



ON CUE

COLLEGE AND UNIVERSITY EDUCATORS
National Special Interest Group

大学教育者特別分科会

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ON CUE is edited and produced by Jonathan B. Britten for the Japan Association of Language Teachers (JALT) College and University Educators (CUE) National Special Interest Group (N-SIG).

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 that will help other teachers in any aspect of their work. Possible areas might be:

1. 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 about presentations, conferences, and meetings in your area.
5. Offers or 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. Information about the administrative structure of Japanese colleges.
9. Information about contracts, salary, retirement and separation pay, insurance and pensions.
10. Information about holidays and leave-taking policies.
11. Information about research grants and allowances.

Please send contributions or abstracts to the 1996 Editor of ON CUE, Jonathan Britten. The Editor of ON CUE has the final decision about publication.

The opinions of contributors are not necessarily those of the Editor. Because ON CUE is published by volunteers who have full-time teaching responsibilities, contributors must carefully 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.

Back issues are available beginning with the December 1995 issue. All requests must be accompanied by a stamped (¥190) self-addressed B-5 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 CUE 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 as 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 is a newsletter, published at least three times a year.

CUE IN is an information and networking database, distributed periodically.

The Networking Database

If you wish to add your name to the database, or change details of your existing file, please send a completed questionnaire to Lorraine Koch-Yao, our membership database secretary.

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 from Japanese into English work-related documents sent in by members. Please write to Professor Fox 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 Professor McCarty at: Kokubunji Nii 3717-33, Kagawa 769-10.

FROM THE EDITOR

This is the first of four issues scheduled for the 1996 calendar year. I'm pleased to begin this issue with good news: Brian McClure has agreed to provide ON CUE with a regular column of his witty and insightful observations on the academic changes now underway at his university; readers may or may not recognize similar changes underway at their institutions. Our thanks to Professor McClure for making a commitment to ON CUE.

Readers who wish to contribute to our mutual understanding of these changes, but who lack Professor McClure's verve, may choose to

reply to Timothy Knowles' important questionnaire. Professor Knowles' results will appear in a forthcoming issue of ON CUE.

Professor Michael "Rube" Redfield was kind enough to allow us to print his very useful comparison of annual private-school salaries in the Osaka area. Such information is typically not available to professors on contract employment; moreover, non-unionized institutions customarily do not publish such data. Professor Redfield's "poster session" on this theme at a national JALT conference a few years ago was extremely popular. We are glad to be able to share this useful information in our pages.

In addition to a group of devoted columnists, ON CUE still needs a team of dedicated volunteers to undertake the tasks of proofreading, printing, and distribution. At present this is a one-man show; as membership grows and the newsletter becomes better known, this situation will not be sustainable. I have had some encouraging offers from a few members, and hope to hear from more of you.

The next issues of ON CUE should be mailed on or about June 15, September 15, and December 15. The deadline for submissions will be two weeks before mailing. The editor naturally appreciates earlier -- much earlier -- submissions whenever possible.

LEARNING TO LEARN IN JAPANESE UNIVERSITIES.

Jonathan B. Britten
Nakamura Gakuen University

The author delivered the following lecture at the 1995 JALT Conference in Nagoya. As a CUE-sponsored lecture, "Learning to Learn in Japanese Universities" has been vetted for publication in ON CUE, as required by the CUE Constitution.

My ideas about teaching and learning in Japanese universities have recently been very much influenced by Peter Drucker's recent book, *Post Capitalist Society*. This slim volume contains many astute and inspiring observations about education, and Drucker's observations and forecasts provided not only the inspiration for this essay, but also a long-

term organizing plan for my future in teaching.

I have been teaching in Japanese universities for the past six years, and have been slowly arriving at many of the conclusions that Drucker has reached after his decades of thinking and writing. The third part of his book, which focuses on knowledge, served as a catalyst to crystallize the relatively

murky, supersaturated solution of my own ideas.

The latter chapters of *Post Capitalist Society* focus on education. Our concern here is with the education of Japanese college students; happily, Drucker has given much thought to this topic.

For all students, and particularly for those in Japan, one of the most important steps in becoming an educated person is "learning to learn." I can not improve on Drucker's prose, so allow me to quote at some length here:

"Literacy traditionally meant subject knowledge, e.g. the ability to do multiplication, or a little knowledge of American history. But the knowledge society equally needs process knowledge -- something the schools have rarely even tried to teach.

In the knowledge society people have to learn how to learn. Indeed, in the knowledge society subjects may matter less than the students' capacity to continue learning, and their motivation to do so. Post-capitalist society requires life-long learning. But life-long learning also requires that learning be alluring, indeed, that it become a high satisfaction in itself, if not something that the individual craves.

Of all educational systems today, only the Japanese try to equip their students with a

discipline for learning. The Japanese student who tests so high on a maths test at 18, 10 years later remembers no more maths than the American 28-year old who tested so abysmally low 10 years earlier. But the Japanese come out of school having learned how to study, how to persist, how to learn.

But the Japanese discipline of learning -- the discipline of "examination hell" of the university entrance exam -- does not motivate. Based on fear and pressure, it quenches the desire to keep on learning. And it is this desire we need.

In America's liberal-arts colleges, by contrast, learning is enjoyable for many students. But it is enjoyable alone. It is bereft of discipline. It mistakes "feeling good" for achievement, and 'being stimulated' for discipline.

Actually we do know what to do. In fact, for hundreds, if not thousands of years we have been creating both the motivation for continued learning, and the needed discipline. The good teachers of artists do it; the good coaches of athletes do it; so do the good 'mentors' in an organization of whom we hear so much these days in the literature of management development. They lead their students to achievement so great that it surprises the achiever and creates excitement and motivation -- especially the

motivation for the rigorous, disciplined, persistent work and practice which continuous learning requires . . .

. . . achievement is not doing a little less poorly what one is not particularly good at. The achievement that motivates is doing exceptionally well what one is already good at. *[Editor's note: this idea is clearly at odds with the Japanese practice of grouping students together regardless of ability.]*

Achievement has to be based on the student's strengths, as has been known for millennia by every teacher of artists, every coach of athletes, every mentor. In fact, finding the student's strengths and focusing them on achievement is the best definition of teacher and teaching. It is the definition in the Dialogue on the Teacher by one of the greatest teachers of the Western tradition, St. Augustine of Hippo (354-420).

It goes without saying that Japan has its own basis of education, a Confucian system which it is not my purpose to discuss here. That would be a topic to which we could devote many hours and only scratch the surface. We also need to make clear that some of Japan's top schools clearly are very successful in teaching students how to learn throughout their lifetimes. On the whole, though, Drucker's observations ring true;

I thus urge other college professors to read this slim but densely informative book, particularly the latter chapters on education.

For now, let us move from the theoretical aspects of "learning how to learn," to focus more on the particular concerns of Japanese college professors. I'd like to point out some of the difficulties we encounter in teaching an LTL curriculum, both in the everyday management of the classroom, and in the process of encouraging extracurricular self-education -- a process which we should not confuse with the usual denotation and connotation of "homework," a word that may arouse unpleasant memories and associations.

LEARNING ABOUT EXTRACURRICULAR SELF- EDUCATION

I will discuss extracurricular self-education first because I think it is the most important concept in an LTL curriculum. One obvious reason for this is that in Japan, the typical English class meets once a week for 90 minutes, and only 12-15 times per semester. This is less than one percent of the average student's waking week. Needless to say, anyone expecting significant improvement from classroom work alone is very deluded. Even doubling or tripling the classroom time -- an occurrence we can not soon expect, given the glacial pace of

change in a consensus society -- would be insufficient to produce excellence, unless supplemented by outside study. In my classroom, I always give a student a list of "rules." This first one is "teach yourself." We'll talk more about this a little further on.

LEARNING COOPERATIVE EDUCATION

Corollary with self-education is cooperative education. I promote this by grouping the students in fours, an increasingly common classroom management technique. Self-education and cooperative education are by no means inextricably connected, but in Japan this method has special merits. I have a better idea of this pattern as a result of my children's attending a Japanese kindergarten. It's astonishing how strongly my children identify with their group and *gumi*. Their friends are primarily those students who are in their particular little tribe, and indeed, their mother's are the ones who have come to know my wife. If these patterns are changing, it is not evident in childhood education today.

Any college professor who has ever asked one student a question knows what I am talking about. Almost without exception, that student looks to one or two or even three other students for some sort of group support or acknowledgment of

his predicament. It's tempting to try to thwart this, and I sometimes can't help myself. Indeed, it's valuable to teach the students that this behavior is peculiar to Japan, and may not be understood elsewhere. At the same time, it's wise to exploit this tendency, and encouraging cooperative education does precisely this.

LEARNING TO ASK QUESTIONS

The third most important element in the LTL curriculum is teaching students to ask questions about their English, in English. Those of us who speak Japanese adequately know well the importance of asking questions of our colleagues. It's the fastest and most efficient way to learn many things about another language. Nevertheless, this is often a tremendously difficult concept for Japanese students to grasp, since it goes against many years of training in silent, disciplined note-taking and test-taking. For many students, it is a goal that they simply will not accomplish, but it is crucial to teach them to strive for it.

LEARNING TO LEARN FROM MISTAKES

Yet another crucial element of a LTL curriculum is teaching students to be willing to make mistakes, and to learn from those inevitable mistakes. The degree of fear and shame among many

college students is almost unbelievable. Many teachers have had the experience of students actually quaking with fear at the prospect of speaking and making a mistake. It's impossible to overstate the importance of teaching the students that their pursuit of perfection is admirable, but is at times self-defeating, especially in the pursuit of natural conversation. Making mistakes and having them quickly corrected is a fast, efficient way to learn.

LEARNING TO PARAPHRASE

Corollary to the need to learn how to learn from mistakes is the need to learn how to paraphrase. Years of cramming to learn the one "right answer" on college entrance examinations has left most students with an almost incurable linguistic inflexibility. A good teacher will teach them to find many different ways to express the same idea, and to do this rapidly in order to carry on conversations. In Japanese, they do this all the time. Listening to speakers in the northern Kyushu area, one often hears people asking *nanchu kana?*, that is, "howdaya say?" But the same persons frequently seem to think that there is one, and only one way to express any given expression in English. An effective LTL curriculum must correct this misunderstanding, and teach students to 'think on

their feet' in order to paraphrase skillfully.

LEARNING WHILE LIVING

When a good language teacher tries to teach students how to learn, she needs to teach them how to do something I call, for want of a better term, 'learning while living.' The teacher needs to break down the walls between the classroom and the rest of the student's life. This concept is related to learning extracurricular self-education, but is less task-oriented and more attitudinal.

Students need to take every opportunity to think about the target language while going about their daily lives. At a minimum, students should be carrying about small notebooks for jotting down phrases on signboards and magazine covers and so on. They should be trained to get in the habit of converting Japanese conversations into English -- anytime, anywhere, just as a means of staying sharp. They should especially learn to be critical about the many examples of Japanized English so prevalent in advertising.

A) Being Critical of "Japanese English."

We all know so many examples: "Have You, Harley." "Speak Lark." "For Your Beauty-Free Tomorrow." "Toyota Crown: Big and Safety."

And so on and so on. My favorite example of the need for dictionary consultation is found on the fire extinguisher boxes in a local department store parking lot. Each box is labeled, in carefully stenciled roman letters, "EXTIN PANTHER." It took me a solid minute to figure out that this was some person's idea of "EXTINGUISHER." If only a dictionary had been handy . . .

Another of my favorites is the ubiquitous "Daily Foods" signs in Japanese markets. The sign always hangs above the dairy products section, and, given the almost inevitable reversal of "l" and "r" here, it is too much for me to hope that "daily foods" is an example of linguistic innovation. It seems certain that one chain got a misspelled set of signs and, as so often happens in Japan, every other store copied the mistake. Teaching students about this is a helpful way of teaching them how to learn.

B) Making Use of Opportunities

Again, the main concern here is for students to learn how to learn at every opportunity. So many chances completely escape them -- and often, the teacher, too. As an example: Over the past six years of teaching in Japan, the land of the Sony Walkman, I have never once had a student bring -- or even propose to bring -- a tape recorder to class in order to record my voice. This has been

true even of the most studious students, who have sometimes mentioned to me their frustration at lacking opportunities to listen to "native speakers." Even though some of them specifically mentioned their difficulty in understanding my words in class, not one has had the idea to record my voice and use the tape for listening practice. Worse, a surprising number of students blithely chatter away in Japanese even while the teacher is explaining something in English, an act of almost incredible obtuseness, not to mention egregious rudeness. In my class, such students always learn, and very quickly, that this is NOT the way to learn, and is a good way to get an invitation to leave.

LEARNING TO CHOOSE

One important step in establishing a learning to learn curriculum is to offer choices -- as many as realistically possible. As a practical matter, it's probably wise for a teacher to have on hand some pre-determined, unambiguous, 'do-this-for-a-C' curriculum for those students who frankly have no interest in studying, and wish only to do the minimum to pass the course. The still-current, though slowly changing understanding of college life as a leisure land makes this necessary. Many students, however, can be awakened to

more ambitious goals, and these need to be able to choose from a variety of possible studies. The number of choices depends, of course, on the motivation and abilities of the students, the resources of the university, and, of course, on the flexibility of the instructor. The main point is, the more the merrier.

As a practical matter, choosing a course of study -- and indeed, the entire LTL process -- can be made much easier if a university sets up a special English Resource Center, in which every possible type of leaning material is on hand. This would include dictionaries, textbook samples, grammar texts, tapes, videos, computer hardware and software, and so on. At my school, the materials that are available are not so easily accessible. Moreover, having such a center offers students seeking opportunities to use the target language a sort of sanctuary for doing so. For these reasons, it seems to me that this one administrative change would realize a dramatic improvement in the overall level of English education.

LEARNING TO IDENTIFY ONE'S REAL MOTIVATION

There are many books about this topic, and at present I am not well informed about the theories of learner motivation and learner development. There are many volumes available for

our research. The essential point for our purposes today is that many students have never had any motivation but to get into college. That goal accomplished, they are often lifeless students. The frigid job market may offer some new, familiarly fearful reasons to study. This awareness is important to the students, yet a good professor naturally sets out to help students find positive motivation to continue to learn. Without such motivation, lifelong learning is less likely.

I think that we need not delve into theory to realize that some students genuinely have no serious motivation to study English, and are in the classroom because they are obliged to be. For those students, some pre-determined, minimal curriculum will save much wasted time and effort for both student and teacher. I think that it's important to get such students to admit frankly their lack of motivation from the beginning, in order to allow the teacher to focus most of his energy on those who start with some strong motivation.

The simplest way to determine that motivation? Ask the student! This is all part of writing the learning contract, which I will discuss in just a moment. A somewhat more complex matter is to determine that the student's motivation corresponds with his or her natural learning style. Let me go on to this topic now.

LEARNING TO IDENTIFY THE LEARNING STYLE

Again, there is a great deal that I don't know about this topic, but I recognize its importance. There may well be a variety of sophisticated diagnostic techniques that I don't know about. My hope is that the teacher can trust the student to identify her own learning style when she writes her learning contract. It would hope that a student who naturally learns best by reading would also most enjoy reading, and would therefore write a learning contract based on that desire. Now, the particular reading could be of novels or newspapers or whatever. We might expect that a more visually oriented student would set out to watch videos or news shows. We might expect that an aurally motivated student would set out to listen to short-wave radio, or to musicals, or whatever. A student interested in using computers might choose interactive compact discs, or some sort of study based on exchanging electronic mail on the Internet.

In some cases, a student might deliberately cut against the grain, in order to improve skills that she recognizes as being weak. This of course would be acceptable if the student were aware of the conflict between learning style and motivation. On the other hand, in some cases a student might inadvertently

choose some course of study that did not correspond with his or her natural leaning style. In such a case, it would be the teacher's responsibility to recognize that dissonance, and help the student choose a more harmonious course of study.

In conclusion, learning to identify motivation and learning to identify learning style are prerequisites to preparing a learning contract, the topic we will turn to now.

LEARNING TO WRITE A LEARNING CONTRACT

This is an area in which I have much self-education to do. I first heard about the learning contract concept at the 1994 JALT 20th Anniversary Conference in Matsuyama. A very interesting lecture by some professors at the Kanda Language Institute explained the basic concept, which I have not yet fully explored. If anyone has experience with using learning contracts, I'd be grateful for more information.

The essence of the concept is that the student is involved from the very beginning in determining his goals, and setting out realistic plans to achieve them. The contract must be specific to be useful, I think. For example, a student interested in journalism might set out to read one English-edition newspaper from cover to cover in the course of a

semester. He would agree to study for a certain number of hours per week, and to accomplish certain goals on a daily, weekly, monthly, and semester basis. Finally, he would cooperate with the teacher in setting out a basis for evaluating his efforts, and for determining the final grade. This leads us to the next LTL goal.

LEARNING TO PUT GRADES IN PERSPECTIVE

This is a skill that both teachers and students need to learn. The teacher must teach himself to trust the students, to relinquish "control" over the class, and to become, in a phrase I recently heard, "a guide by the side rather than the sage on the stage."

As far as grades are concerned, I've found that students are often quite accurate in evaluating their own efforts. When I have asked them to write a brief essay -- "I think I deserve a grade of ____ because . . ." I have usually agreed with their self-evaluation. Accordingly, I think that encouraging students to grade themselves is worth doing. The final say is with the instructor -- there are always rascals -- but for the students to know that you will consider their opinion is important. In fact, by immediately reducing the fear of failure that has been one of the main motivating tools in Japanese

education, the instructor has entirely changed the teacher/student relationship. The effects can be profound.

LEARNING TO MAKE PROPER USE OF TECHNOLOGY

Here allow me once again to quote Peter Drucker:

To give every student adequacy in the foundation skills is the first task. . . Here the new technologies might make the greatest difference. They free teachers from spending most, if not all, their time on routine learning, on remedial learning, on repetitive learning. Teachers will still need to lead in these activities. But most of their time has traditionally been spent on 'follow-up.' Teachers, in an old phrase, spend most of their time not being teachers but being 'teaching assistants'. And that the computer does well, does indeed better than a human being. Teachers, we can hope, will thus increasingly have the time to identify the strengths of individuals, to focus on them and to lead students to achievement. They will, we can expect, have the time to teach.

As a professor, I frankly do not want to do any work that a machine can do better, and I want to make use of technology that makes my own study faster and easier. I am a great fan of

Macintosh computers, and very much appreciate the Canon WordTank dictionary as a tool for studying Japanese.

I'll quickly mention a few other wonderful bits of hardware and software that I have stumbled across.

The first, Dyn Ed's line of interactive Compact Discs, is often on display at major JALT conferences. I recently tried out one of their demonstration discs, and was favorably impressed.

The second item is Sanyo's Closed Caption Decoder, a small electronic box that connects to a VCR. The decoder displays English subtitles for any video tape that was prepared with closed captions. These were originally intended primarily for deaf people, I believe, but Sanyo -- and other companies -- has been trying to expand the use of the decoders in the language learning field. There are hundreds of closed captioned videos of popular movies. The machines sell for as little as Y10,000 yen -- well within the budget of many college students, I think.

To my way of thinking, one of my jobs as a college professor is to help my students get their hands on tools that can help them to study more efficiently. This emphasis alone is a lesson in learning to learn. Incidentally, it is also an exercise in staying employable; Peter Drucker makes a strong argument that the university of the future will be far less labor-intensive, and

far more capital-intensive. In other words, machines will be replacing those teachers who haven't kept up with the changing job market.

That caveat aside, let me offer a simple example that points out a very simple example of using technology in the classroom: I wanted my students to use word processors to type an essay that all the other students would read. In other words, each student would end the semester with a collection of essays by each student in the class. The theme in this case was "My favorite place in Fukuoka."

It seemed to me that keeping the essay on floppy disc would vastly simplify the process of making corrections and re-writing, and I expected the students to take the assignment in stride. Surprisingly, however, their reaction was one of astonishment. Word processors? For writing an essay for English class? Who had ever heard of such a thing? Where in the world would they get word processors? Reactions ranged from bewilderment to outrage. The word processor controversy raged for weeks, and brought down upon my bewildered head the wrath of some of my more conservative colleagues.

At one point, in my own defense, I pointed out that Japan probably manufactures more electronic word processors than any country in the world. I also pointed out that any student

who did not have her own machine could share a word processors with some other student. All this produced more incredulity and amazement. Finally I told the students to go to Best Denki and pretend to be interested in buying a *wordpro*, and then type the entire essay on the pretense of inspecting the machine. This produced a few laughs, and after a while a sense that maybe word processing an essay wasn't such a big deal after all.

These difficulties aside, the fundamental point is that by introducing students to new tools, a teacher is helping them to learn how to learn. There are so many wonderful tools and techniques -- short-wave radio, movies dubbed with English subtitles, regular NHK language programs, and so on -- that just

getting a student to think about choosing one or more of these is a major step forward.

CONCLUSION

There are a variety of difficulties an instructor will have to face in setting up an LTL curriculum in his or her university. In some cases, objections from other faculty members may be almost overwhelming. (Many non-Japanese professors are employed under renewable contracts that offer no protection in the pursuit of academic excellence.) Nevertheless, I think that these goals are worth pursuing, first for the benefit of the students, and second for the professional satisfaction of the instructor.

THE NEW GUIDELINES: ARE THERE ANY REAL CHANGES?

Timothy Knowles
Sophia University

Editor's Note: Professor Knowles' questionnaire is included as a separate insert in this issue.; this allows space on the back for respondents to write.

The questionnaire included in this issue of ON CUE represents an opportunity for the members of CUE to contribute to the group's sponsored paper at the

next JALT conference in Hiroshima. The title of the presentation is the same as the title of this piece. The subject matter, to be more exact, is

recent curriculum innovation in Japan's universities and colleges (whether or not, in fact, this innovation was initiated by the 'New Guidelines.') Innovation at secondary institutions is also of interest, but for the sake of focus, only when it is linked to innovation in the tertiary sector. To clarify the aims further, here is a slightly edited version of the proposal kindly accepted by the committee:

"At the beginning of this decade came 'The New Guidelines'. From the corridors of *Monbusho*, these 'Guidelines' were designed to herald a new era of tertiary education, therefore also education as a whole, and consequently the very fabric of Japanese society. Specific guidelines urged a move towards self assessment by the educational establishments themselves, and more flexibility, both in curriculum development and allocation of credits. When these 'Guidelines' were first mentioned, the reaction from curriculum designers seemed to lead to pessimism. This 'new era' might not necessarily be one which language teachers would like to see. There was uncertainty as to whether many language courses would in fact remain in existence at some places. These worries were compounded by the lack of reliable information reaching the chalk face, and by the frequency of inaccurate rumours.

However, on closer inspection, it appears that all is not bad. In fact, the guidelines could be interpreted by willing educators as paving the way for a very enlightened curriculum indeed. *Monbusho* would like to see an efficient language teaching curriculum, and it has to be admitted that certain aspects of the curriculum in place up to now are very inefficient. Although many places are still considering the issue, some establishments have already made changes. However it remains to be seen how real these changes are. Changing the names of courses, and the departments in which they are, may have meant hurdling great institutional and political barriers, but is it a real educational change? And does encouraging students to gain credit by studying a language voluntarily outside the department really mean that he will actually do so, or does it simply give an opportunity to trim the budget? And are liberal establishments just taking the opportunity to become more liberal, and conservative ones more conservative?

Naturally, there must be a full scale and deep evaluation of these innovations, as the effects of any change in tertiary curriculum would, in Japan, be widespread. One hopes that *Monbusho* has such plans. Certainly, such wide scale evaluation is beyond the scope of this paper, but I do hope to make

a contribution to the weight of evidence.

At the JALT conference in Nagoya, 1996, Tadashi Shiozawa, of Chubu University, showed how startlingly different responses to the new guidelines have been in a number of universities with which he is acquainted. I intend to go further, and have constructed a questionnaire to be inserted in ON CUE. This asks members to describe any changes that have taken place in their field of work in the last few years, and to give an indication as to whether they see these changes as being real in the context of their own aims as educators, and if they are real, whether they are regarded as being for the better or for the worse. In order to get as wide a response as possible, I will also telephone members if need be.

My working hypothesis is that there has been a real change in language education (and one hopes that it is viewed as a positive change). Initial responses to my survey in the Tokyo area indicate some real change, but by no means at all places. If the respondents do testify to some real change, then we will have added a great deal to the strength of any evaluation. If we find little or no real change, then we must keep searching, but it would still be a very interesting, yet disappointing result.

'Semi-formal' delivery of the paper will be followed by 10-15 min. discussion."

I am not going to discuss 'The New Guidelines' in depth here, as it is quite possible that some members are completely unaware of them, and I would like that fact to be honestly reflected in the response. As some institutions have been making these 'New Guidelines' the rationale (if not scapegoat) for everything they do, it is of interest that other institutions seem to pay them no notice at all. I always refer to 'The New Guidelines' inside rather conspicuous quote marks, as it seems to me that they mean different things to different people, sometimes to the extent of not being guidelines at all -- perhaps they may seem like orders to some).

It would be difficult to contact every institution and ask what innovations have been, or are being made. However, there do exist such surveys, to which, of course I will refer. One part of my argument, however, is that actual innovation is not necessarily what the institution says it is. Also, there seems to be very little attempt, if any, to evaluate these innovations. This paper will be an attempt at evaluation by simply asking those involved (i.e. you) what they think. You may very well have carried out some form of objective tests yourself to determine the effect of any innovation. If so, please feel free to publicize your results.

Most, but by no means all of the CUE membership is non-Japanese. Thus, it is clear that the view to be obtained from this survey will be a particularly specialized one. However, I certainly feel that the view would be no less valid. It is true that many foreign teachers are not involved directly with the decision making process, but that is not necessarily a problem, as it might allow them to take a more independent view of any changes. Those members who *do* have some say in decision making, please feel free to describe any deeper knowledge and experience you may have. Having said that, the views of Japanese members are particularly important, and, of course, if you are a fluent reader of Japanese, you most certainly will have access information which others might not have.

Above all, I only ask you to relate those changes and processes of which you are aware, and presumably, these would be in the areas of curriculum closest to you.

By way of an example of the sort of information I am looking for, I will just relate the sort of information I would convey, if I were completing this form. I have a full time position in Tokyo, and work one day at two other institutions on a part time basis. At my full-time post, the administration made it clear that the General English language requirements (which is what I am personally involved in) would

not be reduced. However, while nothing **concrete** was said about other languages, there was initially a lot of concern from teachers of those languages. As far as I know, nothing has changed yet. (Actually, I should know. If the university were not deserted as it is now -- March -- I'd find out). The greatest innovation, which is as yet pending, and has been pending for many years, is the creation of an actual General Education department, as opposed to the abstract entity it is now. I assume that this is at least in some ways a response to the Guidelines, and can only think that such a change will have a highly beneficial effect on the students' education. Another 'innovation' is the conversion of a highly popular 'community college' section to a more conventional 'extra-curriculum' section. This might have been spurred by the Guidelines, but as it is rather outside my sphere, I can't pass judgment.

At one of my part time institutions, (Keio), I have experienced no innovation other than a few extra machines. (This doesn't mean that there have not been any: just that I have not been involved). However, my other institution (Meiji) seems to me to be in constant turmoil (which may anyway be the way of that university). Over the past years, thanks mainly to the efforts of some highly energetic educators, the role of the 'Zengakubu,' which

teaches mainly languages, and can be attended by students from any faculty, has been strengthened, particularly by allowing students from certain faculties to obtain credit towards graduation. This is obviously a response to the guidelines, but as the system is only just being set up, the benefit of the students remains to be seen. It might seem at first to be obviously beneficial, but the innovation is, when one considers the numbers, quite vast, and a lot depends on the commitment of the various faculties, some members of which consider that each faculty should maintain individual responsibility. (Not without reason: some of the courses already in place are good, and should not necessarily be devalued).

Finally a couple of practical notes regarding the

questionnaire. Firstly, take as much space as you need to answer: if you need extra space, please take it, either on the other side of the paper, or on another piece. On the other hand, if you only have a little to say, then please say it. Second, as I stress again on the questionnaire itself, any information will be treated with care. In producing the paper, I will use common sense: only using names of teachers or establishments if need be, and certainly not using them if the respondent has so requested.

The success of this presentation very much depends on a good response from members, so I do humbly ask you to spend a few minutes thinking about it, and make a contribution. Thank you.

The "Information Department: " New and Improved Corn Flakes

Brian McClure
Shizuoka University

A couple of weeks ago, the headline and lead story in *The Daily Yomiuri* gave me a chuckle. Immediately after relinquishing power, the Murayama administration decided that major changes were needed in their Social Democratic Party. How might the leaders improve their party's reputation?

Restructure the power base? Alter the platform? In the end, the chosen solution was much simpler: leave everything in place as is, and just change the *name* of the party.

This sort of fascination with minuscule aspects of language is an ongoing phenomenon here in Japan. The message is often less

important than the envelope it comes in. How cleverly can a newly promoted *rikishi* in *sumo* say what all professional athletes say: "I just want to do my best?" Or witness the media's scrutiny over the exact word Prime Minister Hashimoto used to describe the "reforms" he plans to undertake (or not). It makes me cynical, all this emphasis of form over content, of repackaging the same old corn flakes in a "New and Improved!" carton.

Monbusho's current restructuring of *Kyoyobu* seems to have fallen prey to this sad tendency. Here then is my understanding of the situation, and how we might expect to be effected. Owing to the requisite secrecy and confusion surrounding these events, much of the following is unsubstantiated hearsay. I've attempted to include only information and ideas that ring true to me, but I welcome any response from those who are better-informed than I.

The faculty members in *Kyoyobu* across Japan have long felt regarded as second-class citizens, and understandably so. When I began working part-time as an Instructor here at Shizuoka University, it seemed like an odd organization to me right from the start. Rather than having one or two English departments with lower and upper division courses, there were one lower-division department and two upper-

division departments, Education and Literature. Although I usually hear *Kyoyobu* translated as The Department of Liberal Arts, or Humanities, perhaps a more accurate title would be The Department of University Requirements.

The professors and instructors in *Kyoyobu* are stuck teaching only introductory-level classes, most often to non-English majors (i.e., students with no intrinsic interest in the subject). The deadening quality of their teaching schedule, combined with job security but little or no hope of internal advancement, has created a rather stagnant department.

In an attempt to remedy this situation, The Ministry of Education is moving ahead with their attempt at restructuring. Beginning next year, our *Kyoyobu* is being phased out, replaced by *Johoku* -- oft translated as the Department of Information. Some *Kyoyo* professors here at Shizudai will be transferred into the existing departments of Literature and Education. The rest, the vast majority (and most estimates I've heard hover around 80%) will be transferred to the new Information Department.

So what's to be the difference between *Johoku* and *Kyoyo*? As far as I can tell, at least as far as English classes go, it's another case of the New and Improved Corn Flakes Syndrome. One of my colleagues

here in the Faculty of Education told me that the phrase "*Johoku*" is simply in vogue right now, much as "International Studies" has been in vogue for the past ten years. Beyond being fashionable, the new name has little meaning or relevance.

The biggest difference between *Kyoyo* and *Johoku* here at Shizuoka University will be the location, as the administration is planning a new campus in Hamamatsu. Although we are in desperate need of new facilities, I pity the instructors who will either have to move or to commute as much as four hours a day. However, in classic fashion, planning and financing for the new campus has run into a few snags, so that aspect of the "new" department is on hold. Next spring, the "relocated" troops will return to the old *Kyoyo* buildings at the bottom of the hill. Same place, different name.

My personal experience with *Kyoyo* began about three and a half years ago, when I began instructing freshman conversation there part-time. I thought I'd stumbled into an exquisite corner of academic hell. I couldn't fathom the coldness of many of the faculty members. When they came out of their offices at all, they shuffled around with grimaces frozen on their faces, like those 80-year-old LDP sour-pusses. Now I understand. In all fairness to them, they were worried about losing their jobs or being shipped

off to teach English phonetics to engineering students in Hamamatsu. What resulted was a staggering amount of committees, proposals, and meetings, along with substantial public and private grouching, finger-pointing, name-calling and brown-nosing.

But aside from the inescapable politicking, what's the big deal? Can any real harm come from what amounts to a simple name change? I always enjoy hearing partisans trot out their Shakespeare in defense of the Corn Flake Syndrome, that a rose by any other name smells the same. It's amazing to me that so few people remember the irony in that statement; that the family name of one particular rose ends up getting half the town of Verona killed off by the final curtain. So here is the odor behind this rose, the reason to be concerned:

As former *Kyoyobu* staff are shifted into our Faculty of Education, this means that our current faculty members are being called upon to teach more sections of lower-division courses. Never mind exactly why agricultural students are required to study English for two years; the requirement is there, so somebody has to teach it. This has led to an exodus of some of our more talented, younger faculty; in fact, here in Education, we're losing two assistant professors, more than one quarter of our group of seven. In addition, some of the more

junior members of the *Kyoyobu* faculty, those with the brightest futures, but who felt certain they would be relegated to the *Johoku* labor camp, have already left for sunnier climes.

Again, in all fairness, both sides have a legitimate beef. The *Kyoyobu* faculty is sick of teaching English modal auxiliaries to future accountants. The Education Faculty, on the other hand, are unwilling to give up the upper-division courses that have been their privilege since hiring on. The Literature/Education attitude seems to be that the *Kyoyo* faculty is encroaching; that the *Kyoyo* professors may have a less-than-savory teaching schedule, but it's the job they signed up for, and that any sweeping changes in course loads amount to unearned promotions or punishments. The *Kyoyo* attitude seems to be that the Literature and Education professors are basically selfish, unwilling to share the more interesting subjects, the subjects that most often yield cutting-edge research and publications.

One resulting danger is that we Foreign Professors of English are liable to suffer. As we are most often unrepresented in committee meetings, it would be all too easy to slice off a couple of upper-division composition courses and replace them with Freshman Conversation. This is exactly what was attempted in my case. Some suggestions were made that I would be better used

in conversation and communication courses, and that the composition curriculum I've developed should be awarded to one of the relocated *Kyoyo* professors, a shift that I am quite sure would have changed "composition" back into just another translation class.

Happily, I've endeavored to make my work in the composition course highly visible, and so far that's paid off. The *Kyoiku* professor who negotiated for our faculty championed my cause, the result being that next year I will have to teach only one extra conversation class. But the scuttlebutt I've heard is that from now on, some Foreign Professors of English will be teaching *mostly* English conversation, having lost their upper-division courses to incoming *Kyoyo* replacements.

The question begging itself is, is *Monbusho's* restructuring an adequate response to the perceived problem? It seems to me that the upcoming *Johoku* department is doomed to become more of a miry pit than *Kyoyobu*. Why not instead expand the Literature and Education departments to include both upper-division and required, lower-division English courses? That would seem to be the only equitable way of dividing up the drudgery.

I've heard from more than one professor that *Monbusho* is currently trying to dissuade students from majoring in

English, in particular English Literature, which is seen as an impractical major at best. This turning away from the humanities may be a result of the continuing slide in the number of Japanese university students studying science, a number that stood at 19% last

year, down from 26% just nine years ago.

In any case, some *Gaikokujin Kyoshi* must find their course load being affected by these changes. I would welcome hearing any related stories.

Yearly Salaries for Full-time College Teachers

Michael "Rube" Redfield
Osaka University of Economics

The JALT Placement Service and The Language Teacher [1] do an excellent job of introducing professional teachers to colleges with openings and visa versa. In many of the job advertisements, however, terms of employment are not clearly set out. This is not because, I firmly believe, the colleges are out to trick or deceive anyone. They all follow a fairly standard policy, one that is quite well known to veteran Japanese college instructors. Teachers new to the Japanese college scene however, are often left in the dark, especially concerning salary. Conventional Japanese wisdom has it that it is not polite (nor politic) to directly inquire about salaries, but pay can be an important consideration. "Salary commensurate with experience and qualifications," the phrase found in so many of job advertisements, does not really

help much. I have written this short paper with this problem specifically in mind.

As tenured private university faculty, I have access to the fascinating Osaka Regional University and Junior College Labor Union Report on Salaries, Working, and Research Conditions, 1994. Among other things, the report, calculated on statistics from the 1992/93 [2] academic year, includes salary scale tables documenting yearly pay standards from 30 private Kansai area institutes of higher education. I have taken the liberty of drawing up summary tables, including the three high, the three low, and the average yearly salaries of full-time college teachers between the ages of 24 and 60. It should be kept in mind that these figures are for average salaries for teachers of different ranks and ages. Actual salaries are

dependent on age, academic rank, family status, years of service, and highest academic degree obtained.

Salary Scale: University name, yearly salary [3]

Table 1.
24 year old, single instructors (*joshu*).

Top Three	
# 1 Kobe Gakuin University	5,883,904
# 2 International Buddhist U.	5,488,095
# 3 Osaka Electro-Comuni. U.	5,547,120
Bottom Three	
-# 3 Osaka Tech/Setsunan U.	4,523,685
-# 2 Osaka Dental College	4,352,100
-# 1 Hogoromo Junior Col.	4,197,280
20 School Average	4,911,289

Table. 2.
30 year old Assistant Professors (*koshi*), married, with one child.

Top Three	
# 1 Kobe Gakuin University	8,333,759
# 1 Tezukaiyama JC	8,333,759
# 3 Kansai University	7,909,690
Bottom Three	
-# 3 Osaka Dental College	6,372,910

-# 2 Hogoromo Junior Col.	6,503,520
-# 1 Osaka College of Music	6,521,100
23 School Average	6,930,762

Table 3.
35 year old Assistant Professors (*koshi*) married with two children.

Top Three	
# 1 Yamate Junior College	9,976,273
# 2 Kobe Gakuin University	9,669,208
# 3 Konan University	9,554,658
Bottom Three	
-# 3 Osaka Dental College	7,825,900
-# 2 Osaka College of Music	7,810,920
-# 1 Baika Women's College	7,698,687
24 School Average	8,843,515

Table 4.
40 year old Associate Professors (*jokyoju*), married with two children.

Top Three	
# 1 Momoyama Gakuin U.	10,820,694
# 2 Kansai University	10,587,530
# 3 Yamate Junior College	10,557,010
Bottom Three	
-# 3 Osaka Dental College	9,254,580

-# 2	Osaka College of Music	9,081,810
-# 1	Baika Women's College	8,865,614
22	School Average	9,585,312

Table 5.
45 year old full Professors
(*kyoju*), married with two
children.

Top Three		
# 1	Konan University	12,949,481
# 2	Yamate Junior College	12,200,233
# 3	Momoyama Gakuin U.	12,155,419
Bottom Three		
-# 3	Osaka U. of Law+Econ.	10,412,000
-# 2	Osaka College of Music	10,352,700
-# 1	Baika Women's College	10,278,716
24	School Average	11,428,071

Table 6.
50 year old Professors
(*kyoju*), married with two
children.

Top Three		
# 1	Konan University	14,095,041
# 2	Momoyama Gakuin U.	13,195,584
# 3	Osaka U. Economics	13,193,750
Bottom Three		
-# 3	Osaka College of Music	11,529,450

-# 2	Baika Women's College	11,493,935
-# 1	Osaka U. of Law+Econ.	11,196,800
25	School Average	12,043,649

Table 7.
55 year old Professors
(*kyoju*), married with one
dependant child.

Top Three		
# 1	Konan University	14,468,427
# 2	Momoyama Gakuin U.	13,812,319
# 3	Kinki University	13,601,219
Bottom Three		
-# 3	Baika Women's College	12,321,657
-# 2	Osaka College of Music	12,310,710
-# 1	Osaka U. of Law+Econ.	11,781,800
25	School Average	13,135,680

Table 8.
Professors (*kyoju*), married
with no dependant children.

Top Three		
# 1	Konan University	14,575,250
# 2	Osaka Dental College	14,457,590
# 3	Momoyama Gakuin U.	14,033,239
Bottom Three		
-# 3	Baika Women's College	12,924,332
-# 2	Tezukaiyama JC	12,901,000

-# 1 Osaka Law+Econ U.
 12,158,000
 25 School Average
 13,485,129

These figures are several years old (as of 2/96), and so are bound to be slightly low, since universities do adjust salaries for inflation every year. Nevertheless, I do believe they give a fairly accurate picture of what full-time (*sennin*) teaching faculty make. The figures reported here are by means the whole picture, however. For thing, they do not include the national and public university pay scales. The figures for these are fixed by the government, are public domain (which means you can get access to them), and in general are considerably lower than those for private institutions.

In addition, the tables above do not include research and office moneys (*kenkyuhi*), or other financial benefits, which

can be considerable. At my home institution, for example, I receive 560,000 a year for *kenkyuhi*, 200,000 plus for working on the entrance exam committee, 72,000 in dispensable seminar money, 25,000 for every article (and 15,000 for book reviews) published in our in-house journals (which come out 7 times a year), 15,000 per outside presentation, and extra travel expenses for foreign conferences attended where I present a paper. These final 'extras' are by no means unusual either.

All the yen figures cited above are for full time (*sennin*) positions. They do not, unfortunately, apply to renewable contract, terminal, or other *tokunin* [4] positions. I believe it would be of interest to the membership to gather information about *tokunin* positions, and further, to publish part-time pay scales as well.

FOOTNOTES

[1] This article was originally submitted, upon request of the Publications Board, for publication in TLT. The major reason that it was eventually not published was probably the author's refusal to delete the names of the institutions mentioned in the article. A different version of the article was presented in a Poster Session at the 1994 JALT conference in Matsuyama.

[2] The Osaka Regional University and Junior College Labor Union Report on Salaries, Working, and Research Conditions comes out irregularly, although the organization does try to publish every two years. The 1996 edition is unavailable at the time submission.

[3] Typically, full-time (tenured and adjunct) *daigaku* faculty teach an average of 6 *koma* (90 minute classes) per week for their main employer (part-time, evening jobs are common) for 24 weeks a year for a total of about 216 contact hours. Committee duties, student counseling, test proctoring, conferences and such also add to the work load.

[4] *Tokunin* is kind of a catch-all title used to refer to full time, contract faculty who generally speaking do not participate in university administration (attending faculty meetings, serve on committees, etc.). It can also be used to correspond to Visiting Professors and Professors Emeritus, in addition to the far more prevalent, among foreign staff, contract teachers. *Gaikokujin koshi* in the post-secondary public sector, is a similar title. The *Mombusho*, by the way, has actively encouraged Japanese colleges and universities to use terminal contract *tokunin* foreign staff, going to far as to hold a conference in the Kanto area in the middle eighties to introduce and promote the system.

Bits and Pieces

Employment Problems?

Foreign teachers at Japanese universities have organized in informal group of foreign teachers at Japanese universities to explore means of dealing with problems of contract renewals, and especially invite those who face dismissals they consider to be discriminatory to send inquires and/or particulars of their circumstances in writing to our secretariat. Strict confidentiality is assured. Group membership is informal and free, and anyone is welcome to join.

Ivan Hall, Chairman
Foreign University Teachers
Action Group Against
Discriminatory Dismissals (TADD)

Secretariat:

Minato International Law
Offices

Chojiya Building 6th Floor
1-19-5 Toronomon
Minato-ku Tokyo 105
FAX: 03-3503-8850

ON CUE readers should also be aware of the PALE N-SIG and its related publication, which may provide a closer focus on employment issues than the CUE N-SIG's stated goals permit.

Internet TESL Journal

The Internet TESL Journal <<http://www.aitech.ac.jp/-iteslj/>> is calling for submissions. Submissions should be of immediate practical use to ESL/EFL teachers. Purely theoretical papers will not be published. Suggested submissions include lesson plans, classroom handouts, articles, or research papers. You may e-mail submissions as a text file of formatted as HTML to: <iteslj@aitech.ac.jp> or send a text file with floppy to The Internet TESL Journal PO 94 Higashi-ku, Nagoya, Japan 461. For more information please contact the Internet TESL Journal directly.

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.

CUE's Constitution

Members present at the Nagoya meeting in November voted to allow CUE officers to make changes and ratify the constitution sometime during 1996, without further approval of the members. We will publish the complete approved constitution when the officers have approved it.

Of National Interest

The regular columnists did not have any material for this issue.

Readers are welcome to submit any questions or topics for the next issue. 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 Mombusho regulations and official notices or forms related to our situations, as well as your thoughts and comments on these.

The columnists hope eventually to produce a booklet of this information and make it available to all foreign national university teachers in CUE. Also, they are 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 them know if you're interested. Send submissions to one of the following :

Items relating to regular faculty, sennin, kyoshi, jokyoju, 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.

Coming to ON CUE Soon

The next issue may include reprints of a variety of correspondence concerning the issue of academic testing in Japan. Tentatively titled "Academic Debate: From Lecture to Letter to Cyberspace," the collection may serve to show the different ways that academic exchange can occur in different media.

My hope is to reprint in its entirety Professor James Dean Brown's recent Nagoya JALT Conference lecture about testing -- assuming I can obtain Professor Brown's consent. Professor Brown's lecture prompted a letter-to-the-editor of the *Daily Yomiuri* from one Professor Kensaku Yoshida. This letter was followed by: a rebuttal from Professor Brown; a counter-rebuttal from Professor Yoshida; a series of letters from *Daily Yomiuri* readers; and, concurrently with all of this, a lively electronic debate in the cyberspace of Chubu University's JALTCALL bulletin board.

Looking at all of these exchanges together, we can, I think, see some of the strengths and weaknesses of both the "traditional" and the "modern" means of academic debate. The goal will be to illuminate these differences.

ON CUE's editor needs the support of its readers if this newsletter is to fulfill its potential. Only three of more than 300 ON CUE subscribers submitted new material for this issue. That is, fewer than one percent of ON CUE readers are involved in supporting the publication. With submissions from only two percent of readers, ON CUE would certainly become a more engaging quarterly newsletter.

Relevant and engaging themes abound. One such theme derives from Peter Drucker's comments about technology, reprinted in this issue. Will many of us -- especially those relegated to "*eikaiwa*" status -- lose our jobs to interactive multimedia machines? Peter Drucker offers some hope for the profession of teaching. Is he right? If not, and if only a select few teachers survive a technology-induced culling of the herd, what qualities -- and credentials -- will characterize this elite? And what will become of the rest?

Members of the CALL N-Sig who read ON CUE may be able to provide some special insights; anyone, of course, is welcome to offer opinions. Perhaps someone might be able to write an ongoing column on this theme. ON CUE would also welcome a letter from those readers who may lack the time to undertake a column, but nevertheless have a few good ideas for someone else to consider.

CUE Committee Members 1995

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HOW TO JOIN CUE/RENEW YOUR MEMBERSHIP

First, please be sure that you are a current member of JALT. Then please 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 THE CUE N-SIG TO DO FOR YOU? WHAT WOULD YOU LIKE TO DO FOR THE CUE N-SIG?

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 am 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 mail or fax this form to Thom Simmons.

CUE INFORMATION AND NETWORKING DATABASE QUESTIONNAIRE
(Please return to Lorraine Koch-Yao, Data Base Coordinator)

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: *Kyōju/Professor; sennin koshi/Assistant Professor; Jokyōju/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 pstn.) _____ 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? _____

C.U.E. S.I.G. SURVEY ON CURRICULUM INNOVATION

Thank you for taking the time to respond to this survey. Please either send the completed questionnaire to : *Tim Knowles, Ippangaikokugo, Sophia University, Kioi-cho 7-1, Chiyoda-ku Tokyo*. Or you may prefer to fax it to : *03-3238-3087*, making sure to write clearly "Attention Tim Knowles" at the top. All information given will be treated carefully, and used only for the purposes of this paper. If you would prefer that I do not mention something, write "D.M. (Don't Mention)" clearly beside it. (Phone nos. will not be mentioned.) For further information regarding this survey and paper, please see accompanying text in the newsletter. Remember your response is also valuable if there has been no change at all, or even if you have no idea what's happening. If there is a given choice of responses, please circle the appropriate response. If you wish to write more, do so on the other side of this form, or on a separate paper.

- 1) Your Name? _____ Phone? _____ Fax? _____
- 2) Name of Educational Establishment? _____
- 3) Type of Establishment: *Private/ National/ City/ Prefectural /Other* (_____)
- 4) Brief Address of Establishment: _____
- 5) Your position (in Japanese, if possible) _____
- 6) Are you: *tenured/ fixed term contract/ part-time/ Other* (_____)
- 7) How much say do you have in curriculum decisions? *None/ A little/ a fair amount/ a lot.*
- 8) How much do you know about The New Guidelines? *Nothing/ little/ fair amount/ lot.*
- 9) Have 'The New Guidelines' been brought up at your establishment? If so, by whom, and in what context? _____

- 10) Please list (and enumerate, 1,2,3 etc) *any* changes in curriculum since 1990. If there has been no change, write NO CHANGE: _____

- 11) Any changes decided on, but yet to be implemented? _____

- 12) Which of the above changes, if any, were due to 'The New Guidelines'? _____

- 13) Which of the above has affected, or will affect you personally? How? _____

- 14) In *your* opinion, what real effect (good, bad, none, etc) does each change have on students' education? Please explain. _____

CUE INFORMATION AND NETWORKING DATABASE QUESTIONNAIRE
(Please return to Lorraine Koch-Yao, Data Base Coordinator)

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; *Jokyoju*/associate professor;
gaikokujinkyoshi/Foreign Instructor. Other: _____

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

SUBJECTS TAUGHT: (4 main) _____

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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? _____
