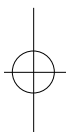
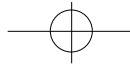


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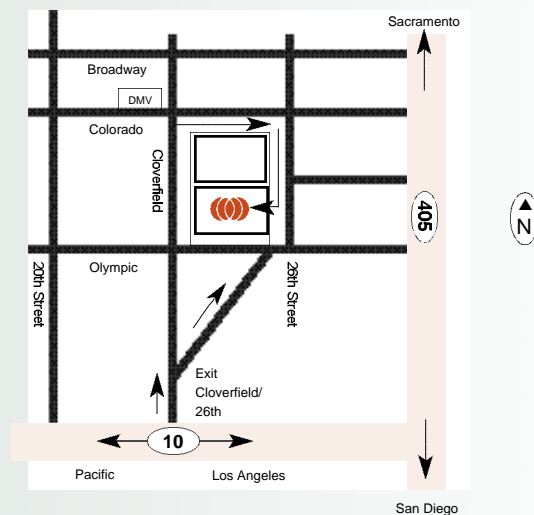
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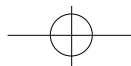
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NOTHING BUT HUMAN

Bunka kooryuu wa hitoni hajimari, hitoni owaru.

These legendary words were left a few decades ago by the late founder of the International House of Japan, Shigeharu Matsumoto, whose words still ring a chord in the cultural exchange community. Literally, it means, "Cultural exchange begins with people, and ends with people," or I interpret it as, "Cultural exchange is nothing but human."

This fall we are pleased to announce the appointment of Hiroko Kataoka (片岡 裕子) as our Chief Academic Specialist to lead the Language Center in Los Angeles' teacher support programs. Dr. Kataoka is one of the most active leaders of Japanese language education in the U.S. We are excited to have her progressive thoughts and open personality as we expand the Language Center's activities to be a more accessible and a more vital component to the field.

Originally from Osaka, Japan, Dr. Kataoka graduated from Kobe Jogakuin Daigaku and received her Ph.D. in Education (1979) from the University of Illinois at Urbana-Champaign. Her various contributions to the field include organizing and establishing two regional Japanese teachers' associations, the South Eastern Association of Teachers of Japanese (1986) and the Lower Lake Erie Region Conference of Japanese Language Teachers (1989, now the Central Association of Teachers of Japanese), establishing the nationwide Japanese Immersion Teachers' Network (1994) and chairing the task force to create the National Standards for Japanese Language Learning (which will be published in November 1998).

Dr. Kataoka comes to the Foundation through a joint agreement with California State

THE JAPAN
FOUNDATION
& Language Center
in Los Angeles



*Japanese Language Teaching in
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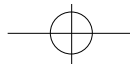
grateful to the university for its generous share such a human resource.

We hope that readers of THE BREEZE look forward to new projects to be led by Dr. Kataoka and Hiroko Furuyama (古山 弘子), who will now assume the role of Academic Specialist, that will include teacher-training, assessment and development of teaching materials, and in-depth research in the field.

Since spring, we were fortunate to have qualified candidates for faculty. We would like to thank all those who submitted recommendations and to also those who had sent us their support. The third recommendation is pending a decision to continue or not for another full-time specialist or to leave an "open slot" for visiting professors, researchers on a project-by-project basis. Your comments will be appreciated.

An encouraging news is that, as of September, we have already received responses to our current "Japanese Education Organization Survey" from 100 of Japanese language programs across the country. In our 1993 survey, we had 100 responses and in 1995, we ended up with 1000 (without including satellite schools). We think we can safely cope with the economic setbacks in Japan have had a positive influence on the continuing growth of Japanese language programs. We plan to publish the results of the survey more in the next issue of THE BREEZE. Congratulations to the teachers of Japanese for their tireless energies and devotion to the field.

As we will learn from the history of the language field from Professor Akira



Japanese Language Teaching in the U.S.

A Historical Overview

Akira Miura

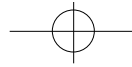
WHEN THIS FIELD IS PROGRESSING RAPIDLY INTO THE FUTURE, ONE MAY NEED TO LOOK AT ITS PAST TO MOVE ON. THE FOLLOWING ARTICLE IS THE COMPLETE TEXT OF THE SPEECH GIVEN BY PROFESSOR AKIRA MIURA (三浦 昭) AT THE TENTH ANNUAL CONFERENCE OF THE CENTRAL ASSOCIATION OF TEACHERS OF JAPANESE (CATJ) HELD AT INDIANA UNIVERSITY ON APRIL 4, 1998. PROF. MIURA (BA, UNIVERSITY OF TOKYO; ED.D, COLUMBIA UNIVERSITY) HAS BEEN TEACHING JAPANESE AND JAPANESE LANGUAGE PEDAGOGY AT THE UNIVERSITY OF WISCONSIN-MADISON SINCE 1970 AND WAS INSTRUMENTAL IN ESTABLISHING THE UNIVERSITY'S JAPANESE LANGUAGE PROGRAM TO TRAIN FUTURE TEACHERS OF JAPANESE. PROF. MIURA IS ONE OF THE PIONEERS IN THE FIELD WHO CAN SHARE WITH US KNOWLEDGE ABOUT THE PAST AND PRESENT OF JAPANESE LANGUAGE EDUCATION IN THE UNITED STATES. THIS TEXT WILL BE PUBLISHED ALONG WITH A BIBLIOGRAPHY IN THE PROCEEDINGS OF THE CATJ CONFERENCE MENTIONED ABOVE AND CAN BE OBTAINED THROUGH PROFESSOR YASUKO ITO WATT OF INDIANA UNIVERSITY

1. Before World War II

In the United States, Japanese has not been taught as long or as widely as major European languages such as Spanish, French, and German. Until World War II, the so-called "Nihonjinkakkoo" (Japanese schools) designed for children of Japanese immigrants living in Hawaii and on the Pacific coast were just about the only schools in America where Japanese language instruction took place. At the college level, the University of California at Berkeley established a department specializing in Asian languages in 1896 and hired a Japanese native speaker as a lecturer in 1900. That was supposedly the first time that Japanese had ever been taught at the college level in the United States. Even in 1928, only a few universities

of Hawaii and 50 at Berkeley were tops. Although Japanese language instruction gradually moved east, it spread very slowly. For example, in his autobiography, *My Life Between Japan and America*, Edwin Reischauer writes that, in 1931, when he was a first-year graduate student at Harvard, there was only one Japanese language course available there, and that it was too elementary for him to take. In 1934, the number of universities that offered Japanese increased to eight: Harvard, Yale, Columbia, Northwestern, Washington, UC-Berkeley, Stanford, and Hawaii. According to another report, there were two more universities, i.e., Michigan and UCLA, that offered Japanese before World War II, but the fact remains that the programs at these eight or ten universities were

Rikai-suru Made ('Until I Understand Japan') that he was studying Japanese with a native generation Japanese American the summer of 1941. After that, when he returned to UC Berkeley, he was allowed to take Year Japanese and go into the second year. About this experience, he says, "Just the mere fact that I was able to go into the second year after taking lessons for only a few months from a totally inexperienced tutor clearly illustrates how Japanese language instruction in the U.S. used to be." He goes on to say, "In fact, the second-year teacher was so incompetent that, while we were translating a sentence into English, he was desperately using his dictionary to look up words in the next column." In the same book, Keene complains about the lack of a good textbook in those days. When studying Japanese, his tutor used a textbook for Japanese first graders. Keene still remembers Lessing's poem: "Saita, saita, sakura ga kiku." Needless to say, I felt extremely nostalgic when I read this passage in the book because that was the first book I used as a first grader when I started teaching Japanese at the University of California. Edwin Reischauer, too, complained about the lack of a good textbook. When he started teaching Japanese at the University of California, he therefore had to write a textbook in cooperation with John H. Elisseeff. Thus, in 1941, the



this textbook. It is a rather old-fashioned book geared to teaching future scholars only one skill, i.e., how to read scholarly Japanese. The authors were not interested in any other skill, such as speaking. Even Reischauer himself had to admit later that the book, when examined today, looked hopelessly behind the times.

In addition to the limited number of universities, the Army, the Navy, and the State Department were interested in Japanese language education to a limited degree. A small number of trainees were sent to Japan by these government agencies to study Japanese for two or three years each. Since there were no Japanese language schools in Japan, however, they had to learn Japanese in an informal, unstructured way, e.g., by just living with a Japanese girlfriend. It was not until 1937 that Naoe Naganuma, who was becoming known after publishing a Japanese language textbook, was allowed to open a Japanese language school at the U.S. Embassy in Tokyo. U.S. government trainees were now able to actually study Japanese at this school. Upon completing the course, the few men who studied here were either employed at the Embassy or sent back to the States to assume Japan-related government posts. These people brought the Naganuma book back to America, which later became the main textbook at both the Army and the Navy Japanese Language Schools during World War II, thus contributing to producing the so-called language officers including Donald Keene and Edward Seidensticker.

Japanese language education at the college level was thus very limited in the pre-war U.S. This fact clearly indicates how insignificant Japan used to be in the minds of America's general

militaristic government, which was beginning to invade Manchuria and China proper, became increasingly unpopular with Americans. It is no wonder that the language of that unpopular country did not become particularly popular in the United States.

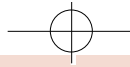
2. During World War II

This whole situation radically changed as the Pacific War approached. The reason was because the U.S. Armed Forces, which regarded the possibility of war with Japan as likely, if not inevitable, decided to prepare for it, not just militarily, but also language-wise. First, in December 1940, about one year before the start of the War, the U.S. Navy conducted a survey to see if there were enough navy men who could handle the Japanese language. The answer was 12. Upset at this low figure, the Navy searched the whole country the next spring for civilians who had at least some knowledge of Japanese. As a result, 56 non-Japanese-Americans between the ages of 20 and 35 were located. In June '41, they were then placed in the brand new Navy Japanese Language Schools opened at UC-Berkeley and Harvard.

The U.S. Army, too, opened its own Japanese Language School in San Francisco one month prior to the War and started training 58 *niseis* as well as two Caucasian Americans who had some background in Japanese. After the Pacific War broke out, both the Army and the Navy became even more serious about training enough men who could speak and read their enemy's language. It is very interesting to note that this was occurring at the time when something completely opposite was going on in Japan. As soon as the

language, and the instruction in English in schools became prevalent. Even English-based words began disappearing. For example, in music, "record" was "onban," and, in baseball, "home run" officially became "ippon." On the other hand, the government itself, through the Army and Navy, was seriously engaging in Japanese language instruction, although only for the purpose of extramilitary objectives. These objectives included decoding Japanese military documents, reading Japanese military reports, interrogating Japanese prisoners of war, dissemination of U.S. propaganda, and even postwar repatriation of Japan.

After the Pacific War broke out, the Navy Japanese Language School (NJLS, or *Kaigun Nihonggaku*, which originally opened at UC-Berkeley, together with the University of Colorado Boulder, while the Army Japanese Language School (AJLS, or *Nihonggakkoo*), which originally opened in San Francisco moved to Savage in Minnesota. The reason it had to move was because the Japanese *isseis* 'first generation American' and *niseis* as instructed who were denied residence states along the Pacific Coast. In addition to these two language schools, both the Navy and the Army had other schools. The Navy, first started a school specifically for the purposes of training officers for the future occupation of Japan. Conversation was one of the things taught at the school. The Army already had a school in Washington DC, to train specialists to read Japanese military codes, where Reischauer was the leading



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occupied areas such as Japan. In 1943, i.e., two years into the war, the Army also started a new program called the ASTP, which stands for Army Special Training Program, to train non-officers in Japanese. Today, some people seem to be under the illusion that Japanese language instruction conducted by the U.S. Armed Forces during WWII was all based on what is now called the Jorden Method, but that was not really the case. The so-called Jorden method, which was originally developed by Yale University's Bernard Bloch and Eleanor Jorden during the war, was used mainly at the Army Special Training Program schools, and not at NJLS or ATLS. Now I would like to look in more detail at three particular programs: NJLS, AJLS, and the ASTP. First, NJLS.

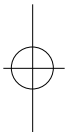
At NJLS, there were two kinds of trainees. First, there were those 56 civilians recruited by the Navy because they had some knowledge of Japanese. Then, there were those who had no knowledge of Japanese but were recruited by the Navy for the sole purpose of turning them into language officers because they were academically among the top 5 percent at first-rate universities. These recruits were then divided into small sections of only four to six men each and were rigorously taught for four hours a day by the instructors, who were practically all *isseis* or *kibei niseis*. The classes required eight hours of *yoshuu* 'preparation' and *fukushuu* 'review' per day; furthermore, every Saturday there was a four-hour exam to reinforce the learning. The textbook was Naganuma. There was little emphasis on theoretical aspects of Japanese such as grammar and phonology. English was not used in class after the first two weeks, and the trainees were encouraged to learn

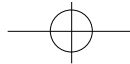
these men were able to not only speak Japanese fairly well but also read things like Japanese newspapers, magazines, etc., adequately. Upon graduation, they were shipped off to places such as Hawaii and the South Pacific.

As for AJLS, it was operated a little differently from NJLS. Unlike NJLS, which did not recruit Japanese Americans, AJLS did not exclude them. In fact, its trainees were mostly Japanese Americans. After moving from San Francisco to Minnesota, however, it was decided that it would be wiser to train Caucasian Americans separately. It was for this reason that another school was opened at the University of Michigan. When the name AJLS is used today, it is this program in Ann Arbor that is commonly referred to. To be admitted to this school, one had to have a minimum IQ of 130. The trainees were divided into small classes of seven or eight students each, and every day they were given six hours of class work and were expected to put in two hours of self-study. There were big exams either weekly or biweekly, and the levels kept being shuffled according to the results. There were about fifty teachers, all *nikkeijin* 'Japanese Americans'. As for the curriculum, the first three weeks were devoted to conversation only. Hiragana were introduced the fourth week, and katakana the fifth week. The methodology used was the so-called Direct Method, which meant no English was used in the classroom. When the trainees had questions, they asked them in Japanese, and the teachers answered in Japanese. The emphasis was not on grammar, but rather on memorization of example sentences by repeating them. The teachers resorted to *tsumekomi-kyoiku* 'rote learning', i.e., stuffing the students' minds with as

Naganuma, but they also used other articles as well as Michio George Yamagiwa's *Gendai Kaiwa*. Other materials necessarily taught military terms, classical and *sooroobun* 'old epistolary' also distributed. The trainees were encouraged to learn as much as possible, too, by using such as Rose Innes' *Waei-kanji Ji Ueda's Ueda Dai-jiten*. It is interesting to read in Herbert F. *Beirikugun Nihongogakkoo* 'AJLS U.S.' that the students were carrying kanji cards wherever they went. Those of you who have been at the Middlebury Japanese Center where the students often stand with cards while standing in line at the cafeteria, can easily imagine what must have been like at AJLS. Passin, who I am sure was himself, admiringly writes that Leon Harwitz, who started at the same time as Passin, years later became a professor of religion at the University of Columbia, not only learned 14,000 kanji but also knew where each of them could be found in the dictionary! After study at this school, the trainees, both the Japanese Americans and the Caucasians, and received six months of training, after which they were sent to the Pacific Region as language

Next, the ASTP. Under this program, eleven schools were opened at different universities including Harvard. They were for non-officers and trained them in listening and speaking only. Reading and writing, grammar, and vocabulary were excluded. There were only two hours of class a week, of which Japanese language occupied 15, the rest devoted to such subjects as history, geography, and politics.





was later published as *Spoken Japanese*, which some of you may have seen. The methodology used at these schools was completely different from those used at NJLS or AJLS, where the Direct Method was the norm. At the ASTP schools, on the other hand, what was used was team-teaching. There was a Caucasian linguist who explained Japanese pronunciation, vocabulary, grammar, etc., in English, and there were Japanese American drill masters who conducted drills in small sections, using only Japanese. The drill masters were forbidden to use any English, and the trainees were told to ask questions only in the lecture class. You can easily see that this was the beginning of the so-called Jorden Method, which is still one of the main currents in Japanese language instruction in the U.S.

Having looked at these three main war-time Japanese language programs, our next question would be: "How many people were trained by these programs?" According to Passin, NJLS graduated 1,200 officers, and AJLS trained 6,000 Japanese Americans and 750 non-Japanese Americans. Also, although I couldn't verify the figures, apparently thousands of trainees completed the ASTP schools, and 1,000 to 2,000 people were trained in all the other schools combined. In other words, an incredibly large number of people studied Japanese during the Pacific War. As soon as the war ended, however, the majority of these people readily forgot what they learned, but these programs, which dealt with such a huge number of people, had to have some impact on post-war America. First of all, a significant number of Japan scholars came out of the graduates of both NJLS and AJLS after the war. Again, to quote Passin, his guess is that these two schools produced

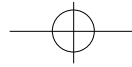
of the publication of Passin's book *Beirikugun Nihongogakkoo*, they had already written at least 2,000 books on Japan. What that means is that, without the graduates from these two language schools, Japanese Studies in the U.S. would have been just about non-existent after the war. The second impact of these language schools was: whereas prewar Japanese language education was mainly geared to a small number of scholars-to-be and concentrated on reading only, as indicated by Reischauer's textbook, these two war-time language schools emphasized speaking just as much as reading. Furthermore, the Direct Method they used to teach small-size classes intensively left an indelible mark on Japanese language education in the U.S.

3. After the War (1945 to the late 1970's)

Some of the language officers were sent to Japan after the war and worked for the Occupation Forces, using their knowledge of Japan and the Japanese language. Not many of them, however, rose to very high military ranks. Their greatest contribution came after their return to the U.S., where they resumed college life. Some of them who truly loved Japan decided to become Japan specialists by going to graduate school. They completed their Ph.D. work in the late 1940's or the early 50's and began spreading Japanese Studies programs. This new breed of Japan specialists stood out in certain respects. Thanks to the highly intensive language training they received during the war, these young scholars possessed a high proficiency level in Japanese, i.e., they were not only able to do research, using Japanese source materials, but they never hesitated to travel to Japan to conduct research there or exchange opinions with Japanese scholars in

where Japanese was offered foreign language. In other Japanese used to be studied by Japanese Americans or by a number of graduate students. After the war, it slowly began to attract a larger number of student undergraduates.

In the late 50's, the Soviet Union put a Sputnik into space, and the Americans realized all of a sudden how little they knew about the world, let alone their adversary, the Soviet Union. The National Defense Education Act was passed by Congress to provide financial aid for students who went into the study of Russia and other heretofore neglected languages such as Japanese and Chinese. Big foundations such as the Carnegie Foundation, Ford, and Rockefeller, too, were making large contributions to these efforts. From about 1958 to the late 1970's was probably the golden age of financial aid for language and area studies. It was fairly easy days for able students to receive government or foundation-sponsored scholarships to study foreign languages. I started teaching at the University of Wisconsin in 1970, which was toward the end of the golden age, but even then most of the students taking Japanese were high achievers who earned high GPAs in college and were doing well in graduate school. They were almost automatically given a sort of fellowship. It was at this time that some new textbooks on Japanese were written, such as Jorden's *Beginning Japanese* and Itasaka's *Modern Japanese*, or *BJ* for short, is worth mentioning here because it is probably by far the most interesting textbook of Japanese ever



chapter started out with realistic, useful dialogues, and moved on to grammatical notes, a huge number of sentence pattern drills, especially substitution drills, and finally some application exercises. The class was supposed to be conducted in team-teaching fashion: by an American linguist who was able to lecture in English and a native assistant whose duty was to drill. The emphasis was on listening and speaking by means of mim-mem, i.e., mimicking and memorization. Students were drilled repeatedly until they were able to reproduce correct sentences automatically. *BJ* was a very popular textbook. I used it over fourteen years myself. In fact, it was so popular that some other textbooks based on the same principle began to appear, such as Niwa-Matsuda's *Basic Japanese for College Students* and Young-Nakajima's *Learn Japanese*.

In the meantime, the number of students taking Japanese began to rise steadily during the '60s. The enrollment throughout the U.S. was 1,746 in '60, 2,813 in '63, 3,443 in '65, and 4,328 in '68. The number of colleges and universities that offered Japanese also increased to 75 by the latter part of the '60s. Even this increased figure in enrollment, however, was still quite small compared with Russian, which was studied by over 28,000 students about that time.

Another memorable event in the '60s was the establishing of the ATJ in 1962. The objectives of the organization were: to raise the level of Japanese language teaching, to increase communication among the specialists, and to give the members opportunities to present papers. Incidentally, the ATJ, which started with 97 members, now enjoys a total membership of over 1,400. Also memorable was the

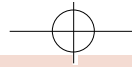
encourage its graduate students in Japanese Studies to go to Japan to concentrate on Japanese language study for one year. The following year, about ten other universities joined in to form the Inter-University Center for Japanese Studies, which is currently located in Yokohama, and is supported by even more universities.

In the '70s, especially after the Vietnam War, inflation became rampant in the U.S., and there was pessimism about the American economy. Although the financial aid from the federal government as well as from the foundations still continued, most universities began to suffer from budget cuts, hampering the spread of Japanese Studies programs. Even then, the number of students taking Japanese kept rising. It was 6,620 in 1970, 8,273 in '72, 9,604 in '74, and finally it surpassed 10,000 in '77. Colleges/universities offering Japanese already numbered 155 in '74. It is worthwhile to note that the famed Middlebury Japanese School was established in '70. It was unique in the sense that the students were required to speak only in Japanese during the intensive summer session. Some students, as you may know, make tremendous progress at Middlebury. In fact, some make progress faster there than they would in Japan because they are shut off from English at Middlebury whereas in Japan they would be exposed to a lot of English by taking courses given in English, talking to their American friends in English, or teaching English to earn money.

4. In the '80s

In the '80s, Japanese language education at the college level started growing dramatically. The number of Japanese language students, which was

'86 while none of the other foreign languages showed a significant increase. Then, suddenly, tremendous jump, which was commonly known as the "Nihongo Boom." That was often cited as a big event, as was Clavel's novel *Shogun*, published in the latter half of the '70s and quickly became a bestseller. It was then made into a popular miniseries, starring Richard Chamberlain. Since this event just preceded the Nihongo Boom, the language boom was often called the Shogun Boom. At the time I was at the University of Wisconsin, I asked my students at that time whether any of them had started studying Japanese because of either the novel or the TV series. They were all hooked on Japan. There was always a resounding "Yes." The real reason was the rise of Japan as a major power both economically and technologically. Not only Americans surrounded by more Japanese cameras, TV, but Japanese companies themselves also started expanding to the U.S. In proportion to the increase in trade between Japan and the U.S., Japanese businesses naturally began to feel the need to understand Japanese, and Japanese business. Students also felt it might be to their own marketability if they knew Japanese. I believe that was the cause of the Nihongo Boom. In the '70s, most Americans studying Japanese were not business majors, but this changed completely in the '80s. The Inter-University Center conducted a long-term survey of its American students who were studying Japanese. The result was very revealing of this change among college/university students. In 1961 and '79, 40% of the



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trend completely reversed itself: only 14% hoped to be professors, while 50% now planned to go into business.

In the '80s, the sudden increase in the number of students who wanted to study Japanese brought about some problems. First of all, there was never enough money for expansion. When I started teaching at the University of Wisconsin in 1970, the number of students taking first-year Japanese was only 20 to 30, that is, if there were two TA-taught drill sections, that was enough. In the '80s, however, the number of students enrolled at the first-year level increased steadily so that we needed more and more TAs. Up until then, the dean had allowed us to hire one TA per fifteen students, but in the late '80s, each drill section had to have as many as 20 students or more. The professor-taught so-called lecture class became so large that individually-oriented drills and exercises were just about impossible to conduct there. Second, a new problem arose as to how to deal with the varied interests of the new breed of students.

Until then, we had had mostly humanities-oriented students. In the late '80s, we had students who were majoring in economics, business, and engineering. The University of Wisconsin was fortunate enough to be able to start a program in Technical Japanese, but not in Business Japanese. Across the nation, I believe only a very limited number of technology- or business-oriented Japanese language programs were started then. Third, the shortage of qualified Japanese language teachers became increasingly apparent. In '87-'88, for example, about 50 colleges and universities advertised vacancies for assistant professorships in Japanese Linguistics and Literature. All of them required Ph.D.s, but it was estimated

people simply because there weren't enough training programs for Japanese language teachers.

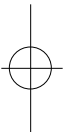
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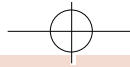
Since the bubble economy burst in the early '90s, things have changed somewhat. In the beginning, there was no immediate effect. One thing that gradually became apparent, however, was that, at the college/university level, the enrollment in Japanese language classes has ceased rising. According to the latest figures available from the Modern Language Association, the Japanese enrollment surpassed 45,000 in 1990, but went below 45,000 in '95. Most major foreign languages with the exception of Spanish and Chinese suffered a loss of students during those five years, most of them more severely than Japanese. As a result, Japanese became the number four foreign language in the U.S. trailing only Spanish, French, and German. Even then, the fact remains that the Japanese enrollment in colleges and universities is no longer increasing.

Although Japanese language enrollment at the college/university level has stopped growing, enrollment at the high school level, which started increasing in the '80s, seems to be continuing to rise even in the '90s. In '88, there were over 200 high school programs; in '91, there were about 770; in '93, there were almost 1,500 middle school and high school programs combined. In public high schools alone, there were 42,290 students taking Japanese in 1994, which ranks Japanese fifth behind Spanish, French, German, and Italian. I would like to discuss the case of Wisconsin to show you how my state has evolved. Back in '86, the Japanese government invited five superinten-

tendents were asked to provide related education upon the return to their respective home states. Then Superintendent of Education for Wisconsin quickly formed a committee to accomplish this. As a result, good things came out of it. The establishment of pre-college Japanese language programs was encouraged by the state. Although only a few programs existed at that time, there are probably between 20 and 30 programs currently active. In 1995, the state urged the University of Wisconsin to start a training program for future pre-college teachers of Japanese. Consequently, a new certification program was launched ten years ago. In the beginning, it was a really tough time attracting teachers, but these past few years, we have been doing quite well. Last year, 15 teachers graduated from this program. In both teaching Japanese now and in the spring, four more will be graduating. What makes me very happy is that they are mostly non-native speakers who have completed four years of Japanese language study. They have each spent at least one year in Japan and can speak Japanese fairly well. These are the kinds of pre-college teachers we need if we are to improve the quality of pre-college Japanese instruction in the U.S..

The rapid growth in both numbers and enrollments at the pre-college level has caused some serious problems, the biggest one being the shortage of teachers or the lack thereof. This affords an example, the hiring of teachers. For example, the hiring of teachers at a high school in Madison. Japanese instruction is offered by a former student of mine is teaching now, but she has to combine her class and 4 into one class and teach it together because the admin-





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a number of pre-college teachers who have switched from another foreign language to Japanese on rather short notice. They take an intensive Japanese program somewhere two summers in a row and then start teaching Japanese. In other words, they don't go through the regular teacher certification program at the University of Wisconsin. I personally disapprove of this overly simplified way of teacher training because it just creates teachers with low language proficiency who cannot teach adequately. How can students learn to communicate in Japanese if their teachers themselves cannot do so? The proof of this is evident in English education in Japan. Many Japanese study eight years of English in that system, and yet cannot communicate in English because they have never learned how from their teachers. I am therefore very grateful to organizations such as the Japan Foundation, the US.-Japan Foundation, the Japan-U.S. Friendship Commission, and the Japan Forum, all of which have been funding programs geared to improving the proficiency of pre-college teachers who are not native speakers of Japanese. This does not mean, however, that native speakers of Japanese automatically make good teachers of Japanese. I once had an American student who graduated from a Minnesota high school. Since his speaking ability was very poor, I was surprised when he told me he had studied Japanese for four years in high school. I was even more surprised when he said his high school teacher was a native speaker of Japanese but had always taught in English. "Why didn't you ask her to speak more Japanese in class?" I asked. His reply was: "I did, but she said, 'That'll make it too difficult for you.'" Also, I have once visited a middle-school Japanese class taught by a

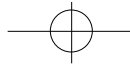
ka?" The students answered in unison, "Hai, genki desu. Anata wa?" What she was teaching was not authentic Japanese, but a mere translation of "How are you?" – "We are fine, and you?" This native speaker, who could have been teaching genuine Japanese, was choosing not to do so. I am citing these examples to point out that being a native speaker does not guarantee good teaching.

Another problem is classroom management. Pre-college teachers who are native speakers of Japanese often have difficulty managing the classroom. I send out my students who are in the teacher certification program to schools all over the state to observe Japanese classes. Since they write an observation report after each visitation, I know that teachers who are originally from Japan normally have a more difficult time with classroom management than do American teachers. I have heard people say that the most ideal way would be to have team teaching with both an American and a Japanese, but that would be unrealistic, considering the cost involved. There are programs such as JALEX that send young Japanese over to America strictly for this purpose, but the number of such people is quite limited, and we cannot forever depend on them.

Another problem, as you might already know, is the shortage of textbooks suitable for pre-college teaching. It is natural that pre-college textbooks are not of high quality yet in comparison with college textbooks because pre-college Japanese does not have as long a history as college Japanese. Some states including Wisconsin have provided classroom teachers with curriculum guidelines for Japanese. I have looked at the Wisconsin guidelines and found them very well written:

how many teachers are real good use of the guidelines is not easy to prepare inter useful materials based on t must be a truly competent with a high level of profici Japanese in order to be abl In order to understand this you only need to imagine v would be like if all Japanes school and high school tea English had to prepare tea rials for themselves every d good pre-college level textt badly. Hopefully we will h as pre-college Japanese inst becomes more established.

Next, pre-college Japanese is faced with the problem c tion, especially the lack of cation between pre-college and college teachers. Many teachers don't know what c teachers are doing, and coll probably know even less ab pre-college teachers are do classroom. Pre-college tea especially frustrated to lear students who get into colle start out all over again fro beginning. At the Universi Wisconsin, that used to be too, i.e., students who too three, or sometimes even fr of high school Japanese we placed in First-Semester Ja a result of the placement t Japanese was sometimes rat enough for them to skip o but since Second-Semester not offered in the fall, they either to wait until January case they would likely forg what they had already leari take First-Semester Japanes them chose the latter. Fort the University of Wisconsi



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not ready to skip one year of college Japanese. This new course is a non-intensive one that meets only three hours a week whereas our regular First-Year Japanese is an intensive course that meets eight hours a week. Students who start out from scratch in the intensive class and students who go into the non-intensive class in September because of some prior experience in Japanese both end up with the same lesson in the same textbook by the end of December, and they together go into the intensive Second-Semester Japanese class in January. High school graduates thus treated seem to show less frustration now, and we are happy about it.

Articulation between pre-college and college Japanese is extremely difficult to achieve. One of the main reasons, and probably the biggest reason, is because pre-college students who take Japanese are not necessarily college-bound, and also because even those who do go to college may not continue taking Japanese. Although I have no statistics on this, I have a feeling the ratio of students who have taken high school Japanese and continue to study Japanese in college is probably not very high. High school teachers must take that into consideration when they teach Japanese. They cannot direct their attention merely to those who might go on studying Japanese in college. They must also maintain a minimum level of enrollment if they want to keep their job. Fortunately, some visible efforts are being made to improve articulation between high school and college. As far as I know, there have been state-wide conferences to discuss the issue of articulation in such states as Massachusetts, Michigan, and Indiana. That is, of course, a very welcome trend although

In my opinion, high school Japanese and college Japanese probably should have different objectives. In college, the main objective should be high proficiency in Japanese, whereas in high school, except at exclusive private schools where all graduates expect to go on to college, the objective should be to nurture in the students a strong interest in Japan coupled with a basic understanding of Japanese culture. Language should be taught only as part of culture; only a limited amount sufficient to whet the student's appetite would probably suffice. College teachers will be more than happy if high school graduates come into college programs ready to tackle the big challenge of studying Japanese seriously with strong curiosity and interest in Japanese culture. I know this kind of statement is probably not politically correct, but I just wanted to express my inner feelings, which I know some college-level teachers share.

Next, I would like to touch on the subject of methodology. Before World War II, the main methodology was the Grammar-Translation Method. During the war, it was replaced by the Direct Method, which was used by both AJLS and NJLS. In the '60s and the '70s, the Audio-lingual Method, based on pattern practice, became the mode. Next came the Communicative Approach with strong emphasis on communication and too little attention to basic training. But I really don't think the Communicative Approach ever took a strong foothold in the field of Japanese education in America. Instead, the Proficiency-Oriented Approach, promoted by ACTFL for all foreign language education, has become a noticeable movement in Japanese, too. The strength of the Proficiency-Oriented Approach

only through basic drills at A new textbook called *Nak* authored by Makino and H is to come out shortly is si be based on this approach, look forward to its publica

Finally, a few random thou conclude my talk. During 1 career at the University of I have met some exception: who performed so extraorc on the placement test that told they could go right in Year Japanese. There was e qualified for Fourth-Year J those gifted students had s in Japan as exchange high s dents. Unfortunately, howe at my university, these fant talented high school gradu to have all but disappeared Japanese program, and I fe reason for that is because J longer considered a big cha young Americans. The oth was talking to a Japanese p of business, and I am happ he was rather optimistic at future of the Japanese ecor an example, he mentioned ship building industry, whi surpassed by Korea, is now again. If Japan's economy r young Americans will agair big challenge to study Japa all hope that day will arriv long. Thank you very much

JAPANESE LANGUAGE GRANT PROGRAMS FOR 1999/2000

with December 1, 1998 Deadline

1) SUPPORT PROGRAM FOR JAPANESE - LANGUAGE COURSES ABROAD (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 TEACHER 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:

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

Los Angeles Language Center Grants (JFLC Grants)

These are emergency-type fun relatively modest grant amount screened and administered by Foundation & Language Center Los Angeles with the primary objective supporting teachers of Japanese in the United States. Applicants encouraged to seek additional elsewhere to complete the desire

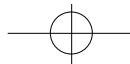
1. Program & Guidelines

WORKSHOPS/CONFERENCES

This grant is designed to support workshops, symposiums and conferences conducted by the teachers' organizations. Workshops for teaching purposes are not applicable will be given to those applicants who strengthen teacher network specify target audience. Projects should include registration participants. The grant amount 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 at an institution. Abstract of the project content and a list of collateral materials with detailed background information must be submitted. Project budget, curriculum or higher education applicable. The grant will be awarded in money, and its amount will



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.

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

3. WORKSHOPS & SEMINARS ON SITE:

seminar in the US and Canada, and wishes faculty members of the Japan Foundation Language Center in Los Angeles to conduct some of the teaching modules, a proposal could be directed to us with the following information:

- 1) Name of the workshop or conference
- 2) Date and location of the workshop/conference
- 3) Objectives/ background of the workshop/conference
- 4) Subject(s) you are interested in
- 5) Applicant:
 - a. Name of the host institution
 - b. Name of representative
 - c. Name of project director including her/his curriculum vitae
- 6) Past award history by the Japan Foundation with the title of the workshops, dates, and amount of the grant.

In principle, the organization applies for travel and other expenses for the Japan Foundation's faculty member(s). The organizer should bear the cost to be incurred to hold such workshops by themselves, or if eligible, they may also apply for our Workshops/ Conferences Grant program for those expenses.

4. 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.

1998 The Japanese Language Proficiency Test

Last year, more than 100,000 Japanese speakers throughout the world took the 14th Japanese Language Proficiency Test (JLPT, also "Nihongo Noryoku Shiken") established by the Japan Foundation to evaluate a person's ability to listen, read, write and comprehend Japanese language.

This year's JLPT will be held on June 6, 1998, both in Japan and in 33 overseas countries and areas. The Association of International Japanese Language Examiners, Japan will administer the test in nine areas of Fukuoka, Hiroshima, Osaka, Kyoto, Nagoya, Kanagawa, and Hokkaido.

An examinee at each level who passes the test will be sent a Certificate of Achievement. Each examinee will be notified of their score by the end of February. Results of an examinee who took the 1st exam and who is applying to a Japanese university will be sent to that university as well.

DATE:
December 6, 1998 (Sunday)

TEST SITES in the U.S.:
The Japan Foundation (Los Angeles)
The University of Chicago (Chicago)
Columbia University (New York)

CONTACT:
Japanese Language Proficiency Test
The Japan Foundation and Language Center in Los Angeles

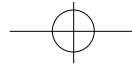
APPLICATION FEE:
Level 1 & Level 2 - US\$50.00
Level 3 & Level 4 - US\$30.00

In Canada, the JLPT will be held at Douglas College (Vancouver) and York University (Toronto).

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

Eric Chow, Program Assistant

THE JAPAN FOUNDATION & LANGUAGE CENTER IN LOS ANGELES
3425 Columbia Boulevard, Suite 250F



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Japanese Language Programs List of Awardees 1998/1999

SUPPORT PROGRAM FOR JAPANESE - LANGUAGE COURSES ABROAD (SALARY ASSISTANCE PROGRAM FOR FULL-TIME JAPANESE LANGUAGE TEACHERS)

MA The Boston Public Schools
OH The Ohio State University
OR Portland Public Schools

JAPANESE - LANGUAGE RESEARCH / CONFERENCE / SEMINAR GRANT PROGRAM

CA University of California - San
Diego "Developing Guidelines for
Japanese Language Teaching in
California" \$5,171

JAPANESE SPEECH CONTEST SUPPORT PROGRAM

CT Connecticut College
NJ Seton Hall University
NC Duke University
GA Japan-America Society Georgia
LA Japan-America Society of New
Orleans
MI Japan Business Society of
Detroit
MN Concordia Language Villages
IA The University of Iowa
TX The Japan - America Society in
Texas
CO University of Colorado -
Boulder
UT Brigham Young University
WA Hyogo Cultural Center
CA Beikoku Nichigo Kyokai (Seijin
Benron Taikai)
CA California State University -
Los Angeles

TRAINING PROGRAM FOR TEACHERS OF THE JAPANESE LANGUAGE

PRECOLLEGIATE TEACHERS

NY Elizabeth Roberts
Northport High School
VA Joanne Shaver
L.C. Bird High School
FL Marcia Muench
John F. Kennedy Middle Magnet
School
WI Todd Williams
Menomonie High / Middle School
UT Sherilynn Shinsato
Pleasant Grove High School
HI Jan Hiroko Asato
Punahou Academy High School
CA Jessica Summers
Arcadia High School

COLLEGIATE TEACHERS

HI Patrick Woo
University of Hawaii
CA Yoshiko Tachibana
California Polytechnic State
University

ASSISTANCE PROGRAM FOR THE DEVELOPMENT OF JAPANESE - LANGUAGE TEACHING RESOURCES

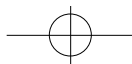
IL DePaul University "Java Kanji
Flashcard 500" \$3,931

JAPANESE - LANGUAGE TEACHING MATERIALS DONATION PROGRAM

PRECOLLEGIATE SCHOOLS

ME Hall-dale Middle School
MA Boston Latin Academy
CT Choate Rosemary Hall
NY Mineola High School
NY Owego Free Academy
NY Roslyn High School
NY Townsend Harris High School
PA Shaler Area School District
Intermediate School
MD John F. Kennedy High School
MD Paint Branch High School
NC Harding University High School
SC Beck Academy of Languages
SC J.L. Mann Academy
GA Fulton County School
FL Arvida Middle School
FL Clearwater High School
FL John F. Kennedy Middle
Magnet School
FL Pine Crest School
FL Tampa Bay Technical High
School
FL Watkins Elementary
MI Clarkston High School
MI Groves Senior High School
MI Novi High School
IN Carmel Clay Schools
IN North Side High School
WI Franklin High School
WI Maplewood Middle School
WI Memorial High School
WI Menasha High School
WI Menomonee Falls High School

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TX	Bellaire Senior High School	CA	Sheldon High School & Valley High School
TX	Berkner High School	CA	St Margaret's Episcopal School
TX	J. J. Pearce High School	CA	Thurgood Marshall Academic High School
TX	Lake Highlands High School	HI	Damien Memorial High School
TX	R. L. Turner High School	HI	Kailua High School
TX	Richardson High School	HI	Moanalua High School
TX	Thomas Jefferson High School	GUAM	Palau High School
TX	Westwood High School	GUAM	Trinity Christian School
ID	Centennial High School	COLLEGIATE SCHOOLS	
UT	Lone Peak High School	VT	The University of Vermont
UT	Pleasant Grove High School	MA	Boston College
WA	Annie Wright School	MA	Mount Holyoke College
WA	Bethel School District	RI	Brown University
WA	Central Kitsap School District	NY	Bard College
WA	Eckstein Middle School	NY	Marist College
WA	Franklin Pierce School District	NY	State University of New York at Buffalo
WA	Interlake High School	NY	Syracuse University
WA	Mt Spokane High School	NJ	Seton Hall University
WA	Nathan Hale High School	PA	Lincoln University
WA	Roosevelt High School	VA	Virginia Military Institute
WA	Sedro - Woolley High School	WV	Salem - Teikyo University
WA	Whitman Middle School	NC	North Carolina State University
OR	Sheridan Japanese Program	SC	Furman University
OR	South Eugene High School	TN	East Tennessee State University
OR	The Catlin Gable School	TN	Rhodes College
OR	West Linn High School	TN	Vanderbilt University
OR	West Linn - Wilsonville School District	LA	Louisiana State University - Shreveport
CA	Abraham Lincoln High School	LA	University of New Orleans
CA	Anaheim Union High School District	OH	Kenyon College
CA	Aragon High School	OH	The University of Akron
CA	Everett Alvarez High School	OH	University of Cincinnati
CA	Gavilan View Middle School	IN	University of Evansville
CA	George Washington High School	IN	University of Notre Dame
CA	Henry Gunn High School	IL	College of Lake County
CA	John H Francis Polytechnic High School	IL	Knox College
CA	La Jolla Country Day School	IL	North Central College
CA	Laguna Creek High School	IL	Northern Illinois University
CA	Lincoln High School	MO	Truman State University
CA	Los Alamitos High School	NE	Creighton University
CA	Menlo Middle School	NE	University of Nebraska at Omaha
CA	Mills High School	LA	Dillard University
CA	Orange County Japanese School	TX	Collin County Community College
CA	Presidio Middle School, SFUSD	TX	University of Texas - Austin
CA	Sacred Heart Cathedral Preparatory	CO	Colorado State University
		CO	United States Air Force Academy
		CO	University of Colorado Boulder
		UT	Salt Lake Community College
		UT	Utah State University
		UT	Weber State University
		NV	University of Nevada - Las Vegas
		WA	Whatcom Community College
		CA	California Polytechnic State University
		CA	California State University - Long Beach
		CA	California State University - San Marcos
		CA	City College of San Francisco
		CA	Cuesta College
		CA	Mt. San Antonio College
		CA	Orange Coast College
		CA	San Francisco State University
		CA	Santa Monica College
		CA	Stanford University
		CA	University of San Francisco
		CA	University of the Pacific
		HI	Kauai Community College
		HI	Leeward Community College
			Waianae
		OTHERS	
		MA	Boston Institute of Technology
			Communication, Inc.
		NJ	Princeton Community School
		UT	Ucon (Utah Asian Studies Consortium)
		WA	Japanese Program for Professionals (JPP)
		CA	California Association of Japanese Language Schools
		CA	Japanese School in Vancouver
		CA	Long Beach Japanese School
		CA	Osula Education Center
		CA	Southeast Japanese School
		JAPANESE-LANGUAGE PROGRAM SPECIALISTS (POST-GRADUATE)	
		IA	University of Iowa



ASAAG

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

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

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

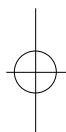
The following programs are supported by The Japan Foundation Advisory Committee convened in New York City. Thus, requests for applications must be made to our New York Foundation office in New York City; those applications are due in New York by November 1, 1998.

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

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

The Japan Foundation's Cease and Desist Global Partnership also has grant programs that cover more than the ones described above; contact them for information.

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

Japan Foundation Grantees in Western United States 1998/1999

Other Than Japanese Language Programs:

ARTIST FELLOWSHIP

Liza Dalby, "Shin Murasaki Monogatari," Berkeley CA.

Exhibition Abroad Support Program

18th Street Arts Complex, "Contemporary Photography of Miwa Yana Exhibition and Explorations in Digital Technology," Santa Monica CA (1,000,000 yen).

The Museum of Contemporary Art, "At the End of the Century: One Hundred Years of Architecture," Los Angeles CA (3,000,000 yen).

Film Production Support Program

Ellis Productions, Inc., "Small World," Burbank CA (1,800,000 yen).

Judith Schaefer, "'Youth' - Samuel Ullman's Life and Legacy," San Francisco CA (2,000,000 yen).

Yo Komaya, "Pictures," Belvedere, CA (3,000,000 yen).

Publications Assistance Program

University of Hawai'i Press, "Matabei: From Shadow to Substance," by Kita, Honolulu HI (\$7,936.00)

Study-In-Japan

Southern California Institute of Architecture, "Japanese Arts & Crafts Workshop," Los Angeles CA (\$14,400) --- postponed from 1997

PERFORMING ARTS JAPAN DUE TO THE NEW YORK OFFICE

This is an assistance program for which only non-profit organizations in the United States are eligible. PAJ intends to cover geographical areas that have been well exposed to Japanese performing arts, and to promote multicultural educational activities that will acquaint the general public with the historical and cultural context of Japanese performing art forms. U.S.-Japan performing art collaborations are also encouraged during their early stages of production. Contact the program secretariat below for further details:

Application deadline: October 15, 1998