks and school IDs, on the first day of school we just go to class normally.

When I mentioned this difference to a friend, he said that our entrance ceremony was getting lost on the first day. There was no being seen off by our parents in a ceremony, and as soon as we got to school we were on our own. This direct, straight-to-the-point start has a completely different flavor to it. Although thinking back to my impatient high-school self, I’m sure that I appreciated there being no ceremony.

Despite that, I think there are many advantages to having an entrance ceremony. Not having to worry about getting lost on the first day is a given, but other than that, by being able to get used to your new environment, classmates, and homeroom teacher before classes start, some of that freshman anxiety is put to ease. For parents, they also get to know a bit about the teachers right away and hear some explanations directly from different department heads and the head of the first-year group. And there’s the charm of having a ceremony during cherry blossom season which complements graduation.

Entrance ceremony or not, thinking back on the new first-year students filing out of the gymnasium, I hope that they have a high school life filled with wonderful encounters, and I look forward to meeting them in class.



入学式

これまでは春は別れと出会いの季節だと、別れに焦点を当てて人事異動について書いてきました。今回は ALT のつぶやきの復活に際して、出会いに着眼したいと思います。新しい出会いを象徴する学校行事と言えば、入学式ですね。

入学式は学校生活の始まりを意味するの、その終わりを意味する卒業式によく似ていると、式を見ながらしみじみ思いました。卒業証書ではなく入学許可を与える点を差し引いたら、飾りがほぼ同じで、両方の流れに生徒の入場(同じ曲)・国歌・校歌・いくつかの辞(同一人物数人)・生徒全員の呼名・退場があります。

入学式が始まる一時間前から、もう入学を祝う飾りの前で写真を撮っていた人混みを眺めると、似ている意気込みもありました。春の別れと出会いをみたく、学校の卒業式・入学式で均整が取れていることをまざまざと感じました。違いを挙げたら、生徒代表が卒業証書をもらう代わりに、校長先生に良い高校生になることを宣誓するし、入学式の長さは卒業式の半分だし、生徒達の礼が可愛らしいほどばらばらだし、退場の前に新生と最も関わる先生方に私を含む一年団と各分掌の部長などが紹介され、その場に居る人の気持ちに不安・期待・嬉しさがあるでもしょうけど、卒業式にはさほどる甘酸っぱい悲しさはさほど

感じられません。入学式が大好きな日本なので、入学式があるのは当たり前ですが、実は自分の母校やアメリカの多くの高校では入学式がないのです。教科書や学歴証をもらう登校日は夏休みの間にあるけど、一学期の初日は普通に授業に行きます。

この違いを友達に話したら、私達の入学式は初日に迷子になることだったよ、と言われました。式で親に見送られることなく、学校に着いたら新しい環境でいきなり一人です。このぶつけ本番の直球スタートは、高校生活の始まり方としての味わいがあるかな。短い自分にとっては、式がなかったのはありがたいことだったのかも知れません。

それでも入学式があるというのには色々な長所があると思います。初日に迷子になると心配がないのはもちろんですが、授業が始まる前に、新しい環境・同級生・担任に少し慣れて、不安が少し解消されます。親側にとっても、早くから先生方のことを少し知ることができ、教務部や学年主任などから直接説明を聞くこともできます。そして卒業式の裏返しとして、桜の季節の入学式に趣がでるのだと思います。

緊張して退場する一年生の姿を思い返したら、素敵な出会いに溢れた高校生活が送れたらと願っています。授業で会うのを楽しみにしています。

Graduation Ceremony



For beautiful flowers to bloom, those same flowers must one day wilt and wither away. Some might even say that if they didn't do so, they couldn't have been beautiful. In other words, for everything there's an end, and something can only have any meaning because of this. Experiencing Japan's seasons, culture, or aphorisms for long enough will certainly leave you aware of this ideal. For one's high school life, what makes its ending concrete is the graduation ceremony. Each graduate's self as a high schooler has become a flower, and here it wilts, turning to petals and floating away in the wind down everyone's separate paths. And this year, among these flowers whose growth I've watched for three years, I'll be in the mix drifting away too.

More than anything else, Japan's graduation ceremonies are solemn. At the rehearsal, graduates must practice countless times the timing and angle of their bows, how they walk, how they stand on stage, and how loud they respond with "hai" (yes) when their names are called. The first time I watched a graduation ceremony here I counted, and aside from the class representative, graduates had to stand 12 times and bow 20 times, so it's useful practice. But while the fruits of that practice can be during the graduation proper, the focus placed on each action means that the air of the gymnasium is heavy with a nervous tension.

Yet what truly makes you feel like that tension is bearing down on your body is the silence. Until the graduates walk out to a final sendoff, for the most part, there's little outside noise, cheering, or applause, and each part of the ceremony is

simply carried out, with solemnity and finality. Each speech looks back on high school life or wishes graduates the best in the future, but is delivered in an almost detached manner, with few surprises. When the diplomas are presented to a class representative, there's only the sound of the students' names being called and their "hai" in response, one by one, almost like a clock rhythmically ticking away in an empty room. And even though everyone singing the national anthem, school song, and graduation song together inspires a moving sense of togetherness, they're still sung with a lingering heaviness.

While steeping in this tense, thick air, everyone is thinking, I can't move an inch, I can't make a sound, so it can be exhausting even if you're just watching. But I do think, for an ending as momentous as this, the solemnity and melancholiness are appropriate. And when the graduates finally walk out, they're cheered on with applause loud and long, and the tension that had accumulated in the air dissipates, sending a feeling of relief rippling across your body, so you can physically feel that, ah, it's really over, isn't it.

Compared to that, an American graduation ceremony almost seems like a party. While we did have a rehearsal, there was nothing comparable to practicing bow angles or timing, and after the schedule and prohibited behaviors were explained we just did a casual run through. On the day of, when our names were called, the audience cheered and clapped loudly, sometimes even frenetically. When I graduated, one family had even snuck in some vuvuzelas (those plastic horns you sometimes see at sports matches) to blare away on. The speeches from the representative student and teacher were also quite personal, often provoking laughter, and sometimes even touching on contentious political topics. And at the end, when everyone takes their caps in hand, throwing them into the sky without a care in the world, you can experience a completely different flavor of release. Giving a proper conclusion to a childhood, which will be carried around for the rest of one's life, is never easy, but I think both cultures' graduation ceremonies do so in a manner befitting that culture.

Now the time has come for me to try and give a proper conclusion as well. Whenever this time of year rolls around, the adults wring out their hearts for the best advice and deep words they can muster, and a flood of words spills over the graduates like a tidal wave, so I'll try to keep it short. Thank you for all your hard work; while there were difficult times, in the end, it was a lot of fun. Even though our paths have diverged, may we all someday bloom as beautiful flowers once again.

卒業式
美しい花が咲くには、その花も散らなければなりません。いづれ散らなければならぬとさえ言えます。つまり、何もかもには終わりが必ず訪れ、だからこそ意味があります。日本の季節・文化・諺等に触れたら意識せざるを得ない理念です。高校生活においては、その終わりを具体化させるのが卒業式です。ここで、卒業生の高校生としての自分という花が散って花弁となり、それぞれの道に舞って行きます。そして今年、三年間の成長を見届けた花の中に、私も混ぜてもらいます。

日本の卒業式はなによりも厳かです。予行練習では歩き方、礼の角度とタイミング、ステージでの立ち振舞、返事するときの「はい」の声の大きさまで、卒業生が何回も練習させられます。初めて見たときに数えてみたけど、代表生徒以外が二回立って、三回礼をするので、必要な練習でしょう。当日にその練習の成果が充分見られるけど、各仕事を意識しなければならぬ。体育館が隅々まで緊張感で溢れています。その緊張感を膨らませて肌にかかったように感じさせるのが卒業式の静かさです。最後の送りが、雑音や歓声や拍手がほとんどなく、卒業式の各部分が確実に、整然と、執り行われるだけ。それだけの辞は、学校生活の振り返りや卒業生を祝福したりするけど、変哲もなく淡々と述べられます。卒業証書授与は、何もない部屋に規則正しく時間を刻む時計の音のように、卒業生の名前が呼ばれて一人一人の「はい」が返ってくるリズムが心地よく繰り返します。国歌・校歌・式歌の合唱も、感動的な一体感を感じられます。長い間この張り詰めた空気に浸りながら、一切動けない音一つも出せない、と皆がずっと意識して

ているので、見ていただけでも疲れ相応しい。しかし、大切な終わりにだと思えます。そしてやがて卒業生が退場すると、皆が盛大な拍手で見送るので、積もるに積もった重い空気が一気に霧散して、身体を駆け巡る開放感からは、本当に終わつたな、と身を持って感じられます。

それに比べたら、アメリカの卒業式はパーティーに近いかもしれない。予行練習はしたものの、礼の角度や声の大きさ等の指導はもちろなく、禁止行為と当日の流れが説明されて一回軽く通すくらいでした。本番では各卒業生の名前が呼ばれたら、観客全員がたまに熱血だと思わせるまで拍手したり歓声を上げたりします。私が卒業したとき、ブブゼラ（スポーツ試合などで見るプラスチックの管楽器）を持ち込んで騒々しく吹いていた家族さえいました。代表者の生徒や先生の辞も個人的な内容が多くて、笑いを起こしたり政治的な話にふれたりする部分もよくありました。そして最後に、卒業生がキャップを手を投げて、遠慮なしに全力で空に投げると、混乱極まった終わり方も印象的で、違う味の開放感を体験します。これからの人生に背負っている「子供時代」に終止符を打つのは容易くないと思いますが、どの卒業式もその文化らしく終わりを告げると思います。

そして私も私らしく終止符を打たなければならぬときが来てしましました。いつもこの時期になると、大人たちが心からアドバイスをや深い言葉を絞り出して、その言葉が怒涛のように卒業生に向けられていて、年月が手短かです。大変なときもあつたけど、とても楽しかったです。それぞれの道に進んでも、いつかまた美しい花として咲きましよう。