

BREEZE

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Quarterly

From All Angles

Music consists of rhythm, melody and harmony. Pictures are made of color, shape and composition. Movies are comprised of image, sound and story.

In this issue of The BREEZE, we have tried to paint a picture called "Japanese Language Education in the US" from a variety of possible angles. The story of the "Field Meeting" discusses Japanese education from national perspective, drawing comparisons to other types of language education. Another angle is from an inside look at 1999 Japan Foundation Los Angeles' grant programs, both language and culture, in which readers may have a practical interest.

Then there are the findings from the Foundation's most recent survey. Below are the state totals of the number of teaching institutions that offer Japanese programs. Numbers may not tell the whole story, but they indicate where we stand. One of my friends has decided to celebrate her birthday only every other year, so that the number increases slowly. In any method, numbers do count, and they can lead you to objective reflection.

ISAO TSUJIMOTO, *Director*

U.S. INSTITUTIONS OFFERING JAPANESE, BY STATE

| | | | |
|----------------|----|--------------|-----|
| Connecticut | 24 | Missouri | 29 |
| Delaware | 2 | Nebraska | 9 |
| Maine | 9 | North Dakota | 1 |
| Massachusetts | 28 | Ohio | 46 |
| New Hampshire | 5 | South Dakota | 1 |
| New Jersey | 29 | Wisconsin | 56 |
| New York | 80 | Arkansas | 3 |
| Pennsylvania | 64 | Louisiana | 10 |
| Rhode Island | 7 | Mississippi | 7 |
| Vermont | 5 | Oklahoma | 6 |
| Alabama | 11 | Texas | 55 |
| D.C. | 10 | Arizona | 15 |
| Florida | 41 | Colorado | 27 |
| Georgia | 36 | Idaho | 11 |
| Kentucky | 15 | Montana | 4 |
| Maryland | 27 | Nevada | 8 |
| North Carolina | 29 | New Mexico | 3 |
| South Carolina | 14 | Utah | 17 |
| Tennessee | 15 | Wyoming | 2 |
| Virginia | 42 | Alaska | 10 |
| West Virginia | 10 | California | 207 |
| Illinois | 45 | Oregon | 73 |
| Indiana | 54 | Washington | 117 |
| Iowa | 15 | Hawaii | 95 |
| Kansas | 11 | Guam | 3 |
| Michigan | 56 | Saipan | 2 |
| Minnesota | 25 | | |

THE JAPAN
FOUNDATION
& Language Center
in Los Angeles



Field Meeting

*Japanese Language
Survey in US*

*Language Grants
2000/2001*

Asagi
Arts & Culture Grants

Library

Proficiency Test

Japanese Language "Field Meeting"

Washington, DC, June 8, 1999

For three years in a row, strategically oriented meetings between Japanese language educators and supporting organizations have brought forth a number of positive prospects. This time, the celebration of the Alliance took place, along with the encouragement of further roles it could play.

FIFTEEN ORGANIZATIONS MET IN DC

To recognize the establishment of the Alliance of Associations of Teachers of Japanese [The Alliance] and the appointment of its first executive director, Susan Schmidt, representatives from fifteen organizations involved with Japanese language education, foreign language and educational policy in the US, and cultural and educational exchange met in Washington, DC. The meeting was held at the offices of the National Foreign Language Center, on Tuesday, June 8, 1999, to discuss the state of the field, the challenges it faces, and new initiatives for communication and advocacy.

The meeting was cosponsored by Japan-US Friendship Commission, US-Japan Foundation, Freeman Foundation and The Japan Foundation. Co-chairpersons of the meeting were Isao Tsujimoto, Director of the Japan Foundation and Language Center in Los Angeles and Eric Gangloff, Executive Director of the Japan-US Friendship Commission. It was the third in a series of field-wide meetings since April of 1997 at which representatives involved in Japanese language education evaluated the state of the

Japanese Language Statistics in 1998

From a year-long survey, The Japan Foundation was able to capture a worldwide picture of Japanese language education, and it wishes to share our findings. The results of the survey show Japanese language education to be quite healthy in the U.S. and the rest of the world due largely to its steady growth at the pre-collegiate level.

By 1998, the total number of learners of Japanese in the world was estimated at 2.09 million; a 29% growth from the Foundation's previous survey conducted in 1993. Institutions that offer Japanese courses had equalled 9,839 (+45%), while the number of teachers had reached 27,428 (+30%) worldwide.

***Note:**

- 1) Figures in this article are still provisional. The final statistics to be published by the Foundation's Japanese Language Institute, Urawa, in Japan in 2000 as a report on "Overseas Japanese Education Organization Survey" may differ in some areas.
- 2) Worldwide figures here do not include the number of those studying Japanese as a foreign language in Japan.

In an overall country-by-country comparison, the number of learners (114,933) in the U.S. ranked fifth in the world, following South Korea, Australia, China and Taiwan. The number of institutions (1,526) in the U.S. ranked third following Australia and South Korea, while teachers (2,866) ranked fourth after China, South Korea and Australia.

As for Canada, there were 21,736 learners (9th), 229 institutions (10th) and 580 teachers (10th).

Readers of The BREEZE may see that the U.S. figures below grew in almost all categories, except for a slight decline in collegiate enrollment since the 1993 Japan Foundation survey. It may be fair to say, however, figures derived from each survey may vary depending on the response rate and the precision with which the survey was conducted. Due to improved methodology, the 1998 survey allowed for a more accurate picture of the U.S. than the previous one. Given the fact that general interest in Japan in the business sector has been set back in recent years, hence affecting the situation at the collegiate level as many have observed, there may have been a significant decrease of learners in higher education.

On the whole, Japanese language education in the U.S. can be said to have maintained a plateau, or stabilized, due to strong interest exhibited by the younger generation, despite the decrease at the collegiate level.

In addition to the figures below, there are about twelve Japanese supplementary schools, or "hoshuko" in the country, with as many as 6,426 students presently enrolled. These schools are basically designed to provide native Japanese children supplementary education, particularly in language, which is necessary for them when they return to Japan. However, a substantial number of them remain in the U.S. as permanent residents (greater than 50% at some schools), and there is a good chance for these schools to be counted as part of heritage schools of teaching Japanese as a foreign language in the future. It should be noted for the record.

Japanese Language Education in the U.S., 1998

(1995 Survey figures
in parenthesis)

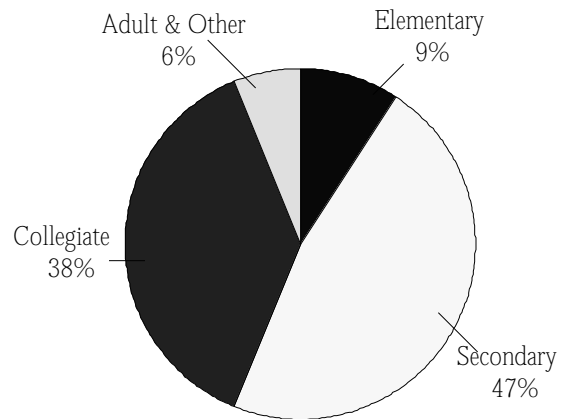
GRAND TOTALS

| | <i>Direct Teaching</i> | <i>Indirect (Distance Learning)</i> | <i>Total</i> |
|----------------------|------------------------|-------------------------------------|---------------------|
| Institutions | 1,417 (1,043) | 109 (500) | 1,526 (1,543) |
| Enrollment | 112,363 (88,692) | 2,570 (4,391) | 114,933 (93,083) |
| Teachers/Instructors | 2,766 (2,073) | 100 (22) | 2,866 (2,095) |

Breakdown in Three Categories

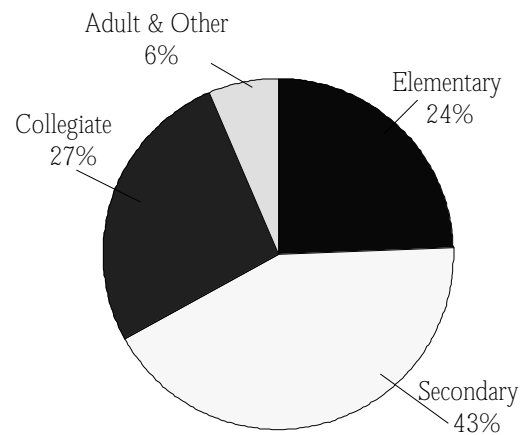
Institutions in the U.S.

| | <i>Direct Teaching</i> | <i>Indirect (Distance Learning)</i> | <i>Total</i> |
|------------|------------------------|---|------------------|
| Elementary | 141 (65) | 1 (3) | 142 (68) |
| Secondary | 612 (558) | 103 (489) | 715 (1,047) |
| Collegiate | 574 (361) | 5 (1) | 579 (362) |
| Others | 90 (59) | 0 (7) | 90 (66) |
| Total | 1,417 (1,043) | 109 (500) | 1,526 (1,543) |



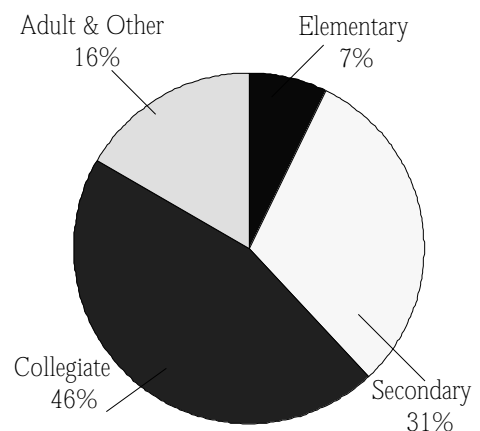
Enrollment in the U.S.

| | <i>Direct Teaching</i> | <i>Indirect (Distance Learning)</i> | <i>Total</i> |
|------------|------------------------|---|---------------------|
| Elementary | 27,704 (7,006) | 750 (27) | 28,454 (7,033) |
| Secondary | 47,238 (43,803) | 1,784 (4,344) | 49,022 (48,147) |
| Collegiate | 31,093 (32,429) | 36 (4) | 31,129 (32,433) |
| Others | 6,328 (5,454) | 0 (16) | 6,328 (5,470) |
| Total | 112,363 (88,692) | 2,570 (4,391) | 114,933 (93,083) |



Teachers in the U.S.

| | <i>Direct Teaching</i> | <i>Indirect (Distance Learning)</i> | <i>Total</i> |
|------------|------------------------|---|------------------|
| Elementary | 207 (129) | 5 (2) | 212 (131) |
| Secondary | 793 (693) | 93 (20) | 886 (713) |
| Collegiate | 1,324 (938) | 2 0 | 1,326 (938) |
| Others | 442 (313) | 0 0 | 442 (313) |
| Total | 2,766 (2,073) | 100 (22) | 2,866 (2,095) |



(continued from page 1)

field and discussed issues facing it in the future. The participants were:

■ **Representatives from Japanese teachers' associations:**

Laurel Rasplia Rodd (Association of Teachers of Japanese)

Jessica Thurrott (National Council of Japanese Language Teachers)

Susan Schmidt (Alliance of Associations of Teachers of Japanese)

■ **Language-related professional organizations:**

Richard Brecht (National Foreign Language Center)

J. David Edwards (Joint National Council for Languages & Intl. Studies)

Edward Scebold (American Council on the Teaching of Foreign Languages [ACTFL])

Barbara Turlington (American Council on Education)

■ **Funding agencies and other supporting organizations:**

Lungching Chiao (Intl Education & Graduate Programs Service, US Dept of Education)

Frank Frankford (Fund for the Improvement of Post-Secondary Education [FIPSE], US Dept of Education)

Pat Schaeffer and Michael White (United States Information Agency [USIA])

Yukio Itoh (The Japan Forum)

Graeme Freeman (Freeman Foundation)

Nathaniel Bolin (US-Japan Foundation)

Eric Gangloff and Pamela Fields (Japan-US Friendship Commission)

Isao Tsujimoto (Japan Foundation & Language Center in Los Angeles)

THE FIELD'S ONGOING PROJECTS

Representatives of the Japanese language organizations described their organizations and activities. Laurel Rasplia Rodd, president of ATJ, outlined the recent progress of Japanese language education in the US, and discussed the ways in which ATJ and other organizations are combining and coordinating their efforts. She identified several priority areas for teachers of Japanese, and described projects that are planned or ongoing under the auspices of ATJ, NCJLT, and other organizations and project groups in the field:

- Communication within and beyond the field: formation of the Alliance to coordinate projects and advocate for Japanese language education; national leadership seminars; publications and online exchanges of information; expansion of the job listing and candidate registry currently managed by ATJ to include K-12 and other positions.
- Teacher preparation and professional development: language training for non-native teachers; summer curriculum development workshops; projects to integrate teaching about culture with language teaching.
- Assessment of language learning progress and program success: development and use of assessment tools like those developed by DLI and ACTFL; promotion of standards-based assessment

instruments; development of tools for assessing study-abroad programs, heritage programs, and others; work on the issue of articulation at all levels of Japanese language instruction.

- Stabilization of existing programs, particularly at the pre-college level: leadership workshops to train teachers in advocacy.
- The use of standards and frameworks as guidelines for teaching: development of guidelines for teachers at all levels and for a diverse population of students; development of workshops and materials to train teachers in the use of standards and frameworks.
- Web-based delivery of individualized curriculum materials: inventory and integration of online materials already available, such as MIT's JPNET, The Lurasian Institution's teacher development project, and the Japanese Language Teachers Network (JLTN); development of Japanese modules for the NFLC's LangNet project for online delivery of individualized materials to students with a variety of language learning needs.

CONCERNS AT PRE-COLLEGIATE LEVEL

Jessica Thurrott, president of the National Council of Japanese Language Teachers (NCJLT, formerly NCSTJ), outlined some of the NCJLT's current and recent activities, including enhancement of the newsletter *Oshirase*, continued co-sponsorship of sessions at the annual conference of ACTFL (the major professional meeting for foreign language teachers), sponsorship of an annual Nengajou contest, sponsorship of the Japanese National Honor Society, and participation in the ATJ/NCJLT National Working Group for Implementation of the Japanese National Standards.

She mentioned three areas of special concern to teachers of Japanese at the pre-collegiate level:

- Loss of programs due to budgetary constraints and lack of training programs for teachers.
- The need to encourage new programs, in particular at the elementary level, with funding, establishment of a teacher bank, and research and advocacy to promote foreign languages in general and Japanese in particular;
- The need to support existing programs and teachers through conferences and meetings; networking opportunities; summer training in language, pedagogy, and advocacy; and support for activities that promote language and culture learning (Japan Bowl speech contest, pen pal exchanges, trips to Japan, etc.).

ALLIANCE'S MISSION

Susan Schmidt, Executive Director of the newly formed Alliance of Associations of Teachers of Japanese, described the Alliance as a field-wide clearinghouse for information and professional connections, a mechanism for collaboration within the field of Japanese language education, and a tool for advocacy of foreign language education to the wider professional, academic, and government communities.

Founding Alliance members are ATJ and NCJLT; however, other professional organizations of teachers in the Japanese language



The Alliance's executive board during its first meeting in Colorado on July 1999. From left, Joan Ericson (Colorado College), Yashy Tolsaku (UC San Diego; in place of Hiroko Kataoka), Laurel R. Rodd (University of Colorado, Boulder), Susan Schmidt (Alliance), Cyrus Rollin (Philips Academy, MA; in place of Hitomi Tamura), Jessica Thurrott (Maloney Magnet School, CT), and Joy Shiozaki Kawamoto (Cerritos High School, CA). The Alliance enacted its mission statement as follows below.

MISSION STATEMENT

of The Alliance of Associations of Teachers of Japanese

The Japanese education field has grown to the extent that it needs coordinated service from its professional organizations. The decentralized nature of American education combined with the expansion of Japanese language education make it all the more important that there be strong national leadership serving the needs of teachers across all institutions, levels, and areas of instruction.

For more information, please contact: THE ALLIANCE OF ASSOCIATION OF TEACHERS OF JAPANESE
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field will be sought and welcomed as members. The Alliance has established an office at the University of Colorado, hired a half-time Executive Director, named an Executive Board representing the member organizations (first board meeting was held in July 1999), and obtained initial funding for organizational and infrastructure support from Japan-US Friendship Commission and The Japan Foundation Los Angeles.

The Alliance will work to collect and disseminate information on Japanese language education; to disseminate information on best practices and assist in their implementation; to assist and support teachers of Japanese at all levels; to encourage the development of new programs of instruction in schools from K to 16 and the expansion of existing ones; to support the development of new ideas in instruction, learning, and instructional delivery; to create and strengthen links among people and programs in the field; and to raise the profile of Japanese language education (and foreign language education in general) in the US, in addition to providing administrative support and resources for its member organizations.

FROM A LARGER PICTURE

Richard Brecht, Director of the National Foreign Language Center, gave the group a sense of the larger picture in the field of

foreign language studies. He described the support and development of "national capacity" in foreign language education as based on five sectors: academic infrastructure, federal program support, private support, support from heritage communities in the US, and overseas support from the country whose language is studied in the US as a foreign or second language. He noted that Japanese, which has good support in all five sectors, has particularly strong support from the overseas sector, in the form of the activities of the Japan Foundation and other organizations. He cited Japanese as a model among the "less commonly taught" foreign languages in its strong expertise base, strong professional organizations, and ability and willingness to undertake strategic planning. In its emphasis on developing specialized teacher training programs, promoting study abroad, and supporting standards-based education, he said that the Japanese language field is a leader, and the most urgent need is a field-wide long-term strategic plan.

CONTINUED GROWTH FOUND IN SURVEY

To illustrate the continued growth of the Japanese language field, Isao Tsujimoto of the Japan Foundation shared with the group some of the findings of the Foundation's most recent survey of Japanese language education, which was conducted in 1998 through 1999. Worldwide, he said, there are 2 million learners of

Japanese as a foreign or second language. In the US, there are about 115,000 at all levels, a 12% increase over 1995 (when the preceding survey was conducted). The fastest growing sector is the K-12 level; Japanese language education at the elementary level is growing particularly quickly. The figures can be summarized as follows (please see p. 2-3 for more details):

- Approximately 28,000 students at the elementary level (compared with 7,000 in 1995);
- 78,000 students at the K-12--pre-collegiate--level (compared with 55,000 in 1995);
- 31,000 students at the college level (compared with 32,000 in 1995; however, Tsujimoto noted that another survey of collegiate-level Japanese language programs, conducted by the MLA in 1995, found 44,000 college students, so there may be some underreporting in the JF's 1995 survey);

The total number of teachers of Japanese in 1998 was approximately 3,000; 1,300 of those teach at the college level, 900 at the secondary level, 210 at the elementary level, and 500 in heritage programs, etc. Membership at ATJ is 1400, NCJLT 700, and the California Association of Japanese Language Schools (CAJLS) 500. Half of the 3,000 teachers are assumed native speakers of Japanese, the other half being native speakers of English or other languages. 1500 K-12 schools nationwide have Japanese language programs.

WIDE-RANGING DISCUSSIONS

Following the presentations, the participants engaged in a wide-ranging discussion of the issues facing foreign-language education in general and the Japanese field in particular. Several participants pointed out that foreign language learning should not be a "zero-sum game," in which languages are in competition with one another for a limited number of students and gains in one language are made at the expense of others.

Edward Scebold (ACTFL) noted the need to work together toward the goal of a 25% rate of foreign language education at the elementary level, and said that advocacy by parents and residents of school districts is necessary, along with advocacy by the organizations in the field. He also stressed the importance of heritage programs in the future growth of foreign language education.

David Edwards (JNCL) commented on the exceptional growth in K-12 programs reported by the Japan Foundation survey, and noted that because of the consumer-driven nature of education in the US today, local advocacy beginning at the elementary level is of primary importance.

Richard Brecht (NFLC) commented that, at the university level, the increasing success of the "less commonly taught languages" (of which Japanese is a leading example) may be based at least in part on the attraction of the exotic and therefore interesting to top students.

COMMUNICATION WITHIN THE FIELD

The participants stressed the importance of communication within the field, the need for good information about teacher training programs--what is available and what is still lacking, and the need to identify and disseminate materials that take advantage of new technologies for expanding language instruction. Among several urgent tasks facing the Alliance, the participants stressed the primary importance to the field of information management--collecting, sorting, and evaluating resources available to students and teachers, and making the information accessible to teachers and students via electronic and other media. Another area of top priority is the issue of teacher education--training new teachers and supporting those already working in schools with professional development opportunities. One form this might take is model projects that make it possible for language teachers to observe and learn from outstanding "master teachers," either at workshops or through on-line observations and exchanges.

HOW TO INCLUDE EVERYONE

The challenges facing the Japanese language field are many, but the participants closed the meeting in agreement that the formation of the field-wide Alliance is a most positive sign that the field is ready to take on the challenges, to develop mechanisms for field-wide communication and cooperation, and to become a leader in advocating for foreign language education at the local, regional, and national level.

It was suggested that in order to establish the field-wide long term strategic plan, there is a need to create an advisory board at the Alliance which consists of all types of leading representatives from the field. The greatest challenge is how will it include everyone?

At the conclusion of the meeting, participants confirmed the necessity to continue to hold this kind of meeting to maintain the momentum and healthy growth of the field. It was suggested that starting with the next meeting, a broader range of participants should be included, such as school administrators, community leaders, parents and even students.

Diverse representation at this meeting and lively discussion have assured Japanese representatives from ATJ, NCJLT and the Alliance that this field has strong backing. However, there were concerns from the supporters about the stability and sustainability of the new Alliance in terms of how it will secure its operating expenses over the long run. Continuing dialogue and cooperation between field leaders and supporters will be very much anticipated.

This reported was first submitted by Susan Schmidt, and further edited by other meeting participants, including Laurel Rodd, Jessica Thurrott, Richard Brecht, Eric Gangloff, Nathaniel Bolin, Graeme Freeman and Isao Tsujimoto.

JAPANESE LANGUAGE GRANT PROGRAMS FOR 2000/2001

(VIA LA - TOKYO)

The Japan Foundation offers the following programs for 2000-2001 to support the development of Japanese language education in the United States. The Foundation's Los Angeles Language Center will accept all applications submitted within the United States. All applications are due (postmark) December 1, 1999.

For some of the grant programs, a pre-screening will be conducted by The Advisory Committee in Los Angeles in January 2000. The committee members for the screening are: Dr. Kyoko Hijirida, University of Hawaii; Dr. Mari Noda, Ohio State University; Mr. Paul Sandrock, State of Wisconsin Department of Instruction; and Mr. Kazuo Tsuda, United Nations International School. The final determination for all grant applications will be made at the Foundation's Tokyo Headquarters. Applicants will be notified of the results in April 2000.

Application forms are available in September upon written request to the Language Center. For more information please contact:

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- 1.) **Support Program for Japanese-Language Courses Abroad:**
(Two categories of support)
 - (a.) **Salary Assistance Program**
Designed to assist in the creation and/or expansion of a full-time teaching position. The financial assistance will be provided up to an initial three-year period to help cover personnel expenses. Grants are made on a cost sharing basis between the applying institution and the Foundation. The Foundation's contribution will be up to, and not exceed, two-thirds of the appointee's total salary and fringe benefits.
NEW IN THE U.S.
 - (b.) **Support for Courses**
Designed to partially assist the funding of the teaching staff's salaries in cases of financial difficulties faced by institutions conducting Japanese language education. Grants are mainly given for the management of courses, and are limited to cases in which there is expectation that the organization will become self-supporting in the
- 2.) **Japanese Language Research/Seminar Grant Program:**
Designed to assist organizations/institutions conduct research, seminars or workshops aiming to enhance Japanese language education at the pre-collegiate level.
- 3.) **Japanese Language Teaching Materials Donation Program:**
Selected teaching materials and word processors from the Foundation's list will be donated to educational institutions offering regular courses in the Japanese language. The donations are to become the property of the recipient institutions, and are not to be owned by teachers or students. The type of materials donated includes any teaching materials published and distributed in Japan.
- 4.) **Training Program for Teachers of the Japanese Language at the Japanese-Language Institute, Urawa in Japan:**
Offering teachers opportunities to attend an intensive course in methodology. Applications should be submitted from the candidate's affiliated institution. Recipients will study and reside at the Language Institute, Urawa for the duration of the course. The Foundation offers three types of training:
 - (a.) Long-Term (September 2000 to June 2001),
 - (b.) Short-Term (Spring: for primary and secondary education; Summer: unspecified; Winter: for higher and adult education),
 - (c.) Japanese Abroad (Zaigai Hojin Kenshu) November 2000-December 2000).
- 5.) **Assistance Program for Japanese-Language Teaching Materials:**
Offering financial assistance to encourage publishers and educational institutions to produce printed or audio visual resource material such as textbooks, dictionaries, tapes, discs, software, and other media related to Japanese language education to be launched onto the market.

(continued on page 8)

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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:**

Scholars and researchers in the social sciences and humanities who need to learn the Japanese language for their academic research activities are invited to Japan to participate in a long-term intensive training course. The duration for the course is nine months, from fall to early summer. Participants will study and reside at the Language Institute, Kansai.

9) **Japanese-Language Program for Postgraduate Students at the Japanese-Language Institute, Kansai in Japan:**

Postgraduate students who are majoring in the social sciences or the humanities and wish to improve their Japanese language abilities for their studies are invited to participate in a four month (or two month for the summer course) training program. Applicants must be full time students who have plans to write their Master's or Doctor's dissertation on a subject related to Japan and need to learn the language in order to carry out that purpose.

AWARDEES OF 1999/2000 GRANTS FOR JAPANESE LANGUAGE APRIL 1999 - MARCH 2000

TRAINING PROGRAM FOR TEACHERS OF THE JAPANESE LANGUAGE

NY Jeffrey Katz
New York City Middle School 118

VA Kirsten Cais
Cape Henry Collegiate School

WI Loren Hegge
Menasha High School

CO James Sayler
Mitchell High School

UT Suzanne Kauer
Pine View High School

HI Naomi Okada
Punahou High School

ZAIGAI HOJIN KENSHU (FOR JAPANESE NATIVES ABROAD)

FL Mitsuko Oyama
Watkins Elementary

SUPPORT PROGRAM FOR JAPANESE - LANGUAGE COURSES ABROAD (Salary Assistance Grant Program)

FIRST YEAR

RI Middletown Public Schools

CA Mary Tsukamoto California Language
Academy

HI Aina Haina Elementary School

SECOND YEAR

MA Boston Public Schools

OH Ohio State University

OR Portland Public Schools

THIRD YEAR

NY University of Rochester

MN Minneapolis Public Schools

MN Hill-Murray School

CO Denver Public Schools

AZ Mesa Community College

JAPANESE LANGUAGE EDUCATION FELLOWSHIP PROGRAM

IN Development of Beginning and
Intermediate Reading Materials
Akiko Kakutani
Earlham College

JAPANESE LANGUAGE PROGRAM FOR POSTGRADUATE STUDENTS

MA Karen Thornber
Harvard University

TX Juanita Handy Bosma
University of Texas at Austin

WA Pantipa Tachawachira
University of Washington

CA Rebecca Forgash
University of California, Santa Barbara

CA Hijoo Son
University of California, Los Angeles

JAPANESE SPEECH CONTEST SUPPORT PROGRAM

NC Duke University

IA Iowa University

AZ Arizona Association of Teachers of
Japanese

CA California State University, Los
Angeles

JAPANESE LANGUAGE TEACHING MATERIALS DONATION PROGRAM

PRECOLLEGIATE

ME Hall - Dale High School

MA Boston Latin Academy

RI Middletown High School

CT Choate Rosemary Hall

CT East Hartford / Glastonbury
Elementary Magnet School

NY New York City Public Middle School
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NY Syosset High School

NY Washington Irving High School

NJ Southern Regional High School

NC McMichael High School

NC Morehead High School

NC William G. Enloe High School

FL Hallandale High School

FL Miami Killian Senior High School

FL Pine Crest School

FL Watkins Elementary

KY Atherton High School

MS Oakland Junior High School

LA Episcopal School of Baton Rouge

MI Clarkston High School

MI Kearsley High School

IN Bloomington High School South

IN Franklin Community High School

| | | | | | |
|----|--|-------------------|--|---------------|---|
| IN | Harrison High School | CA | Modesto High School | IL | College of Dupage |
| WI | Beaver Dam Middle School | CA | Monta Vista High School | IL | Illinois Wesleyan University |
| WI | Menasha High School | CA | Mt. Eden High School | IL | North Central College |
| WI | Menomonee Falls High School | CA | Notre Dame High School | IL | Northwestern University |
| WI | School District of the Menomonee Area | CA | Palo Alto High School | IL | Oakton Community College |
| IL | Andrew Jackson Language Academy | CA | Samuel F. B. Morse High School | NE | Creighton University |
| IL | Intercultura Montessori School | CA | Saratoga High School | NE | University of Nebraska at Omaha |
| IL | Langston Hughes Elementary School | CA | Sheldon High School | KS | Butler County Community College |
| MN | Southwest High School | CA | The College Preparatory School | KS | Wichita State University |
| MO | Chaminade College Preparatory School | CA | The Nueva School | TX | University of Texas - Austin |
| MO | Hickman High School | CA | Thurgood Marshall Academic High School | AZ | Arizona State University |
| MO | Jefferson Junior High School | CA | Torrey Pines High School | AZ | Mesa Community College |
| MO | Kickapoo High School | CA | Valley High School | MT | Rocky Mountain College |
| MO | Parkway South High School | CA | Waldorf School of Orange County | CO | Adams State College |
| MO | Rock Bridge Senior High School | CA | Washington High School | CO | United States Air Force Academy |
| MO | West Junior High School | HI | James Campbell High School | UT | Utah State University |
| KS | Lawrence High School | HI | Le Jardin Academy | NV | University of Nevada - Reno |
| TX | Newman Smith High School | HI | St. Francis School | WA | Gonzaga University |
| TX | Richardson High School | GU | John F. Kennedy High School | WA | Whatcom Community College |
| NV | Ed W. Clark High School | GU | Notre Dame High School | OR | Concordia University |
| WA | Annie Wright School | GU | St. John's School | CA | California Institute of Technology |
| WA | Decatur High School | GU | St. Paul Christian School | CA | California State University - Fullerton |
| WA | Educational Service District 101 | GU | Trinity Christian School | CA | California State University - Monterey Bay |
| WA | Federal Way High School | COLLEGIATE | | CA | California State University - San Marcos |
| WA | Garfield High School | VT | The University of Vermont | CA | California State University - Stanislaus |
| WA | Interlake High School | MA | Amherst College | CA | City College of San Francisco |
| WA | Klahowya Secondary School | MA | Mount Holyoke College | CA | Foothill College |
| WA | Lindbergh High School | MA | Northeastern University | CA | Monterey Institute of International Studies |
| WA | Olympic High School | MA | University of Massachusetts - Amherst | CA | Orange Coast College |
| WA | Roosevelt High School Seattle Public Schools | CT | Yale University | CA | Santa Monica College |
| WA | Saghalie Jr. High School | NY | Bard College | CA | University of California - Davis |
| WA | Thomas Jefferson High School | NY | Iona College | CA | University of California - San Diego |
| OR | Glencoe High School | NY | Marist College | CA | University of San Francisco |
| OR | Inza Wood Middle School | NY | St. Lawrence University | CA | University of the Pacific |
| OR | Mt. View High School | NJ | The New School University | CA | Ventura College |
| OR | North Eugene High School | NJ | Fairleigh Dickinson University | CA | Whittier College |
| OR | The Catlin Gable School | NJ | Montclair State University | HI | Kauai Community College |
| OR | Valley Catholic High School | PA | Franklin & Marshall College | GU | Guam Community College |
| OR | West Linn High School | MD | Washington College | MP | Northern Marianas College |
| OR | Wilsonville High School | VA | Mary Baldwin College | GU | University of Guam |
| CA | ABC Preschool / Pine Afterschool | VA | Old Dominion University | OTHERS | |
| CA | Abraham Lincoln High School | VA | University of Virginia | GA | The Japan America Society Georgia |
| CA | Aragon High School | VA | Virginia Military Institute | TX | Richardson Instructional Television |
| CA | Campbell Hall | WV | Salem - Teikyo University | CA | Federation of San Francisco Bay & Coast Area Japanese Schools |
| CA | Castilleja School | NC | Salem - Teikyo University | CA | Hollywood Japanese Language School |
| CA | El Marino Language School | NC | North Carolina State University | CA | Japanese School in Vacaville |
| CA | Elk Grove High School | GA | Georgia Institute of Technology | CA | Monterey Park United Methodist Language School |
| CA | Gavilan View Middle School | KY | Murray State University | CA | Pacific English Language Institute |
| CA | Herbert Hoover Middle School | TN | University of Memphis | CA | San Diego Japanese School |
| CA | Jordan Middle School | AL | Gadsden State Community College | CA | Southeast Japanese School |
| CA | Joseph Kerr Middle School | AR | University of Arkansas | | |
| CA | Katella High School | OH | The University of Akron | | |
| CA | La Costa Canyon High School | OH | University of Cincinnati | | |
| CA | Laguna Creek High School | MI | Eastern Michigan University | | |
| CA | Lick - Wilmerding High School | MI | Wayne State University | | |
| CA | Loara High School | IN | Earlham College | | |
| CA | Menlo High School | IN | Indiana University - Purdue University | | |
| CA | Menlo Middle School | IL | University of Evansville | | |
| | | | Augustana College | | |

THE JAPAN FOUNDATION LANGUAGE CENTER GRANTS (LA LOCAL)

These grants are emergency-type funds of a relatively modest amount normally up to \$2,000. They are screened and administered by The Japan Foundation & Language Center in Los Angeles. The primary objective is to support teachers of Japanese language in the United States at the pre-collegiate level. Applicants should be organizations or institutions, and they are encouraged to seek additional resources elsewhere to complete the desired project. There are no deadlines for these programs, however, for projects involving workshops/conferences we ask that applicants submit proposals at least three months before the date of the event.

1.) PROGRAM AND GUIDELINES:

Workshops/Conferences:

This grant is designed to assist workshops, symposia and conferences conducted by organizations such as regional teachers' associations. Priority will be given to those applications that promote or strengthen teacher networking, particularly at the pre-collegiate level. In your proposal please specify the intended audience. Project income should include registration fees from participants. Please include a detailed list of participants, particularly indicating those parties from the pre-collegiate level, with their affiliations in your proposal.

Pre-Collegiate Curriculum Development:

This grant will support the development of curriculum for the pre-collegiate level. Priority will be given to

projects that can be utilized by the widest range of teachers in the intended region or level/type of education. An abstract of the projected content and a list of collaborators with detailed background information must be submitted. Projects to be used as collegiate curriculum or at a higher level are not eligible.

Organization Development:

This program will assist the development of associations of Japanese language teachers by providing start up funds. Organizational by-laws and a list of expected members must be submitted. Project income should include membership dues.

2.) APPLICATIONS:

No application forms or deadlines are necessary to apply. Proposal should be submitted containing 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 Foundation.

5. The name of the party to whom the Foundation should make a check payable.
6. Past history of awards from the Foundation including the titles of the workshops, dates, and amounts of the grants.

The following program offers in-kind support via the dispatch of the Foundation's academic specialists. In principle, travel and other expenses for the specialists will be borne by the Foundation. The organizer should bear the cost to be incurred to hold workshops or seminars by themselves, or, if eligible, they may also apply for our Workshops/Conferences Grant program for such expenses.

Workshops and Seminars On-Site:

When a language/educational organization is going to hold a workshop or seminar in the US and Canada, and wishes academic specialists of the Japan Foundation Language Center in Los Angeles to conduct some of the teaching modules, a proposal should be submitted to us with the following information:

- a. Name of the workshop or conference

Awardees of Japan Foundation Language Center Grants *April 1998-June 1999*

- b. Date and location of the work - shop/conference
- c. Objectives and background of the workshop/conference
- d. Subject(s) to be discussed
- e. Applicant:
 - i. Name of the host institution
 - ii. Name of representative
 - iii. Name of project director including her/his curriculum vitae of past award history with the Japan Foundation, including the title of the workshops, dates, and amount of the grant.

3.) SCREENING PROCEDURES:

After receiving applications, the Foundation will either send the applicant an acknowledgment of receipt, or contact you to obtain additional information to ensure a fair screening. Applicants will be contacted within two months after acknowledgment of receipt, unless otherwise notified.

For more information please contact:

ERIC CHOW, *Program Assistant*
THE JAPAN FOUNDATION &
LANGUAGE CENTER
IN LOS ANGELES
2425 Olympic Boulevard,
Suite 650 E
Santa Monica, California 90404

Tel.: (310) 449-0027 ext. 105
toll free: 1-888-667-0880
Fax: (310) 449-1127
E-mail: ehchow@jflalc.org
URL: <http://www.jflalc.org>

WORKSHOPS AND CONFERENCES GRANT PROGRAM

*Central Association of Teachers of Japanese
Tenth Anniversary Meeting*
April 4-5, 1998
\$2,000

*San Francisco State University
International Conference on Practical Linguistics of Japanese*
May 2-3, 1998
\$1,000

*Princeton Japanese Pedagogy Workshop
Sixth Pedagogy Workshop,*
May 9, 1998
\$1,000

*Virginia Pedagogy Workshop
Eighth Annual Pedagogy Workshop*
May 9-10, 1998
\$1,000

*Northeast Association of Secondary Teachers of Japanese
Third New England Annual Conference*
May 24, 1998
\$1,000

*New England Pedagogy Workshop
Twelfth New England Pedagogy Workshop,*
June 13, 1998
\$1,500

South Western Secondary Teachers of Japanese Annual Meeting
August 14-15, 1998
\$1,000

*Association of Florida Teachers of Japanese
Fall Meeting and Workshops,*
October 15-17, 1998
\$1,000

*Colorado Japanese Language Education Association
Caleb Gattegno's Silent Way Workshop,*
November 9, 1998
\$1,000

*Association of Teachers of Japanese
ATJ International Seminar,*
March 11, 1999
\$2,000

*Southeast Association of Teachers of Japanese
Fourteenth Annual Meeting*
March 26-28, 1999
\$900

*Central Association of Teachers of Japanese
Eleventh Annual Conference,*
April 16-17, 1999
\$1,500

*South Western Secondary Teachers of Japanese
California Language Teachers Association Meeting*
April 22-25, 1999
\$2,000

*California Association of Japanese Language Schools
National Heritage Japanese Language Education Conference,*
May 27-28, 1999
\$2,000

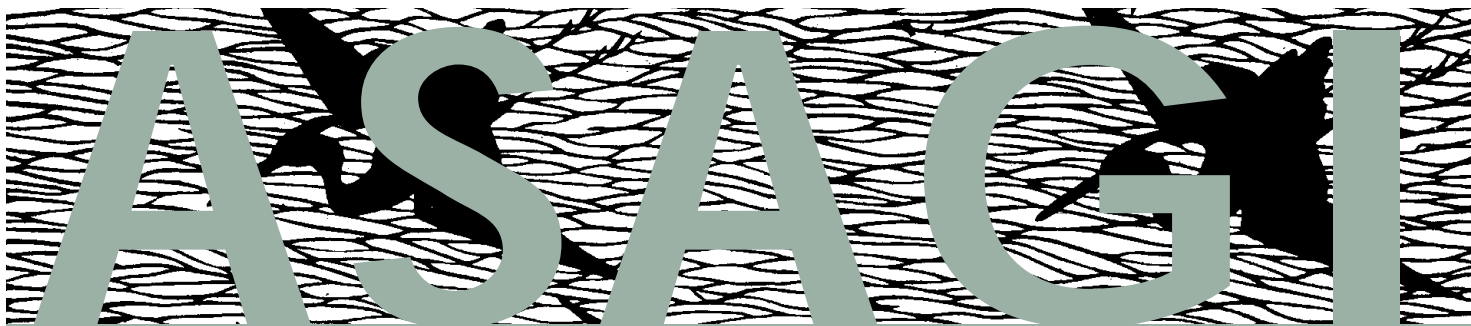
*Virginia Pedagogy Workshop
The Ninth Workshop,*
June 4-6, 1999
\$1,447.71

*Japanese Language Teachers Association, New England
Thirteenth Annual Meeting*
June 12, 1999
\$938

ON-SITE CONFERENCE PROGRAM

*Japanese Language Teachers Association, New England
Thirteenth Annual Meeting*
June 12, 1999: Hiroko Furuyama

*Wisconsin Association of Teachers of Japanese
National Standards Workshop,*
March 20, 1999:
Hiroko Kataoka and Hiroko Furuyama



NEWS FROM THE JAPAN FOUNDATION LOS ANGELES OFFICE

THE JAPAN FOUNDATION GRANTS

(VIA LA — TOKYO)

The following programs are screened by The Japan Foundation Headquarters via the Foundation's Los Angeles Office. The Los Angeles Office will accept applications from the following 13 western US states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington and Wyoming. Applicants for those programs from the other 37 states should contact the Foundation's New York Office (please refer to the AAC guideline on page 14 for the contact information). Applications are due by **December 1, 1999** (postmark).

For full guidelines and applications, please contact:

NAOKO WATANABE,

PROGRAM ASSOCIATE

THE JAPAN FOUNDATION &

LANGUAGE CENTER

IN LOS ANGELES

2425 Olympic Blvd., Suite 650E

Santa Monica, CA 90404-4034

Tel: (888) 667-0880 or

(310) 449-0027, ext. 104

Fax: (310) 449-1127

E-mail: naokow@jflalc.org

URL: <http://www.jflalc.org>

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

Provides opportunities for artists and specialists in the arts with the opportunity to pursue creative projects in Japan and to meet and consult with their Japanese counterparts.

**2. Exhibitions Abroad
Support Program**

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

**3. Film Production Support
Program**

Provides partial financial support for the production of films, TV programs, and other audio-visual materials that serve a better understanding of Japan and Japanese culture abroad.

**4. Publication Assistance
Program**

Provides partial financial assistance for the production of books on or relating to Japan in the humanities, the social sciences, and the arts.

**5. Translation Assistance
Program**

Provides partial 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

AWARDEES

OF THE JAPAN FOUNDATION
GRANTS

April 1, 1999 - March 31, 2000

ARTISTS FELLOWSHIP

Velina Hasu Houston

Untitled New Play: Women's Project
Santa Monica, CA

Dawne Steele Pullman

*Fusion: Eastern and Western Artists'
Materials and Techniques*
San Francisco, CA

EXHIBITION ABROAD
SUPPORT PROGRAM

San Francisco Museum of
Modern Art

Daido Moriyama

San Francisco, CA (¥1,000,000)

FILM PRODUCTION
SUPPORT PROGRAM

Sharon Lockhart

No-no Ikebana

Los Angeles, CA (¥1,700,000)

Moongift Films

The Fourth Dimension
Berkeley, CA (¥2,700,000)

Ellis Productions, Inc.

Small World

Burbank, CA (¥1,800,000)

Postponed from 1998-1999

LOS ANGELES ARTS & CULTURE GRANTS

(LA LOCAL)

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 13 western states of the United States. 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. Applications are accepted throughout the year.

Please submit a proposal to the Foundation's Los Angeles Office, attention Naoko Watanabe (please see page 12 for contact information).

Proposal should include the following items, if relevant:

1. Project name, location, date and time
2. Applicant
 - a. Name of institution
Attachment: one-page background information and/or the most recent annual report
 - b. Name of authorized official
 - c. Name of project director
Attachment: C.V.
3. Project outline
 - a. Name of artist(s)
Attachment: biography of each artist
 - b. Description
 - c. Arrangements and preparations
 - d. Schedule
4. Budget
 - a. Expenditures:
 - a) Facility
 - b) Artist fee
 - c) Rental equipment
 - d) Publicity
 - e) Travel expenses
 - f) Other (please specify)
 - b. Income:
 - a) Admission
 - b) Other (please specify)

Upon receiving an application, the Los Angeles Office will send an acknowledgment of receipt or contact the applicant directly to obtain additional information for the purpose of fair screening. Within two months after the issuance of application receipt, applicants will be notified of the result, unless otherwise notified.

AWARDEES OF LOS ANGELES ARTS & CULTURE GRANTS

April 1, 1999 - March 31, 2000

TAOS TALKING PICTURES

TAOS, NM (\$500)

My Secret Cache at the Taos Talking Pictures Festival

April 16-19, 1998

VISUAL COMMUNICATIONS

LOS ANGELES, CA (\$2,000)

For the Los Angeles Asian Pacific Film And Video Festival

May 14 - 21, 1998

SANTA BARBARA MUSEUM OF ART

SANTA BARBARA, CA (\$2,000)

For the exhibition of ***Carved Paper: The Art of the Japanese Stencil***

May 30 - August 9, 1998

18TH STREET ARTS COMPLEX

SANTA MONICA, CA (\$2,000)

For the exhibition for ***Miwa Yanagi***
August 8 - 26, 1998

JAPAN AMERICA SOCIETY OF SOUTHERN CALIFORNIA
LOS ANGELES, CA (\$2,000)

For the Mirai X-Change,

Contemporary Japanese Film Series

July - August, 1998

LITTLE TOKYO BUSINESS ASSOCIATION

LOS ANGELES, CA (\$1,000)

For the presentation of ***Yabusame***

Exhibition: Ritual Archery from Horseback

August 15, 1998 (during the 1998 Nisei Week Japanese Festival)

CALIFORNIA STATE UNIVERSITY NORTHridge, CA (\$1,000)

For the exhibitions, ***Akiko Arita: Noto***

and ***Japanese Kimono: Traditional Motifs***

August 24 - September 26, 1998

THE COLORADO COLLEGE

COLORADO SPRINGS, CO (\$1,500)

For the performances of ***Fujisan Kaen***

Taiko No Kai (Mt. Fuji Flame Drum Ensemble)

October 7, 1998

THE MULTICULTURAL CENTER, UNIVERSITY OF CALIFORNIA

SANTA BARBARA, CA (\$1,000)

For the presentation of ***The World of***

Hanayagi Takujiro, An Anthology of Nihon Buyo

October 16, 1998

UNIVERSITY OF HAWAII MANOA HONOLULU, HI (\$1,000)

For the choreographic residency of

Kei Takei

January - February, 1999

JAPANESE STUDIES SUPPORT PROGRAMS SCREENED BY
THE AMERICAN ADVISORY COMMITTEE (AAC)
(VIA NY — TOKYO)

The following programs are preliminarily screened by 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 by November 1, 1999 (postmark).

THE JAPAN FOUNDATION NEW YORK OFFICE
152 West 57th Street, 39th Floor
New York, New York 10019
Tel: (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 Programs for Japanese Studies
 - a. Visiting Professorship Program
 - b. Staff Expansion Grant Program
 - c. Research/Professional Conference Program
3. Library Support Program

PERFORMING ARTS JAPAN (PAJ) PROGRAM
(VIA NY — TOKYO)

The Performing Arts JAPAN (PAJ) program is an assistance program for tour presentations of Japanese performing arts (traditional, modern, and contemporary) representing the cultural scope of "Japan Today," and the U.S.-Japan performing arts collaborations for their development stage. Only non-profit organizations in the United States are eligible for PAJ. Applications are due by October 25, 1999. For more information and applications, please contact the Foundation's New York Office.

THE JAPAN FOUNDATION'S CENTER FOR GLOBAL
PARTNERSHIP (CGP) \ (VIA NY — TOKYO)

The Japan Foundation's Center for Global Partnership has grant programs which focus on promoting intellectual exchange to encourage global partnership between Japan, the U.S. and other nations, and also in promoting mutual understanding at the regional and grass-roots levels. For more information on the CGP's programs, please contact:

THE JAPAN FOUNDATION CENTER FOR GLOBAL PARTNERSHIP
152 West 57th Street, 39th Floor
New York, New York 10019
Tel: (212) 489-1255
Fax: (212) 489-1344
E-mail: info@cgp.org
URL: <http://www.cgp.org/cgplink>

The Nihongo Library

Nihongo Library is currently in process of revising the library policy and its User's Guide to expand our service and to reach out more people who are interested in Japan and the Japanese language. Two major points of revision are:

(1) The membership will be open for people who are actively involved in Japanese language education such as teacher candidates, researchers (including graduate students,) and administrators at a teaching institution, in addition to current Japanese language teachers.

(2) In order to raise the users' awareness of copyright issues, especially for the use of audio-visual material, a section of conditions for loan will be revised.

We also have been extended our library hours by opening on the third Saturday of the month from 10:00 a.m. to 3:00 p.m. to make the Nihongo Library more accessible for

people who may not be able to visit the library during weekdays.

Revised User's Guide will be published in October and sent to current members. Those who are not members yet but wish to obtain a copy, please contact us.

Library hours are: Monday - Friday 10 a.m. - 5 p.m.
Third Saturday of The Month
10 a.m. - 3 p.m. *

Visit our web site at www.jflalc.org for further information, or call 1-888-667-0880.

THE NIHONGO LIBRARY

THE JAPAN FOUNDATION AND LANGUAGE CENTER
IN LOS ANGELES

2425 Olympic Blvd., Ste 650E,
Santa Monica, CA 90404

Tel: (310) 449-0027

Fax: (310) 449-1127

E-mail: nihongolib@jflalc.org URL: www.jflalc.org

The Time Has Come... To Prove Your Japanese Proficiency!!

1999 JLPT

Japanese Language Proficiency Test

•Date: Sunday, December 5, 1999

•Test Sites: Chicago
Los Angeles
New York

•Application period: September 6 ~ October 15

(Please note: Request for application forms must be made prior to October 8)

•Fees: Level 1, 2 : \$50.00
Level 3, 4 : \$30.00

For more information, please contact:

THE JAPAN FOUNDATION & LANGUAGE CENTER IN LA
JLPT OFFICE

Tel: 1-888-667-0880 or 310-449-0027

(10 am - 5 pm pacific standard time)

Fax 310-449-1127

e-mail: noryoku@jflalc.org

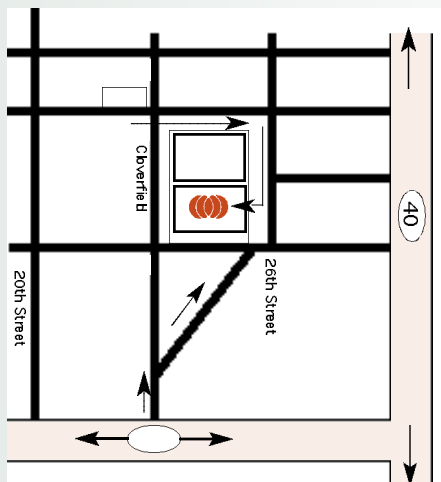
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| | ext. |
| ISAO TSUJIMOTO, DIRECTOR | 101 |
| SHOJI YOSHIDA, DEPUTY DIRECTOR | 102 |
| AKI YAMASAKI, OFFICE SUPERVISOR | 103 |
| NAOKO WATANABE, PROGRAM ASSOCIATE | 104 |
| ERIC CHOW, PROGRAM ASSISTANT | 105 |
| RIMI YANG, LIBRARIAN | 107 |
| EIICHI ITO, LIBRARIAN | 108 |
| KEIKO MARTIN, LIBRARY ASSISTANT | 118 |
| GRACE KATAOKA, RECEPTIONIST | 100 |
| NAOKO ROWAN, RECEPTIONIST | 106 |
| SHIGEMI YAMADA, VOLUNTEER | 162 |
| NORIKO OHARA, VOLUNTEER | 162 |
| <FACULTY> | |
| HIROKO KATAOKA, CHIEF ACADEMIC SPECIALIST | 120 |
| HIROKO FURUYAMA, ACADEMIC SPECIALIST | 121 |
| SAYURI FRETZ, ASSISTANT | 123 |

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.

Telephone: (310) 449-0027
 Toll Free: 1-888-667-0880
 Fax: (310) 449-1127
 General E-mail address: jflalc@jflalc.org
 Home page address: <http://www.jflalc.org>



THE JAPAN FOUNDATION &
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 Fax: (310) 449-1127
 E-mail: jflalc@jflalc.org

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 Systems, Inc.