

# ATJ NEWSLETTER

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President-elect: Wesley M. Jacobsen (Harvard University)  
Past President: Seiichi Makino (Princeton University)

Association of Teachers of Japanese  
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## President's Message

Spring has finally arrived in the north country of Wisconsin. It is always amazing to see everything turning green and all the flowers come alive, sometimes overnight. Soon the air will be filled with lilacs and apple blossoms.

As I take the office of president of the ATJ this spring, I would like to emphasize that there are three presidents of the ATJ. Although the public duties seem to fall mostly on the current president, we serve for three years, as President-Elect, President, and Past President. I see the Association having three heads, and three heads are better than one. So, with three presidents, I hope we can make wiser decisions, take more initiatives, and move the Association forward.

In this regard, the ATJ, in cooperation with NCJLT (National Council of Japanese Language Teachers) and Columbia University, is planning an International Conference on Japanese Language Education (ICJLE) on August 5-6, 2006. It will be held at Columbia University in New York City. There has been increasing awareness of the need for

cooperation and networking among the various Japanese teachers' organizations around the world, and such international conferences have been held in Tokyo (1998, 2004), Korea (2000), and the People's Republic of China (2002). This will be the first time that ATJ hosts a major international conference, and we hope it will provide a forum for Japanese language educators from around the world to share and discuss new challenges they are facing as well as to propose solutions. We hope the conference will bring together teachers of Japanese from both college and pre-college levels as well as teachers and researchers across disciplines: language, literature, and culture.

The conference will feature at least two keynote speakers, a number of invited panels, informal discussion groups, paper presentations, and a poster session. For the year 2006, our annual Seminar will be moved to August and be part of the ICJLE. The ICJLE steering committee, which includes representatives of both ATJ and NCJLT, has met several times and has been working hard to plan the conference. A call for papers is forthcoming. We have set the deadline for abstract submission as October 15, 2005.

Although we will not hold our Seminar in conjunction with the Association for Asian Studies, we will still hold a board meeting, a general membership meeting, and SIG meetings in conjunction with the AAS conference. We expect to have a couple of ATJ-sponsored panels at the AAS, and we encourage members to propose panels for the AAS conference.

ATJ can endorse these panel proposals, so please get in touch with us if you need our endorsement. The proposal deadline for AAS is August 1, 2005. Information is available online at [www.aasianst.org](http://www.aasianst.org).

It was wonderful to see so many ATJ members at the ATJ and AAS meetings in Chicago. We had five concurrent sessions going, and for the first time SIGs were given their own panel slots. The Seminar concluded with a keynote speech by Professor Emeritus Takie Sugiyama Lebra, who gave us some anthropological perspectives on Japanese culture and the Japanese self. The lecture was very stimulating and gave us a lot to think about, and the Seminar as a whole was a great success. We are grateful to Yasuko Ito Watt and the other members of the Seminar Committee for taking such great care in organizing this year's program.

At the board meeting held on April 1, we welcomed Wesley Jacobsen as this year's president-elect. Three new board members were also announced: Janet Ikeda, Yoshiko Mori, and Eve Zimmerman. We express our sincere appreciation for their willingness to serve the Association. We also thank outgoing officer Pat Wetzel and outgoing board members Yuki Johnson, Lawrence Marceau, and Ken'ichi Miura. Pat Wetzel, in particular, deserves special recognition. She was the first President of the ATJ under the new triumvirate system. She also had previously served as the general editor of the Journal for many years. We appreciate her leadership and dedication to the ATJ.

## CONTENTS

President's Message .....	1
News of the Association .....	2
Minutes of the September 2004 ATJ	
Board Meeting .....	2
Bridging Project News .....	6
Job Openings .....	6
Programs & Workshops .....	8
AP Program News .....	9
Grants, Fellowships & Awards .....	13
Items of Interest .....	13
Regional News.....	14

One of the important new initiatives in Japanese language teaching in the U.S. is the introduction of the AP (Advanced Placement) exams and curriculum in Japanese language and culture. Yasu-Hiko Tohsaku and three other members of the College Board's Japanese AP Task Force were on hand at the general membership meeting on April 2 in Chicago to talk about the program and field many good questions from the audience. Tohsaku sensei made a very concise presentation about what AP is, the benefits of having an AP program in Japanese, and current and projected activities. Specifically, the AP Japanese Exam will target students who have completed approximately 300 hours of college-level instruction, and it will be based on the National Standards. Tohsaku sensei's presentation is posted on the ATJ web site; please use it to explain the program to your colleagues, especially those at the high school level. Current information is also available at AP Central (<http://apcentral.collegeboard.com/>), and interested members are invited to register at this site to receive regular updated information.

I would also like to thank Ms. Mariko Oka-Fukuroi (Managing Director, Japanese Language Department, the Japan Foundation) for attending the Seminar and addressing the general membership meeting. She expressed great enthusiasm for the proposed International Conference on Japanese Language Education, and ATJ and NCJLT are working closely with the Japan Foundation to make this a successful event.

I also would like to take this opportunity to thank JP Trading Company and the Consulate General of Chicago for hosting a wonderful reception for ATJ members at the close of the Seminar on March 31. It was a wonderful finale to the day!

For the rest of this "Year of Languages," we will be busy with planning and organizing the 2006 International Conference. In the meantime, please let us know if you have any suggestions, comments, or con-

cerns about our activities or any aspect of the ATJ.

Naomi McGloin

## News of the Association

### 2005 ATJ Seminar

The 2005 ATJ Seminar drew more than 70 presenters and almost 200 attendees to Chicago on March 31 to attend a full day of concurrent sessions on literature, linguistics, language pedagogy, and second language acquisition. In addition, four of ATJ's Special Interest Groups (SIGs) convened panel presentations or held meetings.

The keynote address, by Emeritus Professor Takie Sugiyama Lebra of the University of Hawaii, was attended by an audience of more than 180.

Abstracts of all presentations at the 2005 Seminar, as well as an audio recording of Professor Lebra's keynote presentation, are available on the ATJ web site.

### Minutes of the September 2004 ATJ Board Meeting

*Attending:* Seiichi Makino (President), Naomi McGloin (President-Elect); Hiroko Furuyama, Keiko Schneider, Lawrence Marceau, Yasuko Ito Watt, Ken-ichi Miura, Yuki Johnson, Lindsay Amthor Yotsukura, Mutsuko Endo Hudson, Junko Mori (Board members); Tim Vance, Hiroshi Nara (Journal editors); Susan Schmidt (staff). *Not attending:* Pat Wetzel (Past President).

The meeting was called to order by Makino. Yuki Johnson and the University of Toronto were thanked for hosting the meeting.

The minutes of the March 2004 meeting were approved as corrected (Mori added to Seminar committee list).

*President's Report:* Makino reported on Nihongo Kyoiku Gakkai's international symposium in August 2004, which he attended as representative of ATJ and of the Japanese field in the US. He reported that representatives from China, Taiwan, Hong Kong, Australia, the US, the

EU, and Korea addressed the conference. A 3-volume set of Proceedings was produced, and copies will be sent to all Board members. In his report on the situation of Japanese language education in the US, Makino selected the upcoming development of an Advanced Placement program as the major topic for his remarks. Other countries mentioned problems of articulation, professional development, and standards as issues that are facing them. In Japan, Makino reported, the discussion centers on the question of the role of Japanese language in Japanese society as it diversifies.

Makino reported that Nihongo Kyoiku Gakkai's current head, Suzuko Nishihara, requested that ATJ host the next international conference on Japanese language education in the United States, and that he and 2005-2006 President McGloin had volunteered to lead the discussion of its possibility. Further discussion was postponed until later in the meeting.

Makino next reported on the results of the survey of the membership which was conducted in spring 2004. About 22% of the members returned the survey with their comments and replies to questions about the organization. Among the findings that merit special interest were:

1) There is confusion about the nature and purpose of the three organizations ATJ, NCJLT, and AATJ. The characteristics of the organizations and the relationship among them should be explained better to the membership and to the outside world.

2) There is interest in having more regional and local workshops, in addition to the ATJ Seminar.

3) Opinions were divided on whether the name of the organization should be changed, but a clear majority of those who responded were not in favor of changing the name.

4) There is interest in the activities of the Special Interest Groups (SIGs), and there were suggestions for new SIGs, including one for Cultural Studies.

Some of these topics were returned to later in the meeting, as New Business.

Makino reported that he was often asked, while in Japan, for the Japanese name of ATJ. The Board discussed the question of a Japanese name, and decided on the following:

ATJ (日本語・日本文学学会)

*President-Elect's Report:* McGloin reported on attending the National Council of Less Commonly Taught Languages (NCOLCTL) annual conference in April as ATJ's representative. Laurel Rasplica Rodd was honored at the conference with the NCOLCTL annual Walton Award (having been nominated by ATJ). McGloin also attended the Japan Foundation's first National Symposium on Japanese Language Education, "No Teacher Left Behind," on August 1-2. At the symposium representatives of 25 national and regional organizations in the US were invited to talk about the issues facing the field in general and their organizations in particular. The focus was mainly on pre-college education, with particular emphasis on the development of the Advanced Placement (AP) program by the College Board and on the No Child Left Behind legislation and its impact on language education and on teachers facing re-certification requirements. McGloin pointed out that the AP program is also important for university-level language education because it promotes articulation from high school to college level.

During the year of her presidency McGloin will take initiative on the proposed international conference to be held in 2006 and on strengthening ties with organizations in other countries. She asked the Board members to think about new initiatives that the organization should undertake.

*Membership Report:* Schmidt reported that membership stood at 869 members as of August 31. Membership tends to follow an annual pattern of many members joining at the time of the Seminar in the spring and then not renewing their member-

ship the following year. Efforts to recruit new members included personal email messages to members who have not renewed, mass mailing of membership brochures, and a special outreach effort to language faculty who write recommendation letters for Bridging Scholarship applicants but are not ATJ members. These efforts resulted in several dozen new memberships in 2004. It was suggested that a personal email acknowledgment be sent to each member who renews, and Schmidt promised to do so. Makino urged Board members to recruit graduate students as new members; he announced that he is launching a membership-doubling campaign, in which each member will be asked to invite one new member to join. It was pointed out that the capability of renewing on-line (with credit card payment) might make it easier for some members to renew. Schmidt promised to investigate the possibility of on-line renewal (e-commerce) and report at the next meeting.

*Financial Report:* A summary of ATJ's finances as of August 31 showed that total resources (in checking and money-market accounts) were \$209,868. Income was \$394,680 (of which \$30,430 was membership dues, \$79,857 was grants, and \$280,000 was Bridging Scholarship stipends). Expenditures totaled \$421,765 (including \$280,000 for Bridging Scholarship stipends, \$60,055 to the University of Colorado for salaries, postage, and overhead, \$27,174 in unspent grant funds that were returned to the funder, \$16,974 for Bridging Project administration expenses, and \$14,059 for the Newsletter, Journal, and other publications).

*Journal Editor's Report:* Tim Vance, Coordinating Editor, reported that the most recent issue of the journal (Volume 83:1) was the largest ever published in number of pages. This was largely because of the backlog of Dissertation Abstracts that were published in the issue. The next issue, 38:2, is being printed, and will have even more pages. The

large size means higher paper and postage expenses. The compiler of the Dissertation Abstracts, Frank Shulman, has begun to include foreign-language dissertations as well as English-language ones. Vance suggested that in future foreign language dissertations be reported only with a title in English, rather than a full abstract, in order to take some burden off Dr. Shulman. The Board approved this suggestion. The next issue (Vol. 38:2) is dedicated to Samuel Martin, and Vance reported that a birthday celebration had been held for Martin at Portland State University, which included a presentation of an advance copy of the issue.

*Newsletter Report:* The next issue of the Newsletter will be published in November. Board members and others are requested to send news items by October 20.

*Bridging Project Report:* The Bridging Scholarships are awarded twice a year, to about 100 students each year; ATJ receives more than 500 applications for the scholarships. Several Board members serve on the Advisory Committee. Any interested Board members are encouraged to volunteer for the committee. Application materials since 1999 are archived at the ATJ office and are available for research on study abroad in Japan by American students.

*SIG Reports:* The Heritage SIG is ready to solicit contributions for a refereed e-journal (the bilingual web site capability has been developed, with Schneider's help). The SIG hopes to have a guaranteed slot at the ATJ Seminar in Chicago, but will submit a competitive proposal as well.

The Community College SIG is just getting started. Recruiting of members is difficult because there is no good information on the number of community colleges with Japanese programs. Community colleges fall through the cracks on surveys like the one conducted by the Japan Foundation. One possibility is to hire a graduate student to research and

locate teachers. It was suggested that a free workshop might be held for community college teachers, in conjunction with the ATJ Seminar or the ACTFL conference. Furuyama, together with Shingo Satsutani of NCJLT, will have a special community college session at the November 2005 ACTFL conference. The new ATJ membership form will include "community college" in the list of institutional settings that members check, as well as list the SIG.

The SAFAS (Study Abroad for Advanced Skills) SIG held a session, as part of the 2004 AAS conference, on the topic of post-secondary study in Japan. The SIG also sponsored a research workshop at Ohio State University in 2004 and will publish the proceedings.

The Classical SIG sponsored a talk by Professor Steven Carter at the 2004 AAS conference; the talk will be published as an Occasional Paper. Haruo Shirane will publish a new textbook of classical Japanese, which will be the topic at next year's SIG meeting. Yotsukura suggested the topic of advocating for classical Japanese courses in university departments as a future topic.

The Professional Development SIG would like a guaranteed slot at the ATJ Seminar in 2005. The SIG will hold a business meeting at the 2004 ACTFL conference in November.

The Board discussed the issue of whether ATJ membership should be required in order to participate in a SIG and affirmed the current policy that membership is a requirement for participation in SIG activities. Makino suggested that a new Cultural Studies SIG be formed and asked for suggestions of a chair to organize this SIG.

#### **Committee Reports**

*Seminar Committee:* Watt reported on behalf of the Seminar committee (Watt, Schneider, Furuyama, Mori, Larson) that the Request for Proposals had been published in the September newsletter and would be posted on the website immediately after the Board meeting. Proposals

will be accepted only on-line in principle; anyone who wishes to submit a proposal on paper may contact Watt to do so, but it is expected that all proposals will be submitted online. The committee has recruited a large number of readers (including all Board members) to evaluate the proposals, and the selection will be made in December. Members of ATJ and NCJLT can submit proposals, and the RFP will be circulated to NCJLT members via the eOshirase list in order to encourage K-12 teachers to submit proposals.

Proposals will be sought in the areas of Literature, Linguistics, SLA, and Pedagogy. SIGs will be allowed one slot for a designated panel and also a time (lunch) to hold a meeting.

Presenters will be assessed a fee of \$25 for use of an LCD projector in an individual presentation at the Seminar; the fee will be \$50 for an entire panel.

Ideas were solicited for a keynote speaker. Suggestions included Haruo Shirane, Susan Napier, and Takie Sugiyama Lebra. The committee will approach Lebra first, and Makino will formally invite her if she agrees to speak. An honorarium of \$500 can be provided, in addition to expenses.

The issue of holding the Seminar in conjunction with AAS was discussed. The changing balance of members in ATJ toward pedagogy and linguistics and away from literature means that fewer members of ATJ are interested in attending AAS conference sessions, and the cost is considerable. For many teachers the need to schedule the Seminar on Thursday is a hindrance to attending because of school and class schedules. Many members favor holding an independent Seminar, and this has much to recommend it, but for the office the work of setting up an independent conference would be considerable, and we would have to charge a registration fee (which we do not do now, and which might discourage graduate students from attending). As an official Meeting-in-Conjunction, we are not charged anything by AAS for the use of the

hotel facilities for the Seminar and the annual general membership meeting, but AAS asks that our presenters register for the AAS conference. In recent years we have had trouble because many Seminar presenters do not register with AAS: at the 2004 only 16 out of 60 presenters registered. ATJ's affiliation with AAS is a long one, and even if the Seminar is held independently, we may wish to continue to hold Board meetings and/or the general membership meeting at the AAS conferences. For 2005, it was agreed that more effort will be made to publicize AAS sessions that are of interest to ATJ members and to encourage all who attend the Seminar to also attend AAS.

In discussion it was pointed out that in 2006 the Seminar will be combined with the International Conference (to be held in August) rather than at AAS. It was suggested that in 2007 we hold a separate, independent Seminar, in February. Vance suggested the University of Arizona as a possible venue and volunteered to head an organizing committee. The Board agreed, subject to review at the next meeting, to proceed with this reorganization of the Seminar.

*Nominating Committee:* Miura reported on behalf of the Nominating committee (Miura, Marceau, Johnson, Wetzel) that a slate of candidates for the next election will include three Board positions (two Literature slots and one At-Large slot) and a President-Elect. The membership at large will be asked for suggestions, and the final list will be compiled in November. The nominees will be asked to send short biographies by early December to the ATJ office so that ballots can be prepared and mailed at the beginning of January. Ballots will be due at the ATJ office on March 1 and will be counted by outside faculty members. The results will be announced in Chicago at the Board meeting and general membership meeting.

*Alliance Report:* Schmidt reported on recent Alliance projects, including a summer 2004 institute in Japan for

K-12 teachers (funded by the US Department of Education's Fulbright-Hays Group Projects Abroad program, the Japan Foundation, and the Shoyu Club Foundation), a conference of Saturday Schools in the US, the continuing small individual grants program (funded by the US-Japan Foundation and a grant last year from ATJ), and cooperation with the College Board on forming a Task Force for the AP program. She promised that the AATJ web site would be updated with information for teachers and for the general public on the AP program and other issues in the field. It was suggested that the website include recent information on the Japan Foundation's enrollment survey and other data of interest.

#### Old Business

(1) *Post-Basic Framework*: It was agreed that information on both the Elementary (basic) Framework and the Post-Basic Framework be posted on the website, as well as the text of the draft Post-Basic Framework, and that ATJ sponsor a panel at the 2006 AAS conference on the Post-Basic Framework. Mori volunteered to investigate and perhaps organize this panel.

(2) *Funding for ATJ and dues structure*: Schmidt pointed out that dues income is sufficient only to cover the expense of printing and mailing publications and holding the annual Seminar; all other expenses are covered by grant income, which must be sought and renewed annually, with no guarantee of continued support. Current funding comes from the Japan-US Friendship Commission (for the Bridging Project and the Alliance), with smaller project grants supplementing. It was suggested that funding might be sought from Apple or other companies that would appreciate the importance of Japanese language education.

Endo moved to amend dues structure to add a new category of part-time instructors, which would make the dues structure as follows:

- Regular (full-time) \$45
- Regular (part-time) \$35

Regular, all other countries (full-time) \$60

Regular, all other countries (part-time) \$50

The motion was seconded by Watt and passed after discussion.

(3) *Booth at the AAS conference*: For the past two years ATJ has rented a booth in the Exhibit Hall at the AAS conference. The cost is \$800 (fee includes conference registration for two staff members). The booth is a chance to meet current members and talk to potential new members; PR value for the organization. It was agreed that ATJ will continue the booth in 2005 at AAS. The theme might be tied in to the Year of Languages declared by ACTFL and the US Congress.

(4) *Name of organization*: Based on the results of the membership survey, it was decided that the English name of ATJ will not be changed. The Japanese name will officially become

ATJ (日本語・日本文学学会)

(5) *International Conference on Japanese Language Education in 2006*: The possibility of hosting an international conference in the US in 2006 was discussed. Nishihara sensei of Nihongo Kyoiku Gakkai requested that the US sponsor the next conference (previous conferences have been held in Korea and Japan); it would be the first one outside Asia. It is not necessary to hold as large-scale a conference as the 2004 conference in Tokyo (which was attended by around 1,000 people). It was felt that New York City would be a good venue for a conference as it would attract participants from both Europe and Asia; other possibilities would be the West Coast, Chicago, or Wisconsin. Early August would be the best time for international participants. The conference would combine and replace the 2006 ATJ Seminar, with papers and panel sessions proposed by people from all over the world (including ATJ members). Funding for the conference would be an issue, and it was felt that it will be important to start planning early. A planning committee

was formed, with Makino and McGloin as co-chairs; members from ATJ are Furuyama, Mori, Endo, and Yotsukura. Representatives from NCJLT will also be invited to join the planning committee; the content of the conference should include pre-college Japanese language education issues as well as research. It was agreed that the committee would meet during the ACTFL conference in Chicago in November 2004.

(6) *Future of ATJ Seminar*: The Board discussed the future of the ATJ Seminar and the possibility of holding the Seminar separately from the Association for Asian Studies (AAS) conference in the future. The AAS conference seems to draw little interest from linguists and language pedagogy specialists, who now constitute the largest number of ATJ members. Only a minority of presenters and attendees at the Seminar also attend AAS, and the necessity of scheduling the Seminar on a Thursday as a Meeting-in-Conjunction, rather than on a weekend, reportedly prevents many potential participants from attending. It was pointed out, on the other hand, that literature specialists are interested in what the AAS conference has to offer, and that AAS is trying to attract more session proposals on language. Logistically, an independent conference would involve more expense and Board and staff time to organize. If the International Conference on Japanese Language Education is hosted by ATJ in 2006, it will not be possible to hold a Seminar as well; the Seminar will be combined with and incorporated into the International Conference. The Board agreed that this would be the most likely scenario for 2006, and tentatively proposed following with an independent conference in 2007. The best time (not competing with other conferences) would be February, and Vance proposed the University of Arizona (Tempe) as a possible venue. Vance will investigate that possibility further, and the matter will be discussed again at upcoming Board meetings.

Respectfully submitted, Susan Schmidt

## ATJ Endowment Is Growing

ATJ has joined the ranks of other non-profit organizations in establishing an endowment fund. Contributions of any amount to this fund, which are tax-deductible, will help to ensure that the Association can continue to provide services to members in the future. A contribution has recently been made to the Endowment by Pauline H. Oasay. Please consider donating when you next renew your membership, or by mail at any time. For more information, contact the ATJ office.

## Bridging Project News

More than 400 applications for Bridging Scholarships arrived in the ATJ office at the beginning of April. They are from undergraduate students who will be studying abroad in Japan beginning the Fall semester of 2005.

Thanks to the continued support of the Japan- US Friendship Commission, which supports the work of the ATJ-based Bridging Project Clearinghouse, and the US-Japan Bridging Foundation, which funds the scholarships with contributions from more than a dozen American companies and organizations, we will be able to provide scholarships to 70 of the students who applied. A 12-member selection committee is reviewing the applications, and will announce the winners at the end of May.

The Bridging Project has awarded more than 500 scholarships for study abroad in Japan since the program began in 1999. A recent survey by Bridging Project director Susan Schmidt showed that many of the past recipients have kept and developed their connections with Japan and the Japanese language in a number of ways: going on to graduate school, participating in the JET Programme, landing jobs with companies in Japan or that work with Japan, working in international education—even becoming Japanese language teachers!

Funders of the Fall 2005 scholarships include Boeing Japan, Citigroup, Deloitte Touche Tohmatsu, The Freeman Foundation, Lockheed Martin, Merrill Lynch, Morgan Stanley, Pricewaterhouse Coopers & Chuo-Aoyama Audit Corp., Shinsei Bank, The Starr Foundation, and Weyerhaeuser. Several of these companies not only support the scholarship program financially, but also sponsor events for the students while they are in Japan. Two such events will take place in May: a reception in Tokyo hosted by Shinsei Bank and a panel discussion and reception in Kyoto hosted by Citigroup.

Information on the scholarship program, and a list of the most recent recipients, can be found on the ATJ website.

## Job Openings College/University Positions

### University of Arizona

The Department of East Asian Studies at the University of Arizona is accepting applications for the position of *Visiting Assistant Professor (full-time) in Japanese linguistics* for the 2005-06 academic year. Salary dependent on experience. Appointee will serve as department's undergraduate advisor and teach 1-credit "Senior Capstone" course in fall 2005; will teach multi-section general education course on writing systems each semester; will offer one course in Japanese linguistics each semester. Required: Ph.D. in Japanese linguistics or related field; fluency in Japanese and English. Desirable: experience teaching North American undergraduates; experience supervising TAs. Review of materials will begin **April 4, 2005** and continue until the position is filled. Send CV, cover letter, and three recommendation letters to: Timothy Vance, Japanese Search Committee, University of Arizona, East Asian Studies, P.O. Box 210105, Tucson, AZ 85721-0105.

## Beloit College

Senior instructors and graduate teaching assistants are needed for Beloit College's *summer intensive Japanese program (June 11-August 12, 2005)*. In 2005, we expect to offer first- through fourth-year Japanese. Each level, with enrollments ranging from five to twelve students, has one instructor and one graduate teaching assistant. Instructors collaborate with each other, the language coordinator, and the CLS director on curriculum, syllabi, and instruction. Duties include classroom teaching and evaluation and assistance with organizing cultural activities for the program. Instructors will be expected to live on campus (single occupancy), share lunch and dinner with the students in the dining commons, and be available to students evenings and weekends. Minimum qualifications for senior instructors include an M.A., teaching experience preferably in an immersion environment, superior proficiency in Japanese, and advanced proficiency in English. An advanced degree in Japanese, applied linguistics, or foreign language education is desirable. (For graduate teaching assistants, an M.A. in progress is required). Salary is competitive, and includes room and board. Employment is contingent upon new employees providing documents verifying U.S. citizenship or, for non-citizens, documents verifying legal permission to work in the United States. Send letter of application, curriculum vitae, and list of three references to: Patricia L. Zody, Center for Language Studies, Beloit College, 700 College Street, Beloit WI 53511. Applications will not be accepted by email. The deadline for applications is **March 25, 2005**. 608-363-2277. [www.beloit.edu/~cls.AA/EEO](http://www.beloit.edu/~cls.AA/EEO).

### University of California, Los Angeles

UCLA is inviting applications to fill a *full-time, non-renewable, one-year temporary position in Japanese language and linguistics* starting July 1, 2005. The successful candidate will teach undergraduate and graduate courses in Japanese language and Japanese linguistics (introduction, structure, history or sociolinguistics). Requirements include a Ph.D. or ABD in Japanese linguistics (or related area), college level teaching experience in the United States, native or near native fluency in Japanese and English, and evidence of teaching effectiveness. Review of candidates will begin **March 31, 2005** and will continue until the position is filled. Cover letter, CV, and three letters of recommendation to: Japanese Linguistics Search, Department of Asian Languages and Cultures, 290 Royce Hall, UCLA, Los Angeles, CA 90095-1540. EOE.

### University of California, San Diego

The Program in Japanese Studies at the University of California, San Diego, invites applications for a *full-time lecturer position in Japanese language* starting Fall 2005. The initial appointment is one year with the possibility of renewal on a yearly basis based on performance and funding availability. Qualified candidates must have native or near-native proficiency in Japanese and English, have extensive experience in teaching all levels of Japanese language courses and in supervising and training teaching assistants. The successful candidate is expected to work with existing faculty members to design and develop technology-based instructional material and curricula. The Program in Japanese Studies coordinates a variety of campus offerings related to the culture, history, political economy, and language of Japan and offers students the opportunity to major or minor in Japanese Studies. It offers six levels of Japanese language courses, including

Advanced Japanese and Written Japanese. A Ph.D. is desirable, but not required. Salary is commensurate with teaching experience and is based on University of California salary scales. Application letter, curriculum vitae, three letters of recommendation, and course evaluations to: Program in Japanese Studies, 0104, University of California San Diego, 9500 Gilman Drive, La Jolla, CA 92093-0104. Review of applications will begin on **March 8, 2005** and continue until the position is filled. EO/AAE. Proof of U.S. citizenship or eligibility for U.S. employment will be required prior to employment (Immigration Reform and Control Act of 1986).

### Columbia University

The Department of East Asian Languages and Cultures at Columbia University invites applicants for a *one-year replacement position (pending vacancy) as Lecturer in Japanese language* beginning Fall 2005. Candidates for the position should have M.A. in Japanese Pedagogy, Applied Linguistics, TESOL, or an appropriate aspect of Japanese studies, and preferably will have extensive experience in teaching Japanese to native speakers of English at the university level. Native or near-native fluency in spoken and written Japanese and excellent command of English are required. Application letter, CV, and three letters of reference to: Japanese Lecturers Search Committee, Dept. of East Asian Languages and Cultures, 407 Kent Hall, MC 3907, Columbia University, New York, NY 10027. Review of applications will begin **April 7, 2005**. EO/AAE. Women and minority candidates are encouraged to apply.

### University of Maryland

The School of Languages, Literatures, and Cultures at the University of Maryland, College Park, seeks to make a *non-tenure track appointment for the full-time position of Lecturer in Japanese*, to begin August 2005, contingent on funding. This is a one-

year appointment with a possibility of renewal on a year-to-year basis. The appointee should be able to teach Japanese language courses at all levels (first- through third-year) and be willing to participate regularly in activities associated with the undergraduate Japanese program. Opportunities may also be available for summer language teaching, as early as summer 2005. Minimum requirements: (a) M.A. degree in a relevant field; (b) native or near-native fluency in Japanese and English; and (c) evidence of effective Japanese language teaching experience at the college/university level in the United States. Familiarity with and interest in the use of technology-assisted language learning is also desirable. Salary: commensurate with experience. Cover letter explaining your qualifications and teaching philosophy, a curriculum vitae, three current letters of reference, and if possible, a videotape of your Japanese classroom teaching to: Anne McBrearty, Executive Administrative Assistant, School of Languages, Literatures, and Cultures, 3215 Jimeenez Hall, University of Maryland, College Park, MD 20742. Review of applications will begin on **March 28, 2005** and continue until the position is filled. Preliminary interviews will be held at the Association for Asian Studies/Association of Teachers of Japanese conference in Chicago, March 31-April 3, 2005. AA/EOE. Women and minorities are encouraged to apply.

### Rutgers University

Subject to final funding, the Department of Asian Languages and Cultures at Rutgers University invites applications for the annual position (2005-2006) of *full-time instructor in Japanese language*. Requirements are: (1) native or near-native fluency in Japanese and English, (2) minimally M.A. in applied linguistics, Teaching Japanese as a Foreign Language, Japanese Studies, or other related fields. Teaching duties (of up to 24 credit hours per year) include all levels of Japanese language

courses. Although the primary duties of this annual position rest on language courses, the ability to teach general lecture courses is favorably considered. Cover letter, three letters of recommendation, and curriculum vitae (as soon as possible and no later than **April 20, 2005**) to Chair, Japanese Annual Position Search Committee, Dept. of Asian Languages and Cultures, Rutgers University, Scott Hall, Room 330, 43 College Avenue, New Brunswick, New Jersey 08901. EO/AEE.

### Southern Methodist University

The Department of Foreign Languages and Literatures, Dedman College, Southern Methodist University, seeks applications for a *full-time, non-tenure-track lectureship in Japanese* beginning August 2005. Two-semester contract with possibility of renewal. The position entails a teaching load of 12 hours per week per semester, with instructional levels ranging from first-year Japanese to third- and fourth-year courses (conversation, grammar, readings in culture and business). It is expected that candidates should have earned an M.A. degree in Japanese studies or related literary or cultural discipline. Experience in teaching Japanese at the university level is desirable. To ensure full consideration for the position, application must be postmarked on or before **May 18, 2005**, but the committee will continue to accept applications until the position is filled. The committee will notify applicants of its employment decision after the position is filled. Cover letter, CV, two letters of reference, and a photocopy of transcripts to: Gordon Birrell, Chair, Dept. of Foreign Languages and Literatures, Southern Methodist University, Dallas, TX 75275-0236. SMU does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. SMU is also committed to nondiscrimination on the basis of sexual orientation.

### Williams College

The Department of Asian Studies at Williams College invites applications for an opening in Japanese language, spring term 2006. This is a *one-semester visiting position at the level of Assistant Professor or Lecturer*. Teaching duties consist of two language courses. Minimum requirements include a Master's degree, relevant teaching experience, and native or near-native fluency in Japanese. Letter of application, CV, sample videotape of Japanese language teaching, and two letters of reference to: Mrs. Donna Chenail, Dept. of Asian Studies, Williams College, Williamstown MA 01267 by **August 1, 2005**. The search will continue until the position is filled. AA/EOE. Williams particularly encourages women and minority candidates to apply.

### Other Positions

#### IB Examiners Sought for Japanese Literature

The International Baccalaureate Organization is currently seeking an experienced individual to take on the role of examiner responsible for the Japanese A1 (literature) course. The International Baccalaureate Organization (IBO) provides an international pre-university curriculum and an international university entry qualification which gives access to higher education on a world-wide basis. The A1 programme is a literature course for students aged 16-18 years. It is offered at both higher and standard level. The duties of the post of examiner responsible include the setting and marking of examinations and may involve occasional (paid) travel to the IB curriculum and assessment centre in Cardiff. **Please note that this post does not involve relocation to an IB office**; the duties of this post are normally carried out alongside other professional and academic commitments. Professionals of the following background are invited to apply: native speakers of Japanese; degree in Japanese lit-

erature; teaching experience; examining experience (desirable but not essential). The IBO is a non-profit educational foundation based in Switzerland; it is now represented in over 100 countries and in nearly 1,000 schools. If you think you would be interested in taking on this position, please contact Rebecca Coleman, Academic Administrative Officer for Languages, by email (rebeccac@ibo.org) so that more detailed information, plus an application form, can be emailed or posted direct to you.

### Programs & Workshops

#### IJET-16 第16回英日・日英 翻訳国際会議

The Japan Association of Translators (JAT) announces the 16th Annual International Japanese/English Translation Conference (IJET-16), June 3-6, 2005. Translators and interpreters from across the globe will journey to the Westin Chicago River North in Chicago, USA for the world's premiere E↔J translation conference.

As at past IJETs, Saturday and Sunday will be packed with sessions. Saturday will begin with an opening ceremony and a speech by Scott Brennan, President of the American Translators Association. Shortly thereafter, Cornelius Iida, interpreter to Presidents Carter and Reagan, will give the keynote address. After lunch, nine presentations on topics relating to translation and interpretation will be given in three breakout rooms. Sunday will feature 15 presentations, again in three breakout rooms. In addition, an exhibit hall featuring translation companies and vendors of translation tools and software will be open on Saturday afternoon and all day Sunday.

Visit <http://www.jat.org/ijet/ijet-16/> and follow the links for more information. To receive periodic emails about the conference, contact Ben Tompkins, organizing committee chair, at [ijet@sbcglobal.net](mailto:ijet@sbcglobal.net).

## ADVANCED PLACEMENT – AP – PROGRAM NEWS

Development of the College Board’s AP program in Japanese is well under way. A 12-member Task Force that includes many ATJ and NCJLT members has met three times during the 2004-05 school year to develop guidelines for the curriculum and test, and a second Task Force will begin this fall to finalize the exam specifications, write the AP Japanese course description, and write exam questions.

Professional development classes and workshops for high school teachers who hope to participate in the AP program will begin in the fall of 2005. Information on the schedule of workshops and seminars follows this summary, together with an application for a waiver of fees to attend these workshops and classes. Please share this information widely with high school teachers in your community. Attendance at workshops and conferences is not required for AP teachers, but they will be useful as teachers prepare to offer the courses and administer the exams.

AP Japanese Language and Culture courses will be offered for the first time in the fall of 2006; the AP Japanese exam will be given first in May 2007, and annually thereafter. Participating in the AP program enables students to pursue college-level studies in high school and, in some cases, earn college-level credit for their work.

There will not be a single “AP Japanese” course with recommended textbooks and teaching materials. The College Board will not endorse any specific textbooks or teaching methods. Teachers who are qualified to teach upper-level courses will develop their own curriculum and select their own teaching materials based on AP course information provided by the College Board. Completion of courses recognized as AP-level and achieving the highest score of 5 on the AP Japanese exam may be considered equivalent to completing 300 hours of college-level instruction. (Each college-level program will set its own standards for determining how to evaluate the work of incoming high school students who have participated in the AP program.)

The AP Japanese Language and Culture Exam will be based on the “Standards for Japanese Language Learning,” and will clearly address three modes of communication (interpersonal, interpretive, and presentational) and four skills (listening, speaking, reading, and writing). Although the typical test taker will be a student who has completed a high school AP Japanese course, the exam can be taken by anyone over the age of 14, as long as he or she is not already enrolled in college, regardless of whether she or he has completed an AP course at a high school. This opens the program to heritage speakers of Japanese as well as students of Japanese as a foreign language. The exam will consist of authentic task-based questions and will be proficiency- and performance-based. Examples of the type of questions that will be included are available online.

Students will use computers to take the Japanese AP Exam. This decision raises some issues of school preparedness, but it is hoped that schools will be motivated to equip themselves with resources for computer-based foreign language teaching as a by-product of participating in this program.

Although AP courses and exams will take place at the high school level, university-level Japanese language instruction will be impacted in a major way by the development of the AP program. The arrival on college campuses of students who have participated in the program and taken the AP Japanese Language and Culture Exam means that in order to assure smooth articulation, the content of college courses will also have to take into account the standards- and proficiency-based principles that inform the AP courses. The AP program is a new opportunity to make articulation a two-way street.

Detailed and updated information on the AP program is available on the web at

<http://apcentral.collegeboard.com/>



## Application for Waiver of Professional Development Fees

Because of special grant funding to support the growth of Japanese programs, the College Board is pleased to offer secondary Japanese teachers the opportunity to apply for a fee waiver for the purpose of attending College Board workshop and summer institute professional development events. This waiver of professional development fees applies to College Board workshops and College Board endorsed summer institutes only, and is limited to the enrollment cost of the events.

In order to qualify, teachers must commit to attending *three* events between September 1, 2005, and December 31, 2006: one Pre-AP workshop, the AP Japanese workshop, and one summer institute. Participants may choose from the following events:

One-day Pre-AP workshops beginning in fall 2005:

- Pre-AP Strategies in World Languages: Building Proficiency
- Pre-AP Vertical Teams for World Languages and Cultures

One-day AP workshops beginning in spring 2006:

- AP Japanese Language and Culture

Summer institutes beginning in 2006:

- AP Japanese Language and Culture
- Pre-AP Strategies for Japanese Language and Culture

The College Board is an authorized provider of the IACET Continuing Education Unit (CEU). See [www.iacet.org](http://www.iacet.org) for details.

The College Board also offers the AP Fellows program, an annual competitive grant program that provides stipends for secondary school teachers planning to teach AP courses in schools that serve minority and/or low income students who have been traditionally underrepresented in AP courses. To learn more about this program, visit: <http://apcentral.collegeboard.com/article/0,3045,150-157-0-2056,00.html>.

Teachers interested in applying for a waiver of professional development fees should:

- 1) Complete the following application in full, indicating the workshops and summer institute desired.
- 2) Seek permission from the school administrator responsible for authorizing conference attendance, as necessary.
- 3) Obtain the school principal's signature (*required*).
- 4) Include a one-page letter describing how attendance at the workshops and summer institute will impact the local school's Japanese curriculum.
- 5) Fax or mail the completed Application for Waiver of Professional Development Fees and letter by

**August 1, 2005**, to:

Marcia Wilbur  
The College Board Southern Regional Office  
3700 Crestwood Pkwy., Suite 700  
Duluth, GA 30096  
Fax: 770 225-4062

**Teachers will receive a response to their application and further information in early September 2005.**



**Application for Waiver of Professional Development Fees**  
**Application deadline: August 1, 2005**

Teacher's name: \_\_\_\_\_ Application date: \_\_\_\_\_

School name: \_\_\_\_\_

School address (including zip code): \_\_\_\_\_

\_\_\_\_\_

School phone: \_\_\_\_\_

Home address (including zip code): \_\_\_\_\_

\_\_\_\_\_

Home or mobile phone: \_\_\_\_\_

E-mail address (please print): \_\_\_\_\_

Japanese courses you currently teach: \_\_\_\_\_

In your local school, how many students study Japanese in grades 6-12? \_\_\_\_\_

How many teachers of Japanese are there in grades 6-12? \_\_\_\_\_

In which grades (6-12) does your school offer a formal, sequential program of Japanese study? \_\_\_\_\_

Which statement below best describes the anticipated student enrollment in your local Japanese program during the next 3 years? (Check one):

\_\_\_\_\_ increase significantly    \_\_\_\_\_ remain about the same    \_\_\_\_\_ decrease significantly

Does your school plan to offer the AP Japanese Language and Culture course in 2006-2007? (Check one):

\_\_\_\_\_ yes    If yes, approximately how many students will enroll? \_\_\_\_\_

\_\_\_\_\_ no    If no, do you plan to add this course in the future? If so, when? \_\_\_\_\_

How many Advanced Placement Program courses does your school currently offer? \_\_\_\_\_

What percentage of your student population qualifies for free/reduced lunch? \_\_\_\_\_

Teacher's signature: \_\_\_\_\_

School principal's signature (required): \_\_\_\_\_

**Note:** After attending the three selected professional development events (see the following page), participants will receive a certificate of completion and a complimentary copy of the *AP Vertical Teams Guide for World Languages and Cultures* publication.

Teacher's name: \_\_\_\_\_

## Workshop Descriptions

Please indicate which Pre-AP workshop and summer institute you plan to attend, pending approval of the Application for Waiver of Professional Development Fees.

### Pre-AP Workshops (choose one)

#### **Pre-AP®: Topics for Vertical Teams in World Languages and Cultures**

In this workshop, participants will discuss topics related to the creation of strong teams of language educators, within the same school setting and across grades, with the goal of growing successful, advanced programs of language study. Curriculum articulation, skills articulation across grades, the National Standards, and shared reflective practice will be included.

#### **Pre-AP® Strategies: Building Proficiency in World Languages**

The goal of this workshop is to present communicative world language teaching and learning strategies grounded in the National Standards, which strive to build beginning and intermediate students' proficiency in the target language. By examining ways to best facilitate the acquisition of new language, target language production, and retention of acquired skills, participants will learn how to effectively prepare diverse learners for more advanced language study.

### AP Workshop

#### **Advanced Placement (AP®) Japanese Language and Culture Workshop (Required):**

In this workshop, participants will engage in a professional exchange of ideas on beginning an AP Japanese Language and Culture course, with special emphasis on the integration of the National Standards into instruction and assessment. Participants will review AP teacher workshop materials, including the *AP Japanese Course Description*, Teacher's Guide, and exam specifications. Participants will discuss appropriate classroom materials, learn techniques and content-specific strategies that can be incorporated into the AP Japanese classroom to help students prepare to be successful in AP course work, consider AP curriculum and syllabus development, and become acquainted with resources to support AP teachers.

### Summer Institutes (choose one)

#### **Advanced Placement (AP®) Japanese Language and Culture Summer Institute**

This summer institute provides participants with the opportunity to revisit the content of the AP Japanese workshop (above) in much greater depth. Participants will create a course syllabus, classroom teaching units, student tasks, and scoring guidelines. They will share classroom strategies and carefully examine teaching resources, including the many features of AP Central. The goal of the APSI is to help teachers thoroughly prepare to deliver the AP Japanese course.

#### **Pre-AP® Japanese Language and Culture Summer Institute**

The goal of this summer institute is to equip teachers with the necessary classroom tools for developing diverse students' Japanese skills with an AP course in mind. Participants will discuss language acquisition strategies, performance assessments, incorporating culture through the use of authentic materials and technology, skills and curriculum articulation, Standards-based unit planning, and Pre-AP strategies for writing in the Japanese classroom. Teachers will consider resources to enhance instructional delivery, including AP Central.

## Grants, Fellowships & Awards

### Japanese Teacher Training Institute—Financial Support Available

The ALLEX Japanese Teacher Training Institute will be held this summer at Portland State University in Oregon. JTTI is an intensive course for current teachers of Japanese or those who plan to enter the field. The program provides the foundation for a future instructor to teach Japanese and gives substantial tools to current teachers of Japanese to reinforce and strengthen their programs. Effective methodology in teaching Japanese to North Americans is emphasized over a theoretical analysis of the Japanese language. Four-week program: June 20-July 15, 2005. Eight-week program: June 20-August 12, 2005. More information: [www.eastasia.org/jtti.htm](http://www.eastasia.org/jtti.htm). Limited financial support is available on a competitive basis. Please see the website for more information. The program is administered by the Alliance for Language Learning and Educational Exchange (ALLEX) with Portland State University.

## Items of Interest

### Listening Assessment Pilot Sites Sought

Language program directors around the country have identified assessment and placement as key issues in managing language programs. Most teachers would like to measure their students' proficiency and real-world language ability, but existing tests are expensive and time-consuming. The Center for Applied Second Language Studies (CASLS) has developed an online assessment of reading, writing, and speaking proficiency in Japanese. The final installment of the four proficiency skills—listening—is currently being piloted. This pilot test is known as the Japanese Assessment of Listening Proficiency (ALP) pilot.

Participating in the Japanese ALP pilot allows teachers and students to

experience a state-of-the-art assessment tool at no charge. Real-life tasks, delivered in FLASH audio and video to students' computers, are keyed to the National Standards. Results from the test are immediately available to teachers on a password-protected website.

CASLS is looking for teachers who are willing to pilot the online Japanese ALP. If you are interested, please visit the Frequently Asked Questions (FAQ) Web site at <http://www.languageassessment.net/language/japanesealp>. This site answers questions regarding computer compatibility, the benefits of participating, test length, and more.

After reviewing the FAQ, you may use the teacher registration page on the same site to register for the pilot. Logistical questions that the FAQ page does not cover can be directed to [jppilot@darkwing.uoregon.edu](mailto:jppilot@darkwing.uoregon.edu).

## ICPLJ Proceedings to Be Published

A proceedings volume of selected papers presented at the Fourth International Conference on Practical Linguistics of Japanese (ICPLJ) will be published in early fall 2005 by Kurosio Publishers, Japan. The title of the volume is "Linguistics and Japanese Language Education: New Directions in Applied Linguistics of Japanese IV."

## Textbook Available

ALC Press in Tokyo is pleased to announce that copies of *Elementary Functional Japanese*, Volume Three (Yoshiko Higurashi, 2000, 410pp.) from the first printing are completely sold out. Second and subsequent printings are published by Cal Copy and available at a lower price and with a faster delivery. The suggested retail price is \$38.00. Volume One is still available at major Japanese bookstores: JP Trading ([miyuri@jptrading.com](mailto:miyuri@jptrading.com)), Kinokuniya Bookstores of America ([seino@kinokuniya.com](mailto:seino@kinokuniya.com)), and Sasuga Japanese Bookstore ([sasugabooks.com](http://sasugabooks.com)). JP Trading is still the designated distributor of *Elementary Functional Japa-*

*nese* in North America. For Volumes Two and Three, please contact Cal Copy at: Cal Copy, Inc., 5131 College Avenue, Suite E, San Diego, California 92115. 619/582-9949. Fax: 619/229-9949. [sdsu@calcopy.com](mailto:sdsu@calcopy.com).

## National Language Activities and Policies, 2005

*This summary of legislative and other government actions that affect foreign language education was prepared by J. David Edwards, Executive Director of JNCL-NCLIS (Joint National Committee for Languages—National Council for Language and International Studies), an organization based in Washington, DC, that lobbies on behalf of foreign language education.*

- The Omnibus Spending bill which finally passed the 108<sup>th</sup> Congress increased spending for the Foreign Language Assistance Program (FLAP) by \$1.3 million to \$17.8 million; International Education and Foreign Language Studies in Higher Education to \$106.8 million; and Civic Education to \$29.4 million. Other federal programs of importance to languages were either level-funded or decreased slightly.
- The 108<sup>th</sup> Congress considered eighteen bills that dealt with languages and international studies, but only enacted two: the Intelligence Reauthorization and Intelligence Reform bills, which require the defense and intelligence communities to improve and increase their knowledge and use of languages.
- The National Security Education Program (NSEP) was funded at its usual \$8 million with \$6 million more added for the National Flagship Language Initiative and \$2 million to work with Heritage Languages.
- The Administration's FY 2006 Budget Request again eliminates funding for FLAP, Star Schools, Civic Education, Javits, and a dozen other small federal programs that provide assistance to languages and international studies.
- Rep. Rush Holt (D-NJ) has introduced H.R. 115, the National Secur-

ity Language Act, which will improve America's foreign language capabilities through the following initiatives: 1) Loan Forgiveness for Undergraduate Students in Foreign Languages Who Become Teachers or Federal Employees; 2) Science and Technology Advanced Foreign Language Grants; 3) International Flagship Language Initiative; and 4) Encouraging Early Foreign Language Study.

- Senators Christopher Dodd and Thad Cochran will soon introduce the International and Foreign Language Studies Act of 2005, which reauthorizes Title VI of the Higher Education Act to include increased funding, greater outreach to the schools, increased study abroad opportunities, and greater use of technology.

- On March 8, the House passed H. Res. 122 expressing the sense of the House of Representatives regarding the study of languages and supporting the designation of a Year of Languages. Earlier this year, the Senate passed S. Res. 28 designating the year 2005 as the "Year of Foreign Language Study".

- The National Security Education Program has issued a request for proposals and will hold meetings regarding the creation of a K-16 Chinese Language Project.

- The Commission on the Abraham Lincoln Study Abroad Program has begun to hold meetings and seek input on this program, the vision of the late Senator Paul Simon, which would provide fellowships of up to \$7,000 for 500,000 students to study abroad for a summer or school year.

- Recently, the Department of Defense has released a momentous new "plan to overhaul military policy, doctrine, and organizations to improve the diversity of foreign languages spoken in the armed forces; enhance the proficiency of linguists; and create new sources of foreign language expertise outside the Defense Department"; it is entitled *Defense Language Transformation Roadmap*.

Detailed information on any and all of these developments can be obtained from the Joint National Committee for Languages and National Council for Languages and International Studies at [www.languagepolicy.org](http://www.languagepolicy.org).

## Regional News

### Midwest

The Japanese Program at The University of Iowa hosted a Japanese Essay Contest which concluded with an award ceremony held at Schaeffer Hall on March 26, 2005. A total of over 50 essays were submitted from Kansas, Nebraska, and Iowa, from which fifteen were chosen as prize-winners. The authors of the essays were invited to the award ceremony and were accompanied by their family, friends, and teachers. This is the first Japanese Essay Contest held at The University of Iowa. It was generously supported by the Consulate General of Japan at Chicago, Japan Forum, Center for Asian and Pacific Studies, College of Liberal Arts and Sciences, and the Department of Asian Languages and Literature. The results of the contest are listed below:

High School Level I – First Place: Cody Hodson, North High School (Central Campus), Des Moines, IA, "Dream Car." Second Place: Amy Peters, Valley High School, West Des Moines, IA, "Japanese Class and Spanish Class." Third Place: Elisabeth A Franks, SE Polk Sr High School (Central Campus), Des Moines, IA. "One Day."

High School Level II – First Place: Justin Guan, Valley High School, West Des Moines, IA, "Buying a Sword." Second Place: Billy Samples, Roosevelt High School (Central Campus), Des Moines, IA, "New Life." Third Place: Erin Nadolny, Valley High School, West Des Moines, IA, "Inequality of the Sexes in Japan."

College Level I – First Place: Steve Bills, University of Nebraska at Omaha, Omaha, NE, "Great Teacher." Second Place: John Nedved, The University of Iowa, Iowa City, IA, "My New Roommate." Third Place: Tim

Howe, Johnson County Community College, Overland Park, KNOWS, "Japanese Language."

College Level II – First Place: John Hiebert, The University of Iowa, Iowa City, IA, "Myself and Architecture." Second Place: Haihon Yang, The University of Iowa, Iowa City, IA, "Why Do I Study Japanese?" Third Place: Micha Larson, Kansas State University, Manhattan, KS, "My Fanatic Story." Third Place: Mija Kearney, The University of Iowa, Iowa City, "Kind Japanese People."

College Level III – First Place: Eun Bin Chung, The University of Iowa, Iowa City, IA, "Why 'Comic' Bookworms Should be Wary." Second Place: Brian Earl, The University of Iowa, Iowa City, IA, "Japan, America and Recycling."

### West Coast

Western Washington University sponsored a series of events for Japan Week 2005 during the first week of May, coinciding with Japan's Golden Week holidays. The events included art exhibits, a lecture by the Consul General of Japan at Seattle, a bilingual speech contest, Japan Night entertainment, and open Japanese language classes. Details of the program can be viewed at [www.wwu.edu/Japanweek](http://www.wwu.edu/Japanweek).

The Program in Japanese at University of California, Irvine, held the First Annual Japanese Cultural Showcase on May 7. The event brought together members of the community and students of Japanese at UCI to celebrate Japan's language and culture through skits, musical performances, speeches, and other media. Presenters (none of whom had lived in Japan longer than 2 years) used the Japanese language as much as possible in their performances.

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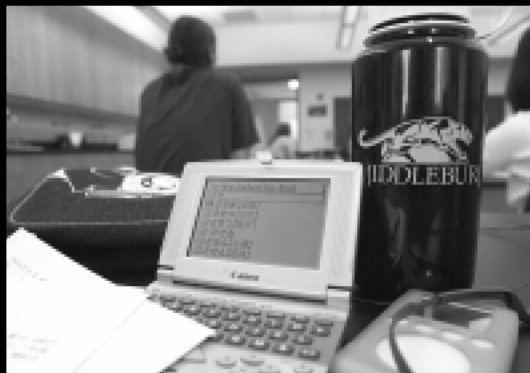
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MIDDLEBURY COLLEGE

SUMMER 2005



## The Japanese School

Middlebury College creates a total linguistic and cultural environment for the study of Japanese on its Vermont campus. The Japanese School offers five levels of instruction: beginning through advanced. The director of the program is Kazumi Hatasa of Purdue University. Students work and live with an international faculty and pledge to speak, listen, read, and write only Japanese for the entire nine-week session.

During the summer of 2005 there will be performances of modern Japanese music, workshops in taiko and origami, numerous films, and lectures on "Godzilla and Japanese History," "Post World War II Literature," and "Technology for Japanese Language Learning." In addition, the Japanese School will host a series of activities commemorating the 60th anniversary of Hiroshima and Nagasaki, including a lecture by a Hiroshima survivor.

**June 10–August 12, 2005**

Financial aid is available to qualified students based on need.

### Middlebury College Japanese School

Middlebury, Vermont 05753 • (802) 443-5510  
[www.middlebury.edu/languages](http://www.middlebury.edu/languages)

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