

# THE WRITTEN WORD

LUKE BAKER

## マナーキッズ

ちょうど一年前、子どもにテニスを通じてあいさつやマナーを習得させようというユニークな試みが全国で始まることを紹介した。推進したのは日本テニス協会の「幼稚園・小学校マナーキッズプロジェクト」。二十二都道府県でのデモンストレーション教室開催などの活動が軌道に乗り、一定の成果を挙げつつあるようだ。／ジュニア育成用の狭いコートに低いネット、小さいラケットと軟らかいボールを使うテニス教室に、小笠原流礼法総師範の礼儀指導を組み入れた催しは、学校関係者や地域社会に好評だ。東京都、福岡県、和歌山県の三つの小学校では体育の授業として参加。／昨年十二月に小学生の全国大会を開き、英国でのウィンブルドン選手権(六月)に派遣する六人の「マナーキッズテニス大使」を選んだ。プロジェクト責任者の田中日出男さんは「成績順で選んだわけではない」とのこと。六人は、きびきびした動きで球拾いを務める大会名物のボールパーソンと交流する予定だ。／一九四〇年生まれの田中さんが活動の生みの親だ。早稲田大学庭球部の主将だった。大手企業の役員時代、あいさつができない社員が増える光景に自分たちの世代の責任を感じ、母校の庭球部に小学生テニス教室をつくったのが原点。サラリーマンを卒業した後、日本テニス協会プロジェクトを本格化させた。

／最近、ほかの競技で同じような動きが芽を出した。日本サッカー協会が「こころのプロジェクト」を発足させ、「子どもたちの人間性を培う部分にサッカー協会がかかわる」(川淵三郎会長)方針を打ち出した。／体育を通して徳育、知育の分野に進出する。現代日本では、スポーツが社会的役割を広げる傾向にあるのかもしれない。(共同)

## Manner kids

Exactly one year ago, I wrote an article introducing a unique experiment that was starting up nationwide to teach children greetings and manners through tennis. The main force behind this was the Japan Tennis Association's "Pre-School and Elementary Manner Kids Tennis Project." With activities such as demonstration classes getting off the ground throughout Japan's 22 prefectures, some concrete results are starting to emerge.

The events, which utilize Ogasawara Manners and Etiquette general instruction methods, are held on small, junior-sized training courts featuring low nets, small rackets and soft balls. So far they have been well-received by school personnel and local citizens alike. At certain elementary schools in Tokyo, Fukuoka and Wakayama, students can even participate in the sessions as a physical education class.

Last December, a national tournament was held to choose six "Manner Kids Tennis Ambassadors" to be sent to the Wimbledon Championships in the United Kingdom in June. According to project organizer Hideo Tanaka, "the ambassadors were not chosen based on their winning record." The chosen six are going to use what they've learned as they are scheduled to spend time with members of the well-known ball boys and ball girls at the tournament.

The project is the brainchild of Tanaka, who was born in 1940 and was once the captain of the Waseda University Tennis Club. While working as an executive at a major corporation, Tanaka noticed that many employees were not capable of giving proper greetings. Feeling that his generation was accountable for this, he started his experiment by launching a children's "tennis classroom" at his alma mater. After he quit being an office worker, he went ahead with the project through

the Japan Tennis Association.

Recently, similar courses using different sports have cropped up. The Japan Football Association, headed by Saburo Kawabuchi, has started its "Project of the Heart" which strives to "cultivate the human spirit of children through soccer."

This is a project that provides moral and intellectual learning through physical education. This could be an indication that modern day Japan is in the midst of broadening the social role of its sports. (Kyodo News)

This week's article takes a look at a sports program that uses the refined sport of tennis to teach social graces.

We start our analysis by taking a look at the suffix ~的 (-teki). 的 is often added on to the end of a noun to form an adjective in a similar way to the less formal っぽい. Some examples include 効果的 (kōkateki, effective), 精神的 (seishinteki, psychological, spiritual), and 敵対的 (tekitaiteki, hostile, adversarial). Such of the -adjectives are な-adjectives, so be sure to add な when using them.

One grammar point that is easily confused is the difference between the compound particles を通して (o tōshite) and を通じて (o tsūjite). While both mean "through," "throughout," "by," or "via," を通じて tends to be used in cases dealing more with intangible concepts, while を通して generally applies to the physical act of passing through somewhere. Here are some examples: 彼は開いたドアを通して外へ逃げました (Kare wa aita doa o tōshite soto e nigemashita, He escaped outside through the open door); 代理店を通じて交渉を行った (Dairiten o tsūjite kōshō o okonatta, Negotiations were conducted through an agent.)

卒業する (sotsugyō suru, to graduate) is most commonly heard when talking about schools, but the verb also serves other purposes. It is also often used with the meaning of "to finish" or "to outgrow" in regards to careers and various states of being as in 私は届託のない子供時代を卒業しました (Watashi wa kuttaku no nai kodomo jidai o sotsugyō shimashita, I left behind a carefree childhood.)

させる (saseru, to make one do, to allow one to do, to get one to do) is the causative form of the verb する. To make the causative forms of a verb, take the stem of the negative form of the verb and add ~せる. For example 聞く (kiku, to listen), whose negative form is 聞かない, becomes 聞かせる. For -る ending verbs such as 食べる (taberu, to eat) and 着る (kiru, to wear), drop the る and add させる. This changes them to 食べさせる and 着させる, respectively.

Japan Times 4/25/2006