

America as a Multi-cultural Society

Noriyuki KAJI

Yoshiomi ISHIMARU

Takuya NOMURA

We hope that this material will show you another perspective of America, and help you look beyond the stereotypes — blue eyes, the only Superpower, or a crime-plagued nation — to a more encompassing view of America as a multi-cultural and ever-changing society.

In the narrative, 3 middle school students visit America, and come to realize that America is not what they had expected. They wonder at her racial and cultural diversity and reflect on Japan. The conversations contain many references to the social issues effecting America. We hope you can use this material to stimulate discussion and promote cross-cultural understanding in your classes. The narrative shows, through the references to Halloween and Thanksgiving, which Japanese and Americans have something in common when it comes to observing traditional holidays and events. The dialogues about Kwanzaa, a holiday celebrated by a growing number of African Americans, and 'Pipe ceremony,' a ritual performed by some Native Americans tribes, will give you some information with which to study the human rights questions related to minorities and other problems often experienced in multi-racial, multi-cultural societies.

Our aim is to give you a resource with which you can help your students realize what an eclectic and diverse society America truly is. And with this realization, reflect on Japan — a society rapidly changing into what is far from a mono-society.

OUR TRIP TO AMERICA

My name is Maru; I'm an 8th grader. I have a pen pal in America whose name is Chris. I am going to America with my friends, Nori and Taku this summer on a homestay program. Last week Chris sent me a letter with pictures of Halloween, which Nori and Taku became very interested in.

"I've heard of Halloween."

"Hey! This is a lantern made of pumpkin. How interesting!"

"They are parading in scary and funny costumes."

"We have a similar event in Japan, you know."

"Yes, I know that. It's called a *Namahage* festival and is held in Akita-ken."

"Why don't we learn more about American holidays and festivals when we are in America this summer?"



Halloween



Bonfire to speed the spirits
back to the other world

Halloween

The last day of October and eve of All Saint's Day in the Christian church. It is celebrated by children in both Britain and the US. They dress up as witches, ghosts, etc. and sometimes make lamps from hollowed-out pumpkins. Especially in the US, children go out in groups and knock on people's door, and they call out "trick or treat!" and the person at the door gives each child a treat, usually a sweet.

Bon

Buddhist observance honoring the spirits of ancestors; traditionally observed from August 13 to 16. At Bon, a spirit altar is set up in front of *Butsudan* (Buddhist family altar) to welcome the ancestors' souls. The welcoming fire(*mukaebi*), built on the 13th, and the send-off fire(*okuribi*), built on the 16th, are intended to illuminate the path for them.

Nearly 10 hours had passed after our plane departed from Narita, when the splendid view of the Rocky Mountains came into view. It was really fantastic. A few hours later, our plane landed in Detroit. The variety of planes surprised us. Everything from Jumbo jets to propeller-planes were taking off and landing busily. I remembered what my teacher had said; "In America, flight service is just like our bus service." We changed planes and flew to Raleigh, capital of North Carolina. Then, we took a three-hour bus ride to Greenville. Outside the window we saw a vast plain where pines, tobacco, and soybeans grew, the scenery was quite different from that of Japan; there were no mountains at all.

The following morning I still felt sleepy because of the jet lag. Dr. Riley, professor of East Carolina University, met us at the hotel and explained to us about various annual events and ceremonies of America.

"Dr. Riley, will you tell us the origins of Halloween, Thanksgiving, and Christmas?"

"Sure. First of all, they all originated in Europe. The immigrants whose ancestors were Europeans brought those events long ago, and they have continued all over America."

"Immigrants?"

"Yes, this country consists of people from many different parts of the world."

"So that is why I saw people with different colour hair, skin and facial features at the airport yesterday."

"Dr. Riley, what brought those Europeans to America?"

"And who settled here in America first?"

"Take a look at the following chart, and I will tell you the history of the immigrants."

2500BC~1200BC: "First Americans," or Pueblo Indians travel from Asia

1492: Christopher Columbus land in Central America

1607: The British set up colonies in New Virginia

1619: First balck people reach Jamestown

1624: The Dutch set up colonies of New Netherland

1718: The French set up colonies in New Orleans

1769: Father Serra builds San Diego mission

Dr. Riley gave us a clear picture of what had made America a multi-racial and multi-cultural society.

"The holidays and events familiar to us are mainly from Europe, but there are others which originated in different areas, for example, Africa?"

"Most African Americans' ancestors came here as slaves."

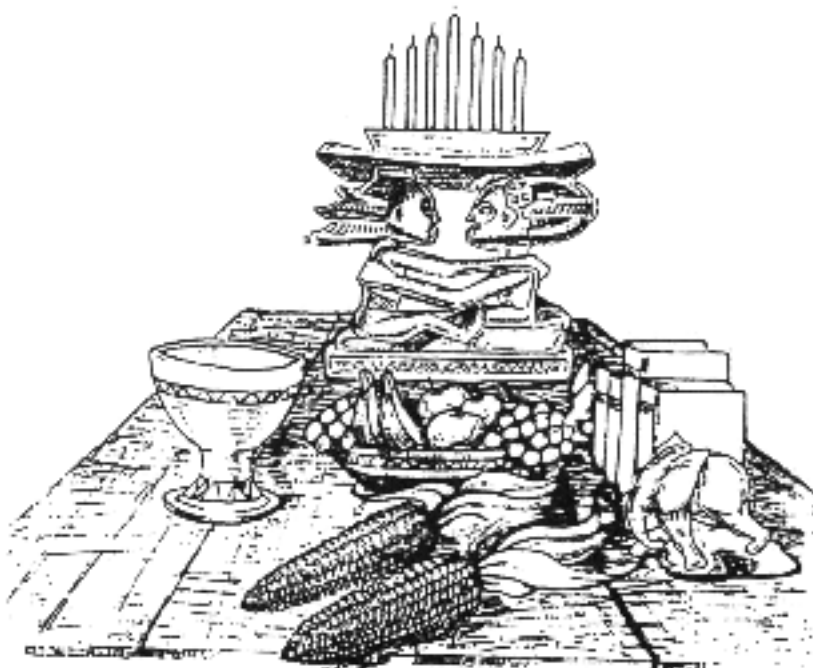
"Dr. Riley, do African Americans still observe their own ceremonies and rituals?"

"Well, their ancestors were influenced by Christianity, so many of them are Christians. Very few practice the tribal religions of their forefathers."

"I wonder if they don't miss their own culture and religion?"

"Most of them have no experience of the culture and religion of the Africans and they can't miss what they haven't ever experienced, but many of them do seek to reclaim some of the culture that was lost to their people. Let me explain about Kwanzaa. I hope it will give you some idea of how African Americans celebrate their cultural heritage."

"Kwanzaa? I've never heard of it."



Kwanzaa decorations



Ms. Fox

Dr. Riley introduced to us Ms. Fox, a teacher who had been active in introducing this ritual in the communities as well as at schools.

She explained:

Kwanzaa is an African-American holiday based on agricultural celebration and collective principles which contribute to the unity and development of the African community. It was created by Dr. Maulana Karenga in 1966. It is a seven-day holiday, celebrated from 26 December - 1 January. Each day of the seven-day festival is dedicated to one of the principles: umoja(unity), kujichagulia(self-determination), ujima(collective work and responsibility), ujamaa(cooperative economics), nia(purpose), kuumba (creativity), and imani(faith). Families gather in the evenings to discuss the principle of the day, and then light a black, red, or green candle and place it in a seven-branched candleholder called Kinara to symbolize giving light and life to the principle. On the evening of Dec. 31, families join with other member of the community for a feast called the Karamu. Decorations are in the red, black, and green that symbolize Africa, and both adults and children wear African garments. Increasingly, educational facilities and museums are holding Kwanzaa events during the period from Dec. 26 to Jan. 1.

"So this holiday is only 30 years old, isn't it?"

"That's right. As I said, it is a relatively newly made holiday."

"I wonder why Dr. Karenga made such a holiday?"

"I understand he wanted to have his peers know more about their cultural heritage. He felt it would help them establish their identities as blacks, and live their lives with dignity."

"You mean to say that knowing one's roots helps African Americans to live better."

"Yes, many people think so. There are some students, especially among the African Americans, who feel hopeless or helpless. I have incorporated the celebration of Kwanzaa into my school and surrounding communities so that the students can respect themselves and establish their own identities with an accurate grasp of their roots and African culture."

"Do we have an issue of this kind in Japan, I wonder?"

(Koreans in Japan)

Koreans in Japan

The presence of a large ethnic minority of Koreans in Japan, most of whom are legally aliens, is mainly a legacy of Japanese colonialism. During World War II, Koreans were brought to Japan as forced laborers, many to the coal mines, to solve the manpower shortage. In 1990 approximately 700,000 Koreans resided in Japan. In 1982, the Japanese government granted permanent resident status to Koreans who had lived in Japan prior to the end of World War II. In 1991, this right was extended to third-generation Koreans in Japan as well. Since the 1970s the Japanese government has made considerable progress toward guaranteeing Koreans access to the same social security benefits enjoyed by Japanese citizens. Such improvements in their legal status, however, have not eliminated the discrimination many Koreans in Japan still face in their daily lives.

We finished a short stay in Greenville and left for Minneapolis, Minnesota. Ms. Cathy, Chris's aunt, had us stay at her house. On one of those days in Minneapolis, we visited what was at one time a reservation for Native Americans, located 2 hours north by car from the town.

(In the car)

"There are so many beautiful lakes."

"Do you know the original meaning of Minnesota?," asked Cathy.

"No, I don't."

"It means 'a blue sky painted with blue water' in one of the Native American languages."

"Does it?"

"There are a lot of places with Indian names in the North America."

"That's true of Hokkaido, too."

"What do you mean?"

"There are many places with *Ainu* names."

"Interesting! I didn't know that."

Places with Native Americans' names

Arizona — a place where a small fountain is

Oklahoma — a red-copper man

Ohio — a beautiful river

Places with Ainu names

Sapporo — a big river running through damp area

Ishikari — a meandering river

Wakkanai — a river where you can get cold drinking water

Ainu

An indigenous people of Hokkaido and adjacent islands as a single integrated population. It is generally assumed that the Ainu are descendants of the people referred to as the Emishi or Ezo in ancient Japanese documents, but exact identification remains unclear. In 1986 the total number of people in Hokkaido identifying themselves as Ainu was 24,381.

We visited Mille Lacs Kathio State Park, which was located far from the National Road. It was once a reservation for the Ojibwes, and is now a popular site for campers. The museum there tells the history of the tribe by showing a scale-model of their homes, tools, boats, etc.

Then we dropped into a casino, which was on the way to Nay Ah Shing School. The casino is especially permitted by the Federal government to operate on the reservation. There are many such casinos on Indian lands.

Finally, we got to the school. The school building was much more modern than we had expected. They were in the middle of the summer vacation, so we saw no students, but we were very lucky to have a chance to talk with the principal.

"How do you do? My name is Maru Fukagawa, and we are from Japan. We are surprised to see this wonderful school building, it is quite different from the type we saw at the museum."

"My school was built just last year, and this neighborhood has changed a lot recently."

"How has it changed?"

"Well, the Ojibwes were bad off here. But the opening of the casino gave them job opportunities, and part of the profits were used to improve their living conditions as well as to build this school."

"I remember Dr. Riley referred to the sad story of American Indians in the explanation of American history."

"I'll show you around the school This is our main hall, and these things on display here in this showcase are tribal accessories and clothes."
"What is that hanging by the Stars and Stripes? It looks like a flag or something."

"That is the Ojibwe banner which symbolizes the tribe."

"Here at the main hall, every Monday morning students observe a pipe ceremony."

"Pipe ceremony? What's that like?"

"The students sit in circle and pass a pipe. The pipe smoke was once believed to be another form of a smoker's spirit, then later, the Ojibwes came to believe that their wishes or dreams would change into the form of pipe smoke. On Monday morning each student states his or her goal, then pretends to smoke the pipe."

"They cherish their cultural heritage in one way or another."

"You are correct. Shall I show you a classroom?"

"This is a classroom where students learn the Ojibwe language?"

"Why is it necessary to learn the tribal language, as well as English?"

"We'd like to have them know more about their own culture and respect it by learning their own language."

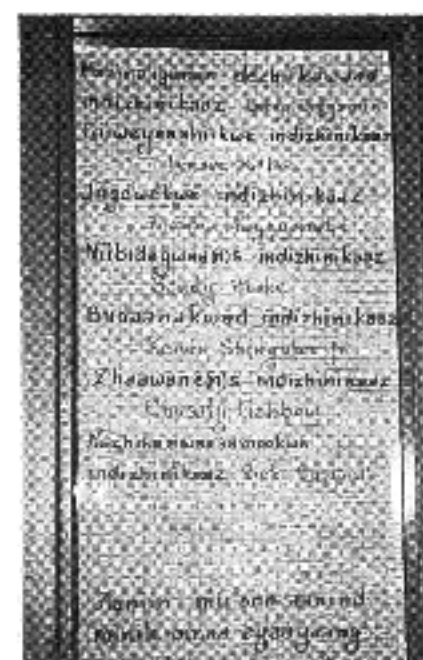
"Those school mottoes on the wall are all written in the Ojibwe language."

"I can't read any of it."

"You don't understand English, either, Maru."



Main hall



Ojibwe language

"We are leaving now. Thank you very much. We've learned a lot about another aspect of America."

"My pleasure. I am very glad you are interested not only in American mainstream culture but also those of minorities. I hope you respect your own cultural heritage back in Japan."

On the last day of our stay, Ms. Chris gave a Thanksgiving party at her house. On the previous night, when we didn't yet know that she would offer us a special dinner, we talked. Nori had actually had requested that he have a chance to try Thanksgiving dinner before leaving Japan. I told him that he was too demanding since it was then August and that Thanksgiving was celebrated on the 4th Thursday of November, and it would take a lot of work to prepare the traditional dishes. But, Ms. Chris invited us to her house the following morning and told us that she would throw a special Thanksgiving party for us.

Thanksgiving

Annual holiday or harvest festival in the US and Canada, celebrated in each country on the fourth Thursday of November and the second Monday of October, respectively, for the purpose of giving thanks to God for the blessings of the past year. Historically, it celebrates the thanksgiving to God in 1621 by the second group of English settlers in what became the US. After losing many men through hunger during their first winter in Plymouth, Massachusetts, the settlers were taught how to grow maize and other crops by the native Americans. When they gathered those crops that autumn they knew they had enough to live on through the second winter, and so they had a feast of thanksgiving with the native Americans. Today, more Americans travel to see their families on this than on any other day of the year. The Thanksgiving dinner is traditionally turkey and stuffing, sweet potatoes, many and various vegetables, and pumpkin pie.

At the party, as many as 18 people, her relatives included, got together.

"Do many people gather at Thanksgiving dinner in November?"

"Yes, we do. We have four consecutive holidays around that time, so family members, who are usually away, come back to their home and have an enjoyable time."

"I see. In Japan too, when the Bon Festival and New Year's Day come around, people return home and enjoy a reunion."

Mr. Chris began to carve
a roasted turkey, followed by
several other dishes.
They all tasted so good:
turkey with gravy sauce,
biscuits, wild rice,
sweet potatoes,
fruit salad, stuffing,
pickles, etc.



Mr. Chris

"By the way, the name of this holiday is Thanksgiving, but what do people give thanks for?"

"At the beginning of the 17th century, people called 'Pilgrims' came to America and survived the first winter of that year with some help from the Native Americans. Pilgrims held a party to thank the Indians and for their help, and to give thanks to God for bringing them to the New World and giving them a good harvest. Dishes such as turkey and potatoes are believed to have been served then."

"I'm stuffed. Thank you so much for this out-of-season Thanksgiving Dinner. We've all had such a good time."

"I am glad you like the dishes. Every one of them is a precious part of our cultural heritage, which have been handed down from generation to generation."



Dishes for Thanksgiving

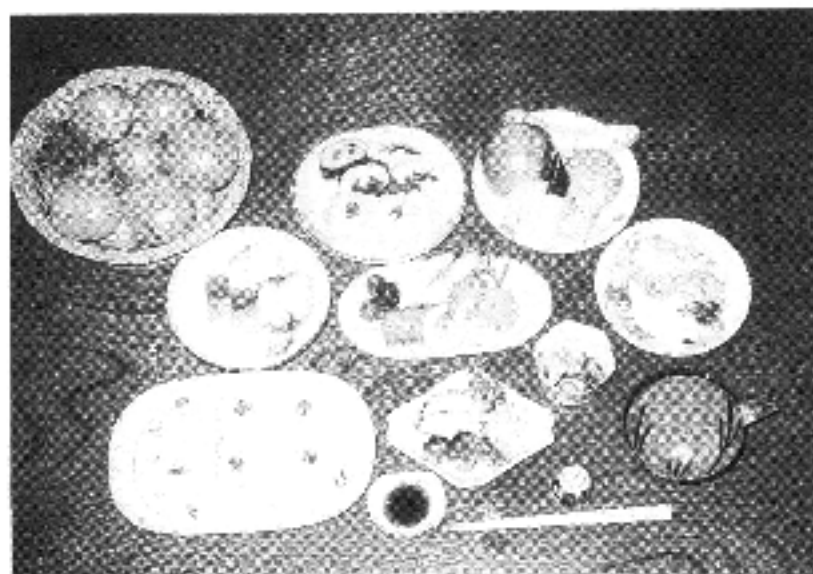


Wishbone

"Ms. Chris, this is a picture of *Akimatsuri* (autumn festival). People give thanks for a rich harvest of the year and children enjoy carrying *Mikoshi* (portable shrines)."



Akimatsuri



Dishes for Akimatsuri

The following morning we left for Japan. I sat remembering all the wonderful things I'd experienced in America.

"I almost forgot here is a letter from Dr. Riley."

"Maru, that often happens to you. Open and read it."

The letter said:

I hope you all have enjoyed the trip. I am happy to help you better understand our country. In America a lot of people with various cultural and racial backgrounds are living together, and many of them have cherished their own cultural heritage in one way or another. You should know yourself and your cultural heritage fully, before you can establish your identity and create a world in which people live and let live with respect regardless of differences in skin colour or cultural background. I hope to see the society while we are alive.

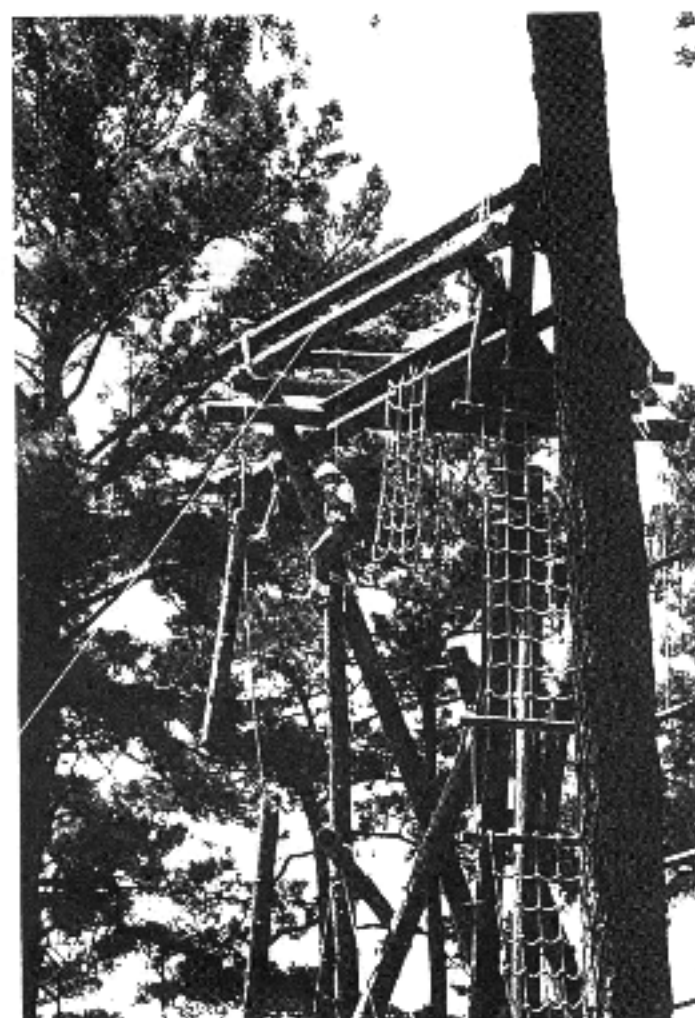
A variety of memories of the 2 week stay returned to my mind. I hardly heard the announcement being made, "Our plane has crossed the International Date Line."

Quiz: Summer Vacation of High School Students in U.S.A.

Hiroaki MASUI

Takashi MATSUBARA

Hiroyuki KAGEYAMA



1. Summer School

Some high school students in America take lessons during the summer vacation, which is called "summer school". These are questions on summer school in Minneapolis, Minnesota.

Question 1 What kind of high school students attend summer school? Choose the correct one.

- (A) Students who aim to go on to a university.
- (B) Students who receive a short-term course to obtain a driver's licence.
- (C) Students who want to learn practical skills such as computers.
- (D) Students who failed some basic academic subjects needed to move up to a higher grade.

Question 2 Where do students go to attend summer school? Choose the correct one.

- (A) High school which each student attends during the regular year.
- (B) High school which is appointed within the school district.
- (C) Private schools.
- (D) University which each student wants to enter.



Question 3 How many hours do students have to take lessons in total? Choose the correct one.

- (A) 15 hours.
- (B) 30 hours.
- (C) 60 hours.
- (D) 120 hours.

Question 4 What kind of lessons do students take in summer school? Choose the wrong one.

- (A) Watching a video of famous cinema.
- (B) Listening to a guest lecturers such as doctors and judges.
- (C) Self-studying by handouts.
- (D) Having an examination every day after lessons.



Question 5 How do most students come to summer school? Choose the correct one.

- (A) By bicycle.
- (B) By motorbike.
- (C) By car.
- (D) By taxi.

< Comments >

Mrs. Larson conducted an interview on summer school, and she explained as follows.

I am a school psychologist at Hosterman Middle School, but I have no job during the summer, so I teach summer school students at Cooper High School. This summer school program applies to the students enrolled in the school district including Cooper and Armstrong High School. Students who failed some basic academic subjects during the regular school year have to attend the summer school in order to improve their marks. About 1,000 students attend the summer school program to compensate for lost credit in the past year. This roughly amounts to one third of all students enrolled in Cooper and Armstrong. This program consists of two sessions, each of which is in operation for 5 hours, 7:30-12:30 daily, for 12 days. The basic academic subjects that the summer school provides are identified as being English, social studies, mathematics, science, and physical education, and students take the class of the subjects that they failed. Each class is about half lecture, half independent study. They must complete 60 hours of study per subject to receive credit for it. If they miss more than 7 and half hours of summer school, they don't receive credit for the course. We teachers try to make it more interesting by inviting guest lecturers (doctors, judges, policemen) and showing videos of famous cinema. But we are troubled with the fact that one third of the registered students either drop out or fail.



The Cooper High School serves as the only site for the summer school for the students in grade 9-12 in this school district. Therefore the students in other schools within the same school district attend Cooper High School to take summer school lessons during the summer. Students study again the basic subjects that they failed during the regular school year to receive credit for

it. Also teachers who teach summer school are not necessarily high school teachers. Summer school is a voluntary, part-time extra job for teachers, so any teachers can apply for the job. The teachers employed to instruct summer school students do their best to make the lesson more interesting by inviting guest lecturers. Most of the students come to summer school by driving their own car, and high schools have a large parking area.

< Answers >

- Question 1 D
- Question 2 B
- Question 3 C
- Question 4 D
- Question 5 A

2. Club Activities

There are weight-lifting and football clubs in Armstrong High School in Minneapolis, Minnesota, and an American football club in Rose High School in Greenville, North Carolina. These are questions on club activities.

Question 1 How many days in total do students practise football in Armstrong High School during the summer? Choose the correct one.

- (A) About 80 days (almost every day).
- (B) About 50 days (about half of summer vacation).
- (C) About 20 days (about one fifth of summer vacation).
- (D) About 5 days (about one twelfth of summer vacation).



Question 2 How do students know the summer activities of the weight-lifting club in Armstrong High School? Choose the correct one.

- (A) Meeting before summer vacation.
- (B) Dialnet mails.
- (C) Telephone calls from coaches.
- (D) Newspaper advertisement.

Question 3 What are the occupations of American football coaches in Rose High School? Choose the wrong one.

- (A) A policeman.
- (B) A judge.
- (C) A university professor.
- (D) A high school teacher.

Question 4 Which is the true law in North Carolina? Choose the correct one.

- (A) You must not practise American football after November.
- (B) When you practise American football, you must make an application to a government office in North Carolina.
- (C) Girls must not participate in any American football clubs.
- (D) You must not practise and have matches of American football clubs at night.

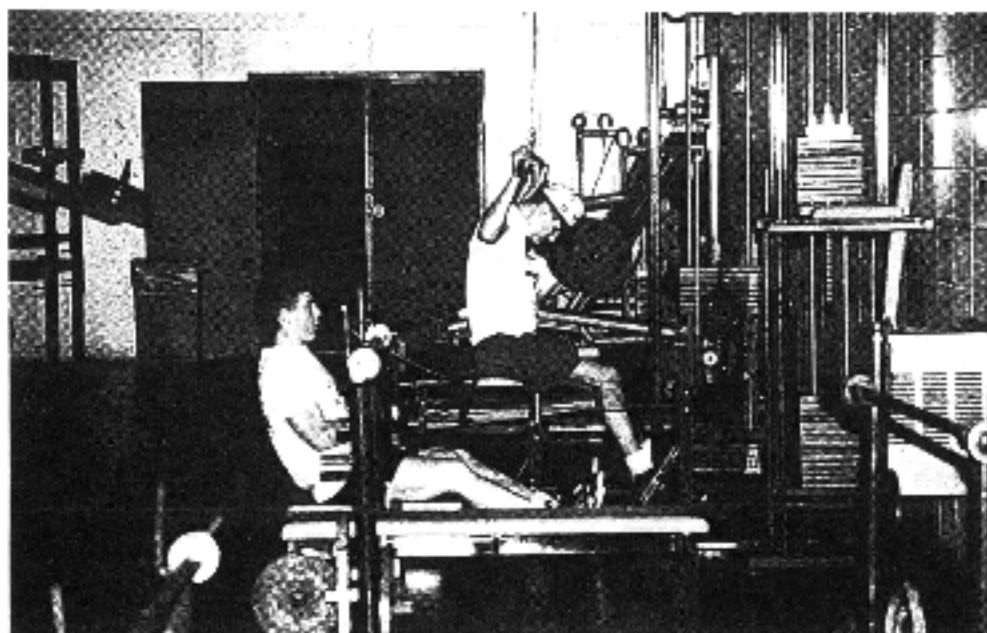
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Mr. Anderson conducted an interview on club activities.

I am now a senior at St. John's University, and I am working part-time as an assistant weight-lifting coach here. The football players practise from August 27th to September 8th, about 20 days during summer vacation. They don't practise football for as long as in Japan because most of the families travel in the summer. They participate in football practice twice a day (8:00-10:30 and 13:30

-16:00). There are about 60 -70 football players. Most of the players are Armstrong High School students, but the club is open to anyone who wants to play football. They practise football to win the statewide All-Star Team games that are held during the summer.

There are about 100 members in the weight-lifting club. They were sent flyers in the mail to advertise the club in the summer.



The coaches of club activities are not necessarily teachers of the high schools. Even those who have different jobs can coach the club as just a pleasure. The American football club in Greenville is a case in point. Their occupations are a policeman, a judge, and a university professor. There are state laws in North Carolina as follows:

< Answers >

- Question 1 C
- Question 2 B
- Question 3 D
- Question 4 A

3. Camp

There are two summer residential camps that high school students can participate in Craven County, North Carolina: Camp Don Lee and Camp Sea Gull. These are questions on summer camps.

Question 1 The campers in Camp Sea Gulls can choose their favorite activities.

What are the activities available to the campers? Choose the wrong one.

- (A) Mountain-climbing.
- (B) Golf.
- (C) Yacht-sailing.
- (D) Tennis.

Question 2 How much dose it cost for 4 weeks in Camp Sea Gull (all meals, lodging, and activity materials included)? Choose the correct one.

(\$1=100 yen)

- (A) About \$17 (about 1,700 yen).
- (B) About \$170 (about 17,000 yen).
- (C) About \$1,700 (about 170,000 yen).
- (D) About \$17,000 (about 1,700,000 yen).

Question 3 A total of 760 campers can be accommodated at one time in Camp Sea Gull. What kind of people can participate in the camp? Choose the correct one.

- (A) High school students.
- (B) Junior high school students, and high school students.
- (C) Elementary school students, junior high school students, and high school students.
- (D) Elementary school students, junior high school students, high school students, and their parents.



Question 4 What is the exciting entertainment at lunch time in Camp Sea Gull? Choose the correct one.

- (A) Watching video.
- (B) Cola-drinking race.
- (C) TV game tournament.
- (D) Chorus by staffs.

Question 5 The high School students who were staying in Camp Sea Gull completed a questionnaire. What is the most common reason why they participate in this camp? Choose the correct one.

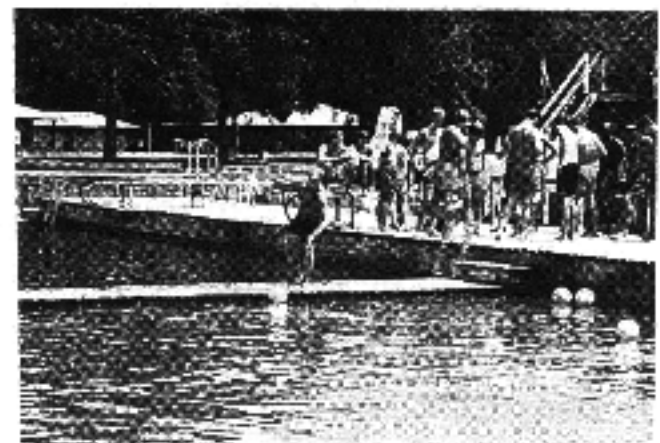
- (A) Because they can meet new friends.
- (B) Because they can be challenged by new activities.
- (C) Because they can spend their holidays in a good environment different from home for a long time.
- (D) Because they don't like to study.

< Comments >

Mr. De Hart guided us around a large camping site, and explained about Camp Sea Gull.

I am a program director for the camp. Camp Sea Gull is a summer residential camp exclusively for boys of ages 7 to 16 years, sponsored by the YMCA. The camp is large, and includes a ropes course, archery range, tennis courts, a golf course, a swimming pool area, and a boating area.

One camp session during the summer lasts for four weeks. It costs \$1,675 per camper, including all meals, lodging, and activity materials. A total of 760 campers can be accommodated at one time. I think about 100 high school students are participating in the camp now. They gather from different states in America. Also there is a camper from Japan.



The campers can participate in whatever activities they like. The activities are mainly sports, which is one of the features different from camps in Japan. The staff are the former campers who are now professionals with leadership and a lot of experience. They entertained campers by a happy chorus at lunch time.

American children have ample opportunities to participate in summer camps from a young age. Therefore the parents gather plenty of information and make a careful selection among a lot of programs. Students seems to be happy to participate in this program because they can meet new friends, and 8 of 10 students staying Camp Don Lee answered that in interviews.

< Answers >

- Question 1 A
- Question 2 C
- Question 3 C
- Question 4 D
- Question 5 A

4. Part-time Job

Mike and Jason are high school students who do part-time job during summer in Minneapolis, Minnesota. These are questions about them.

Question 1 How old do students have to be to do part-time jobs in Minnesota law? Choose the correct one.

- (A) 10 years old.
- (B) 12 years old.
- (C) 14 years old.
- (D) 16 years old.

Question 2 This is a picture of Mike. He is working at Byerly's grocery store as a bagboy. What is he going to do after this? Choose the correct one.

- (A) He passes the groceries to the customer.
- (B) He carries the groceries to the customer's car.
- (C) He delivers the groceries to the customer's house.
- (D) He keeps the groceries until the customer finishes shopping at a different store.



Question 3 How much is Mike's hourly wage? Choose the correct one.

- (A) About \$3 (about 300 yen).
- (B) About \$5 (about 500 yen).
- (C) About \$7 (about 700 yen).
- (D) About \$10 (about 1,000 yen).

Question 4 Jason engages in part-time work at a large orchid-growing greenhouse which is managed by his father. What is his job? Choose the correct one.

- (A) Watering.
- (B) Repotting plants.
- (C) Plant breeding.
- (D) He takes over the whole laboratory job.



Question 5 How do Mike and Jason spend their money? Choose the wrong one.

- (A) Dates.
- (B) Clothes.
- (C) Cigarettes.
- (D) Insurance for his car.

Question 6 What do the parents of Mike and Jason think of their son's part-time jobs? Choose the correct one.

- (A) They recommend part-time jobs because their sons can have a life experience.
- (B) They agree with part-time jobs because they don't have to give money to their sons.
- (C) They permit part-time jobs only during the summer to make their sons busy.
- (D) They oppose part-time jobs because they want their sons to study harder.

< Comments >

Mike and Jason conducted interviews as follows.

I am Mike Kirsch. I am in the 11th grade at Armstrong High School. I am doing part-time job at Byerly's grocery store. My job is to work as a bagboy. I put groceries into bags and carry them to the customer's car. During the regular school year, I work 4 hours a day, 3 days a week. In the summer, I work 5 hours a day, up to 5 days a week. I have a salary of \$5 an hour, \$430 a month after taxes. I spend money on clothes, dates, travelling, and truck insurance. I feel my job at Byerly's is useful because it gives me experience for later life, and teaches me how to deal with the public and bosses. My parents recommend me working.



I am Jason Fischer. I am a senior at Armstrong High School. I am working at a large orchid-growing greenhouse which is run by my father. I began working for my father when I was 7 years old. I started out by repotting plants as needed, but now I take over the whole laboratory job. During the school year, I work in the laboratory 2 hours a day, Mon.-Fri., and 6 hours on Saturday.



During the summer, I work 6 hours a day, Mon.-Sat. I am paid \$5.25 an hour for my work. I save about half of it, and use the rest for dates, clothes, stereo equipment, gas and insurance for my car. Of course, my parents agree with my part-time job. I hope to help my father in the future and perhaps keep the business after my father retires.

Almost all of the high school students are doing part-time jobs in the United States, for they may legally begin work at age 16, except for certain jobs related to serving alcohol or with gambling. The Rose High School in Greenville offers the cooperative education program in which students are able to learn computer and word processing. The schools realise the full significance of high school students' jobs and back them up.

< Answers >

- Question 1 D
- Question 2 B
- Question 3 B
- Question 4 D
- Question 5 C
- Question 6 A