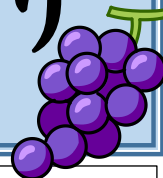


The second semester has now begun. Our entire faculty and staff will continue to work together to ensure that our students have a fulfilling and rewarding school life this term as well. We sincerely appreciate your continued support and cooperation, just as you have provided during the first semester.



八中だより



第9号

令和8年9月1日

府中市立

府中第八中学校

“A Passion-Filled Adventure in My First Year of High School”

As I spoke about the theme of being deeply absorbed in something during the shugyo-shiki, I found myself recalling many of the things I planned and carried out when I was a junior high and high school student.

As I have told all of you before, I have always loved atlases and maps. The first time I got my hands on an atlas was in the fourth grade, when we began using one in social studies class. Once I started looking through it, I would become so engrossed that I would lose track of time. In fact, there was one occasion when I secretly watched the atlas during class and was severely scolded by my teacher. My love of maps later had a major influence on my choice of studies. After graduating from high school, I entered the Department of Geography at a university. It was a field that covered regional geography, economic geography, cultural geography, seismology, limnology, climatology, meteorology, geomorphology, and many other areas of study.

I studied reasonably hard, but what continued to fascinate me most was using maps to learn about different regions in detail and then actually visiting those places myself. Until high school, my interest had been focused mainly on maps of Japan. Once I entered university, however, my curiosity expanded to the wider world.

My love of maps has brought me many benefits. One of the greatest has been developing a strong sense of direction and an intuitive ability to grasp what a place is like. When you visit an unfamiliar area, you will probably get lost or feel unsure of yourself at times. In my case, even when I arrive somewhere for the first time, I can usually picture where things are located, which direction they lie in, and how the town is laid out. During my student days, this skill often proved useful when I traveled with friends, and they came to rely on me as our navigator. For example, when I traveled to the Kansai region with a group of friends during my first year of high school, I was able to guide them confidently, even in places I had never visited before, helping them find their way and make train transfers without difficulty. At high school, my chemistry teacher became aware of this unusual ability. One day, he showed me a roll of photographic film* and asked where he thought the pictures had been taken. I replied, “I think this is somewhere along the shore of Lake Shinji in Shimane Prefecture.”

The teacher was astonished because I was correct. Even after photographs are developed, identifying the location can be difficult, yet I had identified a place I had never visited from the film alone. I was able to do so because I connected my knowledge of maps with the faint outlines of landforms that could be seen on the film.



Photographic film*

Now, I would like to tell you about one of the adventures I planned when I was in the third year of junior high school. My goal was to live on an uninhabited island. I finally made it happen during the summer vacation of my first year of high school. The place was a small island called Ushi (牛) island in Mie Prefecture. Since it was uninhabited, there were, of course, no residents. There was no regular ferry service, either. Although I had come up with the idea of going to an uninhabited island, turning that idea into reality was not easy. There was no Internet and no mobile phones as we know them today. To make my plan work, I spent countless hours in libraries and local bookstores searching for information. On one occasion, I was scolded by a bookstore owner for taking notes in a notebook while reading books without buying them. However, when I explained what I was trying to do, he kindly offered his support. Eventually, I found someone willing to take me to the island by boat. He was the owner of a small inn on Toshi (答志島) Island, located south of Ushijima. During my stay, he occasionally came by boat to check on me. Every day of that week on the uninhabited island was exciting and new. I caught fish, made things from driftwood, built a device to collect fresh water, and experienced many things I had never done before. When I returned to the mainland a week later, I was filled with a tremendous sense of accomplishment. At the same time, I felt deep gratitude toward the adults who had supported and encouraged my adventure.

To be honest, I have not changed very much since then. I still love maps, and I still have a spirit of adventure. Whenever I have free time, I find myself looking at maps and imagining that I am traveling through the places they depict. Sometimes that is not enough, and I actually go there myself. I believe that firsthand experiences provide us with knowledge, skills, energy for daily life, and good physical and mental health. Looking back, that adventure was a perfect example of what we would now call computational thinking, even though there were no computers involved. It was a form of “no-device computational thinking”: identifying a goal, gathering information, making plans, anticipating obstacles, solving problems, and carrying out a project step by step. The years of adolescence are a time when this kind of thinking develops rapidly. When young people become deeply absorbed in something that truly interests them, their ability to think, plan, and solve problems grows tremendously. That is why I hope each of you will find something that captivates you and pursue it wholeheartedly.

Principal

Yasuhiro Takashio

熱中症に
注意!

〈在籍生徒数〉 一学年232名、二学年250名、三学年218名
全校生徒数700名
〈学校住所・電話番号〉
〒182-0035 府中市四谷一丁目二八二七
電話 〇四二(三六四)一八八一
★市民の方から生徒
たちへの感謝のお手
紙をいただきました。
したのてご賞くださ
い!