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Chieko Hiranoi

I. INTRODUCTION

What is "global education?" This relatively new area is also referred to as "world studies" (Fisher & Hicks)⁽¹⁾ or "education for peace and international understanding" (Reardon)⁽²⁾. In Japan, "global education" is often translated into "kokusai-rikai-kyoiku," which is closer to the Reardon's term above. Today also in Japan, this area constitutes one vital part of the content-based approach in language teaching, offering many current and controversial topics to discuss in order to gain a better world.

It is generally held among global educators that the area of global education covers major four fields: peace education, human rights education, development education and environment education⁽³⁾⁽⁴⁾. That is to say, students can easily find some "global issues" in any newspaper: war and conflict, hunger, poverty, prejudice, environmental destruction, and so on.

The concept of *Course of Study for Upper Secondary Schools in Japan* (Mombusho)⁽⁵⁾ revised in 1989 can be regarded as consistent with this new trend. Colleges took this academic year the first students who have completed the whole course of English based on the new *Course of Study* as freshmen. In thinking about how to continue global education in college English teaching, it is suggestive for instructors to grasp how

global issues are treated in Japanese senior high school English textbooks approved by the Japanese Ministry of Education (Mombusho) as a starting point.

II. METHOD

The present study examines 30 senior high school English textbooks approved by Mombusho, especially in the three courses of “English I”, “English II” and “English Reading”. The sampling is based on the ranking of market share⁽⁶⁾. The top ten textbooks in each course are examined.

Before the enforcement of the current *Course of Study*, Nakabachi did a quantitative and qualitative content analysis on 48 senior high school English textbooks, examining both the frequency of each global issue and the way in which each topic is described⁽⁷⁾.

Nakabachi categorized each lesson into three fields of global education: peace education, human rights education and environment education, for the sake of convenience, in order to avoid overlapping and to categorize one lesson only into one field, which facilitates quantitative analysis.

However, in the present study, if one lesson topic covers plural areas of global issues, the overlapping itself is respected as an aspect of “global issues.” For example, the topic of Martin Luther King, Jr. covers not only “human rights” but also “peace” because of his “non-violence” principle, or some lessons on the Native Americans describe not only their plight but also their view on nature, which can be contrasted with the modern “environmental issue.” The problem of overlapping is not restricted to “development issues.”⁽⁸⁾

Consequently, the survey results of the present study are shown only in the form of topic description and distribution of asterisks among the major four fields of global education in the table following the text.

In addition, the weight of one asterisk can be different among each lesson, for example, one asterisk in the peace column for a lesson dealing

with Martin Luther King, Jr. does not necessarily equal one in the same column for a lesson dealing with the atomic bombing on Hiroshima. Also, even if two lessons are written in the same topic, an asterisk for a 2-page-lesson does not equal one for a more-than-10-page-lesson. Then the author did not count them mechanically.

III. ANALYSIS

In this section, general tendency or interesting topics in each category of "global issues" are discussed.

1. Peace Issues

Three lessons are written about the dropping of the atomic bomb on Hiroshima or Nagasaki, especially about the terrible tragedies of each victim. It is undeniable that the bombing caused lots of tragedies and students should know the cruelty of war. However, it is problematic that too much emphasis on Hiroshima and Nagasaki might make Japan look like an innocent victim. As is seen in the Nakabachi survey, there were many more lessons on Hiroshima before the enforcement of the revised *Course of Study*⁽⁹⁾. Nakabachi discussed the necessity of thinking about what Japan did in other Asian countries⁽¹⁰⁾.

In any case, the problem has not been writing about the tragedy of Hiroshima but lack of the historical references to invasions and cruelty by the Japanese army in other Asian countries. Some well-balanced perspective on our past should be required in textbooks. For example, *Raccoon English Readings*⁽¹¹⁾, which is not listed in the top 10 textbooks, includes an innovative lesson titled "Lost Names."⁽¹²⁾ The lesson deals with how the Korean people were forced to give up their Korean names and to have Japanese names instead under the Japanese occupation. This lesson was also in *Raccoon II B*⁽¹³⁾ before the revision of the *Course of Study*, and Tamura referred to it as an innovative content in his book *Human Rights Education in English (Eigo-de-Yomu-Jinken-Kyoiku)*⁽¹⁴⁾ as did Nakabachi in

his article.

The topic of Hitler and the Nazis is dealt with in many lessons from various resources, such as "the Diary of Anne Frank", "The Story of the Trapp Family Singers" ("The Sound of Music"), "Tricolor, Flutter in the Wind!", "The Great Dictator" and "Visas for Six Thousand Lives". The variety of resources in current textbooks can be contrasted with the frequency of "Anne Frank" in earlier textbooks⁽¹⁵⁾.

The two science fiction stories, "There Will Come Soft Rains" (*Spectrum English Reading*) and "The Second Time Around" (*Milestone II*) are imaginative and appealing in offering images of future worlds after the dying out of human beings because of nuclear war or explosion. The former describes a house, inside which only machinery could survive to continue working without anyone. In the other story, a few survivors of a nuclear war are found, one of whom remarks, "We did it all before. This time was just the second time around"⁽¹⁶⁾ at the end.

There is a major tendency in the area of global education that love for nature and love for peace are connected with each other under the concept of "Spaceship Earth" or "Mother Earth". In this survey, the lesson titled "Spaceship Earth" (*Powwow I*) presents some astronauts' words expressing their deep impressions on viewing the Earth from outside, such as "We are all children of the Earth. Though we live in different countries, we are all the Earth's children, and we should treat her as our Mother" (Aleksandr Aleksandrov)⁽¹⁷⁾.

2. Human Rights Issues

Four textbooks deal with Martin Luther King, Jr., and they tell us that he is still a symbol in this field. However, current English textbooks show much more variety in presenting racial issues facing the U.S. For example, there are many lessons about Native Americans, while Nakabachi reported there were only two lessons on them in his survey⁽¹⁸⁾. The current increase may be because of the International Year for the World's Indigenous People, 1993. Three lessons⁽¹⁹⁾ among them are adapted from the same

resource, *Chief Seattle's Testimony*⁽²⁰⁾, which shows Native Americans' view on land and nature. Another outstanding piece is the description on their present plight and their cultural identity in the modern U.S. in the lesson "The First Americans" (*Genius II*).

Nakabachi was critical because the topics of racial discrimination in English textbooks were restricted to African-Americans and Native Americans⁽²¹⁾. However, the present study found two lessons⁽²²⁾ on the contrast of 'melting pot' and 'salad bowl,' which reminds us of the historical fact that the U. S. is a country of immigrants. Reference to Native Amazonians, Incas and Australian Aborigines might have been encouraged by the International Year for the World's Indigenous People.

Even within the topic of African-Americans, three unique lessons can be pointed out in terms of variety. "Marian Anderson" (*Powwow II*) is a success story of the first black singer in the Metropolitan Opera, but the heroine talks about her ambivalent feeling toward affirmative action, "I do not think they will be accepted because they are blacks. I hope that they will be welcomed only for their ability."⁽²³⁾ Bill Cosby's essay "My Adorable Liars" (*Dream-Maker II*) breaks a stereotypical image that African-Americans are underclass and describes a middle-class family of African-Americans. In the lesson of "Some Meanings of Blackness" (*Crown English Reading*), Henry Louis Gates, Jr., one of America's leading literary and cultural critics, describes his own racial experiences, tracing a history of onomastics up to the present separation within the race.

As for Jewish people, there are two lessons about them other than lessons about those in Europe during W. W. II : the musical *Fiddler on the Roof* set in Czarist Russia (*Powwow English Reading*), and Shakespeare's *The Merchant of Venice* (*Crown English Reading*).

"The three Astronauts" (*Spectrum I*), a fable with a Science Fiction flavor by Umberto Eco, describes the prejudice or conflict against a different being which is at the root of racial discrimination by putting a Martian among the astronauts of different nationalities on Mars.

Four lessons focus on Stephen Hawking's academic career and his

struggle with ALS. His academic achievement might encourage some handicapped people. He left some enlightening remarks, "One has to be grown up enough to realize that life is not fair. You just have to do the best you can in the situation you are in"⁽²⁴⁾ and "Apart from being unlucky enough to get ALS, I have been fortunate in almost every other respect."⁽²⁵⁾ These remarks are impressive in terms of the ideal of normalization.

The recent social interest in the concept of normalization and its realization might be reflected in two lessons dealing with independence dogs.

The most controversial materials on gender issues in this survey might be "Kramer vs. Kramer" (*New Horizon English Reading*) and "A 'Modern' Cinderella" by Robert Fulghum (*Spectrum English Reading*). The former describes a woman's dilemma between love for her family and crisis of her own identity. Fulghum claims the classic passive Cinderella does not deserve her happiness and suggests that an active and independent heroine should be happy.

Three lessons deal with AIDS. Two of them focus on Ryan White, who got AIDS through blood transfusions. Another lesson, "What kids Want and *Need* to know about AIDS" (*Mainstream English Reading*), tries to offer correct medical information about AIDS in the first section but fails to describe in detail the story of a girl AIDS victim who seems to have got the disease from a sexual intercourse in the latter section. The author's hesitation in dealing with AIDS in a Senior High School textbook is shown by the vague description of the section.

3. Development Issues

The late Mother Teresa is one of the greatest persons who devoted their lives to helping very poor people in developing countries. *Unicorn English Reading* includes a lesson describing her life and principles with many impressive remarks of hers, such as "Let no one ever come to you without coming away better and happier."⁽²⁶⁾

Some textbooks deal with people in show business who contributed to

developing countries: Bob Geldof and Band Aid (*Vista I*), Yann Andersen and "Song for Nadim" (*New World I*) and Audrey Hepburn as a goodwill ambassador for UNICEF (*Clipper I*).

It is held that the story of Mother Teresa is touching for students and that her principles should be respected. Musicians or famous movie stars might encourage students to become interested in the plight of developing countries.

The topics of famous people can be helpful as a first step in global education. However, the goal in this area should be closely connected to some practical realization. It can be guessed that there will come some ironical aspect if we do not understand what the contribution should be.

"School of the Wind" (*Milestone I*) and "The Sikha Valley Lifeline" (*Genius English Reading*) deal with this point. The concept of Dr. Nakata and his school 'School of the Wind' is especially informative in thinking about practices seriously. Dr. Nakata is a Japanese specialist in agriculture, who introduced ancient Japanese farming methods to many developing countries. He asserts that assistance to developing countries should be based on what the people already have to improve their lives. It is not sufficient to give money to poor countries. What we should do is to co-operate to find the best method for each situation. For example, Dr. Nakata talks in terms of agricultural techniques as follows, "I have three basic rules. All the devices should be simple and easy to make by hand, the cost should be as low as possible and all the materials used should be available in that area."⁽²⁷⁾

"Bananas Speak" (*New World II*) refers to the Philippine plantations run by American companies using dangerous chemicals. The workers are paid very low wages to grow bananas for Japan, but they cannot eat them.

"The Ecological Paradox" (*Spectrum English Reading*) discusses the hypocritical aspect of the ecology movement in developed countries. People in the ecology movement encourage developing countries to protect their environment from industries of developed countries in spite of their poverty.

"English in the Philippines" (*Genius English Readings*) deals with the issue of national identity of the developing country which was colonized by the U.S. in terms of languages.

4. Environment Issues

The variety of topics is also a characteristic of this genre: protecting wild species, desertification, deforestation, pollution, waste and recycling, the greenhouse effect, the destruction of the ozone layer, the population explosion, nuclear power and so on. However, it is not the purpose of this paper to retell each topic one by one. The analysis is based on the style of persuasion.

The style which is most directly related to practices is the "questionnaire and information" style of "What Can I Do for the Environment?" (*Clipper I*), which gives students an opportunity to reflect on their own daily waste and recycling.

Resorting to statistics as in "Don't Can Me!" (*New World I*) and "How Do You Use Water?" (*Spectrum II*) is also effective in offering correct information in a clear-cut way.

While the documentary essay of "Chernobyl" (*Vista II*) can have a warning effect about the safety of nuclear power plants, some documentary essays about wild species might raise students' love and sympathy for nature. Non fiction like this might produce some emotional effect on students.

Factual explanations on the topics such as desertification, the greenhouse effect, solar energy and the population explosion are informative in offering students background knowledge for what they should do in their daily lives or basic information for their next step of critical thinking.

As an environmental discussion, three textbooks deal with Rachel Carson and *Silent Spring*. The book warned against the unhesitating use of poisonous chemicals like DDT and created the ecology movement of today.

The most academic essay in the thirty textbooks is Paul Kennedy's "Preparing for the Twenty-first Century" (*Crown English Reading*), which shows a pessimistic view on a growing gap between population and resources, introducing T.R. Malthus' *Essay on Population*. Global education should be connected to its practical realization. Kennedy's essay is too theoretical in terms of practical focus of global education.

There are two more topics to mention here. Three textbooks deal with Peter Rabbit, Beatrix Potter and the National Trust. The beautiful scenery of the Lake District described in the tale of Peter Rabbit is still preserved, because Potter bought a lot of land there with the money from her Peter Rabbit and donated it all to the National Trust. The detail might be more impressive because of Potter's pretty pictures.

Two textbooks include different abridgements of the story *The Man Who Planted Trees*, written by Jean Giono⁽²⁸⁾. This is a fantasy with a softly appealing environmental message. NHK broadcast an animation of the story by Frederick Buck in 1994.

IV. CONCLUSION

The present survey is completed as a general descriptive study of current Senior High School English textbooks as a starting point. The next stage might be a more detailed discussion of one of the four areas of global education, or rather on one topic in one area.

Then the article can trace a transition of how the topic has been dealt with in earlier textbooks to how it is dealt with in current ones. It can also discuss precisely how the topic should be introduced and discussed in parallel with global change. As global education should be connected to some practical realization, global educators should always be conscious about what is needed in the daily context which is changing.

The author is going to keep up with new trends in the form of periodicals in order to offer resources for college instructors to consult in organizing their sessions. This is because information about what their

students have already learned in senior high school is helpful in order to avoid a boring repetition or inefficiency caused by too-demanding materials. The author hopes college instructors consulting these surveys will take advantage of the accessibility of global education in teaching Current English or Social Studies.

NOTES

- (1) Fisher, S. and Hicks, D. (1985) *World Studies* 8-13. Edinburgh: Oliver & Boyd. p. 8.
- (2) Reardon, B. (1988) *Comprehensive Peace Education*. New York: Teachers College. p. 28.
- (3) Kniep, W. (1987) *Next Steps in Global Education*. New York: Global Perspectives in Education. p. 77.
- (4) Cates, K. (May, 1990) "Teaching for a Better World: Global Issues in Language Education." *The Language Teacher*. vol. 14. no. 5. Tokyo: JALT. p. 3.
- (5) Mombusho. (1989) *Course of Study for Upper Secondary Schools*. Tokyo: Mombusho. pp. 213-216.
- (6) Jiji-tsushin-sha. (January, 1997) "Market Share of Senior High School English Textbooks." *Naigai Kyoiku*. no. 4790. pp. 10-11. and p. 13.
- (7) Nakabachi, K. (May, 1992) "A Survey of Global Issues in Japanese High School English Textbooks." *The Language Teacher*. vol. 16. no. 5. Tokyo: JALT. pp. 23-29.
- (8) Nakabachi avoided this category in his study in terms of overlapping.
- (9) *Ibid.*, pp. 28-29.
- (10) *Ibid.*, p. 25. and P. 27.
- (11) *Raccoon English Readings*. (1995) Tokyo: Chikuma shobo.
- (12) Kim, R. E. (1970) *Lost Names*. Seoul: The Sisayongo-Sa Publishing Company.
- (13) *Raccoon II B*. (1989) Tokyo: Chikuma-shobo.
- (14) Tamura, H. (1993) *Eigo-de-Yomu-jinken-Kyoiku*. Tokyo: Akashi shoten. pp. 58-72.
- (15) Nakabachi, K., *op. cit.*, pp. 28-29.
- (16) *Milestone II*. (1995) Osaka: Keirinkan. p. 111.
- (17) *Powwow I*. (1993) Tokyo: Bun-eido. p. 128.
- (18) Nakabachi, K., *op. cit.*, p. 25.
- (19) "The Web of Life" (*New Horizon English Reading*), "Can You Buy the Sky?" (*New World II*) and "The Testimony of an Indian Chief" (*Crown English Reading*)
- (20) *Chief Seattle's Testimony*. (1986) BBC.

- (21) Nakabachi, K., *op. cit.*, p. 27.
- (22) "From a "Melting Pot" to a "Salad Bowl"" (*Dream-Maker II*) and "America —The Melting Pot?" (*Milestone English Reading*)
- (23) *Powwow II*. (1994) Tokyo: Bun-eido. p. 116.
- (24) *Milestone II*. (1995) Osaka: Keirinkan. p. 53.
- (25) *Spectrum I*. (1997) Tokyo: Kirihara Shoten. p. 76.
- (26) *Unicorn English Reading*. (1994) Tokyo: Bun-eido. p. 15.
- (27) *Milestone I*. (1993) Osaka: Keirinkan. p. 137.
- (28) Giono, J. (1985) *The Man Who Planted Trees*. Chelsea: Green Publishing Company.

APPENDIX

Distribution of Global Issues in Japanese
Senior High School English Textbooks

The survey examines a total of 30 textbooks: the 10 textbooks having the biggest market shares in each of 3 courses: English I, English II and English Reading.

In this table, the each 10 textbooks are arranged in the order of market share.

ENGLISH I					
ORDER	TITLE OF TEXTBOOK	PUBLISHER			
TITLE OF LESSON	TOPIC (S)	PEACE	HUMAN RIGHTS	DEVELOPMENT	ENVIRONMENT
1 VISTA Sanseido					
A Blue Pearl in Space	environment in general				*
The Ozone Hole	destruction of ozone layer				*
Save Pandas	protection of wild species				*
A Sick Sea	pollution of the Mediterranean				*
Who Does What at Home?	peoples without gender discrimination		*		
Peter Rabbit	Beatrix Potter & the National Trust				*
A Gift from Bob Geldof	Band Aid			*	
Martin Luther King, Jr. in His High School Days	segregation against African-American people	*	*		
2 UNICORN Bun-eido					
Karen	true story of a girl suffering from infantile paralysis		*		
Dear World	messages from boys & girls	*	*	*	*
Energy for Tomorrow	prospects of solar energy				*
In the Heart of Africa	experience of a volunteer in Zambia			*	
Peter Rabbit and His Home	Potter & the National Trust				*
3 MILESTONE Keirinkan					
Tara in Japan	an American high school student's view on Japan		*		
Jim Abbott	normalization of handicapped people		*		
A Thousand Cranes	atomic bomb victim in Hiroshima	*			
Salmon	"Come Back Salmon" movement in Sapporo				*

Waste and Recycling	waste and recycling				*
The Promise of 1863	civil rights movement & Martin Luther King, Jr.	*	*		
School of the Wind	how to contribute to developing countries			*	
4 POWWOW Bun-eido					
An Old Tree With Green Branches	An indian boy's love for an old tree				*
Die If You Must, But Never Kill	Native Amazonians & Brazilian explorers		*		
The Mississippi	African-Americans		*		
A Guinean's Dream	Relations between Guinea and Japan			*	
The Voices of an Indonesian Couple	women & careers		*		
Spaceship Earth	astronauts' words	*			*
5 GENIUS Taishukan					
A View from Space	an essay by Tezuka Osamu				*
Old Man River	the song "Old Man River"		*		
Blowing in the Wind	atomic bomb victim in Hiroshima	*			
Peter Rabbit Saved the Lake District	Beatrix Potter & the National Trust				*
Biological Power	ecosystem				*
Three Days to See	a suggestion from Helen Keller to people who can see		*		
6 SPECTRUM Kirihara Shoten					
Fortunate in Almost Every Respect	Stephen Hawking		*		
The Man Who Planted Hope and Grew Happiness	an environmental fantasy by Jean Giono				*
"Save Our Earth"	a high school student's speech at the 2nd Montreal Protocol Meeting				*
The Three Astronauts	Science Fiction about prejudice and conflict by Umberto Eco	*	*		
7 GO, ENGLISH! Tokyo Shoseki					
Look, Read, and Think	4 representative pictures of global issues: atomic bombing, famine, deforestation and pollution by oil spill	*		*	*

Save the Trees!	waste & recycling				*
John Lennon, the Dreamer	life & message of John Lennon	*			
8 NEW WORLD Sanyusha					
Mother Earth	poem in praise of the beautiful Earth	*			*
My Dream	helping sick people in Africa as a nurse			*	
Don't Can Me!	recycling of aluminum cans				*
The Mother of Woods	role of beech trees				*
My School Days	an essay by Tezuka Osamu	*			
Tobias	Down's Syndrome		*		
Song for Nadim	Yann Andersen's song	*	*	*	
9 CLIPPER Taishukan					
A Window on the World	normalization of the handicapped		*		
Oishida, My Hometown	protection of the Gifu-cho butterfly				*
Audrey Hepburn	her background as a goodwill ambassador for UNICEF	*	*	*	
What Can I Do for the Environment?	questionnaire & information on our daily life				*
Wild Geese	protecting wild species				*
10 CROWN Sanseido					
So Many Peoples, So Many Cultures	Hinduism, women's movement, the aborigines		*		
A Document for All People	Thomas Jefferson & the Declaration of Independence		*		
The Greenhouse Effect	the greenhouse effect				*
Harp of Burma	a singing scene excerpted from the story	*			
The Lesson of History	<i>Glimpses of World History</i> by Nehru	*			
ENGLISH 2					
1 VISTA Sanseido					
Thank You Very Much for the Judo Clothes	presenting judo clothes to a judo club in Niger			*	
Chernobyl	explosion in a nuclear power plant				*

Good Vibrations	normalization of the handicapped		*		
Rachel Carson	<i>Silent Spring</i>				*
A Boy Who Fought AIDS	life of Ryan White		*		
Why Don't You Enter a Triathlon?	normalization of the handicapped		*		
The Old Man and His Grandson	children's story by the Brother Grimm		*		
Aborigines	history of the Aborigines		*		
Undersea Farming	undersea farming				*
Oxfam	an organization supporting developing countries			*	
Shadows of war	the Jewish people in Europe during the W. W. II	*	*		
2 UNICORN Bun-eido					
A Sri Lankan Student in Japan	foreigners in Japan		*		
Behind Closed Windows	the diary of Anne Frank	*	*		
Consumerism	consumerism and its problems				*
Bless My Homeland Forever	<i>The Story of the Trapp Family Singers</i> by Maria Augusta	*	*		
The March to Freedom	biography of Martin Luther King, Jr.	*	*		
I Believe	Albert Einstein's essay	*	*		
3 MILESTONE Keirinkan					
Girls vs. Boys	stereotyping of both genders		*		
Stephen Hawking	Hawking's career & ALS		*		
Itadakimasu!	C. W. Nicol's ideas on food and nature				*
100 Handkerchiefs	consideration for old people		*		
The Second Time Around	Science Fiction about nuclear war	*			
Is Japan Unique?	stereotyping of foreigners and of the Japanese		*		
Disappearing Species	destruction of ecosystems				*
In the Name of Civilization	history of the Native Americans		*		
4 POWWOW Bun-eido					
Earth Day	history of Earth Day				*

Wind Power	wind power				*
Japan as Foreign Students See It	discrimination against foreigners		*		
Under the Atomic Cloud	atomic bomb victims in Nagasaki	*			
Marian Anderson	the first black singer in the Metropolitan Opera		*		
5 SPECTRUM Kirihara Shoten					
Being a Volunteer	Volunteering in Calcutta			*	
How Do You Use Water?	how to use water				*
Dear President Reagan	Japanese and U. S. war veterans on Iwo Jima	*			
The Great Whale's Mistake	a column on sea pollution by Russell Baker				*
The Miracle of Love	miraculous achievement by the handicapped		*		
6 GENIUS Taishukan					
Independence Dogs	independence dogs for handicapped people		*		
The First Americans	culture & history of the Native Americans		*		*
Ronald MacDonald	a hero of Native American extraction		*		
Save Our Environment	waste & recycling				*
7 CROWN Sansendo					
Roald Dahl's Guide to Railway Safety	air pollution by cars				*
I Am David	a concentration camp in the USSR during the Cold War		*		
Freedom from Fear	Aung San Suu Kyi and her work for Myanmar	*	*		
Our Angry Earth	warning articles on environmental issues				*
8 NEW HORIZON Tokyo Shoseki					
The Growing Deserts	causes & results of desertification			*	*
Visas for Six Thousand Lives	the Japanese Consul who saved many Jewish people	*	*		
I Became Her Target	prejudice against African-Americans		*		

Be of Brave Heart	how to deal with natural resources				*
9 DREAM-MAKER Sanseido					
My Adorable Liars	stereotyping of African-Americans		*		
From a "Melting Pot" to a "Salad Bowl"	identity of immigrants in the U.S.		*		
My Own Story	a speech by Ryan White, an AIDS victim		*		
Everyone Else Is Doing It	a column on garbage by Andy Rooney				*
Lapulapu and Magellan	the battle of Mactan and a non-European point of view on Magellan's voyage		*		
We're in This Thing Together	independence dogs for handicapped people		*		
10 NEW WORLD Sanyusha					
A Letter from Oze	destruction of natural environment				*
Soul of the Incas	history & culture of the Incas		*		
A Rose Called "Peace"	a rose that survived W. W. II	*			
Can You Buy the Sky ?	Native Americans' view of their land		*		*
Bananas Speak	meaning of plantations in developing countries		*	*	*
The Young Springsteen	the Vietnam War	*			
READING					
1 SPECTRUM Kiriwara Shoten					
A Secret for Two	friendship between an old man and his horse		*		
A 'Modern' Cinderella	a feminist interpretation on Cinderella		*		
The Ecological Paradox	the hypocritical aspect of the ecology movement			*	*
I Have a Dream	the march in Washington & Rev. King's speech	*	*		
There Will Come Soft Rains	Science Fiction about a radioactive explosion	*			*
2 MILESTONE Keirinkan					
The Population Explosion	population explosion			*	*

America—The Melting Pot?	identity of immigrants		*		
Teacher	Anne Sullivan & her teaching		*		
Chief Joseph's Appeal	request for human rights for Native Americans		*		
The Greenhouse Effect	the greenhouse effect				*
Stevie Wonder	biography of Stevie Wonder		*	*	
The Concluding Speech of the Dictator	a scene from <i>The Great Dictator</i>	*	*		
3 UNICORN Bun-eido					
Love Is Giving Until It Hurts	life & principles of Mother Teresa		*	*	
Tricolor, Flutter in the Wind!	Paris under German Occupation	*			
A Deaf Child Listened	education for deaf students		*		
The Man Who Planted Trees	an environmental fantasy by Jean Giono				*
4 POWWOW Bun-eido					
The Wayward Whale	rescue of a beached whale				*
Mahatma Gandhi	his principle for the independence of India	*	*	*	
A Cry from the Wild	protecting orphaned African elephants				*
Silent Spring	Rachel Carson & <i>Silent Spring</i>				*
Three Scenes from <i>Fiddler on the Roof</i>	persecution of Jewish people in Czarist Russia		*		
5 ENGLISH 21 READ ON! Tokyo Shoseki					
Pablo Casals	biography of Pablo Casals	*	*		
I was a Mad Househusband	sharing of housework		*		
Rattlesnake!	Native American culture		*		*
The Football Player	identity of Japanese Americans		*		
My Dear Camera	a letter of Arthur Ashe for his daughter on racism & sexism		*		
6 GENIUS Taishukan					
The Red Skirt	war orphans left in China	*			
English in the Philippines	identity of Filipinos		*	*	
The Sikha Valley Lifeline	Japanese volunteers' contribution to Nepal			*	*

7 CROWN Sanseido					
The Child Who Never Grows	the suffering of a mother of a baby with a congenital mental handicap		*		
Jane Eyre	feminism in literature		*		
Martha, the Lonliest Bird	extinction of the passenger pigeons				*
Some Meanings of Blackness	social status & onomastics of 'African-Americans'		*		
Silent Spring	an excerpt from <i>Silent Spring</i> & one of Carson's speeches				*
The Testimony of an Indian Chief	Native Americans' view of their land		*		*
Preparing for the Twenty-first Century	a growing gap between population & resources		*	*	*
Save the Lofty Trees	an environmental play				*
The Merchant of Venice	a retelling of the play		*		
8 NEW HORIZON Tokyo Shoseki					
An Island of Peace	Japanese & U. S. war veterans on Iwo Jima	*			
Papa, the Philosopher	identity of Italian-Americans		*		
The Sacred "Rac"	a satire on the American automobile culture				*
Kramer vs. Kramer	<i>Kramer vs. Kramer</i>		*		
Adaptation for Survival	Survival adaptation & extinction				*
"Life Is Not Fair"	Stephen Hawking's career & ALS		*		
The Little Riders	protecting a cultural heritage during W. W. II	*			
A Promise	a short story of mercy killing by Nadine Gordimer		*		
The Web of Life	Native Americans' view of their land		*		*
9 NEW STAGE Ikeda Shoten					
The Old Olympic Games	the original spirit of the Olympic Games	*			
Aging Populations	the problem of the aged		*		
Soybeans, Soybeans, Soybeans	population explosion & food shortage				*

Dying Forests	destruction of an ancient ecosystem				*
Comodore Perry	fear of different cultures	*			
10 MAINSTREAM Zoshindo					
What Kids Want and Need to Know about AIDS	medical information & a story of a 17-year-old female AIDS victim who seems to have got the disease from sexual intercourse		*		
Did the Universe Have a Beginning?	Stephen Hawking's academic career & his struggle with ALS		*		
A Trip on the Soul Train	The history of soul music & African-Americans in the U. S.	*	*		