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Nikkei in Education Award

1989

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State of California

March 6, 1989

TO: YOSHIKO UCHIDA

It is my great pleasure to convey my warm regards as you are honored by Nikkei in Education.

This prestigious honor is fitting recognition of your many outstanding achievements. Your books describing the Japanese American experience demonstrate a strong commitment to the welfare of your fellowman and the need to teach these experiences to future generations. Your skilled writing and knowledge, combined with the unique subject, convey your powerful message in a sensitive yet effective way. I am pleased to join in honoring your inspirational commitment and creative endeavors. Your dedication to the special history of Japanese Americans will long inspire excellence in others.

Please accept my best wishes for a most memorable ceremony and every future fulfillment.

Most cordially,

A handwritten signature in cursive script, reading "George Deukmejian", is written in dark ink.

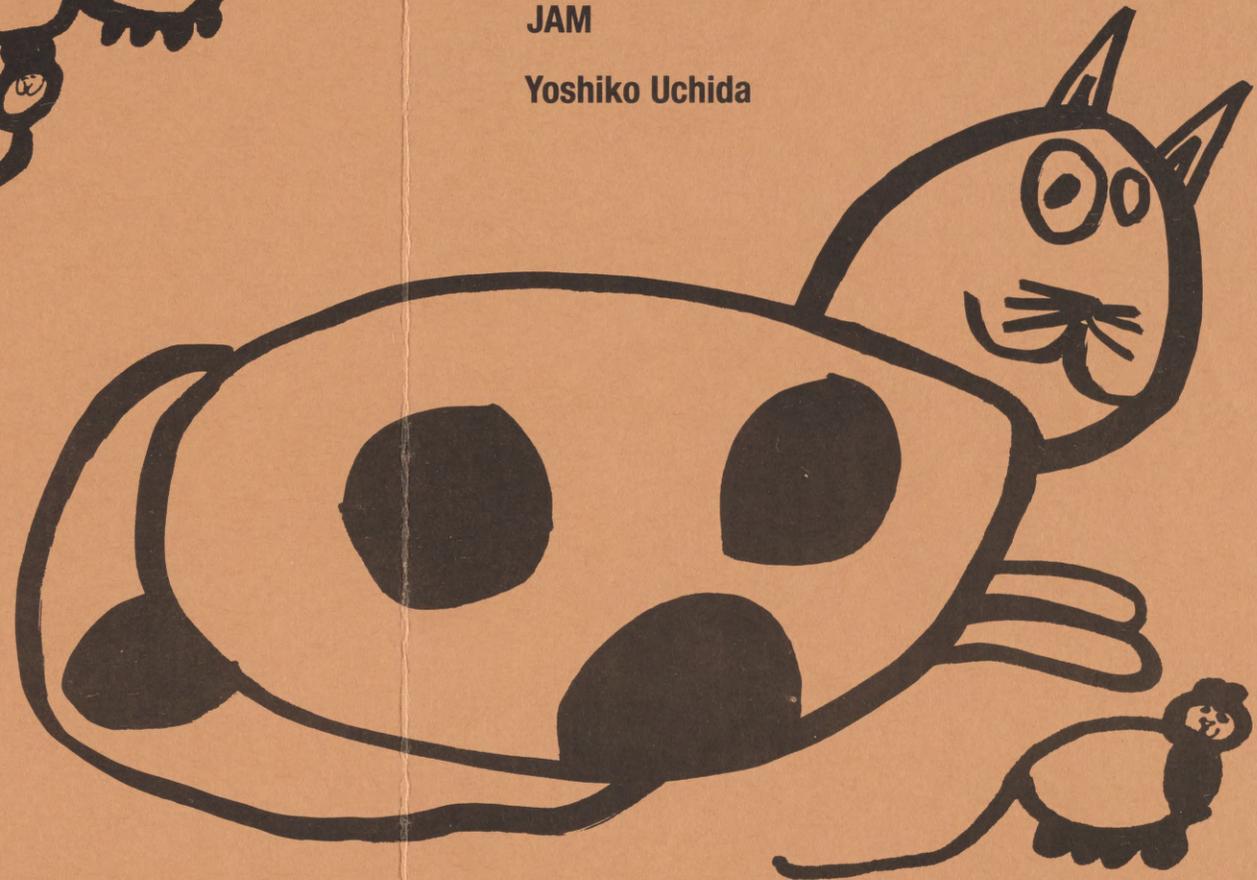
George Deukmejian

H O N O R I N G

JACP

JAM

Yoshiko Uchida



Artwork by: Alison Breen, 2nd Grade
Japanese Bilingual Program

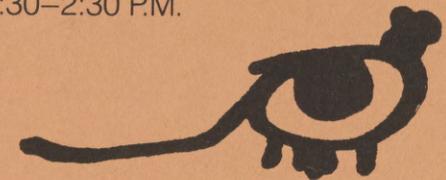
SAN FRANCISCO NIKKEI IN EDUCATION

**HONORING JACP,
JAM & YOSHIKO UCHIDA**

Sunday, March 12, 1989

Miyako Hotel
Imperial Room

12:30-2:30 P.M.



For information: Steve 695-3011 (days)
Kay 386-2006 (evenings)



PROGRAM

WELCOME

Steve Hirabayashi and Linda Kitano
Co-Chairs, San Francisco Nikkei in Education

HONOREE

Japanese American Curriculum Project (JACP)
Introduction by Katherine Reyes
Recipient: Florence Hongo, General Manager

HONOREE

Japantown Arts and Media: Writer's Workshop (JAM)
Introduction by Doug Yamamoto
Recipient: Dennis Taniguchi

HONOREE

Yoshiko Uchida, Author
Introduction by Hozumi Tanaka, Student
Japanese Bilingual Bicultural Program, Clarendon Alternative School

ENTERTAINMENT

"The Two Foolish Cats"
based upon Yoshiko Uchida's book, drawings and story
presented by Students
Japanese Bilingual Bicultural Program, Clarendon Alternative School
Grades 1, 2 and 4
Introduced by Hozumi Tanaka
Narrated by Yumiko Fujita and Johnny Nagai

RAFFLE

Steve Higa

CLOSING REMARKS

Steve Hirabayashi

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PHONE (916) 445-1412

SAN FRANCISCO ADDRESS
2045 STATE BUILDING
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PHONE: (415) 557-1437

MARIN ADDRESS
30 N. SAN PEDRO ROAD
SUITE 160
SAN RAFAEL, CA 94903
PHONE: (415) 479-6612



SENATOR
MILTON MARKS

THIRD SENATORIAL DISTRICT

REPRESENTING

SAN FRANCISCO - MARIN

IN THE

S e n a t e

CHAIR

**Senate Majority Caucus
and
Senate Committee on Elections**

STANDING COMMITTEES

ELECTIONS (CHAIR)
BUSINESS AND PROFESSIONS
JUDICIARY
NATURAL RESOURCES AND WILDLIFE

SUBCOMMITTEES

RIGHTS OF THE DISABLED (CHAIR)
ADMINISTRATION OF JUSTICE
OFFSHORE OIL AND GAS DEVELOPMENT

SELECT COMMITTEES

MARITIME INDUSTRY (CHAIR)
CITIZEN PARTICIPATION IN GOVERNMENT
PACIFIC RIM
VICTIMS' RIGHTS

JOINT COMMITTEES

FISHERIES AND AQUACULTURE
LEGISLATIVE BUDGET COMMITTEE
REFUGEE RESETTLEMENT,
INTERNATIONAL MIGRATION
AND COOPERATIVE DEVELOPMENT
STATE'S ECONOMY

COMMISSIONS

CALIFORNIA STATE GOVERNMENT
ORGANIZATION AND ECONOMY
STATUS OF WOMEN

March 12, 1989

Dear Yoshiko:

My best wishes and congratulations come to you as you are honored for your outstanding contributions in the literary field. I regret that I am unable to join you on this special occasion, but I am sure that it will be a memorable one.

I applaud you for your sensitive, innovative literary projects. Your works touch and teach of the lives of Japanese Americans, enriching the lives of many.

I hope that you will continue to share your gifted talents with the world. I wish you good health, success, and happiness always.

Cordially,

A handwritten signature in dark ink that reads "Milton Marks".

MILTON MARKS

nikkei in education

October 6, 1988

Ms. Yoshiko Uchida
1685 Solano Avenue, Apt. 102
Berkeley, California 94707

Dear Ms. Uchida,

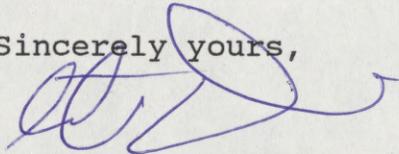
Every year the Nikkei in Education holds a dinner to honor those persons or community organizations that have contributed to the field of education.

This year's theme will be centered around those persons and community organizations that have contributed in the literary field in the education of the Japanese American experience. We would be honored if you would accept our invitation to be a recipient of the Nikkei in Education award for your literary contributions as a Japanese American.

Our dinner will be held sometime in March on a week night. We will keep in contact with you to let you know of the specific time, date and place. If you have any concerns or questions, please do not hesitate to contact us at 565-9654.

Nikkei in Education is a group of teachers, administrators and classified personnel that are of Japanese American ancestry and employed within the San Francisco Unified School District. It is a group of educators that are concerned with the quality of education that the Japanese American students are receiving, and concerned with Affirmative Action among the Japanese American employees within the San Francisco Unified School District.

Sincerely yours,


Steve Hirabayashi

6929 california st., san francisco, calif. 94121

Mar. '89

October 14, 1988

Steve Hirabayashi
Nikkei in Education
6929 California St.
San Francisco, CA. 94121

Dear Steve:

Thank you so much for your good letter informing me that I was to be a recipient of the Nikkei in Education Award. It is truly an honor and privilege to be recognized in this way by my fellow Japanese Americans, and I am especially gratified to receive this award from those of you who are involved in the important task of educating our children.

As Enid probably told you, I have had health problems which have been particularly acute for the past three years, (a combination of immune system dysfunction, thyroiditis and a systemic Candida infection), which have drastically limited my life - mainly to functioning during the morning hours.

I certainly hope I will be better by next March, but unfortunately, I have learned that the passage of time is no guarantee of improvement. I wonder, therefore, if I might just tentatively accept your invitation to dinner on March 29 for now, and let you or Enid know in January whether I think I'll be able to attend an evening function in March.

Sorry to have to be so vague. I do look forward to meeting you, hopefully, next March.

All the best,

nikkei
in education

January 28, 1989

Yoshiko Uchida
1685 Solano Avenue, No. 102
Berkeley, California 94707

*P.C. 2/18/89
up - down
but 1/1/89 -*

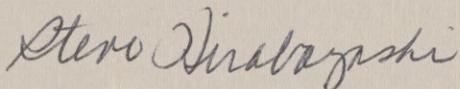
Dear Yoshiko,

Thank you for accepting our award for this years receipient for Nikkei in Education. We are honored that you will be able to attend this afternoon event with our organization and friends.

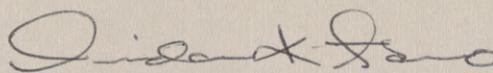
The final luncheon arrangements have been made for March 12 at the Miyako Hotel, 1625 Post Street, San Francisco, Ca. from 12:30 to 2:30 p.m. Parking will be available at the Japan Center Garage. Enid has told us that she will be able to drive you to San Francisco, however if there are any problems, please contact Steve at 695-3011 or Linda at 931-1108.

We hope that your health has improved by this date. Please let us know if we can accomodate you in any other way. We are looking forward to spending a delightful March afternoon with you.

Sincerely,



Steve Hirabayasi
Co-Chairperson



Linda Kitano
Co-Chairperson

YOSHIKO UCHIDA

1685 SOLANO AVENUE, NO. 102
BERKELEY, CALIFORNIA 94707

(415) 524-1152

March 17, 1989

Steve Hirabayashi
Linda Kitano
Nikkei in Education
6929 California St.
San Francisco, CA. 94121

Dear Steve and Linda:

I just want to express my warmest thanks to the Nikkei in Education for honoring me at the lovely celebration last Sunday.

I appreciated the many thoughtful accommodations you made on my behalf as well as the beautiful clock which I am enjoying every day, and the fine letters of commendation. I shall treasure them always, as I will the memory of the wonderful day. The program by the children was a special delight and I was touched by their participation.

Please convey my deep appreciation to everyone who made the day such a memorable one for me, and my best wishes to all of you for continued success in the important work you are doing.

Most sincerely,

cc: Lind

you
copy

March 17, 1989

Steve Hirabayashi
Linda Kitano
Nikkei in Education
6929 California St.
San Francisco, CA. 94121

Dear Steve and Linda:

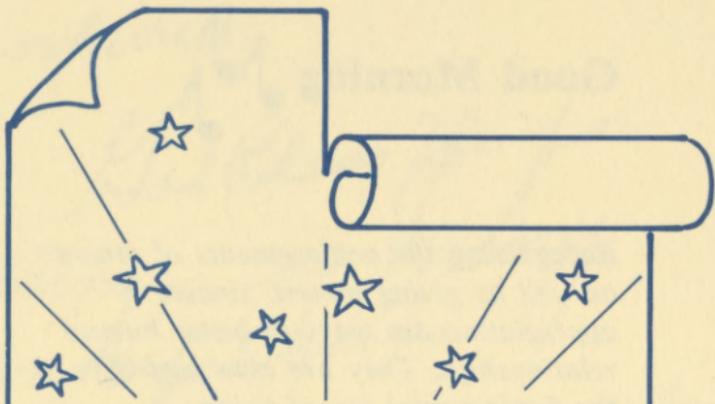
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Most sincerely,

cc: Euid Yamamoto



Congratulations!

Ms. Yoshiko Uchida

You Have Made

**Good
News!**



Good Morning



Recognizing the achievements of others as well as giving honest, sincere appreciation are ways to better human relationships. They are also part of the fundamental joy of living.

It gives me a great deal of pleasure to congratulate you and to offer my very best wishes for your every future success.

Enthusiastically,

Mary J. Takamoto

Congratulations for many more recognition + honors you deserve for all you have magnificently accomplished.

I just finished reading your first book (your novel) Pictorial Bride. I loved it & loved hardly put it down. It was a moving beautiful book about the struggles, anguish & hopes joys the Issei

endured.

God Bless you for writing - so many wonderful books!

I've been busy speaking to children - at Elk Grove the Unified School District supports our Day of Remembrance Observance Annually with Board & staff support of a week of exhibit which the

Flour Jilt sets up. And I spend a week speaking to classes scheduled to come in buses to hear our personal story of how Flour Strawberry & Grape Community died, and how important it is that all Americans can become fierce guardians of our Constitutional form of govt. The teacher had a workshop several weeks before & they

use your book, Yoshiko,
"The Journey to Ispay" is
read in class & 2 weeks
of lessons about the Internment
Experience before they come
to see the exhibit & hear my
presentation. It's exciting
to see eager-serious
sensitive caring attitude
of students & hear their
penetrating good questions
they ask!

Just think what you
have contributed to
America's schools! & the
future generations!
God bless you!

have a happy day



EXPECT SOMETHING WONDERFUL TO HAPPEN!

I pray for your good health &
courage & strength to enjoy all
Copyright 1984

**KIMBALL FOUNDATION
130 S. BEMISTON, SUITE 101
ST. LOUIS, MISSOURI 63105**

The honors bestowed upon
a beautiful wonderful writer!

Lovingly Mary Tanaka

Nikkei in Education . . .

To Honor Uchida, JAM, JACP at March Luncheon

San Francisco Nikkei in Education will hold a luncheon on Sunday, March 12 at the Miyako Hotel beginning at 12:30 p.m. to honor Yoshiko Uchida, Japantown Art and Media Writers Workshop and the Japanese American Curriculum Project, inc. for their contribution to the literary field of education on the Asian American experience.

Yoshiko Uchida

Yoshiko Uchida will be honored at Sunday's luncheon as being the author of 27 books depicting the Japanese American experience. She is one of the country's few Asian American writers who has concentrated upon the World War II concentration camp experience and upon the struggles of the issei women upon their immigrations from Japan.

Her writings are a reflection upon her childhood visions of growing up in Berkeley during the 1930s and she reaches the children by writing through the eyes of an 11 year old telling the experiences of camp life and returning home.

Uchida has recently received the JACL Berkeley chapter Biennium Award for art and literature and her manuscripts are now a part of the Bancroft Library at U.C. Berkeley.

Uchida began writing during the 1960s when the interest for Asian American literature was non-existent. She made countless visits to elementary schools, libraries and bookstores to tell children about her experience during World War II. Now in her 60s and in poor health, she is regarded as one of the country's leading author in the field of Japanese American literature.

Uchida will be accepting this award from Nikkei in Education.

Japantown Art and Media Writers Workshop

Japantown Art and Media Writers' Workshop is being honored for their annual literary contest for high school students. The contest encourages the development and expression of Asian American culture and to support high school students interested in creative writing. Poems and short stories are submitted and three prizes are awarded in both categories. Winning entries are published in the Hokubei Mainichi and are read at their Awards Program.

Among numerous publications of books and anthologies, JAM also provides graphic design for non-profit organizations and

sponsors numerous community events.

Dennis Taniguchi will be accepting this award from Nikkei in Education. This is the first award JAM has received for their literary pursuits and Taniguchi feels that after many years of hard work, an award is well deserved.

Taniguchi has been the director of Japantown Art and Media for the past 11 years and has worked as an administrator for Kearny Street Workshop and as district organizer for the San Francisco Art Commission's Neighborhood Arts Program.

Doug Yamamoto has been the coordinator for the Writers Workshop for the past 11 years. Yamamoto also is a writer and poet and has had numerous publications.

Japanese American Curriculum Project, Inc.

The Japanese American Curriculum Project, inc. of San Mateo, California is being honored for their contribution to the development of Japanese American curriculum material.

In addition to publications developed by JACP, they also have a retail store which specializes in Asian American books and other educational material. JACP is recognized throughout the United States as being the most complete outlet for Asian American material.

Their goals are dedicated towards the fostering of pride and a more positive self-image for all Asian American children and adults through the knowledge which comes from the literary material that they provide.

Florence M. Hongo, president, director and founder of JACP for the past 19 years, will be accepting this award from Nikkei in Education. Hongo currently teaches at the College of San Mateo in the Asian Studies Department and was formerly employed by San Mateo Unified School District as a curriculum specialist.

Nikkei in Education is a group of Japanese American educators, administrators and classified personnel employed with the San Francisco Unified School District. The group focuses on quality education and affirmative action, especially as it affects Japanese American students and employees.

Entertainment will be provided by the children of the Japanese Bilingual, Bicultural Program at Clarendon School.

The cost of attending the luncheon is \$25 per person.

For more information, call Kay Nomura at (415) 386-2006 after 6 p.m. or Steve Hirabayashi at (415) 695-3100 between 8 a.m. and 5 p.m.

formance with a variety of children's songs, old Japanese melodies and an opera number, all of which the audience enjoyed immensely. Mrs. Toshiko Norimoto presented a bouquet of carnations to the singing star. Pictured is Mari Yokota on stage.

This festive social event was brought to a close with a raffle drawing of over 100 donated prizes given out by emcee Semitsu.

Bay District Buddhist Women Slate Parley

The 34th annual Bay District Buddhist Women's League Conference will be held on Sunday, April 30 at the newly-remodelled Palo Alto Buddhist Temple.

An afternoon event hosted by the Palo Alto Buddhist Women, it will be chaired by Mrs. Reiko Kameda under the conference theme "Light of Dharma: 90 Years."

The delegates will hear messages by the English language speaker, the former BCA Bishop Kenryu Tsuji of the Ekoji Buddhist Temple of Washington, D.C., and by the Japanese language speaker, the former Rinban of the San Jose Betsuin, Rev. Ejitsu Hojo.

Registration forms are now available from the local Buddhist temple's Women's Association.

6th Int'l Fair Set March 10-12 in San Jose

The sixth annual Santa Clara County International Fair, "A Cultural Celebration," will be held the weekend of March 10-12 at the Santa Clara County Fairgrounds, 344 Tully rd. in San Jose. The event will open Friday, March 10 from 4 to 9 p.m. and continue Saturday and Sunday from 11 a.m. to 6 p.m.

The Fair features cultural exhibits, international food, beer tasting, fashion, music, dance and an arts and crafts bazaar. Information booths will demonstrate community involvement and cultural contributions made by local ethnic groups.

The Fair is sponsored by the non-profit Santa Clara County Fair Association and is admission free. For more information, call 1-(408) 295-3050.

Shig Takahashi Captures PFGC's Tourney of Champs

Trailing by nine strokes and supposedly out of the running sitting in 12th place, Shig Takahashi ambushed a field of 13 competitors at the Half Moon Bay Golf Links and won the Peninsula Fairways Golf Club version of the Tournament of Champions recently.

	HC	1L	2L	Net
Shig Takahashi	14-80-71	—	151	
Joe Yamaguma	13-72-81	—	153	
Dean Nishijima	21-71-83	—	154	
Ron Ho	10-84-70	—	154	
Vic Nishijima	21-74-81	—	155	
Bill Tabuchi	15-73-82	—	155	
Tom Kamifuji	14-75-80	—	155	

In the monthly tournament held concurrently, Ron Ho and Randy Chan took top honors.

"A" Flight

Ron Ho	80-12-68
Shig Takahashi	85-14-71
Kent Inouye	91-16-79
Lou Vaghi	90-15-79
Front, Ho	3
Back, Ho	3

"B" Flight

Randy Chan	99-24-7
Ich Morita	93-17-7
George Kitagawa	94-17-7
Tom Imagawa	101-24-7
Front, Imagawa	3
Back, Chan	3

Closest to the pins were Yosh Kojimoto, Chan and Imagawa. Skins were collected by Stan Sagara, Ty Tekawa, Steve Endo, Dean Nishijima, Yamaguma and Imagawa.

The next PFGC tournament will be the first leg of the Sprint Majors, which will be held at the Palo Alto Muni Course on March 12. Reporting time is 10 a.m. The final leg is scheduled to be held at the Ridgemark Country Club the following Sunday, (the 19th) with reporting time of 7:20 a.m.

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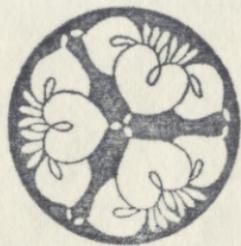
San Francisco, CA 94105

YOSHI UCHIDA TO BE HONORED

Yoshi Uchida will be honored at a luncheon sponsored by the San Francisco Nikkei in Education, Sunday, March 12 from 12:30 to 2:30 p.m. The celebration will take place in the Imperial Room, Miyako Hotel, San Francisco. The Japanese American Curriculum Project and Japantown Art and Media: Writer's Workshop, will be honored also. Reservations must be made by Friday, February 24. For information call Steve at 695-3011 (days) or Kay at 386-2006 (evenings).

NICHIGO NEWS

REV. SADA0 MASUKO: Rev. Masuko was unable to preach Sunday, Feb. 19. due to illness. Mrs. Masuko mentioned that it was the first time her husband was ill in the past forty years. We wish and pray for his early recovery.



Yoshiko Uchida

SAN FRANCISCO

Nichi Bei Times

JAPANESE AMERICAN DAILY



San Francisco, Calif. 94115

P.O. Box 3098, San Francisco, Calif. 94119

Business: 921-6820, Editorial: 921-6822

FAX (415) 921-0770

Saturday, February 25, 1989

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Lida Honored by Farmersville School Board

VISALIA — Susan Lida, a third-grade teacher at the Hester School in Farmersville,

sponsors numerous community events.

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JACCC Pays Off Final Construction Obligations

(From the Rafu Shimpo) Richard Izumi, in honor of Harry and Akiko Izumi and Har-

Chuka Nikkeijin Kai Plans Spring Bus Trip to Reno

FRESNO — The Chuka Nikkeijin Kai-sponsored 1989

150 Attend Annual Dinner of Chuka Nikkeijin Kai

By HARRY TAKEUCHI
FRESNO — The Chuka

Mari Yokota of San Jose. Miss Yokota gave a superb performance with a variety of children's songs, old Japanese melodies and an opera number, all of which the audience enjoyed immensely. Mrs. Toshiko Norimoto presented a bouquet of carnations to the singing star. Pictured is Mari Yokota on stage.

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S F

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594 Howard St., Suite 202
San Francisco, CA 94105

Phone: 777-5411

Tuesday, April 11, 1989

Education Group Honors Uchida, JAM, JACP

Nikkei in Education held a luncheon on March 12 at the Miyako Hotel to honor author Yoshiko Uchida, the JAM Writers Workshop and the Japanese American Curriculum Project for their contributions to the development of literature on the Asian American experience.

Uchida was introduced to the crowd by Hozumi Tanaka, a student in the Japanese Bilingual, Bicultural Program at Clarendon School.

The well-known author of children's books was presented with a clock from Nikkei in Education as well as letters of appreciation from State Sen. Milton Marks and Gov. George Deukmejian.

Accepting the award on behalf of the JAM Writers Workshop was JAM Executive Director Dennis Taniguchi, who was introduced by poet Grace Morizawa.

Representing JACP was Florence Hongo, general manager, who was welcomed by educator Kathy Reyes.

The entertainment portion of the program featured a rendition of the story "The Two Foolish Cats," with introduction by Tanaka and drawings and narration by Yumiko Fujita and Johnny Nagai, also students in the Japanese Bilingual, Bicultural Program.

Over 100 people attended the affair, including Walter Liang from the Governor's Office of Community Relations, San Francisco Board of Education member Leland Yee, and San Francisco Unified School District Deputy Superintendent Linda Davis.

The sponsoring group expressed appreciation to those who supported the event and joined in recognizing individuals and organizations that have contributed to the education of Japanese American students in the city.



Accepting proclamations from Walter Liang of the Governor's Office of Community Relations were: (top photo) writer Yoshiko Uchida; (center) Dennis Taniguchi for JAM Writers Workshop; (bottom) Florence Hongo of JACP (right), joined by Linda Kitano of Nikkei in Education.



3-G's Fujimura Shoots a Net 70

Lowell High School welcomes all public high school students and their parents to attend the annual College Fair to be held on Tuesday evening, April 18, in the school gym, 1101 Eucalyptus Drive from 6:30 to 9 p.m.

Over 100 private colleges and universities from across the nation will be represented at the free event sponsored by the Lowell PTSA and the Gifted and Talented Education Program.

The purpose is to provide an awareness of the multiple alternatives for college education outside the UC and state college systems. Brochures, pamphlets and information sheets will be available for the students to take home.

For information, call the school at (415) 566-7900.

Graduation Ceremonies at Sac Jpn. School

SACRAMENTO — Graduation ceremonies were held at the Port of Sacramento Japanese School on March 25.

"Graduation is important because it means the completion of the whole course of study," said Shotaro Hayashigatani, principal of the school.

The school is designed to prepare students for school work upon their return to Japan.

Mayumi Kato, a student, said, "This is a small school. Since many students come and go, it is difficult to keep a tradition in this school. But I feel that I am learning a lot."

Since the school was founded in 1978 by the Japanese in the Sacramento area as a non-profit organization, it has been mainly managed by the parents who have volunteered their time at the school.

The list of graduates includes Komaki Mizota (6th grader) and Yukio Ogawa,

The Golden Gate Golfers, especially Tom Fujimura, enjoyed spring-like weather on April 2 at Shoreline Golf Course. Fujimura's net 70 was good enough to win both the "B" Flight and overall low net.

The course was dry despite rain the previous week, enabling the GGGs to play their first "no bump" tournament of the year.

In close pursuit were "A" Flight winners George Yamamoto and Ron Yamada, both coming in with net 71s. Closest-to-the-hole contests were won by Steve Mihara on #4 and Vic Nakamura on #11.

A Flight

George Yamamoto 47-44-91-20-71

Ron Yamada 42-39-81-10-71
John Noguchi 42-41-83-11-72
Tomo Endo 45-43-88-14-74

B Flight

Tom Fujimura 47-46-93-23-76
Kenji Tomita 50-52-102-25-77
Steve Mihara 48-53-101-23-78
Andrew Urushima 49-55-104-26-78

Next Tourney

The next GGG tournament will be held on Sunday, May 7, at Diablo Creek Golf Course. Tee time is 11:28 a.m.

— John Noguchi

North-South Kendo Tourney Results

Results of the 31st North-South California Kendo Tournament held at Hillsdale High School in San Mateo on March 19 are as follows.

Individual Matches

Youths: Non Kyu - 5 Kyu: 1st, Irie (Long Beach); 2nd, T. Soma (Torrance); 3rd, Yang (Torrance).

4 Kyu - 3 Kyu: 1st, Takada (Torrance); 2nd, Fujishima (Gardena); 3rd, H. Soma (Torrance); 3rd, Adachi (Costa Mesa).

2 Kyu - 1 Kyu: 1st, K. Matsuyama (Salinas); 2nd, K. Mitsuno (Norwalk); 3rd, T. Sasaki (Orange County); 3rd, T. Kotani (Norwalk).

Adult: Non Kyu - Kyu: 1st, Morikawa (San Jose); 2nd, Choi (Costa Mesa); 3rd, Nielsen (Sacramento); 3rd, Carr (Fresno).

Yudansha: 1 Dan - 3 Dan: 1st, Kinomoto (Gardena); 2nd, Y. Onizuka (Salinas); 3rd, Schmidt (Oakland); 3rd, Kondo (Vancouver, B.C.).

4 Dan and Above: 1st, Grivas (Gardena); 2nd, M. Shikai (Chuo); 3rd, Hamayama (Covina); 3rd, Hosokawa (Costa Mesa).

Team Matches (South vs North)

Kyu (8-17 years): Winning Team - North: H. Shikai (West Valley); Fujikawa (West Valley); Watanabe (West Valley); Kikunaga (San Jose); Matsuyama (Salinas); Liang (San Jose); Sekine (San Jose).

Yudansha: Winning Team - South: Kinomoto, Yoshimura, Shinada, Grivas and M. Shikai.

Seniors (50 and Over): Winning Team - North: Yoshinaga (San Mateo); Kagoshima (Mountain View); Bunden (Salinas); Miyata (Oakland); Takao (San Francisco).

Kendo Kata: (Uchidachi), Alyne Hazard, 5 Dan and (Shidachi), Malyne Chiu, 5 Dan.

Church News and Notes —

LODI BUDDHIST — On Saturday, April 15, the NC Buddhist Conference will be held from 1

Japanese, and the Rev. Kanya Okamoto of the Tri-State Buddhist Temple in Denver, speak-

Nikkei Educators to Recognize Literary Efforts

San Francisco Nikkei in Education will hold a luncheon on Sunday, March 12, to honor author Yoshiko Uchida, Japantown Art & Media Writers Workshop and Japanese American Curriculum Project Inc.

All three will be recognized for creating and encouraging literary works on the Asian American experience for use in the classroom.

The author of over 30 books depicting Japanese American life, Yoshiko Uchida is one of the most prolific writers to emerge from the Japanese American community. Her stories touch on the lives of Japanese Americans, their hopes, dreams and disappointments. Often written through the eyes of an 11-year-old character, Uchida's stories reach children and adults alike.

The writer says her works are a reflection of her childhood visions of growing up in Berkeley in the 1930s and of her years spent in a World War II concentration camp.

Her latest work, *Picture Bride*, tells the story of Issei women, that pioneer generation that journeyed across the Pacific to build a life in America. The author, a Nisei, has dedicated the publication "In memory of those brave women from Japan who travelled far, who endured, and who prevailed."

Uchida, whose manuscripts are now a part of the Bancroft Library at UC Berkeley, is a recent recipient of JACL's Biennium Award for art and literature. In addition to her writings, she has made countless visits to elementary schools, libraries and book stores to share her experiences of camp life with children.

Often described as the fore-



YOSHIKO UCHIDA

most Japanese American woman writer, Uchida, who is now in her 60s and in poor health, will be present at the March 12 event to accept the award.

The Japantown Art & Media Writers Workshop is being honored for the annual literary contest it sponsors for high school students. The contest encourages the development and expression of Asian American culture and supports high school students interested in creative writing.

Poems and short stories are solicited, with prizes awarded in each category. Winning entries are published in *Hokubei Mainichi* and are read at an awards program.

Poet and writer Doug Yamamoto has served as coordinator of the workshop for the past 11 years and has been instrumental in organizing the contest each year.

Dennis Taniguchi, executive director of JAM, will be accepting the award on behalf of the organization. Taniguchi noted that this will be the first award JAM has received for its literary pursuits.

Known for its graphic design services for non-profit organizations, JAM has contributed to numerous anthologies and other books.

Japanese American Curriculum Project Inc. of San Mateo is being recognized for its contribution to the development of school materials on Japanese Americans.

In addition to its own publications, JACP also has a retail store that specializes in Asian American books and other educational materials. JACP has a reputation throughout the country as the most complete outlet for works on and by Asian Americans.

The goals of JACP are the fostering of pride and a more positive self-image for Asian American children and adults through the knowledge that comes from literary material.

Florence Hongo, president, director and founder of JACP, will be accepting the award from Nikkei in Education. A teacher at the College of San Mateo in Asian American studies and a former curriculum specialist with the San Mateo Unified School District, Hongo founded JACP some 19 years ago.

Nikkei in Education is a group of Japanese American educators, administrators and classified personnel employed with the San Francisco Unified School District. The group focuses on quality education and affirmative action issues, especially as they affect Japanese American students and employees.

The luncheon will be held at the Miyako Hotel at 12:30 p.m. Entertainment will be provided by the children of the Japanese Bilingual/Bicultural Program at Clarendon School.

The cost is \$25 per person. For reservations and information, call Kay Nomura at (415) 386-2006 after 6 p.m. or Steve Hirabayashi at (415) 695-3011, days.

— Linda Kitano

101 March

EL CERRITO — Sakura Kai, the West Contra Costa County Japanese Senior Citizens Center, located at 6500 Stockton Ave. in El Cerrito, has announced its schedule of activities for the month of March as follows.

Saturday, March 4 — The morning will feature Japanese folk singing with Shigeru Morita, calligraphy with Shigeru Jio, blood pressure readings by Kimie Honda and needlework with Eiko Katayama.

In the afternoon, seniors can learn ceramics with Minoru Nojima. There will also be income tax assistance available for those who have questions.

Saturday, March 11 — On this day, Sakura Kai members will participate in the Northern California Japanese American Senior Centers' Shinnen Kai at the Mtn. View Buddhist Church. The bus will leave from the Sakura Kai parking lot at 9:15 a.m. and return at 3:45 p.m.

Saturday, March 18 — The morning program will have shigin with Thomas Uno, needlework with Eiko Katayama, calligraphy with Shigeru Jio, ikebana with Susie Nakamura and a mini-Social Security office with a Social Security representative.

In the afternoon, birthdays will be celebrated and a Nihon-no-uta class will be led by Jane Imamura. Free income tax assistance will also be available.

For more information on Sakura Kai and its activities for seniors, call (415) 525-7086.

Kochi Kenjin Kai Trip to Reno Set

SACRAMENTO — Kochi Kenjin Kai has announced that it will sponsor a fun trip to Reno on Sunday, March 12. The bus will leave from the Sumitomo Bank parking lot at 7 a.m.

Reservations are being accepted on a first come, first



CAROLE AND WILLIAM YOSHIMURA

SALINAS — Carole Bullock and William Yoshimura were united in marriage Dec. 4 at the Salinas Buddhist Temple. The Rev. Yoshiaki Takemura officiated the ceremony held before family and friends.

Serving as maid of honor was Noreen Bullock, sister of the bride, while Sally Yoshimura and Taree Roper were the bridesmaids.

Standing by the groom as best man was Wayne Gualarte, with Donald Yoshimura and Bill Kitamura, the grooms-men.

Nichol Bullock was the flower girl. Jim Uchida and Jim Eitoku were the candle-

lighters.

The bride is a graduate of Watsonville High School and the Monterey Bay Academy. She is the daughter of Mr. and Mrs. Forrest Bullock of Arkansas, and is presently employed as a salesperson for Yoshimura Nursery.

The groom, the son of Mr. and Mrs. Eiji Joe Yoshimura of Salinas, is a graduate of Gonzales High School and UC Berkeley. He is part owner of Yoshimura Nursery.

Following the wedding, a reception was held at Rancho Canada in Carmel. After a honeymoon skiing in Colorado, the couple have settled in Salinas.

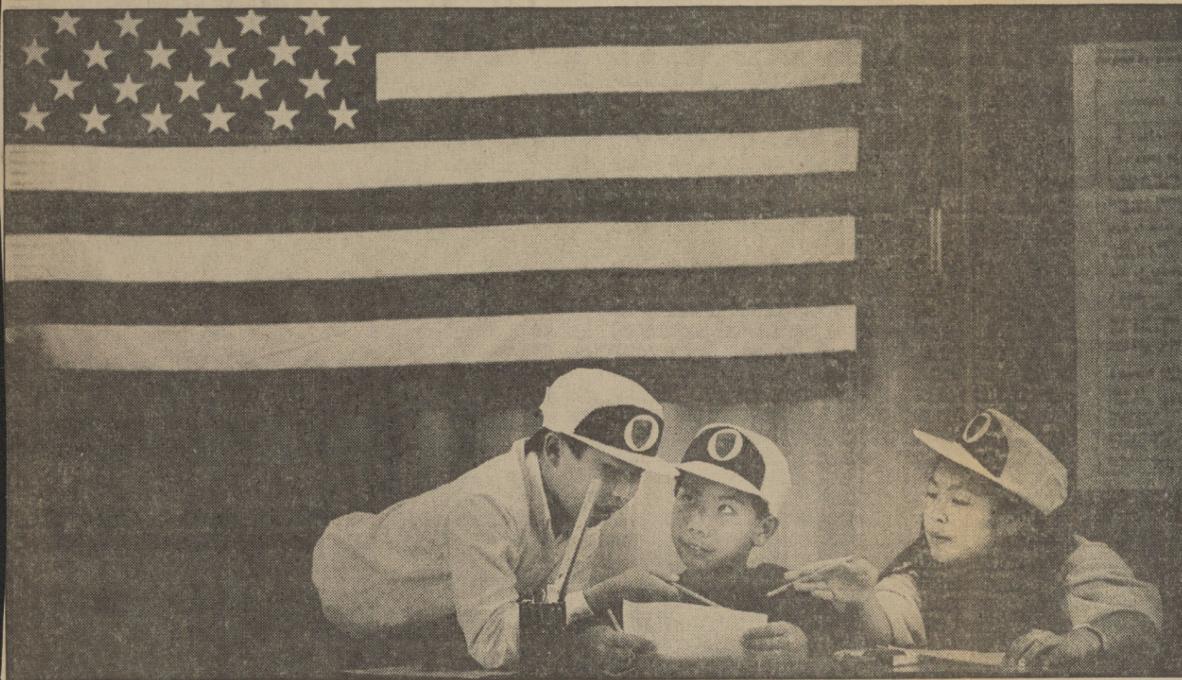
Japanese Ballplayers in the Bay Area

The baseball team of Keio University in Japan will be making a Bay Area stop during its U.S. tour of exhibition games.

7 at 2 p.m.; and Stanford at Stanford on March 8, also at 2 p.m.

From there, the Japanese ballplayers will head to Los

WORLD NEWS



Students William Tran, Christopher Chin and Marrison Wong work on math problems at Alamo Elementary School in the Richmond District.

Education — East and West

Group achievement, individual talent at odds in Japan

By Mary Ganz
EXAMINER TOKYO BUREAU

TOKYO — It's Saturday at Horifuna Elementary School. Teachers are taking their seats for the daily meeting, ready to rise and greet the principal, in unison, "Good morning." Frayed canvas "indoor shoes," 788 pairs, are neatly stacked in cubbies by the doors. And on the playground children are playing Red Rover, Japanese style.

Only in this game there's no running, no mad flinging of bodies breaking through locked hand-clasps, no heroic moments when barriers are shattered by individual will. Here the chant that floats over the playground is "Sodan shiyo so shiyo" — Let's talk about it.

And when it comes to deciding whether Miki or Kenji gets to "come over" from one line to the next, the matter is settled the same way club officers are chosen — by *jan-ken-pon*, the scissors-paper-stone game that leaves the outcome to chance and a prayer.

After all, it's just as good to be playing the game in one line of children as in the other — just as

one sixth-grader is as capable as the next to be president of the school's Stilt Club.

As goes the playground, so goes the classroom. Here in the land of enviable student test scores and 99.7 percent adult literacy, it is student society and "education for living," not academic excellence, that set the Japanese elementary classroom apart from the American.

The message in the classroom is profoundly egalitarian and strongly weighted toward group endeavor — "If we try hard, we can do it."

Nearly everybody tries, and the classroom lurches ahead by mutual consent, happily out of control by U.S. standards. But these days, Japanese educators are asking a new question: Without tinkering too much with a system of proven success, how can we encourage individual talent?

A critical period

It's time for Yasuo Matsuzaki's fifth-grade class to begin.

This week Group Four has responsibility for the morning meeting. Because there are an 40 children in this class, it divides into eight groups of five children. From morning meeting to studying math to the daily scrubbing of the classroom floor to the evaluation before the final bell, the school day of

[See HORIFUNA, A-23]

S.F. school tries to teach children values

By Katherine Seligman
OF THE EXAMINER STAFF

An iridescent blue glow fills the classroom where the fifth-graders at San Francisco's Alamo School watch a videotape on the dangers of drugs.

The room is silent. Thirty-four pairs of eyes focus on the video, which features a group of children sitting on bleachers and practicing what are known as "refusal skills" — techniques of standing up to peer pressure.

Next it's time for the audience to try. "Hey, I've got some marijuana," says a boy with shiny blond hair, his hands shyly in his pockets. "Let's go outside and smoke."

"We could get in trouble," says a boy he picks as his role-playing partner. "Then I'd be grounded for the rest of my life."

The video lesson is an integral part of what the students are learning this year. Although they labor over math, writing, reading, science and social studies, teacher Harriet Johnson also wants to give them a firm set of values, an acceptance of others and a healthy dose of self-

spect. When they do well in school, she tells them to reach around and pat themselves on the back.

"It's amazing how much of your time carries over into concerns outside the classroom," Johnson said. "For many students, the classroom is the most stable environment."

Johnson, an 18-year veteran of the San Francisco schools, increasingly is asked to be part parent, part confidante and part counselor to her students. Like other public school teachers in U.S. cities, she finds her job has grown incredibly complex in the last decade.

Filling in the gaps

Alamo is not a hard-core inner-city school. Some of its 700 stu-

[See ALAMO, A-22]

Gorbachev looms over NATO, Bush

Unseen presence a key in summit talks

By Ann McFeatters
SCRIPPS HOWARD NEWS SERVICE

BRUSSELS, Belgium — In an atmosphere of tension and arm twisting on whether the Cold War is over, President Bush will spend much of his vital first NATO meeting Monday and Tuesday in Brussels, shadow boxing with Mikhail Gorbachev.

The Soviet president, of course, will not be at the meeting of the 16-nation alliance, which was formed 40 years ago to counter the Soviet threat in Europe.

But he will be the unseen presence at what many say is the most crucial NATO meeting in recent memory.

Gorbachev is far more popular in Western Europe than is George Bush. His arms-control proposals and the weariness of Europeans over the tension of living with nuclear missiles in their midst have given him increasing credibility among U.S. allies.

For many Europeans, Gorbachev's smiling pleasantries and offers to negotiate a reduction of troops and nuclear missiles — never mind how far-reaching — mean the Cold War is over, and the West has won.

They are impatient with Bush's refusal to accept this and his caution and skepticism over whether the Soviet changes are lasting.

Four Soviet offers

Of the four Soviet proposals to reduce arms in Europe, Bush has greeted only two with any enthusiasm: one to move 50,000 troops and 10,000 tanks out of Europe, and the latest one, made last week, to cut 1.26 million troops and thousands

of tanks from European deployment.

Bush has scorned two other Gorbachev bids — one to remove 500 warheads, and another to cut short-range nuclear missiles — as "public relations gambits."

The immediate issue before NATO is how much to trust the Soviets on dismantling nuclear missiles with a range of less than 300 miles located only in Europe.

Convinced Gorbachev has no plans to invade Western Europe, many Europeans want the missiles to go.

NATO summiters are likely to

[See NATO, A-25]

Reformists lose in Soviet vote for parliament

EXAMINER NEWS SERVICES

MOSCOW — The new Soviet congress dealt reformists a major setback Saturday by rejecting maverick Boris Yeltsin and several other prominent reformers who were seeking seats on the powerful Supreme Soviet legislature.

As a result of Saturday's election, the Communist Party emerged in a clearly dominant position in the new Soviet parliament, under firm control of Soviet President Mikhail Gorbachev.

The furor was set off when the 2,250-seat Congress of People's Deputies chose which of its members would serve on the new Supreme Soviet, a full-time, 542-seat legislature. The Supreme Soviet will be the crucial body in forging new legislation to shape the course of the nation's reforms.

Dozens of candidates who had

[See SOVIET, A-26]

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◆ ALAMO from A-21

S.F. school tries to teach values

Students are recent immigrants who speak limited English, but only a few come from families that are what the state categorizes as poor.

The school, a three-story yellow building on a quiet street in the Richmond District, has the highest achievement test scores in San Francisco.

Yet a large number of its children live with single parents or in homes where parents don't speak fluent English. Teachers are asked to fill in the gaps. Aside from academics and sports, Johnson must teach drug prevention, nutrition and sex education. Once a year she also leads an overnight camping trip.

Her class reflects The City's growing ethnic diversity. Three-quarters of the children are Asian — mostly Chinese and Southeast Asian. A few are Filipino and Japanese. The rest are black or white. Four have trouble reading and writing in English, although they can speak fluently.

They come from a patchwork of backgrounds and have equally divergent hopes for what they want to do when they grow up.

One of the boys, who came from Laos, has trouble with English but says he wants to be a writer. A charming boy with bright blue eyes and a tendency to make quips from the back of the room wants to be an actor.

Two girls name Ivy League colleges they want to attend. "I don't know what I want to do," says a third, twisting her long braid. "I never thought about it yet."

The classroom is decorated with a collage of student poetry, a display on the Constitution and posters that warn about drugs and alcohol. Other pictures encourage children to try their hardest in school.

Teamwork and understanding

Students sit in groups of four in "cooperative learning centers," which are based on the concept that students learn best when they explain things to each other. The technique, embraced recently by state education officials, also is aimed at encouraging teamwork and group understanding.

For part of the day, the children work in these small groups, scribbling out answers to math or social studies questions, comparing them and reporting them to the class through a chosen leader.

Johnson gives groups a sticker in the shape of a star if members work well together. When they ask her too many questions, instead of trying to figure out the answers themselves, she often gives children cardboard tokens to limit the number of times they can raise their hands. Each time those students ask a question, they must surrender a token.

In their groups, the children are allowed to talk freely, but Johnson claps her hands abruptly when the mutterings get too loud. Known throughout the school as a strict

teacher, Johnson doesn't tolerate disruptions, infractions of classroom rules or sloppiness. Rules of cooperative learning — talking softly and respecting others — are tacked to the front wall.

Johnson bemoans the fact that her class size has jumped by about 10 students in the last six years. With no aide and 34 children at various ability levels, she doesn't have much time for individual attention.

"It's a problem. I can't get to know them individually. I'd like to know their favorite colors and what they like to do."

Not enough books

The students at Alamo gather on the playground daily at 8:40 a.m. to salute the flag and hear school announcements. A teacher standing at the top of the stairs uses a microphone to direct children to class. There are no bells at Alamo because the bell system broke down at the beginning of the year and the district hasn't repaired it.

The first part of the morning is devoted to reading. Johnson uses novels and nonfiction books instead of textbook readers, which she finds less challenging and interesting. She says a good novel will do more to inspire children than a text with contrived stories.

Recently some of the students have been reading a book on slavery, while others read one on the nation's internment of the Japanese Americans during World War II. Johnson would like to have all the children read one book at the same time, but the school can't af-

ford enough volumes.

One day students in the first reading group discussed "Journey To Topaz," a book written by a Japanese-American woman who had lived in an internment camp.

Johnson told them to ask one another questions about the book, a process that's supposed to teach them to think critically and analytically. "Critical thinking" has become the education buzzword of the late 1980s in California.

"Why do you think Americans put Japanese in concentration camps?" asked one student, his arms hunched in front of him on the table.

"The Americans were all really scared," answered a girl across from him. "They wanted to blame everything on someone and they blamed the Japanese because they bombed Pearl Harbor."

Another student said: "If they put me and my family in a camp, I'd feel a deep hate for them."

Johnson smiled. She said later that she often is amazed at the children's responses. What she is after is getting children to think for themselves and express their own ideas.

Beyond equations

To encourage that, each child keeps a personal folder tucked away in a box that sits in one corner of the room. In the folder are essays, other personal writing samples and letters from pen pals at a school in Brooklyn. The children cherish these letters, rereading them throughout the year and occasionally venturing to read them

aloud.

Johnson prompts students to think analytically later in the day by writing math word problems on the board and asking children to "relax and guess" the answers. By the end of the year, students will have mastered division with two-digit divisors and decimals and fractions, but Johnson wants them to learn more than just how to calculate.

At lunch, students file into a drab multipurpose room. The food is brought from a central kitchen in prepared packages that are microwaved at the school. It is not a hit with most of the children and many opt to bring their lunch from home.

"It tastes like barf," said one girl, nibbling a limp cheeseburger that came in a container with potatoes and half an orange.

During recess, balls fly around the asphalt yard. Four girls from

Johnson's class play a form of jump rope using cords strung together with rubber bands. They check their watches to make sure they won't be late for afternoon lessons.

Understanding the other side

In social studies, there is a series of worksheets dealing with maps and geography questions. The class, which is learning about the Civil War, is asked to pinpoint the location of key battles.

A discussion of the Civil War period has filtered through a variety of academic subjects during the day. In both reading and language lessons, Johnson asked questions about slavery and major Civil War figures.

In one exercise, she asked students to take sides and defend the war as Northerners or Southerners.

[See ALAMO, A-23]

SAME AGES, DIFFERENT WORLDS

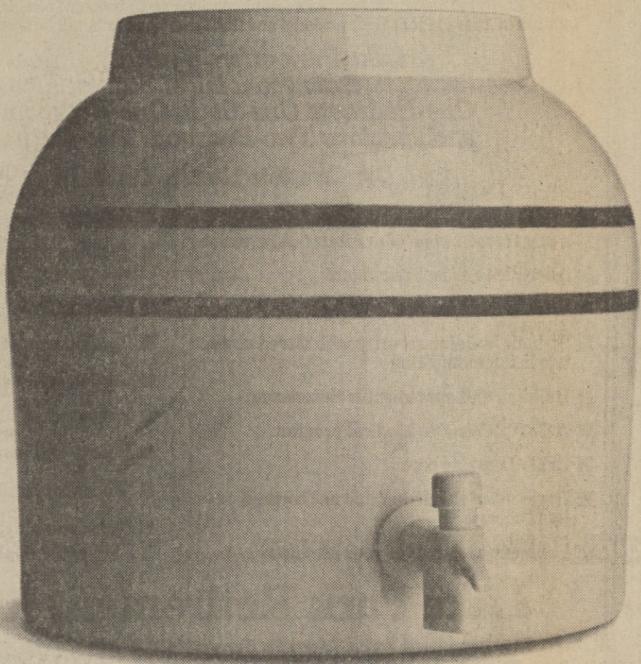
A comparison of fifth-graders in S.F. and Tokyo

Horifuna Elementary School Kita Ward Tokyo	Alamo Elementary School 250 23rd Ave. San Francisco
Days in school year	
243 (includes 1/2-day Saturdays)	180
School hours	
8:30 a.m. to 3:15 p.m. (8:30 a.m. to 12:15 a.m. Saturdays)	8:40 a.m. to 2:40 p.m.
Number of pupils	
788	700
Ethnic makeup	
2 British-Japanese; 2 ethnic Chinese; "some Koreans, but we don't know how many;" rest Japanese	41.1% Chinese, 25.5% white, 3.7% Hispanic, 3.1% black, 7.8% Japanese, 3.7% Korean, 2.8% Filipino, 0.3% Native American, 11.5% other non-white
Class studied for this report	
Yasuo Matsuzaki's fifth grade (40 students)	Harriet Johnson's fifth grade (34 students)
Homework	
About 30 minutes per night	About 30 minutes per night
Mathematics skills acquired in fifth grade	
Division and multiplication of fractions, finding least common denominator, properties of cubes, using cubic measurements, calculating percentages, properties of bar graphs, using decimals and fractions in measurements	Addition and subtraction with place values, multiplication and division with 2-digit divisors, addition and subtraction of decimals and fractions, graphing and ratios, introduction to geometry (points and lines)
Sexuality education	
Prior to an overnight trip, school nurse meets with girls to discuss menstruation; no session for boys, but Matsuzaki discusses puberty with them in general terms	Starts in fifth grade with discussion of reproductive system and includes discussion of AIDS
Drug education	
"Not necessary at all"	Starts in third grade with program sponsored by police department in which officers visit classroom; focuses on self-esteem and making independent decisions
Outside tutoring and enrichment lessons	
Estimated 40 percent attend <i>juku</i> after-school academic classes; 80 percent take piano or other enrichment lessons	No after-school tutoring, but individual classes arranged for outsiders to teach subjects such as poetry, Chinese brush painting and singing; Recreation Department runs after-school sports program
Parent involvement	
PTA almost exclusively mothers; meetings are held in afternoons; one parent-involved activity is scheduled each month at school; teachers visit homes of each student once each year; parents almost never come to regular school sessions	PTA meets regularly and holds fund-raisers to subsidize classroom equipment and field trips; parents volunteer to work in classroom and are encouraged to attend conferences with teacher

Reported by Mary Ganz and Katherine Seligman of The Examiner staff

EXAMINER GRAPHICS

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◆ HORIFUNA from A-21

Group, individual at odds in Japan

these fifth-graders is lived within these groups.

So from Group Four come two youngsters to the front of the class. "The morning meeting is now beginning," they chant. "This week's objective is to be on time when the bell rings." The boy is about half the size of the girl, and has toothpaste in the corner of his mouth.

Still in unison, they run through the morning rituals: introduction of birthday children, singing a song, then ending the meeting: "The morning meeting now is over." And the answer bounces back from the rest of the room: "Hail!" (Yes — or in this case, OK!).

Horifuna is an ordinary public school, as close to average as possible in a system with scant difference between best and worst.

The neighborhood is a northern Tokyo district of small shopkeepers, a Kirin Beer brewery, large and row-type middle-class apartment buildings. It borders on Shitamachi, the old town that used to be at the foot of the shogun's castle, and traditional ways are strong.

Electricity in the air

Next year these children will be the sixth-graders, the ones looking ahead to junior high and the academic pressures beyond. They'll be the ones who hold club offices and set the example in bowing to the principal at Monday's all-school meetings on the playground.

But this is spring, the beginning of the April-to-March academic year. And for now, they're children.

It's 9:35 a.m. Monday, reading is over and this time it's just one student standing at the front of the

class. "The second hour will now start," she says.

And the answer, "Hail!"

They don't mean it, though. Second hour is social studies, and electricity still hangs in the air from the five-minute break after reading.

"Group Two, pay attention," the teacher says, noticing that one child in Group Two isn't. "Group Four, pay attention."

The children in the front move away from the board, and the race that begins every social studies class is on. They have written characters for "Imaichi" and "Tamana City" on the board, and the class must use the index and map guides to locate them on a map of Japan.

"When you find the place, help the others in your group," the teacher says after a time. A boy turns to the girl who is his seatmate — Matsuzaki makes them sit that way, boy-girl, boy-girl — and points to something in her book. "You octopus, it's easy," he says with a snort.

A comedian in Group One

"Now we're going to talk about agricultural products," the teacher is saying. They are looking at a book full of colorful graphs, charts and maps. "What are the foods we eat the most?"

He calls on a child who says, "Hail!" and stands to give the answer: "Vegetables and rice."

"Onaji desu!" several youngsters call out — "Same with me!"

But something is happening over in Group One. From a thicket of little-boy giggles, a hand goes up. His sweat shirt says "Expressive Boys" (in English). He pushes out his chair, stands beside the desk and asks:

"Why do they spread ca-ca on the fields?" And collapses.

"That has nothing to do with this class," Matsuzaki answers

raised close to \$400 for the expedition through a bake and baseball card sale.

In keeping with the Civil War theme, students will be organized into platoons and will learn about vintage military traditions. One, which Johnson thinks may be carrying a theme too far, is night guard duty. The children will take turns waking up every fifteen minutes to watch the barracks. Only the supreme military leader is exempt.

"Guess who's going to be the general?" Johnson said.



MAGGIE HALLAHAN

After lunch, students at Horifuna Elementary School are given goldfish to use as models for an art project.

mildly. "Ask me about it later." And pushes on. "We Japanese eat a lot of rice, so we utilize land to produce rice..."

The object of this class, Matsuzaki explained, is to teach children how to get information when they need it. But with this material, he knows, "there are some who yawn."

On another day in social studies class, when atmospheric ions are favorable to the gods of learning, children's hands wave in the air and voices call out numbers from a bar chart that shows which regions of Japan produce the most rice. And teacher says softly, "Ah, don't you feel the joy of looking for an answer?"

Education for life

Matsuzaki believes that self-motivation — in life and in study — is the most important educational objective of the fifth-grade year. To that end, he requires 30 minutes independent study at home each night — but leaves it to each child to decide what to study. Apart from that, he assigns no homework.

Sometimes parents ask for more homework, but the fifth-grade teachers at Horifuna resist. "What is best is for children to like their studies," Matsuzaki says. "The volume is not the point."

that, with effort, everyone is smart enough to do well.

The reforms also call for more electives in middle school, and fewer Chinese characters to memorize in lower grades. But hardly anybody questions the team-spirit, group-oriented system of control that teachers use as a matter of "common sense."

Waiters and janitors

Lunch at Horifuna is cooked by kitchen workers at school and eaten in the classroom, the usual custom in public schools.

First Matsuzaki's fifth-graders cluster their desks together in their groups; then the group with lunch duty dons white smocks and hats and races down the corridor to pick up a trolley already loaded for each classroom with big pots of stew, spoons, trays and dishes.

They return and set up a mini-cafeteria line in the back of the classroom, where the lunch kids ladle it out on their classmates' plates.

At Horifuna, they are proud of their plates — real crockery that just last year replaced standard-issue public school tinware. So proud that few pieces, miraculously, have been broken.

After lunch they *jan-ken-pon* again within groups to choose which child carries the plates across the room to the trolley, which the milk bottles, which just spoons (the winner). And then it's time to clean the classroom.

The teacher, who eats the same lunch with his children, disappears. Desks are shoved to one end of the room, chairs stacked on desks. Three girls are stuck to their seats, still eating. ("I hate it!" one says, near tears, but Matsuzaki's rule is they must finish half.)

Behind them floors are swept by the floor-sweeping group, windows dusted by the window-dusters, floors polished with rags run criss-cross by the floor-polishing group. Then desks are pushed to the other end of the room, and the process

starts again.

Afterwards, it's time to dress for gym class, which boys and girls do together in the classroom.

Setting goals

At the end of every day in Matsuzaki-sensei's class, there is another meeting. The teacher runs this one, which must be conducted over the backpack-loading, chair-shuffling, ready-to-spring anticipatory noises of 40 10-year-olds about to get out of school.

"Who studied hard today?" he asks. "Who raised your hand at least once? Who worked well within the group? Who didn't leave anything at home?" — seven questions in all. First the youngsters are asked to account for themselves, then to make "corrections" for other group members.

If everyone in a group gets 100 percent in even one category, a bar goes up on a chart on the wall. It would take a supercomputer to get all the marks down correctly, but there is no bickering about fairness over the competition.

"I set it up that way because I want the students to spend the day with a purpose," Matsuzaki says later.

Goals are important at Horifuna, and are set as a matter of course. Before joining a school club, each student writes his or her own goals for participation; at the first meeting of the year, group goals are set.

The Stilt Club's goals, for example, are: improve the stilt skills of all group members (first term); "based on the skills we have learned, to have races (second term)," and "make stilts by ourselves (third term)."

Matsuzaki-sensei's pupils also have a goal with the seven questions and bar chart. "We get to change our seats," Fumi-chan, a tall and articulate class leader, explains. New groups and new seats, she says with shining eyes, "when we get to the top of the chart because of our effort."

◆ ALAMO from A-22

S.F. school tries to teach values

For homework, students were asked to write essays on what Abraham Lincoln would think about the condition of blacks if he visited the United States in 1989.

The remaining homework is to price items that will be needed on the coming camping trip to Angel Island. The children already have

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Books to P.C.

Briefly Noted by Harry K. Honda

THE NEW AMERICANS. by Ulli Steltzer. NewSage Press, P.O. Box 41209, Pasadena, CA 91104; soft, 175pp, (180 photographs in duotones, text) \$24.95.

Hundreds of immigrants and refugees are telling their own stories, accompanied by photographs in the grand style of Ulli Steltzer, who spent nearly three years in Southern California documenting the newcomers. Were they not identified by nationality, many Asian faces resemble the Issei when they arrived in the U.S. 70-80 years ago.

A poignant point is addressed by Hiroshi Kashiwagi of the *Kashu Mainichi* (Japan) about the recent arrivals from Japan over the past decade between the ages of 25 and 35 and single. There is little connection between these newcomers (Shin Issei) and the Issei because of the great age difference, the Nisei and Sansei because of language. And he says, "We don't know how many undocumented Japanese people are living in this area, but it is estimated to be 10,000. They come on a student visa or a visitor visa. They have some little job to support themselves, and they stay."

This elegant collection of pictures deals with a variety of social, political and economic issues facing a community. It reinforces the message made famous by the Statue of Liberty: *Give me your tired, your poor, Your huddled masses yearning to breathe free.*

REFLECTIONS ON THE WAY TO THE GALLOWS: Rebel Women in Prewar Japan; ed. / trans. by Mikiso Hane, Univ. of California Press, and Pantheon Books, New York, 273 pages, \$22.50 (1988).

The myths of the peaceful and harmonious Japanese family is belied by the lives of most of the women in this volume, prefaces the translator-editor Mikiso Hane, a distinguished professor of history at Knox College. They rebelled for economic and educational reform, elimination of public brothels, rejected laws which held that "cripples and disabled persons and wives cannot undertake any legal action," and protested war that made cannon fodder of their children. For their efforts, they faced torture, imprisonment and death.

Edwin O. Reischauer pictured this as a "fascinating and revealing glimpse of the underside of prewar Japan."

Professor Hane has done it again—revealing another no-holds-barred reality of Japan. Our first major encounter was his 1982 Pantheon book, *Peasants, Rebels and Outcasts.*

PICTURE BRIDE. A novel by Yoshiko Uchida, Fireside Books, 1230 Avenue of the Americas, New York, NY 10020, 216 pages, \$6.95 (1988).

None better than the comments of Michi Weglyn about Yoshiko Uchida's latest book can be offered here: "Beautifully written—a jewel of a book that eloquently portrays the extraordinary courage of which our forbears were capable. A 'must' for every home and school library."

The custom of arranged (*miai*) marriages as portrayed is a 19th-20th century version when young women left home with a picture of the prospective groom in hand, landing in America and searching for the man at the pier. When Hana meets Taro, he is not handsome or prosperous as she was

led to expect. Despite this disappointment and other hardships which follow in the anti-Japanese climate of California, even to the alienation of her daughter who felt ashamed of her cultural heritage, Hana and Taro persevere, bolster one another, and rejoice in the simple things of life.

The marriage custom in Japan had political, business and social implications, judging by the Tokugawa era dramas on weekend television nowadays. Then, of course, there were no photographs at the time. Thus, the Issei to America introduced a new practice: the *shashin kekkon*, picture bride wedding.

ASIAN AMERICA: Chinese and Japanese in the United States Since 1850. By Roger Daniels, Univ. of Washington Press, P.O. Box 50096, Seattle, WA 98145; 402 pages, \$24.95 (1989).

Roger Daniels, the Univ. of Cincinnati professor of history with emphasis in immigration and Asian American history, presents a scholarly synthesis of what interests readers of this paper very much.

As noted by Daniels, much remains to be said on the role of Chinese Americans. Superior works about the Japanese in Seattle and Los Angeles exist but nothing comparable on the third major Nikkei population center, San Francisco. The 27-page selected bibliography includes titles as late as 1987.

But the more knowing one is of this area of history, the greater the disappointment might be upon finding its index wasn't equally detailed. (Of course, indexing was probably handled by someone else.) But the research is impressive; his insights are illuminating and the book comes at the right time.

Sakura And Pitfalls

By Kittredge Cherry



Author Covers Life from 'Picture Bride' to 'Desert Exile'

A trip to Japan became a turning point that enabled Japanese American author Yoshiko Uchida to live and write with pride in her cultural heritage.

Uchida is author of more than 25 books on Japan and Japanese American experience, most of them aimed at children. She has received many awards, including the American Library Association's Notable Book Award twice, but she has also known the shame and repression that come from being a racial minority in America.

"I always had this feeling of not being as good as the white people. As I grew older, in junior high and high school, I became aware of the difference socially when you're not invited to the same parties. I was so intimidated that I would never speak to a white person unless they spoke to me first," she recalls as she sits in her California apartment, sipping tea from an original Shoji Hamada cup presented to her by the famous potter himself. A slight woman in her 60s, Uchida has decorated her home with Japanese art and origami cranes sent her by the schoolchildren who love her books.

When Japan bombed Pearl Harbor, Uchida was a senior at the University of California at Berkeley. In April 1942, she was forced to join 110,000 persons of Japanese ancestry — the majority of them American citizens — who were imprisoned in "internment camps" by presidential decree.

"They gave us our degrees," she recalls, "but we weren't able to be exempted from internment for graduation. So the mailman handed me my diploma in a horse stall where we were living. It's incredible to think that happened, isn't it? And the scary thing is, we're not totally assured it might not happen again." Uchida lived with her parents and sister in the horse stall at a California racetrack for several months before being sent to a cluster of barracks in the desert of Topaz, Utah, for the rest of the war years.

Through writing and public speaking since then, she has encouraged thousands of Asian Americans to value their ethnic background. In addition, she has educated many non-Asians about the lives of Japanese and Japanese Americans. Two of her books also reach Japanese people through translation: "Journey to Topaz" ("*Topazu e no tabi*"), a children's novel based on her family's experience of the internment camps, and "Desert Exile: The Uprooting of a Japanese American Family" ("*Arano ni owareta hitobito*"), her own memoirs.

"Journey to Topaz" is Uchida's most widely read and most critically acclaimed work. It is also the only available story for children about the uprooting of Japanese and Japanese Americans during World War II.

Uchida singles out two factors that transformed her attitude toward her Japanese roots from

shame to pride: the civil rights movement in America, and her first trip to Japan as an adult. "When I went to Japan in 1952, it opened my eyes to this wonderful cultural heritage I had," she recalls. She spent two years in Japan doing research on a Ford Foundation Fellowship.

"What made me feel proud was the beauty — not only of all the land, but the art, the architecture, the paintings, the tea ceremony, and how beauty is just suffused in all of life," she says.

She sums all of this up with one memory: She was staying in a Japanese inn in Matsumoto with three Japanese friends well known as potters. Suddenly a maid rushed to their door and interrupted. It turned out that the "emergency" was caused by the beauty of the moon at that moment — the maid felt she must urge them to admire it.

"In my earlier books," she says, "I hoped primarily to bring about a better understanding of Japan, its people and its culture, through three collections of Japanese folk tales and several books about the children of Japan."

Uchida was inspired by the idea of sharing the folk tales that her mother read to her as a child. While most Japanese Americans eked out a living as farmers, gardeners, or housekeepers for white people, Uchida's parents were both graduates of the prestigious Doshisha University in Kyoto. Her father worked as a salaryman at the San Francisco branch of Mitsui and Co. "I was lucky in that they both conveyed to me the importance of the written word fairly early," she says. By age 10, she was making books out of brown wrapping paper and filling them with her own stories.

She didn't address Japanese American themes in her published work until the next generation grew old enough to read. "Young Japanese Americans, aware of their ethnicity, began to search for a sense of self and continuity with their past," she says. "I wanted to reinforce their self-esteem and self-knowledge, and turned to writing about Japanese American experience." Her most recent book is "Picture Bride," published in paperback last year. A novel for adults, it concerns one of the several hundred Japanese "picture brides" whose arranged marriages brought them to America in the early 1900s.

"I've given up any new writing and speaking," Uchida says. Now that she is in her 60s, her health prevents her from doing much creative work — although she admits to working on a short fictional letter from a child in a concentration camp to a friend outside.

While her primary readership is Japanese American, Uchida says she hopes for a broad, general audience: "Although all my books have been about the Japanese, I hope they will enlarge and enrich the reader's understanding of the human condition as well."

I'd like to thank all of you for being here today, and my special thanks to the Nikkei in Educ'n for honoring me in such a lovely way. It's especially meaningful to receive this from those of you most closely connected with the imp't task of educating our children & I salute each of you, as well as Florence Hongo & the JAM Writers Workshop for the wonderful work you are all doing.

Some years ago, when I spoke to some children, a little girl came up to me after my talk, shook my hand solemnly, and said, "I tho't all authors were dead. I'm really glad to meet a live one.

Another time, when I spoke of my WWII internment, I asked who the President was at the time. After a long silence, a small voice asked, "Geo. Washington?" Well, I may be pretty old, but not quite THAT old, and I'm certainly glad I lived long enough to be here today.

The children here might be interested to know that I 1st began writing when I was about 10 yrs old. Being the child of frugal immigrant parents, I wrote my stories in booklets made of brown wrapping paper which I made myself. & CAN YOU BELIEVE, THEY SURVIVED THE WARTIME UPROOTING & I STILL HAVE THEM!

THEY SERVE AS A REMINDER TO ME THAT LOVE AND RESPECT FOR THE WRITTEN WORD, ONCE INSTILLED, CAN REMAIN WITH US FOR A LIFETIME. AND I'M GRATEFUL NOW THAT MY PARENTS INSTILLED IN ME, NOT ONLY A LOVE FOR BOOKS, BUT FOR MY CULTURAL HERITAGE. IN THE SAME WAY, THE GOOD WORK YOU PEOPLE ARE DOING NOW WILL HAVE A LIFETIME IMPACT ON THE CHILDREN YOU TOUCH.

I'D JUST LIKE TO ADD THAT WHILE IT'S IMPORTANT FOR US TO TAKE PRIDE IN OUR HERITAGE, I HOPE ALL OF US CAN HELP OUR YOUNG PEOPLE TO CELEBRATE OUR COMMON HUMANITY & THE UNIVERSALITY OF THE HUMAN SPIRIT, BECAUSE AFTER ALL, I THINK THAT'S WHAT BOOKS & WRITING ^{education} ARE ALL ABOUT. Thank you.

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March 12, 1989

Dear Yoshiko:

My best wishes and congratulations come to you as you are honored for your outstanding contributions in the literary field. I regret that I am unable to join you on this special occasion, but I am sure that it will be a memorable one.

I applaud you for your sensitive, innovative literary projects. Your works touch and teach of the lives of Japanese Americans, enriching the lives of many.

I hope that you will continue to share your gifted talents with the world. I wish you good health, success, and happiness always.

Cordially,

A handwritten signature in black ink that reads "Milton Marks".

MILTON MARKS



OFFICE OF THE GOVERNOR
State of California

March 6, 1989

TO: YOSHIKO UCHIDA

It is my great pleasure to convey my warm regards as you are honored by Nikkei in Education.

This prestigious honor is fitting recognition of your many outstanding achievements. Your books describing the Japanese American experience demonstrate a strong commitment to the welfare of your fellowman and the need to teach these experiences to future generations. Your skilled writing and knowledge, combined with the unique subject, convey your powerful message in a sensitive yet effective way. I am pleased to join in honoring your inspirational commitment and creative endeavors. Your dedication to the special history of Japanese Americans will long inspire excellence in others.

Please accept my best wishes for a most memorable ceremony and every future fulfillment.

Most cordially,

A handwritten signature in cursive script, reading "George Deukmejian", is written in dark ink.

George Deukmejian



Dear Friends,

February 10, 1989

It is not too late -- your pledge is important to us.

Your pledge is a means by which we can gauge the level of giving for the coming year. This information helps us in setting the church's budget. In addition, it expresses in a concrete manner your financial support of the mission of this church.

In 1988 we spent \$48,000 more than we received. The quick solution to our planning is to cut the vision we had for 1989. This is not the solution we care to pursue. The church has a mission which we believe is vital. We are sure you can see and feel the gospel message being proclaimed through the ministries of First Presbyterian Church.

When Earl Palmer asked the congregation to make up the deficit from 1988, the extra giving in January was generous and over \$20,000 of the deficit was covered. We know we have a supportive congregation.

Rather than make serious cuts in the programs, we would like to know better the level of support from our friends for 1989. We thank you in advance for filling out the enclosed pledge card and returning it to the church office.

For the Stewardship Department,

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