

The BREEZE

Summer 1997/Number 15

Quarterly

Bridging

One of the roles of a foundation is of course, besides making grants, to connect people to people in order for something new to happen. In this BREEZE issue, we are going to report on our latest bridging project in the language area: a meeting in Washington, D.C. By the time we print this issue, we will be engaged in the next bridging project: a Japanese teachers' meeting in Colorado. Please be assured that those bridges will be built not over troubled, but over shimmering water.

In the green ASAGI section, you can see how many great Japanese films, some of which are already known and others which are not, have been presented in the Los Angeles area this year. Bridges being built between lost Japanese cinemas and people in Hollywood will surely bear something new and exciting in the future. It will be our children who enjoy the fruits of this labor.

ISAO TSUJIMOTO
Director



AYAKO WAKAO AND KYOKO KISHIDA IN *ALL MIXED UP*,
DIRECTED BY YASUZO MASUMURA

THE JAPAN
FOUNDATION
& Language Center
in Los Angeles



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Japanese Language Meeting April 1997

BACKGROUND

In the last decade, Japanese language education witnessed dramatic growth and improvement, in both quantity and quality. Though in the United States foreign language education overall has recently suffered setbacks, and despite the recession of the Japanese economy, Japanese language education has stabilized. This could be due to a strengthened infrastructure in the field, thanks to the continuing efforts of teachers and supporters.

However, the number of students and qualified teachers is still scarce. Hence, the field is not very visible on a national scale. Many teachers' activities, such as forming national networks and creating teaching standards, are still in the early stages of development. Financial resources, from both the U.S. and Japan, are not in good shape. In all, Japanese language education today is vulnerable and needs more support in order to become a commonly taught language, thereby setting a unique precedent for international education.

In light of these circumstances, National Foreign Language Center (NFLC) and The Japan Foundation & Language Center in Los Angeles co-organized a national meeting on Japanese language education for good partnership. We felt that it was time for concerned organizations and teachers to gather and discuss

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ways to better cooperation and coordination in the field in order to ascertain what should be done in the coming years.

PARTICIPANTS

The meeting took place in the form of a brainstorming session at NFLC at Johns Hopkins University in Washington, D.C., on April 21, 1997. Thirty-two individuals, representing twenty-three organizations, were in attendance.

Teaching representatives included: Professors Laurel Rodd of the University of Colorado (President of Association of Teachers of Japanese, [ATJ]) and Hiroko Kataoka of the University of Oregon; high school teachers Norman Masuda of Palo Alto High School, CA (former President of National Council of Secondary Teachers of Japanese, [NCSTJ]) and Trasey Nomachi of Venice High School, CA. Dr. Charles Igawa, President of The California Association of Japanese Language Schools, Inc. represented heritage schools.

There were participants from seven language organizations: Barbara Turlington, Director of International Education, American Council on Education; Edward Scebold, Executive Director, American Council on the Teaching of Foreign Languages, Inc. (ACTFL); Elvira Swender, Director of Professional Programs, ACTFL; Elizabeth Welles, Director of Foreign Language Programs, Association of Department of Foreign Languages (ADFL) at the Modern Language Association (MLA); Penny Corbett, Executive Director, Exchange: Japan; Melinda Lucke, Policy Analyst, Joint National Committee for Languages (JNCL); Kevin McQuade and Philip Palin, Senior Partners, The Laurasian Institution; Richard Brecht and Catherine Ingold, Deputy Directors, National Foreign Language Center (NFLC); Andrew Horvat, Senior Fellow, NFLC.

Other supporting organizations, foundations, and government agencies included seven from the U.S.: Fred Czarra, Consultant for International Education, Council of Chief State School Officers; Eric Gangloff, Executive Director and Pamela Fields, Program Officer, Japan-US Friendship Commission; Bruce Robinson, Senior Academic Advisor of Research & Education Division, National Endowment for the Humanities (NEH); Robert Slater, Director, National Security Education Program (NSEP); Richard Scarfo, Director of The Center for International Education, United States Department of Education; Dang Pham, Deputy Director of Bilingual Education & Minority Languages Affairs, United States Department of Education; Patricia Schaefer, Executive Assistant to the Associate Director for Educational & Cultural Affairs, United States Information Agency (USIA); Nathaniel Bolin, Program Assistant, United States-Japan Foundation.

These also include four organizations from Japan: Noriyuki Matsukawa, Education Attache, Embassy of Japan; Kayoko Nakano, Director and Yoko Harashima, Program Division, The Japan Forum; Kimiko Kabutomori, Lecturer, The Japan Foundation & Language Center in Los Angeles; Junichi Chano, Director of New York Center, The Japan Foundation Center for Global Partnership (CGP). Dr. David Maxwell, Director of NFLC and Isao Tsujimoto of The Japan Foundation co-chaired the meeting. (See attached Organization Profile)

CURRENT STATUS

There were basically three agendas in the meeting: 1) share common information on the current status of the Japanese language education in the U.S., 2) identify the most critical issues to be solved, and 3) discuss possible collaboration among organizations.

Starting with Prof. Rodd, teachers of Japanese at the table reviewed history of the field and made an assessment of where we presently stand. There have been increases in teachers, students, materials, study opportunities and organizations. There have also been widening contexts of Japanese language education—K-12 programs, heritage schools, university programs for both under- and post-graduate level, teacher education, study abroad opportunities and continuing adult education. With all progress comes challenges, such the following.

- A. Infrastructure building, including the creation of national standards (see attachment) and teaching frame works, ranging from elementary (FLES, immersion) through advanced levels. Establishing effective partnerships between teachers and their colleagues at other institutions on various levels will ensure students' involvement in long-term study. The creation of assessment instruments is also one of the infrastructure issues.
- B. Information exchange and networking—linking various teachers' organizations, such as ATJ, NCSTJ, CITJ and regional associations will eliminate duplicate efforts, thus maximizing communication. Heritage schools need more information on testing procedures, students at other schools and articulation related issues with regard to secondary and college levels. Though Japanese heritage schools have existed for a long time, they have not been widely visible. Heritage school teachers need to work with public schools, so that their instruction can be more effectively utilized in public schools.
- C. More research is needed for second language acquisition at the elementary level, ethnographic classroom research, teaching methods, material assessment, assessment instruments and program evaluation instruments.

- D. Support schools and institutions by sustaining materials, equipment and teachers' positions.
- E. Teacher training in both pre-service and in-service on various levels. It must be based on solid research and collaborative efforts; both vertical and horizontal. It should address content (linguistic and cultural), methodology and professionalism. Teacher certification and credentials are other critical issues for establishing their status.
- F. Encourage students' motivation by offering scholarships and programs abroad.
- G. Technology in two terms—one as a communication tool and the other as teaching materials.

CREATING SYSTEM 3

Dr. Richard Brecht of NFLC then gave the attendees a brief yet stimulating presentation. First he analyzed that the American mind set is that since the world speaks English, therefore one does not have to learn another language. In terms of US educational system, there are fifty state systems, with 15,000 local school districts having a small federal presence, and no singular Ministry of Education to dictate standards. In this country "language" refers to Spanish, French, and sometimes German. 93% of all American students are enrolled among these three "commonly taught languages." On the other side, there are less commonly taught languages, including Japanese, Italian, Chinese and Russian.

Historically, the language system is two-fold. System 1: commonly taught languages, which are cognate languages where most enrollment exists and arise out of heritage needs, and are now the only ones available for students to study. System 2: the less commonly taught languages, which are unique because almost all of them are Category 3 languages, with few resources and taught mostly outside the classroom.

Japanese is breaking out of System 2, creating the basis of System 3. System 3 arose out of the necessity of sharing resources. Language learning careers will be filled with reinforcement. System 1 has a strong infrastructure, and a strong professional basis. In System 3, the infrastructure is not strong enough, but is being built faster than that of System 2, with the hope that it will be available to anyone who is interested in studying the language. With leadership and strategic vision, the Japanese language can show that System 1 does not have to dominate, and that System 3 can be the vision of the future.

QUALITY

There were many responses from the table, particularly from funding agencies, with regard to how Japanese language programs are now viewed as a positively growing field. A sample of the comments expressed:

- "There is heavy interest in Japanese programs."
- "The field is booming because the need is there, but at the same time we wonder how to measure level of programs, and what is the best way to recognize first class programs—quality matters."
- "Not interested in creating new bad curriculum. There must be good coordination among applicants and also good criteria to measure it."



APRIL 21, 1997. AT NFLC, WASHINGTON

- "Given the growing influence of Asian countries, we should be heading toward the demand and be ready for it with a quality program when that wave arrives."
- "Interested in issues of how studies in different cultures can be incorporated into mainstream education in America, where monolingualism seems to be mandated."

SUSTAINABILITY

Quality issue also moved the discussion to the topic of sustainability. Just how does a language education organization sustain itself once it gets started? Some of the responses and questions from the table:

- "The problems on maintenance of programs can easily be found in many local school districts."
- "How can we push the district to take risks and go for it?"
- "The field has reached a certain plateau. Now you should not offer Japanese courses unless you can find a highly trained teacher and have resources to maintain the program. 'The Bubble Effect' for high demand gets lower sometimes because of the lack of success. The number one priority at this time is for professional development. Investing in this

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System 3 Japanese will greatly help other non-cognate languages.”

- “Training of teachers is the black hole of education, but the Japanese field is still small enough to get something done.”
- “Language teachers often withdraw grant applications for abroad programs because of their need to recruit students for the next year.”
- “The population of students now reflects the population of commonly taught languages. This brings the issue of changing to meet the needs of the non college-bound students.”
- “Even at the worst of the Japan bashing period, enrollment continued to rise. Rather than jobs, younger students were interested in Manga (comics) and martial arts. Is there a match to what the schools are offering in terms of students and what the businesses are in need of?”

NETWORKING & FIELD UNIFICATION

- “Foreign language is always a fight between teachers of higher education, especially for Japanese. People were often not interested in helping their group spread the word to other language teachers. There should be more communication.”
- “Articulation is very much more important today.”
- “Articulation has grown in the past five years and teachers know how they can share the same table.”
- “Teacher development, material building and networking can probably be accomplished without much new money. We just need to communicate a little more to make our ‘Village’ a little more different.”
- “It is difficult for a Japanese foundation to establish counterparts to work with. Interested in information sharing, but how can we disseminate information?”
- “We need a clearinghouse, with which we can know about various efforts being made.”
- “What it comes down to is finding a home and staff to manage and coordinate the whole movement of the field of Japanese language.”
- “Interested in helping ‘Infrastructure Building’ for new institutions that creates a new range of networking in the field.”
- “We would like to see Japanese teachers move on this matter. They can probably discuss and decide how they will be unified, and what type of organizational function should be incorporated with in a desired national institution.”
- “In this field there must be strategic planning to assess their direction and the small steps that should be taken toward those plans already in progress.”
- “Is there support for bringing a number of interested parties together to strategically plan and hammer things out?”
- “We reached a critical point where we need to pull together as a field to work this out.”

NEXT STEPS

Everyone at the meeting seemed to have participated actively and to have enjoyed exchanging ideas, so we felt that the meeting was successful. Since then, there were many enthusiastic responses from participating organizations:

- “I encourage the exploration of ways to maintain the momentum gained from such meetings so that the energies from the discussion are productively directed.”
- “One of the best ways to build community spirit is to work together on a common task. One possibility is a publication of a community description and handbook. Most importantly, the process of preparing the publication would help build trust and good relations between various residents of this small town, which we call the U.S. Japanese language community.”
- “I was extremely impressed by the comments of the field experts, and by the obvious responsiveness of the various agencies and organizations. The meeting served as an excellent base for further discussions and planning.”
- “We would like to play an active and supportive role as these discussions move forward, and I believe that we can be of particular assistance in helping with professional development and convention-related issues...”
- “We are interested in continuing the dialog of the 4/21 meeting, and in gathering basic information...”
- “We would like to help create home-pages for teachers’ associations...”

On July 29, we at The Japan Foundation are going to help organize a teachers’ meeting in Colorado Springs, as a follow-up meeting. Some fifteen teachers from all over the country, and from various levels, including “Japanese Standards Committee” members, will gather. We look forward to reporting the results of the meeting in the next Breeze.

I would like to thank Dr. David Maxwell and his NFLC staff for working together with us on this April meeting. Participation and strong interests from all of the people at the meeting were extremely appreciated. Special thanks go to Mr. Norman Masuda and Ms. Trasey Nomachi for taking notes on the discussion, which made this report possible.

—*Summary report edited by*
ISAO TSUJIMOTO, *The Japan Foundation*

Profile of Participating Organizations

Japanese Language Meeting

TEACHERS' ORGANIZATIONS:

Association of Teachers of Japanese (ATJ)

The Association of Teachers of Japanese is an international, nonprofit, non-political organization of scholars, teachers, and students of Japanese language, literature, and linguistics, serving to promote academic work in the field, and to broaden and deepen knowledge and appreciation of Japan and its culture.

Since its foundation in 1963, the Association has provided scholars in the field an opportunity to exchange academic and professional views, results of research, and news of the field. Language Association, or the American Council on the teaching of Foreign Languages, or the Association for Asian Studies. It publishes the Journal of the Association of Teachers of Japanese twice each year, and the ATJ Newsletter three times annually. Membership in the Association includes a subscription to these publications.

In recent years, with the growing importance of Japan in the world economy, politics, and culture, the importance of Japanese language and literatures has been increasingly recognized. As more schools, colleges, and universities offer programs of study in these areas, the Association has assumed an increasingly important role through its conventions, its services and activities in public affairs, and the exchange of communications on up-to-date developments in academic and cultural areas.

At present there are at approximately 1,050 scholars, teachers and students of Japanese who are members of the Association. The membership includes representatives from all areas of study in the field, and from many parts of the

world, including the United States, Australia, and Europe.

The National Council of Secondary Teachers of Japanese (NCSTJ)

The NCSTJ was established in 1993, and its members are mainly teachers of Japanese language and culture in America's secondary schools. The current membership is approximately 500. Their purposes are: to actively promote the teaching and learning of Japanese at the secondary level in the US; to provide a network for exchanging information and ideas; and to be proactive in providing resources and opportunities for teachers to improve the field with its Regional Japanese Language affiliates. NCSTJ is an affiliate organization of ACTFL.

The California Association of Japanese Language Schools, Inc. (CAJLS)

The CAJLS is a non-profit organization established for the purpose of promoting the development of effective instructional capability among its members, through a mutual exchange of pedagogic information, compilation of textbooks and other related teaching aid materials. In existence since the early 1960s, the CAJLS is headquartered in Los Angeles and currently has thirty-six members.

LANGUAGE ORGANIZATIONS:

American Council on Education (ACE)

The ACE is the largest and most comprehensive of the higher education associations. Its membership includes 1,500 public and private two-year and four-year colleges and universities and over 200 national and regional associations. Among its international initiatives have been four projects to help U.S. colleges and universities improve foreign language teaching. Two of those included

the teaching of Japanese and other less commonly taught languages, as well as teacher education. Two have focused on improvement and dissemination of the model of foreign languages across the curriculum. ACE is also interested in national, state, and institutional policy issues concerning language learning and teaching and national needs.

American Council on the Teaching of Foreign Languages, Inc. (ACTFL)

The ACTFL is dedicated to promoting the study of foreign languages and cultures as an integral component of American education and society. Launched in 1967 by the Modern Language Association, ACTFL remains the only national organization representing teachers of all languages at all education levels. Through its programs and publications, ACTFL seeks to provide effective leadership for the improvement of teaching and the learning of languages within the United States. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

Association of Department of Foreign Languages (ADFL)

The ADFL was established in 1969 and addresses the professional concerns of administrators from nearly 1,000 departments at two- and four-year colleges and universities. ADFL is an affiliate organization of the Modern Language Association. ADFL organizes two annual three day summer seminars to provide foreign language department administrators with a forum for sharing information and discussing developments in the field. ADFL also keeps its membership

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informed of developments in the profession through the ADFL Bulletin. A regular feature of the Bulletin is the analysis of data from MLA surveys relating to foreign language curricula, faculty characteristics, enrollments, and requirements. ADFL is currently developing projects that include conferences and dissemination activities in support of articulation efforts between high school and college foreign language programs.

Exchange: Japan

Exchange: Japan is committed to the promotion of mutual understanding and global exchange built on excellence in Japanese language training. Since 1979, it has offered intensive Japanese language training in the U.S. and in Japan with home stays. During the past ten years it has placed more than 420 trained lecturers of Japanese in over 130 colleges and universities across North America. The intensive, summer-long training offered by Exchange: Japan for these college lecturers, as well as for high school teachers of Japanese, provides an opportunity to obtain hands-on knowledge of teaching Japanese offered by few other programs.

Joint National Committee for Language (JNCL)

Since 1976, the JNCL has provided a forum for cooperation and discussion among language professionals. What began as an informal coalition of eight national language teaching associations now brings together representatives of over 64 organizations encompassing virtually all areas of the language profession: the major and less-commonly taught languages. JNCL functions as a point of reference for the planning of national language policies and the identification of national needs in this area. JNCL is affiliated with the National Council for Languages and International Studies, an advocacy organization with which it shares a governance structure and staff.

The Lurasian Institution

As architects of behavioral space, The Lurasian Institution focuses its practice on cross-cultural learning environments.

The Lurasian Institution has particular expertise in four principle areas of practice: (1) Design & Administration, (2) Research and Publication, (3) Education, and (4) Mobility. Their present Japan-related activities are: administration of the Japanese Language Exchange (JALEX) program, the formation and launch of the net-based Institute for Teachers of Japanese (ITJ), and the New Perspectives: Japan (NP:J) program. The Lurasian Institution is a non-profit organization.

The National Foreign Language Center (NFLC)

The NFLC, a non-profit, privately funded Washington D.C. "think tank" on language in the United States, focuses much of its attention on the "less commonly taught languages," including Japanese. The Center's Japanese initiatives have included: "Japanese Language Initiative for United States High Schools: The Development of National Curricular Guidelines and a College Board Achievement Test;" "Center for Global Partnership Review of Japanese Language Exchange Program (JALEX);" "Japanese Language Instruction in the United States: Resources, Practice, and Investment Strategy;" and assistance in the founding of NCSTJ. Currently, the NFLC is developing projects concerned with distance delivery of Japanese language instruction, while it continues its collaboration with The Japan Foundation & Language Center in Los Angeles.

US ORGANIZATIONS:

Council of Chief State Officers (CCSSO)

The CCSSO is a nationwide, non-profit organization comprised of the public officials who head the departments of elementary and secondary education. The Council has served as an independent voice on federal education policy since 1927 and has maintained a Washington, D.C. office since 1948. In representing the chief education administrators, the

Council speaks on behalf of the state education agencies (SEAs), which have primary authority for education in each state, and carries national influence commensurate with this position. The Council's members develop consensus on major issues, which the Council advocates before the President of the United States, federal agencies, the United States Congress, and the public.

Japan-US Friendship Commission/ CULCON

The Commission, an independent federal agency dedicated to promoting mutual understanding and cooperation between the United States and Japan, administers grant programs in: Japanese Studies in the United States; Policy-Oriented Research; Public Affairs/Education; The Study of the United States in Japan; The Arts; and Infrastructure Building. The Commission's basic support for Japanese language education is its annual grant to the Inter-University Center for Japanese Language Studies in Yokohama, which trains up to sixty English-speaking students annually in advance language study on a full-time, intensive basis. In addition, on a case-by-case basis, the Commission supports development of university language programs at the graduate level in business and other fields. The Commission will consider, under its new program "Infrastructure Building," administrative support for building the institutional infrastructure in fields such as language education.

National Endowment for the Humanities (NEH)

Until quite recently, the NEH made a special effort to support the teaching of less commonly taught languages in schools and colleges. Grants supported a model elementary school Japanese program, summer training opportunities, a national network for Japanese immersion teachers, summer institutes for native speaking and non-native speaking high school teachers of Japanese, a College Board achievement test and an NFLC-published *Framework for Introductory Japanese*,

improved undergraduate programs, and an MIT-developed interactive program for intermediate Japanese. Constrained by reduced resources, NEH is still interested in summer training and “teaching with technology” programs.

National Security Education Program (NSEP)

The NSEP was created by the United States Congress in 1991 to foster the study of countries and languages critical to U.S. national security that are traditionally under-represented in study by U.S. college students, both undergraduate and graduate. The program consists of three major components: (1) Scholarships for U.S. undergraduate students to study abroad in world areas critical to U.S. national security; (2) Fellowships for U.S. graduate students to develop expertise in languages and cultures of less commonly studied countries to U.S. national security; and (3) Grants to U.S. institutions of higher education to develop or strengthen their capabilities to enhance the national capacity to educate U.S. citizens in critical languages, areas, and international fields.

US Department of Education, Center for International Education

The U.S. Department of Education, through the authority of Title VI of the Higher Education Act and Section 102 (b)(6) of the Fulbright - Hays Act administers 13 programs designed to improve the nation's expertise in foreign languages, area and international studies. Grants are made under these programs to U.S. colleges and universities and non-profit educational organizations and associations. Japanese language training has been and continues to be an important component of these activities; specifically through graduate fellowships for advanced Japanese language training in the U.S., support for intensive Japanese language training in Japan for American students and through development of Japanese language materials, and research in the uses of technology in

Japanese language learning. In addition, fellowship support is provided for American graduate students and post-doctoral faculty members to conduct research in Japan.

US Department of Education, Bilingual Education & Minority Language Affairs

Congress passed the Bilingual Education Act in 1968 in recognition of the growing number of linguistically and culturally diverse children enrolled in schools who, because of their limited English proficiency, were not receiving an education equal to their English proficient peers. Established in 1974 by Congress, the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), helps school districts meet their responsibility to provide equal educational opportunity to limited English proficient (LEP) children. Since the 1995 school year, the Office of Bilingual Education & Minority Languages Affairs has also administered the Foreign Language Assistance Grants.

US Information Agency (USIA)

The USIA's Bureau of Educational and Cultural Affairs promotes mutual understanding between the U.S. and other countries through a wide range of international educational and cultural exchange and training programs. One such program is Fulbright. The Japan Fulbright Exchange program began in 1952 and the Japan-U.S. Educational Commission (JUSEC) was established in 1979. In 1986, a total of 141 grants were made to Japanese and American scholars in all categories, with a budget of \$7.8 million. USIA also administers the Fulbright Teacher Exchange Program, although Japan does not participate in this direct year-long exchange of classroom assignments by teachers. Through the Fulbright Memorial Teacher Exchange Fund, 10 million dollars was given by the Government of Japan to support short-term study visits to Japan for U.S. teachers (K-12) over the next five years. This fund is administered by

JUSEC in Japan and by the Institute of International Education in the United States. USIA also provides support for other U.S.-Japan educational and professional linkage activities, including the Japan-U.S. Friendship Commission and CULCON.

The United States-Japan Foundation

The United States-Japan Foundation, a private and independent grant making organization, is dedicated to the promotion of greater mutual knowledge between the U.S. and Japan through support for programs in three principle areas: Communication and Public Opinion; Precollege Education; and Public Policy. In the area of Precollege Education, the Foundation supports the improvement and enhancement of instruction on Japan in the U.S.-and on the U.S. in Japan-in secondary and elementary schools through teacher training, professional development, intensive study tours and curriculum design.

JAPANESE ORGANIZATIONS:

The Japan Forum (TJF)

TJF is a private non-profit foundation established in Japan in 1987. TJF's main objective is to promote international awareness and an understanding of other cultures among young people. To fulfill this goal, TJF promotes Japanese language learning in elementary and secondary schools abroad with an emphasis on the United States, as well as China and Australia. It also promotes Asian Language education in Japanese high schools, contributes books, and issues various publications. TJF has provided assistance to Japanese language programs in Wisconsin in cooperation with Wisconsin Department of Public Instruction.

The Japan Foundation

The Japanese language program is one of the core international cultural exchange programs of the Japan Foundation. The Foundation has various language-related

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grant programs to support teachers of Japanese and Japanese language institutions. Teacher training and language courses are available at its two language institutes in Japan. The Language Center at the Los Angeles Office offers training workshops for precollegiate teachers, library services, information gathering and dissemination, proficiency tests, as well as emergency-type grants.

The Japan Foundation Center for Global Partnership (CGP)

The CGP does not support Japanese language-related programs under its program guidelines. The one exception to this rule is JALEX, a program that sends Japanese youths to the US in much the same way as the JET program. Based on a study of the most effective ways to send Japanese youths to local communities in the US, it was found that Japanese language assistants are needed in American secondary schools. To meet this need, CGP launched the Japanese Language Exchange Program (JALEX) in 1992, in conjunction with the Laurasian Institution.

SPECIAL PROJECTS:

CULCON

The US-Japan Conference on Cultural and Educational Interchange (CULCON) is a bilateral advisory panel to both governments. Since 1962, CULCON has served to focus official and public attention in both the United States and Japan on the vital cultural and educational underpinnings of this relationship. At its April 1993, and again at its January 1995 plenary session, CULCON emphasized "... the importance of Japanese language education in the United States" and agreed to examine ways to improve it, especially at the primary and secondary level. This liaison meeting is a direct result of that expression of concern.

Japanese National Standards

A coalition of four national language organizations (ACTFL, AATF, AATG, and AATSP) received funding in 1993

from the U.S. Dept. of Education and NEH to develop standards for foreign language learning for K-12. A 11-member K-12 Student Standards Task Force, with the assistance of a 21-member Advisory Council, 6 pilot sites, and 141 Board of Reviewers, developed and published *Standards for Foreign Language Learning Preparing for the 21st Century* in March, 1996. The work was endorsed by 42 foreign language related organizations.

In the fall of 1996, five more national language organizations, including NCSTJ and ATJ, joined the above four to form the National Standards in Foreign Language Education Collaborative project. Each of the eight language-specific associations is now expanding the generic standards by adding descriptions of the unique aspects of each specific language, its history and current usefulness. Some progress indicators and learning scenarios are modified or added to with language-specific examples.

The Japanese National Standards Task Force consists of 12 teachers of Japanese, divided equally into native and non-native speakers of Japanese, and encompassing K-college grade levels and locations from Hawaii to the East Coast. The Task Force held one meeting in January to work on Standard 1, and will meet in a one-week working session at the end of July to work on Standards 2 through 5. Upon completion of the draft, all the NCSTJ and the ATJ members will be presented with the Japanese Standards including sample progress indicators, and will be asked to contribute comments as well as sample learning scenarios. The expected project completion date is the end of November, 1998, provided the Task Force has funding. (At this point, the Task Force has just enough funding to cover the July 1997 meeting. The Task Force is in need of funding for: holding two more Task Force meetings, distributing the draft to the two association members, editing and producing the finished documents, and disseminating the finished product.)

Newly Arrived

VIDEO

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PĀ[ÉVÉĀĒÇÇÇ Ç†ÇĀĬñ{āĬÉfÉĬā
çfi = A-un : The Video for
Communicating in Japanese.
Ĭ'ā,ñÇĒj...[et al.].
ÉWÉÉÉpÉĬĀÉĀÉÇÉĀ, 1994.

Vol. 1, 1 videocassette (35 min.)

Vol. 2, 1 videocassette (35 min.)

Vol. 3, 1 videocassette (25 min.)

âĀĬōī, 1 videocassette (35 min.)

Animated Classics of Japanese
Literature. Central Park Media
Corporation, 1994, c1986.

v. 1: The Izu Dancer; The Dancing
Girl = ā...ĬŞÇĀéqĀGĒĬP.
ēĬĬ[çNē"ĀGēXā@āO. 1 video
cassette (52 min.)

v. 2: The Harp of Burma; part 1 &
2 = ÉÉĀÉ}ÇĀĬGā'.
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(52 min.)

v. 3: The Season of The Sun;
Student Days; The Grave of
the Wild Chrysanthemum
ĀĀēāózÇĀĀGēĬĀGāwē ēūē.,
ĀGñĬāēÇĀĬĒ.ēÇĀ¥ēTēāōYĀ
GāvĬfē óYĀGā...Ĭ°ç ēĀĬv. 1
videocassette (52 min.)

v. 4: A Ghost Story; The Theater of
Life = āĬĬĀGēĬ ēĀĒĬ.
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videocassette (52 min.)

v. 5: Wandering Days; Growing Up
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NHKĀG NHK ÉNĒāÉGÉÇÉēÉBĒu,
ÉĀÉXÉNçuíké-ĀGñ}ēlē-. 1996
ÇPĀFĬñ{āĬĀĀ ē. 1 videocassette
(40 min.)
ÇQĀFēāāÇĀēwĬ±. 1 videocassette
(30 min.)
ÇRĀFĬŬē.,āāÇĀēwĬ±. 1 videocas
sette (30 min.)

Business Savvy: Japan Unveiled.. Yohan,
1993. 1 video
cassette (24 min.)

Video, LD and Realia List at Nihongo Library

Celebrating The Season : Japan Unveiled..
Yohan, 1994. 1 video cassette (24 min.)

Contemporary Business Japanese; complete with helpful hints and advice 1-2. East-West Institute Co., Ltd.; Asahi National Broadcasting Co., Ltd.

Doubles: Japan and America's Intercultural Children (American Version). Theodore R. Life Jr., 1995. 1 video cassette (59 min.)

âfêuÇ à©ÇÈäøëÇÃó🍏éj. NHK ;
NHK ÉÑĖäĖĖĖĖĖĖĖĖĖ;
ēĀèCäYëiX, 1992. 1 videocassette (58
min.)

Getting Acquainted: Japan Unveiled. Yohan, 1993. 1 video cassette (28 min.)

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 ÊÑÊäÊĜÊĈÊéÊÉÊÛ; ëÂëCäÿëìX,
 [199-].

ÇPAFæeöiaē ÅGÅgàŞhÇÕ
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cassette (42 min.)
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ÕèÇ»ÇÈ. 1 videocassette (41 min.)
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ÇÇPètaiÅAäöëÇÕÇ«ÇŞÇ»ÇÈ. 1
videocassette (43 min.)

Learn Japanese for Business. Central Media, 1986. 1 videocassette (70 min.)

Let's Learn Japanese Basic

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ÉXÉÄÅ[ÉGÅ[ÉIÉbÉgÉèÀ[ÉN, 1994. 1
videocassette (45 min.)

Situational Functional Japanese. Tsukuba
Language Group. 1996. *ÉVÉLÉZ*Éä, 1996.
Vol. 1, 1 videocassette (37 min.)
Vol. 2, 1 videocassette (38 min.)
Vol. 3, 1 videocassette (37 min.)

Struggle & Success : The African American Experience in Japan. Life. Theodore R. Jr., 1993. 1 video cassette (85 min.)

Total Immersion Japanese language and Culture Camp. Japan-America Society of the State of Washington, 1992. 1 video cassette (19 min.)

Tune in Japan. The Asia Society. 1995. 1 videocassette (63 min.)

ÇÊÇÇÇ±Ç^a: An Invitation to Contemporary Japanese. Tohsaku, Yasu-Hiko. McGraw Hill Inc., 1994. 1 videocassette

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ñ{ÇÃî` âª. éÁâ` àŞàÍ. îàûèèèè-, 1994.

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East Asian Role Play Cards For Teaching
& Testing. National Foreign Language

Resource Center; University of Hawaii,
1994

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Reminder to Current Library Members

Thank you for your continuing interest in the Nihongo Library. The Nihongo Library User's guide has been published in February, 1997. There are some changes in the new policy, which is stated in the guide including overdue fines and the new library card.

We now ask for fines for overdue material, in the event that it is not returned by the due date. Fine of \$0.50 per audiovisual material per day and \$0.25 per item per day up to a maximum of \$10 per item would be charged. Some of high-demand material in the collection sometimes cannot be checked out by other members because it is overdue. We would like to ask for your understanding in this change in the policy.

If you have not received the The Nihongo Library User's Guide and/or a new library card, please contact us so that we can send them to you.

For further information for the application to a library membership, please contact the librarians at:
The Nihongo Library
The Japan Foundation and Language Center in Los Angeles
2425 Olympic Blvd., Ste 650E
Santa Monica CA 90404.
tel: 310.449.0027
fax: 310.449.1127
e-mail: nihongolib@jflalc.org

THANK YOU.

RE M I N D I N G Y O U O F

The Japan Foundation's Japanese Language Grant Programs

(Due Before December 1, 1997)

- 1) Salary Assistance Program for Full-Time Japanese Language Teachers: *Designed to assist in the creation and/or expansion of full-time teaching position. The financial assistance will be up to an initial three-year period to help cover personnel expenses.*
- 2) Japanese Language Research/Seminar Grant Program: *Designed to assist educational institutions to conduct research, seminars or workshops on precollegiate level.*
- 3) Japanese Language Teaching Materials Donation Program: *Donating sets of teaching materials to various types of educational institution.*
- 4) Training Programs for Japanese Language Teachers at the Japanese-Language "Institute, Urawa", Japan: *Offering teachers opportunities to attend an intensive course in Japanese language and teaching methodology. Three types of training (1) Long-Term, (2) Short-Term, and (3) Japanese Abroad (Zaigai Hojin Kenshu).*
- 5) Assistance Program for the Development of Japanese Language Teaching Resources: *(1) Printed Resources, (2) Audio Visual Resources.*
- 6) Japanese Language Education Fellowship Program: *Fellows will be invited to the Japanese-Language "Institute, Urawa" in order to participate in cooperation with, or under the guidance of, Japanese experts in (1) development of teaching resources, (2) teaching methods and (3) research.*
- 7) Japanese Language Study Program for Librarians: *Providing librarians with opportunity to participate in an intensive Japanese language course in Japanese at the newly opened Kansai Japanese Language Institute.*
- 8) Japanese Speech Contest Support Program: *Assisting organizations to hold Japanese speech contests by providing partial financial support and prizes.*
- 9) Japanese Language Program for Researchers: *Long-term intensive training courses in Japanese for scholars or researchers who intend to learn Japanese for their academic research activities.*
- 10) Japanese Language Program for Postgraduate Students: *Intensive training courses in Japanese for postgraduate students who major in the social science or the humanities and wish to improve their Japanese language abilities.*

J A P A N E S E L A N G U A G E P R O F I C I E N C Y T E S T

A test devised to measure your Japanese skill against a global standard, Level 1-4

Date: Sunday, December 7, 1997

Test Sites: Chicago, Los Angeles, New York (Vancouver and Toronto in Canada)

Application Period: September 8 - October 17

Fees: Level 1 & 2: \$50.00 Level 3 & 4: \$30.00

Tel: 1-888-667-0880 or 310-449-0027 (10 am - 5 pm pacific time)

Fax: 310-449-1127

e-mail: (for Grant Programs) jflalc@jflalc.org

(for Proficiency Test) noryoku@jflalc.org

ASA GI

NEWS FROM THE JAPAN FOUNDATION LOS ANGELES OFFICE

Grantee List

AWARDEES OF JAPAN FOUNDATION GRANTS

(screened in Tokyo), April 1997 - March 1998

ARTIST FELLOWSHIP

Christopher Desjardins, *Yakuza Eiga: an Encyclopedia of Japanese Gangster Films*.
Marilyn Robert, *Indigo/Textile Research*, Eugene OR.
Richard Wiley, *Commodore Perry's Minstrel Show*, Henderson NV.

FILM PRODUCTION SUPPORT PROGRAM

Lyn Goldfarb, *Circus Stories*, Los Angeles CA (¥1,500,000).
Craig McTurk, *Tokyo Blues*, Los Angeles CA (¥1,800,000).

EXHIBITION ABROAD SUPPORT PROGRAM

The Museum of Contemporary Art, Los Angeles, *Out of Actions: Performance and the Object*, Los Angeles CA (¥5,000,000).

PUBLICATION ASSISTANCE PROGRAM

Stonebridge Press, *Ravine and Other Stories* by Yoshikichi Furui, Berkeley CA (\$1,420.00).
University of California Press, *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism* by Louis Young, Berkeley CA (\$3,000.00).

AWARDEES OF JAPAN FOUNDATION GRANTS

(screened in Tokyo), April 1996 - March 1997

ARTIST FELLOWSHIP

Sharon Takeda, *Sacred or Secular: An Examination of Silk Weaving and its Patronage*, Malibu CA.

Karen Tei Yamashita, *The Brazilian Community in Japan: Research for a New Novel*, Los Angeles CA.

FILM PRODUCTION SUPPORT PROGRAM

Kit Fitzgerald, *Art Talk Japan*, Santa Fe NM (¥2,200,000).
Ann Akemi Kaneko, *Letters Home from Japan*, Culver City CA (¥2,300,000).
Oregon Public Broadcasting, *Experiment in Democracy*, Portland, OR (¥2,700,000).
Christal Whelan, *Otaiya*, Honolulu HI (¥1,000,000).

EXHIBITION ABROAD SUPPORT PROGRAM

Santa Barbara Museum of Art, *Katagami: Japanese Paper Stencils of the Textile Trade*, Santa Barbara CA (¥1,000,000) — postponed one year.

PUBLICATION ASSISTANCE PROGRAM
Stanford University Press, *An Anticlassical Political Economic Analysis* by Yasusuke Murakami, Stanford CA (\$6,355.00).

AWARDEES OF LOS ANGELES ARTS & CULTURE GRANTS, April 1996 - March 1997

Japanese Traditional Performing Arts Organization, Torrance CA, *Dance of Japan*, June 1996

Taro Yashima Exhibition, Los Angeles CA, *Taro Yashima* Exhibition at, JACCC, June 1996

\$1,500 Japan Society of Greater, San Diego & Tijuana, San Diego CA, *Japanese Film Festival 1996*, October 1996

\$500 San Diego City Schools, San Diego CA, *Education Day* October 1996

\$3,000 UCLA Film & Television Archive, Los Angeles CA, *The Art of Kenji Mizoguchi*, film retrospective, January 1997

\$1,000 Oregon-Toyama Governmental Exchange, Salem OR, General support.

FilmForum, West Los Angeles CA, *Branded to Thrill: The Delirious Cinema of Seijun Suzuki retrospective*, March 1997

\$1,000 Dances We Dance, Inc. Honolulu HI, *Keiko Takeya Contemporary Dance Company performances* in Hawai'i, April 1997

\$1,000 Japan Society of Northern California, San Francisco CA *Hiroshi Kondo: Japanese Potter* lecture- demonstrations, April 1997

\$1,500 Hayakawa Enterprises, Hollywood CA, *Sessue Hayakawa & Michio Ito* photographic exhibition, May 1997

\$2,000 Arizona State University, Tempe AZ, *Oe Kenzaburo* lecture, April 1997

San Diego Sister Cities, San Diego CA, *San Diego/Yokohama 40th Anniversary Celebration*, August 1997

The Japan Foundation Grant Programs

A THE JAPAN FOUNDATION DECEMBER DEADLINE GRANT PROGRAMS

The following are brief descriptions of the programs. There are set application forms for each program which are available in the summer. So please make sure to request in writing the appropriate application form for your desired grant program. The following programs are screened by The Foundation headquarters, and are due in the Los Angeles Office on December 1st of each year, if the applicant is from the 13 western states of the United States. For full guidelines and applications regarding programs in this category, please contact:

Alan Kita, *Program Associate*

THE JAPAN FOUNDATION &
LANGUAGE CENTER IN LOS ANGELES

2425 Olympic Boulevard,
Suite 650E Santa Monica,
California 90404-4034

voicemail: (310) 449-0027 ext. 104

faxmail: (310) 449-1127

email: alkita@jflalc.org

<http://www.jflalc.org>

1. *The Japan Foundation Fellowship Program for Artists and Cultural Properties Specialists*

Opportunities to the specialists to conduct research or pursue creative projects in Japan.

2. *Exhibitions Abroad Support Program*
Provides financial support to exhibitions that introduce Japanese art and culture abroad.

3. *Film-Production Support Program*
Provides financial support for the production of films, TV programs, and other audio-visual materials that serve to further an understanding of Japan and Japanese culture abroad.

4. *Publication Assistance Program*
Assistance will be considered for books on, or relating to, Japan in the humanities, the social sciences, and the arts.

5. *Translation Assistance Program*
Provide financial assistance for the translation of works of high value that are only published in Japanese, on or related to Japan in the humanities, the social sciences, and the arts, particularly classics, introductory works on Japan, and reference works or Japanese studies.

B LOS ANGELES ARTS & CULTURE GRANTS

The Japan Foundation & Language Center in Los Angeles will support projects that are related to the presentation of the arts and culture of Japan within the western United States covered. Martial arts are excluded. Please direct a letter of proposal. The result of the screening will be notified within two months after acknowledgement of receipt, unless otherwise notified.

C THE JAPAN FOUNDATION AAC GRANT PROGRAMS (NOVEMBER DEADLINE) DUE TO NEW YORK OFFICE

The following programs are screened by the The Japan Foundation American

Advisory Committee convening in New York City. Thus, all applications can be made available from the New York Office, and are due at that office by November 1.

The New York Office
THE JAPAN FOUNDATION
152 West 57th Street, 39th Floor
New York, New York 10019
voicemail: (212) 489-0299
faxmail: (212) 489-0409
email: info@jfny.org
<http://www.jfny.org>

1. *The Japan Foundation Fellowship Program for Scholars, Researchers, and Doctoral Candidates*

2. *Institutional Support Programs for Japanese Studies*

- Visiting Professorship Direct Dispatch Program and Financial Support Program
- Staff Expansion Grant Program
- Research/Professional Conference Grant Program

3. *Library Support Program*

D PERFORMING ARTS JAPAN DUE TO THE NEW YORK OFFICE

JAPAN-U.S. PARTNERSHIP FOR THE
PERFORMING ARTS, INC.
1501 Broadway, Suite 2303
New York, New York 10036-5601

E CENTER FOR GLOBAL PARTNERSHIP

JAPAN FOUNDATION CENTER FOR
GLOBAL PARTNERSHIP
152 West 57th Street, 39th Floor
New York, New York 10019
voicemail: (212) 489-1255
faxmail: (212) 489-1344
<http://www.cgp.org>

SPONSORED FILM SERIES

The Los Angeles Office is pleased to have assisted in the support and coordination of the following film series, since the beginning of 1997.

Film Series: The Art of Kenji Mizoguchi

Organizer: Cinematheque Ontario/UCLA Film and Television Archives

Venue: Melnitz Theater (now James Bridges Theater), UCLA, Los Angeles, California

Date: January 11~February 2, 1997

Film Titles:

Cascading White Threads (Taki no shiraito) 滝の白糸

The Crucified Lovers (Chikamatsu monogatari) 千鶴の恋

A Geisha (Gion bayashi) 芸妓の囃子

Hometown (Furusato) 故郷

The Life of Oharu (Saikaku ichidai onna) 小治政の女

The Love of Sumako the Actress (Joyu Sumako no koi) 女優の恋

The Loyal 47 Ronin, Parts 1 & 2 (Genroku chushingura) 47人の忠臣蔵

Miss Oyu (Oyusama) 大奥の女

Musashi Miyamoto (Miyamoto Musashi) 宮本武蔵

My Love Has Been Burning (Waga koi wa moenu) 我が恋は燃えている

Osaka Elegy (Naniwa hika) 大坂の歌

The Princess Yang Kwei Fei (Yokihi) 楊貴妃

Sansho the Bailiff (Sansho Dayu) 善士

Sisters of the Gion (Gion no shimai) 祇園の姉妹

The Story of the Last Chrysanthemums (Zangiku monogatari) 最後の日

Street of Shame (Akasen chitai) 恥の街

Ugetsu (Ugetsu monogatari) 雨月物語

Utamaro and His Five Women (Utamaro wo meguru gonin no onna) 歌麿と五女

The Woman Of Rumor (Uwasa no onna) 噂の女

Women of The Night (Yoru no onnatachi) 夜の女

Women of The Night (Yoru no onnatachi) 夜の女

Women of The Night (Yoru no onnatachi) 夜の女

Film Series: Branded to Thrill: The Delirious Cinema of Seijun Suzuki

Organizer: FilmForum Los Angeles

Venue: Landmark Nuart Theater, West Los Angeles, California

Date: March 14 ~ March 20, 1997

Film Titles:

Branded To Kill (Koroshi no rakuin) 殺し屋の烙印

The Bastard (Akutaro) 悪太郎

Detective Bureau 23: Go To Hell, Bastards! (Tantei jimusho 23-kutabare akuto domo) 探偵事務所23 悪党どもへ地獄へ

Gate of Flesh (Nikutai no mon) 肉の門

Fighting Elegy (Kenka ereji) 喧嘩エレジー

Gate of Flesh (Nikutai no mon) 肉の門

Heat-Haze Theater (Kageroza) 熱帯劇場

Kanto Wanderer (Kanto mushuku) 関東浪人

Love Letter 恋の手紙

One Generation of Tattoos (Shunpuden) 一代のタトゥー

Tokyo Drifter (Tokyo nagaremono) 東京漂流

Youth of The Beast (Yaju no seishun) 獣の青春

Yumeji 夢次郎

Zigeunerweisen ジグン・ワイス

Zigeunerweisen ジグン・ワイス

Zigeunerweisen ジグン・ワイス

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Directors and Film Titles:

FUKUSAKU Kinji (at Director's Guild of America Theater)

Battles Without Honor and Humanity (Jinginaki tatakai)

無名無義の戦い

Graveyard of Honor and Humanity (Jingi no hakaba)

名誉の墓場

KUDO Eiichi

Thirteen Assassins (Jusannin no shikaku) 十三人の刺客

MASUMURA Yasuzo

All Mixed Up (Manji) 混同

The Black Test Car (Kuro no tesu to ka) 黒いテストカー

Giants And Toys (Kyojin to gangu) 巨人と玩具

MISUMI Kenji

Destiny's Son (Kiru) 運命の息子

The Life and Opinion of Masseur Ichi (Zatoichi monogatari) 座頭市

座頭市

Lightning Swords of Death (Lone Wolf Child #3) 孤狼伝 第三巻

Sword Devil (Ken ki) 剣魔

MORI Kazuo

A Certain Killer (Aru koroshiya) ある殺し屋

OKAMOTO Kihachi

Age of Assassins (Satsujinkyō jidai) 暗殺者の時代

Kill (Kiru) 殺す

Sword of Doom (Daibosatsu toge) 大菩薩峠

SHINODA Masahiro

Pale Flower (Kawaita hana) 白い花

WAKAMATSU Koji

Ecstasy of the Angels (Tenshi no kokotsu) 天使の囁き

Go, Go, Second Time Virgin (Yuke, yuke, nidome no shojo) 行く、行く、二度目の少女

Go, Go, Second Time Virgin (Yuke, yuke, nidome no shojo) 行く、行く、二度目の少女

Go, Go, Second Time Virgin (Yuke, yuke, nidome no shojo) 行く、行く、二度目の少女

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Go, Go, Second Time Virgin (Yuke, yuke, nidome no shojo) 行く、行く、二度目の少女

Go, Go, Second Time Virgin (Yuke, yuke, nidome no shojo) 行く、行く、二度目の少女

Announcements

Tuttle Language Grant

Charles E. Tuttle Company, Inc. is pleased to announce the winners of the Second Tuttle Language Grant for Asian Language Publication Research.

This grant is awarded in memory of Charles E. Tuttle (1915-1993), who worked tirelessly for over forty years to forge stronger ties between East and West.

Grand Prize Winner: A Short Beginner's Course in Burmese by John Okell from London, England

First Place Winner: Language in Culture by Mari Noda from Columbus, Ohio

Second Place Winner: Dictionary of the Okinawan Language by Mitsugu Sakihara from Honolulu, Hawaii

The purpose of the Tuttle Language Grant is to assist authors in completing work on dictionaries, textbooks, and language instruction materials that will aid in the study of Japanese, Korean, Chinese, Thai, Indonesian, and other modern languages of East and Southeast Asia. The grant has an annuity of \$10,000 that is divided among the awardees.

Applications for the 1997-1998 Tuttle Language Grant will be available November 15, 1997. For more information and an application, please send your written request to: 1997-1998 Tuttle Language Grant, Charles E. Tuttle Co., Inc., 153 Milk Street, Fifth Floor, Boston, MA 02109-4809 USA, fax 617-951-4045. No applications will be distributed after April 19, 1998. All applications will be distributed by mail. Application Deadline; May 1, 1998.

The Center for the Improvement of Teaching of Japanese Language and Culture in High School (CITJ)

The Center for the Improvement of Teaching of Japanese Language Culture in High School (CITJ) was established in 1986 at the University Laboratory High School of the University of Illinois at Urbana-Campaign. CITJ's goals have been to develop teaching materials for high school Japanese language education, to maintain a nationwide information network for Japanese language teachers, to conduct instructional programs for teachers, and to provide assistance to schools implementing new programs in Japanese. *The Japanese Language Teachers Network (JLTN) Quarterly and the annually updated Resources for Teachers of High School Japanese* are published under the auspices of CITJ.

Since 1986 CITJ has produced Hiragana, an award-winning instructional video to teach hiragana through the use of calligraphy, sound and visual cues, which has sold over 700 copies to schools nationwide. In 1992 Stone Bridge Press of Berkeley, California, published CITJ's intermediate reader, *Nihon to no Deai*, which has been very well received and is now in its second printing.

CITJ staff continues to develop teaching materials, disseminating them through the JLTN Quarterly and through presentations at ACTFL meetings and other professional gatherings. A current materials development project called "Talking about America in Japanese" offers classroom-ready worksheets and activities for teaching students to speak in Japanese about American high school life, music and entertainment, spectator sports, holidays, family traditions and other

to these will be available for the 1997-1998 school year.

CITJ has conducted a number of workshops for secondary Japanese language teachers. A 1993-94 workshop included a week of seminars in Urbana on proficiency-oriented instruction, a three-week trip to Japan to live with Japanese families and to gather materials and information for participants' curriculum projects, and a week-long follow up the next summer to complete the projects and present them to other teachers. In addition to workshops, CITJ has hosted leadership conferences to foster local and regional support networks for teachers.

Currently CITJ's staff performs a variety of tasks regarding language education. Christopher Thompson, CITJ's director, who teaches Uni High's Japanese I and IV classes and develops teaching materials. Hiroko Ito teaches Japanese II and III and assists Chris with materials development.

Starting in September of 1997, Thompson and Ito will add an innovative dimension to their Japanese curriculum by utilizing the wide range of technical and creative expertise of students who have had more than four years of formal instruction to develop a CITJ world wide web page. In addition they will contribute by teaching in lower level Japanese courses, and help CITJ develop more new and exciting supplementary materials for publication in the JLTN Quarterly.

Barbara Shenk is the assistant to the director and editor of the JLTN Quarterly and Resources for Teachers. CITJ's founder and former director, Carol Bond, retired in 1996. For more information about CITJ or to receive a complimentary copy of the JLTN Quarterly, contact :

Barbara Shenk,
CITJ, University High School,
1212 West Springfield Avenue,
Urbana, IL 61801.
Tel 217/244-4808
fax 217/333-4064

Other Organization

New Website for Japanese Language Teachers

The Laurasian Institution proudly announces the launch of the Institute for the Teaching of Japanese (ITJ) on the information superhighway. *Breeze* readers are invited to visit this website at <www.itj.org>.

The Institute for the Teaching of Japanese (ITJ) is a professional development resource for busy Japanese language teachers. ITJ is a program of Internet-assisted learning environments that provides convenient and useful training to teachers when and where they need it.

Teaching is one of the most demanding of all professions. Classroom instruction, after-school activities, lesson planning, and the grading of student work consumes most of any teacher's day. On top of their heavy workload, teachers also need to keep their skills sharp, learn new ways to enhance student learning, and stay in touch with others in their field.

The Institute for the Teaching of Japanese (ITJ) meets this challenge by offering Japanese language teachers an alternative approach to meeting their professional development needs. Through the resources of the World Wild Web, ITJ provides teachers with a stimulating mix of professional development activities.

At the NCSTJ symposium in Seattle on May 3, ITJ was given rave reviews by several teachers who were able to visit the site. "I'm interested in using your system to earn a Master's degree," said one visitor. Another described it as an "...exciting medium for networking and a great site for bringing the benefits of the WWW to the Japanese teaching field." In essence, teachers found ITJ to be:

Convenient - courses can be easily accessed via the Internet, at anytime, from any basic computer that is connected to a

Useful - courses are based on real-world practices and what you learn can be applied directly in your classroom;

Manageable - you can successfully complete most modules within a four-week block of time.

Other features of the site include a Virtual Library of WWW Resources, an announcement bulletin board and a mechanism for sharing teaching materials. The ITJ site also provides Japanese language teachers with on-line means to network and discuss a variety of topics with educators from across the United States and around the world.

The Institute for the Teaching of Japanese was partially funded by a grant from the Ford Foundation. ITJ is an educational program of The Laurasian Institution.

Announcements from the Japan Forum

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TJfĒÁÉCÉfĒBÉÁÉRĒĒĒÉXÉgÇ àfi†

THE SECOND CONTEST ON IDEAS AND EXAMPLES OF HOW TO TEACH CULTURE IN JAPANESE-LANGUAGE CLASS

Purpose: TJF supports Japanese-language education that leads students to create a better cultural understanding and global awareness. We are holding this contest to solicit lesson plans for ways to promote cultural understanding from people who teach Japanese in elementary or secondary schools outside Japan. The best lesson plans submitted will be featured in TJF publications and posted on our Web site.

Who is Eligible to Enter: The contest is open to current and former teachers of Japanese employed by elementary or secondary schools outside Japan.

Prizes: Two grand prize winning lesson plans will be selected, one elementary-level and one secondary-level plan. Contest winners will receive a 10-day expense-paid trip to Japan. A total of 10 outstanding lesson prizes will be awarded to teachers who submit ideas of special merit for either elementary-level or secondary-level lesson plans. These prizes shall consist of packages of books related to Japan.

Deadline and Procedure for Entries: All entries must be submitted by September 30, 1997.

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APPLY FOR THE BOOK DONATION PROGRAM COMMEMORATING THE TENTH ANNIVERSARY OF THE JAPAN FORUM

TJF's book donation program stands alongside its language education work and cultural exchange programs as one of its main activities. Over the past ten years, the program has given away over 70,000 books. TJF is commemorating its 10th anniversary year in 1997 by augmenting its regular book donations with special contributions of sets of English-language volumes devoted to Japanese literature, art, and society.

Eligibility for Donations: Eligibility for TJF book donations is restricted to institutions that operate or support Japanese language or Japanese studies programs. Individuals are not eligible to apply. Donated books are shipped from Japan by surface mail, with the receiver liable for all shipping costs.

Deadline: October 31, 1997

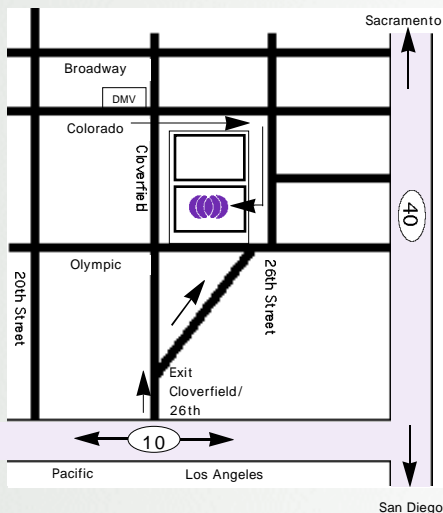
For application forms, please contact the Japan Forum, **Lesson Plan Contest or Book Donation Program:** by e-mail at forum@tjf.or.jp or by fax at 81-3-5322-5215.

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We are pleased to welcome Mr. Eric Chow to our staff.

Voice mail is engaged after 5:30 in the afternoon until 9:00 in the morning Telephone and fax number is the same for all staff.

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