

NIPPON QUARTERLY

Everything Japanese in the Fort Wayne Area

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Our goal is to:

1. provide communication between the various segments of the Japanese American population of Northeast Indiana
2. Give you information about events that have happened or will happen that pertain to Japanese American culture, education, and community issues.

This is your community newsletter. As much as possible, it will be in English and Japanese. We welcome your input. It is quarterly.

ニッポン・クォーターリー

～フォートウェインエリアの日本の全て～

#33 04/2026

本新聞は JAAI が主体となり発行する日米新聞です。

私達のゴール:

1. インディアナ州北西部にお住いの日本人とアメリカ人にコミュニケーションの場を提供する
2. 日米の文化や教育、コミュニティについて、イベントの報告やお知らせを行う

この日米新聞は上記の内容を含めた情報提供を目的としたニュースレターです。可能な限り日本語と英語にて提供していきますが、四半期毎に発行する予定ですので、もし何かインプットがございましたら是非ご連絡下さい。

IN THIS ISSUE / 今回の内容:

- Interview with Dr. Tomizawa –H. Jalovecky & C. Pittman
- Hinamatsuri –k. Stolz & S. Scharrer
- Tea Caddy Unwrapped
- For Lovers of Japanese Beer – Carol Wilhems
- JAAI YouTube Channel
- Takaoka Student Exchange – Susannah Arthur
- Jan. 11 New year Celebration Review – M. Yamanaka
- Ohanami
- AAPI Heritage Month
- May 17 Cherry Blossom Festival
- Yokai Parade-Oct. 17 – Nigella Shearer
- Help Wanted: Bilingual Japanese-speaking Receptionist for Windrose Health Network



**May 17 Cherry
Blossom Festival**

The Heart of a Teacher: Interview with Dr. Sadatoshi Tomizawa

-2

by Hailey Jalovecky & Carmella Pittman

Translation review by Dr. Reiko Ileleji and Reon Adachi

Interview Overview: Sadatoshi Tomizawa is a professor of Japanese at Ball State University. He plays an important role in the university's Japanese program teaching various Japanese classes. For example, he teaches various levels of the language, a Japanese culture class, reading in Japanese, and business Japanese. Two third-year students studying Japanese at Ball State University recently interviewed him to learn more about him and his contributions to the Japanese program.

インタビューの概要：富沢定利先生はボールステート大学で日本語を教えていらっしゃいます。富沢先生はボールステート大学の日本語プログラムに重要な役割を担っておられ、色々なレベルの日本語を教えておられます。例えば、日本文化、日本語読解やビジネス日本語などを教えておられます。ボールステート大学で日本語を勉強している2人の3年生が富沢先生にインタビューしました。

1. Please tell us about where you were born, where you grew up, and your family.

"I was born in Nagano, which is a rural area about 150 miles north of Tokyo with a lot of mountains. I am the fifth child of my family."



1. 生まれたところ、住んでいたところ、家族について教えてください。

私は長野で生まれて、そこで育ちました。長野は東京の北へ150マイルぐらいのところにあります。田舎でたくさん山がある県です。私は5人兄弟のうちの5番目です。

2. What brought you to America and Indiana?

"I wanted to be a high school English teacher in Japan after graduating college in Tokyo. However, at the time, I didn't like teaching English because I didn't think I was competent enough to teach it. I wanted to be a much better English speaker and listener before teaching it. Because of this, it was easier for me to live in America and study, so I studied abroad. There, I decided to study linguistics, so I went to the University of Washington in Seattle for two years where I received my Master's degree."

One year before completing my PhD, the International Center chair at Ball State University called me, asking me if I was interested in coming to Ball State. I had no idea what Ball State was or where it was, so I asked why they wanted me to teach. They said they knew through some people at State University of New York at Buffalo that I was doing interesting Japanese teaching work there. At the time, there weren't any resources to start a Japanese program, so the director of the Rinker Center decided they wanted to speak to me about possibly starting a Japanese program at Ball State. They asked me if I could start one in 1991. After I accepted, I became very busy, but the past 35 years have been very rewarding. I hired all the Japanese faculty and graduate assistants."

2. アメリカ、そしてインディアナ州にあるボールステート大学にいらっしゃった理由は何ですか。

私は東京の大学を卒業した後で、日本の高校で英語の先生になりましたが、当時は自分の英語力に自信がなく、英語を教えることにあまり興味がありませんでした。言語学を勉強することにしたので、シアトル市のワシントン大学で修士の学位を取るために勉強しました。

博士号を取得する1年前に、ボールステート大学の国際センター長が、私に電話をかけ、ボールステートに来ることに興味があるかどうか尋ねました。私はボールステートが何であるか、どこにあるか全く分からなかったので、なぜそこから呼ばれているのか尋ねました。センター長は「ニューヨーク州立大学バッファロー校人から私がそこで興味深い日本語の教育活動を行っていることを知った」と言いました。当時は日本語プログラムを始めるための準備がボールステート大学にはありませんでした。リンカーセンターの責任者は、ボールステート大学で日本語プログラムを始めることについて相談してきました。責任者は私に、1991年にプログラムを始められるかどうか尋ねました。依頼を受け入れた後、すぐに忙しくなりましたが、それから今までの経験は充実していました。すべての日本語の教員と大学院生の助手を雇い入れました。

3. When did you first get interested in being a teacher?

“When I was in middle school, I wasn’t interested in studying, but one time, my history teacher spoke to me, encouraging me to do well in history, and I followed his studying advice. This got me the highest score on the test among my class. This made me think, “I’d like to be like him!” Since then, I became interested in teaching.”

4. Why did you choose to teach Japanese?

“After I received my Master’s degree, I decided to pursue a PhD in foreign language education, hoping I’d be back in Japan as an English teacher. But halfway through, I was asked to teach Japanese to business people in the evening at State University of New York in Buffalo. Japan’s economy was very powerful at the time, so business people wanted to learn about the Japanese language and culture. No one else was available to teach the course at the time, so I volunteered to teach them for one year. This made me realize I wanted to teach Japanese.”

5. What kind of training did you receive?

“I studied linguistics during my early studies. Next, I studied English literature for my undergraduate program in Japan. Then, I studied general linguistics for my Master’s program. Finally, I studied foreign language education for my PhD.”

6. Are there any values or ideas from your Japanese heritage that have influenced your career choices?

“To be a good teacher of the language, and a competent teacher, you have to relearn everything. Being a native speaker isn’t enough. I really enjoyed relearning what my language is, how it works, kanji, particles, how they all work, and my own culture - for example, why Children’s Day is celebrated.”

3. 先生になることに興味をもったのはいつですか。

私は中学の時に、勉強にあまり興味がありませんでした。けれど、ある日、歴史の先生が私に話しかけ、歴史の授業で頑張るように励ましました。歴史の先生のアドバイスに従った後、クラスメイトの中で1番いいテストのスコアをもらいました。その後、歴史の先生のように、生徒を助けたいと思いました。だから、教えることに興味を持ちました。

4. どうして日本語を教えることを選びましたか。

私は日本で英語の先生になりたかったですから、修士号をとった後、外国語教育の博士号取得を決意しました。しかし、途中で、しかし、途中で、ニューヨーク・サニーステート大学でビジネス専攻の学生に夕方の時間帯に日本語を教えるよう依頼されました。でビジネス専攻の学生に夕方の時間帯に日本語を教えるよう依頼されました。当時、日本経済は非常に強くて、ビジネス関係者は日本語や日本文化を学びたいと思っていました。あの時は、他に教える人がいませんでしたから、私は1年間教えることを引き受けました。そのおかげで、自分が日本語を教えたいと気付きました。

5. 大学では、どんな教育を受けましたか。

日本の学部で勉強していた時は、言語学を学んだり、英文学を勉強していました。修士の時には、一般言語学を勉強しました。博士号の時には、外国語教育を勉強していました。

6. 先生のキャリア選択に影響を与えた日本の価値観や考え方はありますか。

優れた語学教師として、言語の全体をもっと深く勉強しなければいけません。母語話者であるだけでは、日本語を教えるには十分な知識はありません。私は日本語の構造、漢字や助詞の仕組み、それらがどのように機能するのか、そして自分の文化を学びなおすのが本当に好きでした。たとえば、どうして日本では「こどもの日」を祝うのかを勉強するのが楽しかったです。

7. In your opinion, what is the value of knowing a second language?

"Learning another culture. You learn how to see things differently. It is not only cultural aspects; it is fun to be able to communicate in a language that is not your own."

A joke I want to share: A person who speaks two languages is bilingual, a person who speaks three languages is trilingual, and a person who speaks one language is American."

8. What three things do you hope all your students will learn from your classes?

1. **"Learn how Japanese people communicate.** Their communication habits are much different from Americans'. For example, Americans speak much more directly than Japanese people."
2. **"Cultural aspects of Japan.** I want students to have knowledge beyond pop culture because there's more than that, even though pop culture reflects Japan. Compare Japanese and American cultures and rethink American culture in the process. This will give students a better understanding of their own culture."
3. **"If you're interested in Japan in terms of language, culture, or anything else, I recommend living in Japan for a while before pursuing your career.** The JET program is the best way to do this because it immerses you completely in the culture and society."

9. Besides being a teacher, what hobbies do you enjoy?

"Talking with my students casually (I really enjoy having students come during my office hours), watching the news, and reading news articles on the internet. I grew up reading manga every day, but now I watch and read the news every day."

7. 第二言語を知ることの価値は何だと思いますか。

他の文化を学べば、自分の文化を異なる視点で見る方法を学べます。文化的側面だけではないですが、外国語が話せることは楽しいと思います。

私の好きな冗談です。2つの言語を話す人は「バイリンガル」です。3つの言語を話す人は「トライリンガル」です。一つの言語しか話せない人は「アメリカ人」です。

8. 授業で学生に学んでほしい3つのことは何ですか。

1. **日本人がどのようにコミュニケーションを取るのかを学んでほしいです。**日本とアメリカのコミュニケーションは違います。たとえば、アメリカ人の方が日本人より直接的にものごとを表現します。
2. **日本の文化的側面について学んでほしいです。**日本のポップカルチャーは日本の文化を反映していますが、文化はそれだけではありません。私は学生に、ポップカルチャーを超えた知識も身につけてほしいと考えています。日本とアメリカの文化を比べて、アメリカの文化を考え直してほしいです。
3. **もし日本に関して、言語や文化、あるいはその他何かに興味があるのであれば、仕事を見つける前に、日本に住んでほしいです。**JETプログラムは文化や社会に深く触れることができるので、これが最も良い方法だと思います。

9. 教えること以外に、どんな趣味がありますか。

学生と一緒に話したり、ニュースを見たり、インターネットでニュース記事を読みます。小さい頃は毎日漫画を読みましたが、今はニュース記事を読んでいます。

10. What has brought you the greatest satisfaction in your career so far?

"I established the Japanese department at Ball State, which was an accomplishment, but former students telling me about their current lives brings me the most satisfaction. I have about 35 years' worth of roughly 1,500 former students and what they're up to kept in a database. Keeping up with them through email, LinkedIn, and other resources makes me very happy. Three students have asked me to attend their weddings, and I have attended all of them. Some students send me regular life updates through photos. I find joy in how different everyone's career paths have become, but they all share happy memories about learning Japanese at Ball State, which is clear through their continued contact with me."

10. これまでのキャリアで最もうれしかったことは何ですか。

私はボールステート大学で日本語プログラムを立ち上げましたが、元学生たちが現在の生活について話してくれることが、何よりの喜びです。35年間ぐらいいにわたるデータベースを保有しており、約1,500人の元学生とその現在の生活が記録されています。メールやLinkedInで話せることが嬉しいです。3人の元学生に結婚式に招かれ、私はすべて参加しました。多くの元学生はよく写真を送ってくれます。長年の学生との交流の中から、ボールステート大学で日本語を学んだ幸せな思い出を語ってくれることに喜びを感じています。さらに皆さんのキャリアパスがそれぞれ異なっていることに喜びを感じます。



Additional:

"I went to college in big cities and ended up in the smallest city I've ever worked in, but no matter where you go, you will make it home."

おまけ:

「大都市で大学に通い、これまで働いた中で最も小さな都市にたどり着きましたが、どこに行っても、ここが自分の居場所だと感じられます。」

Hinamatsuri: The Japanese Doll's Festival

-6

-by Karina Stoltz and Skylar Scharrer, translated by Karina Stoltz, Skylar Scharrer and Reon Adachi

What is Hinamatsuri? Hinamatsuri, also known as the Doll's Festival, Girl's Day, or the Peach Festival, is a vibrant celebration held every year on March 3rd. For those unfamiliar with the holiday, it celebrates the health and wellness of girls throughout Japan (Fujiki Crafts, n.d.). Homes are decorated with multiple to single-tiered shelves with elegant dolls lining them. Children and women throughout the streets wear beautifully designed long-sleeved kimonos. A variety of foods are made from Hishimochi, which are beautiful diamond-shaped rice cakes, layered with green, white, and pink (Nippon.com Staff, 2026, March 1), to Chirashizushi, a type of sushi made with shrimp and lotus root (renkon) (Nippon.com Staff, 2026, March 1). A primary symbol of the day is the *momo no hana* (peach blossom), which signals the arrival of spring and is traditionally believed to ward off evil spirits (Japanese Cultural Center of Hawai'i, n.d.). There are so many features and elements to this beautiful festival. While the celebration features specific songs and seasonal foods, the central focus is the elaborate display of dolls on a tiered platform(s).

The Significance of the Dolls

Who are these dolls, and why are they so significant? Historically, these figures have represented the Emperor and Empress of Japan, often accompanied by members of the imperial court, including musicians, guards, and ladies-in-waiting (Timothy S. Y. Lam Museum of Anthropology, n.d.). When looking at the placement of these dolls on the tiers (*hinadan* 雛壇), the higher up you go on the tiers, the more imperial power that figure had. If we dive further into detail on the different tiers, as we already mentioned, the first tier is the emperor (*Odairi-sama*) and the Empress (*Ohina-sama*). The second tier usually consists of three court ladies (*Sannin Kanji*) who serve sake to the emperor and empress. The third tier is five court musicians (*Gonin Bayashi*) with instruments and singers as well. The fourth tier is two ministers (*Udajin* and *Sadajin*). The fifth tier is three samurai guards or helpers. The last and lowest tier is miniature furniture, carriages, and household items that help to represent imperial life (Timothy S. Y. Lam Museum of Anthropology, n.d.).



For young girls, these dolls represent prosperity and good fortune, while also symbolizing the close relationship between the household and the state in traditional Japanese culture (Timothy S. Y. Lam Museum of Anthropology, 2026). Some say that the Emperor and Empress dolls brought good luck for their future marriage, allowing girls to fantasize about their future love (Koboku, n.d.).

Historical Origins

Where did this beautiful festival of hope for a bright future begin? It has been found to have started in the ancient Chinese Shangsi Festival or Double Third Festival. The purpose of the festival in ancient China was to ward off evil spirits and to purify one's body by bathing in the river (China Daily, 2021, April 14). It was commonly only celebrated by Chinese ethnic groups such as the Han and Zhuang (China Daily, 2021, April 14). Then it was introduced to Japan during the Nara period (710–794 AD) (Rakuten Travel, 2025, March 11).

During the Heian period (794–1185), aristocratic children engaged in a practice known as *hina-asobi*, or doll play (Zennippon Ningyo Kyokai, n.d.). During this time, a purification custom developed in which paper dolls were used to symbolically "absorb" illness or misfortune (Fujiki Crafts, n.d.). These figures were often set afloat on rivers in a ritual called *hina-nagashi*, allowing negative spirits to drift away with the current, and it is still performed in some of the regions of Japan today (Rakuten Travel, 2025, March 11).

Over time, this spiritual cleansing practice merged with the ornamental doll displays we see today. By the Edo period, the tradition became increasingly elaborate; families began displaying detailed, multi-tiered sets representing the imperial court (Timothy S. Y. Lam Museum of Anthropology, n.d.). During this period, the doll craftsmen reached different heights through various district styles. The *Yusoku-bina* style dolls were favored by the aristocrats and were known for their historical accuracy (Kyoto National Museum, n.d.). The features of these dolls' costumes were intricately replicated in the formal court attire during the Heian period (Kyoto National Museum, n.d.). Another style that was used is *Kokin-bina*. It was introduced in the late 18th century; this style used brocade with glass eyes (Kyoto National Museum, n.d.). This made the dolls look more like "modern" style dolls that you might see today.

Why did it shift during the Edo period? During that era, the celebration shifted from an aristocratic custom to one that the growing merchant class was able to enjoy as well (Koboku, n.d.). It also wasn't till the Edo period that the festival was considered one of the *Go-Sekku* or five seasonal festivals of the imperial court. During the mid-Edo period, the festival reached its peak with its increased popularity in *Kyoho-bina* dolls. These dolls reached tremendous heights, some reaching up to 3 feet (Timothy S. Y. Lam Museum of Anthropology, 2026). They were dressed in heavy gold brocade, a luxurious, shuttle-woven fabric with metallic patterns that give the surface an embroidered look (Zennippon Ningyo Kyokai, n.d.). These elaborate features on the dolls were a display of wealth, which then prompted the Shogunate to issue sumptuary laws, which were formed during part of the Kansei Reforms (Timothy S. Y. Lam Museum of Anthropology, 2026). The law in place restricted people from keeping the dolls to a height of around 8 inches to ensure that commoners did not appear to be living in higher luxury compared to the ruling samurai class (Timothy S. Y. Lam Museum of Anthropology, 2026). Consequently, the dolls evolved from simple ritual objects into carefully crafted works of art, symbolizing protection and a parent's hopes for their daughter's future.



Hinamatsuri in Contemporary Japan

In modern Japan, Hinamatsuri remains culturally significant, though it has adapted to contemporary lifestyles. Due to the high cost and limited living space in modern apartments, many families now display only the top tier (the Emperor and Empress) rather than the full traditional set (Nippon.com Staff, 2026, March 1).

Nevertheless, the symbolism remains deep-rooted. These dolls are often treated as treasured family heirlooms, passed down through generations as expressions of parental love (Fujiki Crafts, n.d.). Additionally, a popular superstition persists that failing to pack the dolls away promptly after March 3rd may "delay" a daughter's marriage (Japanese Cultural Center of Hawai'i, n.d.). Even in a fast-paced modern society, Hinamatsuri reflects Japan's enduring respect for tradition, family bonds, and the changing seasons.

ひな祭り：日本の人形のお祭り

ひな祭りとは何ですか？このお祝いは聞いたことがある人もいるでしょう。ひな祭りはや（ももの節句）とも呼ばれています。ひな祭りは毎年三月三日に行われます。そして、日本の女の子の 健やかな成長と厄除けを願う、華やかな行事です。家庭では、「ひなだん」というだんをかざります。その上に、きれいなひな人形をならべます。家によって、だんは一つだけのこともあれば、いくつもあることもあります。また、この日には、子どもや女性が長いそでの着物を着ることもあります。ひな祭りのよく知られているシンボルは、ももの花です。ももの花は春の花で、春の始まりを表します。また、ももの花は悪いものを追い払うと言われていています。ひな祭りでは、いろいろな食べ物や歌もありますが、いちばん大切なのは、だんの上にかざられる人形です。ひな祭りでは、特別な食べ物も食べます。たとえば、ひしもちという三色のもちがあります。みどり、白、ピンクの色で作られています。また、ちらしずしもよく食べられます。えびやれんこんなどが入っています。

人形の意義

では、ひな人形は何でしょうか。そして、どうしてこのお祝いの歴史や意味にとって大切なのでしょうか。むかしも、日本の女の子は天皇と皇后を表す人形で遊んでいました。そのほかにも五人囃子や、女房などを表す人形もあります。これらの人形は、日本の伝統的な文化の中で、家と国の強いつながりを表しています。そして、女の子にとって、幸せやよい運を意味するものです。また、この人形は女の子の将来の結婚の幸せを願う意味もあると言われています。

ひな人形は、ふつう「雛壇」(ひなだん)とよばれるだんの上にかざります。だんはいくつかあります。そして、上のだんにある人形のほうが、もっと大切な人形を表しています。だんの上にある人形ほど、より高い地位や権威を表しています。女の子にとって、これらの人形は将来の幸せや結婚の夢を象徴しています。いちばん上のだんには、お大理様とお雛様の人形があります。この二つの人形は、日本の天皇と皇后を表しています。二だん目には、三人の女の人の人形があります。この人たちは女官とよばれています。女官は天皇と皇后にお酒を出します。三だん目には、「五人ばやし」という五人の音楽家の人形があります。音楽を演奏します。そして、太鼓やふえなどの楽器を使います。四だん目には、二人の大臣の人形があります。右大臣と左大臣です。五だん目には、三人の「侍」といって、護衛の人形があります。いちばん下のだんには、小さい家具や車、生活の道具などがあります。これらは昔の宮廷の生活を表しています。



歴史的起源

ひな祭りの始まりは、平安時代でした。日本のひな祭りは、中国の古いお祭りから来たと考えられています。中国には「上巳の節句」というお祭りがありました。この日、人々は川へ行行って体を洗いました。「上巳の節句」に由来し、古くは漢民族や壮族（チワン族）の間で行われていました。」そうすると、悪いものや病気がなくなると考えられていました。この習慣は奈良時代（710～794年）に日本へ伝わりました。

そのころ、きざくの子どもたちは「ひな遊び」という人形あそびをしていました。また、自分の厄や穢れを人形に託し、川に流す習慣もありました。この習慣は「ひな流し」と呼ばれていました。人形を川に流すことによって、悪いものがなくなると考えられていました。そのあと、このような清めの習慣は、今の人形をかざる習慣といっしょになりました。

江戸時代になると、ひな祭りはもっと広まりました。この時代には、いろいろなひな人形のスタイルも生まれました。たとえば、「有職雛（ゆうそくびな）」という人形があります。この人形は平安時代の宮廷の服を正しく作っています。貴族はこの人形が好きでした。

その後に、「古今雛（こきんびな）」という新しいスタイルも作られました。この人形はガラスの目を使っていて、もっと本当の人のように見えました。江戸時代中ごろには、特に大きな「京法雛（きょうほうびな）」が作られました。また、ひな祭りは「五節句」という五つの大切な季節のお祭りの一つになりました。五節句は、宮廷で重要とされる季節の祭りの一つです。江戸時代の中ごろには、とても大きいひな人形もありました。中には三フィートぐらいの高さの人形もありました。これらの人形は、とてもきれいな金の布の服を着ていました。しかし、幕府は人々がぜいたくになりすぎないように、新しいルールを作りました。そのルールでは、人形はあまり大きくてはいけませんでした。人形の高さは小さくしなければなりませんでした。家族は、天皇の宮廷を表すたくさんの人形をだんにかざるようになりました。そのため、人形はただのあそびものではなくなりました。そして、子どもの将来の幸せや安全を祈る大切なものになりました。



現代日本における雛祭り

今の日本でも、ひな祭りは大切なお祝いです。しかし、生活様式が変わったため、七段全部の人形をかざらない家族も多いです。お金がかかったり、家がせまかったりするためです。そのため、いちばん上のお大理さまとお雛様の人形だけをかざることもあります。それでも、このお祝いの意味は今も強く残っています。

多くの家族にとって、ひな人形は大切な家族のたからものです。人形は親の愛情や願いが込められ、代々受け継がれています。そして、三月三日が終わるとすぐに人形をしまわないと、娘の結婚(けっこん)がおくれると言われています。このような考え方からも、ひな祭りは女の子の将来の幸せと深く関係していることが分かります。

このように、ひな祭りは現代の社会の中でも、日本の伝統や家族のきずな、そして季節を大切にすることを表しているお祝いなのです。

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Maybe of Interest



A TEA CADDY UNWRAPPED

Please enjoy this 5 minute You tube video presented by the National Museum of Asian Art (part of the Smithsonian). It details the beginning of Japanese tea practice (Chanoyu) and the influences of China, Korea and India on its development. The tea ceremony is not only the enjoyment of the tea, but also of the instruments used. All the utensils in the tea ceremony are valued and carefully stored and much history is associated with each.

Video: <https://asia.si.edu/explore-art-culture/video/>

LOOK AND LISTEN: NATURE IN JAPANESE ART AND MUSIC

This video with Curator Frank Celton explores how shakuhachi music evokes nature as seen in Japanese paintings. Guest artist Kurahashi Yodo II plays several songs with explanations about them. "Travel to misty mountain valleys and foggy ocean beaches through the eyes of great Japanese artists from the sixteenth century on, accompanied by the sounds of the shakuhachi (bamboo flute), in this exploration of nature as an inspiration for Japanese art and music."



Video:

https://www.youtube.com/watch?v=MxjExoOLiVw&list=PLC8YzyqdurC27sp2VkuWhWWVaCByGau_&index=10

Excerpt-from [Smithsonian National Museum of Asian Art](#)

FOR LOVERS OF JAPANESE BEER!

BJ's Restaurant/Brewhouse and SAPPORO Brewing Company are sponsoring a special event featuring Japanese beer. Sapporo is celebrating its 150th Anniversary. Note: The food is "Asian-inspired", not necessarily true Japanese.



FIVE-COURSE JAPANESE BEER DINNER

Join us for a five-course Beer Dinner featuring a special selection of Japanese beers and a Japanese whisky paired with some delicious Asian-inspired dishes from BJ's menu. Our annual collaboration beer will be one of the highlights of the dinner. For this year's collaboration, BJ's teamed up with the iconic Sapporo Brewing Company, to brew Waterfall™ Japanese-style Rice Lager, brewed with orachi Ace hops and jasmine rice for authentic Japanese flavor and quality. Kanpai!

Monday, April 13, 2026 at 6:30 PM

\$45 Per Person pre-paid online

\$50 Per Person at the door

Buy tickets for you and beer lovers-alike down below! (on website)

Link: <https://www.bjsrestaurants.com/marketing-pages/beer-dinner>

Information and photos from above website, courtesy of Carol Wilhems.

JAAI YOU TUBE CHANNEL

Did you know that the Japanese American Association of Indiana Inc. has its own You Tube Channel? On it you can watch videos from the 2025 and 2026 Cherry Blossom Festivals. Here is the link to it:

<https://www.youtube.com/channel/UCeCrgDgZsW4wXlgttdCM4qJA/featured>

And while you are there, please subscribe.
Thank you.



Miyabi Koto ensemble-2025

THINGS YOU MAY HAVE MISSED

Chapman Student Exchange Program

A program of Fort Wayne Sister Cities, International

A competitive travel opportunity for 10th and 11th grade Allen County, Indiana residents

Program Overview: Fort Wayne Sister Cities International has proudly hosted high school student exchanges between our sister cities for over 40 years. Each outgoing exchange is three weeks in length including both an in-country immersion program and a sister city homestay for student travelers. For the summer 2026 travel program, we will be sending a travel delegation of up to 6 students to Takaoka, Japan. We work in conjunction with the Chapman Student Exchange Program Endowment to provide subsidized travel experiences for high school students.

For more information:

<https://static1.squarespace.com/static/5fe23c1d34d5dd5a05b184f0/t/68143b4ce610b505773d4b53/1772723853150/2026+Chapman+Student+Exchange+Programs+-+Student+Page.pdf>

This exchange program alternates visits to the different sister cities with which Fort Wayne has relationships. Interested students can apply for competitive scholarships up to October 1st for trips the following year. The students going to Takaoka this summer applied for scholarships last year. The students who may go on an exchange next year (possibly to Poland or Germany) will be applying this year. Fukuoka High School will be hosting the Takaoka visit.

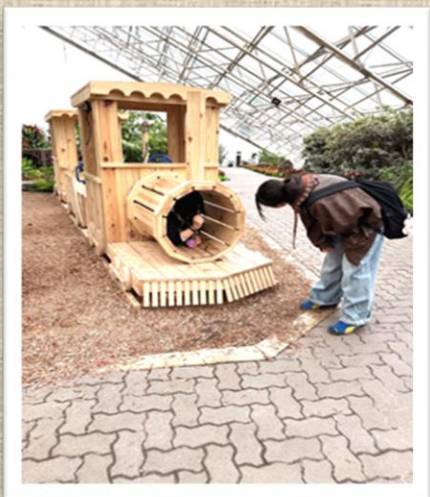
Since this is an Exchange program, students from the sister city of exchange also come to Fort Wayne for a visit. This year, students from Takaoka visited in March.



STUDENT EXCHANGE VISIT FROM TAKAOKA



From March 9th through the 18th, we had four students coming from high schools in Takaoka, including Fukuoka High School which is known for its strong English and arts programs. They were hosted by South Side High School. Since the visit was only one week, their schedule was quite full.



During their time here, they visited the courthouse, Electric Works, the Botanical Conservatory, and the Embassy. They even had time to play some laser tag. They were quite surprised by our cold March weather, especially since the plum blossoms were already blooming back in Takaoka when they departed.

A highlight of their trip was a fantastic meeting with Mayor Tucker. The mayor's liaison, Shaquan Walker, also graciously accompanied the students to lunch that day. We wrapped up the visit with a lovely farewell party at the Promenade Park Pavilion, giving the students a chance to say their goodbyes to their host families and the South Side faculty.

They made it home safely after a wonderful, albeit very short, trip! Takaoka let me know that the students have been gushing about the trip since returning home, which was incredibly heartwarming to hear.

- Susannah Arthur, Fort Wayne Sister Cities Takaoka Chair
-Photos by Susannah Arthur

Cheri Correa, George Donner, Brian Scherchel, and Carol Wilhems inviting you to the 2027 Japanese American Community New Year Celebration!



JANUARY 11, 2026 NEW YEAR CELEBRATION IN REVIEW



Year of the Horse



Fifty-six people came to celebrate the New Year in the Psi Ote Upper Pavilion in Northside Park! It was a great time to make new friends and catch up with old friends. Of course, there was FOOD- yummy food.



While waiting for food, the children were invited to “Pin the tail on the Horse”, with prizes.



After the mealtime, Elaina Robbins entertained us with some beautiful Japanese songs. (Her voice is fabulous!)

After sitting so long, Skylar Scharrer led us in Radio Taisou exercises – a common activity for Japanese schools and businesses. →



We had several group activities. The first was the “Paper Plate Drawing on the Head” game, in which each person put a plate on his/her head and drew parts of the face as the leader mentioned them. The finished drawings were judged and the best ones got prizes.



The Ninin Baori game was hilarious! Two people share the same coat, with the back person acting as the hands of the front person but being unable to see what is happening. The back person tries to feed the front person or perhaps apply make-up. Most of the children stood in line to try this. →



Another group activity was the “Unwrap the gift while wearing oven mitts” game. One person tries to roll doubles with dice while the next person tries to tear off the paper from a gift while wearing oven mitts. Once doubles is rolled, the gift and oven mitts get passed to the next person to try to open it while a new person rolls the dice. Whoever succeeds in completely tearing off the paper gets to keep the gift. This was a fun and noisy game!



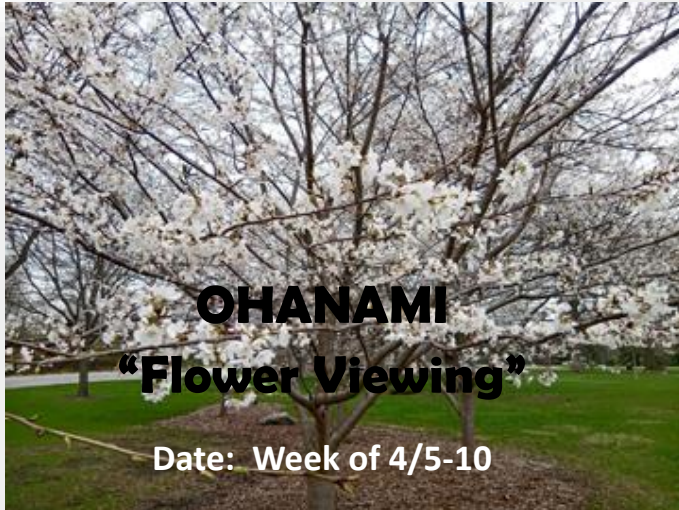
Our final game was the ever-popular Bingo, played until all our prizes were awarded.

We are very grateful for all the help we received when it was time to clean up. It was a wonderful community gathering.

-Michele Yamanaka

COMING EVENTS

-17



OHANAMI

Hanami is the ancient Japanese tradition of enjoying the beautiful, but short-lived blossoms of the cherry trees. The most common variety is the Yoshino Cherry.

On March 31, the cherry flower buds were just starting to have some color. Normally, the peak for flowers from that point should have been toward **the middle to end of April**. Because of the rain and warm temperatures, the cherry flowers rapidly developed! They are now ready to be viewed. The trees are in Swinney Park by the Oriental Pavilion. Because this is Spring Break for schools and also Easter weekend, and because 4/6-8 will be cold again, we are unable to suggest a good time for a gathering to view the cherry blossoms. We suggest that you choose your own day and time to admire the blossoms when it is convenient for you. Typically, family and friends gather to sit on a tarp and eat by the trees and admire the blooms.

BONSAI FOR BEGINNERS

April 25, 9 am-11 am

Botanical Conservatory

1100 S. Calhoun St., Fort Wayne IN

Cost: \$42; \$39 (member)



Learn the basics of bonsai in this workshop covering essential pruning and care of these miniaturized trees. With expert guidance from members of the Fort Wayne Bonsai Club, prepare a container for your own small specimen and see up close a demonstration on forming a beautiful bonsai showpiece! You'll also learn about proper soil, successful repotting, and the best techniques to give your new plant a long and healthy life. Garden admission is included, and participants will be given a pass to return to the Spring Bonsai Show on May 16. Ages 15+. Minors must be accompanied by a registered adult. Registration deadline: April 11.

To register: Phone 427-6000, Monday-Friday, 8 am-5 pm or go online to fortwayneparks.org. Select "Register/Reserve now", code 227503-S1

ANDERSON JAPANESE GARDENS
318 Spring Creek Road
Rockford, IL 61107



IKEBANA IN THE GARDENS

Classes are now available for both beginners (Introduction to Ikebana) and those looking to continue to develop their skills (Continuing Ikebana).

Introduction to Ikebana:

April 8 or June 10, 2 pm

Cost: \$58 Members | \$68 Non-Members per class.

Includes flower materials, vase, & anchoring Mechanism.

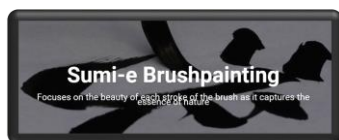
Continuing Ikebana:

April 8 or June 10, 4:30 pm

Cost: \$48 Members | \$58 Non-Members per class.

Includes flower materials only.

Space is limited and registration is required. Cancellation deadline is 4 days prior to the class. After that, registration is non-refundable. To Register: <https://andersongardens.org/ikebana-in-the-gardens/>



2026 Small-Group Sumi-e Class with Sumi-e Artist, Stella Dobbins, NWS

June 17 1:00 PM – 4:00 PM | All classes are held under the Pavilion within the Gardens.
\$50.00 per adult per class, minimum class size is four students. *(Classes suitable for high school-age students to adults.)*

This 2026 Small Group Sumi-E Class (four to ten students) is held at the Beautiful Anderson Japanese Gardens. You will learn the art of Sumi-E brush painting with your friends, family, and colleagues. This class is for beginners to experienced participants. In the Sumi-E class, you will learn different Asian painting techniques and calligraphy to paint the subjects you and your group members choose in advance of the class.

Students must bring to class: ***Preferred supplies for the best Sumi-e experience*** – Sumi-e Ink, rice paper, Asian brushes (at least one medium), tube paints & palette, felt to put under paper, water cups & paper weight (example: small rocks).

A supply kit may be purchased for \$30 – *The kit includes (a variety packet of rice paper, two brushes, Sumi-e ink, palette, felt, a water vessel, watercolor tube paints, and a rock paperweight).* If you have additional questions, feel free to reach out to the instructor Stella Dobbins: at Stelladobbins@yahoo.com

Advanced Registration is required and class size is limited.

-All information is from the Anderson Japanese Gardens website.

To pick your subject or to register: <https://andersongardens.org/cultural-educational/sumi-e-brushpainting/>

Shared Stories, Shared Future:
**AN EDUCATOR SYMPOSIUM
ON AANHPI HISTORIES**

May 1 | 5:30-7:30pm
Japanese American
Service Committee

May 2 | 8:30am-5pm
Field Museum



**FIELD
MUSEUM**

Main Sponsor:
CTF CYRUS TANG FOUNDATION

Sponsor:
JASC

**JASC Partners with the
Field Museum for
Shared Stories, Shared
Future: An Educator
Symposium on
AANHPI Histories**

This event celebrates the culmination of a three-year journey exploring Asian American, Native Hawaiian, and Pacific Islander (AANHPI) histories and stories through education, community partnerships, and museum learning.

The event will feature a screening of *Making Waves: The Rise of Asian America*, a film by JJML Productions, followed by a panel discussion with educators and young advocates who helped champion the TEAACH Act in Illinois. Breakout sessions, cultural activation stations, and cultural performances to follow. Field Museum Connections: AANHPI stories and the TEAACH Act programming is made possible with the generous support of the Cyrus Tang Foundation.

Event details:

May 1 - May 2, 2026

May 1 - Reception at JASC from 5:30-7:30 pm

May 2 - Full Symposium at Field Museum from 8:00 am to 5:00 pm

Early Bird Ticket Rate (**Now through 3/31 - ending soon!**): \$75

Regular Rate (4/1-4/30): \$100

We encourage all educators to attend this special symposium to learn more about how to implement AANHPI histories in your curriculum! This symposium consists of two days.

To buy tickets: https://tickets.fieldmuseum.org/teacher-professional-development-tickets?events=64da91cda42a657f0ab5b66e&date=2026-0501&gl=1*7p0nbn*_gcl_au*MTk5NzE2NDc3Ni4xNzY4NTE0Njcw*_ga*MTIzODgwMjUyMi4xNzY4NTE0Njcw*_ga_RW8TF8EHKW*czE3NzA4NDYwMzgkbzgkZzEkdE3NzA4NDYxMjAkajQyJGwwJGgw&_ga=2.66353062.969145607.1770823873-1238802522.1768514670

--source: Japanese American Service Committee email sent on March 26, 2026



■ CELEBRATING ■

ASIAN AMERICAN — AND — PACIFIC ISLANDER

HERITAGE MONTH

Potluck Gathering
April 8th
11 AM – 1 PM
IDEASpace (LB137)

Panel Discussion
April 15th
12 PM (noon)–1:30 PM
IDEASpace (LB137)

Asian Heritage Fest
April 22rd
10 AM – 1 PM
Alumni Plaza
*Rain location: WU
Hallway outside Java on
the first floor

AAPI HERITAGE MONTH 2026 EVENTS

Join us in celebrating Asian
American & Pacific Islander
Heritage!

May is AAPI Heritage Month, but PFW
observance is in April

Contact: Mieko Yamada (AAPIA Chair) at
myamada@pfw.edu

PURDUE UNIVERSITY®
FORT WAYNE

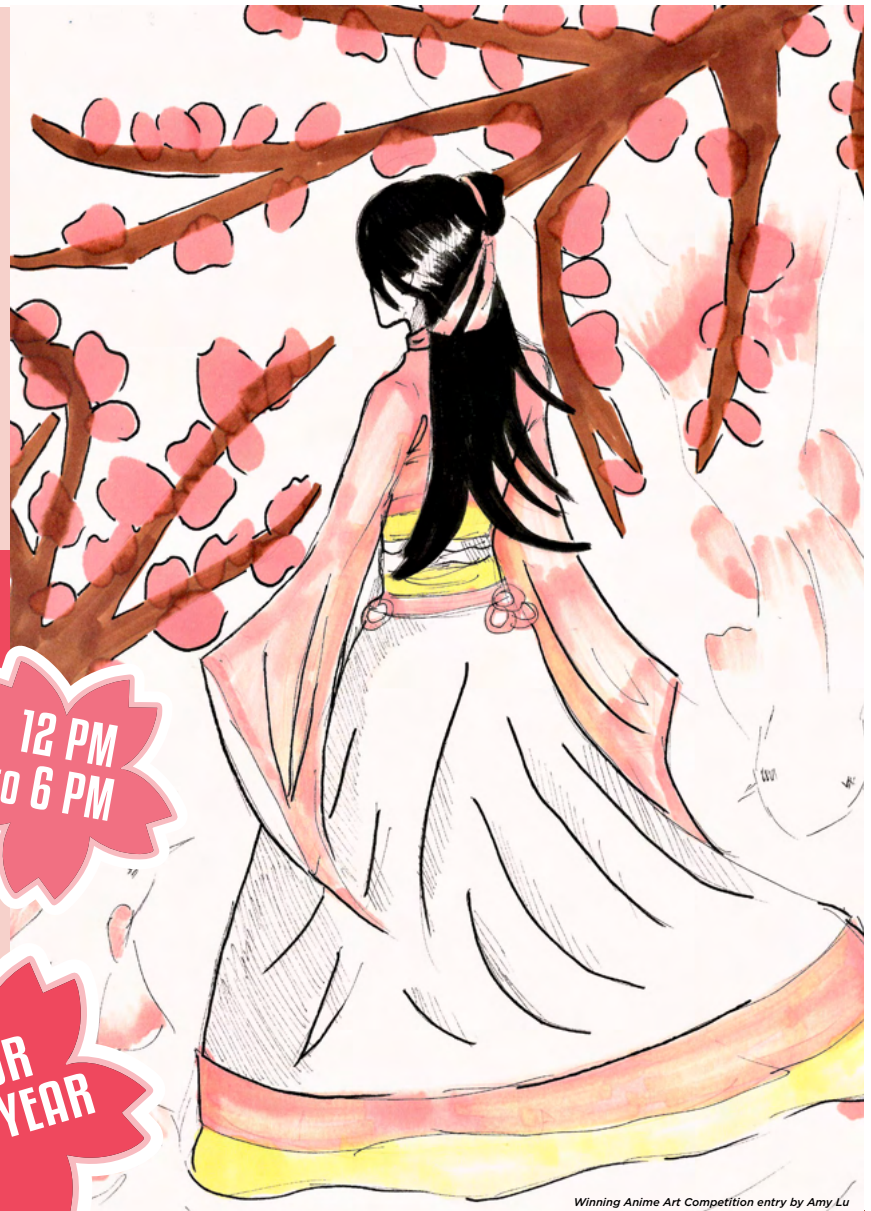
FORT WAYNE Cherry BLOSSOM FESTIVAL

May 17, 2026
Purdue Fort Wayne
Walb Student Union
FREE Admission & Parking

Children's Games & Crafts
Competitions
Demonstrations
Displays
Marketplace
Music
Taste of Japan Food Court
Tea Ceremony
Traditional Attractions

**12 PM
to 6 PM**

**OUR
19TH YEAR**



Winning Anime Art Competition entry by Amy Lu



**Scan
the code for more
Festival Information**

Thank you to our generous sponsors and community partners!



FORT WAYNE METALS



Tom Herr supporting
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(NALA)

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Rendezvous-Elite Travel
Fort Wayne Sister Cities Int'l
Takaoka Committee

In Partnership with:



In-Kind Donations:
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United Art & Education

Find us at:



www.cherryblossomfw.com

YOKAI PARADE

OCT. 17



Every country has its own ideas of monsters or supernatural creatures that lurk, haunt, and terrorize. In Japan, many of these creatures are collectively referred to as “Yokai”. Some are dangerous, some humorous, and some friendly. There is an endless number of yokai that have persisted throughout time in the culture and history of Japan.

One famous example is the Kappa, which resembles a mix between a human and a turtle. These creatures were often depicted as dangerous and even deadly; however, today, they are viewed differently. The Kappa’s defining feature is the “dish” on its head, which holds water. If this water is spilled, it is said that the Kappa will become weakened. Additionally, it is believed that Kappa enjoy sumo wrestling, and that their favorite food is cucumber. These facts have led to an almost comical view of the Kappa, as more of a trickster than a threat.

Just as the Kappa varies in its depictions, Yokai can range from objects to animals and even spirits. The Yokai Parade is a celebration of this unique cultural staple whose stories have been passed on for hundreds of years.

-Nigella Shearer

DETAILS

You are invited to join the Yokai Parade!

* Date: October 17th

* Time: Meet-and-greet at 6:00 PM, followed by the parade at 7:00 PM in downtown Fort Wayne.

*Sponsored by TekVenture Makerspace

* Workshops: We will be hosting two costume-making workshops in August and September. The exact dates are still TBD, but we will add them to the Facebook event page and our flyers as soon as they are finalized.



HELP WANTED: Full-Time Medical Receptionist (Bilingual Japanese) in Hope, Indiana

Do you have a passion for serving our patients and our communities by providing high-quality, family-oriented, primary, and preventive health care services? Are you looking for a rewarding career with a company that has a dynamic work culture? If the answer is yes, the **Medical Receptionist (Bilingual Japanese) position at Windrose Health Network** could be the job you are looking for. We are currently seeking a Medical Receptionist (Bilingual Japanese) that will work effectively within the Windrose Health Network culture, which is described as family-friendly, supportive, transparent, and treats employees as we would want employees to treat our patients. We are seeking a Medical Receptionist (Bilingual Japanese) that is a good advocate for their patients, solution-oriented, honest, and passionate. WindRose Health Network provides an opportunity for our employees to gain experience in a high energy, caring, supportive, technology-enhanced work environment, while making a difference in the lives of others.

- Offering pertinent information:
- Directing callers to appropriate Health Center staff
- Taking messages when appropriate
- Schedules appointments, verifies registration information and patient demographics
- Collects patient co-pays or other payments
- Inspects reception room for neatness

Education, Experience & Training:

- High School graduate or GED required; excellent Customer Service skills.
- A qualified candidate should preferably have at least two (2) years of work experience as a Receptionist in a health care service delivery setting.
- A qualified candidate should have a working knowledge of MicroSoft Word and Excel and a working knowledge of electronic medical record (EMR).
- Bilingual Japanese/English

Benefits include:

- Competitive Pay
- Generous PTO & Benefits Package
- Paid Training

WindRose is an Equal Opportunity Employer.

Visit **windrosehealth.net/careers** to apply.

PEOPLE

Submissions should be emailed to yamanakam@cs.com, with "People" in the subject line. They will be included in the next quarterly newsletter. Categories are:

- Welcome (new to the area)
- Good-bye (leaving area)
- Births/deaths
- Marriage
- Special awards or accomplishments

If you are submitting information about someone else, be sure to have their permission.

This is a community newsletter. We need your input for it to be useful.

掲載ご希望の方は、件名を"People"とし yamanakam@cs.com までメールを下さい。次号のニュースレターへ掲載します。以下のカテゴリーでお願い致します。

- ようこそ（このエリアに新しく来られた方）
- さようなら（このエリアから離れる方）
- 誕生 / 訃報
- ご結婚
- 特別賞または功績

情報をご提供される場合には、ご本人に掲載の同意を得たうえでご提供くださいますよう、お願い致します。

本新聞は地域のニュースレターです。ご意見・ご感想・情報があればぜひお聞かせください。

NIPPON QUARTERLY

Everything Japanese in the Fort Wayne Area

Editor – Michele Yamanaka

yamanakam@cs.com

ニッポン・クォーターリー

～フォートウェインエリアの日本の全て～

編集ーミッシェル・ヤマナカ

yamanakam@cs.com

Contributing authors for this issue / 寄稿者（敬称略）:

- Dr. Tomizawa interview – Hailey Jalovecky & Carmella Pittman
 - Hinamatsuri – Karina Stolz & Skylar Scharrer
 - For Lovers of Japanese Beer – Carol Wilhems
 - Student Exchange from Takaoka – Susannah Arthur
- 2026 New year Celebration Review – Michele Yamanaka
 - Yokai Parade – Nigella Shearer

Thank you for translation help: Hailey Jalovecky, Carmella Pittman, Dr. Reiko Ileleji, Dr. tomizawa, Reon Adachi, Karina Stolz, & Skylar Scharrer (Ball State Students and faculty)

Deadline for articles to be submitted	Publication date
December 31	Mid January
March 31	Mid April
June 30	Mid July
September 30	Mid October

We hope to have reports/articles from all segments of the Japanese – American community in order to connect us for good communication, provide better cultural understanding, and support each other.

The format of this newsletter is still developing. We welcome suggestions.

If you learn of cultural events of interest to the Japanese community, e.g., a Japanese language movie, an Ikebana workshop, a Japanese dance performance, etc., please email Michele so they can be included in the next newsletter.

If you do not want to receive this newsletter, please email Michele Yamanaka to remove your name from our email list.

記事提出の期限	発行日
12月31日	翌1月中旬
3月31日	4月中旬
6月30日	7月中旬
9月30日	10月中旬

JAAI は日本とアメリカと相互の文化を幅広く日米のコミュニティーへ広める為、様々なレポートや記事の提供をお願いしております。

また本新聞につきましては、改善を心掛けて行きますので、ご提案やアイデアなどありましたら是非ご連絡下さい。

また、もし日本に関するイベントなどがありましたら、次号へ掲載しますのでミッシェルまでご連絡を宜しくお願い致します。

今後配信をご希望されない方は、お手数ですがミッシェルまでご連絡を宜しくお願い申し上げます。

**Bonsai Demonstration-
2025 CBF**

