

Field of Dreams?

When Dr. David Maxwell of the National Foreign Language Center talks about his dream of building a wonderful language field, he often refers to Kevin Costner's 1989 movie "Field of Dreams," in which an Iowa farmer attempts to build a baseball field after hearing a voice from somewhere saying "If you build it, they will come." The Japanese language field in the United States is certainly one sort of "field of dreams." The field continues to move toward creation and cooperation. More players and supporters are joining in to the field. Not all of them are necessarily in the Japanese realm exclusively because this field may have a good chance to serve as a test case for people in other fields at large.

FUNDERS MEETING

On March 26 in Washington, DC, the Japan-US Friendship Commission and The Japan Foundation jointly organized an informal meeting of the main funding organizations, with several Japanese and language field experts as consultants to help update participants of recent developments. Participants included representatives from the Japan-US Friendship Commission, National Security Education Program (NSEP), National Endowment for the Humanities (NEH), Sasakawa Peace Foundation, two departments from US Department of Education, International Education & Graduate Programs Services (Title 6) and Fund for Improvement for Postsecondary Education (FIPSE), US-Japan Foundation, Embassy of Japan and The Japan Foundation LA. Invited experts in the field were from ATJ, NCSTJ, Inter-University Center for Japanese Studies, The Laurasian Institution and NFLC.

The meeting confirmed strong interest in support of the Japanese language field by funding organizations, depending on each organization's funding guidelines and criteria. There was a clear recognition at the meeting that the field already exists and has potential even to become a model of reform in US education. A conclusion was drawn that the field is strong because of the following factors: 1) Expertise; 2) Organization; 3) Standards. The only lacking element is a field wide strategic plan for the foreseeable future, since it was also cited that, interestingly, the

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Japanese field is still small enough to allow further development.

NEEDS STRATEGIC PLAN

"What does the field want us to do?" This question was offered by one of the funders, inquiring how they now must respond to the field. In order to manage many of the challenges in their efforts to support this field, a general consensus of the funders reached a conclusion for a field-wide strategic planning conference some time within a year. Complicated issues for funders such as how to support programs from the local level to national level, the bottom level to top level, etc., will become much clearer after the field formulates strategic plans. In regard to this, one expert commented that the Japanese field's strategic plans must enlighten funders. Some funding organizations even offered their willingness to fund such a strategic conference if a proposal is submitted.

We would like to express our gratitude for all the participants of the Washington meeting on March 26 for their cooperation and enthusiasm, especially Dr. Eric Gangloff, Executive Director of the Japan-US Friendship Commission and co-chair of the meeting, for his encouragement and partnership.

ISAO TSUJIMOTO, DIRECTOR



LUNCHEON AT ACTFL IS AN OPPORTUNITY FOR TEACHERS OF JAPANESE AND THEIR SUPPORTERS TO REAFFIRM THE NATIONWIDE EDUCATION NETWORK AND TO ENJOY THE EXCITEMENT OF THE DOOR PRIZE DRAWING. NASHVILLE, TENNESSEE, NOVEMBER 1998. (SEE P. 2)

Field Meeting in Tennessee

Approximately 30 participants attended a dinner meeting on Japanese Language Education at the Opryland Hotel in Nashville, Tennessee on November 19, 1997. The event was co-sponsored by a group of seven organizations and companies: Bonjinsha, The Japan Forum, JP Trading, Kinokuniya, Kodansha International, 3A Corporation, and The Japan Foundation.

This three-and-a-half hour dinner meeting provided a rare opportunity for teachers to meet with publishers, distributors, and retailers, and exchange ideas regarding the ongoing development of a national office. Ms. Leslie Birkland, former president of NCSTJ, and Dr. Yasu-Hiko Tohsaku, a current ATJ board member, served as co-chairs of the evening's roundtable discussion.

Much of the meeting involved the proposed office's identity and function. Some participants wondered whether the new alliance that the office symbolizes would be inclusive of all facets of Japanese language education. Though NCSTJ and ATJ represent the largest organizations of teachers of Japanese at the pre-collegiate and collegiate levels respectively, questions remained whether other elements of language teaching would be included as well.

One basic concern that was raised in the meeting involved how the parties would be represented in the office. These questions were asked: "Who are the players in the Japanese language field? Are we all now included?" A few members suggested a practical strategy in which the core participants in the field should actually begin from a select number before expanding into a larger organization. In addition, the comment was made that the task of defining the field will be left to the students rather than the teachers.

The combined ATJ/NCSTJ task force had proposed four main objectives to which the alliance would serve: advocacy, infrastructure building, teacher training and development, and research and development.

Publishers' Perspective

From the publisher's and retailer's perspective the office could provide a forum for publishers and educators to assist each other. They believe that if the office is established, it can set up conventions and invite the private sector to come and participate and could be a place to solicit funding for projects.

A number of participating publishers encouraged the educators to more aggressively explore the possibilities for better publication ideas including that the central office publish teaching materials and educational guidebooks to be sold in Japan. They explained that there is a demand in Japan for information on Japanese language education in the United States. Publishers expressed that would like to hear more ideas from educators.

A remark Dr. Tohsaku made during the meeting symbolized the basis which sustains the momentum of the current movement "We're not trying to 'create' the field. The field is there already." The participants concluded the Nashville Dinner Meeting with the commitment to further discussions.

(Summary by Eric Chow)

The Luncheon at ACTFL

America's home of country music became the temporary home of languages as thousands of the nation's foreign language educators and specialists attended the American Council of Teachers of Foreign Languages 31st Annual Meeting in Nashville, Tennessee November 1997. On the second day of the ACTFL Meeting, Friday, November 21, The Japan Foundation & Language Center in Los Angeles continued with our own tradition by hosting the Japan Foundation luncheon. For the Japanese language education community, it was an event for Japanese language teachers to meet their colleagues from other parts of the nation.

Isao Tsujimoto, Director of The Japan Foundation & Language Center in Los Angeles, started the event with an opening speech on the state of Japanese language field. He mentioned that the field has now gained stability and national recognition as a potential model for other languages and that there is a need for the field to recognize its diversity and social responsibility. Later he also encouraged cooperation between the different organizations and institutions of Japanese language and continuing discussions which began in the spring of 1997.

After the brief address, lunch was served and the games began. There was much excitement and joy during the two hour luncheon with the drawing of door prizes. The Japan Foundation would like to express its appreciation of the donors' contribution to the luncheon and to congratulate prizewinners. The following is a list of donors and prizes in alphabetical order.

(Note by Eric Chow)



on at ACTFL

ALL NIPPON AIRWAYS

Two round trip air tickets from Los Angeles to Japan, with supplement from The JF for two round trip domestic air travel to LA certificates up to \$600 (2)

BESS PRESS

Japanese Word Book language cassette tapes and CD-Rom (2)

BONJINSHA

Situational Functional Japanese Textbook and Tape Set (10)

CHENG & TSUI COMPANY

Book set including:
Japanese The Spoken Language, etc. (4)
Cinesell
Situational Functional Japanese Video Set (2)

DYNED INTERNATIONAL

Dynamic Japanese CD-Rom Set (1)

JAPAN BOOK CENTER

Shashin Panel Bank, Volume 2 (1)

THE JAPAN FORUM

Four-Book Set including:
Nihon no Utsuwa, etc. (10)

JAPAN PUBLICATIONS TRADING COMPANY

Shashin Panel Bank, Volume 2 (1)

JAPAN TRAVEL BUREAU INTERNATIONAL, TORRANCE BRANCH, CA

Las Vegas trip for two, including air travel and two night hotel accommodations (2)

KAWAIJUKU

Book Set (1)

KINOKUNIYA

Ichitaro for Windows (English) Japanese Word Processing Software (1)

KODANSHA INTERNATIONAL

Japan: An Illustrated Encyclopedia (1)

SONY ELECTRONICS

Travel Alarm Clock, etc. (3)

3A CORPORATION

The AOTS Nihongo Dictionary, etc. (10)

F R O M A T J

Laurel Rasplica Rodd, President of Association of Teachers of Japanese

On February 21 and 22, 1998, Laurel Rasplica Rodd, President of ATJ, and Kyle Ennis, President of NCSTJ, met in San Francisco with an ad hoc committee consisting of Yashy Tohsaku of the ATJ Board and Kurt Bringerud of the NCSTJ Board to continue developing plans for collaboration among the various interest groups within the field of Japanese studies. We completed a draft description of the functions of a central collaborative office and of the activities of a manager for that office. At ATJ's annual meeting in Washington, D.C., at the end of March, both the Board of Directors and the general membership endorsed the idea of joining forces with NCSTJ to create a joint administrative structure. Toward that end, the members in attendance approved by unanimous voice vote an amendment to ATJ's Bylaws that will make it possible for the Board to appoint an executive director.

N C S T J U P D A T E

Kyle Ennis, President of National Council of Secondary Teachers of Japanese

NCSTJ Update and report of current events: Recently, we have been quite busy working on three main items. First of these items is the joint proposal set forth by ATJ and NCSTJ for a USJF foundation grant on Phase I of a two phase standards research and implementation project. This project has what I feel to be powerful implications for unifying our organizations through understanding and sharing. Phase I of this project will bring together some 20+ individuals who are identified as "experts" in the field to research and discuss the existence of standards across the country. This group will also put together recommendations for Phase II. Phase II will focus on ways to implement and incorporate standards at specific sites/programs nationwide. This is offering to educators of all levels the opportunity to sit down together and discuss standards issues, as well as the critical area of implementation.

We have also been finalizing our outline for the upcoming ACTFL in November. We have received a great

number of proposals and we feel that we have a very powerful line up for presenters this year. Jessica Thurrott has done an amazing job of organizing and promoting the conference! If you have not registered yet, do so quickly. You will not want to miss this year!!

Finally, NCSTJ and ATJ have continued our talks of joining forces through a shared executive director and new ideas of doing business together. Through much support of the Japan Foundation, and other funding sources, we have been able to continue these discussions and hope to have something in place by early next year. We feel that it is time to unify and support one another rather than to stand alone in isolation. If the field is to be energized and strengthened, giving ALL levels and types of Japanese education a boost in difficult times, we must take the lead and create a structured organization that will encourage growth in all areas. This is a complicated undertaking because of the issues involved, but we are working to bring it to pass.

The Japanese Language Network:

A Strategic Proposal for the Japanese Field

Richard D. Brecht

RICHARD BRECHT, National Foreign Language Center's (NFLC) deputy director, has been one of the architects of foreign language education policy in the United States. Through his work, he has greatly contributed to the cause of garnering recognition for the Japanese language field within the larger context of language education in this country.

Here are excerpts from Dr. Brecht's recent proposal "The Japanese Language Network." Although this article reflects opinions independent of The Japan Foundation, we have decided to publish it here and share it with you in the hope that it will enhance the Japanese language field's ongoing developments, and also increase awareness within the field as to how it is viewed as a very potential model field through an objective expert's eyes.

Those who wish to receive the full text of Dr. Brecht's proposal may contact Eric Chow at The Japan Foundation Los Angeles, or Elizabeth Gamero, Administrative Assistant to Dr. Richard D. Brecht, at NFLC, 1619 Massachusetts Avenue, NW, Washington, DC 20036. Tel: 202-667-8100 ext. 39 Fax: 202-667-6907

NEED

Many, if not most, Americans are unconvinced that languages other than English are relevant to their lives. If they have thought about language at all, they basically believe that the learning of another language is unnecessary ('the world speaks English'), impossible ('no one really learns a foreign language'), or irrelevant ('most language courses fail to address my real world communications needs'). These attitudes result in the current situation in the United States, where only one third of students enroll in a language course at any level in the educational system. Of these, only approximately ten percent attempt a language other than French or Spanish, the only languages generally available at most schools and universi-

ties in the United States. Of the students who even attempt the 'harder languages' (like Arabic, Chinese, Japanese, Korean, and Russian), only a small proportion ever reach even a basic level of functional proficiency.

The study of Japanese in the United States has to be considered against this broader context as well as in light of its difficulty for English-speaking Americans. Studies have shown that it takes approximately three times as long to reach a basic functional proficiency in Japanese as it does in French or Spanish. This situation is exacerbated by the fact that study abroad in Japan, the prerequisite for any degree of language mastery, is not generally accessible to most students, given the high cost for Americans to live and study there.

In spite of these obstacles, enrollments in Japanese language expanded significantly through the 1980s and early 1990s, producing a spate of new programs at the school and college levels. This growth was supported by school systems, colleges and universities, as well as by private foundations and governmental agencies in the U.S. and in Japan.

There are now signs, however, that the situation of constantly expanding enrollments is over and that public and private sector resources supporting Japanese language programming are shrinking. Now, as never before, strategic planning is required to ensure that future investment of resources will support the building of a strong field architecture capable of sustaining Japanese language learning in the most effective and cost-efficient manner for the foreseeable future.

In addition to improved program effectiveness, arguably the two most important challenges facing Japanese language education (and higher education, in general) today are fiscal management and adaptability to changing educational demands and shifting demographics. These two related problems threaten the continued growth of Japanese in the United States: Existing programs show few signs of being able to expand their attraction to students traditionally uninterested in Japanese or foreign language in general. In addition, this narrow enrollment base precludes

many institutions from adding Japanese (as well as other LCTL language programs), particularly those whose resources simply cannot easily sustain low student-faculty ratio programming.

In response to this new reality, the Japanese language field currently is engaged in a field-wide process which is unprecedented in American language education. The goal is to develop a consensus on a field-wide strategic plan to guarantee the health of Japanese language programming in the United States for the foreseeable future. The major Japanese language teachers' organizations, the Association of Teachers of Japanese (ATJ) and the National Council of Secondary Teachers of Japanese (NCSTJ), are joined in this effort by funders as well as by other national voices concerned with the language in the United States. As part of this process, it seems advisable to undertake field-based educational reform effort aimed at student responsiveness and program cost-effectiveness, specifically a system designed to make available to campuses across the country a rich menu of more flexible "customized" learning environments at the highest level of quality. The model outlined here is proposed for the Japanese language field, but, if successful, could certainly be applied to other language fields in the United States.

THE DESIGN

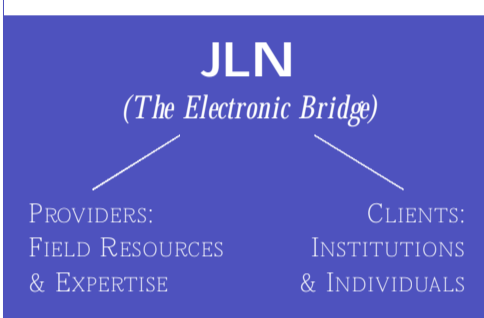
THE JAPANESE LANGUAGE NETWORK

... We propose "The Japanese Language Network" (JLN) as the mechanism for enabling resource sharing among

institutions teaching Japanese in the United States and beyond. As envisioned, JLN comprises three components:

- a consortium of schools and colleges desirous of enriching their Japanese language offerings and committed to exploring the notion of customized learning through modularization;
- a national, field-wide, Japanese Language Resource Center devoted to collecting and disseminating expertise and resources for Japanese (through facilities located at an organization, university, or other enterprise); and,
- a WWW communications system capable of serving as the "bridge" between the user client institutions and the field providers.

The purpose of this network is to make available to institutions (and individuals) around the country the best learning expertise and resources available in the Japanese language field through electronic networking;



This model represents an unprecedented partnership between the educational institutions housing Japanese language programs and the Japanese language field itself. It is a system aimed at collecting widely dispersed Japanese language expertise and resources from around the country (and the world, for that matter) and making them available on-demand to

interested institutions through a managed communication system on the WWW. The goal is to enable ALL institutions, especially those with modest resources, to do "more with less" by establishing new programs or enhancing existing ones with electronically shared resources. In addition, in contrast to traditional consortial arrangements, the quality of goods and services on the system is assured by the Japanese language field itself, as it brings into the system the best expertise it has to offer, wherever in the country and in the world that expertise might reside.

... THE JAPANESE LANGUAGE FIELD

The Japanese Language Field, as represented by ATJ & NCSTJ, will have to expand its mission beyond serving individual members through meetings and journal publications. For the first time, these organizations would become involved in supporting institutional programs by providing information, communications, expertise, and teaching and learning resources directly to programs on-demand. Such an explicit expansion of mission is a new concept for language teachers organizations, and it will have to be accompanied by other activities:

FIELD-WIDE STRATEGIC PLANNING

The planning process begun in 1997 will have to continue and result in a field-wide strategic planning document and process. The purpose of such a plan and process is to ensure that the architecture of the Japanese language field is sufficiently strong to support the maintenance and growth of language instruction programs across the U.S. and in Japan for the foreseeable future.

FIELD-WIDE NATIONAL RESOURCE CENTER.

The next task is to establish a field-wide Japanese language resource center capable of providing the resources and services required. Such a center must have credibility across the field, and so should be governed by a National Advisory Board consisting of distinguished "stake-holders" and "influentials" in the United States with a vital interest in the ability of Americans to use Japanese. A National Field Board, made up of the best scholars/teachers in the field, should be charged with presiding over the day to day business of the center, particularly the resource selection and dissemination process.

STANDARDS

It goes without saying that field-wide standards will have to guide what the network will provide. Such standards are under development: the Goals 2000, ACTFL-sponsored K-16 national Japanese language standards, and the ATJ/NCOLCTL Advanced-Level Language Learning Framework. More importantly, without a rigorous testing and certification system, the standards being developed for the field today will have little direct impact on the quality of the learning and teaching that take place. The JLN will serve as the mechanism for the implementation of standards, at least until the required tests and teacher certification process are developed.

WWW SITE

The WWW site involved will have to include the following functions: Information (for policy makers, learners, teachers, and other interested or curious parties), Communication (both synchronous and

asynchronous), Teaching (resources and expertise), Learning (programs and independent learning), and Assessment (both individual and program).

The Japanese Language Field Resource Center will be charged with accumulating the resources and expertise in the field and distributing those resources to institutions using the field's electronic communications network. One (or more) educational institutions, or private or not-for-profit enterprises, may opt to organize and manage such a field resource center, acting primarily in the virtual environment. The center should operate with the official sanction of the ATJ and NCSTJ. (This aspect of the plan will require the significant investment.) While a number of institutions already have launched WWW endeavors which are intended to serve the profession, they are more directed to marketing their own products or establishing their own reputations in the area. The difference here is that the proposed center will truly be national, answerable to the field and responsible for its development. Accordingly, it will be advised by a National Advisory Board, made up of representatives from national language organizations and institutions as well as private and public funding sources. On a working basis the Center will be in the hands of a manager supervised by a Field Board, comprising the leading experts on Japanese teaching and learning in the United States. Finally, the national stature of the center will be confirmed as it will be 'sanctioned' by the ATJ & NCSTJ themselves.

...

FEASIBILITY

Designing and developing the JLN will have to be a collaborative affair, involving strategic alliances among Japanese language organizations, funders, other national language organizations and institutions, and technology vendors. Of primary importance, though, is consensus among school and university teachers of Japanese, as well as researchers and policy makers involved with Japanese language nationwide.

...

IMPLEMENTATION

Given the innovative and complex nature of JLN, the process of design, development, and adoption will require strong leadership, broad consensus, and a concrete plan guided by experience and research on "innovations diffusion." The process will encompass at least the following initial steps:

- Establishment of an informal planning committee, continuing the work begun in the 1997 national meetings, to debate, revise, and initiate implementing the current proposal;
- Transformation of the informal planning committee into the National Advisory Committee for Strategic Planning for Japanese Language in the United States;
- Vetting of the plan first with this Committee and then among practitioners and policy makers in order to reach consensus on some version of it;
- Establish the national Japanese Language Network Board, responsible for establishing and overseeing the new Japanese Language Network;

- Designate a CEO for JLN;
- Solicit funding, in stages, for implementation;
- Establish the National Resource Center, and develop a plan for data and information collection, sharing, and dissemination; for communication; for teacher development and learning facilitation;
- Design data warehouse and WWW interface, to be housed at the National Resource Center;
- Designate a technology vendor;
- Solicit institutions for membership in the beta-test consortium;
- Involve "Opinion Leaders" from the start;

- Select innovative scholar/teachers and campus programs;
- Establish a diffusion system to bring about adoptions of the system;
- Focus on information and data collection as the start-up activity for center and WWW site;and,
- Integrate national standards in JLN.

...

CONCLUSION

The JLN represents a component of the Japanese language field architecture, which is unprecedented in the language profession. It has the potential to attract more students to the learning of Japanese, while simultaneously raising the quality and cost-

effectiveness of programming across the full range of schools, colleges, and universities in the United States. The JLN represents a vital part of the architecture of the Japanese language field, which the current strategic planning effort is attempting to address. Its realization requires a unique field-wide consensus and collaboration among institutions and associations, teachers and researchers, practitioners and funders. The Japanese language field is positioned to lead the way in language reform in the United States, and the JLN can be the vehicle.

Organization Survey

The Japan Foundation is currently conducting the worldwide Overseas Japanese-Language Education Organization Survey, the third since 1990 and 1993. The aim of this survey is to gain an accurate picture of the current state of Japanese language teaching around the world on an institutional basis. Results of this survey will be shared with all people concerned via a publication on hard-copy and on-line. It should provide a basis for strengthening the infrastructure of the field.

We at the Los Angeles Language Center have distributed questionnaires to about 4,300 institutions in the United States in late March. The deadline of responding this survey questionnaire is May 30th. If you prefer to respond via the Internet, please visit our web site at <http://www.jflalc.org/98survey/98srvyrqst.html> so that you can answer and submit it on-line.

The list of these institutions is listed at our website at <http://www.jflalc.org/98survey/98srvylist.html>, so please advise us if you have any information to add, or to delete from our list. If you have any questions regarding this survey, please do not hesitate to contact us by telephone at 1-888-667-0880; by facsimile, 310-449-1127; or by email, jflalc@jflalc.org, with attention to Rimi Yang or Eiichi Ito.

We thank in advance all participants for cooperating in this important project. Also, we would like to thank individuals and organizations those who provide us with mailing list or contact information to help complete our database.

JAPANESE LANGUAGE GRANT PROGRAMS FOR 1999/2000

with December 1, 1998 Deadline

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 provided up to an initial three-year period to help cover personnel expenses.

2) JAPANESE-LANGUAGE RESEARCH/CONFERENCE/SEMINAR GRANT PROGRAM:

Designed to assist organizations/institutions to conduct research, seminars or workshops on pre-collegiate level.

3) JAPANESE-LANGUAGE TEACHING MATERIALS DONATION PROGRAM:

Selected teaching materials will be donated to educational institutions.

4) TRAINING PROGRAMS FOR TEACHERS OF THE JAPANESE-LANGUAGE AT THE JAPANESE-LANGUAGE INSTITUTE, URAWA IN 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:

Offering financial assistance to publishers of printed resources or audio visual material related to Japanese language education.

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 SPEECH CONTEST SUPPORT PROGRAM:

Intended to assist organizations to hold Japanese speech contests by providing partial financial support and prizes.

8) JAPANESE-LANGUAGE PROGRAM FOR RESEARCHERS AT THE JAPANESE-LANGUAGE INSTITUTE, KANSAI IN JAPAN:

Long-term intensive training courses in Japanese for scholars or researchers who need to learn Japanese for their academic research activities.

9) JAPANESE-LANGUAGE PROGRAM FOR POSTGRADUATE STUDENTS AT THE JAPANESE-LANGUAGE INSTITUTE, KANSAI IN JAPAN:

Intensive training courses for post-graduate students who major in the social sciences or the humanities and wish to improve their Japanese language abilities for their studies.

Application forms are available in September upon written request to Eric Chow, Program Assistant.
e-mail: ehchow@jflalc.org

Los Angeles Language Center Grants

(JFLC Grants)

These are emergency-type funds of a relatively modest grant amount. They are screened and administered by The Japan Foundation & Language Center in Los Angeles with the primary objective of supporting teachers of Japanese language in the United States. Applicants are encouraged to seek additional resources elsewhere to complete the desired project.

1. Program and Guidelines:

WORKSHOPS/CONFERENCES:

This grant is designed to assist workshops, symposiums and conferences conducted by the teachers' associations. Workshops for teacher training purposes are not applicable. Priority will be given to those applications that strengthen teacher networking. Please specify target audience. Project income should include registration fees from participants. The grant amount will not exceed \$2,000 per project.

PRE-COLLEGIATE CURRICULUM

DEVELOPMENT:

This grant will support the development of a curriculum for the pre-collegiate level. Priority will be given to plans from a group of teachers or an institution. Abstract of the projected content and a list of collaborators with detailed background information must be submitted. Project for collegiate curriculum or

higher level is not applicable. The grant will be seed money, and its amount will not exceed \$2,000 per project.

ORGANIZATION DEVELOPMENT:

This program will assist associations of Japanese teachers. Priority will be given to establish new Japanese language teachers' associations. By-laws and a list of expected members must be submitted. Project income should include membership dues. The grant amount does not normally exceed \$3,000.

6) You may not be awarded a grant more than twice in the same category during one fiscal year (April-March).

3. Screening procedures:

After receiving applications, the Foundation will either send you an acknowledgment of receipt, or contact you to supply additional information to ensure a fair screening.

Applicants will be contacted within two months after acknowledgment of receipt, unless otherwise notified.

For more information about grant programs, please contact the following address:

Eric Chow, Program Assistant

THE JAPAN FOUNDATION &
LANGUAGE CENTER IN LOS ANGELES

2425 Olympic Boulevard
Suite 650E
Santa Monica, CA 90404-4034
USA
Telephone: 310-449-0027 ext. 105
or Toll Free: 1-888-667-0880
Fax: 310-449-1127
E-mail: ehchow@jflalc.org
URL: www.jflalc.org

2. Applications:

No application forms or deadlines are necessary to apply. Proposal can be submitted with the following information:

- 1) Project title (include project schedule and location).
- 2) Applicant or project director's name with updated curriculum vitae.
- 3) Project summary that clearly describes: objectives, background, abstract, expected effects, preliminary arrangements, list of collaborators or participants.
- 4) Accurate financial statement with expenditures (i.e., travel expenses, correspondence, printing and copying, meals and refreshments, rentals, etc.) and income (i.e., membership dues, registration fee, subsidies, own money, etc.) Please specify which expenses you desire to be covered by the Language Center Grant.
- 5) The name of the party to whom the Foundation should make a check payable.

SUMMER LANGUAGE PROGRAM

*for K-12 School Teachers of Japanese
at The Japan Foundation & Language Center in Los Angeles*

Overview

This program is for professional development for in-service non-native secondary school teachers of Japanese. The whole program will be conducted based on the principles of proficiency-oriented instruction. The following objectives will be accomplished in the program:

- (1) Participants will refine their Japanese language skills, given an opportunity to be in an immersive environment in the target language.
- (2) Participants will advance their communicative skills applicable in complex real world situations.
- (3) Participants will utilize books and audio-visual materials in our Nihongo Library for self-study during the program.

Level: Intermediate
 Participants: approx. 10 people
 Duration: 7/27(Mon)-8/8(Sat)
 12 days (excluding Sunday)
 9:00-5:00

ASAGI

NEWS ON ARTS & CULTURAL PROGRAMS AT THE JAPAN FOUNDATION IN LOS ANGELES

Sharing Beauty _____ Joe D. Price

Mr. Joe Price, Japanese art collector and executive director of the Shin'enkan Foundation, has published a CD-rom, after developing the materials for the last five years, in which people can view detailed images from the his immense collections in realistic natural light conditions which the artist had intended.

In October, 1997, Mr. Price gave a lecture in the Japan Foundation Language Center Hall and included a demonstration of his work involving the computer with art. The following article has his further thoughts on the Japanese antiquities in cyberspace. The project has the great potential to make arts more accessible to people – not only scholars and students, but even kindergartners could explore simply the arts through the use of modern technology.

Many people look upon computers as a threat to museums and the art world. Perhaps this arises from an intrepidation of the computer's complexities or because of the possibility that they fear its intrusion into the copyright protection they so vigorously defend. If used properly, the computer can enhance the work of art and facilitate the circulation of its beauty throughout the educational world. Interest in paintings will be heightened when they are viewed in the same soft, natural light that the artist expected it to be seen in. Most Japanese art today is exhibited and published using artificial illumination - a light source that the artist himself never experienced. The artist, on purpose, designed his paintings to be viewed within the contrasting wonder of shadows, sunlight, and even candlelight. Indeed, the artist created the painting to take on different feelings under each light source. One of the most enjoyable experiences is to be looking at a golden screen when the sun goes behind a cloud and then emerges again. This experience is now virtually non-existent since most screens and scrolls today are lined up on a wall, com-

peting with each other behind glass, exposed to the harsh and never varying glare of the unchangeable spotlight.

Unfortunately, the general public, experts included, has become so accustomed with this display method that today's art is now expected to look as it does under this distorted process.

Eight years ago I set out to see if the beauty of these images could be restored to the way the artist expected them to appear. For five years I sat in front of the computer screen carefully correcting the digital image to match each painting hanging alongside the monitor. But this time, each painting was illuminated by the soft natural light filtered through the paper shoji doors of a Japanese Tea room. The effect was stunning. The comparison with the standard art display was shocking. No reproduction process today can match the beauty and accuracy of the color corrected image produced by the computer.

I am not a computer-literate person. In fact, I have a hard time programming modern alarm clocks let alone a VCR. Needing software in which to place these images I was creating, I found a company in Berkeley then called Image AXS. They agreed to create the software if I'd allow them to distribute these images on a new invention called CD-ROM. This was doubly exciting, for now instead of only being limited to the few universities with graduate programs in Japanese art, which had been my original goal, they could also be made available to kindergartens. Even before the CD-ROM was finished (now called "Masterpieces in Japanese Art"), this company in Berkeley had become so excited with our images that they decided to produce a museum management program. They combined with the Louvre in Paris, the Frick in New York, and the Harvard and Stanford museums. Since these museums were mostly inter-

ested in using the computer to accumulate data for their staff. Image AXS allowed me to help design the image section of the program more towards the appreciation of the art, rather than towards an accumulation of photographs. This program, named EmbARK, gave me the opportunity to incorporate the ideas for a program that could become a virtual study center for Japanese art.

Originally, the plan was to give this program to universities, allowing professors to install the text to help explain each image. But then a new storage system arrived, much larger than the CD-ROM, called DVD-ROM. Like the earlier CD-ROM, the new system gave us the ability to reach far beyond an audience of graduate students. But it also meant that the text must be included in the finished project – an aspect which is causing delay in its release.

EmbARK is a huge program. It allows for each image to be stored in layers. For instance, in a portfolio called Albums, selecting a cover will open a thumbnail image of each page in the album which will, in turn, open a larger image of that page or thumbnails of multiple details of the page, and so on. This program will contain movies; study programs to compare fakes and originals; architecture to explain light and display; images which will change from daylight to candlelight; and of course all the images of paintings, lacquer, woven baskets, and netsuke.

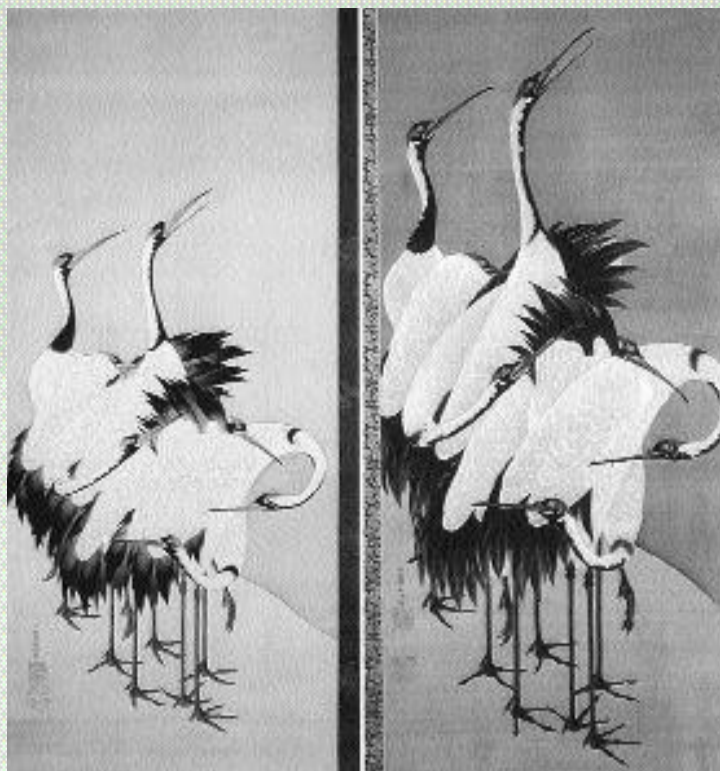
Through EmbARK, the computer becomes a powerful search engine which makes it easy to find anything within massive amounts of data.

The computer can go far beyond the mere purpose of displaying art. It can repair damage, eliminate fading, expose fakes, and even decipher how fakes were produced.

In this computer age, people can finally experience the art as it should be displayed. The computer should be praised, not feared, for it will allow us to see a beauty that is often deprived from us because of fears of safety, indifference, and agreed.

Endnote

So far we have produced two CD-ROMs - one, the before mentioned "Masterpieces", and another on "Modern Netsuke". We have a Web page with the domain name "Shinenkan" (www.shinenkan.com). We are also planning a new CD-ROM on netsuke with the theme of Friendship Across the Ocean, detailing how a Japanese ancient art can influence artists overseas. And of course...the new DVD-ROM.



Seven Cranes, by Jakuchu (1715-1800), probably around 1755. The panel on the left is a fake from the Meiji period (late 19th century).

A close-up of a computer image of the same Jakuchu piece, showing the various "pixels" used to give color and gradation. It is possible to use an analysis of such pixels to compare prints and, even, brushstrokes. Various changes can also be made to alter the "look" of the complete picture by changing the "color" of these pixels.



THE JAPAN FOUNDATION GRANT PROGRAMS OTHER THAN LANGUAGE PROGRAM FOR 1999/2000

with December 1, 1998 Deadline

The following programs are screened by The Foundation headquarters and only applications from the 13 western states of the United States are accepted in the Los Angeles Office. 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, USA
TOLL-FREE:
1-888-667-0880, ext. 104
Telephone:
(310) 449-0027 ext. 104
Fax: (310) 449-1127
E-mail: jfla@jflalc.org
URL: <http://www.jflalc.org>

The Japan Foundation Fellowship Program for Artists and Cultural Properties Specialists

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

Exhibitions Abroad

Support Program

Provides financial support to exhibitions that introduce Japanese art and culture abroad.

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.

Publication Assistance Program

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

Translation Assistance Program

Provides 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 for Japanese studies.

IN ADDITION, The Japan Foundation offers other grant programs with different application procedures.

The following programs are screened by the The Japan Foundation American Advisory Committee convening in New York City. Thus, requests for applications must be made to our Japan Foundation office in New York, and those applications are due in that office by November 1, 1998.

The New York Office
THE JAPAN FOUNDATION
152 West 57th Street, 39th Floor
New York, New York 10019
Telephone: (212) 489-0299
Fax: (212) 489-0409
E-mail: info@jfnry.org
URL: <http://www.jfnry.org>

1. The Japan Foundation Fellowship Program for Scholars, Researchers, and Doctoral Candidates
2. Institutional Support Programs for Japanese Studies
 - a. Visiting Professorship Financial Support Program
 - b. Staff Expansion Grant Program
 - c. Research/Conference/Seminar Grant Program
3. Library Support Program

The Japan Foundation's Center for Global Partnership also has other grant programs that cover other fields than the ones described above, please contact them for information.

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

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. Applicants should not have received another fund from The Foundation for the same project. Successful candidates would be granted up to \$2,000. Please direct a letter of proposal that includes the following information, if relevant:

1. Name of project, date, time and location.
2. Applicant.
 - a. Name of institution (include background).
 - b. Name of authorized official.
 - c. Name of project director.
3. Project outline.
 - a. Artist(s), participants and/or cooperators.
 - b. Description.
 - c. Arrangements and preparations.
 - d. Schedule.
4. Budget breakdown.
 - a. Expenditures:
 - a) Facility.
 - b) Artist fee.
 - c) Rental equipment.
 - d) Printing and photo copies.
 - e) Travel expenses.
 - f) Other (please specify)
 - b. Income:
 - a) Admission fee.
 - b) Other source of support.
5. Curriculum vitae of the project director.
6. Biography of artist(s).

After receiving applications, The Los Angeles Office will either send you an acknowledgment of receipt, or contact you to supply additional information to ensure a fair screening.

Applicants will be contacted within two months after acknowledgment of receipt, unless otherwise notified.

The Japan Foundation Los Angeles Office Arts & Culture Grants:

April 1997 ~ March 1998

Yerba Buena Center for the Arts

San Francisco CA
\$2,000
Survival System Train and Other
Sculpture by Kenji Yanobe, exhibition
March 1997.

American Cinematheque

Los Angeles CA
\$2,000
Outlaw Masters of Modern Japanese
Filmmaking, film retrospective
June through July 1997.

18th Street Arts Complex

Santa Monica CA
\$875
One Hundred Thirty Years of
Japanese Women Photographers -
a lecture by Ms. Noriko Fuku
July 1997.

University of California, Santa Barbara, University Art Museum

Santa Barbara CA
\$1,000
Survival System Train and Other
Sculpture by Kenji Yanobe, exhibition
September 1997.

Washington Association of Teachers of Japanese (East)

Spokane WA
\$1,500
Japanese Drum Taiko Experience,
workshop
October 1997.

University of California, Los Angeles, Film & Television Archive

Los Angeles CA
\$2,000
Porno Man and Insect Woman:
The Films of Shohei Imamura,
film retrospective
February through March 1998.

Japanese Chamber of Commerce of Southern California

Los Angeles CA
\$1,500
Miyazawa Kenji Eiga Matsuri,
film screening
January 18, 1998

Music From Japan

New York NY (Pasadena CA)
\$2,000
Music From Japan 1998 Festival
Los Angeles with Keiji Azechi Kokyu
Ensemble, concert
January 21, 1998

University of California, Irvine/Department of Art History

Irvine CA
\$1,000
Image, Nation & Transnation:
Exhibition of the Works of Yanagi
Yukinori, exhibition
March 1998

Proficiency Test

The 1997 Japanese Language Proficiency Test (JLPT) was held worldwide on the 7th of December, 1997. In the US, it was held in three sites: the Japan Foundation in Los Angeles, the University of Chicago in Chicago, and Columbia University in New York. In Canada, there were two sites: York University in Toronto and Douglas College in Vancouver. The number of examinees in the US was 488 out of 581 applicants, showing an increase over the 434 of the previous year. The following table gives a breakdown of the number of examinees and certified ones by level and test site. In Canada, 158 (out of 182 applicants) people in Toronto and 323 (out of 360 applicants) people in Vancouver took the exam.

The Japan Foundation and Language Center in Los Angeles, which has continued to be the US administration office since 1993, would like to express our sincere thanks to faculty and staff of the University of Chicago and Columbia University for their precious support and cooperation.

The 1998 JLPT will be held on December 6, 1998. Test information and application forms will be available in September.



In December 1997, Japanese Language Proficiency Test examinees congregate in the public lobby just outside the entrance to the Japan Foundation Language Center before the test center opens.

NUMBER OF EXAMINEES (NUMBER CERTIFIED)				
	N.Y.	Chicago	L.A.	Total
LEVEL 1	38 (16)	16 (5)	67 (23)	121 (44)
LEVEL 2	42 (20)	33 (11)	55 (27)	130 (58)
LEVEL 3	26 (17)	35 (16)	79 (52)	140 (85)
LEVEL 4	24 (13)	26 (10)	47 (27)	97 (50)
TOTAL	130 (66)	110 (42)	248 (129)	488 (237)



Inside the Main Hall of the Language Center, test takers are waiting for instructions and the test booklets, signaling a long session for the Proficiency Test.

FACILITIES OPEN FOR PUBLIC

The Language Center's Main Hall and Seminar Rooms are open for cultural and international related events. The facilities will be made available free of charge to those groups who apply except for parking and the cost of specially rented equipment.

If the parking ticket is stamped by The Japan Foundation, \$7.25 (the current rate — subject to change without notice) will be charged to the driver of the car. However, arrangements can be made so that the parking fees can be charged to the group, and, thus, no remittance will be charged to the guest.

The Main Hall can seat around 130 people in an intimate theater style seating with a raised platform for a stage area. A limited number of tables can be set up for a workshop-style room, with fewer chairs. The Main Hall has a video projection screen and in addition to VHS, there are equipment for laserdiscs, CDs, audio cassette, and 3/4 inch tape. Microphones can be set up in most configurations. There may be an additional charge for a technician to operate these equipment. No one else can be allowed access to the technical room.

The three smaller Seminar Rooms are identical in size and installed equipment. Each room comes with video projection equipment with a VHS. Overhead projectors are also included. The Seminar Rooms capacity is about 10-20, depending on theater style, classroom style, or seminar style. The rooms are designed to be self-operated.

All four rooms have the capability to interface with computers and presentations on screen can be generated from a computer disc if needed.

For information on the use of these facilities, and which groups would be allowed access, please call the Japan Foundation & Language Center in Los Angeles. A follow-up written request is required.

FROM THE NIHONGO LIBRARY

In order to serve our users better, we have been working on several projects. Here is the up-dates of few projects and activities in the library.

FIRST, we have revised the library policy and guide last year, 1997, to expand our membership and provide better and more flexible services to users. The number of library member has increased 28% since last year as a result of continuing efforts to reach out to more people. They are not strictly limited to the Japanese language teachers. In addition to the majority of our card holders (Japanese language teachers in K-12 and higher education), those who borrow materials now are teachers of Japan/Japanese related subjects, graduate students in Japanese Studies programs, undergraduate students in programs of teaching credentials of Japanese language, artists, administrators and whoever involved in cultural programs with Japan. The library keeps its policy to be open to anyone who are interested in using our facility and collection on site.

Please ask us about the conditions and qualifications of the application in detail. We also would like to draw your attention to some changes regarding overdue and fine in the policy revision last year. We now ask overdue fines, and encourage borrowers to return materials by due date to avoid overdue fines.

SECOND, we are currently undergoing a major conversion of our library bibliography data and its system. In this effort, we joined the Online Computer Library Center (OCLC) and acquired a new library local system to enhance our service. We also hope that we will be able to start our contribution of bibliographic information including holding information to the world's largest bibliographic database, OCLC.

THIRD, we have put the library information and list of materials on-line in the Nihongo Library Section at Japan Foundation Los Angeles Homepage [<http://www.jflalc.org>]. You can go there and see what we have for you. You will soon be able to browse a list of newly acquired material to borrow on our homepage. If you have some materials to recommend for the collection, we will be happy to hear it.

If you have any recommendations or suggestions to our service, please let us know. We will try to do our best to accomodate your needs.

Rimi Yang & Eiichi Ito

Library Hours: weekdays, 10:00 - 5:00. The library is closed Saturdays and Sundays, United States federal holidays, as well as the following days: October 2, December 23, New Year week, and other days when informed. Materials may be borrowed for a period of up to three (3) weeks. A member may check out a maximum of three (3) books (i.e., monographs, flash cards, realia, maps, slides,) three (3) periodicals (i.e., magazines and journals) and two (2) audio-visual materials (i.e., audio cassette tapes, video cassette tapes, laserdiscs, and CDs) from the library at any one time. The library is also able to circulate materials by mail to serve not only members who visit the library but also members who are outside of the Los Angeles area. Fines: \$0.50/day per audio-visual material; \$0.25/day per other material up to a maximum of \$10 per item. Those members may request materials by mail, fax, phone, or e-mail with their library card number. You can contact the library by phone at (310) 449-0027; 1-800-667-0880, fax at (310) 449-1127, e-mail at nihongo@jflalc.org; URL <http://www.jflalc.org>.

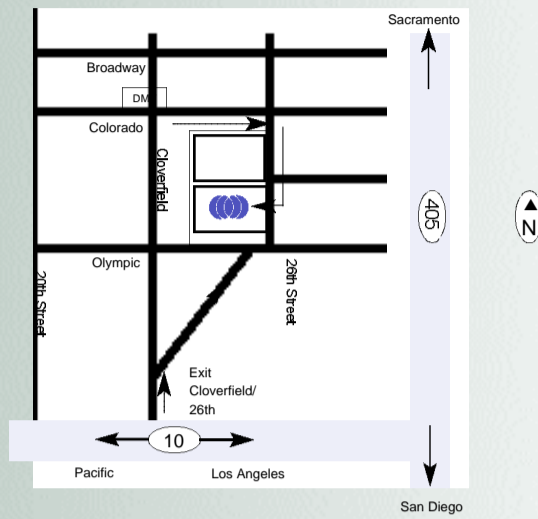


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We would like to announce that Visiting Lecturer, Mr. Mamoru Ikuta, has returned to the Japanese Language Institute, Urawa, Japan, effective April 1st. Assistant to the Director, Ms. Tomoko Uchida, also has completed her assignment with the Japan Foundation and has rejoined the Fukuoka Prefectural Government. The Japan Foundation and Language Center wishes for their success and good luck in the future. We are also pleased to welcome Ms. Naomi Iino, also from Fukuoka, to our staff as our new Assistant to the Director.

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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