



## The Last Leaf

Maya KAWAJIRI (Japan)  
Student in the Integrated Six-Year Program

In an earlier issue of this newspaper, my brother wrote a review of his favorite short story —“The Adventure of the Blue Carbuncle”, a famous story that features Sherlock Holmes. I decided to write a review of my favorite story for this issue. It’s called “The Last Leaf”. An American named O. Henry wrote the story. He is famous for his surprise endings.

“The Last Leaf” is a story about two women named Sue and Johnsy (Joanna). They were artists who met in a coffee shop and subsequently moved into an apartment on the top floor of a three-story brick building in Greenwich Village, New York, a place where lots of artists gathered because of the low rents.

Below them in the same building lived a man named Behrman. He too was an artist, but he consid-

ered himself to be a failure. He had never gotten around to painting his masterpiece.

As November arrived, there was an epidemic of pneumonia and Johnsy caught it. The author memorably uses personification to describe the pneumonia, viewing it as a “cold, unseen stranger, touching one here and there with his icy fingers.”

A doctor came to the apartment to examine Johnsy. She was looking through a small window at the blank side of a brick building next door. The doctor concluded that his patient had lost the will to live and had only a one-in-ten chance of surviving.

Johnsy was feverish and misunderstood the doctor’s words. She believed that when the last of the ten leaves on the ivy vine on the brick wall fell down she would die.

In order to earn money, Sue decided to ask Behrman to serve as a model for a pen-and-ink drawing that she had to finish by the next day. Johnsy was, in the meantime, counting backwards as the leaves fell off of the vine outside of her window.

Sue visited Behrman and told him about Johnsy and her belief that she would die once the last leaf fell. Johnsy was, in fact, growing weaker, so Sue believed that what Johnsy feared might well come to pass.

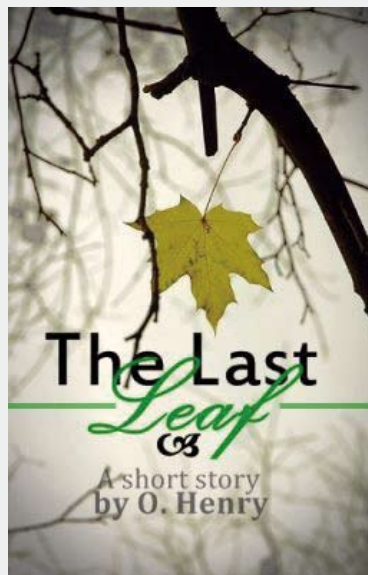
That night fierce gusts of wind blew and cold rain fell heavily. There was no chance that any of the leaves on the vine would remain until morning. However, a miraculous thing happened. Late at night, Behrman braved the elements and painted a leaf on the blank brick wall opposite Johnsy’s window. He made it look like it was attached to the vine.

In the morning, when she saw that the last leaf remained on the vine, Johnsy realized that she had been too pessimistic about her chances of surviving. She began to make a full recovery. However, Behrman caught pneumonia. According to the doctor,

there was no hope for him.

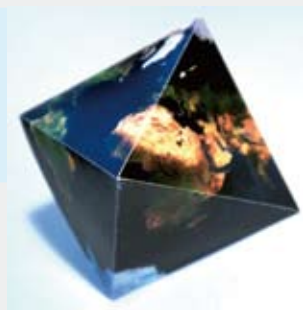
In the end, Behrman, through an exceptional act of self-sacrifice, painted his masterpiece. He gave up his own life in order to give hope to Johnsy.

O. Henry was a prolific writer who produced hundreds of short stories as well as a number of books. He is most famous for the stories “The Gift of the Magi” and “The Ransom of Red Chief”, but for me “The Last Leaf” is his most poignant story.■



## GLOBAL VISION

### IB Topic: Theory of Knowledge



In the previous issue of this newspaper, we announced that our school had become a Candidate for Authorization for the International Baccalaureate Diploma Programme (IBDP) as of September 1, 2013. We would like periodically in these pages to introduce all of you to some of the unique attributes of the IBDP curriculum. Today, we will discuss the Theory of Knowledge class (TOK), one of three items at the core of the curriculum. The other two core items are the Extended Essay (EE) and the Creativity, Action, Service (CAS) requirement. We will introduce these latter items in future issues.

Students must study TOK for at least 100 hours over the course of the 2-year IBDP. This course is about critical thinking and explores the ways

of knowing (language, sense perception, emotion, reason, imagination, faith, intuition and memory), helps students to analyze knowledge claims and knowledge questions and encourages students to understand the difference between shared knowledge and personal knowledge. Students also learn to distinguish six of eight areas of knowledge. Unlike in other courses, students inquire into a process of knowing rather than acquiring a specific corpus of knowledge.

Students are assessed on their work on a presentation and an essay. The presentation is for ten minutes per student and is internally assessed, though each student must submit a planning document in addition to making a presentation. The presentation accounts for 33%

of the TOK grade. The essay must be on one of six topics prescribed by the IB Office, must be no longer than 1,600 words and is externally assessed. The essay accounts for 67% of the TOK grade.

Because students learn across multiple areas of knowledge while inquiring into how we know and how to evaluate knowledge claims and knowledge questions, students have a unique opportunity to make connections among the various academic disciplines.

This year is the first year of a revised TOK curriculum (for first exams in 2015). The main changes include an expansion of the ways of knowing and an emphasis on a balance of personal and shared knowledge.

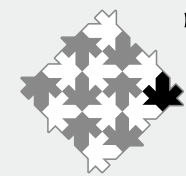
At its core, the TOK course is concerned with the question ‘How do you know?’ This essential question in turn leads to other questions. What is knowledge? In what way is knowledge different from belief? Are knowledge, information and wisdom the same? Does science prove things once and for all? Can history really be known? Do humans have free will? Are there absolute truths? These are just a handful of the compelling questions that students will engage in the TOK course.

We are excited about the possibilities of this unique course and hope that we achieve final authorization and can offer it starting in April of 2015.■

発行 名古屋国際中学校  
NAGOYA INTERNATIONAL JUNIOR & SENIOR HIGH SCHOOL  
所在地 〒466-0841 名古屋市中昭和区広路本町1-16  
発行月 年間4回 (6月/9月/12月/3月)

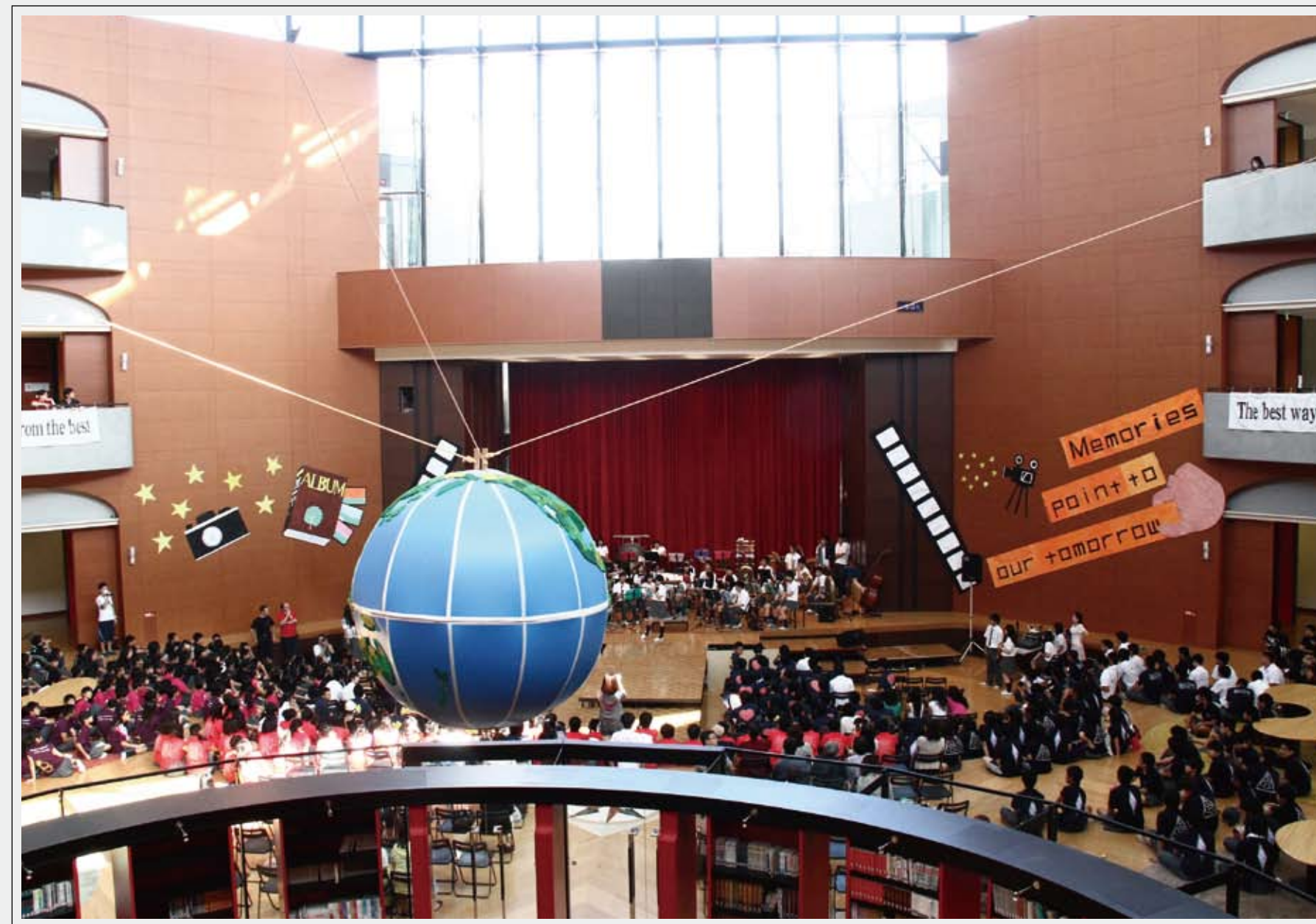
制作 学校法人栗本学園  
名古屋国際中学校・高等学校  
学内広報チーム  
デザイン cluch on cluch Co.,Ltd.  
企画協力 株式会社 イーブレイン

広報紙「THE FRONTIER TIMES」に関するご意見・ご感想は frontiertimes@nins.ed.jp までお送りください。本紙に掲載されている記事、画像など全てのコンテンツの著作権は名古屋国際中学校・高等学校に帰属します。私的使用以外の目的で複写・複製することはできません。



# THE FRONTIER TIMES

[ザ・フロンティア・タイムズ]



▲第9回光風祭オープニングの様子(本校アトリウムにて)

## 第7回全日本高校模擬国連大会に 国際生チームが参加決定

このたび、グローバル・クラスルーム日本委員会から一次選考結果が届き、名古屋国際中学校・高等学校Bチーム（伊藤優璃也さん・菊澤萌さん）が、第7回全日本高校模擬国連大会に出場することとなりました。日本における模擬国連活動は、1982年に当時大学教授を務めていた緒方貞子氏（元国連高等難民弁務官）の顧問の下で開始され、大学生の活動として行われてきました。より若い世代の高校生にグローバルな視点を育てようと、大学生で構成するグローバル・クラスルーム日本委員会が組織され、2007年から高校生の模擬国連活動が始まりました。この活動は、英語によるプレゼンテーション能力、交渉を通じてより良い解決策をさぐるなど課題に対する総合的な処理能力（合意形成能力、問題解決能力）を高め、問題意識を向上させ、世界に通用する人材を育成します。全日本大会で選出されたチームは、5月にニューヨークで開催される国際大会に日本代表団として派遣されます。

## [ The School of the Future ]

Much of the vocabulary in our modern schools was absent in schools fifty years ago. There was no talk then, for example, of “international mindedness”, of work on “authentic tasks”, of tolerance of differences, of differentiated learning, of cooperative learning or of lifelong learning.

Of course, there are important similarities in the schools of yesterday and the schools of today. Schools have always been devoted to the learning and development of the young. Teachers are still mentors who are crucial to student success.

Schools in the future will be based on the best practices at schools today. Teachers will continue to play an essential role in the learning process. They will nurture students and encourage them to meet the highest expectations possible.

Despite these important continuities, teachers today have more chances to encourage students to overcome complacency, to individualize instruction and to dedicate themselves to helping students understand the human condition and what is known about the pitfalls, pressures and opportunities of the current and the coming world.

Increasingly sophisticated technologies now allow students to avoid learning in a single place and at a set time. The revolution in ICT and an embrace of best practices mean that our best schools no longer privilege rote learning and memorization. Educators realize that they must teach their students to process and evaluate information and to use it in a creative and discerning manner. This means that student success now depends on working together to solve real-

world problems. It no longer depends on getting students ready for paper-and-pencil tests.

Fifty years ago, the assembly line was the metaphor that most educators accepted as descriptive of the educational process. Students came to school and either learned at the same rate as their peers or else failed. In the non-linear and non-assembly line world of the twenty-first century, students learn cooperatively rather than competing at all times.

This is the real promise of the revolution now taking place in our school and carrying us forward to the school of the future. It’s a vision we are committed to achieving and is one important reason that we are pursuing authorization as an International Baccalaureate (IB) school.