

BREEZE

*The Japan Foundation Los Angeles and Language Center
Number Six, April 1994*

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 essential 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

Year	Initial Certificate	Continuing Certificate	Conditional Certificate	Total
1979	3	0	0	3
1980-84	2	0	0	2
1985-89	18	6	14	38
1990-93	31	34	14	79
Total	54	40	28	122

2. Washington Teaching Certificates with Endorsements

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

INITIAL CERTIFICATE

The Initial Certificate is the first-level certificate. This certificate is valid for four years and can be renewed or reissued for an additional three years while an individual is working toward meeting requirements for the continuing certificate. 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 or less, and only for the teaching activity/assignment specified. An employing school district or 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 from 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 or 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 contacting the Professional Education and Certification Office. OSPI at (206) 753-6773.

3. College/University Teacher Preparation Programs

Currently, 19 state approved four-year education institutions in Washington offer teacher preparation programs. 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

Location	# of schools participating in survey	# of students (primary, elementary, junior, senior high, adult)
Northern California	3 out of 4 (Florin Gakuen Closed)	162
Bay Area	4 out of 7	494
Southern California	18 out of 19 (Asahi Gakuen not included)	1,575
Grand Total	25 schools	2,231

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 Gakuyuukai)

- Learn Japanese I, II, III (Young, Nakajima)
- Manual of Japanese Writing (Yale University Press)
- Japanese Now Vol. 1 (University of Hawaii Press)
- 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)
- Japanese Now Vol. 2, 3, 4 (University of Hawaii Press)
- 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

California Association of Japanese Language Schools Survey

School	No. of Students				Total Teachers	Textbooks Used				Wkly Hrs	Vision For Future	
	Kind.	Elem	Jr.	Sr.		Elementary	Junior High	Senior High	Adult Classes			
												Adult
A	-	68	-	-	-	68	7	Our Japanese			4	Divide students by Japanese background and ability.
B	7	15	14	9	20	65	11	Our Japanese	Japanese	Japanese	5	Continue grade system as before.
C	-	17	-	-	-	17	4	Our Japanese Contemporary Japanese			3	Continue grade system as before.
D	-	23	-	-	-	23	3	Our Japanese			4	Divide classes by ability.
E	-	86	16	18	Credit Class	120	10	Our Japanese			4	Currently by grades. If students increases, consider background. Probably divide by ability in future.
F	-	42	4	-	230	276	17	Our Japanese	Nihongo no Kiso		3	Changed to division by ability in 1991.
G	-	161	-	-	-	161	11	Our Japanese			4	Combines background & ability to divide students.
H	-	57	6	-	-	63	8	Our Japanese			20	None in particular.
I	-	68	11	7	50	136	10	Our Japanese	Speak Japanese I & II	Japanese for Busy People (I & II)	4	Small number of students, but would like to divide by background, ability.
J	-	12	6	-	-	18	1	Our Japanese	Our Japanese		4	As before.
K	-	77	7	15	-	99	10	Our Japanese	Our Japanese Jr. 1, 2, 3	Present Day Japanese III	4	Continue as before.
L	-	57	23	18	-	98	7	Our Japanese	Our Japanese and others	Teacher-made materials	4	Divided by ability but went back to usual grade system. Thinking of word processors.
M	-	35	-	-	-	35	5	Our Japanese			2.5	Continue as before.
N	31	186	43	16	-	276	23	Our Japanese	Our Japanese Jr. 1, 2, 3	Gendai Kokugo	(Daily) 5 (Sat) 4	Better to divide by background. Thinking of dividing by ability also.

O	-	66	9	-	-	75	4	<p>Beginner 1 Our Japanese</p> <p>Beginner 2 Our Japanese 1</p>	<p>Intermediate 1 Our Japanese 1, 2 Speak Japanese I</p> <p>Intermediate 2 Our Japanese 2, 3 Speak Japanese II Japanese Now 1</p> <p>Intermediate 3 Our Japanese 3, 4 Speak Japanese II Bunka Shokyuuu Nihongo I</p>	<p>Advanced 1 Our Japanese 4, 5 Japanese Now 2</p> <p>Advanced 2 Our Japanese 5, 6 Japanese Now 2, 3</p> <p>Advanced 3 Our Japanese 6 Japanese Now 3, 4</p>		2	<p>Changed to dividing by ability in 1991. Class from 8:00 to 10:00. Class from 10:00 to 12:00.</p>
P	-	65	-	-	-	65	7	Our Japanese				4	Divided by Japanese background. Considering ability also.
Q	-	9	-	-	-	9	3 2 volun- teers					2	Barely reopened with 9 students in Feb.
R	32	33	-	-	-	65	5	Our Japanese				3	Grade as before, but students separated by background.
S	-	72	13	-	-	85	7	Our Japanese	Our Japanese Jr. 1, 2, 3			4	Considering dividing by ability.
T	-	15	-	-	-	15	2	Introductory Japanese				25	Considering dividing by ability.
U	-	33	14	-	-	47	5	Our Japanese	Our Japanese Jr. 1, 2, 3			4	Continue as before.
V	-	8	1	-	-	9	3	Our Japanese	Standard Japanese Reader			4	Continue as before.
W	-	66	-	-	-	66	7	Our Japanese				4	Like to establish Jr/Sr high grades.
X	5	89	18	16	-	128	6	Introductory Japanese, Yasashi Nihongo Nyuumon, Our Japanese, Speak Japanese, Nihongo no Kiso	Yomikata, Learn Japanese I, II, III, Manual of Japanese Writing	Standard Japanese		2	Continue as before.
Y	-	-	130	82	-	212	11		Our Japanese Jr. 1, 2, 3	Present Day Japanese Vol. 3		4	Considering dividing by ability.

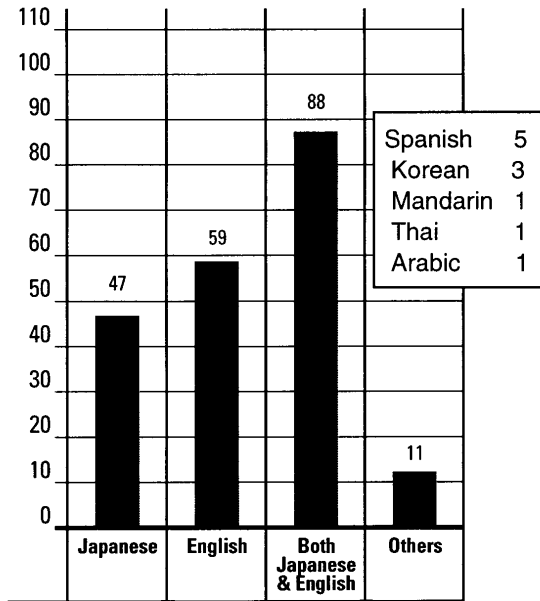
O	—	66	9	—	75	4	<p>Beginner 1 Our Japanese</p> <p>Beginner 2 Our Japanese 1</p> <p>Intermediate 1 Our Japanese 1, 2 Speak Japanese I</p> <p>Intermediate 2 Our Japanese 2, 3 Speak Japanese II Japanese Now 1</p> <p>Intermediate 3 Our Japanese 3, 4 Speak Japanese II Bunka Shokkyuu Nihongo I</p> <p>Advanced 1 Our Japanese 4, 5 Japanese Now 2</p> <p>Advanced 2 Our Japanese 5, 6 Japanese Now 2, 3</p> <p>Advanced 3 Our Japanese 6 Japanese Now 3, 4</p>	2	<p>Changed to dividing by ability in 1991. Class from 8:00 to 10:00. Class from 10:00 to 12:00.</p>
P	—	65	—	—	65	7	Our Japanese	4	Divided by Japanese background. Considering ability also.
Q	—	9	—	—	9	3 2 volun- teers		2	Barely reopened with 9 students in Feb.
R	32	33	—	—	65	5	Our Japanese	3	Grade as before, but students separated by background.
S	—	72	13	—	85	7	Our Japanese	4	Considering dividing by ability.
T	—	15	—	—	15	2	Introductory Japanese	2.5	Considering dividing by ability.
U	—	33	14	—	47	5	Our Japanese	4	Continue as before.
V	—	8	1	—	9	3	Our Japanese	4	Continue as before.
W	—	66	—	—	66	7	Our Japanese	4	Like to establish Jr/Sr high grades.
X	5	89	18	16	128	6	Introductory Japanese, Yasashi Nihongo Nyuumon, Our Japanese, Speak Japanese, Nihongo no Kiso	2	Continue as before.
Y	—	—	130	82	212	11	Our Japanese Jr. 1, 2, 3	4	Considering dividing by ability.

Number of Students By Branch

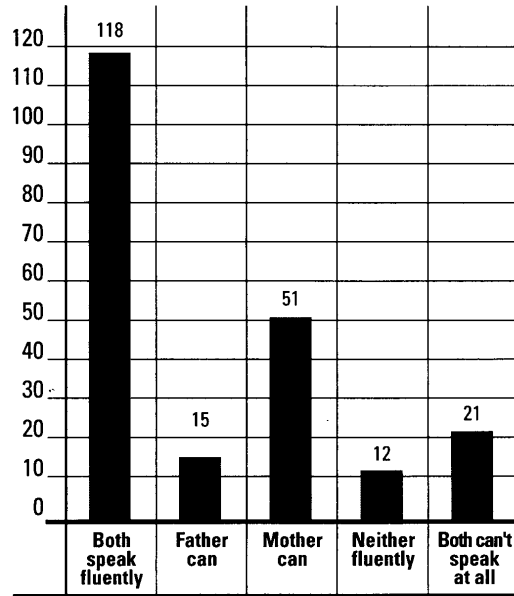
Grade	N. Calif. Branch			Bay Area Branch			Sub-Total			Southern Calif. Branch															Sub-Total	Grand Total			
Kind.	-	-	-	-	-	5	-	-	5	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31	70	75	
SubTotal	-	-	-	-	-	5	-	-	5	-	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31	70	75	
Novice	-	-	9	8	3	28	12	12	51	16	-	5	20	27	10	1	15	14	5	2	13	-	17	-	12	34	206	266	
1st	6	18	-	24	6	5	22	10	43	10	-	1	9	18	15	-	9	10	10	5	2	8	-	11	13	9	33	163	230
2nd	5	13	-	18	6	3	13	8	30	7	1	4	14	26	5	2	8	5	12	1	1	9	-	13	11	10	22	151	199
3rd	6	11	-	17	11	2	5	8	26	14	1	4	9	19	10	2	8	1	10	5	-	13	-	10	9	4	26	145	188
4th	-	12	-	12	4	2	11	10	27	7	3	-	13	20	8	3	9	-	7	6	1	5	-	10	8	-	26	126	165
5th	-	8	-	8	3	-	8	10	21	8	5	6	14	25	7	2	8	-	10	2	7	-	8	5	-	20	127	156	
6th	-	6	-	6	4	-	2	8	14	6	5	3	7	26	2	2	8	2	19	1	-	11	-	8	11	-	25	136	156
Sub-Total	17	68	9	42	15	89	66	212	68	15	23	86	161	57	12	65	33	72	33	8	66	-	77	57	35	186	1,054	1,360	
7th	-	5	-	5	4	-	4	9	17	-	3	-	12	-	2	6	-	-	9	10	-	40	-	4	-	21	107	129	
8th	-	6	-	6	-	-	5	-	5	-	5	-	4	-	3	-	-	-	4	-	1	-	54	7	8	-	12	98	109
9th	-	7	-	7	-	-	9	-	9	-	6	-	18	-	1	-	-	-	4	-	-	36	-	11	-	10	86	102	
Sub-Total	18	18	9	4	18	9	31	31	14	14	6	34	6	6	-	13	14	1	130	7	23	-	43	23	-	340	291	340	
10th	-	-	-	-	-	7	-	7	7	-	1	-	-	-	-	-	-	-	-	-	-	42	9	3	-	5	60	67	
11th	-	-	-	-	-	2	-	2	2	-	5	-	-	-	-	-	-	-	-	-	-	20	6	9	-	11	51	53	
12th	-	-	-	-	-	7	-	7	7	-	3	-	-	-	-	-	-	-	-	-	-	20	-	6	-	-	29	36	
Sub-Total	-	-	-	-	-	16	-	16	9	9	-	-	-	-	-	-	-	-	-	-	82	15	18	-	16	140	156		
Adult	-	50	-	230	-	-	-	230	230	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	300	
Total	50	50	230	-	-	230	-	230	20	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	300		
Grand Total	17	136	9	162	276	15	128	75	494	68	65	23	120	161	63	18	65	85	47	9	66	212	99	98	35	276	1,575	2,231	

Japanese Language School Unified System Survey of 217 Families

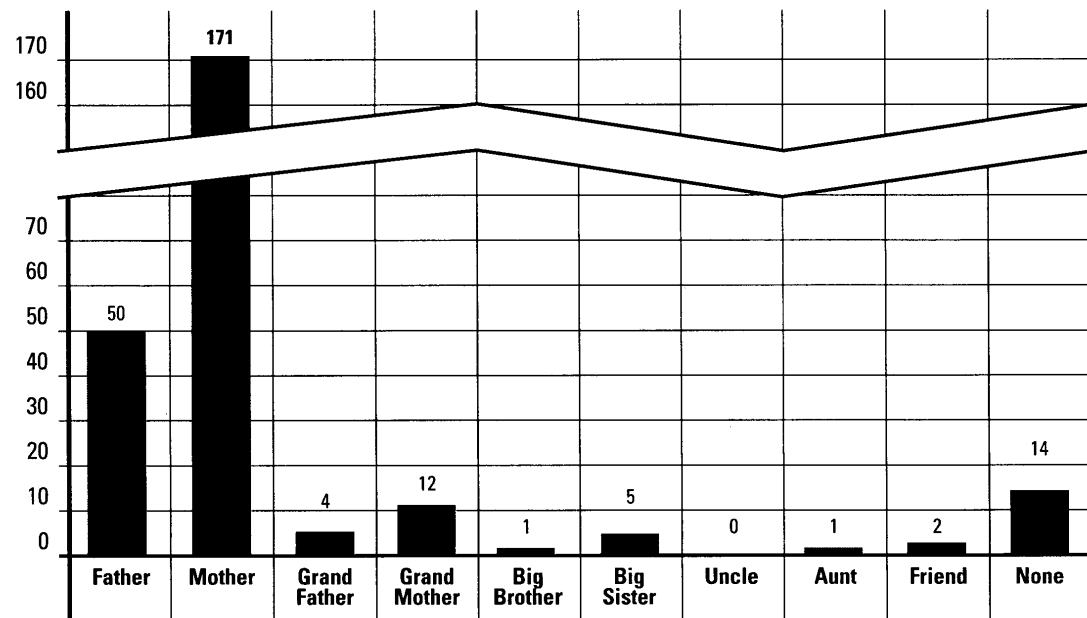
What is the dominant language spoken at home ?



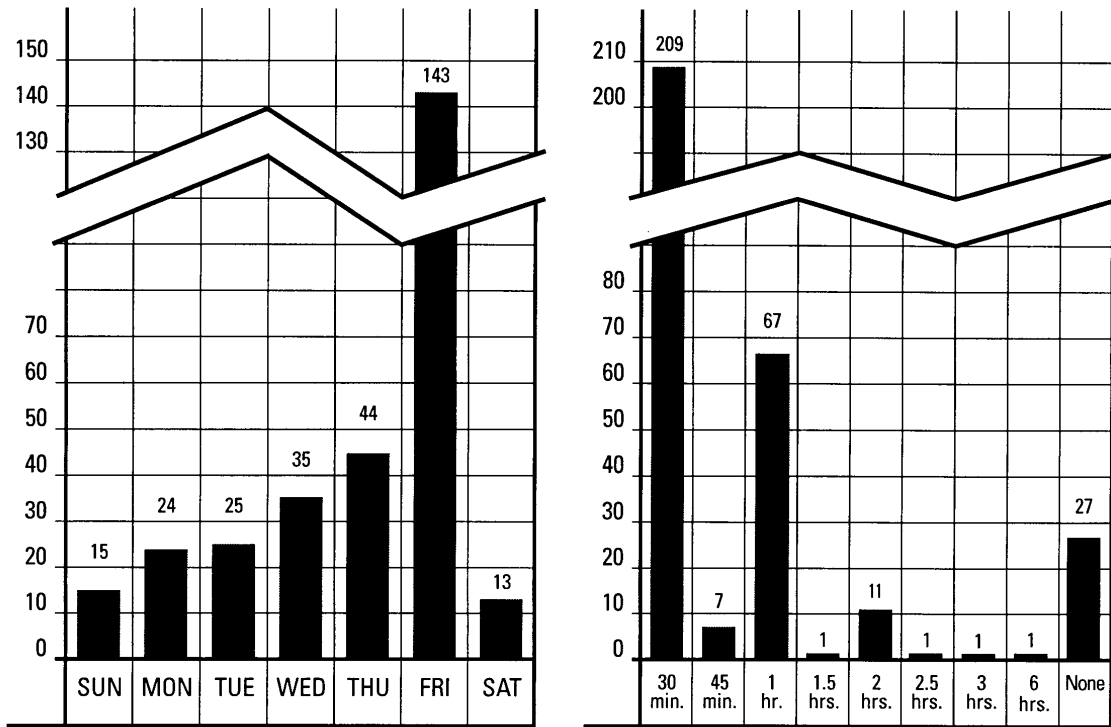
What is the conversational skill level of the parents ?



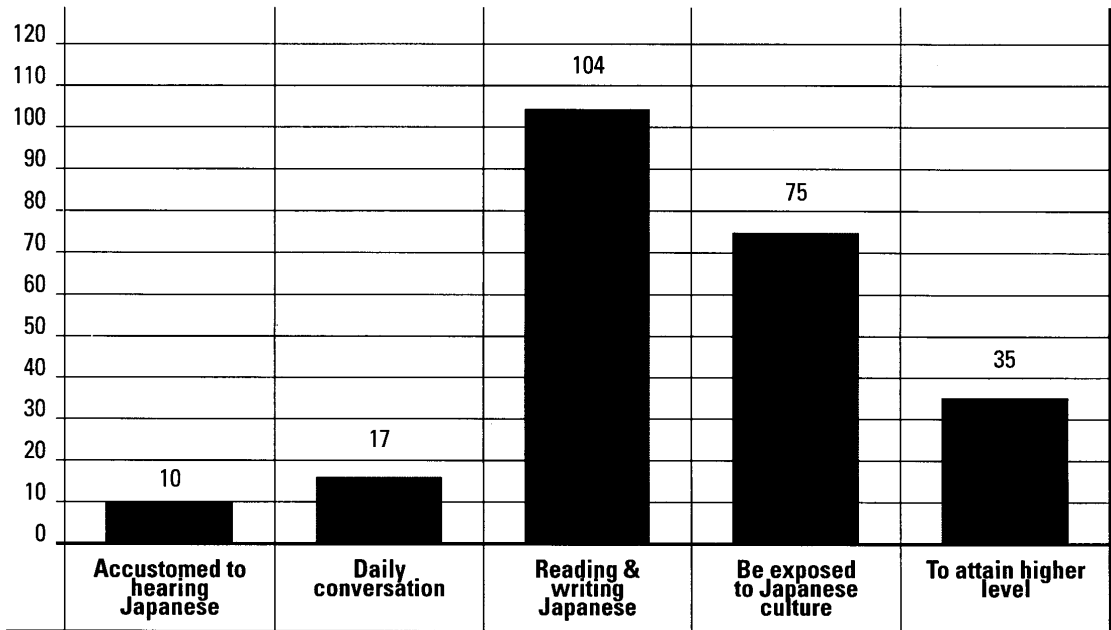
Who at home usually helps the student do the Unified system homework ?



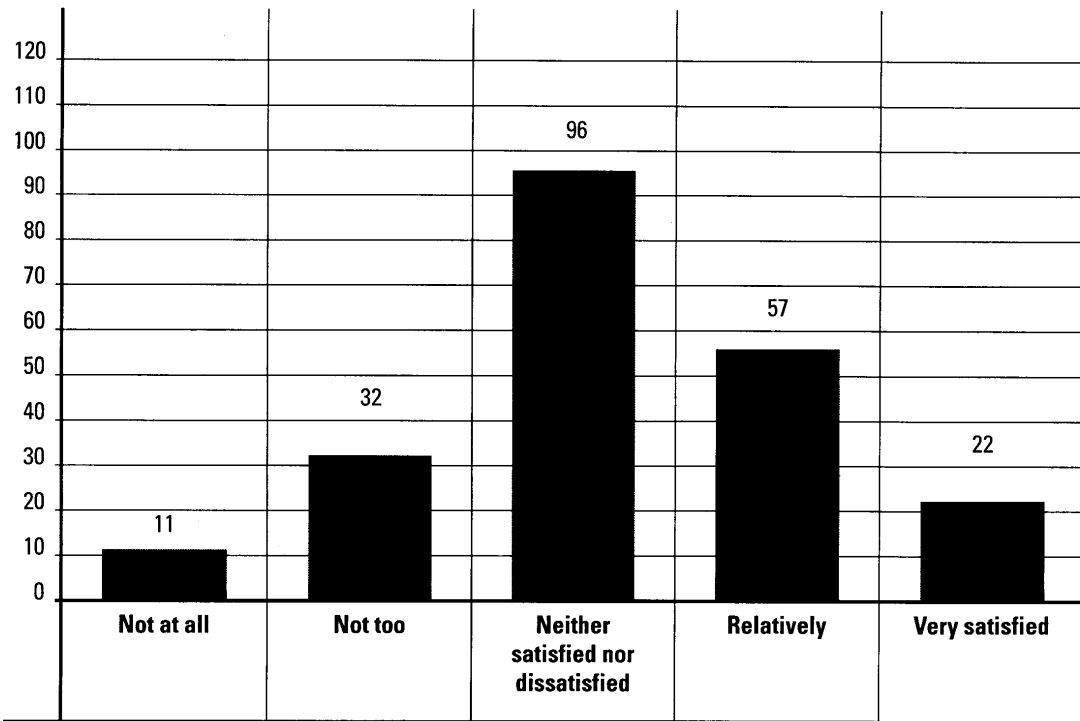
What day and how many hours are you studying at home ?



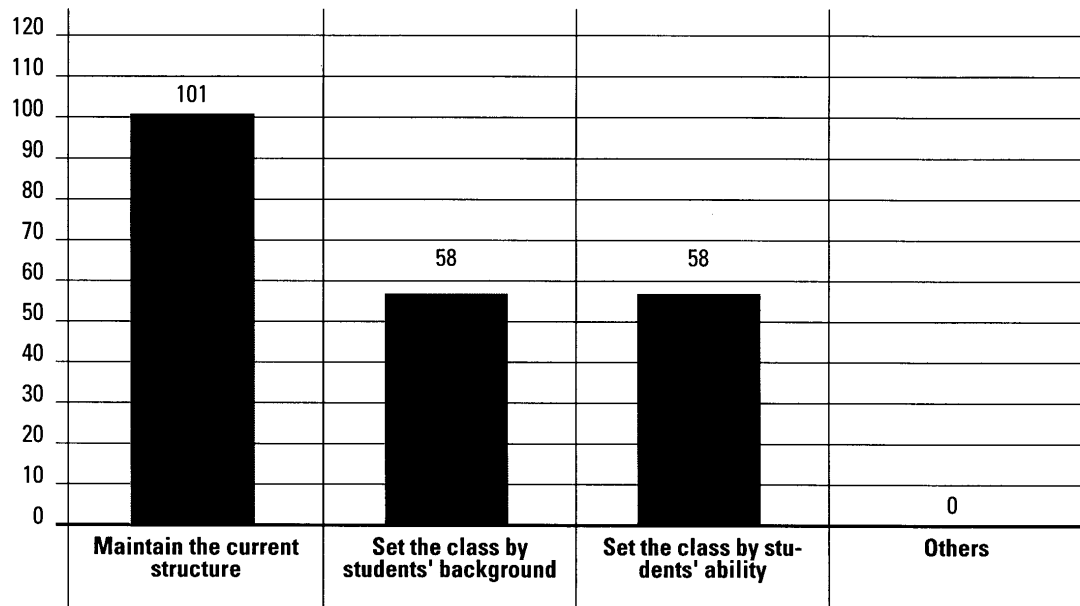
What do you expect your child to learn by attending Unified system ?



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



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



Textbooks for Pre-Collegiate Level (5)

*Supplementary Materials for the Pre-Collegiate Level
Part 2*

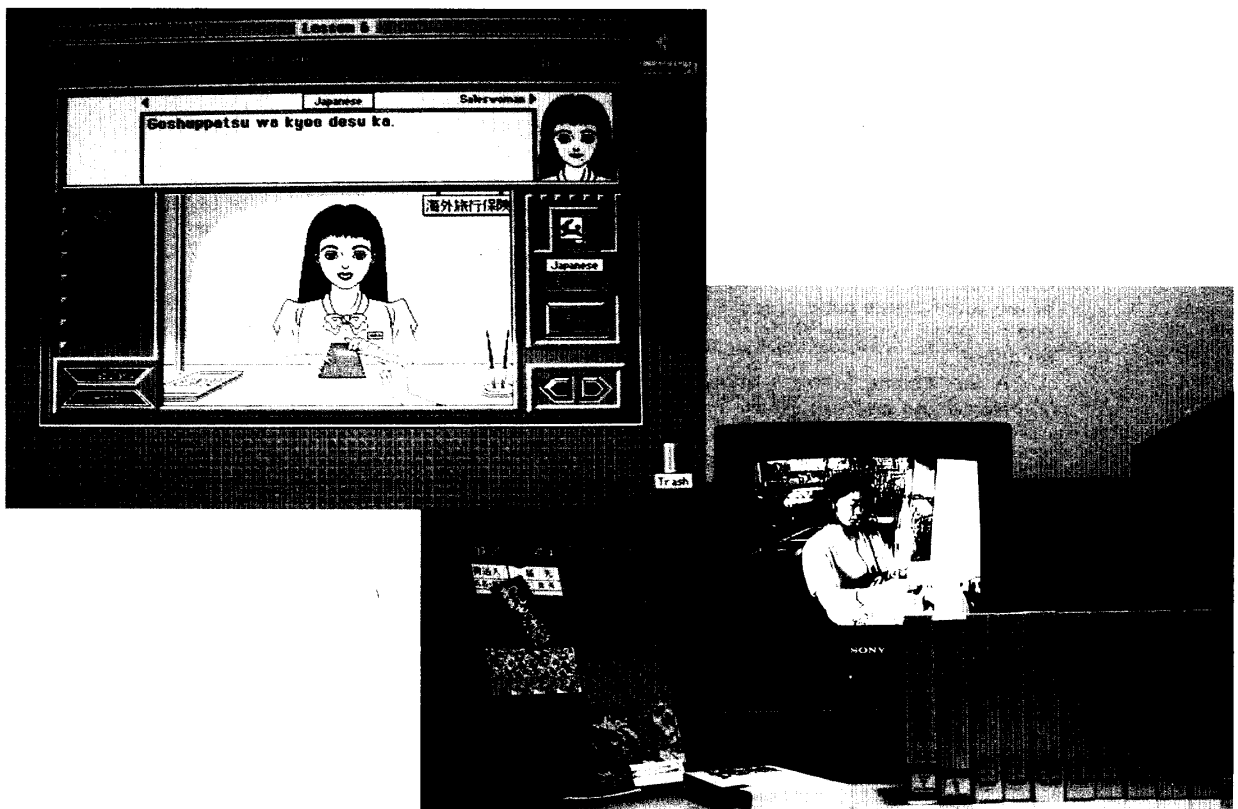
We will take another break from textbook analysis this time and introduce more supplementary materials. We don't have many CAI materials in our library yet, but we have listed the ones (for Macintosh) that you can purchase in the U.S. At present, the CAI materials are not available to check out.

前回に引き続き、Textbook Analysis を小休止して補助教材を紹介します。CAIに関してはまだまだ図書館にないのですが、とりあえずアメリカで入手可能で、中等レベルでも使用できるMacintosh用のものをのせました。現時点でCAI教材は貸出はしておりません。

Culture Title	Call No.	Year	Author	Publisher	Price	Type
Modern Japan: An Idea Book for K-12 Teachers	375.91 MO	1992	M.H. Bernson & B. Goolian, eds.	Nat'l Clearinghouse for US-Japan Studies	\$6.00 \$2.00 S+H	Culture Activities
Japanese Idea Sheets	375.91 CH	1985	The Children's Museum	The Children's Museum	\$8.45	Culture Activities
Japanese Cultural Encounters	375.91 KA	1991	H. Kataoka, et. al.	Nat'l Textbook Company	\$9.95	Culture Activities
Japan in the Classroom: Elementary & Secondary Activities	375.91 PA 1993	1993	L. Parisi w/ J. Johnson & P. Weiss	Social Science Education Consortium, Inc.	\$25.45	Culture Activities
Omiyage	810.7 TU	1990	M. Turkovich & L. Ashida	World Eagle, Inc.	\$44.95	Culture Activities
Japan Meets the West: A Case Study of Perceptions: A Secondary Teaching Unit	375.91 JA	1980	The Japan Project, SPICE	SPICE	\$34.95	Culture Lecture (handouts/slides)
The Modernization of Japan: Continuity and Change	375.91 MO	1990	The Japan Project, SPICE	SPICE	\$29.95	Culture Lecture (handouts/slides)
Opening Doors: Contemporary Japan	375.91 OP	1979	CULCON	The Asia Society, Inc.		Culture Lecture
Contemporary Japan: Teacher's Workbook	375.91 CO	1988	Columbia University	Columbia Univ.	\$47.00	Culture Lecture
Nihon Sono Sugata to Kokoro 1-12	291 NI	1989	Nippon Steel Corp.	B&CI, Inc.	¥3,090@	Video on Culture
Faces of Japan	302.1 FA			Intervoice	¥283,000	Video on Culture
Japan Today	302.1 JA	1987(?)		Intervoice	¥150,000 (10 vol. set)	Video on Culture
Safe and Sound in Japan 1-5	810.7 Bla	1992	Ken Ujje	Tokyo Shoseki	¥9,800@	Video on Culture
Visions of Japan	375.91 VI	1991	The Japan Foundation	Japan Forum	¥12,000	Visuals

Computer Assisted Instruction (CAI)						
Title	Call No.	Year	Author	Publisher	Price	Type
EasyKana & KanjiMaster		1991	HyperGlot	HyperGlot Software Co. P.O. Box 10746 Knoxville, TN 37939 (800) 726-5087	\$149.00	Mac-CAI
*Hiragana & Katakana Ver. 1.0.		1992	K. Hatasa, M. Kaga and P. Henstock	Kazumi Hatasa Dept. of FLL Purdue Univ. W. Lafayette, IN 47907	Freeware	Mac-CAI Two 3.5" HD disks
NihongoWare I-II: An Interactive Approach to Learning Business Japanese		1990 1992	Ariadne Language Link Co., Ltd.	Qualitas Trading Co. 2029 Durant Ave. Berkeley, CA 94704 (510) 848-8080	\$349.00 (I) \$399.00 (II)	Mac-CAI CD-ROM
*World Geography		1993	K. Hatasa & S. Kubota	Kazumi Hatasa Dept. of Foreign Lang. & Lit. Purdue Univ. W. Lafayette, IN 47907	Freeware	Mac-CAI Two 3.5" HD disks
Exotic Japan: An Introduction To Japanese Culture & Language		1991	Nikki Yokokura	The Voyager Co. (914) 591-5500	\$99.00	Mac-CAI CD-ROM

*You can obtain the freeware by sending the Japan Foundation Language Center (Att: 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 starting 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
- May 30, 1994 July 4, 1994
- 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 pleased 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.

