



TANGO

EXTRA

Dancing with Words

Senri & Osaka International Schools of Kwansei Gakuin

TANGO: TWO SCHOOLS TOGETHER

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"A Joy To Be Part Of...."

All School Production a Resounding Success by Mia Lewis

The 2018 All School Production "You're A Good Man Charlie Brown" was a joy to be a part of, ending with a heart warming song, reminding us that "Happiness can be everything and anything at all, that's loved by you." Being in senior year, the energy that I gained from the musical was one of the things that kept me going through the tough weeks. Charlie Brown gets teased by his sister, his friends and his life just all seems to be going wrong. However, by the end things don't seem so bad after all. Perhaps, that's the perspective that we should all take each day, remembering that even the smallest things like telling the time can be happiness.

Initially, I was rather nervous about the production this year, many seniors graduated last year and we were expecting to only have two male participants. But, luckily, the cast turned out to be the total opposite with Grade 9 being the majority. Their energy and enthusiasm was perfect for the musical, adding even more colour and energy to the stage along with the set that looked as if the cartoons had come to life. From singing to dancing to acting, everything went smoothly this year, with much more student input than previous years. The best parts of a musical always come from student ideas, ad libs or even mistakes which turn out to be great additions to the play.



Just like Charlie Brown trying to fly a kite, there were many obstacles to creating the production. Luckily, we were able to survive flu season without any of the cast missing important practices or the performances, although many did feel under the weather. The most significant challenging, from my perspective, was to make sure the cast, the directors and everyone else involved were satisfied with the work they were doing. When a large group of people work together, there are bound to be clashes in ideas, ways of working and even personalities. As Stage Manager, I feel the best way to utilise my position was to lessen the tensions, if there were any, to



make sure that people had their opinions heard. Especially when doing a show which ends with a message about happiness, there is no way it's going to be successful without the participants being happy as well.

The final performances were all hugely successful, to our relief, with great reviews from everyone who came to watch. (Again, thank you to everyone who decided to buy a ticket and come to watch, it means a lot more to us than it may seem). All the costumes looked wonderful, the cast sounded amazing and the great sounds of the orchestra filled the theater. On Friday night and Saturday afternoon, Ouka Maeda in Grade 9 took on the role as stage manager for the first time, getting all of her light cues on time and keeping the huge cast under control. That has left me feeling confident, as I was (very surprisingly) "sent off" with a Powerpoint with pictures of me from grade 4 till now. Many amazing people have come and gone during my 8 years participating in the school productions, I would like to take the time to say thank you to all of those who have supported me and the casts all these years. A lot of people make it seem like I personally do so much work, but in my opinion, that really isn't the case. ASP is a place to meet new people, learn new skills and take a new perspective on life, to an extent. There's always someone new that you'll meet in ASP, with a new idea, a new perspective, making you think, "Why didn't I think of that?". Most importantly, no matter how long people have been in ASP or even if they

joined for the first time this year, there is a sense of mutual trust which makes me willing to go back no matter how busy I am. The small theatre in SOIS will always be filled with energy and beautiful memories, where just going in and looking at an empty stage will bring you happiness. Again, thank you to everyone who has participated and loved ASP all of these years and please look forward to the show next year. The current cast is already brimming with excitement to be on stage again.

*Happiness is singing together when the day is through,
and happiness is those who sing with you.*

*Happiness is morning and evening,
daytime and nighttime too.*

*For happiness is anyone and anything
that's loved by you.*



Photos by Steve Lewis

Editorial by Meg Hoffmann

SOIS Offers a Venue for Discussing Global Issues

From January 26~27, SOIS hosted its first ever Global Issues Forum. Participants from UWC ISAK came to our school to take part in what turned out to be an exciting weekend full of debate.

So what exactly is this Global Issues Forum?

All throughout high school I've participated in numerous debate tournaments, forums, and other global conferences, but I've never participated in anything specifically hosted by our school. That's why I had the idea to start something at our school that can continue for many years to come. It was around this time that I heard from Mr. Lewis that an international school in Karuizawa was interested in working with SOIS in an educational event. I decided that a Global Issues Forum would be the perfect event for SOIS and ISAK to participate in.

Over the course of two days, students debated in an MUN-style discussion about topics such as child poverty in developed countries and child refugees. In addition to this, the ISAK students stayed with host families from SOIS, which allowed students to interact and create long-lasting friendships.

Many people are often skeptical of these forums, and they tell me "simply discussing topics won't fix them." To a certain extent, they're right. As students, there is only so much we can do. However, I truly believe that talking about issues and spreading awareness is the first step to finding a diplomatic solution to any problem. We students are going to be the next leaders of the world, and thus growing



up in an environment that allows to become problem solvers and thinkers is crucial in creating global leader. Planning/hosting this event was stressful but extremely rewarding. Thank you to all of the students who participated, I hope it was a memorable educational experience for you!

Thank you to Mr. Kralovec, Mr. Lewis, Mr. Sheriff, and Ms. Minakuchi for your support!

ASP Orchestra Overcomes Adversity by Tasuku Azuma

At nine in the evening on 17 last month, All School Production 2018 had come to an end. The title of year's production is *You're a good man, Charlie Brown*, which is based on a comic strip, *Peanuts*, by Charles Schulz. Unlike previous years, this year's production is aimed for people of all ages, as it focuses more on entertainment and comedy, than the plot development. For such an amazing show to become reality, more people were involved in the production than ever, especially in orchestra. With a significantly larger group of people involved, we encountered many problems. This is just a brief coverage of the trials and errors the orchestra experienced in trying to contribute to a memorable show.

Before the winter holidays began, orchestra members were given scores of music pieces and practices were held around twice a week after school until 16:30. But, when school resumed in January, the number of practices increased to three times a week until 18:00, and gradually, to every day. Although Mr. Villapando explained this demanding practice schedule several times at practices, some of us were not fully aware of the importance of participating every practice. Also, at the same time, influenza struck a few members, and as some of their symptoms deteriorated, their absences were prolonged. As a result, practices were often held with small number of people, and we rarely had an opportunity to practice with all the members. This did not only lead the orchestra to fall behind the schedule, but also caused other teachers and cast members to question the quality of music that the play depends on. Having seen this situation, Mr. Villapando again warned us to be present at every practice and that he would consider removing names of those who could not fulfill their commitments adequately from the list of orchestra members. I believe this word of caution came home to the heart of orchestra members and perhaps even scared the flu virus away, because soon after, the pit was filled with orchestra members.

In mid-January, orchestra moved to the orchestra pit to begin practicing with the cast. This year, the amount of practice needed doubled as there were two casts. The tempo and the atmosphere of music slightly differed depending on the casts, and it took us a while to adjust our music to them. Another difficulty we faced was playing quick changes, which are music pieces composed to fill in the blackout scenes. The length of music

kept changing until the very last minute, since it depended on how long it took for the backstage team to change the set. This forced us to pay the utmost attention to Mr. Villapando's baton.

There were many other technical and small problems that we had to deal with. But I believe we have learnt a lesson through the process of overcoming those obstacles. One thing was to stay calm and relaxed especially when encountering unexpected situations, because the more one expresses his/her anger and anxiety, the more others start to feel the same way. Hopefully this kind of lesson becomes a useful tip for the ASP next year.

Overall, I personally believe that this year's ASP was a great success, which was only made possible with tremendous effort and commitment from every single person involved in ASP. Unfortunately, this year was the last ASP that Mr. Villapando could conduct. Ms. Deklinski will be in charge of conducting ASP orchestra next year. Thanks for all your help and guidance, Mr. Villapando!



MUN at Marist by Nanami Hasegawa

On February 21-23, ten OIS students and five SIS students became delegates for their assigned nations for the annual Marist Brothers International School Model United Nations. It was the first MUN most of us attended and it was a fruitful experience for all of the delegates. This year's topics were food waste, combating terrorism, euthanasia and child marriage. Each person had to deeply research one of these topics, but everyone was able to participate in all of the discussions that took place in the General Assembly (this is the meeting where all of the delegates meet). Everyone from SOIS spoke at least once and greatly contributed to the discussions. The exchange of opinions from delegates around the world resulted in the creation of resolutions that would address the issues stated above at hand.

Perhaps the most notable event was the emergency crisis. The current event to be discussed was determined at the start of this event, so delegates were unable to prepare for the issue. This year's emergency crisis topic was the Aegean dispute, specifically the dispute between Greece and Turkey for the Imia/Kardak Islands. The delegate of Greece was Leo Baxter from OIS. It was interesting to see how each delegate argued when they were not given the time to research.

Not all of the action took place during the meetings. The OIS delegates took advantage of the lunch breaks and went to Suma Beach everyday to eat. Our roles quickly changed from delegates to teenagers and we were able to enjoy the beautiful view of the beach while enjoying each other's company. The after-party ended this MUN on a high note as food brought people together and we all made new friends, such as the students from MBIS.

Congratulations to all of the SOIS delegates, especially Tyus Sheriff for receiving an award for being an outstanding delegate.

I highly encourage other students from SOIS to participate in future MUNs. Not only will it improve your public speaking skills, a delegate must always abide by their country position so it will also improve your critical thinking. It is also a great opportunity to make new friends from other international schools in Japan and become closer to people you already know.



Photos supplied by Tara Cheney

SOIS and ISAK forge bonds through MUN by Tyus Sheriff

On January 26 and 27, students from the International School of Asia Karuizawa (ISAK) visited SOIS to participate in an Model United Nations (MUN) conference. ISAK is a member of the United World Colleges (UWC) program, boasting a diverse and talented student population. Organized by senior Meg Hoffmann with support from teachers, the MUN conference focused on the issues of child refugees and child poverty in "More Economically Developed Countries" (MEDCs), but also kept a strong focus on developing a relationship between SOIS and ISAK. Various students from SOIS partook in the conference, including roughly 10 OIS Grade 10 students, 1 OIS Grade 11 student, and 1 OIS Grade 12 student.

Model United Nations (MUN) is a globally recognized academic activity, where students come together, each representing a country, and try to draft and pass resolutions on world issues. The emphasis of the activity is to resolve conflicts peacefully and diplomatically, as the United Nations aims to do. This is the first time SOIS has hosted an MUN with ISAK, and students involved were happy with the result. "All the ISAK people were friendly and it was a pleasure to discuss topics with them," comments Nanami Hasegawa, who helped represent Thailand on the second day of the MUN.

Representing Thailand on the first day of the MUN, I thoroughly enjoyed the event and was impressed by the skills demonstrated by ISAK students. Although the participants from ISAK were more experienced in MUN, they were able to help guide us in the process of crafting resolutions and voting in groups. Mina Allen, who represented

Peru, said the event helped her "gain confidence in the process of MUN and made me understand how the conference works".

Some OIS Grade 10 students are now in the process of planning next year's MUN at SOIS, which they hope will invite more schools to participate in an even more lively and interesting discussion than this year. SOIS students who are interested in joining are encouraged to participate.



Photo by Steve Sheriff

SOIS hosts AISA Leadership by Noah Izumi

From February 1 to 4, SOIS hosted over 49 students from 4 different schools for the annual, 2018 AISA Math Mania Competition and Leadership Conference. Students from Korea International School (KIS), Seoul International School (SIS), and Yokohama International School (YIS) arrived on Thursday, February 1st, to a warm welcome by the homestay hosts. Unfortunately for YIS, while the KIS and SIS students had a good night's sleep in their hosts' houses, they had to sleep on our band room floor which is quite notorious for being stained with years of spit. After their rest from a long day of traveling, students were given a welcome address by the SOIS heads, from where we split up into our AISA groups accordingly. Now, while the math geniuses were off solving Mr. Bertman's mind-boggling problems for the day, the Leadership students had a relatively relaxed time on discussing how we could improve our school communities.

The first day of the Leadership Conference consisted of icebreakers, keynote speeches, and presentations concerning the problems we have at our schools. The ice breakers were successful in getting people to talk and become closer, especially as the treasure hunt had made students from different schools collaborate at finding certain locations around the campus. Reconvening from the icebreakers, Mr. Lewis gave us an insightful speech on how to become better problem solvers, where we all found something that we could implement into our own lives. After the fun each school broke off into their respective groups to discuss a problem they had in their school. SOIS had split into two groups: one addressing the noise in the library, and the other addressing the issue of locker room thefts. Each group was given some time to discuss the problems they chose to look into, and create a poster that would sum up our ideas. After our posters had been made, they were hung up around the room for all to see. As we were given the time to analyze each poster, there were post-it notes for us to comment or suggest ideas on how the schools could tackle their issues. This exchange of ideas was extremely beneficial for all of us, and we had actually gotten some decent suggestions, such as implementing fake surveillance cameras outside the locker rooms, to address the issue of locker room thefts.

The activities of the second day were more of the same, with a keynote speech and a presentation of possible social events, yet there was a surprise waiting for all of us at the end of the day. Our second keynote speech was made by Mrs. Hwang, about her 10 tips for success in life. Her speech was quite engaging, with Mrs. Hwang sharing her own personal experiences in relation to the advice she was giving. After yet another lovely keynote speech, we broke off into mixed groups to come up with

a set of ideas for social events. Students from every school contributed greatly to the discussion, coming up with promising events that would most likely bring the entire school community together. The SOIS Student Council were particularly interested in a few of the proposed events, so be on the lookout for anything exciting in the coming months. Once the day's work was over, it was time for a little surprise organized by Mr. Bertman and the supervisors of Student Council. For possibly the first time ever, the students of AISA Math and Leadership came together to participate in a boat-building contest. In Math and Leadership combined groups, we set off designing and piecing together our boats out of cardboard and balloons. The goal was simple, build the coolest boat and sail across from one end of the pool to the other as fast as possible. There were ten teams competing for the title of champion, with each team bringing in a unique design of their own. Yet of course, it was Team 10 that pulled through with their most spectacular boat, *Think Outside of the Box*. This activity was not only successful in being the highlight of the day, but most importantly it brought the students of both events together.

All in all, the 2018 AISA Leadership Conference was an engaging event that provided not only the means to sharing ideas with others, but to meet and become friends with students from all around Japan and Korea. For the future members of Student Council, this is an event that you should definitely consider joining.



Photo by Kano Hashida

AISA Math Mania 2018

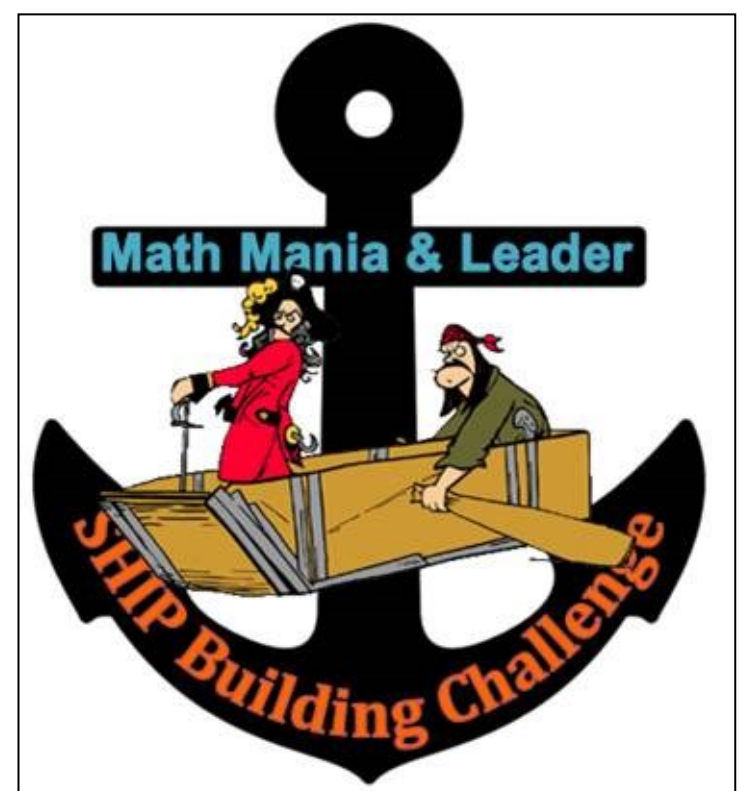
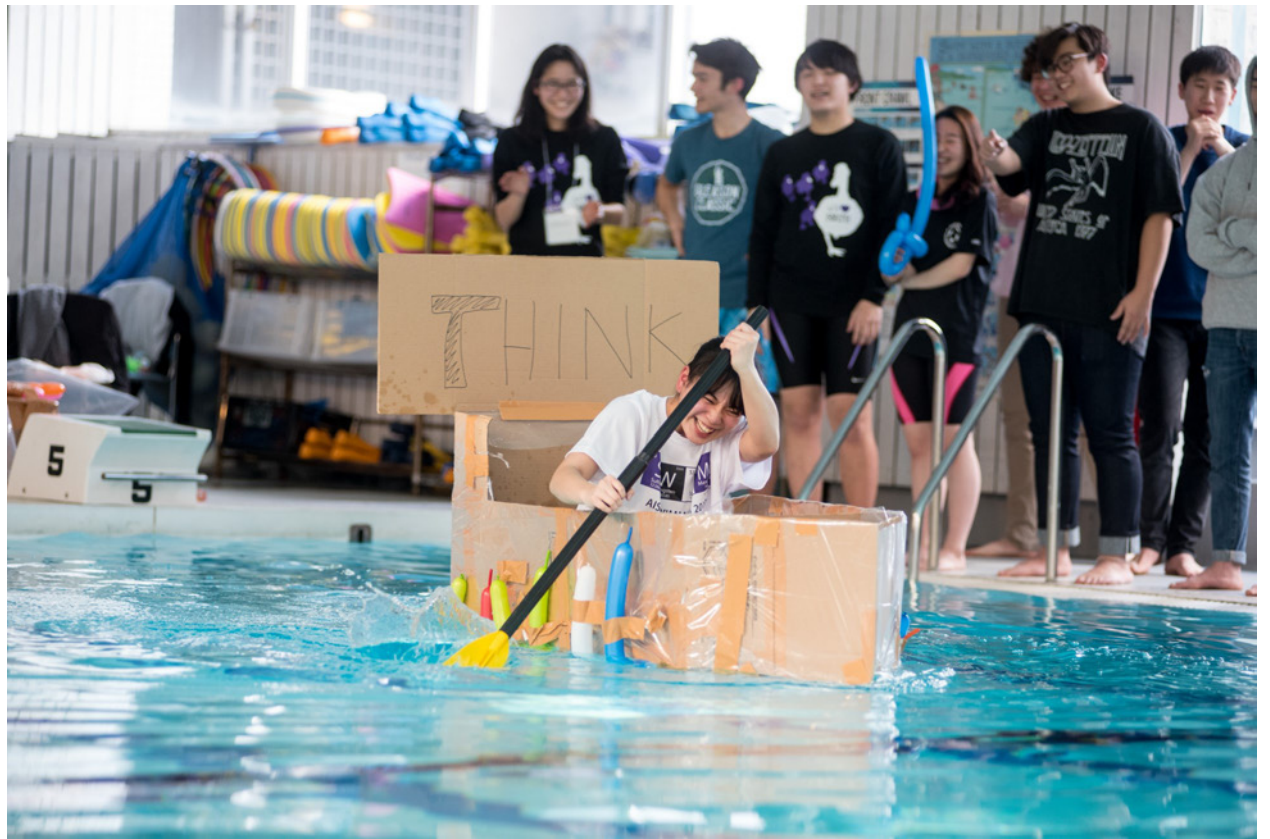
by Keiya Iwamida

As I am considering pursuing my career in the engineering industry, AISA Math Mania was a great chance for me to interact with other students who have similar career goals. AISA Math Mania was a two-day mathematics competition, in which we competed against students from other AISA schools in individual and team events.

The problems in AISA Math Mania were very different from the ones we get in a math class, and they required us to think flexibly. For example, one of the problems asked, "Planet Pythagoras orbits its star. The time taken for an orbit is one Pythagoras-day. During one Pythagoras-year how many times does planet Pythagoras rotate on its own axis?" You might think that if it takes one day to orbit once, then the planet will rotate just once on its own axis, but the answer is 2 or 0. This is because when the planet orbits around its star once, it will add one extra rotation on its own axis. The answer can be 2 or 0 because the number of net rotation depends on the direction of orbit. If the orbit and the rotation are in the same direction, the planet will have 2 rotations, but when the rotation is in the opposite direction, it will get canceled out so the net rotation is 0. As this example showed, decoding the problem is an important part of solving these questions. As a student taking 2 science subjects, I can say that the skills to decode questions would also be useful in real-life exams.

We also had a combined activity with the AISA leadership students. Our challenge here was to build a boat that would be durable enough to sail across a swimming pool but also with a creative design. In this activity, we competed in teams consisting of five or four students from different schools. We had a limited amount of resources such as cardboard, and we also had to reduce as much weight as possible. These were the main challenges that we had to deal with when building the boat. After we were confident with the durability of the boat, we then started working on the creative elements of the design. One of the teams built a boat based on the orbiter from a Space Shuttle, by using cardboard to recreate the fuselage and attaching red and orange balloons on the back to show the flames from the engine (I think the boat sunk halfway down the swimming pool...).

Even if you are not going to a field involving mathematics, this would still be a good experience to interact with students from other schools, and I think this is also a good chance for us to practice thinking flexibly.



Photos by Steve Lewis

Biases in the History Books by Tyus Sheriff

My life has been characterized by the coming-and-going between Japan and the United States. I have spent over 6 years of my life in Japan, at public schools, and now, at an international school. The rest of my academic life has been spent studying in public schools in the San Francisco bay area. Moving from California to Japan at the age of 10, it was jarring to observe the shift in academic style and rigour. Whereas Social Studies classes in the United States emphasized forming opinions on topics, I found myself clutching a highlighter at night and memorizing passages from textbooks upon transferring to Japanese public schools. My youthful ignorance, however, blinded me to the fact that the education I was receiving in both countries was rooted deeply in censorship. It wasn't until I opened an article a friend texted me regarding the censorship of textbook content in Japan while attending my current international school that I recognized flaws existed in the history education of both countries. As this topic relates to my upbringing, and, perhaps, the way I view the world today, I felt it important to find out the biases present in history education and how they ultimately affect our political or personal perspectives.

In the United States, almost every textbook is written under Texan influence. In fact, Professor Keith Erikson estimates that 80 percent of textbooks in the United States come from Texas. Because Texas is a large market for publishers, textbooks are often written in a way that appeal to a more conservative narrative of history. Former Texas Board of Education chairman, Don McLeroy admitted himself that he evaluated textbooks by looking at how it treated Christianity, Israel, and Ronald Reagan. Moreover, Gail Collins mentions that the Texas Social Studies curriculum requires textbooks to include information regarding "the cattle industry boom... Equal Rights Amendment opponent Phyllis Schlafly... and the National Rifle Association." Due to such arguably random and overtly conservative material, Collins postulates that Texas doesn't make books "inaccurate", but instead "unreadable". "The typical school textbook," he writes, "is composed of a general narrative sprinkled liberally with 'boxes'—sidebars presenting the biographies of prominent individuals, and highlighting particular trends, social issues, or historical events." In effect, Russel Shorto argues that textbooks have lost a "controlling narrative" and are hard to coherently understand.

Japanese textbooks are plagued by similar issues regarding government approval and strong conservative influences. In 1946, after Japan lost World War II, the Supreme Command of Allied Powers ordered for Japanese textbooks to be screened by the government to ensure that textbooks don't promote "emperor worship". However, critics argue that the screening system has transformed into a means by which the government can censor textbooks. Ienga Saburo disputes the constitutionality of textbook screening, after the government rejected his textbook for "portraying war too negatively." Among the government's complaints included a request for the textbook to discuss the Japanese "advance into China" instead of its "aggression". At the same time, the government controversially approved Nobukatsu Fujioka's *The New History Textbook*, which famously aims to erase "dark history" by omitting topics such as "comfort women". Students, on the most part, do not care about censorship or omission because history is taught in a way that emphasizes rote memorization of what is in the textbook.

"Social Science was established by nation-states to essentially teach citizens about how great their countries were," explains Daisuke Nojima, a passionate Social Studies educator from Japan. We sat across each other in his office, as he went on to point out how censorship is built into education. Mark Mladinich, a Social Studies teacher from California, spoke from personal experience, writing he was "sure that textbooks have edited or omitted information. The evidence is overwhelming, not just in the United States but everywhere in the world." His email alluded to specific instances of textbook "censorship" in which words were slightly altered to bring about vastly different nuances and connotations. "People fight over textbook content because education is so obviously about the future, reaches so deeply into society, and is directed by the state," writes Kathleen Woods Masalski in her paper, *Examining the Japanese History Textbook Controversies*. She argues that textbooks have enormous authority, both "directly and indirectly". Yet, scrolling through a myriad articles on the topic, I felt the need to investigate this controversial topic myself, in a more local context. I decided to borrow two pristine Japanese textbooks from my school's Social Studies office to take home. I also marked relevant pages of several American textbooks using pink post-it notes, digitally scanning its creased pages at my local library.

Upon analyzing and examining the textbook's content in relation to World War II, I found various ways in which information was censored or otherwise omitted. Take the Nanking Massacre, for example, a controversial event from the war in which, as the Encyclopedia Britannica puts it, a "mass killing and ravaging of Chinese citizens and... soldiers by... the Japanese Imperial Army" took place. This event is controversial, as the Chinese government claims that Japan white-washes information pertaining to the massacre in schools, with a student from Tokyo corroborating, saying that her textbook "has been vague about the brutal massacres of Nanking" in an online survey. I could see where she was coming from, after reading through the Japanese textbooks I had borrowed. For instance, in a world history textbook, the Nanking Massacre is mentioned in a one-sentence footnote, referring to the event as the "Nanking Incident" and stating that the army killed "many people". The national history textbook devoted just two sentences to the incident. The brevity shocked me, but holistically, it made sense: WWII comprises approximately 1.4% of the world history textbook's material, while it makes up approximately 7.4% of the national history textbook's content. The truth is, World War II is not paid much attention to in classes, with the general focus being placed on feudal Japan. A student from Nara wrote, in the survey, the "vast majority of time in history classes is spent on learning about the Middle Ages and the Edo period" with "hardly any time" spent on WWII. Naturally, textbooks from the United States took on a more Eurocentric view of the war, meaning little to no attention was paid on the Nanking Massacre in the books I reviewed.

An issue I knew would be contentious in both nations, however, was the Japanese attack on Pearl Harbor, which catapulted the United States into war. The Texas Education Agency's Texas Essential Knowledge and Skills (TEKS) standards require students to be able to "identify reasons for U.S. involvement in World War II... especially the attack on Pearl Harbor", enshrining its importance into the official state curriculum - and the textbooks from the United States seemed to do just this. One textbook passionately detailed how "Americans responded heroically to Japan's attack on Pearl Harbor... The Navy Cross was awarded to another 51, including Dorie Miller, World War II's first recognized African American hero, who bravely operated an anti-aircraft gun on his ship during the Japanese attack". Another textbook emotively described how the attack "rained death and devastation on American ships", while an AP US History and IB History of the Americas textbook used the terms "paralyzing blow" and "pulverized" to describe the effect of the attacks. In contrast, Japanese textbooks seemed rather clinical and terse in their depiction of the event. The national history textbook reads, "On 1941 December 8, the Japanese army landed on the British-occupied Malay Peninsula while the navy led a surprise attack against *Shinjuwan* (Pearl Harbor), resulting in the Pacific War", coupling the description with a vivid picture of the USS West Virginia in flames. Although I would be quick to perceive such a superficial portrayal of Pearl Harbor as being an attempt to avoid controversial history, a Japanese Social Studies teacher, Hisashi Munemasa, says it can be an opportunity to "expand on that information and encourage students to research by themselves".

Another contentious event, especially for Americans, is the dropping of the atomic bomb on Hiroshima and Nagasaki. Upon examining American textbooks, I found that the event was described in a way that was relatively balanced, acknowledging both sides of the issue. One textbook offered three contrasting viewpoints between William Leahy, Henry Stimson, and James Byrnes on the atomic bomb. The book also included historian Gar Alperovitz's opposing view on Truman's decision. The textbook described reasons as to why the bomb was dropped and the effects the atomic bomb had on Hiroshima. Additionally, the book included an eyewitness account from Nozaki Kiyoshi, who detailed the "horrific scenes" of Hiroshima. Despite this more or less "balanced" approach towards the event, the book only touched upon Nagasaki in one sentence. Furthermore, in describing the end of World War II, the textbook reads "The long war was finally over. The United States and its allies, after a tremendous effort, had freed Europe from Nazi tyranny and put an end to Japanese aggression in Asia". This passage is, as Annie Bogue, a Social Studies teacher says, "written from a bend of the winner".

As a student who has lived in Japan, I have been through various classes in which we would listen to the stories of survivors of the atomic bomb. We would often watch and write reflective essays on documentaries about Hiroshima in classes.

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This is why I was surprised to see that Japanese textbooks did not cover the bombing of both cities in greater detail. Both national history and world history textbooks objectively described how the attack played out, void of the layers of analysis and retrospect found in American textbooks. Yet, the reason Hiroshima isn't focused on could be due to the very programs aimed at teaching the attacks which are already in place. Nojima says that many classes, especially those in Hiroshima, learn "peace education" through "listening to the stories of survivors and researching about atomic weapons". Nojima additionally comments on the effects of "peace education", stating that it makes the government "fearful of antigovernmental movements". Thus, he says, schools offering "peace education" in Hiroshima receive "stringent curriculum auditing" by the government. Although not explicitly clear in the textbook, I learned censorship played a role in classes regarding the use of atomic weapons on Japan.

So, it's clear there's a problem here. History textbooks and education in Japan and the United States is plagued and riddled with difficulties. Such problems are further exacerbated by the inaction of us, students, in interrogating the material they are being taught. The focus of history is being strayed from analysis and brought towards rote regurgitation of content. In a functioning democracy, well-informed citizens are necessary. We, as students, must learn to interrogate the information put forth as the "truth" by figures of authority in order to foster the skill of critical thinking. I talked to numerous students and teachers about what action should be taken to address this issue, and how to improve the status of history education as a whole. Many suggestions were made, but a few had popular consensus.

The first suggestion was for classes to consider a range of viewpoints. One student from Osaka stated that "resources from various periods and places to show all perspectives" should be used. Mladinich says that teachers should "use a variety of sources, and methods to draw conclusions on historical events, especially controversial ones" and that classes "requires more than just one textbook author's perspective". Bogue says that, through using a variety of sources, she can help students discern "fake" information in the technology era with "pure" information from primary sources. Nojima, on the other hand, proposes a different approach on the subject of history as a whole through promoting "various kinds of history". He explains that world history is based on a Eurocentric "measurement of progress". In other words, the progress or structure of civilizations throughout history have been assessed according to European standards. Yet, in an increasingly globalized world, Nojima says that such standards should be forgotten and a more neutral "global history" from "international perspectives" should be adopted instead. Another student from Osaka stated that "We need to look at the same events from different perspectives, in order to fully comprehend (or come close to understanding) what actually happened". This is all to say that textbooks are not sufficient as the sole provider of information, and various sources from various perspectives must be considered when learning history. If we expose ourselves to multiple perspectives, we can learn how information can't be accepted at face value and must critically interrogating all content given.

Another solution proposed was to become genuinely interested in learning about history. This can come from teachers engaging us, students, through the use of various mediums or styles of teaching. A student from Nara commented, "It's actually unbelievable how dead the class is". Another student from California stated that history should be intriguing as "if people dread the activity the information will fall right out". Bogue says that finding facts is easy, but "the hard part is making it interesting and teaching students how to access it on a daily basis." But, how is making education interesting related to textbook censorship? The idea, she explains, is to inspire students through making history interesting. By doing so, she hopes her students will continue to discover and investigate history outside of class. Teachers might consider emphasizing less the "facts and figures" aspect of history, which, admittedly, is crucial to the subject. Instead, teachers should focus more on how history relates to their everyday realities. Yet, this is not fully the responsibility of teachers. Students must also be receptive of the methods used by teachers to see how effective they truly are. After all, a passionate coalition of students advocating for change is enough to bring about structural change. Empowerment and inspiration, she believes, is the main aim of history, and this comes

through engaging students.

After asking students and teachers about how to make history more interesting, several methods were popular. Two students from Kyoto and California suggested that classes should devote more time to in-class discussions. The same student from Kyoto also stated that "It would be interesting to have teachers being outside sources and use media like videos [and] interactive programs" in class. Mladinich aims to make his classes interesting by encouraging student collaboration and assigning creative exercises to accommodate for the different ways students learn. He also believes that "there should be collaboration amongst teachers in the same subject area" to craft a curriculum that is "of value to the students".

In an increasingly globalized and interconnected world, many teachers point out that it is no longer important to simply memorize facts for no specific purpose and that, students should gain the skill of harnessing facts to form their own opinion on various issues. Kenzo Yoneda, a Japanese Social Studies teacher, sifted through multiple resource guides and books to find a book entitled, *Think and Quest*. He proudly displayed the book to me, a book that aims to cover Japanese history in a way that promotes "active learning". He pointed at the first page, which could be interpreted as his "manifesto" for teaching history. The first page, printed in blue, black, and white, with an illustration of students cordially discussing at a round table, outlines its three guiding principles for learning history: memorization isn't what history is for, by exposing yourself to various outlooks you might gain new perspectives, and sometimes there isn't one "correct answer". Yoneda believes that teachers should begin adopting this approach to history in order to enhance the critical thinking skills of their students. Munemasa agrees, saying "history is not just about learning facts and memorizing important figures. It's more about analysis, understanding, and evaluating the events". It is therefore important for students and teachers to not simply go about memorizing facts that will soon be forgotten. Instead, we must be critical thinkers, applying what they learn in class to the real world. Bogue conclusively comments, "The hope is to empower students to seek justice and humanity in the future by investigating where people in the past got it right and where they got in wrong".

Both Japan and the United States are taking steps towards solving institutionalized problems. California, for example, introduced a bill in state legislature that would "prevent Texas-approved changes from seeping into textbooks in the Golden State". In 2016, California's State Board of Education required that "comfort women" be included in the History-Social Science curriculum of California Public Schools. As for Japan, the country will be implementing new curriculum and educational guidelines starting in the year 2020. Among these guidelines, Nojima notes, will be the combination of the previously separated "Japanese History" and "World History" classes. Nojima says that he believes this curriculum change is an opportunity for Japan to explore a more global-oriented, modern take on history. Moreover, the Japanese entrance exams, as previously mentioned, will be reformed in 2020 to place less emphasis on memorization and more emphasis on the acquisition of information. Yoneda hopes the reform will be an opportunity to change how students perceive and learn history as a whole. Yet, structural reforms are incremental, and the importance for students and teachers to come together to learn history has never been greater.

Clearly, there is potential to solve the problems found in textbooks and classrooms in both the United States and Japan. Progress ought to and is being made to achieve a kind of history education that embraces critical thinking, considers contrasting perspectives, and helps students truly understand how past actions shape the world of today. Perhaps the future of Japan would see students actively offering their own opinions in class, with Americans considering a more balanced view of global history. Yet, for now, many students will find themselves in the position I once found myself in: fluorescent highlighter in hand, cramming for the next test into the dead of night.

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Leading Math Textbook Author Visits OIS

by Dave Algje

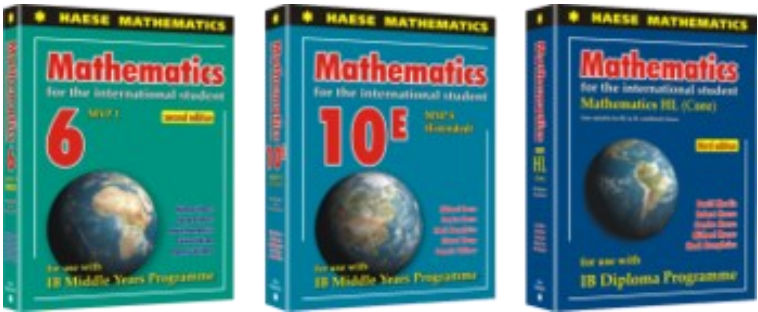
Michael Haese is a leading mathematics textbook author and educator. You will probably have seen his math books on bookshelves in classrooms. You may even use one of his textbooks to do math. OIS teachers and students were privileged to have Mr. Haese visit our school on March 5th to challenge and inspire us to see math in new ways .

According to Mr. Haese, he wants to make math alive and real. He wants students to be able to make genuine connections between math and the real world and between math and other subjects. It's pretty obvious that he wants math to be fun, but challenging

Mr. Haese took on a challenge himself: to teach one-off lessons to some of the OIS math classes. He mentioned later that preparing a lesson for Grade 6 was a challenge for him as he had less experience teaching at that level.

However, the Grade 6 students thoroughly enjoyed the lesson, and learned a lot. " Mr. Haese was talking about math in an interesting way, " said Grade 6 student Oliver Kralovec, "He showed us some cool scientific and mathematical rules. For example, he told us about how a pendulum works, and the math behind it. He opened our eyes to how math is all about patterns."

The math teachers who watched the lessons Mr. Haese gave spoke highly of them. Mr. Bertman said that it is good to see students challenged in math; students need to be able to knuckle down and work hard at tough problems. Mr. Wellburn said that getting in an outside expert to share their expertise was a great idea, and one that OIS could use even more in future.



Pictured above: Some of the textbooks Michael Haese has helped create

Photo sourced from Haese Mathematics website;



Pictured above: Mr. Haese leads the Grade 6 lesson, with some help from Oliver.

Photo sourced from OISinbrief Twitter Feed

An Insight into Doing IB DP Music

by Kako Shintani

If you are an IB candidate at SOIS, by the end of your second trimester in 10th grade, you will need to submit your DP subjects application form. Though this school is relatively small, there is a good range of options available; one of them being DP Music.

Music goes under the Arts curriculum of the International Baccalaureate Diploma Programme. The learning material includes music theory (where basics of music and reading and writing of music is taught), music history and musical analysis. Music history covers everything from the earliest form of tuning musical instruments, to how produced music originated. When analysing, in a similar way to the Language and Literature courses such as English, we refer to the musical techniques used in a piece to prove a point. This may be about how tempo and dynamics create a specific atmosphere in the piece, or about how the type of rhythm is symbolic of a specific musical culture. The pieces we are given usually do not have any background information and therefore we must deduct the context of each piece from its musical features. If you already have an interest in history, art or geography, musical analysis and studying music history may be just for you.

One of your concerns may be about performing. Performance requirements differ for SL and HL students; HL students will be required to record in total 20 minutes of a live performance, group or solo. In addition, they will need to submit 3 composition works by the end of the course with scores and recordings of performances. For SL, you may either choose to submit performance recordings, adding up to 12 minutes, or 2 works of compositions. This will be the largest difference between SL and HL.



Now, it goes without saying that the Diploma Programme is an extremely tough, and a mentally and physically challenging course, especially for those that suffer the habit of procrastination. There is no such thing as an “easy” subject, no matter what your friends tell you, and DP Music is no exception. However, that should not let you be put off. In my opinion, Music accelerates our understanding of the Arts through the ages and around the globe, as well as furthers our insight into culture on a large scale. It creates a space where complete creativity is encouraged and “being emotional and temperamental” can be considered a gift. Designing yourself time to be with Art and be expressive is not only important in your academic career but also your life outside of school.



Rebelling

by Freya Kirwan

Since the middle of the 20th century, it has been a truth universally acknowledged that all teenagers rebel against their parents. Actually, psychological studies of adolescents have shown that this is not even particularly common, let alone universal and inevitable. Certainly, teenagers will almost inevitably come into conflict with the authority that their parents wield over them, but this is a very different thing from actually rejecting the values and expectations of their parents, which is what, in the second half of the 20th century, was generally taken to be constitutive of ‘teenage rebellion’.

Nevertheless, there is a reason why the teenage years and rebellion should be so closely associated (though, it may be the same reason that gives rise to midlife crises). How rebellion manifests itself is inconsequential: clothing, music, drugs, attitude. The motive behind the action, however, is consistent. We do not live in the age of rebellion, it is phenomenon that transcend all such restraints of time. It is the need to distinguish oneself from the ‘rest’. Ironically, this ‘urge’ is often found when the individual is most vulnerable, the teenage years. I say ironic because it is rebellion for the purpose of validation: one rejects, and courts rejection, in order to be accepted.

Nowadays, people tend to rebel by aligning themselves with a certain chosen identity (“I’m this or that kind of person”). This was perhaps always the case – think of the famous subcultures of the past, such as hippies or punks – but it is something that has been greatly intensified by the internet: now one can enjoy a virtual identity with the minimum of actual real life investment. The problem with aligning oneself in this way is that every “identity” has a script (the list of conditions that qualify one for belonging to/ claiming that identity). This is the contradiction: on the one hand, you’re trying to escape the feeling of being determined by those around you, but at the same time, in choosing to rebel into a certain identity – to be a this or that – you are, as it were, choosing to be determined. It is not surprising, then, that so much space is taken up on the internet with arguments over self-definition, over what is the correct form of being a this or that, and with defining others in terms of types. It can easily seem as if the form becomes more important than the substance.

Yet there might be a simpler form of rebellion – though, one that perhaps risks eccentricity. This would be the settled determination to always ask oneself “What do I know?”, “What do I really feel about this?” (not “What am I expected to feel?” or “What should I feel?”), “What do I want?”. And if you are now wondering what *kind* of person this makes me, then you are part of the problem.

New Members Welcome to Eco Club!

by Sho Sakura

One of the biggest environmental issues that we face today is global warming. Eco Club originally started as an OIS graduate’s CAS Project in an act to help sustain our environment by recycling waste paper, and is currently one of the most popular clubs for OIS students in the IBDP.

Members of Eco Club collect waste paper within SOIS and package it every Thursday after school for it to be sent to a company in Osaka. This company provides jobs to homeless people. As you see, not only does Eco Club help sustain our beautiful world, it also indirectly helps the homeless.

Personally, Eco Club has been one of the best volunteer activities for me, since it does not take too long—we usually finish by 4:00 pm—and makes me feel better about myself. Compared to other volunteer activities that I have done, I can guarantee that Eco Club is in no way a stressful activity or an activity that drains your energy and time. Any OIS students looking for a new volunteer activity should consider joining Eco Club. The more members we have, the quicker we will finish!



Microsoft Clip Art

Terra Mater

by Manon Raby

Many moons ago Man inhaled the Earth
and it filled his lungs with joy
So crisp was the air that blue birds honeyed
so clear were the waters that they would drink
Then Man became billions and Man needed more
so he revolutionized machinery with coal and ore
The blue birds were still at peace nesting in their willow tree
but the air tarnished grey was all they could see
Miles away from the blue birds tree sat a polar bear and her baby
Unaware that life for Man was changing so quickly she wondered why
her home was disappearing
The waters were no longer crystal clear for Man owned too much now
Sea turtles could not breathe for Man threw it all away now
Stars erased from the sky for Man would not slow down
Then Man inhaled the Earth again
and it filled his lungs with poison
So he wondered for a moment if he had made a mistake
But Man looked around and there were still some flowers
And Man needed more so he just sat at the top his tower

Mr. E's Mysteries: Episode 2: The Counterfeit Conundrum

The solution to the last mystery was Bobby Brown. Mr. Hawkings was seriously threatening the casino's profits by winning more than he should' have as the casino was relatively new, and decided that the only way to stop him from playing was to murder Mr. Hawkings. Mr. Brown kidnapped Mr. Hawkings and froze him using his cryogenic chamber, then dropped Mr. Hawkings out of his helicopter. Mr. Brown then bribed the two witnesses to frame Mr. Schnapp, which was why they gained so much money after the interview. His fatal mistake, however, was that the murder was very poorly timed as Mr. Schnapp was out bowling while it happened. Mark Steger was also proven innocent as Mr. Hawkings would have rotted long before he could have been able to be frozen.

Mr. E's Mysteries Episode 2:

There has been a large increase in counterfeit money being produced in Gravity Falls. The Gravity Falls Police Department has looked into the case, and even found one of the operations. Unfortunately, the gang escaped before the GFPD could catch them, and the entire operation seems to have been dropped. The GFPD has a large file of information on this crime, and believes that it will finally be the incriminating evidence they need to finally put one of the gangs behind bars. However, they are stumped as to which one it is, and request your help to figure out which one it is. Now it's up to you, the detective, to catch the culprits.

•Mr. E

There were four major pieces of evidence to this crime.

Evidence #1: The subject of counterfeit money was brought to the GFPD's attention when a member of a separate gang was captured. "The Woodpecker", who is part of the Blind Eye gang, gave the GFPD information that one of the gangs was counterfeiting money to shorten his parole, but he refused to say who. At first we were suspicious about the authenticity of this information, but with new evidence we dug up afterwards the fact that one gang is counterfeiting money is almost certain. However, there is the possibility that he was talking about his own gang to direct the attention somewhere else. The interview we took is as follows.

"Woodpecker": So, you're cutting my parole in half, right? Just making sure.

GFPD: Yes, the audio has already started recording. Let's just get on with the interview.

W: Well, there's a rumor been going around that one of the gangs 'been counterfeiting money. Not much I know about, but it's definitely been tossed around between some of the members.

GFPD: Do you know which gang?

W: Nah, like I said, there hasn't been a lot of information so far. Just some rumors.

GFPD: And who did you hear these rumors from?

W: Well, I can't tell you exactly, just that it came from a couple of friends here and there.

GFPD: Do you have any suspicions between the gangs?

W: Not sure, but I feel like the Bill's Gang would do something like that. They just feel like the kind of people.

GFPD: Do you have anything else to say about, other members and the such?

W: Ha! You'd have to let me completely off the hook for a chance at anything about that.

GFPD: All right. Any other information you'd like to share?

W: Errr, oh yeah! Pin- this one guy told me that he heard that they weren't doing it very well. He's our counterfeit expert and he said that they're making the serial code or something like that the same. He said it was a rookie mistake.

GFPD: Is that it?

W: Yup!

GFPD: Thank you for your time.

Evidence #2: Similarly to what "Woodpecker said, we recently saw a surge of 20\$ bills with the same serial number popping up.

This solidified our suspicions that there is counterfeit money circulating, but didn't give us much help with figuring out who it was. One of our counterfeit experts at the police department said that they were very well made bills, close to exactly the same as the original. It seemed strange that there would be as obvious a mistake as not changing the serial number. We have furthermore decided not to publicly alert the people as we are hoping to work undercover and take down the gang, then announce which bills are unusable. We have still been collecting as many definitively counterfeit bills as we can in the meantime, but not much more progress has been made.

Evidence #3: In the search for more clues, we got a tip-off from Mr. Pines, who knows a lot about the underground, and can give you some information - for a price. We kept an audio recording of the conversation, which goes as follows.

GFPD: So we heard you could give us some information about the counterfeit money?

Mr. Pines: Yup, I know a thing or two about it. Word is on the street that one of the operations is in the museum. I don't know exactly who did it, but apparently it's a pretty big operation, with multiple outposts around the town. Apparently a lot of it is being used around the black market, most likely out of suspicion that they'll be caught if the cops get ahold of it. I suspect that some of it has reached your hands, though. The whole operation seems pretty paranoiac, if you ask me.

GFPD: We have heard that Bill's Gang may be behind this operation. Do you have any information on them?

Mr. Pines: Apparently their gang is working on a project, but people are not saying that it has anything to do with counterfeiting money. They're operation is supposedly around the lake, which is on the opposite side of town.

GFPD: Is that all?

Mr. Pines: That's all I know. They definitely aren't doing anything in my shack, nothing at all. Now where's my payment?

Evidence #4: We followed Mr. Pines' advice and went to the museum in hopes of finding anything about the operation. In our search, we found a broken wall and busted it in. Behind the wall was a secret room filled with photocopiers and counterfeit money. However, when we barged inside, no one was there. It seems that they had caught wind of our investigations and fled. But we were very close behind the culprits, and they had done nothing to erase anything about the money, which was strewn everywhere. There was also a red robe left on the ground, but we aren't sure whose it is. Batteries were strewn all over the ground, too. Finally, the police found two different canisters labeled with the names of two residents of Gravity Falls. When asked about the canisters, they have no recollection of anything to do with them. The police have found no way to use the canisters yet.

Suspects:

There are three suspected gangs the GFPD have as to the culprits of the counterfeit money, yet the GFPD have been stumped as to which of the three gangs have committed the crime.

#1: Several Timez: Several Timez is a gang of six members who are rumored to be clones, but very little is known about them. They have been seen around the forest. They are wanted for simple theft around various convenience stores, but no one has ever been able to capture them. A counterfeiting operation could be very beneficial to them, as they seem to have little to no money at all. Several Timez also is also said

to have no care for the law, so they could easily pull off a counterfeit operation with no remorse. Though they have evaded capture for some time, they have also been seen attempting to eat trees and chase deer, and they seem to be incompetent at some level. This could lead them to make a mistake such as keeping the serial number the same. Finally, they seem to only wear the most fashionable clothing, so robes seem to be unlikely for Several Timez, unless it was planted to frame another gang.

#2: The Society of the Blind Eye: The Society of the Blind Eye is a cult that allegedly erases people's memories, but there isn't even proof of technology capable of doing this existing, so they are widely considered frauds. Besides this, they have been accused of a small theft and a bank robbery, but not enough incriminating data was obtained. The Society of the Blind Eye is known to wear red robes, and is just big enough to create an operation like this. They have also been seen around the museum multiple times. However, as stated beforehand, they allegedly have a counterfeit expert, making it unlikely for them to mess up the serial number. The memory gun they have, allegedly is very large, which could explain the scattered batteries, but the canisters still are unexplained. It seems that the same gang that gave us the original information on the case committing the crime is unlikely, but there is quite a bit of evidence against them.

#3. The Cult of Bill (also known as Bill's Gang): The Cult of Bill is an organization bent on bringing some unknown entity to Earth. Most members of this cult are considered crazy, however, they have been suspected for theft and even murder, so counterfeiting may not be below them. The cult is also quite expansive with multiple leaders and different subsections. Most of their money is used on the black market, which is similar to the information given. In addition, some members have been seen wearing robes, but never red ones. However, they are always very careful with their operations, and do not seem like a gang to make any stupid mistakes, especially for an extended period of time. It also seems unlikely that they would leave so much evidence behind, and leave before we had the chance to bust in. The Cult of Bill seems to be a possibility, but still unlikely.

- Hints:
1. Some gangs will do anything to try to direct the attention from themselves...
 2. Gravity Falls may be a town, but it is a TV show, too. Researching the canisters may shed some light onto the mystery...

*Congratulations on Your Graduation,
SIS Seniors!*



All graduation photos by Bill Kralovec

MIDDLE SCHOOL SAMBA



“We Should Stand Up and Say What We Think”

Women’s March 2018 by Rena Kawasaki

On January 20th 2018, a woman’s march was held in Osaka, Sonezakishinchi. People whose backgrounds and genders are different marched for one single goal: Gender Equality in the world. As one group, we marched the city chanting for a better world. The woman’s march is held in different parts of the world with thousands and millions of participants marching on the same day. Why do these people march? What do they want to express? I have interviewed people whose, ages, genders and backgrounds different to find the answer to these broad questions. A question that had been coming to my mind for ages was that, why come to a woman’s march when you’re a man? A man who came to the woman’s march answered that question “No matter what your gender is, you still have human rights. Right now, men are the ones that have the upper hand. I believe to make it equal, no matter what gender we should work to get equal.” This is very interesting to me since a lot of male students at our school were very negative towards the woman’s march saying that they don’t want to go because this event is for feminists. I believe that more men will feel positive about coming here if they open their minds to new ways of thinking and stop thinking of the stereotypes to woman that was thrust upon them.



Photos supplied by Rena Kawasaki

My ASP Experience by Rena Kawasaki

The cast of this year’s ASP did a phenomenal job in their production, leaving the head master of SIS saying that this was the best ASP that she has ever seen in her career here at SOIS.

The experience in ASP is unforgettable which makes it very hard to quit taking part. I personally believe that I can’t stop going because of the friendships made in ASP over the past years. The ASP is a great way to bring the two schools together because we are all working towards a single goal. It is not just the performers. It’s all the people in the lights, sound, props, orchestra who all work together to make an awesome production.

It can be a great time to break out of your shyness and try something new and be a risk-taker. I have seen over my experience in the ASP where people are shy backstage and in their normal school life but when they go on the stage, their power takes over and they are all of a sudden really good at singing and acting.

I believe the ASP can teach students parts of life that can’t be taught by someone other than you. I hope that more people will join next year!



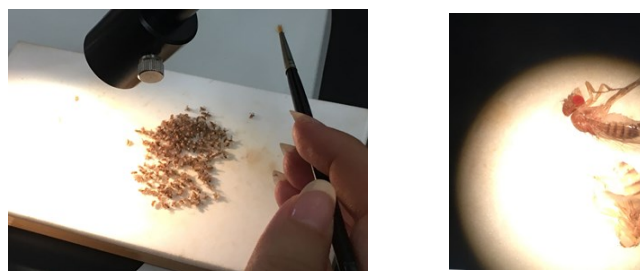
A Trip to Osaka University: Germline Cells and Drosophila Melanogaster

by Yumiko Tajiri

The beginning of the human body starts with a single zygote. This zygote splits into two, each cell having the same number of chromosomes. Each cell divides into two again, now forming four cells in total. The cells begin to differentiate, with embryonic patterning and morphogenesis. After this process is repeated countless times, the human body forms with all of the somatic cells, and importantly, the germ cells. Germ cells are the only cells to inherit the genetic information and to pass on to the offspring.

One of the researches taking place at Osaka University is the study of how germline cells protect their genome from being changed by transposons. This is done by using the long-standing model organism, *Drosophila melanogaster*. Genomes have “parasites”, or transposable elements called transposons, which is a mutational burden threatening genomes by active transpositions. Protecting the genomes is crucial at this point, because germ-line cells are the only cells that are able to inherit genetic information to the next generation, and a mutation at this stage can affect the offspring. When a mutation is passed onto the offspring, this becomes a threat for the organism to be able to survive.

Prof. Kai’s group in Osaka University has been addressing the molecular mechanism of this phenomenon conserved in organisms using *Drosophila melanogaster*, a species of fruit fly. The main reason why this species is used, is the convenience; fruit flies have short life spans, and are relatively easy to experiment on.



Drosophila melanogaster samples under a microscope

The mutated fruit flies have distinct characteristics comparing to the normal fruit flies, which gives an indication for researchers what kind of mutation it is. For example, the color of the eyes may change, or the shapes or the dimensions of its body may change.

Fruit flies are kept in test tubes and flasks at 25 degrees Celsius in the “fly room”, which has a double door. Since some of the flies are genetically modified, the flies must be grown in a strict environment, so that they cannot escape the room. The yellow card on the door indicates the number of fruit flies that are escaping from the test tubes.



Research and development in basic science is crucial in understanding the core concepts of life. It provides the fundamental knowledge that is needed for progression in the sciences and also for the application of this knowledge to practical science.

Many thanks to Prof. Toshie Kai for arranging a visit in her research lab during a very busy time.

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All photos taken by Yumiko Tajiri 27 Nov 2017, Osaka University.

Imperial College London Global Summer School

by Yumiko Tajiri

One of the top-ranked universities in the world, Imperial is situated in the center of London, and has a very high reputation as a world-leading university in the sciences. This is a great place for you to go to study in the future if you are interested in the sciences, since Imperial specializes in science.

Imperial has a range of events for students who are not yet in university, especially for high school students. Last year during the summer vacation, I attended the two-week Global Summer School which took place at Imperial, from August 7th. This is for high school students from all over the world who are interested in science. All students stay in accommodations inside the college, and are put into advisory groups.

Students can choose from three course options. This was a quite rigorous summer school, where there was about six hours of lectures and group work each day, with optional activities at the end of the day. I chose medical sciences, which was a course with labs and lectures. In the first week, Dr. Anita Hall gave short lectures about her research, and we worked on group labs in which we tested the effects of drugs on cancer cells. The facilities and apparatus we used in the lab were professional tools used by the researchers. In the second week, students were separated into groups for team projects, and I was in the “Future Vision” project. Towards the end of the programme, teams presented their research and investigation, and there were many impressive presentations. The winning team for the presentations was a team that created an earphone-like device, which measures the change of how calm you are feeling when you listen to different music pieces.

There are obviously extracurricular activities which come with the programme. There are a range of sports activities or art activities that people can join. On some days after lessons, students were taken to watch a theatre movie, or a play. This year we watched “Baby Driver” and “Wicked”. On another day, we were taken to the Harry Potter Museum, and on weekends, we were free to roam in small cities, such as Brighton.

The Global Summer School was overall a great experience for me, meeting friends from around the world and discovering new areas of interests in science. It is never too early to start thinking about university, and summer school is a great place to start.

First Day of School...

by Xi Ming Pan

People always get really excited for the first day of school. Why not, right? They get to see their friends that they probably have seen over the break, they get to see their classmate that they probably don't really care about, and they get to meet new people, both teachers and students, and awkwardly attempt to interact with them.

In case it wasn't blatantly obvious, I have always hated the first day of school. Why? Not because of the idea that it was the end of summer break and that I'd have to do homework. Not because of the fact that summer was coming to an end. But because of the introductions. I normally love people. My home-skilllets, you know?* I love talking to, or at, them. I love listening to them—not as much as I love talking but it's still up there. I love horsing around with them. Anything. I'm a people person and I will not shut up once I open my mouth.

There is one exception though. I didn't always go to OIS. Prior to this school, I lived in my home town and studied at an International School. The important thing that should be noted about that school is that the school does not allow native people to study in it. So we (my family) went through quite a hassle to get this whole situation sorted out. And so it was decided. My first new ethnicity was Filipino, as stated in my "important documents". As a child I didn't really understand what this meant and I kinda went along with it. The teachers cared enough about 6 year olds, so they knew about my ethnicity. They kept quiet when I said I was Filipino. The kids didn't know the difference and didn't really care, and if they did, probably forgot about it within the next five minutes.

The first time this backfired was when we had to do a poster about how our country celebrated birthdays. Thankfully, I had another fake Filipino that lied her butt off. That was the only time I was ever grateful of her fox-like wits.

But something changed later on. People started pointing out that I wasn't who I said I was. That was also when we went on our first sports competition trip. I walked through the e-channel before I realized my mistake. Of course people pointed it out and wouldn't let go of it. You can tell I didn't really think this through. So now, they knew I wasn't "Filipino" and I was probably from this other place. Now. The most ridiculous and brain dead thing I did was go through a second citizenship channel for another country. This may sound very illegal, but I assure you, it is not. You can probably imagine the confusion on other people's faces.

I'm going to introduce another character. Lets call him Mike. He was the most boisterous (in the worst way), hubristic, gigantic baby. He stood at a whopping 1.8ish meters tall yet his personality and intelligence matched that of an infant. The most annoying thing about him was how he chided Chinese people for "illegally" coming to school. Ironically, he was one of us. Either way, his continuous harrying backed me into a corner, forcing me to spin fables, detailed as a spider's web.

Back to the first day of school. You know how teachers always ask us to introduce ourselves? Name, age, where you are from, favorite color, etc. I used to make a mistake of saying too little, which caused teachers to specifically ask 'so what about your hometown? what's it like?' And oh boy did I freeze every single time. I learned to just say a lot of useless things to stop teachers from asking. Man they were nosy. As a result of this, I was continually approached at school by people who were nosy little fopdoodles that just had to know where I was from.

I never thought of myself as a native because of that. I did everything I could to place barriers between me and my nationality. I used to take it as a compliment when people told me that I did not seem like a Chinese person. It wasn't until I moved here that it really started bothering me when people said that. I still don't identify myself as someone from somewhere because I never cared much for the label that had oppressed so much of my personality growing up. But now, with one less secret balanced on my head, I found the need to weave others that would replace that empty teacup. None of which I found as exhilarating to keep, but I guess that's for the better.

*This means "homie". It's very suitable too as skillet basically means a pan and my last name is Pan. Get it? Yeah probably not.

A Swing in the Clouds

by Kaya Frese



A swing in the clouds, puts a lock on time,
a rhythm of darkness and color and light.

We drop to earth, and sprout to life,
like the seeds of a chrysanthemum.

Every so often, wind caresses my cheeks,
as another seed drops, into their dreams.

There one goes now, both feet on the ground,
in her head plays the music her fingers will sound.

Beside me sits you, you dream of the sea,
you fall to the fishes and corals and reef.
Where I fall decides the picture to create,
my mind is a canvas, my heart the paint.

A swing in the clouds, a city of stars,
wonder if that's Atlas, with the sky in his arms.

An internal dilemma, to fall left or fall right.
Two paths diverge, and as we all know,
the road not taken is the hardest to find.

Left holds the answers, to the details of life,
how evolution stole my tail and gave me my sight.

Left knows the secrets, too tiny for the eye,
like how hormones and nerves allow us to cry.

On the edge of a swing, body facing left.
My attention stolen, by chatter chirp of bird,
a touch of feathers and yellows and reds.

I rub my eyes to see castles, dragons, wizards.

Right is a pen, turns my skin inside out,
to box reality and put it on shelf.

Right means the freedom, to exploit fantasy,
to show how each cloud has a silver lining.

My mind is a canvas, my heart the paint,
where I fall decides the picture to create.

A swing in the clouds,
arms being pulled, to left and to right.
Patter pitter of the rain, lub dub of my heart,
Red sea parting, skies torn apart.
Eye of the storm, bolt from the sky,
volcano erupts, sons of Cronus.

**If discordance made three sons kings,
then aren't we all children of time?**

Soft crescendo, as my feet leave the swing,
shake hands with the clock and time starts to sing.

My mind is a canvas, my heart the paint,
where I fall decides the first brushstroke.

Aren't we all children of time?



Book Review

by Emily Yoo

The Death and Life of Zebulon Finch: At the Edge of Empire is the first of its duology by Daniel Kraus. It is currently at a score of 3.7 out of 5 on Goodreads, with reviews ranging from five

stars to two stars. Personally, I enjoyed the book very much, and found it a refreshing read and an escape from the clichés that are present in nearly every book I read. The story follows a sardonic, swaggering seventeen-year-old gang member who had been shot, then resurrected. It is narrated from the first person point of view of Zebulon Finch as he travels across the 1890s. In this review, I will be touching on several elements of this story that I thought were successful.

Narration:

I think that one of the best points of the book is the narration. Finch reflects back on his odd non-life, but not in an overly dark, heavy tone. In fact, most of the book is kept fairly light by the satirical comments made by the narrator. I find the voice of Finch to be entertaining and funny, although this may be my personal taste with sarcastic humor. Despite Finch's generally light tone, there are scenes of occasional morose regret that make the reader think. Due to their rarity, when such events that inspire this narration occur, the reader is pulled into an entirely different atmosphere that is tense and almost baleful. The narration excels at creating different atmospheres that the audience can physically feel as they read the book. For example, when Finch reaches into the Silentness and looks upon others with the inescapability of death, I felt what both Finch and his victim were feeling: the emptiness and void of death. This book's ability to create entertaining narration and create a powerful atmosphere with it makes it a very engaging read.

Structure:

This book has a very interesting, unique structure that I think worked very well with the premise. The premise of the book allows for a commentary on human existence that I thought was very profound with a narrator that is not overly existential or boring. It almost has no plot; it is simply a reflection upon life. It doesn't follow the standard three-act story, but it follows Finch wherever his whims take him. Because it isn't bound to a structure, the book isn't forced to create events to instigate areas of a story that might be considered rising action, or a climax, or a denouement. It follows the structure of life, which is to say, no structure whatsoever. Literally anything can happen at any time because life waits for no one.

Characters:

This allows the book to explore characters fully, especially Finch himself. As we learn more about Finch, we begin to sympathize with him as a real person. I find his character to be appealing because it is realistic, and the author does not attempt to convince the reader that Finch is likable or relatable. If you sympathize with him, it is because he is very human. Often I found myself disagreeing with Finch, and yet I was still invested in his character. He isn't the overblown character that is meant to be unlikeable, and he isn't perfect. His character is perfectly clear, with flaws and motivations that make sense.

In conclusion, I found *The Death and Life of Zebulon Finch: At the Edge of Empire* to be an interesting and engaging read, and would highly recommend it to anyone in search of a book that's a little bit different than what is currently being produced in droves, although, this book is very mature, so I would also recommend parental guidance before reading. I have not yet read the second volume in this series, but if it is anything like the first, it definitely won't disappoint.



Film Review: Untitled Andywood Movie

by Buford Van Buren

There comes a time in every journalist's career where he must publicly defenestrate his objectivity, dash down twelve flights of stairs to set said objectivity aflame and then perform an Irish jig atop the ashes.

For some, this day never comes. For some, this day is coincidentally their last, because they and their newspaper mutually agree to part ways after the submission of such an article. For a special select few, this day comes early in their career. I am a member of this privileged class.

As a film critic, my job has always been to objectively analyze and review movies for the sake of the general public. In a democracy such as ours, the job of the film critic is perhaps the most prestigious, the most powerful. We can say what we want, we can write whatever we want, and in spite of the countless complaints leveled against me for being a "public disturbance," we can sing whenever and to whomever we want, even if I was singing the entire works of Whitney Houston through a microphone at the crack of dawn. These allegations are categorically true, and I refuse to relinquish my prerogative as a film critic to put on a show whenever I would like.

I have watched many movies in my life, and I have reviewed five of them, one of which were published on the World Wide Web (in the comment section for that movie's official trailer video). At the risk of sounding too humble, I am a very big deal when it comes to movies. I am the Ali of movie reviews; I am The Greatest.

My dear readers, it is in my capacity as The Greatest of all film critics that I do declare that I have found the next big thing. I have discovered the next blockbuster movie franchise, and the movie isn't even finished yet! My friends, this is how confident I am in this production.

report that it appears that Big Hollywood finally has a rival to contend with: Andywood.

The first Andywood movie is a triumph; it is at once a profoundly meaningful experience that confirms the dynamic nature of the human experience and a damning critique of the shameless hypocrisy of your average social construct. It is an entirely different beast to what the average Hollywood movie is altogether. It is far more intense, and is complex and dynamic enough for it to be plausible that the film has a mind, heart, and soul of its own.

The film tackles the problem of social exclusion from the perspective of the protagonist, Henry (Andy Guan). Following the entry of a new student, Jody (Tye Gazzard), to Henry's school, Henry's view of the status quo in his class is challenged.

This is a story familiar to everyone. Perhaps you have once yourself been the catalyst for change in some sort of social group. Perhaps you were a bystander to some sort of shift in group dynamics. It does not matter: this film is something you should watch. You have my word. In fact, if this film does not sweep the Oscars, I shall retire from my profession and move to a log cabin in the Himalayas, which I shall build with my two fingers. Andy's untitled movie is simply that good.

Pictured: Future Oscar nominees Mr. Algie and Tye, acting up a storm.

A bold new filmmaker based in the bustling metropolis of Osaka, Andy has shaken up the established order. I, as one of the privileged few to have seen his yet-to-be released film, am delighted to



Pictured: This shot captures just how thought-provoking the film actually is.



Keeping You App-to-Date

by Owen Kralovec



HQ - The only app you should be playing right now

For fifteen minutes a day, I grab my phone, my eyeballs glued open and my mind laser-focused on remembering ephemeral internet trivia like “which English word comes from the Yiddish language?”, (the answer is glitch) or knowing what the word is for when an author discloses the publication information (which is colophon). You answer 12 of these multiple-choice questions and vie for a share of \$2,500. For the ensuing minutes, you are not exactly human. You become a slave to HQ.

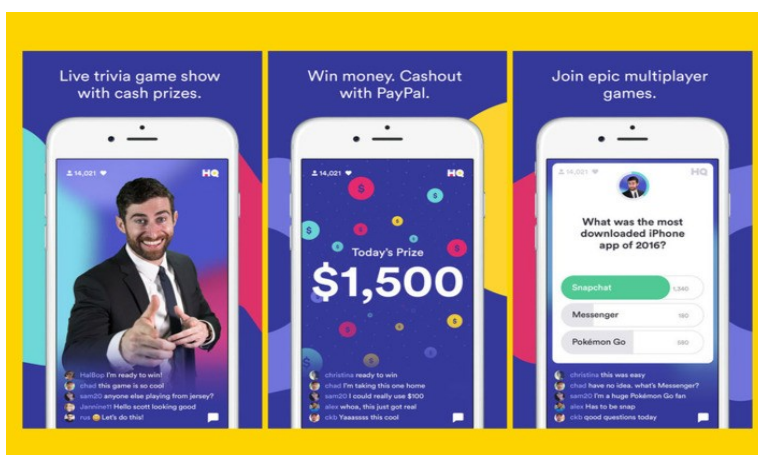
Now, let me explain the framework for how this HQ trivia app works. In order to get an account, you sign

up like you do with any other app and it is free of charge to download and play. If you answer all the twelve questions correctly you and how ever many other people win get to split the

prize. You link your HQ account to your Paypal in order to

collect your money. There are no strings attached and you will always get your money, no matter what. Once you have signed up you can start to play. Games are every day at 3 pm Eastern Standard Time (USA) and 9 pm Eastern Standard Time (USA). That comes to about 5 am and 11 am Japan standard time. Due to these times, this game is meant to be played either really easily, on the weekends, or if you want to be sneaky, during school. I don't love the game enough to get up at 5:00 AM to play. The game came out around late 2017, but was interestingly enough created by the people who invented the now deleted app Vine. I found out about it when my cousin introduced it to me whilst he was here visiting me during the winter break.

You have exactly 10 seconds to answer each question. Many people ask if you can use Google, but I have found out it is very difficult to type in the question, locate the answer and press the correct response in 10 fleeting seconds. The main host of the show is Scott Rogowsky, a former comedian who has gained fame by hosting the show. He is an easy going, pun-loving middle-aged man who always talks for waaay too long.



On the left is the original HQ host Scott Rogowsky.

While the middle panel shows how much you play for while on the right shows you a typical question you would see on any given show.

However, sometimes different people host the show. You may be wondering how much the prizes are worth. The average prize is about 2,500 US dollars, but on some special occasions the prize can be anywhere from 10,000 dollars to 50,000 dollars. I have been playing this app for about 3 months now and I have realized that the only way to approach this game to take it slowly and think about your answers; most people panic and press an answer that they

don't think about. 10 seconds may not seem like an eternity but it still is enough time to make a logical decision. The first few questions are relatively easy such as “What does D.I.Y stand for?”, or “Which planet in our solar system has rings around it?”. So you are pretty much guaranteed to get to question 3 or 4. Also, there are extra lives which you can use once a game which you can get by having your friends use your referral code (mine is youngdagger44) to sign up. In addition, I found this way. All you have to do is open the app and quickly swipe up on the home screen repeatedly with two fingers as if you were scrolling on your laptop's mouse pad. If it works, you should see a red heart show up near the bottom of the screen where it says “Extra Lives.” This game can be played with up to how many friends you want and it really makes you and your friends work together. I highly recommend you should download this app and start playing immediately. You never know when you might win!

Here are some questions which give you a sense of what to expect when playing HQ.

Q1: Easy Question

Which of these are you most likely to find in a tool box?

- A: Hammer
- B: MC Hammer
- C: Hammerhead Shark

Q2: Medium Question

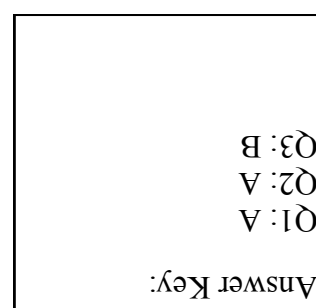
What costume was worn by the original lead singer of the Village People?

- A: Cowboy
- B: Policeman
- C: Construction Worker

Q3: Hard Question

About whom did Gabriel Garcia Marquez write “The General in His Labyrinth”

- A: Juan Peron
- B: Simon Bolivar
- C: Hernando Cortés



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As you will of course have noticed, “Talking TOK” was not included in the last edition of Tango. The omission led to great consternation amongst readers. The telephone lines at the Tango offices were jammed with callers questioning what had happened and asking whether the column had been cancelled. We hasten to reassure all the avid “Talking TOK” fans out there that there is no need for panic. “Talking TOK” was just taking a one-edition hiatus and is back for the foreseeable future.

My sister Katy visited at Christmas. She gave my daughter a lovely Christmas gift, a book called *Goodnight Stories for Rebel Girls* by Elena Favilli and Francesca Cavallo. It is a wonderful book. Each page features a brief biography of a woman who has changed the world. Each biography is accompanied by a striking illustration. While my daughter is just a little too young to read it yet, the rest of the family have been enjoying it, including me and my son.

What struck me as I read this book for the first time was how many heroic, charismatic, influential women I had never previously heard of. The one example that leapt of the page for me was a New Zealand born, Australian soldier and spy named Nancy Wake who showed great heroism and leadership during World War II. She had an enthralling life story. Even though she was born in my home country- and in New Zealand we idolize our kiwi heroes- I had never heard of her.

Likewise, I had never heard of the female pharaoh Hatshepsut. Or the warrior queen Lakshmi Bai from India. Or the heroic, tragic Mirabal sisters from the Dominican Republic. Or the leading computer scientist Grace Hopper, who was also an admiral in the US navy.

Why were these leading historical figures so unfamiliar? Well, for sure, some were from cultures that I am not too familiar with. But I also hadn’t heard of several female leaders from the Western world.

It’s probably pretty clear where I am going with this: These women and their accomplishments were new to me because history often has a bias towards telling the stories of influential male figures. The cliché, which may have some truth in it, is that history is written by men about men for men.

Now this can be seen as an oversimplification. For one thing, it overlooks the wonderful female historians who have been working for decades and leading in this field. When I was a kid, the history textbook throughout primary school was “*The Story of New Zealand*” by Judith Bassett. And when I got to study history at university, Judith Bassett was my professor there, too, and an accomplished and respected professor she was.

However, the fact remains that many of the famous historians, especially in the old days, from Tacitus to Edward Gibbon Wakefield, and maybe even to our present day, have been male.

And the history that has been covered has often been focused on what men were doing. Kings and generals, leaders and rebels. History has been biased towards male figures.

Some might say, “Oh well, the reason history has focused on what men did was because all the important figures in the old days *were* male. Because of the way things were. Apart from Elizabeth I and Joan of Arc, no other women had the chance to change anything, so there’s nothing to report about in that regard.”

Now there is actually some truth in this. Regrettably, societies have kept women from power. People with influence have automatically been male, and so, voila, the rest is HIStory.

There are a couple of ways to counter this viewpoint, though. One is that we just *think* that women of influence have been an exception to the rule. That Joan of Arc ,or Elizabeth I, or Marie Curie were anomalies. We assume this because a biased history has been presented to us this way. Maui has had all the press coverage only because the storytellers identified with his male bluster so Moana’s story was overlooked (Until 2016...Thank you, Disney!)

Another counterclaim is that supposedly “powerful men” didn’t really shape things as much as we suppose they did. When we think of people who shaped history, it is men who led great armies. The list includes Alexander, Julius Caesar, Genghis Khan and Napoleon. They seem to have swept over the world and left it different. It might appear counterintuitive, but there is a school of thought that says these men were actually caught up in events rather than controlling them. That Caesar and Alexander rode the wave of history rather than guided the course of it. One famous advocate of this theory is Leo Tolstoy. Get his book *War and Peace* out of the library and give it a read over the weekend. This famous novel is dedicated to ridiculing the idea that Napoleon had any influence over the events in his famous life and times. Rather, Tolstoy suggests, Napoleon was carried along on the tide of history. In other words, the focus of history on “great men” is not because they genuinely had more influence on events than women. Arguably, they didn’t.

Wow, I am nearly at the end of the page, and I haven’t done any TOK yet. As my Grade 11 class knows, you’re not doing TOK until you’ve asked a knowledge question. The real life situation I have described above, an apparent bias in history towards men, raises several possible knowledge questions. One might be, “*Given the biases that seem to exist in the way history has been written, how can we know what really took place in the past?*” A second knowledge question might be, “*How can we measure (know) the influence of an individual on historical events?*” Connected to this is another knowledge question, “*What methods can historians use to establish (know) cause and effect in history?*” Any of these knowledge questions could be the basis of an in-depth discussion approaching them from different perspectives. But oops, look, I’m right out of time and space. Maybe we should pick this up in a future issue.



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Special thanks to:

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Jeremy Wellburn	Brodie Nicholl	Peter Heimer

Working Out at OIS

by Ami Eldridge

Because the fitness equipment at our school is relatively limited, I have designed a workout program for those who wish to get fit and toned up but are limited in the time they can devote per week.

The method of workout I prescribe is called Superset. Superset is when one set of a workout is performed immediately after a set of different workout menu without rest between the two. An example would be a chest exercise followed by something for your lower back or legs. Superset allows you to both save time and give certain muscles a rest while you work on another part of your body.

A general full-body workout menu includes:

- Back workout superset with chest workout
- Hamstring/quadriceps/gluteal workout superset with trapezius workout
- Biceps workout superset with triceps workout
- Abdominal workout superset with calves workout

Choose a workout from each section. Make sure that you do not do the same workout constantly because your body will remember the routine and will not allow the muscle to grow and the muscle will not expand to its full potential. I recommend doing 4 sets of 12-15 reps.

Back workout:

- Lat pulldown
- Bent over barbell row
- One-arm dumbbell
- Seated cable row
- Back extensions
- Dumbbell incline row

Chest workout:

- Barbell bench press
- Flat bench dumbbell press
- Low-incline barbell bench press
- Machine decline press
- Seated machine chest press
- Incline dumbbell press
- Dumbbell flyer
- Around the world

Triceps workout:

- Dumbbell floor press
- Dumbbell kickback
- Standing bent-over two-arm dumbbell triceps extension
- Seated triceps press

Biceps workout:

- Incline dumbbell hammer curl
- Zottman curl
- Incline inner-biceps curl
- Dumbbell curl

Hamstring/quadriceps/gluteal workout:

- Squat
- Sumo squat
- (Dumbbell) lunge
- Barbell front squat
- Barbell back squat
- Deadlift

Trapezius workout:

- Dumbbell shrug
- Bent-over lateral (front/side) raise

Abdominal workout:

- Ab wheel rollout
- Swiss ball crunch
- Flutter kicks
- Crunch
- Leg raise
- Plank
- Russian twist

Calves

- Jump rope
- Standing calf raise with weights
- Box jumps

Circuit training

Circuit training allows you to burn fat because you are constantly moving. It is generally done with lighter weights, but with more reps. I created three different types of full-body workouts to burn calories. You can alternate between the three and customize it to fit your needs.

Workout1

- 20 squats
- 15-20 incline dumbbell press
- 15-20 deadlift
- 15-20 dumbbell curls
- 25 ab exercise of your choice

That is one cycle. Do not rest until the cycle is finished.

Complete 5 cycles.

Workout 2

- 15-20 flat bench press
- 15-20 dumbbell lunge
- 15-20 lat pull down
- 15-20 seated or lying leg curls
- 15-20 tricep push downs

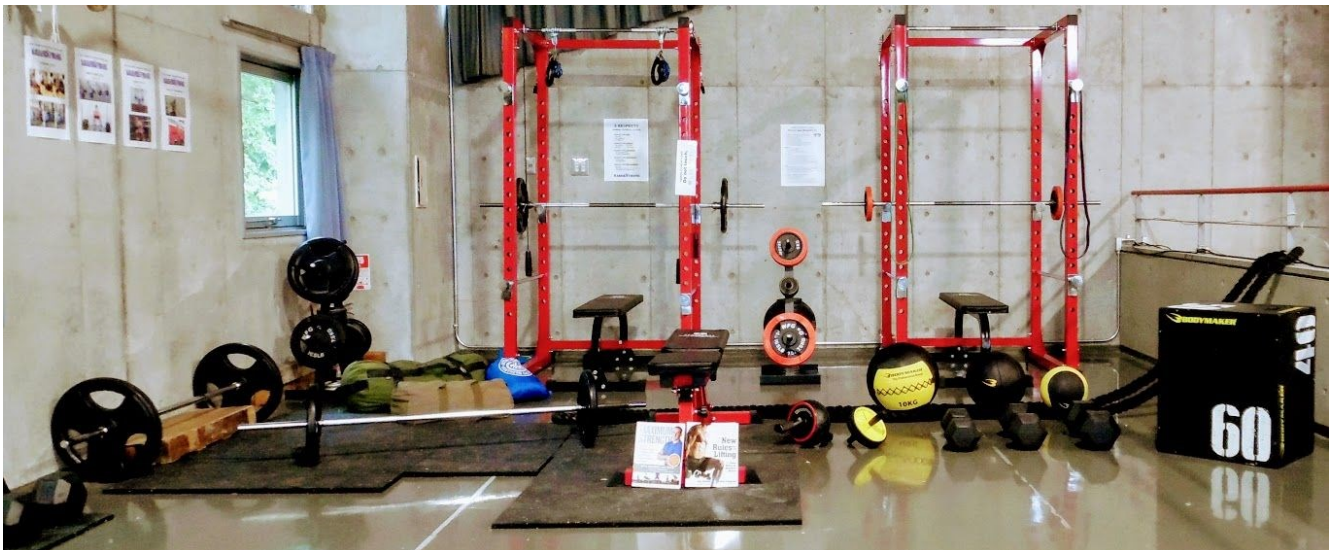
That is one cycle. Do not rest until the cycle is finished.

Complete 5 cycles.

Workout 3

- 20 jump squats. No weights.
- 15-20 dumbbell shoulder press
- 20 leg press machine
- 15-20 dumbbell tricep kickbacks
- 20 calf raises

That is one cycle. Do not rest until the cycle is finished.



Sabers “Sports Shorts”

Coach Heimer, AD

Sabers Athletics Facebook page:
Check it out. ✓

<https://www.facebook.com/groups/SabersAthletics/>

SHOUT OUTS

To SIS graduates: “Once a Saber, always a Saber.”

To Mark, Tommy, Shunji, Hiroya, Teru, Yugo, Hijiri, Kotaro, Shoma, Yuki, Jin: 11 (11!) senior basketball players – the largest senior class in Sabers history. It was an honor and a lotta fun.



To 3 super senior basketball managers – Cocona, Kirara, Airi: “How will we manage without you?” (And thank you, Waka and Sara!)

To Coach Routh, Sabers basketball coach extraordinaire: Legends *are* born in February. Who will fill your shoes? (No, really, I want to know: *who* will fill your shoes?)

To departing SSCers – Riho, Mariko, Hiroki, Tomoya: “Who are we?!”

To departing Sabers TV personalities – Tommy, Kai, Risa, Keanna, Hiroki, Tomoya, and the fabulous Haru-Haru Sisters: “Until next time, go-o-o-o Sabers.”



Thank you, Coach Mecklem and Coach Nicholl, for a great MS girls basketball season.

Congrats to Coach McGill and Coach Martin for getting all MS boys soccer players to wear shin guards.

Good luck Sabers soccer teams at your AISA tourneys.

Coach Hasegawa and Coach Ishiuchi-Ray: a little birdie says that badminton has been a smash.

To SIS short stories students: “It isn’t fair, it isn’t right!”

Sabers swimming interview

1. Tango reporter: “Coach Bertman, I hear the swimmers were excited for the season to begin.” Mr. Bertman: “Oh, yes. They dove right into it.”

2. Tango reporter: “Coach Bertman, how has training gone so far this season?” Mr. Bertman: “We’re in the swim of things.”

3. Tango reporter: “Coach Bertman, how do you think the Sabers swim team will do at the AISA meet in Seoul?” Mr. Bertman: “Well, at AISA it’s always sink or swim. I’m confident that we’ll make a splash.”

4. Tango reporter: “Coach Kano, how do you like coaching with Mr. Bertman?”
“Sometimes he makes my head... um, sorry, I forgot the last word of this idiomatic expression. Anyway, usually we get along swimmingly.”



Girls Soccer Off to Great Start by Lilian Tsubaki

With soccer season just around the corner, the high school girls’ team started off the season with great confidence and power! With some traveling up to 2 hours to get to Sanda, the large dirt field located in the Kwansei Gakuin college campus, starting the day off at 5:30 AM was grueling, but rewarding in the end. On Saturday, February 3, the Varsity and Junior Varsity team played 3 games in total. Because the season was only just beginning, neither the Varsity or the JV team were complete, so some varsity players had to sub for JV, and some JV players subbed for Varsity.

The day started perfect; the sun was out, and it wasn’t too cold. However, as the day went on, it first started to rain, but then turned to snow (the temperature was 6° C at one point!).

In our first game, the Varsity team played the Marist Varsity team. Marist had been practicing 11-aside for the past 2 weeks or so, while this was our first time playing together on such a large field! Even though we lost by a point, working as a team and

learning how to play with each other was a strengthening experience. One of the most memorable goals was when Ami Eldridge, one of the star players on our team, chipped the ball over the line of defenders, letting me volley the ball, mid-air, straight into the top left corner.

In the second game, it was our JV team vs. the Marist JV team, which we tied. Keito Iuchi scored many beautiful goals in that game.

Lastly, the Varsity team played Nagoya, whom we beat 4-3. Nagoya was very aggressive, but it made it all the more rewarding to beat them in the end. In this game we demonstrated amazing teamwork, as we weaved through their defense with perfect passes until one could shoot.

Finally, after playing for almost 6 hours, we all went home. Our legs were aching, we got cuts and bruises from the game, and we were exhausted. Still, we practiced playing together for one of the first times. That first game of the season is one we’ll never forget.



Looking Back on a Great Season of Sabers

Girls Basketball Interview with Masami Nagasaka

Just as she was on the verge of retiring from Sabers basketball, varsity player Masami Nagasaka decided at the last minute to play for the team for one more season. *Tango* sat down with Masami and asked her about how it all went.

Q: Was it a satisfying season?

Masami: It was superb. A very satisfying season. I think that out of all of the basketball seasons I've had here, this was the best. I think the team- it sounds really clichéd to say it- but the team was just like a family. I think a big part of that was that the captains, Nanako Ogura and Ayaka Nishii, were really approachable, so everyone felt free to suggest any ideas and they knew that they'd automatically be taken seriously. So yeah, the whole team environment made the season great, and then we won the AISA tournament in Busan, along with the sportsmanship award. So that brought a great ending to the season.

Q: Obviously winning the trophy will be a great memory you take from this year's AISA competition, what are going to be your other good memories going to be?

Masami: I guess it's the travelling part of it. Where the team is just hanging out together, talking about the most random things, and laughing together. And people from different grades, and from the two schools, just talking together and having that time to spend together. Because at school we don't often have that time. So that was really fun.

Q: Have you had the same coach all through your years here?

Masami: Well previously, we had Hirai sensei as an assistant coach, but this year the assistant coach was Okamoto sensei. But the coach since I have been here has always been Sagara sensei.

Q: And what kind of coaching style does he have?

Masami: I think everyone on the team would agree he's very kind and gentle to us. He's patient and kind of laid back.

Q: So he's not super strict?

Masami: Well he's not super strict outside basketball, but during the games, he takes the basketball quite seriously. It's a good thing though because it encourages us to give our best.

Q: Do you think you are going to stay friends with your teammates?

Masami: Oh definitely. Through social media.

Q: Looking back over your years as a Saber basketball player, do you think you improved?

Masami: I was in basketball here for four years, but I think I improved the most from 11th Grade to 12 Grade. Like, more than all the previous three years together. Even though I had been in the varsity team from quite early on, I didn't have that much confidence about it. To be honest, I thought I had been selected just because I was tall, rather than for any other reason. So I hadn't been that confident in myself, but

this year I started to gain a bit more confidence. And I was able to place my confidence in my skills and really contribute to the team.

Q: This time last year you wrote a review of our season for *Tango* that hinted that that year, your Grade 11 year was going to be your last season because you were facing the challenges of doing the IB. Was it difficult deciding to come back for one more season?

Masami: (*Laughs a little*) I was determined not to come back for another season until literally the last minute.

Q: What made you change your mind?

Masami: Before this season started there was a meeting with Mr. Frater (The OIS DP Coordinator) and Mrs. Lamug (The OIS counselor) and Mr. Mecklem (The OIS Principal) and Mr. Mecklem asked about my extra curricular activities and I told him I had basketball but I wasn't joining this year. And Mr Mecklem was asking, "Why? You should have an outlet to release stress." And stuff like that. And my mom, at first, didn't want me to join basketball because IB was already really busy. When I told my mom what Mr. Mecklem had said she was like, "OK... fine....", but I still wasn't really sure. Then Sagara sensei emailed me and asked me if I was sure I wouldn't play basketball. He was saying that I could really contribute to helping the team become champions, and that made me say "OK, I'll join."

Q: Did it feel good to be told you were needed?

Masami: Yeah. Definitely.

Q: Have you ever regretted playing for the Sabers for one more season?

Masami: No, Not at all. Because yes, the doing the IB is stressful. And sometimes you don't have the time to release your stress. And basketball forces you to make time to just, you know, change your focus for a bit, give your mind a rest.

Q: Will you be taking basketball at college, do you think?

(Laughs) Right now I'm going to say no because I really hate running.... Ha ha... But I don't know. If my friends at college are into sports I might get back into it... You never know...

