

大 ON CUE

College & University Educators Newsletter June, 1995

Contents

| | Pg. |
|----------------------------------|-----|
| <u>Announcements</u> | |
| Call for Contributions | 2 |
| About the CUE N-SIG | 3 |
| From the Editor | 4 |
| <u>Features</u> | |
| Student Watching (3) | 6 |
| Liberal Education and Aum | 8 |
| Notes on Pension and Health Care | 11 |
| Continuing Education | 14 |
| Academic Apartheid | 24 |
| Learning to Learn | 28 |
| <u>Correspondence</u> | |
| The Mission of CUE? | 32 |
| <u>Regular Items</u> | |
| Bits and Pieces | 34 |
| Of National Interest | 37 |
| Research Corner | 39 |
| Treasurer's Report | 39 |
| Coming to CNCUE Soon | 39 |
| Executive Committee Members | 40 |
| Membership Form/Questionnaire | |
| Networking Questionnaire | |

ON CUE is edited and produced by Jonathan B. Britten, and printed and distributed by Matthew Shak, for the Japan Association of Language Teachers National Special Interest Group for College and University Educators

CALL FOR CONTRIBUTIONS

Our work as college and university teachers includes a variety of tasks. Members are invited to contribute articles or information on topics which will help other teachers in any aspect of their work. Possible areas might be:

1. The theory and practice of teaching language at college level.
2. Abstracts of your own or other authors published work.
3. Teaching ideas useful for college level classes.
4. News of relevant presentations, conferences, meetings in your area.
5. Offers / requests for cooperation with research, giving presentations, writing articles or sharing of teaching materials.
6. Reviews of relevant books, videos, teaching materials, presentations.
7. Relevant newspaper or magazine articles, reproduced as they are, or with commentary.
8. The administrative structure of Japanese colleges.
9. Contract, salary, retirement pay given when you leave your position, insurance and pension.
10. Research, holiday, sick, maternity and home leave.
11. Research Grants.

Please send contributions or abstracts to the 1995 Editor of ON CUE, Jonathan Britten. ON CUE welcomes balanced, well-written articles, essays and letters on any theme pertaining to college and university language education in Japan. The Editor of ON CUE has the final decision about publication.

The opinions of the contributors are not necessarily those of the Editor. Because ON CUE is published by volunteers who also have full-time teaching responsibilities, contributors are asked to ensure the accuracy of their submissions. The best way to submit material is to send, simultaneously, a printout and a 3.5" floppy disc of the material. Discs should be compatible with (or readable by) Macintosh computers using Microsoft Word.

Please be sure to write your name, university affiliation, and the title of your submission on the disc. Submissions in Japanese should be sent camera-ready. If you require the return of your disc and/or printout, please include an appropriately-sized stamped self-addressed envelope.

ABOUT THE CUE N-SIG

Statement of Purpose (created 1992)

Through discussion with other foreign language instructors, we have come to recognize the need for a professional network linking instructors of foreign languages employed at colleges and universities in Japan, to help them understand and meet the goals of Japanese higher education.

NEEDS

The College and University Educators N-SIG proposes to address the specific needs of foreign language teachers in Japanese colleges and universities. To do this, we plan to: (1) offer a base for mutual support, networking, and professional development among the group's members, (2) disseminate information about current research relating to language teaching at Japanese colleges, (3) help members understand Japanese language information related to teaching at Japanese colleges and universities, (4) provide a forum for the exchange of information and opinion between educators.

GOALS

1. Create a database of members' research interests, and circulate these to members.
2. Produce a newsletter to report on research projects and current practices, and print articles written by members.
3. Provide a translation resource in English of forms and notices commonly circulated in Japanese colleges.
4. Organize regional meetings, mini-conferences, and College and University Educators N-SIG activities at national JALT conferences.

We believe that working toward these goals will not only benefit the College and University Educators N-SIG members, but also their students and institutions.

CUE has the same basic goals of JALT, but with a specific focus on college and university language education. The group aims to help members develop and share their teaching and research interests in this area. We are committed to helping our members communicate with each other; through submissions to our newsletter, presentations at conferences, and by contacting people with similar concerns listed on our information and networking database. As JALT is a pedagogical and academic organization, the major focus of CUE is on teaching and research. We also respond to members' needs for information relating to employment issues, although CUE has no labor union affiliations, and cannot advocate on their behalf. CUE aims to facilitate exchange of information and opinion between members to help them develop professionally, and through this to improve college and university language education in Japan.

Publications

ON CUE : newsletter; 20-24 pages, published at least twice a year.

CUE IN : Information and Networking database, distributed periodically.

Any JALT member with a particular interest in college and university language education is welcome to join CUE. The annual fee is ¥1,000.

The Networking Database

If you wish to add or change some of your details, please write your name on the questionnaire in this issue, fill in the places to be added/changed, and send to Tim Knowles, our membership database secretary. Members who have not yet filled in the questionnaire are encouraged to do so.

E-mail Networking

Thomas Robb ('Sharing Information through Electronic Mail', ON CUE Sept. '93) set up an initial forum on his university's computer for the use of the CUE membership, but reports that there was not sufficient response to establish an on-line discussion list for CUE. However, a list called JALTCALL has been established for communication on any aspect of language teaching, and CUE members are welcome to use this. If in the future, the number of CUE-related messages achieves a high enough volume, a separate list can be started then.

To join JALTCALL, send a message to :

majordomo@clc.hyper.chubu.ac.jp saying subscribe jaltcall. Don't write anything more or less or the message will be automatically rejected and you won't get on-line.

To send messages to the subscribers, address them to :

jaltcall@clc.hyper.chubu.ac.jp

Translators

CUE members Michael Fox and Steve McCarty have kindly offered to translate documents sent in by members relating to their work, from Japanese into English. Please send to Michael at: Hyogo Women's College, 2301 Shinzaike, Hiraoka-cho, Kakogawa, Hyogo 675-01. Work fax (0794) 26-2365, Home tel. (078) 928-0308 or to Steve at: Kokubunji Nii 3717-33, Kagawa 769-10.

FROM THE EDITOR

Meeting with other college and university educators at JALT's 20th Anniversary conference in Matsuyama, I enjoyed learning a little about their diverse backgrounds and interests. I thus hope that *ONCUE* helps members to meet each other. I hope you'll help me by submitting articles, letters, and suggestions for the next newsletter, which will come out as soon as I have enough material to justify a mailing.

We must publish at least twice a year -- that is, at least once again by December -- but we may have sufficient funds to send out three or four issues. I hope that in editing this newsletter I will be able to select the best of many excellent submissions. Before you submit anything, please read the guidelines, and then follow them. I'll be very grateful for your cooperation.

In addition to the anticipated pedagogical essays, I'm sure that we will have some articles focusing on administrative concerns of non-Japanese instructors. Many such instructors teach in a system which requires students to attend a mandatory English language class, once a week, for a mere 90 minutes. It goes without saying that this is not an effective system for teaching languages, yet it is difficult for non-Japanese professors to propose changes to this system without being involved in administrative decisions at the highest level of colleges and universities. Sadly, many are forbidden by the terms of their contracts even from attending faculty meetings.

This is a disturbing reality, and those non-Japanese who skate out boldly to propose changes within the university can hear the ice creaking and cracking. It would certainly help them -- and I am one of them -- to have a lifeline to some of our Japanese colleagues who are standing safely on the far shore of "lifetime employment." In that regard, I should point out that I, like many readers of ON CUE, work on a yearly contract and an "understanding" of ongoing employment. I look forward to more discussion about the topic of tenure in these pages. Although my own academic career in Japan is going well, I nevertheless have ulcerating doubts about gambling my family's future on an inherently discriminatory, two-tier academic system, and sometimes fear the fate of the many non-Japanese professors recently laid off as a result of Monbusho's directive. For more about that, see Ivan Hall's article in this issue.

All of us owe Gillian Kay our gratitude for her hard work in establishing CUE and leading for the past three years. Gillian is stepping down from her post in January, and Thom Simmons is stepping up.

ON CUE readers may have been interested to see the Japanese-language article in the previous issue. There may be more such articles in the future; there are some members of JALT who favor bilingualism in the organization's publications, including the N-SIG newsletters.

My thoughts on the matter are unsettled. Certainly, it is important for Japanese and non-Japanese academicians to have closer ties, and bilingual publications would seem to promote such time. Even so, I have several reservations.

First, it's clear that English has become the *de facto* international second language. This is beyond reasonable debate. Esperanto, once the great hope of artificial-language enthusiasts, is in a terminal coma. (At a major Modern Language Association meeting a few years ago, two leading Esperanto authorities found themselves entirely without an audience at their lectures.) No other artificial language, it seems, has survived for long. According to a speaker at the second annual International Association of World Englishes conference in Nagaoya, more than 600 proposed "artificial world languages" have been proposed, and none has succeeded.

In my years here in Japan, I have met fellow academics from every corner of the globe, and have been impressed -- sometimes amazed -- to find that, almost without exception, these men and women communicate in English well and without reservation. It seems to me that the same may be true of Japanese academicians. This leads me to wonder: if we "go bilingual" in these pages, are we extending a helping hand or a termite-ridden crutch? Readers may wish to comment on this.

My other reservation is practical. It would seem to me necessary to print every article in ON CUE in both English and Japanese. Otherwise, some members of one language group or the other will be left in the dark. Preparing ON CUE in English alone is a time-consuming task; as a fully bilingual newsletter, it would be much more difficult. As for me, I am an intermediate speaker of Japanese, but understand only basic Kanji. I am therefore not able to provide translations in either direction. Therefore, if we go this route, we are going to have to elect -- or employ -- someone able to translate our publication in its entirety. I have some doubts about the feasibility of doing this, but I'm certainly open to suggestions.

To sum up, I am keeping my mind open, and am prepared to muddle through as we move toward our inevitable compromises. In the meantime, we'll need to agree on camera-ready submissions of whatever Japanese-language materials we use. Some years ago I worked for a translation company and knew something about EG Word and a few other E-J/J-E programs, but I no longer remember the details. Anyone with bilingual computer expertise who can bring me up to date would be doing ON CUE a great favor, should we decide to use more Japanese-language materials.

Incidentally, I hope to post ON CUE contributions on the JALTCALL bulletin board. In my opinion, every college professor ought to have access to E-Mail. It's quite easy to use, and we can keep in touch more often that way. We will also continue to send out the newsletter via "snail mail" at least twice a year, and probably thrice. Even so, I hope that some day we can eliminate the cost and waste of paper by publishing entirely on-line.

Student-Watching (3)

Over the past few years I have been conducting cross-cultural research into the expectations that university students have about what should and should not happen in and around the university classroom. The formal results of this research are available elsewhere. What I would like to do in this column is to share with you some of the things the research has revealed about Japanese university students. I propose to focus on one topic in each issue of this Newsletter and welcome feedback from ON CUE readers. Please write to me at 735 Yanagi Biru 402, 1-28-11 Sakae-machi, Takatsuki, Osaka 569. Tel/FAX: 0726 95 7356.

The following is a response to my previous column:

Student Watching (2) raised the problem of the anonymity that engulfs students in their first year of tertiary education after the close, warm relationship with their high school home-room teacher. It also engulfs the college/university teacher faced with large classes that meet just once a week. Perhaps part of the stress for the teacher is not knowing his/her students' names, while wanting to

have interactive and more informal types of lessons. The difference for the high school teacher is that he or she will know one class in particular depth; the college/university teacher may not have the benefit when he/she sees over 300 students a week.

How to overcome this gulf? Many teachers create fixed seating charts; collect cards from individual students with their names and personal information on them; take group photos, or get students to create group posters. One colleague I spoke with recently (a teacher of Chinese) is planning to video his students, introducing themselves briefly in Japanese, at the start of the new academic year - he's convinced that this is the easiest way to learn their names quickly. Are there any other possibilities?

But I don't think it's just the teacher that doesn't know the students' names. Often the students don't know either! So, an important consideration is the socialization of the class group in the foreign language. My students consistently rate this as one of the appealing things about their English class - having a chance to talk and make friends with each other in English. I do this by having an open classroom (tables and chairs moved back), and by starting each class with ten minutes of "social English," or free conversation, where the students stand in two circles, one inner and one outer, facing each other, and simply say hello to each other and chat for a few minutes in English. Then the outer circle rotates, say, three people to the right, and the students make new pairs for another few minutes. Over time, this brief opening phase of the lesson can make an enormous difference to the group dynamics of the whole group, and to the students' own motivation in English.

So, for me, the column raises the question of knowing names, but also points to the much deeper question of "good" group dynamics and ongoing socialization in the foreign language. And this in turn raises many other questions and possibilities about what the purposes of learning a foreign language are.

Andrew Barfield, University of Tsukuba.

Thank you, Andrew, for such a thoughtful response. It has been my experience, too, that students value the opportunity that a conversation lesson gives them to get to know each other a little.

This issue's topic:

Punctuality

You do not need to spend much time in a Japanese college or university to realize that lessons seldom begin or end at the advertised time. Starting five to ten minutes late and ending a similar number of minutes early seems to be about average for the colleges I am familiar with.

What, though, of the student who arrives after the lesson has actually started? In a recent survey, I asked my students what a student in such a situation should do. Their answers surprised me. I had expected them (like Australian students to whom we asked the same question) to refer to the manner of entry into the classroom, the necessity or otherwise of an apology, to whom it should be addressed and when. These factors were mentioned frequently but a significant number of the students said something along the lines of "attend the lesson even so," suggesting that for them the issue was not how but whether to attend the lesson.

This reminded me of a conversation I had years ago with an older Japanese

colleague about students who turn up after a lesson has started. "You should be grateful," he said, "that they have decided to attend at least part of your lesson." At the time I thought he was joking but now I'm not so sure.

As for the other answers to the survey question, most students said that a tardy student's main duty was not to disturb the class or the progress of the lesson. They should enter quietly, through the back door (7 years teaching in Japanese colleges and it took this comment to alert me to the fact that most classrooms, however small, have a back door and a front door), sit down quietly and try to catch up with the lesson.

Respondents were evenly divided on the necessity of an apology. Those who felt one was necessary said it should be delivered to the teacher either at the end of the lesson or at a lull when the teacher is not busy. The survey did not make it clear if the question referred to a lecture or a language-lesson style class. This may account for the disagreement about apologizing.

In Japanese, it is the sincerity of the apology that counts rather than the quality (or even presence) of an excuse. Having been raised in Britain my instinctive reaction to "I'm sorry I'm late," is "Why? What happened?" An article in *The Daily Yomiuri* in the late '80's (sorry I don't have the exact reference), however, alerted me to the fact that such a response, in Japan, is seen as being unusually strict. A Japanese teacher, apparently, would accept the apology at face value without delving any deeper. This may account for the strange looks I get when I do ask "Why?" and some of the lame excuses that follow: "I walked slowly," "I had another thing to do." My (Japanese) wife tells me that such excuses are just as acceptable as my question.

Aum Phenomenon Related to Decline of the Liberal Arts?

Steve McCarty
(CUE N-SIG Translator)

Many CUE N-SIG members belong to a liberal arts department, may be affected by its restructuring, or at least notice the low status of general education in the curriculum. The following report on a newspaper article shows that Japanese academics are also concerned about the consequences of this trend. "Oumu-kyo jiken ni miru daigaku kyoyo kyoiku no hinkon" [Aum incidents bare impoverishment of university liberal arts] (Asahi Shimbun, May 8, 1995, p. 9) was written by editorial board member Shunsuke Yamagishi. Its contents are first paraphrased in English, then a commentary discusses some implications of the article with reference to foreign language teaching in Japan.

Gist of the article

Yamagishi begins by noting that every professor he meets lately brings up the topic that Aum cult leaders are highly educated. Why do graduates of so-called elite universities or graduate schools in the sciences, engaged in frontier research, go to the ostensibly opposite pole of mysticism?

People are not as surprised as Yamagishi expected, given the weak resistance of contemporary young people to psychic or occult phenomena, and how easily they have been pulled into new religions. We cannot avoid asking what education these young people received at universities.

Yamagishi admits the complexity of the problem, but wonders if recent curriculum reform was not actually regressive. University ground rules (*daigaku setchi kijun*) were changed so that most science departments required students to take more units in their specialization, whereas students were left to freely choose liberal arts subjects. This has led to criticism of neglecting liberal arts or turning universities into vocational schools.

Not to say that the past was all good, but a balance was sought among the natural sciences, the humanities and social sciences. No one knows what kind of education could prevent recklessness in science students, but it is safe to say that vocationalization will not help. After all, there is nowhere else to look [for ethical guidance] but to the liberal arts. The trouble is that the liberal arts have not taken root in Japanese colleges and universities. Yet it is now left to each institution to decide what to do about the liberal arts. Elite national universities are forging the way by abolishing liberal arts departments altogether.

However, Yamagishi concludes, recent incidents not confined to Aum are laying bare the weak points of Japanese universities. For the sake of deepening the understanding of true natural science, of society and humanity, we should like universities to rise up and think anew about liberal arts education.

Commentary

This was already heavy reading for a mass-circulation newspaper, so it was left for academics to follow up on the implications, to reflect on the value of the liberal arts or to search their consciences for culpability in the misuse of science.

An enormous effort has gone into absorbing Western knowledge, yet there can be little hope to achieve a balanced education in Japan if the universality of the sciences is embraced while the liberal arts are taken as lightly as a foreign import. Foreign language education lies at the most conspicuous extreme in this dichotomy of the internalized and the externalized, so the status of L2 educators may be tied to the fate of the liberal arts in Japan. It would therefore behoove us to point out the practical value of the liberal arts and to promote the recognition of their universality.

Western scholars have agonized over similar trends to specialization, but the hazards of atomic weapons and other scientific advances created the dire necessity for ethical responsibility. Then the strong liberal arts tradition encouraged such advances as disarmament and bioethics.

In one sense it is difficult to disentangle the liberal arts from the Western tradition, for the content of liberal arts courses here is mostly Western. More Oriental content might serve to make the liberal arts more amenable to internalization. The Japanese could find enough ethical guidance in their own tradition if they studied their own classics.

On the other hand, in knowledge from all different cultures there is some universality which qualifies it to be learned at universities worldwide. Content for Japanese liberal arts courses could be selected from worldwide sources that Japanese people find useful or interesting.

Like it or not, we may be moving toward a world where individuals are more obviously contemporaries than the old ethno-nationalistic affiliations. One is more a Westerner for having studied Plato and Aristotle, for example, and much less a Westerner for having watched MTV instead. To be Japanese is also an acquisition that has to be earned by *aisatsu*, Confucian ethics and social responsibility if the label is to be worth wearing.

In Japan now the issue seems to be whether the terrorism is just a temporary aberration or signals the end of the safe country myth. Is the 21st Century to be a golden age as hyped, or is the brainwashing cruelty of fifty years ago ever ready to return, its lessons unlearned?

There are no easy answers, as the article says, but where is there to look for the high ethics to administer hi-tech except to the liberal arts? For the article to say that the liberal arts have not taken root in Japan's universities seems to imply that they come from outside. The liberal arts therefore need to be redefined in a way that resonates with faculty and students internally.

The essence of the university is its universality, as represented by academic standards, ethics, and meaningful content that transcends cultural boundaries. Language teachers are practitioners of the liberal arts, that part of the college or university that makes it singular, not just a collection of vocational training departments. Therefore we have a stake in promoting awareness of the usefulness and universality of the liberal arts as a whole.

Editor's Note: Steve McCarty's article raises many interesting questions. I don't pretend to understand recent developments. The university in which I work now is a conservative private school that closely follows the national university guidelines. This school disbanded the so-called general education (*ippan kyoiku*) system in 1994. However, there has never been an emphasis on the liberal arts here, so the effects here probably are not so dramatic. English teachers have been assigned to various departments. There is no Department of English, which in my opinion would have been a logical change.

The situation at Kitakyushu University, where I first taught, was quite different. There was an old and well-established Anglo-American studies program there.. Resistance to Monbusho's guidelines was fierce and heartfelt, and I felt sympathy for my colleagues who had devoted their careers to teaching topics which were to be phased out in favor of more "practical" courses. Shakespeare, in other words, had to make way for TOEFL preparation.

I hope that we can study the issue in these pages. Precisely what features did the defunct *ippan kyoiku* system have? What were its strengths and weaknesses? Does the disbanding of this system constitute the death of liberal arts? If so, why? What experiences do professors from other countries have of liberal arts education? My own experience in a four-year American liberal arts college was, perhaps, typical of such schools in America. There were many autonomous departments: a department of English, a department of French (German, Italian, Classical Languages and so on), a department of Physics, a department of Religion, a department of Biology, and so on. All these departments operated within the "College of Arts and Sciences." Could a similar structure evolve in Japan over time? If not, why not?

To answer these questions, we need to consider the university's organizational structure as well as course content. ON CUE is certainly a good place to publish letters and articles about this. Incidentally, none of the Japanese professors I've asked has been able to explain the thinking behind recent Monbusho decisions, or to imagine the long-term direction of liberal studies in Japan. Original articles by Japanese professors would be most welcome.

Perhaps one way to proceed is to establish a column on the topic. A new columnist could accept letters and articles on the topic, and compile these into a regular feature. I hope someone will volunteer.

Notes on Pensions and Health Care

by Thom Simmons

Most people can expect to work between the ages of 22 and 60, about 38 years. The way things are going now that is not strictly true and most people are having to retire before age 60. So the period of a working career, we may reasonably say, will span 35 years for many people reading this article.

Now, an average monthly income of ¥300,000 will cost an employee approximately ¥24,000 in national pension and ¥12,000 per month in national health insurance, and will at retirement pay between ¥50,000 and ¥60,000 per month. In other words, by paying ¥288,000 per year (average) or ¥10,080,000 (more than US \$100,800) over a period of 35 years, an employee can hope to receive about 50,000 to 60,000¥ a month at retirement. This might just pay the rent on apartment in a ramshackle part of midtown Tokyo Metro.

This, to put it succinctly, is not good -- unless you retire to the third world. If this money (¥10,080,000) were invested at 6.5%, it would realize about four-times that amount in thirty-five years, which would then be left in an interest bearing account to pay interest on a monthly basis at a higher rate than the amount the government plan will provide. The amount paid by the employee each year into the government plan (¥288,000) could, if invested at 6.5%, earn more than ¥1,900,800 by the end of the fifth year, ¥4,138,560 by the end of the tenth year and so on until the entire amount would be more than ¥38,044,800 thirty-five years later. This amount in an interest bearing account would pay out more than ¥2,472,912 per year at retirement as compared to the ¥600-720,000 the government scheme would provide; 24-29% that a regular pension fund could earn. Even in a bad year, pension funds may earn less than half 6.5% but this would not be true every year and the final amount awaiting you when you were ready to stop working full time would still be far greater than the alternative forced upon most employees.

The cost of this plan is by law to be split between the employer and the employee. By law, the employer must subscribe to the national plan and the employee must subscribe to a plan. The connection between the two is vague. When the employee decides that there are better plans, there are some real problems getting out of the government plan if the employer is not 'understanding'. The problem is that employer is also paying a high rate since they must pickup 50% of the pension and health insurance cost. If the employer

and employee paid their fees into a reasonably managed plan the employee could garner nearly four times the amount and the actual monthly fees could be reduced. This, however, is only possible if you enroll in a commercially administered plan with an off-shore company.

Another problem with this is the inequitable treatment that expatriates must endure if they are unable to remain in Japan until retirement age. At the current time, there is a limit on the amount of money that they can be reimbursed if they leave before the twenty-five year minimum limit. After paying into the account for twenty-five years, an employee is eligible for benefits-- which we have established are pretty slim benefits. The eligibility limit varies from country to country. In the United States for example, Japanese nationals (all non-citizens in fact) can receive benefits after paying into the pension plan for ten years.

Back to refunds for those who do not stay 25 years. According to the *Nikkei Weekly* ("Pension refunds: How they'll figure." Nov. 14, 1995, p. 2), if the employee pays into the program for 6-11 months, he will receive a refund of half his average monthly wage for the same period. The maximum limit is ¥590,000 for people who work 6 to 11 months. Those who have paid into the fund three years or more are entitled to refunds of up to three month the average monthly salary with a limit of up to ¥590,000.

Let's see what you will get back relative to what you will pay if you work 6 to 11 months. According to the official schedule, if you are receiving a salary of ¥290,000 to ¥310,000 during that time, you will pay ¥24,750 per month. After 6 months you will have paid ¥148,500 and half your monthly salary will range from ¥145,000 to ¥155,000.

This means that if you make the least amount of money on the official pay scale that dictates the amount of money you pay into the pension fund and if you do not work more than 6 months you will just barely get back what you paid into the system. However, if you earn more than ¥290,000 per month or if you work more than 6 months you will lose--and you certainly will not get any interest on this money.

To take it even further and to show you how this loss accumulates, if an employee making ¥300,000 per month pays into the national pension scheme for three or more years, they may get a maximum of three months salary--¥900,000--back out of the plan. However some quick calculating will show that the amount of money paid into the plan in, say, five years if one averages ¥300,000 per month is ¥1,440,000 (This does not take into account the money paid in by the employer which the employee is not entitled to receive.) This means that not only does the money earn no interest for the employee, but he does not even get the full amount actually paid in.

This also has a ceiling of a ¥590,000 monthly salary--the most anyone can get is ¥1,770,000. People with a ¥590,000 monthly salary (or higher--this is the cutoff point beyond which the employee does not pay any more than the maximum) will pay ¥48,675 per month. In three years this will amount to ¥1,752,300 -- of which you may have only ¥146,025 or less than 84%. After having paid into the fund for five years, the most you can get back at this salary level is 5%.

Not a good return for one's money (These are calculations based on the tables provided through government sources--if my numbers are off, respond by all means.)

Another interesting aspect of this setup is that after the salary bracket of ¥590,000 per month is reached, the employee does not pay any higher amount of money. It remains fixed at ¥48,675 per month or about 8.25% of the monthly salary. For a person making 300,000¥ per month the percentage of monthly salary is 8%. For a person making ¥1,000,000 per month, the percentage is 4.87%; the more you make the less you pay. This also means that income free for investment in better paying supplemental pension plans is considerably higher. While the tax bracket is also higher so are tax breaks. In the end, the people who most need to make the most of the money are deprived of the opportunities.

And the discrepancy is going to get worse. According to the same article in the Nikkei Weekly, the current amount of money to be paid has recently been increased from 14.5% to the current 16.5% (split by employer and employee). As of October 1995, the percentage to be paid into the pension is going to increase to 17.35%.

When I compared the concept of the pension plans available in North America and Europe with the national pension scheme in Japan, one knowledgeable Japanese citizen put it this way, "It's not a pension plan. It is completely different. It pays you nothing." There is more than a little bitterness concerning this problem.

One thing is clear, everyone on the retirement plans here in Japan needs to supplement his future funds. It is not going to be anymore possible to live off of ¥600,000 per year in twenty to thirty years than it is now.

Another critical concern is health care. The problem of dealing with national health care is that it pays the attending physician poorly, motivating a vast range of 'innovative' health care schedules that are not always timely and consistent. The same is true of dental care. For those left out of the national and local government plans, the cost is even more abusive since the typical 'innovative' health care rate schedules are in place and the clinicians charge a much higher fee. I have personally been charged more than three times the national rate by government subsidized hospitals since I did not have national or ward health care. It is less costly to subscribe to a private plan that also allows for major health care overseas, something that the schemes in Japan and traveler's insurance can not provide. There are plans out there that meet or beat the premiums (money paid by the client to the insurance company) paid into the national or company schemes. They are portable for travelers and can be meet a range of financial needs.

More on this if CUE members so desire.

Health insurance and pension definitions:

Kokuminenkin (National pension): Contributions from government and individuals, used by unemployed and independent/part-time workers

Kokuminkenkouhouken (National health): Contributions from government and individuals, used by unemployed and independent/part-time workers

Shakaihoken (Social Insurance)

1. *Koseinenkin* (Welfare Pension): tied to *Shakaihoken*. Supported by government (tax payers), employers and employees.

2. *Kenkouhoken* (Welfare Health): tied to *Kouseinenkin*. Supported by government (tax payers), employers and employees

Kouseinenkinkikin

Supplemental Pension Plans subscribed to by employers, with consent of the employees, to make up the shortfall between the government plan and the cost of living.

Note: This article was written with the help of a number of knowledgeable people. If there are any discrepancies with reality, the fault is mine. Thom Simmons.

CONTINUING EDUCATION

by ON CUE Staff Writers

This is a partial list of fully accredited programs leading to recognized graduate or post-graduate degrees. As the qualification requirements begin to rise it becomes essential for teachers to consider upgrading their degrees or acquiring additional expertise in a specific area. This list does not include non-accredited degrees. Some prepare the students for study at another campus overseas or certification programs. The list is somewhat eclectic for two simple reasons, some teachers will specialize in a non-EFL/ESL area to gain broader qualifications for English for Specific Purposes (ESP) and some will make career changes. This list carries on the resourceful and much appreciated work of Monty Vierra, a fellow professional who has taken on his share of the load.

This list includes both basic information on some sources and institutions and some short commentaries on programs by those who have been through them. It is by no means a complete list. If you have additional information please submit an article to On CUE.

British Council

03 3235 8031

"Learning through distance education"

This is a list of addresses of institutes in the UK for direct contact

The center is open 1 pm to 8 pm Monday and Thursday, 11 am to 5 pm Tuesday, Wednesday, and Friday.

Take the Soubu Sen to Iidabashi Eki, go out the west exit & go right, cross a large road & go left to blue gray BC Bldg. Ed Council Staff on the ground floor next to the library.

Australian Embassy

03 5232 4111

You can access student information at 03 5232 4164

Canadian Embassy

03 3467 2271

No Information at this time

New Zealand Embassy

03 3467 2271

Speak to Ms. Sao for information

GRADUATE AND POST GRADUATE DEGREES THAT ACCOMMODATE CAREER TEACHERS IN JAPAN

Distance Learning Mode

UNIVERSITY OF SURREY

Department of Linguistics and International Studies

Guildford, Surrey GU2 5XH, England

No information available at this time. Anyone with information should write a piece for us.

UNIVERSITY OF SURREY

Surrey European Management School

Guildford, Surrey GU2 5XH, England

Tel: Guildford +44 483 259347

Fax: +44 483 440807

Distance Learning Program for Master of Business Administration

Two years duration, 3,500 pounds per annum (1994 rates).

There are nine modules and a dissertation. They are interested in students who propose to undertake research leading to degrees of MPhil/PhD in related areas in the public and private sector

This may be relevant to your future needs if you plan on continuing in business administration or will be teaching business administration. The developing need in ESP will certainly make this interesting to those who are looking for a career in business administration or teaching business administration

They also offer a Master of Laws (LLM) by distance learning which commenced in 1994.

UNIVERSITY OF SHEFFIELD

MA in Japanese

Distance Course in Japan

School of East Asian Studies

Correspondence in Japan to David English House

Polesta Bldg., 7-5 Nakamachi, Hiroshima 730

Tel: 082 244 2633

fax: 082 244 2651

This is a two year course. The fee is 650,000 yen (plus consumption tax) for each year, paid in 6-monthly installments. The first installment is 325,000 yen (plus consumption tax) and should be paid within one month of acceptance. The 1996 course begins in January.

There are three modules. The first module emphasizes reading and writing ability. The second module is pragmatically based in using native texts in literature, academia, public media, official correspondence, translation, and using the skill of writing for actual communication. The final module is open and is to be negotiated by the student to take one's special needs or interests into account.

The Sheffield program is considered one of the best in East Asian studies in Europe. I have this from knowledgeable, independent sources who place a high regard on the degree. It emphasizes written rather than spoken ability. It will however be a plus for students living in Japan who may possibly realize a greater gain in speaking ability while undergoing formal instruction and living in the native speaking population.

ASTON UNIVERSITY

MSc in ESP

Language Studies Unit

Department of Modern Languages

Aston Triangle

Birmingham, England

For more info contact:

Distance Learning Secretary

Language Studies Unit

Aston University

Birmingham B4 7ET

UK

Email: lsu@aston.ac.uk

This is a Masters of Science in applied linguistics, specifically English for Special Purposes. It requires four papers and a dissertation as well as four written exams that are fully proctored in Japan. The entire course is taken in Japan. It can be completed in approximately 20 months or as long as 23 months. The dissertation includes a viva voce (oral defense of the dissertation). The degree is awarded in the spring the year following course completion and there is an option for an early completion. The spectrum of study is quite broad. This is the university where ELT author Julian Edge is teaching and with which Swales and

Bhatia did their work in genre analysis. The following was submitted by Kate Marriage of Aston University and edited for length.

COURSESTRUCTURE

The course is made up of two interwoven strands:

1. LINGUISTIC:

Methods of Text and Discourse Analysis

Linguistic Varieties

Descriptions of Modern English

Lexical Studies

2. PEDAGOGIC:

Methodology

Course and Syllabus Design

Materials Design and Production

Option (These are: Business and Management English; Classroom Research;

Computational Linguistics; Computer Assisted Language Learning; Management of ELT; Self-Access and Distance Learning; Teacher Development)

All linguistic components are assessed by written examination. There are four examinations in all, each lasting three hours. Pedagogic elements entail 4 papers which are usually 3,000-4,000 words and allow students to apply what they have learnt on the course in areas which are relevant to their own needs and interests. The selection of an appropriate dissertation subject is left to the student and is supported by consultation with members of staff.

The Diploma course is identical to the MSc course for the first twelve months. At this point, the Diploma phase is complete and students can be awarded the Diploma or continue for a further 8-11 months for the MSc. This feature actually gives you graduate level paper in-hand which may make you more employable at an earlier date. The M.Sc. course leads to the same degree as would be awarded to a student following the program full time at Aston.

There are 9 sites with a current total of about 168 students enrolled in Greece, France, Mexico, Japan, Spain, Turkey, UK, Hungary, Italy

FEES are payable in sterling (easily done through the post office here in Japan), in installments during the course, and vary according to local costs/conditions. The total M.Sc. course fee for the Japan 1995 group is 6,000 pounds sterling.

MACQUARIE UNIVERSITY

Distance-mode Post graduate Degrees

There are two subsections to this section.

For information about the following, contact:

Center for Open Education

MacQuarie University

Sydney, NSW 2109 AUSTRALIA

Tel: 61-2-850-7480

Fax: 61-2-850-7470

E-mail: david.hall@mq.edu.au

Postgraduate Diploma in Language and Literacy Education

Minimum time for completion: 1 1/2 years

Cost for completion: Aust. \$12,000

Prerequisites: Bachelor's degree & minimum of one year teaching experience; for non-native speakers TOEFL average must be a minimum of 50 for each part for not less than 550 for the entire exam or the IELTS exam must be a minimum of 6.0

This diploma can provide 50% of work needed for the Master of Applied Linguistics. It consists of four core units and two electives from the masters program

Master of Applied Linguistics

Minimum time for completion: 2 years

Cost for completion: Aust. \$12,000

Prerequisites: Bachelor's Degree & a minimum of two years related experience; for non-native speakers TOEFL average must be a minimum of 50 for each part for not less than 550 for the entire exam or the IELTS exam must be a minimum of 6.0

There are six core units, three electives and a dissertation. Dissertation required. There are no formal examinations.

UNIVERSITY OF BIRMINGHAM

Distance MA in TEFL/TESL

Correspondence in Japan to David English House

Polesta Bldg., 7-5 Nakamachi, Hiroshima 730

Tel: 082 244 2633

fax: 082 244 2651

The following was kindly contributed by Tilly Warren, currently a graduate student in residence at the U of B.

MA IN TEFL/TESL DISTANCE COURSE IN JAPAN UNIVERSITY OF BIRMINGHAM SCHOOL OF ENGLISH, CENTER FOR ENGLISH LANGUAGE STUDIES (CELS)

CELS is a unit which runs a variety of courses at graduate and postgraduate levels. Teachers and lecturers in Linguistics or English Language, including EFL and ESL, from all over the world, have come to CELS over the years to develop professionally and upgrade their existing qualifications.

CELS at present offers MAs in TEFL/TESL, Special Applications of Linguistics, Translation Studies and Applied Linguistics, all of which involve residential periods in Birmingham. The new 'distance' MA in TEFL/TESL however, run in partnership with David English House, Hiroshima, does not necessitate time spent at Birmingham.

This MA in TEFL/TESL by distance study is a 2-year course in three modules (12 courses plus a dissertation)

Module 1

October 1995 - September 1996. 6 courses to be done at a distance

Module 2
October 1996 - September 1997. 6 courses to be done at a distance.

Module 3
Dissertation to be completed by December 1997.

Entry Qualifications

Normally Teaching Experience, a good first degree or equivalent, TOEFL 550 if appropriate

Course Aims

The long term aims of the course are to facilitate improvement or extension of skills in the area of TEFL, specifically in the three key areas of;

Classroom Teaching

Teacher Training and

Language Program Management

Teaching

Participants will be sent materials, notes, and tasks to cover the content of the courses.

Module 1 Vocabulary Studies, Spoken Discourse, Written Discourse, Second Language Learning, TEFL/TESL methods, Syllabus and Materials Design

Module 2 Pedagogic Grammar, Phonology, Language in Society, Testing, Management of TEFL/TESL programs, Classroom Research
In January, May and September of each year there will be an assessment equivalent to 4000 words, each assessment designed to cover the work of two courses (i.e.. 12000 words each module)
Module 3 A dissertation of 12000 words. It is hoped that participants will be able to base their dissertation on practical classroom issues.

More detailed information and application forms are available from; Distance MA TEFL/TESL, David English House at the address above.

UNIVERSITY OF SOUTHERN QUEENSLAND

Department of Higher Education

Post Office Darling Heights

Toowoomba 4350

Queensland, Australia

Tel: 61 76 312100

[This is from Monty's list. No further information]

DEAKIN UNIVERSITY

Student Administration

Geelong, Victoria 3217

Australia

Tel: 052 27 1190

[This is from Monty's list. No further information]

EXTENSION CAMPUSES IN JAPAN.
(All course work requires lecture classes.)

TEMPLE UNIVERSITY
TESOL Program Director
4-40-12 Takadanobaba
Shinjuku, Tokyo 169
Tel: 03 5330 6288
Fax 03 5330 6227

[This university offers master's and doctoral degrees. We have a great many people in JALT who have completed this course. Can anyone step forward and give us a personal account?]

COLUMBIA UNIVERSITY TEACHERS COLLEGE

Simul Academy
2-22-1, Yoyogi, Shibuya-ku
Tokyo 151 JAPAN
Tel: 03 3372 3100
Fax: 03 3372 4293

Total tuition and fees: Approximately 2,182,000 yen (not including books, materials fees charged by the school, etc.)

Time to complete: 25 months to a maximum of five years

Prerequisites: Undergraduate degree or better, TOEFL of 550 for non-native speakers

Teachers College is the largest private school of education in the United States. The extension campus began its first classes in Tokyo in August of 1987. This program takes a minimum of 25 months to complete including three summer semesters on campus. The maximum amount of time allowed for completion is 5 years. Classes are held during the summer and spring vacations and on weekends.

The course work includes six short papers and a project. For non-native speakers, there is a 600 TOEFL score required for graduation. A minimum of a B average is required for the M.A. award. This is a lecture based course rather than a distant learning course. There is a four hour M.A. exam required for graduation. [Like Temple University, we have a great many people in JALT who have completed their degrees at this university. Can anyone step forward and give us a personal account?]

GEORGETOWN UNIVERSITY
Kawaijuku (attn.: Ms. Yamamoto)
International Education Center
5-2-13 Sendagaya, Shibuya-ku,
Tokyo 151
Tel: 03 3350 7681
Fax: 03 3226 4585

This is a summer seminar that can be incorporated into a Master of Arts in Teaching degree program. The students who complete the 24 credits in Japan for the TESL certificate may then continue at the campus in Washington D. C. to complete the next 12 hours necessary for the MAT. The current tuition is 298,000 yen for 6 hours (2 credits) and there is a 20,000 yen enrollment fee. There is a TOEFL requirement of 520 or better for non-native speakers

BRITISH COUNCIL

RSA (Royal Society of Arts) Certificate and Diploma

The Assistant Director

The British Council

2 Kagurazaka 1-chome,

Shinjuku-ku, Tokyo 162

03 3235 8011

This is a worldwide organization that offers various plans to accommodate your situation. The RSA papers are highly regarded in Europe and are getting more recognition here in Japan. Could some one give us short article on this?

COMBINED MODE

NOVA UNIVERSITY

Center for the Advancement of Education

3301 College Ave.,

Fort Lauderdale, FL 33314

This school is endorsed by the PDK in Japan and has been accumulating a good reputation of the past few years. It has B. A & M. A. programs, Educational Specialist programs and Ed. D.s in a number of fields. They are not strictly language oriented and provide a broad range of specialties.

SCHOOL OF INTERNATIONAL TRAINING

Kipling Road,

Battleboro Vermont

Weekend seminars and in class observation in Japan with summer sessions in the U. S. A. (This information may be out of date. See Larry Cisar's note below.)

The following description was given by Dale Griffie. Dale attended SIT back in the mid 80s during the summer.

SIT emphasizes experiential teaching incorporating participation and feedback. The sense of community and the interaction on campus was very high. In the quaint New England setting in Battleboro, Dale felt this was a strong point for the program and the experience was well worth the time and money.

The program employs a) two 4-week summers on campus or b) a full year on campus at the center in Battleboro VT c) weekend seminars in the country you are teaching, and on-site internship at the work place during the school year. Dale says that the internship (classroom observation and subsequent discussion lasting over several days) and the weekend seminars in Japan, was very intense. When the program is completed, the students are expected to have changed their methodology rather than just continuing to do the same thing.

There is a project (dissertation) that must be completed to acquire the M.A. The cost (in the mid 80s) was about 10,000\$ per summer. This did not include the price of the air fare.

At the time that Dale attended, SIT placed a low priority on academic research and emphasized the teachers' experience. For that reason, the dialogue between teachers was a major aspect of the program. However, there is evidently a change in emphasis on classroom research. Steve Cornwell interviewed one of the primary educators at SIT, Don Freeman, that was published in the TLT (1994, vol. 18, no. 2, p. 8) in the issue on classroom research. Freeman's discussion should be read if you plan on considering the SIT for further education.

Larry Cisar has an update on SIT:

"Graduated from there way back in 1974. At that time, it was an experience school with the emphasis on the doing. Theoretical research was not stressed at all although those that were interested in it were encouraged. Focus now, while still on the practical, is much heavier on the theoretical. Students now have to write a lot of papers (I only wrote three besides my final project.) The staff is good and the work is intense. The body within the program is made up of many nationalities with a lot of different experiences. The whole school tends to have more foreign students than Americans with a babel of languages going on at any one time. Great for live cross-cultural training. When I was there, some Saudi Arabian students were wearing their traditional costume and the Jewish students were upset as it was a time of some important Jewish holy days. The Saudi Arabian students were upset because the Jewish students were giving them strange looks. Got two of them to talk to each other and it turned out that both sides were having important religious holidays at the same time. They started to understand each other a little.

The program is expensive but it is an investment that pays back fast. The graduates usually don't have that much trouble getting a decent job and they usually move up in position.

There are two types of program available now -- full time for about one year or two summers plus work while you are back at your job. The part-time program in Japan has closed down.

NB: The previous CUE list placed the following as the SIT contact in Japan: Edmonds Community College Japan, 4-3-5 Ohashi-cho, Nagata-ku, Kobe 653

As of 3/14/95 this number does not work. A recent Job Information listing in The Language Teacher (June 1995) has an address and phone number as follows: EdCC, 12-1 Ohwakidai, Kita-ku, Kobe 651-11. Tel: 078-592-2020. Fax: 078-594-7020. Internet: mcain@ctc.ctc.edu.

MACQUARIE UNIVERSITY

This is the second subsection for this university.

MA in Deafness and Communication Studies

Minimum time for completion: 1 year

Cost for completion: Aust. \$12,000

Prerequisites: Bachelor's Degree

NB This partially distant mode and is in the process of being adapted.

The following degrees are research degrees and applications can only be accepted if a member of the staff is available to act as personal supervisor. I have spoken to Chris Candlin about this and he recommends that you send your proposed idea for the dissertation to them. They will then decide if their staff is available to address your project. There are scholarships available for tuition fees and medical care. For more information contact:

The Linguistics Postgraduate Officer
Linguistics Department
School of English, Linguistics and Media
Sydney, NSW 2109 AUSTRALIA
Tel: 61-2-850-9352
Fax: 61-2-850-7102

MA (Hons) in Applied Linguistics
Minimum time for completion: 1 year
Cost for completion: Aust. \$12,000 per annum
Prerequisites: Bachelor's Degree and previous study in applied linguistics (check the definition of applied linguistics before you make a choice--many people are working in an area of applied linguistics and are not aware that is referred to as such.)

PhD in Applied Linguistics
Minimum time for completion: 2 to 3 years
Cost for completion: Aust. \$12,000 per annum
Prerequisites: Bachelor's Degree and previous study in applied linguistics
NB Candidates must spend not less than 1/2 of one academic year on campus before submitting thesis

OKLAHOMA UNIVERSITY

Torkil Christensen got his M. A. from this program in Norman, Oklahoma. I know it to be a reputable school and one of the oldest distance learning programs of its kind in the U. S. A. More on this next issue.

CHICAGO UNIVERSITY

Master of Arts Program in the Humanities
Contact for information
International Education Center
Nichibei Kaiwa Gakuin
1-21 Yotsuya,
Shinjuku-ku, Tokyo 160

This program requires five sessions in Japan and two summers in the U. S. A.
Total cost
Tuition: US \$20,300 (payable in two installments)

Fees: US \$1,135 per summer (approximately) included housing and health
Airfare: two return tickets and local transportation--cost varies but summer fare rates are very high so plan ahead.
Books: some are provided

Time in class: Two evenings a week (6:30 to 8:30 pm) and Saturdays (10:30 am to 12:30 pm & 2:30 pm to 4:30 pm) at IEC in Yotsuya, Shinjuku-ku, Tokyo and the two summer sessions on campus in the Chicago metropolitan area.

Admission Requirements:

B. A. (minimum); TOEFL (580 minimum) for non-native speakers and GRE for native speakers; two letters of recommendation; US \$55 application fee.

E-mail will be a means of communication with the assigned preceptor while in Japan so the attendant hardware and software will be an additional cost if you do not have it now.

There are nine lecture courses to complete and a thesis. The total duration is from July to August of the third year. If the students choose to remain on campus the second year they may graduate as early as the winter of the second year saving about eight months.

Chicago University has been highly rated by some media sources as one of the leading universities in the United States. It is considered a first-tier university -- it is, in fact, one of the so-called "Ivy League" schools. CU has had more than its share of world class research in various fields and includes more than 63 Nobel laureates among former students, faculty and researchers. The library houses more than 13 million volumes and manuscripts. If the name of the school is an issue, this is a name school.

If you would like your school added here then by all means let us have an account of your experiences and the technical information people need to check into it.

Editor's Note: I recently heard from a British colleague that Redding University in England offers a primarily off-campus program that leads to a PhD -- in applied linguistics. The program is said to take three years, and require only limited on-campus residency in the summer. The cost is said to be about the equivalent of ¥1,500,000 per annum. I'll pass on details when I find out more.

Academic Apartheid at Japan's National Universities

by Ivan P. Hall

The University is the most critical player in the intellectual relations between countries -- as the institution that forms the leadership of a modern state; as a seminal influence on the schools system and mass media; and as a seat of learning and a social community. Courses on other nations and cultures, and the short-term presence of foreign students, exchange professors and visiting researchers all add to the cosmopolitan flavor of a campus. More basic are the permanently tenured foreign staff who through their teaching, writing, and full participation as colleagues make a continuing, long-term contribution.

Japan's national universities (kokuritsu daigaku) provide the litmus test for any evaluation of its recent claims to have "internationalized" its academic staff. They are vastly more prestigious than the private schools and continue to monopolize access to the higher bureaucracy and much of Japan's blue-ribbon corporate world. Their restrictions on foreign professors are system-wide and deliberate, having been made explicit in statutory regulations and official justifications; and their governmental tie makes them more indicative than the private universities of the attitudes and intentions of Japan's leadership.

Recently, a threatened avalanche of dismissals of senior foreign staff has been spreading anxiety and consternation throughout the foreign professoriate at national universities in response to a directive issued by the Ministry of Education(Monbusho) in December of 1992 . . .

The Asahi Shimbun has reported that most universities took the directive to mean that they should get rid of gaikokujin kyoshi (foreign teachers) over the age of 50 who are in the upper salary brackets. The Monbusho reportedly has ruled out the hiring of any new teachers over the age of 40. One foreign scholar has written the press that even instructors over 35 are now being excluded from interviews at the national schools. Some of the older foreigners have been made to sign agreements to move on after two years. It is as though the U.S. Department of Education had ordered the leading U.S. universities not to hire any non-Americans over the age of 39 -- and this in the second-largest system of higher education in the industrialized world!

This ageist assault on the seasoned foreign staff employed under the highly restrictive gaikokujin kyoshi system dating from 1893 -- still the dominant hiring pattern -- comes on top of a failure to genuinely integrate foreign scholars with regular Japanese staff under the new gaikokujin kyoin (foreign staffer) system mandated by the Diet in 1982 as a means of "internationalizing" the national universities. The backsliding under this new system is even more disappointing than the regression under the old one. The historical and technical background is as follows:

Under the century-old kyoshi system (the term can also have the more pejorative ring of 'pedagogue') foreign teachers enjoyed a higher salary, but were denied professorial titles, participation in departmental and faculty meetings, the supervision of dissertations, permanent job security, and other rights and duties pertaining uniformly to the Japanese staff. Ranging in effect from professors to lectures, but all lumped together as kyoshi, foreigners served in a generously remunerated but separate, inferior, and short-term academic echelon. Even today the gaikokujin kyoshi are best seen as the functional equivalent of foreign technical advisors in Third World developing countries -- as transitory, disposable transmitters of foreign knowledge or techniques -- rather than as fellow laborers in the ongoing quest for human knowledge. They have never been the genuine scholarly reciprocal of those numerous Japanese academics employed by universities in other advanced industrial countries.

In response to heavy external criticism , including a severe OECD report in 1971, the new legislation in 1982 authorized the employment of foreign professors at Japanese national and prefectural/municipal universities on terms identical to those for regular Japanese academic staff (kyoin), but with one enormous exception that quickly undermined the original purpose and spirit of the law. Although intended by its original sponsors to provide similar to that of Japanese

professors, and widely advertised as offering academic "tenure" to foreigners, the law as finally passed left the period of service to the discretion of each university. Twelve years later, as of 1994, only four foreign scholars (two at Tokyo and two at Kyushu universities) have been given open-ended, non-term-limited posts identical to those held by their Japanese colleagues. All the other national institutions have opted for short-term contracts, averaging about three years.

This led to cheery announcements by certain schools that they were now ready to "tenure foreign scholars with exactly the same salary, titles, duties and rights as we Japanese -- and a three-year contract into the bargain!" A contract with a time limit, however, is not "tenure," and a working situation without the most fundamental consideration -- job security -- can hardly be considered equivalent to a permanent position. The regular Japanese staff at all Japanese universities are in effect "tenured," in the American sense of the term, from the moment they receive full-time employment. The new foreign *kyoin* -- although now enjoying academic titles and the privilege of attending interminable faculty meetings -- have very little clout in academic management since they are entirely dependent on the good will of Japanese colleagues for their contract renewals.

In 1987, there had been a modest utilization of the new *gaikokujin kyoin* positions at the national universities. Nation-wide figures from the Mombusho showed twenty national universities employing fifty foreign professors, associate professors, and lecturers in the new "foreign staff" category. However, only thirteen of these were at the more prestigious *kyuteidai* (former imperial universities), and half of them were to be found at relatively minor schools or non-university research centers.

As of 1992, there were 2,685 regular foreign staff (of all levels and types) among the 129,029 full-time staffers at all Japanese universities. Of these foreigners, 1,780 were to be found in the private sector, 819 at national universities, and 86 at municipal and other "public" universities. At the rank of professor and associate professor, there were 134 foreigners among a total of 32,230 at national universities, and 1,002 among a total of 41,004 at the private schools. However, there has been no relaxing of the term-appointment rule nor any change since 1987 in the number of non-term, genuinely tenured appointments at national universities -- still of 1994, only four, at Tokyo and Kyushu.

The saddest episode in this implementation process occurred in 1985 at the "new model" University of Tsukuba, which had already decreed a four-year cut-off for its 31 *kyoshi* under the old system. That April, after the start of the new academic year-- and with no place for them to go -- it summarily fired, as a result of its own internal politics, four of the longer-serving *kyoshi* (Korean, German, American and Taiwanese), who had initially been asked not to move elsewhere and promised new contracts as *kyoin* from 1985 on.

By contrast, the large number of foreign scholars tenured at American universities is common knowledge. In the Japan Foundation's directory of Japan specialists in the United States and Canada, fully 17% of the 1420 individuals listed are Japanese men and women born in Japan, and many of these individuals -- while permanent residents of the United States or Canada -- retain their Japanese citizenship. Many other Japanese nationals can be found in mainline disciplines unrelated to Japanese language or culture, such as MIT's Nobel prize-winning microbiologist Susumu Tonegawa, or the recent Dean of Princeton's Engineering School, Dr. Hisashi Kobayashi. To these, of course, would have to be added even

greater numbers of non-Japanese foreign scholars working on a tenured basis in the U.S.

For the past quarter century university appointments have generally been open to all qualified comers in all of the advanced industrial nations of Western Europe, North America, and the British Commonwealth. American and Commonwealth universities have long recruited on a world-wide basis. France has often been cited by the Japanese as another administrative state where university staff, as civil servants, are required to possess French nationality. But even in France, with the reforms following the great campus upheavals of the late 1960s, foreign scholars are now eligible for all but the top administrative posts. Similarly, in West Germany -- where professors were public officials of the individual states (Laender) -- all restrictions had been lifted by the 1970s on the employment and advancement of foreign scholars into any teaching or administrative post.

Does Japan's patent academic apartheid matter, beyond the fates of the individual foreign scholars concerned? I think it does. Japan's avoidance of human variety and energy, based not on professional qualifications but on a simplistic national/ethnic criterion, deprives Japanese universities not only of the scholarly production for which Western schools hire internationally, but also of the good will and social interchange with intellectual elites abroad that Japan badly needs in meeting its vastly expanded international responsibilities. Japanese calling for a greater foreign professorial presence on Japan's campuses have argued that it would bring a fresh stimulus and challenge to the Japanese staff. Others, making the same point back-handedly, have confessed that the real resistance derives from the fear most of the Japanese staff have of foreign scholarly competition. They worry (rightly or wrongly) that the outlanders might publish more voluminously, cancel fewer lectures, or even stir up too much intellectual controversy. Still others assert that non-Japanese would never fit in socially.

For the United States, this imbalance in academic employment opportunities has had a subtle if largely unnoticed impact on political, trade, historic (e.g. in interpretations of the Pacific War), and other bilateral issues by giving Japan a stronger rhetorical footing in American than the U.S. enjoys in Japan. American scholars in Japan who could provide a stronger intellectual presence -- having been around long enough to speak and write the Japanese language well and acquire other accessory skills -- are barred from respectable academic niches, and normally return to the U.S. after the first whack of the revolving door if they are set on serious academic careers. That leaves the briefly visiting American academic superstar - who often knows little of Japan, gets whirled around on a magic carpet of sedulous attention, and recrosses the Pacific without having left much of a dent behind.

What should be of concern to our Japanese friends, of course, is that the issue of their academic closed shop is gradually being connected by others to the broader demands for an open market, and for reciprocating to foreign journalists, lawyers, scholars, and students those same professional opportunities that Japanese nationals have long enjoyed in other countries.

Since Japan's national universities are government-run, it would not be inappropriate for U.S. federal and other agencies active in cultural relations with Japan to overcome their shyness about giving possible offense, and raise a

judicious eyebrow or two. These might include the U.S. information Service at our Tokyo embassy; the federally-funded Japan-U.S. Friendship Commission in Washington; the bi-national Japan-U.S. Educational Commission (Fulbright Program) in Tokyo; and the inter-governmental U.S.-Japan Conference on Cultural and Educational Interchange (CULCON).

As far as its prestigious national universities are concerned, Japan isn't opening up as advertised -- its closing down. Full speed, in reverse!

Ivan P. Hall is the biographer of Mori Arinori, Japan's first minister of education. He recently reached an out-of-court settlement with Gakushuin, a private University, over matters identical to those described in this article. He is a member of the Board of Advisers of the Japan Policy Research Institute. This article is reprinted from JPRI Working Paper Number 3 by permission of Ivan. P. Hall.

Learning to Learn

by Jonathan B. Britten

The following essay is derived from classroom research, and from a textbook that the author is ever-so-slowly writing. The author welcomes comments and criticism, and hopes that others pursuing similar research will help him to identify pertinent articles and books which he may not be aware of.

College professors in Japan lament the fact that students who have studied English grammar and vocabulary for six years typically don't know how to use that hard-earned knowledge to communicate. Their students have much experience of translation and test-taking, but little of applying these intellectual resources to the goal of communication. Overcoming these problems involves teaching students new, lifelong learning skills, a process sometimes referred to as "learning to learn."

From the students' perspective, the key points in a "learning to learn" curriculum are as follows: learning to identify motivation and learning strategy; learning to educate oneself and to work cooperatively with other learners; learning to ask questions; and learning to use available resources.

Identifying Motivation and Learning Strategy

The majority of students whom I teach have no evident motivation for studying English, which is a required subject at my university. It may help to present students with some information about the astonishing spread of English as the international second language -- teachers themselves are not always aware of these statistics. It may also help to mention the fact that some Japanese corporations are moving their international headquarters from Tokyo to Singapore, precisely because of a dearth of fluent English speakers in Japan. More surprising still: several Japanese corporations require employees in the head offices to speak only English during the workday. This trend is likely to continue.

This information may help to focus the students' attention on the utility of the language which they have had to study for so many years. At this point, the student should consider the utility of the language in individual terms. What might the student be doing in the future? Will he need to write extensively to take advantage of the Internet? Will she enter the travel industry and need to speak and listen more? Is he interested in reading fiction, or in understanding movie scripts? The better a student understands her motivation, the more likely she is to enjoy studying. One of the teacher's first jobs is to help each student to identify his own motivation.

The ideal learning strategy is often related to motivation. Students motivated to read fiction may well be those whose innate learning strategy involves reading and solitary study, as opposed to speaking and listening in groups. Students who enjoy conversation in their own language may well be attracted to conversation in the target language. Educators so often refer to learning strategy as a topic in its own right that they may overlook this obvious relationship to motivation. An LTL curriculum may help the student to combine motivation and learning strategy naturally.

Understanding Self-Education and Cooperative Education

The entrenched educational style in Japan is characterized by an emphasis on lectures, note-taking, memorization, and test-taking. By and large, the classroom teacher is an unassailable authority figure whose word is law. Students generally do not set up educational objectives and set out to achieve them; much less do they develop a sense of playful curiosity about, for example, the peculiarities of one language as opposed to another. There isn't time: examinations loom.

All this is well known, and I mention it here only to point here is that a college language professor interested in the LTL concept must encourage a new attitude in students -- sometimes a daunting task. Nevertheless, it is especially important given the structure of the typical curricula in Japanese colleges and universities. Students may have as many as twenty classes per week, each one meeting for only 90 minutes, and only once per week. This is an unsuitable structure for teaching languages. Extra-curricular self-education is the best hope for students who genuinely want to learn. But how to determine just what the student should do?

One answer is the learning contract, a topic worthy of an article in these pages. I first heard of it during a lecture by a professor from the Kanda Language Institute. The basic idea is simple: the student fills in a pre-formatted a contract, agreeing to do certain tasks during the semester, and to spend a minimum number of hours in performing those tasks. This simple idea immediately alters the entire student-teacher relationship by giving the student both authority to teach herself, and the responsibility for monitoring her own performance.

I must here admit that I have yet to implement the idea in my own classroom, partly out of a fear of chaos, partly because of fear of failure. This suggests that I need to reflect seriously on my reluctance to relinquish control, and my lack of faith in my students. Moreover, I also see that I need to give much

thought to the logistics of evaluating my students -- I typically teach more than 400 per semester. All the same, I think that this is an extremely promising technique, and one that will be an important element of a LTL curriculum.

The learning contract may also be a useful tool for incorporating cooperative education. If, for example, ten students are interested in studying video-taped movies, they may sign similar contracts, with specific sub-clauses requiring individuals to take responsibility for teaching the others -- primarily in English -- about a certain section of the movie. Likewise, the entire group can contract to teach the rest of the students a lesson about the movie as a whole.

Learning to Ask Questions.

Teaching students to ask questions -- preferably in English -- has been one of the most difficult jobs I've encountered in Japan. The psychological resistance to asking questions is extremely difficult to surmount. Some students simply will not ask a question even when the teacher directly instructs them to do so. In a LTL curriculum, however, the teacher must continuously insist upon the students identifying things that they don't know and can't readily -- or quickly -- figure out for themselves.

It's particularly important for students to ask questions -- usually of the teacher -- when encountering unknown idioms or slang, peculiar grammatical constructions, and so on. In a few seconds, the teacher can explain something that the student might research unsuccessfully for hours.

Incidentally, the learning contract may be a useful tool if it *requires* the student to see the professor at certain intervals to demonstrate progress *and to ask questions at that time*. Speaking of grades, I've always required that students tell me the grade they think they deserve. I've found that most students are quite accurate in evaluating their own efforts. The final say must be with the instructor -- there are always rascals among the students -- but assuming honesty and having students suggest their own grades is an important element of the LTL curriculum.

Using Available Resources

I have taught college English classes in Japan for six years, and, until I incorporated the idea into my class, never had a student to bring a tape recorder to class. This has been true even of the studious few, who often bemoan their lack of opportunities to listen to "native speakers." Even after I proposed that students bring tape recorders to class, only a few did so.

To my way of thinking, this simple observation points to a problem, and one that teachers should take pains to rectify. College students need to use their brains in order to figure out better ways to study. Indeed, everyone today needs to take every advantage of opportunities to learn, and to use every resource available.

Let's use tape recorders as an example of how to teach students to use available resources. On the first day of class, a professor could group his students by fours, and tell them that the next week, at least one in the group must bring a tape recorder to record the in-class lectures. This past semester, for example, I repeatedly played tape recordings of my instructions to the class. The students

were obliged to comprehend the (very slow and careful) tape recording in order to know what to do during that class. Most of them eventually got the gist of my instructions; those who were really motivated to study listening skills could later replay their own tape recordings of my tape.

This is just one example. The point here is to create an atmosphere in which the students appreciate that real, live communication is taking place, and that they are responsible for understanding it. The very process of taking an active role in making a tape of such communication is a valuable "learning to learn" lesson.

There are many other resources available to students and teachers, but surprisingly few have been incorporated into Japanese colleges and universities. My students have not been aware of many of the things they could do to help themselves. Let's consider a few here:

Computers and word processors: computers can provide useful grammar and spelling checks, catching many of the most common mistakes, such as missing articles, errors in third-person singular verbs, irregular verbs and so on. Even less-powerful word-processors make correcting essays a much easier prospect.

Computers also offer access to Internet communication, which all students should at least be familiar with. I am now encouraging my university to set up a program to equip each student with a low-cost laptop offered through the university at special terms; the idea is under consideration. Hooked up to CD-ROM drives provided by the school, the students could also take advantage of the latest multimedia-media software.

Electronic dictionaries: I'm a great fan of the Canon Wordtank, a tool which makes it fast and easy to look up unfamiliar words even during a conversation. Students are often not aware of the range of products available.

Closed caption decoders, subtitled videos, and movie scripts: Pre-subtitled videotapes and discs, as well as "closed captioned decoders" which make English subtitles of some videos, are available at prices affordable to many students. Movie scripts of popular movies-on-tape offer an even more affordable, though more limited, way for students to study.

Bilingual TV and NHK's English Program: I often encourage my students to watch Sesame Street on Sunday, and one of the bilingual news shows on weeknights. Many have not considered either as an option for study. Others seem to be impressed by the simple suggestion that they watch the bilingual news in English.

Short-wave Radio: Surprisingly few of my students even seemed to know that short-wave radios exist. Both Voice of America (VOA) and the British Broadcasting Corporation (BBC) offer excellent English-language broadcasts, but also several shows in "special English" spoken slowly and carefully for non-native listeners.

In conclusion, the LTL curriculum offers a number of advantages to professors seeking to overcome some of the problems they face in teaching their students. Students, who urgently need to develop new, lifelong learning skills, benefit from learning to identify their motivation and learning strategy; learning to educate themselves and to work cooperatively with other learners; learning to ask questions; and learning to use available resources.

Correspondence

The following is a letter from Greta Gorsuch to Thom Simmons. It's reprinted here with Greta's permission. I've deleted a few paragraphs which concerned topics not relevant to her main theme. Otherwise, the letter is verbatim.

Dear Thom,

Many thanks for your phone call, and your recent mailing to me dated January 9. I've spent some time this afternoon reading the material you sent, and would like to respond.

The materials concerning the JPRI article and Armacost letter seem pretty straightforward. Very interesting stuff. At first, I thought you were sending me this information as one individual to another, but then discovered that the material figures in your letter to CUE committee members. No one can deny that these issues are of importance to educators in Japan, but it seems to me that by focusing so strongly on issues of interest to only non-Japanese educators, and non issues unrelated to second language pedagogy and research, that the obvious question must be asked -- what is the mission of CUE? Does the current mission fit the goals of all, or a sizable majority of CUE members? Should the mission be changed? Can it be changed?

I feel we must do a survey of CUE members to discover their common voice. The survey would be written, and administered by an appointed group of individuals within CUE. The bottom line is that you're calling for a change in the way CUE conceives of itself. I'm not saying that this is bad, but it should be a consensual change within the context of JALT as a whole (meaning that a dialog would also need to be undertaken with the Executive Board and National Officers of JALT). . . .

In relation to my earlier comments, and for fun, the mission (in part) of CUE follows:

"The College and University Educators N-SIG (CUE) propose to address the specific needs of foreign language teachers in Japanese colleges and universities. To do this we plan to: 1. offer a base of mutual support, networking, and professional development among the group's members. 2. disseminate information about current research relating to language teaching at Japanese colleges. 3. help members understand Japanese language information related to teaching at Japanese colleges and universities. 4. provide a forum for the exchange of information and opinions between educators."

Sincerely,

Greta

Editor's Comments: I'll try not to abuse the privilege of being able to make final comments on letters. I've done so here with a purpose: I want my comments to encourage a long, civil exchange of opinions within these pages about the nature of the CUE N-SIG, the ON CUE newsletter, and the job of being a college or university professor in Japan. Here goes:

It seems to me that security and tenure are, contrary to Greta's assertion, topics of considerable interest to non-Japanese educators. Indeed, I wonder whether Greta's way of wording -- "only non-Japanese educators"

might not offend those Japanese teachers who, as a matter of principle and conscience, oppose discrimination against their non-Japanese colleagues. The salient point, however, is that the issue of employment security and tenure almost certainly will concern younger Japanese teachers and teachers-to-be. The reason is that if Japan's universities eliminate their long-standing discrimination against non-Japanese professors, they would be likely to do so by creating a new tenure system which would apply to all professors, regardless of nationality.

I think that Monbusho bureaucrats, in consultation with university administrators, will indeed study tenure as it exists in various countries, and modify the best aspects of various tenure systems to create a system for Japan. If Japanese academics are not concerned about this, they may be in for a very rude awakening. Younger Japanese professors are the most likely to face the carrot-and-stick competition of tenure. However, this development would also affect older professors, too; it would likely cause the younger professors to resent the seniority system. In short, changes made to accommodate non-Japanese staff will have ramifications for the entire system.

Greta's letter is valuable for pointing out the need for articles concerned with teaching techniques and related pedagogical themes. However, I question the need for a special survey. First, we already include a survey form in each issue of ON CUE. As the form states, CUE members should send these surveys directly to the Chair, currently, Thom Simmons. Second, as Greta's letter points out, CUE exists "to offer a base of mutual support, networking and professional development among the group's members" and "to provide a forum for the exchange of information and opinion between educators." Ivan Hall's JPRI article, printed in this issue, and the correspondence (not printed here) between (former U.S. Ambassador Michael) Armacost and a frustrated American college professor clearly correlate with our stated purpose.

In any case, I think that the best "survey" of CUE members can be undertaken in the pages of ON CUE. We need only to read the articles that they submit to ON CUE, as well as their responses to other articles, letters, and ongoing debates, such as the debate I'm hoping to spark right now.

My editorial principles are quite simple: if our members submit well-written articles about teaching techniques, I will publish them. Again, Greta is quite right to call for articles that focus on teaching and research. At the same time, well written submissions focusing on employment matters will also find a place in ON CUE. Naturally, I hope to publish a balanced newsletter that considers many aspects of college and university education.

A corollary point is this: if most members send in *no* articles or letters to ON CUE, then our newsletter is likely to be dominated by the concerns of the few members who take the time to write. I therefore ask everyone who reads this issue to take the time to write something for ON CUE soon.

Bits and Pieces

E-Mail/Internet: Thom Simmons is working on an article to explain more about the use of electronic mail and the Internet. Thom writes: "This will be a comparative piece. This is really of varied importance and the real appeal is unknown to me. I am aware that many teachers are asking questions that can be constructively dealt with by many of the groups now on line like the various groups at TESL-L out of City University, New York (CUNY)--Tom Robb is one of the moderators for this one, and our own JALTCALL out of Chubu University. It is not cheap unfortunately. However email can cost very little through such suppliers as Nifty Serve (very limited in benefits but then that is exactly what some people need.). I have experience with TWICS and Global On Line Japan. There are others who can go into the AsahiNet and so forth. We'll put them together and let people make their own choices."

Editor's note: I access the Internet through an account at Kyushu Daigaku, one of the national universities. My school has an agreement with Kyudai, and I can pay for the connection from my research budget (kenkyuhi.) I would like to find out who else has access to the Internet or can send E-Mail. I would like to post ON CUE to a BBS as it progresses. If some members are willing to subscribe to ON CUE entirely electronically, we could save money, paper, and a bit of the global environment.

Please send in your database questionnaire and be sure to indicate your E-Mail address if you have one. If anyone can help Thom with this article, I'm sure he'd appreciate it. Any cyberspace whiz-kids out there? I could use some help figuring out how to download this newsletter in the largest possible chunks. Thanks.

Help Wanted: Matthew Shak, our newsletter distributor, is retiring at the end of this semester. Putting together this newsletter is a time-consuming task, and the editor very much would like to have the help of a new distributor. The job involves printing the several hundred copies of ON CUE, printing mailing labels, stuffing envelopes, and hauling everything to the post office. Our budget will pay for the paper, envelopes, and postage. Please let the editor know if you can help.

Thom Simmons writes that the CALL N-SIG has some sort of arrangement with a private company to distribute their newsletter. Could we get more information about that? Are there any CALL members in CUE who can give me some details? Please let me know more.

Thom also tells me that JALT N-SIGS may soon be raising their fees, and are also eager to publish newsletters more often. He suggests that I may wish to recruit even more staff members. It seems to me that the editor should solicit articles, edit them, and put the issue together in a readable format. However, first-rate layout (not manifest in this edition) is a time-consuming task better undertaken by someone else. Would anyone be willing to volunteer? It would make ON CUE a much easier read, I think. We also need a volunteer for the ON CUE database. Read on ...

The CUE Database: Tim Knowles has been working on a database using information provided by members who send in the database questionnaire. Tim writes that at present there seems to be no demand for a full-fledged data-base, and wonders whether a simple directory would be sufficient. In any event, Tim will no longer be compiling the database, so a new volunteer would be welcome.

At any rate, the editor of ON CUE hopes to send out a list of members and their interests soon -- it may even be included with this newsletter. We now number nearly 300 members, and we certainly ought at least to know one another's names and university affiliations. •

Publications Database: Thom Simmons writes: "We are also well on our way to getting a database for publications in relative areas of concern that are not published in JALT publication. This will supplement Larry Cisar's gargantuan efforts in compiling a JALT publications' database. Dale Griffie is set up to begin compiling a database and a depository for the publications of JALT members who did not publish in TLT or the JALT Journal. He needs the following:

1. Copy of the paper (published or unpublished manuscripts)
2. Citation of the publication in English
3. A maximum of 15 words to describe the paper
4. Name and mailing address of the author(s)
5. Telephone number

In return he will send you a copy of the database and a separate list of the authors and their mailing addresses. All further communication about the specific paper will then be directed to the authors.

Any and all correspondence must be accompanied by a SASE since he is doing this project without university or CUE funding. We'll take it from there and see what other things we can do with this but we now have the basic requirements of a database and library reserve.

Advice about Employment: In the June 1994 issue of ON CUE, former editor Gillian Kay said that she had been getting requests from members for advice relating to employment. She asked whether any other member would be willing to field these questions. Thom Simmons suggests that ON CUE could make a regular "Help" column or columns. He says that he, too, has been getting many requests for help in resolving employment problems, and has been citing the relevant laws, and referring the persons to other authorities or agencies when it seemed advisable.

The editor invites all members to make suggestions about the best way for ON CUE to help educators who have problems or questions about employment matters.

Self-Promotion: The following two letters come from the JALT CALL bbs at Chubu University. In addition to the useful advice, these letters serve as samples of the better sort of communication that goes on via electronic bulletin boards.

Clay Hughes at the Center for Foreign Languages, Chiba University <CXP00434@niftyserve.or.jp> has the following advice for promoting yourself as a professional language educator:

- 1) List as many publications as you can, starting with your Master's thesis.
- 2) Exaggerate! If you have made up handouts for your ESL classes, then give the entire package a name and list it along with your other publications -- but be honest!
- 3) Get busy writing and try to get involved in activities which will result in publications. Forget about playing politics in the office; try to get out of doing administrative work and start writing articles and submit those to the Language Teacher or other 'recognized' academic journals.
- 4) If you write a long article, break it into parts and submit each part separately.
- 5) Don't co-author because sometimes your efforts will only count for half, or a third.
- 6) Make sure your titles look great and sound academic, and be careful when writing abstracts for your articles, because sometimes that's all they look at.
- 7) Make sure you have at least one long or longish work -- the others can be short.
- 8) If you send a letter to the editor at the Daily Yummier and it's printed, then list that, too. Be sure to give it a great title!

Teaching at the college level is a balancing act between one's teaching duties and playing the scholar. I think it's unfortunate that ESL instructors have to conform to the same rules as historians or political scientists in terms of how we are evaluated by Monbusho and the college/university administrators, but that's the system they've set up. "

Bryan Kenner of Kumamoto University <bryan@educ.kumamoto-u.ac.jp> adds: "Further to Clay's very welcome advice: reviews count as publications, so list them too. And, in my experience, many journals are looking for volunteers to review the enormous number of freebie textbooks, monographs, and course materials which publishers send them. Reviews are not refereed as fiercely as original titles, etc., and are a good way to lengthen a list of publications."

CUE's Constitution: Thom Simmons says that it's imperative that we ratify this soon. A proposed generic constitution was published in a previous edition of ON CUE. If you have any interest in the constitution -- or have any proposed modifications to it -- please get in touch with Thom soon. Time is running out.

Of National Interest

by Gillian Kay

Gaikokujin Kyoshi at National Universities : A Discussion of 'Academic Apartheid'

John Freeman recently brought me up to date on events following the survey reported in the last issue of ON CUE, indicating that the majority of *gaikokujin kyoshi* around the country who are over age 45 had had their employment terminated or threatened :

NHK became interested in the matter. They originally hoped to make a 30 minute special documentary on the subject, but finally decided to do it as an item on their 7 p.m. news program, with an NHK reporter having interviewed John Freeman in Kansai at both his home and school the previous weekend. The five-minute TV report also included footage of a press conference, and a meeting at the U.S. Embassy earlier the same day:

Professor Ivan Hall (*article in this issue, ed.*) was able to arrange a press conference and luncheon at the Foreign Press Club in Tokyo on April 4th, attended by over 40 Japanese and international journalists. The panel included six *gaikokujin kyoshi*, two of whom had had their employment terminated a few days earlier (after 10 and 15 years service respectively), and three who are under threat of termination within the year.

The six *gaikokujin kyoshi* then visited the U.S. Embassy to meet the Officer for Cultural Affairs, Anne Callaghan. Embassy Personnel had talked over the topic that morning with U.S. Ambassador to Japan, Walter Mondale, and he joined the discussion for more than an hour, along with Paul Blackburn, head of the U.S. Information Service. Mr. Mondale showed considerable interest in the matter, and the Embassy was in the process of preparing a list of questions to be submitted to Monbusho.

A U.S. Embassy Press Release follows :

Mondale Meets Foreign Professors

U.S. Embassy officials, including Ambassador Mondale, met this afternoon with a delegation of foreign professors who described what they believe to be a pattern of unfair treatment by Japanese national universities arising from guidance issued by the Ministry of Education in 1992.

Though the U.S. Embassy is not in a position to comment on individual cases, we are concerned with the treatment of American professors at Japanese universities. We are currently consulting with Ministry of Education officials for clarification of their position regarding the employment of foreigners at Japanese national universities. We hope that the Ministry, as well as the universities involved, will see that fair consideration is given to the concerns of these professors.

Both the United States and Japan, in bilateral discussions on cultural issues, have

long recognized the value and importance of educational exchanges of students and faculty, both long term and short term, in furthering mutual understanding. We encourage efforts to welcome foreign faculty at Japanese universities just as Japanese faculty are welcomed at American universities.

Ambassador Mondale has since included the topic of 'dismissed foreign lecturers' with other educational and trade-imbalance concerns in a recent Japan speech.

The Japan Times ran an article on the topic on 14th April, entitled 'Contracts elude senior foreign teachers', and an Asahi Evening News article entitled 'Case of academic apartheid at Japanese national universities' appeared on May 8th.

I have also received a copy of a letter sent on 23rd May from a British gaikokujinkyoshi to the British Council, and the reply. The author of the letter, who had previously visited the British Council concerning this matter, notes that they have 'previously taken a direct interest in the posts of Foreign Lecturers', but have 'received very little response to the situation from other British lecturers'. A slightly edited version of this letter (with personal references eliminated) can be obtained by sending a stamped addressed envelope to me.

John Freeman has also given me the following address, which might be of interest to any foreign full-time university or college teacher whose position is being or has been terminated, and seeking group legal advice :

Attorney Shigeru Shima, Minami Aoyama Sogo Law Office, Ando Biru 6F, 8-13 Akasaka 4-chome, Minato-ku, Tokyo 107. Tel/Fax (03) 3403-5708/39.

Please note that although commentary on foreign lecturers' job security has been the theme of all contributions to this column so far, and relevant follow-up reports or articles are welcomed, that the editors of the 'Of National Interest' column would like to receive contributions on any topic of interest to language teachers at national universities. -- Gillian Kay

That's all for this month's "Of National Interest". Do you have any questions or something to offer on another topic? Here are some suggestions:

Information on curriculum, administration, contracts, salary and research budgets, research grants, tenure, accommodation, home leave, part-time teaching in other universities, committee work and administration, translations of Monbusho regulations and official notices or forms related to our situations, as well as your thoughts and comments on these.

We hope eventually to produce a booklet of this information and make it available to all foreign national university teachers in CUE. Also, we're thinking about beginning an E-mail network for CUE members to share information, and ask advice from others who have solved similar problems in the past. Let us know if you're interested. Send submissions to one of the following :

Items relating to regular faculty, sennin kyoshi, jokyoku, etc: Joshua Dale, Department of English, Tokyo University of Liberal Arts, 4-1-1 Nukui Kitamachi, Koganei-shi, Tokyo 814

Items relating to gaikokujin kyoshi: Gillian Kay, Toyama Medical and Pharmaceutical University, 2630 Sugitani, Toyama City 930-01.

Treasurers' Report:

Editor's Note: This regular feature henceforth will, I hope include a simple, itemized financial statement. According to Stanley Davies' correspondence to Thom Simmons, the account balance as of 16 March, 1995 is ¥232,517.

Research Corner:

For my master's thesis I am researching the reentry process of Japanese students who have been in Canada for four years. They are college students returning to the work force in Japan. I am looking for any research that has already been done in the area of college/university student reentry or others who are interested in the topic of student reentry from overseas. Thank you.

Heather Jones < jones@news1.suzugamine.ac.jp >

My interest is in teaching a "learning to learn" curriculum, that is, one in which the emphasis is on teaching students appropriate methods for lifelong self-education. I would be grateful for advice about any in-print books or articles on this topic.

Also, apropos the article on "academic apartheid" in this issue, I wish to research the history of academic tenure and its current application in various countries.

Jonathan B. Britten, Editor, ON CUE. Via fax or e-mail to
< h79452g@kyu-cc.cc.kyushu-u.ac.jp >

Coming to ON CUE Soon: Thom Simmons writes: "For one of our next issues, Shiozawa Tadashi will write a piece describing the types of publications available in Japan. It will, I hope, also help us develop a discussion on the topic of a database for literature searches in Japan. It will include such goodies as Larry Cisar's recent opus on the publications in JALT and submitting papers to the ERIC archives in Washington, D. C."

Also coming from the keyboard of our president: more information about pensions, free software, and a long essay about professionalism in education.

CUE IN: CUE IN is the College and University Educator's Interest and Networking database. Compiled at considerable effort by Tim Knowles, the database has as yet not been put to much use. For now, we will focus on sending out a list of members to everyone who is now getting ON CUE.

There may or may not be time to include CUE IN with this edition of ON CUE. If it's in your envelope, there was time. If it isn't, there wasn't. In either case, the ON CUE editor needs some advice: how do members want to receive CUE IN in the future?

We could send it out twice a year, perhaps on floppy disc instead of printed out. Please let the editor know your opinions on this. What sort of format should we use? What information do we wish to exchange with one another?

CUE Committee Members 1995:

| | | |
|-----------------------------------|---|--|
| <u>Chair</u> | Thom Simmons 303 Tanaka Building 2-28-10 Morigaoka Isogo-ku, Yokohama Kanagawa-ken 235 | tel/fax (H) 045-845-8242 <malangthon@twics.co.jp> |
| <u>Treasurer</u> | Stanley Davies Miyazaki Koritsu Daigaku 1-1-2 Funatsuka Miyazaki-shi 880 | tel (H) 0985-20-2984 fax (H) 0985-20-2986 tel (W) 0985-20-2000 fax (W) 0985-20-4807 |
| <u>Newsletter Editor</u> | Jonathan Britten Nakamura Gakuen Daigaku 5-7-1 Befu, Jonan-ku Fukuoka 814-01 | fax (W) (092) 841-7762 <h79452g@kyu-cc.cc.kyushu-u.ac.jp> |
| <u>Newsletter Distributor</u> | Matthew Shak Hakuoh Women's Jr. College 1117 Daigyoji Oyama-shi, Tochigi-ken 323 | tel (W) 0285-22-8900 fax (W) 0285-22-0800 |
| <u>Database Secretary</u> | Timothy Knowles Ippangaikokugo Sophia University Kiyoi-cho 7-1 Chiyoda-ku, Tokyo 102 | tel (H) 03-3485-3041 |
| <u>Program Chair</u> | John Dougill, Dept of English Kyoto Women's University Kitahiyoshi-cho Higashiyama-ku, Kyoto-shi 605 | tel (W) 075-531-9090 fax (W) 075-531-9120 |
| <u>Member at Large</u> | Greta Gorsuch Korutaju #601, 1452 Ozasuna Omiya-shi, Saitama 330 | tel/fax (H) 048-688-2446 |
| <u>Member at Large</u> | Alan Rosen Kumamoto University, Kyôyôbu Kurokami 2-40 Kumamoto 860 | tel (W) 096-344-2111 tel (W) 096-342-2835 (direct) fax (W) 096-345-8907 |
| <u>Founding Chair</u> | Gillian Kay 406 Chateau Yasunoya 1-5-12 Yasunoya-cho Toyama-shi 930 | tel/fax (H) 0764-41-1614 |

CUE INFORMATION AND NETWORKING DATABASE QUESTIONNAIRE, 1995
(Please Return to: Tim Knowles, Ippangaikokugo, Sophia Univ., Kiyoi-cho 7-1, Chiyoda-ku, Tokyo 102.)

The information derived from answers from this questionnaire will be used to form a data base of members' work interests and activities. This will be for the use solely of CUE members, and will only be circulated among CUE members. It will be assumed that anybody who completes this questionnaire will be willing to have that information about him/herself included on the database, and for others in CUE to have access to it. If you do not wish for this in any instance, simply do not answer the relevant question. Alternatively, in the case of phone numbers and contact addresses, which are necessary for the management, please state at the end if you do not any of these to be listed. Your wishes will be respected. (**means circle appropriate response*)

NAME _____ DATE: d: _____ m: _____ y: 1995

HOME ADDRESS: _____

PLACE OF WORK(main) _____

FACULTY OR DEPARTMENT: _____

WORK ADDRESS: _____

Which of the above is your preferred contact address?: *WORK / HOME;

PHONE: HOME: _____ WORK: _____ FAX: _____

E-MAIL(one only) _____ preferred contact phone? *WORK / HOME

WHAT TYPE OF INSTITUTION: *Private/Public/National; 2yr/4yr. Other _____

EMPHASIS OF INSTITUTION: (up to two areas) _____

POSITION TITLE: *Kyoju/Professor; sennin koshi/Assistant. Professor; Jokyoku/associate professor; gaikokujinkyoshi/Foreign Instructor. Other: _____

IS YOUR POSITION: * Permanent/Renewable contract/Fixed term /Part time/Other _____

SUBJECTS TAUGHT: (4 main) _____

_____ What lang. Medium do you teach in? _____

NATIONALITY: _____ CHAPTER(and psn.) _____ YRS. IN JAPAN _____

OTHER JALT SIGS+POSITIONS: _____

UNIVERSITY OF HIGHEST DEGREE: _____

MAIN TEACHING/RESEARCH INTERESTS: (20 words or less. Please put ONE MAIN INTEREST in UPPER CASE

MEMBER OF WHICH PROFESSIONAL ORGANISATIONS? _____

PROFESSIONAL JOURNALS SUBSCRIBED TO: _____

PLEASE WRITE ANY MESSAGE, QUESTION, COMMENT, REQUEST, FOR OTHER MEMBERS: (16 words or less)

DO YOU HAVE ANY OBJECTION TO ANY OF THE ABOVE BEING AVAILABLE FOR CUE MEMBERS? *YES / NO
IF SO, WHAT? _____

ANY OBJECTION TO ANY OF THE ABOVE BEING USED ANONYMOUSLY FOR RESEARCH PURPOSES? *YES / NO
ANY SUGGESTIONS FOR THIS DATA BASE/QUAIRE? _____

HOW TO JOIN CUE/RENEW YOUR MEMBERSHIP

First, check that you are a current member of JALT. Then pay 1,000 yen to join/rejoin CUE at your chapter meeting, at a conference N-SIG Hospitality Desk, or by using the postal transfer (furikae) form at the back of The Language Teacher.

WHAT WOULD YOU LIKE CUE TO DO ? WHAT WOULD YOU LIKE TO DO FOR CUE?

NAME _____

CONTACT ADDRESS _____

CONTACT TEL.: _____ FAX: _____

I would like to see CUE N-SIG promote the following activities :

Comments on the Statement of Purpose: _____

I should be interested in : (please tick)

serving on the CUE N-SIG Committee _____

writing for ON CUE _____

presenting for CUE at conferences and chapter meetings _____

manning the CUE hospitality desk at conferences _____

Please send to the Chair, Thom Simmons.