Endorsements on Teaching Certificates: L-12 Japanese in Washington
Language Endorsements

Yumi Toma, Japanese Language consultant, Washington State
Office of the Superintendent of Public Instruction (OSPI)

I often receive phone calls from several would-be K-12 Japanese language teachers regarding endorsement/teaching certificates issue. The questions they ask differ depending upon their particular situation. They are either native speakers with degrees earned in Japan with teaching certificates in subject areas other than Japanese, native speakers who are taking courses in Washington to get a degree and certificate; and non-native speakers who have studied Japanese here and abroad. (Some of them are currently teaching a language(s) other than Japanese.)

In this article, I would like to give general information about the following topics:
Endorsements on Teaching Certificates
Washington Teaching Certificates with Endorsements
College/University Teacher Preparation

1. Endorsements on Teaching Certificates
What is an endorsement? An endorsement specifies the subject matter and grade level(s) for which a teaching certificate is valid. Teachers who hold initial or continuing certificates may be assigned to teach only subjects and grade levels for which they are endorsed.

Washington state issues endorsements on teaching certificate may be assigned to teach only subjects and grade levels for which they are endorsed. Washington state issues endorsements on languages (K-12): Chinese, French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian, Scandinavian, Swedish, Hebrew, Norwegian, Turkish, Hindi, Korean, Filipino, Czechoslovakian, Arabic, Vietnamese, Ukrainian and Danish. Endorsements in K-12 Japanese language in Washington have grown dramatically since 1985. Data showed only 3 teachers with Japanese language endorsements until 1979, 2 endorsements in 1980-1984, 38 endorsements in 1985-1989, 79 endorsements in 1990-1993. In December 1993, there were 104 teachers assigned to teach Japanese in the schools of Washington; 61 were endorsed to teach Japanese. The remaining teachers were on unendorsed certificates or were teaching in private schools.

In order to receive an endorsement in Japanese on a Washington teaching certificate, the candidate shall have completed the minimum course work credit hours (24 quarter hours = 16 semester hours) in the subject area of Japanese, including, but not limited to, credit hours in each of the following essentials areas of study: (1) Writing/Composition, (2) Conversation, (3) Reading, (4) History and Culture. (Unless the course title is clearly language or Japanese literature or culture, a course description is helpful to show how a course meets one of the endorsements essential areas of study since the state has no detailed explanation of each area.)

K-12 Japanese Endorsements in Washington

<table>
<thead>
<tr>
<th>Year</th>
<th>Initial Certificate</th>
<th>Continuing Certificate</th>
<th>Conditional Certificate</th>
<th>Total</th>
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<td>2</td>
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<td>1985-89</td>
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<td>6</td>
<td>14</td>
<td>38</td>
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<td>1990-93</td>
<td>31</td>
<td>34</td>
<td>14</td>
<td>79</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>40</strong></td>
<td><strong>28</strong></td>
<td><strong>122</strong></td>
</tr>
</tbody>
</table>
2. Washington Teaching Certificates with Endorsements

The following teaching certificates are available in Washington (a master’s degree in NOT required for any teaching certificate):

INITIAL CERTIFICATE
The Initial Certificates is the first-level certificate. This certificate is valid for four years and can renewed or reissued for an additional three years while an individual is working toward meeting requirements for the continuing certificated. Requirements for an Initial Certificate are:

- Must be 18 years of age.
- Must present evidence of good moral character and personal fitness.
- Must have earned a bachelor’s degree from a regionally accredited college.
- Must have completed an approved college/university teacher education program or must have completed a minimum of three years of full-time teaching experience at the Preschool-12 level and have held a regular P-12 teaching certificate in another state.
- Must have completed a major (45-quarter hours or 30 semester hours) in one endorsement area.

CONTINUING CERTIFICATE
The Continuing Certificate is the most advanced teaching certificate. It is kept valid on a continuing basis upon completion of 150 clock hours of continuing education study (the equivalent of 15-quarter hours) every five years. Requirements for a Continuing Certificate are:

- Must have completed all requirements for the Initial Certificate.
- A Master Degree from a regionally accredited college or university, or 45 quarter hours (30 semester hours) of upper division or graduate-level post-baccalaureate study.
- Two teaching endorsements.
- Experience: 180 days of full-time teaching experience, 30 days of which must be with one employer. Substitute teaching, out-of-state teaching and teaching in more than one district is acceptable.
- A course of course works in issues of child abuse.

Note: The Initial Certificate is not a prerequisite of the Continuing Certificate.

CONDITIONAL CERTIFICATE
The Conditional Certificate is issued under specific circumstances for a period of two years of less, and only for the teaching activity/assignment specified. An employing school district of private school must request the conditional certificate and can do so only when no regularly certified teacher is available for a specific position. An individual cannot apply for a conditional certificate without request from a district or private school.

The individual will receive the direct assistance of a school district mentor; a written plan of assistance will be developed in cooperation with the person to be employed, within twenty working days form the commencement of the assignment. The certificate may be reissued for two years, and for two-year intervals thereafter, upon completion of 60 clock hours (6 quarter of 4 semester hours) of course work since the issuance of the most recent certificate, as verified by the employing school district.

Application Procedure for a Washington State Teaching Certificate
The individual is required to submit the application for certification, the necessary supporting documentation, and the appropriate fee payment to an educational service district (ESD) office (there are 9 ESDs in Washington); the ESD office will receipt the check and forward the materials to OSPI for processing. Application materials may be obtained by contracting the Professional Education and Certification Office. OSPI at (206) 753-6773.

3. College/University Teacher Preparation Programs
Currently, 19 state approved four-year education institution) in Washington offer teacher preparation program. 5 state universities and 1 state college, 7 private universities and 6 private colleges. 12 out of 19 have Japanese language programs. The requirements and
application procedure differ in each program. For details, please contact the certification advisor (Contact Person) at the institutions(s) of your choice.

### Institution and Contact Person

- Univ. of Washington*, Shirley Shimada, (206) 543-1820
- Washington State Univ.*, Dr. Shirley Vaughn, (509) 335-1738
- Central Washington Univ.*, Dr. Oaman Alawiye, (509) 963-2661
- Eastern Washington Univ.*, Nacy Sherler, (509) 359-2237
- Western Washington Univ.*, Dr. Suzanne Krough, (206) 676-3416
- The Evergreen State College*, Dr. Janice Kido, (206) 866-6000
- Antioch Univ.- Seattle, Linda Campbell, (206) 441-5352
- City University*, Dr. James Risan, (206) 643-2000
- Gonzaga Univ.*, Dr. Janet Burcalow, (509) 328-4220
- Heritage College, Linda Tucker, (509) 865-2244
- Northwest College of the Assemblies of God, Dr. Richard Blue, (206) 822-8266
- Pacific Lutheran Univ.*, Dr. John Brickell, (206) 535-7272
- St. Martin’s College, Dr. Beverly Kooi, (206) 438-4334
- Seattle Pacific Univ., Dee Tindall, (206) 281-2210
- Seattle Univ.*, Nancy Campbell, (206) 296-5774
- Univ. of Puget Sound*, Dr. Carol Merz, (206) 756-3377
- Walla Walla College*, Marcille Rasmussen, (509) 527-2211
- Whitman College, David May, (509) 527-5128
- Whitworth College, Dennis W. Sterner, (509) 466-3229

* Institutions offering Japanese Language Programs

The preceding information describes teacher certification in Washington State. However, state rules and regulations concerning teacher certification are subject to change. For further information, please contact:

Professional Education and Certification Office, OSPI
Old Capitol Bldg., P.O. Box 47200
Olympia, WA 98504-7200
Tel: (206) 753-6773
California Association of Japanese Language Schools
Survey—May 1993

<table>
<thead>
<tr>
<th>Location</th>
<th># of schools participating in survey</th>
<th># of students (primary, elementary, junior, senior high, adult)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern California</td>
<td>5 out of 4 (Florin Gakuen Closed)</td>
<td>162</td>
</tr>
<tr>
<td>Bay Area</td>
<td>4 out of 7</td>
<td>494</td>
</tr>
<tr>
<td>Southern California</td>
<td>18 out of 19 (Asahi Gakuen not included)</td>
<td>1,575</td>
</tr>
<tr>
<td>Grand Total</td>
<td>25 schools</td>
<td>2,231</td>
</tr>
</tbody>
</table>

Textbooks currently used by schools:

**Elementary Level**
- Our Japanese (CAJLS)*
- Contemporary Japanese (Asia University)
- Introductory Japanese (CAJLS)
- Yasahii Nihongo Nyumon (New CAJLS textbook)
- Speak Japanese (Kenkyusha)
- Nihongo no Kiso (The Association for Overseas Technical Scholarship)

**Junior High Level**
- Standard Japanese Reader (Naganuma)
- Japanese (Alfonso)
- Nihongo no Kiso (The Association for Overseas Technical Scholarship)
- Speak Japanese I, II (Kenkyusha)
- Our Japanese, Junior 1, 2, 3, 4 (CAJLS)
- Yomikata (Kokusai Gakuyukai)
- Learn Japanese I, II, III (Young, Nakajima)
- Bunka Shokyuu Nihongo I (Bunka Gaikokugo Senmon Gakkoo)

**Senior High Level**
- Standard Japanese Reader (Naganuma)
- Japanese (Alfonso)
- Speak Japanese I, II (Kenkyusha)
- Present Day Japanese Vol. 3 (Naganuma)
- Our Japanese 4, 5, 6 (CAJLS)
- Teacher made materials
- Gendai Kokugo
- Bunka Shokyuu Nihongo II (Bunka Gaikokugo Senmon Gakkoo)

**Adult Classes**
- Practical Japanese (Naganuma)
- Basic Functional Japanese (The Japan Times)
- Japanese for Today (Gakken)
- Basic Kanji Book (Bonjinsha)
- Japanese for Busy People I, II (Association for Japanese-Language Teaching)

*CAJLS = California Association of Japanese Language Schools
<table>
<thead>
<tr>
<th>School</th>
<th>No. of Students</th>
<th>Total Teachers</th>
<th>Textbooks Used</th>
<th>Wkly Hrs</th>
<th>Vision For Future</th>
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<td>Sr</td>
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<td>212</td>
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</tbody>
</table>

**Notes:**
- **O:** Changed to dividing by ability in 1991. Class from 8:00 to 10:00. Class from 10:00 to 12:00.
- **P:** Divided by Japanese background. Considering ability also.
- **Q:** Barely reopened with 9 students in Feb.
- **R:** Grade as before, but students separated by background.
- **S:** Considering dividing by ability.
- **T:** Considering dividing by ability.
- **U:** Continue as before.
- **V:** Continue as before.
- **W:** Like to establish Jr/Sr high grades.
- **X:** Continue as before.
- **Y:** Considering dividing by ability.
<table>
<thead>
<tr>
<th>Column</th>
<th>Amount</th>
<th>Changes</th>
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</thead>
</table>
| O      | 75     | Beginner 1  
Our Japanese  
Beginner 2  
Our Japanese 1 |
|        |        | Intermediate 1  
Our Japanese 1, 2  
Speak Japanese 1  
Intermediate 2  
Our Japanese 2, 3  
Speak Japanese II  
Japanese Now 1  
Intermediate 3  
Our Japanese 3, 4  
Speak Japanese II  
Bunke Shokkyou  
Nihongo I  
Nihongo II  
Advanced 1  
Our Japanese 4, 5  
Japanese Now 2  
Advanced 2  
Our Japanese 5, 6  
Japanese Now 2, 3  
Advanced 3  
Our Japanese 6  
Japanese Now 3, 4 |
| P      | 65     | Divided by Japanese background.  
Considering ability also.  
Class from 8:00 to 10:00.  
Class from 10:00 to 12:00. |
| Q      | 9      | Barely reopened with 9 students  
in Feb. |
| R      | 32 33  | Grade as before, but students  
separated by background. |
| S      | 72 13  | Considering dividing by ability. |
| T      | 15     | Considering dividing by ability. |
| U      | 33 14  | Continue as before. |
| V      | 8 1    | Continue as before. |
| W      | 66     | Like to establish Jr/Sr high grades. |
| X      | 5 89 18 | Introductory Japanese,  
Yasashi, Nihongo,  
Nyuuron, Our Japanese  
Speak Japanese,  
Nihongo no kiso  
Standard Japanese  
Yomikata, Learn  
Japanese I, II, III,  
Manual of Japanese  
Writing |
| Y      | 130 82 11 | Our Japanese  
Jr. 1, 2, 3  
Present Day  
Japanese Vol. 3 |
|        |        | Changed to dividing by ability in 1991. |
Number of Students By Branch

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<th>Sub-Total</th>
<th>Bay Area Branch</th>
<th>Sub-Total</th>
<th>Southern Calif. Branch</th>
<th>Sub-Total</th>
<th>Grand Total</th>
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<tr>
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<td>18</td>
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<td>230</td>
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<tr>
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<td>50</td>
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<td>230</td>
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<td>Grand Total</td>
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<td>136</td>
<td>9</td>
<td>162</td>
<td>276</td>
<td>15</td>
<td>128</td>
</tr>
</tbody>
</table>
Japanese Language School Unified System Survey of 217 Families

What is the dominant language spoken at home?

- Japanese: 47
- English: 59
- Both Japanese & English: 88
- Others: 11

Languages: Spanish 5, Korean 3, Mandarin 1, Thai 1, Arabic 1

What is the conversational skill level of the parents?

- Both speak fluently: 118
- Father can: 15
- Mother can: 51
- Neither fluently: 12
- Both can't speak at all: 21

Who at home usually helps the student do the Unified system homework?

- Mother: 171
- Father: 50
- Grand Father: 4
- Grand Mother: 12
- Big Brother: 1
- Big Sister: 5
- Uncle: 0
- Aunt: 1
- Friend: 2
- None: 14

The Breeze. Number Six. April 1994
1/17
What day and how many hours are you studying at home?

What do you expect your child to learn by attending Unified system?

The Breeze. Number Six. April 1994

1/17
What is the level of your satisfaction with the Unified system instruction?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>11</td>
</tr>
<tr>
<td>Not too</td>
<td>32</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>96</td>
</tr>
<tr>
<td>Relatively</td>
<td>57</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>22</td>
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</tbody>
</table>

How do you feel about the way in which the classes are structured at the Unified system?

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain the current structure</td>
<td>101</td>
</tr>
<tr>
<td>Set the class by students' background</td>
<td>58</td>
</tr>
<tr>
<td>Set the class by students' ability</td>
<td>58</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
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</tbody>
</table>
Textbooks for
Pre-Collegiate Level (5)
Supplementary Materials for the Pre-Collegiate Level
Part 2

We will take another break from textbook analysis this
time and introduce more supplementary materials. We don't
have many CAI materials in our library yet, but we have listed
the ones (for Macintosh) that you can purchase in the U.S. At
present, the CAI materials are not available to check out.

<table>
<thead>
<tr>
<th>Culture Title</th>
<th>Call No.</th>
<th>Year</th>
<th>Author</th>
<th>Publisher</th>
<th>Price</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan in the Classroom: Elementary &amp; Secondary Activities</td>
<td>375.91</td>
<td>1993</td>
<td>L. Parisi w/ J. Johnson &amp; P. Weiss</td>
<td>Social Science Education Consortium, Inc.</td>
<td>$25.45</td>
<td>Culture Activities</td>
</tr>
<tr>
<td>Omiyage</td>
<td>810.7</td>
<td>1990</td>
<td>M. Turkovich &amp; L. Ashida</td>
<td>World Eagle, Inc.</td>
<td>$44.95</td>
<td>Culture Activities</td>
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<tr>
<td>Japan Meets the West: A Case Study of Perceptions: A Secondary Teaching Unit</td>
<td>375.91</td>
<td>1980</td>
<td>The Japan Project, SPICE</td>
<td>SPICE</td>
<td>$34.95</td>
<td>Culture Lecture (handoout/slides)</td>
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<td>The Modernization of Japan: Continuity and Change</td>
<td>375.91</td>
<td>1990</td>
<td>The Japan Project, SPICE</td>
<td>SPICE</td>
<td>$29.95</td>
<td>Culture Lecture (handoout/slides)</td>
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<tr>
<td>Opening Doors: Contemporary Japan</td>
<td>375.91</td>
<td>1979</td>
<td>CULCON</td>
<td>The Asia Society, Inc.</td>
<td></td>
<td>Culture Lecture</td>
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<td>Contemporary Japan: Teacher’s Workbook</td>
<td>375.91</td>
<td>1988</td>
<td>Columbia University</td>
<td>Columbia Univ.</td>
<td>$47.00</td>
<td>Culture Lecture</td>
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<tr>
<td>Nihon Sono Sugata to Kokoro 1-12</td>
<td>291</td>
<td>1989</td>
<td>Nippon Steel Corp.</td>
<td>B&amp;CI, Inc.</td>
<td>¥3,090@</td>
<td>Video on Culture</td>
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<td>Faces of Japan</td>
<td>302.1</td>
<td></td>
<td>Intervoice</td>
<td></td>
<td>¥283,000</td>
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<tr>
<td>Japan Today</td>
<td>302.1</td>
<td>1987(?)</td>
<td>Intervoice</td>
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<td>¥150,000</td>
<td>Video on Culture</td>
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<td>Safe and Sound in Japan 1-5</td>
<td>810.7</td>
<td>1992</td>
<td>Kca Ujie</td>
<td>Tokyo Shoseki</td>
<td>¥9,800@</td>
<td>Video on Culture</td>
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<tr>
<td>Visions of Japan</td>
<td>375.91</td>
<td>1991</td>
<td>The Japan Foundation</td>
<td>Japan Forum</td>
<td>¥12,000</td>
<td>Visuals</td>
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<tr>
<th>Title</th>
<th>Call No.</th>
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<th>Author</th>
<th>Publisher</th>
<th>Price</th>
<th>Type</th>
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<tbody>
<tr>
<td>EasyKana &amp; KanjiMaster</td>
<td>1991</td>
<td></td>
<td>HyperGlot</td>
<td>HyperGlot Software Co. P.O. Box 10746</td>
<td>$149.00</td>
<td>Mac-CAI</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>10746 Knoxville, TN 37939 (800) 726-5087</td>
<td></td>
<td></td>
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<tr>
<td>*Hiragana &amp; Katakana Ver. 1.0.</td>
<td>1992</td>
<td></td>
<td>K. Hatasa, M. Kaga and P. Henstock</td>
<td>Kazumi Hatasa Dept. of FLL Purdue Univ. W. Lafayette, IN 47907</td>
<td>Freeware</td>
<td>Mac-CAI Two 3.5&quot; HD disks</td>
</tr>
<tr>
<td>NihongoWare I-II: An Interactive</td>
<td>1990</td>
<td>1992</td>
<td>Ariadne Language Link Co., Ltd.</td>
<td>Qualitas Trading Co. 2029 Durant Ave. Berkeley, CA 94704 (510) 848-8080</td>
<td>$349.00 (I)</td>
<td>Mac-CAI CD-ROM</td>
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<tr>
<td>Approach to Learning Business Japanese</td>
<td></td>
<td></td>
<td></td>
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<td>$399.00 (II)</td>
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<tr>
<td>Exotic Japan: An Introduction To</td>
<td>1991</td>
<td></td>
<td>Nikki Yokokura</td>
<td>The Voyager Co. (914) 591-5500</td>
<td>$99.00</td>
<td>Mac-CAI CD-ROM</td>
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<td>Japanese Culture &amp; Language</td>
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</table>

*You can obtain the freeware by sending the Japan Foundation Language Center (Attn: Kimiko Kabutomori) or Dr. Kazumi Hatasa the indicated number of blank disks and a self-addressed and stamped envelope.
Satori: National Network for Japanese Language Teachers in the Elementary School

Tim Hart, Foreign Language Program Specialist
Wake County Public Schools, Raleigh, N.C.

A number of responses from across the nation were elicited from the September '93 announcement in The Breeze regarding the formation of Satori, a national network for Japanese language teachers and others interested in Japanese language instruction in U.S. elementary schools. The form and content of responses varied from postcard requests to be included on the mailing list, to requests for specific assistance, to a two-page letter describing an existing program. Instruction in the Japanese language in American elementary schools is a relatively recent phenomenon, with little information currently available relevant to its instruction as a foreign language. Clearly, these inquiries point to the growing number of Japanese language programs in the elementary schools (JLES) in the United States and the need for a network specific to them.

There is wide agreement that the instruction of Japanese at all levels necessarily differs from that of more commonly taught languages such as Spanish or French, if only in the amount of time needed to show commensurate gains. Classified as a category 4 language by the Defense Language Institute and said to be among the most difficult of languages for native English speakers to learn, Japanese offers numerous challenges to the native English speaker. Nevertheless, implementation of Japanese language programs continues to gain momentum at all levels.

The current estimate of Japanese programs at the elementary school level is 110 programs in 24 states (The Breeze, June 1993). This figure includes not only programs classified under the umbrella term of FLES (foreign language in the elementary schools) but also immersion-type programs. A 1979 survey of foreign languages in the United States listed only 3 states with Japanese language instruction at any grade level, K-12. A comparison of program numbers today emphasizes the growing trend for Japanese language programs and the need for an understanding of this phenomenon at the elementary school level.

The announcement of the formation of Satori drew 16 responses from 13 different states, or approximately 14 percent of the JLES programs thought to be in existence. Responses came from California (2), Florida (1), Hawaii (1), Illinois (1), Indiana (1), Maryland (1), Massachusetts (1), Missouri (1), Oregon (1), Texas (1), Virginia (1), Washington (1), and Wisconsin (3) and represent just over half the states currently believed to have JLES programs. This statistic is somewhat misleading, however, since it is clear that responses came only from individual or programs having access to the September 1993 issue of The Breeze where the announcement appeared. Furthermore, several of the responses came from schools indicating that their JLES programs would soon be staring up. It is unlikely that these programs are reflected in the statistics of currently existing programs. A few inquiries were made on behalf of districts with multiple JLES teachers and/or schools having programs. Additionally, programs in North Carolina and several other states did not respond, having already been included in the network.

An analysis of the issues and questions specifically raised from the current responses to the Satori network can be categorized broadly into two areas:

1. Program planning and 2. Program implementation. Program planning included inquiries about program models and curriculum development. Program implementation included responses about the exchange of teaching ideas, teacher recruitment and teacher certification in Japanese.

A thanks goes to the Japan Foundation Language Center for support of this network.
The first edition of the Satori newsletter is scheduled for February 1994. Schools and individuals can be included in the network and receive a newsletter by contacting:

Tim Hart/Satori, 4601-304 Timbermill Court, Raleigh, N.C. 27612. There is currently no charge for membership and the newsletter.

Library Service

The Japan Foundation Language Center Library offers library services in order to provide access for teachers of Japanese to teaching materials and resources.

Library Membership
Teachers who are affiliated with one or more of the following associations are eligible for membership:
- Association of Teachers of Japanese (ATJ)
- National Council of secondary Teachers of Japanese (NCSTJ)
- Teachers of Japanese in Southern California (TJSC)
- Regional Japanese language teachers associations affiliated with the NCSTJ

Applicants for library membership are required to provide the following:
1. Individual application form.
2. A copy of identification, such as a driver's license.
3. We may ask for proof of membership in the applicant's affiliated association if we are not able to verify such membership from our lists.

Circulation Loan Period and Limits
Circulation books 3 weeks, 3 items
Audio-visual materials 3 weeks, 1 set
Items may be renewed one time only.

Circulation by Mail
The registered patrons are also allowed to borrow the library materials by mail. Requests can be made by telephone or by mail.

The borrowing period through the mail is three weeks with an additional one-week turnaround period.

Library Materials List
A list of our library holdings, including audio-visual material, textbooks, teaching material, magazines and others, is available to all members.

Library Hours and Holidays
Monday through Friday 10:00 am-5:00 pm

The library is closed on the following days to observe these holidays:
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day (observed)
- Veteran's Day
- Thanksgiving Day
- September 5, 1994 October 10, 1994
- November 11, 1994 November 24, 1994
- The library is closed from December 23, 1994 through January 4, 1995 for reorganization.
SCHOOL PARTNERS ABROAD

A carefully designed exchange program that links U.S. and Canadian secondary schools with counter-part schools in Japan. The highlight of the program is an annual 34-week reciprocal exchange of 10-15 students and an accompanying teacher. Participants live with local families, attend regular classes and join in extracurricular and community activities. CIEE's SCHOOL PARTNERS ABROAD program also includes school partnerships in France, Germany, Spain, Russia and Costa Rica.

For further information and an application, please contact:
SCHOOL PARTNERS ABROAD
COUNCIL on International Education Exchange
205 East 42nd Street, 14th Floor
New York, NY 10017
Tel: (212) 661-1414
Exts. 1356 or 180

Additional
Conference and Workshop Schedule
Date: June 3-5
Name of Conference: 1994 Japanese Immersion Education Networking Conference Sheraton Premier Hotel
Tyson's Corner, VA Contact
Person: Dr. Hiroko Kataoka
Dept. of EAL, Univ. of Oregon
Tel: (503) 346-4014

Breezy Message

We are leased to bring you the sixth volume of The Breeze. For our first issue, we printed only 2,000 copies, but now we have well over 5,000 people on our mailing list. In this issue, Ms. Toma, Japanese language consultant to the State of Washington, sent us information that she had written on teaching certification. We are planning to include information on teaching certification in California in our next issue. Also in this issue, we have a special survey regarding the status quo of Japanese language schools (so-called Nihongo Gakuen) in California. We would like to thank all of you who sent us letters and called us concerned about The Center after the January quake. Our office has reopened, and in May we plan to have all the cracks, etc., repaired so we will be back to normal. We will keep you up to date.

As to our logo... Representing our wish to do creative, free and imaginative work, we had the yellow line roughed out freehand. Its pebbled appearance shows JFLC to be distinctively different, with the intention to approach our tasks with a fresh new outlook. As for the yellow color, there are cold yellows, and there are warm yellows. Our yellow is a warm one. I believe it is a "human" color. Place a white sheet of paper over the yellow mark. Doesn't that look like vermilion to you? Just like the vermilion the artist Modigliani used in the faces of portraits.