

BREEZE

The Japan Foundation language Center, Quarterly Newsletter
Number Twelve, September 1995

Survey of Teachers of Japanese on the Status in the United State

Following our survey of September 1994 -January 1995 (GENERAL SURVEY '94) on Japanese language learning in the United States (*The Breeze* No.]], April 1995), we conducted a survey on the

status of teachers (TEACHER SURVEY '95). The database of GENERAL SURVEY '94 was used for this survey whose purpose is to get to know the needs of the teachers more in detail.

1. Return Rate

Sent	Returned	%
2,103	1,238 (*54)	59%

* Persons who responded that they were not teachers. Therefore, the total number of teachers responded was 1,184.

2. Number of Teachers

Elementary Schools	Middle/Junior High Schools	High Schools	2 year Colleges	Colleges/University	Nihongo Gakuen	Other	Total
114	132	418	88	509	50	100	1,411
(129)	(74)	(619)	(135)	(803)	(186)	(127)	(2,073)

(Number in parenthesis: GENERAL SURVEY '94)

* Multiple answers possible. The total number of the teachers is 1,184 while the total number of this table is 1,411. This means that some teachers teach different levels, e.g. high school and middle school.

** The number of teachers of middle/junior high schools increased from GENERAL SURVEY '94. This is partly because in that questionnaire there was no distinction between junior and senior high schools—we asked participants to mark one level category; namely elementary, secondary, tertiary, or others—and we divided junior and senior high schools only by the names of the schools. In this TEACHER SURVEY '95 we divided the levels distinctly.

3. Title of Teachers

	Professor	Assoc. Prof.	Ass't Prof.	Teacher	Lecturer/Instructor	Teaching Ass't	Others
Elementary Schools	0	0	0	98	10	8	6
Middle/Junior High Schools	0	0	0	115	10	8	8
High Schools	0	0	0	383	31	20	6
2-Year Colleges	8	4	6	16	60	3	4
Colleges/Universities	31	46	98	27	257	50	23

*Multiple answers possible. Some teachers teach at different schools with different titles.

4. Full-time/Part-time

	Elementary Schools	Middle/Junior High Schools	High Schools	2 Year Colleges	Colleges/University	Nihongo Gakuen	Others	Total
Full-time	56	87	282	31	352	9	63	880
Part-time	51	38	122	54	142	40	32	479
N/A	7	7	14	3	15	1	5	52
Total	114	132	418	88	509	50	100	1,411

*Multiple answers possible. Some teachers teach at different schools with different status.

5. Number of Schools Teaching

	Elementary Schools	Middle/Junior High Schools	High Schools	2 Year Colleges	Colleges/University	Nihongo Gakuen	Others	Total
One	71	64	270	42	413	33	62	955
Two	28	42	93	32	55	9	18	277
Three	4	10	20	5	11	5	7	62
4 or more	7	7	16	3	5	1	5	44
Total	110	123	399	82	484	48	92	1,338

*Multiple answers possible. Some teachers teach at different levels.

6. Last Degree Earned

	Elementary Schools	Middle/Junior High Schools	High Schools	2 Year Colleges	Colleges/University	Nihongo Gakuen	Others	Total
Bachelor	75	69	208	17	82	23	25	499
Master	24	53	192	61	252	11	48	641
Ph.D	2	2	8	9	173	3	23	220
Total	101	124	408	87	507	37	96	1,360

*Multiple answers possible. Some teachers teach at different levels.

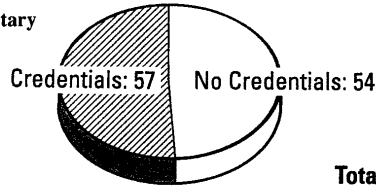
7. Major Field of Study

	Elementary Schools	Middle/Junior High Schools	High Schools	2 Year Colleges	Colleges/Universities	Nihongo Gakuen	Others	Total
Art	2	2	8	0	6	1	2	21
Asian Studies	4	3	19	8	15	0	0	49
Business/Economy	9	7	18	2	13	5	6	60
Communication/Speech	2	3	10	0	18	0	2	35
Education	30	26	86	17	58	9	14	240
English	16	11	34	8	18	9	9	105
Humanities	3	8	25	4	26	0	8	74
Japanese	11	19	65	8	48	3	12	166
Japanese/Literature	1	6	16	1	58	0	11	93
Japanese Studies	1	2	6	3	3	0	0	15
Japanese as a Second Language	2	8	17	2	16	0	2	47
Law	2	2	3	1	7	1	2	18
Linguistics	4	5	18	12	134	3	16	192
Literature	7	13	35	8	91	4	19	177
Mathematics	0	1	9	0	0	0	1	11
Music	2	4	8	0	9	2	1	26
Other Foreign Languages	6	16	54	7	19	4	5	111
Philosophy/Religion	1	1	4	0	6	0	4	16
Science	13	16	52	8	27	3	4	123
Social Science	8	10	27	7	14	2	3	71
TESOL/ESL	2	11	21	4	62	6	7	113
Others	17	13	36	8	24	8	9	115
Total	143	187	571	108	672	60	137	1,878

*Multiple answers possible.

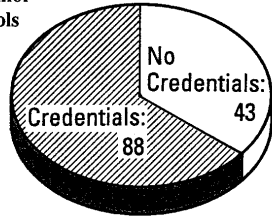
8.1 Teaching Credentials

(1) Elementary Schools



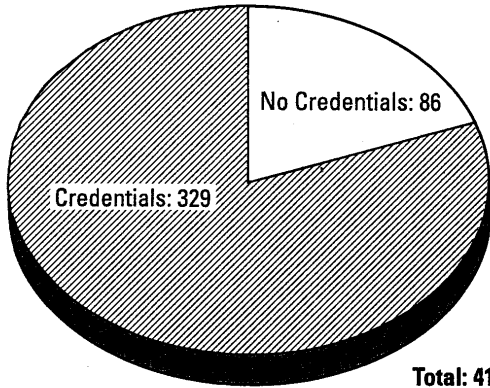
Total: 111

(2) Middle/Junior High Schools



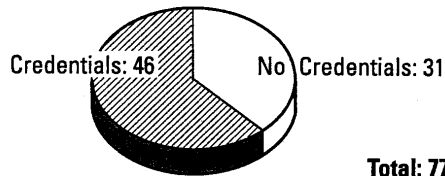
Total: 131

(3) High Schools



Total: 415

(4) 2 year Colleges



Total: 77

8.2 Types of Teaching Credentials

	Nursing	K-Elementary	Middle/Junior High School	High School	Total
Emergency:	1	7	9	11	28
Provisional/Temporary:	0	36	60	73	169
Life/Permanent:	3	83	180	218	484
Others:	1	17	29	41	88

*Multiple answers possible. Some teachers teach at different levels with the same or different types of credential.

8.3 Subjects of Teaching Credentials

Subject	Level	Nursing	K-Elementary	Middle/Junior	High Schools	2 year Colleges	Total
Anthropology		0	1	1	1	1	4
Art/Theatre		0	3	5	6	0	14
Asian Studies		0	0	0	0	1	1
Bilingual Education		0	3	3	4	0	10
Biology		0	2	4	7	0	13
Business/Economy		0	1	2	4	0	7
Chemistry		0	1	1	1	0	3
Communication		0	0	0	2	0	2
Computer Science		0	0	0	1	0	1
Education		1	2	3	4	0	10
Elementary Education		0	26	22	15	0	63
Special Education		1	4	3	3	0	11
English		0	16	42	46	0	105
Geography		0	0	3	3	0	6
History		0	0	8	11	0	19
Home Economics		0	0	1	1	0	2
Japanese		1	73	180	236	29	519
Journalism		0	1	1	1	0	3
Law		0	1	1	1	0	3
Literature		0	2	8	6	0	16
Mathematics		0	4	10	12	0	26
Music		0	3	4	4	0	11
Other Foreign Language		2	17	50	65	3	137
P.E./Health		0	0	4	5	0	9
Physics		0	1	1	1	0	3
Political Science		0	0	1	1	0	2
Psychology		0	0	2	2	1	5
Religion		0	0	1	1	0	2
Science		0	3	6	10	0	19
Social Science		0	4	30	33	2	69
Teso/ESL		0	11	16	18	1	46
Others		1	11	10	11	4	37
Total		7	190	423	516	42	1,178

*Multiple answers possible.

8.4 Teaching Credentials by State

State	Nursing	K-Elementary	Middle/Junior	High Schools	2 year Colleges	Total
NORTHEAST						
Connecticut	0	0	1	3	0	4
Maine	0	1	1	0	0	2
Massachusetts	0	0	1	2	0	3
New Jersey	0	4	6	6	0	16
New York	3	6	8	12	0	29
Pennsylvania	0	4	8	8	0	20
Rhode Island	0	0	1	1	0	2
Vermont	0	1	2	2	0	5
SO. ATLANTIC						
Alabama	0	1	2	3	0	6
Florida	0	3	2	3	0	8
Georgia	0	3	2	2	0	7
Kentucky	0	2	0	0	0	2
Maryland	1	3	3	4	0	11
North Carolina	0	0	1	1	0	2
Tennessee	0	1	1	0	0	2
Virginia	1	7	10	11	1	30
MIDWEST						
Illinois	0	4	4	5	0	13
Indiana	0	5	16	20	1	42
Iowa	0	0	5	6	0	11
Kansas	0	0	1	3	0	4
Michigan	0	4	8	8	0	20
Minnesota	0	3	7	8	0	18
Missouri	0	8	12	12	0	32
Nebraska	0	2	3	3	0	8
Ohio	0	8	13	14	0	35
Wisconsin	0	8	20	20	0	48

State	Nursing	K-Elementary	Middle/Junior	High Schools	2 year Colleges	Total
SOUTH CENTRAL						
Texas	0	2	5	6	0	13
ROCKY MOUNTAIN						
Arizona	0	2	2	3	3	10
Colorado	0	2	1	4	0	7
Idaho	0	0	1	2	0	3
Montana	0	0	0	0	1	1
Nevada	0	2	3	3	0	8
New Mexico	0	0	1	1	0	2
Utah	0	0	11	14	0	25
PACIFIC COAST						
Alaska	0	5	6	8	0	19
California	0	12	24	30	28	94
Oregon	0	9	17	24	0	50
Washington	0	37	49	56	0	142
OTHERS						
Hawaii	0	2	34	49	2	87
TOTAL	5	151	292	357	36	841

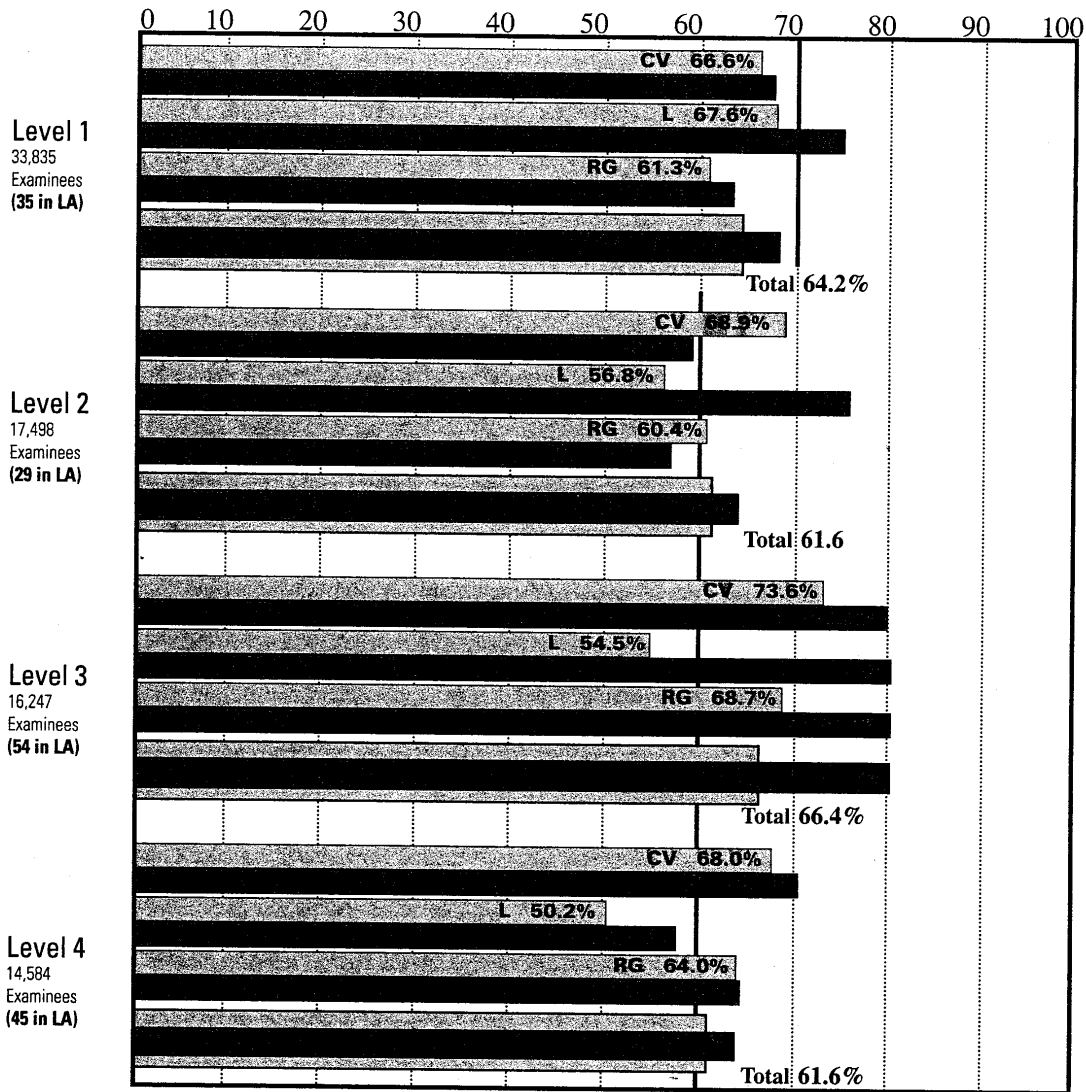
*Multiple answers possible. Some teachers teach at different levels and in different states.

9. Native Language

	Elementary Schools	Middle/Junior High Schools	High Schools	2 Year Colleges	Colleges/Universities	Nihongo Gakuen	Others	Total
Japanese	94 (82%)	78 (59%)	188 (45%)	72 (82%)	408 (80%)	48 (96%)	78 (78%)	966 (68%)
English or Other Language	20 (18%)	54 (41%)	226 (54%)	16 (18%)	99 (19%)	2 (4%)	22 (22%)	439 (31%)
Bilingual	0	0	2	0	1	0	0	3
N/A	0	0	2	0	1	0	0	3
Total	114	132	418	88	509	50	100	1,411

Results of the 1994 Japanese Language Proficiency Test

Comparison between Worldwide and Los Angeles Scores: Mean Percentage per Test & Total Scores



CV=Character & Vocabulary Test (100pts) L=Listening Test (100pts) RG=Reading & Grammar Test (200pts)
 =Worldwide =LA All examinees in the percentile at & above this line for total score received certificates

<p>THE JAPAN FOUNDATION</p> <p>The Japanese-Language Proficiency Test</p> <p>The test is devised to measure and certify Japanese proficiency for non-native speakers levels 1 through 4.</p> <p>Date: Sunday, December 10, 1995</p>	<p>Locations: Los Angeles / Chicago / New York / Vancouver</p> <p>Application Period: September 18 to October 18, 1995</p> <p>Application Fee: Los Angeles, Chicago & New York: Level 1 & 2 US \$50.00 Level 3 & 4 US \$30.00 Vancouver: Level 1 & 2 Canadian \$35.00 Level 3 & 4 Canadian \$25.00</p>	<p>Host Institutions:</p> <p>Los Angeles: The Japan Foundation Language Center Tel: (310) 449-0027 Fax: (310) 449-1127</p> <p>Chicago: University of Chicago Tel: (312) 702-2715 Fax: (312) 702-8260</p> <p>New York: Columbia University Tel: (212) 854-5500 Fax: (212) 678-8629</p> <p>Vancouver: Douglas College Tel: (604) 527-5493 Fax: (604) 527-5516 E-mail: berwick@douglas.</p>
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Japanese-Related Discussion Lists on the Internet

What is a discussion list? Discussion lists are an easy way for many internet users to have “round table” discussions on various topics. By subscribing to a discussion list, one can post all members of the list and can receive all postings. The following are some internet discussion list for Japanese teachers or students.

GAKUSEI-L (students list for exchanging information and communicating in Japanese using romaji)

Subscription/Unsubscription address: LISTPROC@uhunix.uhcc.hawaii.edu
Posting address: GAKUSEI-L@uhunix.uhcc.hawaii.edu
List Owner: kimoto@uhunix.uhcc.hawaii.edu (Laura Kimoto)

JAPANIMMERS* (by Japanese Immersion Education Network)

Subscription/Unsubscription address: MAJORDOMO@lists.uoregon.edu
Posting address: JAPANIMMERS@lists.uoregon.hawaii.edu
List Owner: immersion@uoregon.uoregon.edu (John Gever)

JLIT (Japanese Literature List)

Subscription/Unsubscription address: JLIT-L@vm.cc.purdue.edu
Posting address: JLIT-L@vm.cc.purdue.edu
List Owner: kazumi@sage.cc.purdue.edu (Kazumi Hatasa)

LSLAR (Japanese as a Second Language Acquisition Researchers)

Subscription/Unsubscription address: MAILSERV@oregon.uoregon.edu
Posting address: JSLAR@oregon.uoregon.edu
List Owner: kanagy@darkwing.uoregon.edu (Ruth Kanagy)

JTIT-L (Japanese Teachers and Instructional Technology)

Subscription/Unsubscription address: LISTSERV@psuvm.psu.edu
Posting address: JTIT-L@psuvm.psu.edu
List Owner: tomita@kenyon.edu (Hideo Tomita)

NIHONGO (for Japanese language educators to post questions, problems, or success stories)

Subscription+
Unsubscription address: NIHONGO-request@oregon.uoregon.edu
Posting address: NIHONGO@oregon.uoregon.edu
List Owner: OSSHE and the Yamada Language Center, University of Oregon
+ For inquiries about subscription contact: Carl Falsgraf
(falsgraf@oregon.uoregon.edu)

NIHONGOTALK (for people to communicate in Japanese using kana and kanji)**

Subscription/Unsubscription address: NIHONGOTALK-REQUEST@kenyon.edu
Posting address: NIHONGOTALK@kenyon.edu
List Owner: tomita@kenyon.edu (Hideo Tomita)

SLART (Second Language Acquisition Researchers and Teachers)

Subscription/Unsubscription address: LISTSERV@cunyvm.cuny.edu
Posting address: SLART-L@cunyvm.cuny.edu
List Owner: KGAHC@cunyvm.cuny.edu (Kate Garretson)

How to SUBSCRIBE (Generic Instruction):

161. Send a message to a **SUBSCRIPTION e-mail address** above. Note: Do not use the posting address for subscription.
162. Leave the subject line blank.
163. In the body of the message, type the following:
164. SUBSCRIBE listname yourname
e.g. SUBSCRIBE JTYF-L Taro Yamada
***Note:** For Japanese Immersion, type:
SUBSCRIBE JAPANIMMERS
END

****Note:** For NihongoTalk, your name is not required. Just type:
SUB NIHONGOTALK
4. Send the message.

How to POST a message on a list:

1. Send a message to a **POSTING e-mail address**.
2. Type the subject line (preferred).
3. In the body of the message, type your message.
4. Send the message.

How to UNSUBSCRIBE (Generic Instruction):

1. send a message to a **SUBSCRIPTION e-mail address** above.
Note: Do not use the posting address for unsubscription.
2. Leave the subject line blank.
3. In the body of the message, type the following:
UNSUBSCRIBE listname yourname
e.g. UNSUBSCRIBE JIIT-L Taro Yamada
***Note:** For Japanese Immersion, type:
UNSUB SCRIBE JAPANIMMERS END
****Note:** For NihongoTalk, your name is not required. Just type:
UNSUB NIHONGOTALK
4. Send the message.

On Articulation Between Pre-Collegiate Levels and Postsecondary Levels (4)

Minnesota Articulation Efforts in Japanese

Patricia M. Thornton

Susan B. Anthony Community Middle School, Minneapolis, MN

In the absence of national curriculum in the United States, articulation in any and every subject will always be a complex issue. The tendency for American youth to be mobile in their choice of high school studies, moving across district, city, and even state lines, coupled with the physical and philosophical vastness of the American education system, makes seamless articulation between educational levels and among educational institutions a seemingly unattainable dream. The solid history of states' rights in issues of education and the American teachers' orientation toward autonomy in their classrooms create a situation that is far removed from the carefree orchestrated curriculum, mythologies and materials supervised by the Japanese *mombusho*. However, this does not mean that articulation is a hopeless cause; indeed, in many states, individual districts are working together to achieve a system of goals, curriculum, practices and assessment that will lead to better communication among teachers. The Critical Languages Articulation project, currently being jointly conducted by Minneapolis Public Schools and the University of Minnesota, is one such effort.

The project has a three year scope and is funded by the United States Department of Education. The goal of the Critical Language Articulation project to increase the effectiveness of language teaching and the persistence of language learners pursuing instruction in Japanese and Russian in the state of Minnesota. Over the course of three years, instructors of Japanese and instructors of Russian in Minnesota public schools and researchers from the University of Minnesota's Center for Advanced Research in Language Acquisition (CARLA) are collaborating in the development, implementation, and assessment of an articulated set of performance standards for students, studying Russian from grades kindergarten through twelve and matriculating into college or university study and for students studying Japanese from grades 7 through 12 and matriculating into college or university study period.

During the first year of the project, participating Minneapolis teachers, in close collaboration with educators from the Minnesota Second Language Articulation Project (which works mainly with west-

ern languages), second language faculty from the University of Minnesota and researchers from CARLA worked to identify student performance standards in five areas of language study. Additionally, special emphasis was placed on teaching teachers to develop and use proficiency-based assessment strategies including oral proficiency interview instruments. The objective of the project participants in developing these instruments and strategies is to collaborate in the assessment of student performance so that students moving from school to school, system to 'system, or level to level will more easily join an established curriculum without losing time or academic credits.

During the second year of the project the performance standards will be supported through the writing of an enhanced curriculum. The Japanese curriculum will develop in detail the five areas of the performance standards which are *communicative, socio-cultural, learning how to learn, language and cultural awareness, and general knowledge*. The performance standards are predicated upon the specification of five years of continuous successful student study and learning as demonstrated by student progression on authentic assessment in the classroom. The performance standards are written with the assumption that the students involved in that length of study will spend time after high school or college in Japan and consequently, the curriculum being developed focuses on our thematic, functional approach to Japanese language acquisition with sufficient study of grammar and reading and writing as preparation for college studies. The specifics of the *communicative* and *socio-cultural* performance standards are:

COMMUNICATIVE

Goal

to communicate in Japanese

Standard

student is able to function in sustained communicative exchanges to meet life needs in Japan

Definition

*student socializes at an appropriate register with peers

*student seeks and exchanges necessary oral and written information to meet needs of daily life in Japan

- *student can get things done (e.g. telephone, transportation, doctors etc. in Japanese society)
- *student can express and elicit attitudes
- *student can organize and maintain communication

SOCO-CULTURAL

Goal

to understand daily aspects of Japanese life

Standard

student demonstrates appropriate procedural cultural acts, gestures and body language using Japanese

Definition

*student modifies personal verbal and non-verbal language to eliminate the existential "I" structure of English

*student modifies personal verbal and non-verbal language to demonstrate understanding of age, class, and gender stratification of Japanese society

*student modifies personal verbal and non-verbal language to demonstrate understanding of the concept *uchi* and *soto*

*student understands and imitates Japanese community etiquette

The remaining three standards of *language and cultural awareness, learning how to learn* and *general knowledge* have similar outlined steps for content instruction. The thrust of the second summer of the project will be the writing of specific curricula for the middle school and high school Japanese program in Minneapolis to allow for a smooth transition for the students between levels and to work with University of Minnesota staff to continue the progression beyond the secondary level.

An integral component of the Critical Language Articulation project is the development of proficiency

based languages tests for middle school and secondary students that also have meaning at the college and university levels. The curriculum developed by the Minneapolis teachers will support the standards areas and the goal of preparation of students for living experiences in Japan, and similarly, that assessment instruments will support and enhance the curriculum. To achieve this, the development of these tests is being overseen by an assessment specialist from the University of Minnesota. The reliability and accuracy of the assessment instruments will be continually checked and modified to reflect the focus of the curriculum.

At the end of this three year project, Japanese (and Russian) teachers in Minneapolis Public Schools working in conjunction with second language faculty and CARLA staff from the University of Minnesota will have established common performance standards for their students, defined and written an articulated curriculum between levels of instruction through the first year of university or college-level Japanese, implemented a wider set of pedagogic strategies in delivering language instruction, and integrated a new system of assessment which are consistent with agreed upon performance standards. The establishment of these standards are materials which will help teachers at all levels more effectively to prepare students of Japanese for college-level study and simultaneously assist college level instructors in the design of their courses. The secondary curriculum, designed within a functional-use context, is expected to lead to much greater persistence on the part of students in learning the critical language of Japanese so that more students will go on to pursue more advanced Japanese study and achieve greater fluency.

Indiana Articulation Efforts in Japanese

Kurt Bringerud, Arsenal Technical High School/Coleman Middle School Indianapolis, IN

Much has been happening in the state of Indiana regarding the articulation between colleges and secondary schools since the first official forum to discuss this issue was convened on the Indiana University campus in March of 1994. Four events in particular which represent the progress being made on this issue within the state of Indiana will be recounted here.

1.) The Ball State University workshop to increase awareness and appreciation of Japanese culture: This workshop was made possible by a grant received from the Indiana Department of Education, involved twenty people from four different school districts (both teachers and administrators) and covered a six week period over two consecutive summers (1994, 5). The first half of the workshop (held the summer of 1994) was devoted to the formal study of the

Japanese language and culture at the Ball State University campus at Muncie. The second half of the workshop was spent traveling around in Japan from Sapporo to Hiroshima with a particular emphasis on providing the American educators with the opportunity to interact with their Japanese counterparts (particularly in the Sapporo area). As far as the articulation issue is concerned, the American educators came away from the experience not only with a greater awareness and appreciation of the Japanese language and culture as reflected by an increased sense of the importance of making Japanese language instruction available to students at the pre-collegiate level, but also with an increased awareness of the number and types of courses involving the Japanese language and culture being offered at the collegiate level and a better sense of how to both encourage and equip their students to make a long-term commitment to the study of Japanese.

2.) The Indiana University USDE Enhancement Workshop: This workshop, like the one offered by Ball State University, has also been divided into two parts over two consecutive summers (beginning the summer of 1995). Unlike the Ball State University program, however, this program is ten weeks long, begins with a study trip to Japan and is aimed specifically at equipping pre-collegiate Japanese teachers to be more effective educators in the classroom. Towards this end, the workshop has two distinct emphases: First, to provide the participants with the opportunity to develop their language skills and, second, to provide Japanese teachers with an opportunity to interact with each other, not only to share ideas as to how to improve the quality of instruction, but also to cooperate with each other in a joint project to create an actual instructional unit which can be field tested in the classroom, polished and disseminated to other interested parties. This workshop has been made possible by a grant from the U.S. Department of Education. Both the application for the grant and the planning of the workshop required the cooperation of two universities (Indiana University and Earlham College) and three school corporations in Indiana. While the morning sessions

have been devoted to the furthering of language skills, the afternoon sessions have been devoted to the discussion of Japanese pedagogy and, as such, have provided the participants (pre-collegiate teachers) with the additional opportunity to discuss with their instructors (collegiate teachers) the various differences in instruction that exist between the two education levels.

3.) The Columbus Japanese immersion camp for high school students: This year marks the third anniversary of the camp which has been lengthened from one to three days and has been made possible by a Foreign Language Assistance Program grant through the Indiana Department of Education. At the camp, high school teachers of Japanese and college students (both native and non-native speakers of Japanese) work side by side to teach both Japanese language and culture to the students. Also this year, for the first time, representatives of Indiana University, Earlham College, Ball State University, and Franklin College made appearances at the camp in order to display the textbooks they use and to answer students' questions regarding their respective Japanese programs.

4.) Arsenal Technical High School's Japanese immersion mini-camp. For the second consecutive year Arsenal Technical High School (aka ATHS) of the Indianapolis Public School Corporation and the locus of that corporation's Foreign Language Magnet Options Program has offered weekly summer-long courses in the critical languages so that students of these languages may continue their studies over the summer months and thus avoid the deterioration of language skills that inevitably occurs during a long moratorium from foreign language study. This year the camp instructors are graduate students from Indiana University who will ultimately take the participating students to Indiana University (during the first week in August) for an entire week of immersion in the target language. This experience should: 1.) Help students to improve their language skills. 2.) Encourage the students to continue their study of the target language and 3.) Give them a small taste of college life and, hopefully, encourage

them to continue their study of the language beyond high school.

Additional organizations, people and programs that are contributing to the improvement of articulation between collegiate and pre-collegiate Japanese programs that are worth mentioning here would include:

- a.) The Association of Indiana Teachers of Japanese which, through its bi-annual newsletter, quarterly meetings and membership is working very hard to encourage interaction between collegiate and pre-collegiate educators.
- b.) The JALEX Program which has begun to turn its attention and allocate some of its considerable resources to this issue.
- c.) The following professors of Japanese have been working mightily to improve articulation between the two educational levels:
 - i.) Professor Yasuko Ito Watt who is the head of the East Asian Studies Center and director of the East Asian Summer Language Institute at Indiana University. Professor Watt is also a co-applicant and coordinator for the U.S.D.E. Enhancement Project

(described above) and a member of the Association of Indiana Teachers of Japanese (henceforth to be referred to as AITJ).

ii.) Professor Akiko Kakutani who is head of the Japanese Department at Earlham College, a Japanese pedagogy expert, co-applicant and coordinator for the U.S.D.E. Enhancement Project and secretary of the AITJ.

iii.) Professor Sadatoshi Tomizawa who is head of the Japanese Department at Ball State University, coordinator of the Ball State workshop (described above), and vice president of the AITJ.

iv.) Professor Hatasa of Purdue University who has developed a great deal of Japanese share-ware programs for Macintosh computers.

As one can see from the plethora of evidence presented above, the articulation problem, while it has not yet been solved for the state of Indiana, is being given the priority and thus the attention of many talented and influential people at all levels of education across the state. With the continued efforts of such dedicated people a remedy for this nettlesome issue cannot be far away.

Recipients of The Japan Foundation Language Center Mini-Grant Programs August-December 1995

Workshops and Conference Grant Program

- 1. British Columbia Japanese High School Teachers Study Group
"British Columbia Japanese High School Teachers"
August 28 – 29, 1995
\$1,500.00
- 2. Northeast Association of Secondary Teachers of Japanese
"The NEASTJ Third Annual Conference for Teachers of Japanese"
October 21 – 22, 1995
\$1,000.00

- 3. The Teachers of Japanese in Southern California "The TJSC '95 Fall Workshop"
November 5, 1995
\$120.00

Association Grant Programs

- 1. Southwestern Secondary Teachers of Japanese, Southern California (SWSTJ-So. Cal.)
\$2,000.00

Travel Grant Programs (Within the U.S.)

- 1. Hiromi Peterson
Honolulu, HI
"1995 ACTFL Meeting, The 1st NCSTJ

- Conference in conjunction with ACTFL"
November 17-21, 1995
\$616.00
2. Yoko Kano
Wilmington, NC
"1995 ACTFL Meeting" November 17-21,
1995
\$794.00
 3. Joy Kawamoto Cerritos, CA
"1995 ACTFL Meeting" November 17-21,
1995
\$95.00
 4. Atsumi Tsukimori Spokane, WA "1995
ACT FL Meeting"
November 17-21,1995
\$495.00
 5. Yumiko Guajardo
Pima Community College
Tucson, AZ
"1995 ACT FL Meeting"
November 18-20,1995
\$418.88

Workshops and Conferences Grant Program

1. British Columbia Japanese High School
Teachers
Study Group
"British Columbia Japanese High School
Teachers
Summer Conference
August 28-29, 1995
\$1,500.00
2. Northeast Association of Secondary
Teachers of Japanese
"The NEASTJ Third Annual Conference for
Teachers of Japanese"
October 21-22, 1995
\$1,000.00
6. Teruyo Yuasa Sunnyvale, CA "1995
ACTFL Meeting"
November 18-21, 1995
\$335.00
7. Mitsuko Soper Lake Oswego, OR
"1995 ACTFL Meeting" November 18-20,
1995
\$285.00

Recipients of The Japan Foundation Language Related Programs 1995/96

L Salary Assistance Pro gram for Full-Time Japanese Language Teachers

1. University of Kentucky, Lexington, KY
2. University of Alaska, Anchorage, Anchorage, AK
3. Portland Public Schools, Portland, OR
4. Grove Junior High School, Elk Grove, IL

IL Training Pro gram for Foreign Teachers of the Japanese Language

Short-Term

1. Angela Noll / Kent School, Kent, CT
2. Christina Ann Harpster / Wissahickon Middle School, Atnbler, PA
3. Connie Schuler / The Governor's School of Government & International Studies, VA
4. Cheryl Fischer / Mifflin Middle School, Columbus, OH
5. Dena Hillman / West Bloomfield Schools, West Bloomfield, MI
6. Charles Geiss / Valparaiso High School, Valparaiso, IN
7. Steven Emslander / Wisconsin Rapids Public Schools, Wisconsin Rapids, WI
8. Jennifer Pedersen / Franklin Learning Center, Omaha, NE
9. Susumu Sam Arishita / Skyline High School, Salt Lake City UT

Japanese Abroad

1. Sharley Chang / Glen Oak High School, Canton, OH
2. Mieko Ikeno / Menomonee Falls High School, Menomonee Falls, WI

III. Assistance Program for the Development of Japanese-Language Teaching Resources

(printed materials)

The California Association of Japanese Language Schools, Inc.
Los Angeles, CA
"Yasashii Nihongo" Intermediate

(Audio -visual)

Medius Corporation
Palo Alto, CA
"Mikan Software System"

IV. Japanese Language Education Fellowship Program

Ken'ichi Ujie / Washington and Lee University, Lexington, VA

V. Japanese Language Teaching Materials Donation Program

(Collegiate)

1. The University of Vermont, Burlington, VA
2. Boston College, Chestnut Hill, MA
3. Bridgewater State College, Bridgewater, MA
4. Harvard University, Cambridge, MA
5. Smith College, Northampton, MA
6. Brown University, Providence, RI
7. Queens College of the City University of New York, NY
8. Skidmore College, Saratoga Springs, NY
9. St. Lawrence University, Canton, NY
10. The City College of New York (CUNY), New York, NY
11. The New School for Social Research, New York, NY
12. Fairleigh Dickinson University, Teaneck, NJ
13. Princeton University, Princeton, NJ
14. Trenton State College, Trenton, NJ
15. Franklin and Marshall College, Lancaster, PA
16. Lehigh University, Bethlehem, PA
17. Lincoln University, Lincoln, PA
18. Temple University, Philadelphia, PA
19. George Washington University, Washington DC
20. Christopher Newport University, Newport News, VA
21. The College of William & Mary, Williamsburg, VA
22. Tidewater Community College, Chesapeake, VA
23. University of Richmond, Richmond, VA
24. University of Virginia, Charlottesville, VA
25. Washington and Lee University, Lexington, VA
26. St. Andrews Presbyterian College, Laurinburg, NC
27. University of North Carolina-Wilmington, Wilmington, NC
28. University of North Carolina-Chapel Hill, Chapel Hill, NC
29. Clemson University, Clemson, SC

30. College of Charleston, Charleston, SC
31. University of South Carolina, Columbia, SC
32. Florida Atlantic University, Boca Raton, FL
33. Northern Kentucky University, Highland Heights, KY
34. Louisiana State University, Shreveport, LA
35. University of New Orleans, New Orleans, LA
36. Lansing Community College, Lansing, MI
37. Depaw University, Greencastle, IN
38. Indiana University-Purdue University, Indianapolis, IN
39. Indiana University, Bloomington, IN
40. University of Wisconsin, Oshkosh, Oshkosh, WI
41. College of DePage, Glen Ellyn, IL
42. DePaul University, Chicago, IL
43. Illinois Benedictine College, Lisle, IL
44. Illinois Wesleyan University, Bloomington, IL
45. Knox College, Galesburg, IL
46. Northwestern, Evanston, IL
47. University of Illinois at Urbana-Champaign, Urbana, IL
48. Gustavus Adolphus College, St. Peter, MN
49. Macalester College, St. Paul, MN
50. The University of Minnesota, Minneapolis, MN
51. St. Edward's University, Austin, TX
52. New Mexico State University, Las Cruces, MN
53. The University of New Mexico, Albuquerque, MN
54. Arizona State University, Tempe, AZ
55. Utah State University, Logan, UT
56. University of Nevada-Reno, Reno, NV
57. Eastern Washington University, Cheney, WA
58. Saint Martin's College Lacey, WA
59. Shoreline Community College, Seattle, WA
60. Spokane Falls Community College, Spokane, WA
61. Whatcom Community College, Bellingham, WA
62. Linfield College, McMinnville, OR
63. Pacific University, Forest Grove, OR
64. Shoreline Community College, Seattle, WA
65. Willamette University, Salem, OR
66. California Polytechnic State University, San Luis Obispo, CA
67. MiraCosta College, Oceanside, CA
68. Ohlone College, Fremont, CA
69. Orange Coast College, Costa Mesa, CA
70. San Joaquin Delta College, Stockton, CA
71. University of California-Berkeley, Menlo Park, CA
72. University of California-Santa Barbara, Santa Barbara, CA
73. Kauai Community College, Lihue, HI

(Pre-Collegiate)

74. Exeter Area High School, Exeter, NH
75. St. Paul's School, Concord, NH
76. Fairhaven/New Bedford-Tosashimizu Sister City Committee, Inc., c/o Millicent Library, Fairhaven, MA
77. Middletown High School, Middletown, RI
78. Saint Ann's School, Brooklyn, NY
79. To'smsend Harris High School at Queens College, Flushing, NY
80. High Tech High School, North Bergen, NJ
81. New Providence High School, New Providence, NJ
82. Tenafly High School, Tenafly, NJ

83. Shaler Area High School, Pittsburgh, PA
84. Walt Whitman High School, Bethesda, MD
85. Clover Hill High School, Midlothian, VA
86. Cooper Middle School, McLean, VA
87. The Governor of Virginia's School for Government & Int'l Studies, Richmond, VA
88. Broughton High School, Raleigh, NC
89. Carnage Middle School, Raleigh, NC
90. Career Center, Winston-Salem, NC
91. Emsley Laney High School, Wilmington, NC
92. John T. Hoggard High School, Wilmington, NC
93. McMichael High School, Mayodan, NC
94. Morehead High School, Eden, NC
95. New Hanover High School, Wilmington, NC
96. Meadowcreek High School, Norcross, GA
97. Florida Air Academy, Melbourne, FL
98. Palm Bay High School, Melbourne, FL
99. Episcopal School of Baton Rouge, Baton Rouge, LA
100. Academy of World Languages, Cincinnati, OH
101. GlenOak High School, Canton, OH
102. Blackford High School, Hartford City, IN
103. Bluffton Middle School, Bluffton, IN
104. Carmel Clay Schools, Carmel, IN
105. LaSalle High School, South Bend, IN
106. Mt. Pleasant Township Community School Corp., Yorktown, IN
107. Terre Haute South Vigo High School, Terre Haute, IN
108. Aldo Leopold School, Green Bay, WI
109. Amherst High School, Amherst, WI
110. Beaver Dam Middle School, Beaver Dam, WI
111. Clovis Grove School, Menasha, WI
112. Forest Park Middle School, Franklin, WI
113. Madison West High School, Madison, WI
114. Menomonee Falls High School, Menomonee Falls, WI
115. North High School, Eau Claire, WI
116. Riverside University High School, Milwaukee, WI
117. Saint Francis High School, Saint Francis, WI
118. Frances Xavier Warde School, Chicago, IL
119. Kenwood Academy, Chicago, IL
120. Murray Language Academy, Chicago, IL
121. Mounds Park Academy, St. Paul, MN
122. Southwest High School, Minneapolis, MN
123. Charninade College Preparatory School, St. Louis, MO
124. Franklin Learning Center, Omaha, NE
125. Lincoln Southwest High School, Lincoln, NE
126. Sheridan Elementary School, Lincoln, NE
127. Westwood High School, Austin, TX
128. Career Enrichment Center, Albuquerque, NM
129. Billings Senior High School, Billings, MT
130. Smoky Hill High School, Aurora, CO
131. Central Valley High School, Veradale, WA
132. Joel E. Ferris High School, Spokane, WA
133. Lake Washington High School, Kirkland, WA
134. Tumwater High School, Tumwater, WA
135. Walla Walla High School, Walla Walla, WA
136. Beaverton High School, Beaverton, OR
137. Central Catholic High School, Portland, OR
138. Japanese Immersion Program, Sheridan, OR

139. South Medford High School, Medford, OR
140. Bell High School, Bell, CA
141. Bastilleja School, Palo Alto, CA
142. Ceteritos High School, Ceteritos, CA
143. Davis Senior High School, Davis, CA
144. Don Bosco High School, Rosemead, CA
145. Gahr High School, Cerritos, CA
146. International Studies Academy, San Francisco, CA
147. John H. Francis Polytechnic High School, Sun Valley, CA
148. La Jolla Country Day School, La Jolla, CA
149. Los Alamitos High School, Los Alamitos, CA
150. Lowell High School, San Francisco, CA
151. Nueva Middle School, Hill sborough, CA
152. Robert Louis Stevenson School, Pebble Beach, CA
153. Whitney High School, Cerritos, CA
154. Le Jardin Academy, Kailua, HI
155. Mid-Pacific Institute, Honolulu, HI

(Others)

156. The School for Int'l Training of World Learning Inc., Brattleboro, VA
157. Japan Society, Inc., New York, NY
158. Tenri Cultural Institute of New York, New York, NY
159. Princeton Community Japanese Language School, Princeton, NJ
160. BTC Japanese Language School, Chicago, IL
161. Japanese Language School Unified System, Inc., Los Angeles, CA
162. Long Beach Japanese Language School, Long Beach, CA

VL Research/Seminars Grant Program

1. National Council of Secondary Teachers of Japanese, Kirkland, WA
"NCSTJ Co-Sponsor ACTFL '95"
2. Japan Society, Inc. New York, NY
"Japanese Language Teacher Training Program"