Konnichiwa,

I hope the second semester is going well for everyone. I also hope that the recruiting season has gone well for all of you. I have several bits of information I want to share with all of you. First, I want to remind you of the upcoming Central States conference in Indianapolis April 26th-28th. The conference begins on Thursday with the Japanese immersion day. This is a great chance to use your language skills, learn about the Japanese business and cultural presence in the midwest, and have fun with fellow teachers. Our day will include a tour in Japanese of the Japanese collection at the Indianapolis Museum of Art, lunch at a Japanese restaurant, and a tour of a Japanese company. At the company we will have an opportunity to speak with an American woman who uses her language skills as an interpreter. In addition, we are planning to hold a hospitality night Friday night at one of the Japanese restaurants in Indy. This will be another chance for us to socialize and exchange ideas. The conference itself looks very interesting, with many sessions that would be helpful to Japanese teachers. We are really lucky to have the conference in Indianapolis this year; I urge everyone to attend.

Second, I recently spoke with Erika Sebens of Earlham University and she has agreed to help us put together and manage textbook preview sets for our use in textbook selection. Thank you so much Erika for doing this great service to the Japanese teachers of Indiana. I will send you information when this is up and running.

Third, a new textbook discussion website has been developed by the Alliance. This should be a great resource for us to make comments about books we have seen or used and also learn about some of the new textbooks possibilities.

Finally, I would like to congratulate Jane McMurrer on being selected AITJ Japanese teacher of the year. Jane's dedication, energy and enthusiasm are an inspiration to us all.

I look forward to seeing all of you soon. As always, please contact me if you have any questions, comments, concerns or suggestions.

Sincerely,

John Sparks
sparksjb@home.com
219-548-9616
An aptitude test.

Let's test you then....... The following short quiz consists of 4 questions and tells whether you are qualified to be "professional". Scroll down answers. The questions are not that difficult.

1. How do you put a giraffe into a refrigerator?

   The correct answer is: Open the refrigerator, put in the giraffe and close the door. This question tests whether you tend to do simple things in an overly complicated way.

2. How do you put an elephant into a refrigerator?

   Wrong Answer: Open the refrigerator, put in the elephant and close the refrigerator.

   Correct Answer: Open the refrigerator, put in the elephant and close the door. This tests your ability to think through the repercussions of your actions.

3. The Lion King is hosting an animal conference. All the animals attend except one. Which animal does not attend?

   Correct Answer: The Elephant. The Elephant is in the refrigerator. This tests your memory. OK, even if you did not answer the first three questions correctly, you still have one more chance to show your abilities.

4. There is a river you must cross. But it is inhabited by crocodiles. How do you manage it?

   Correct Answer: You swim across. All the Crocodiles are dead. How do you manage it?

According to Andersen Consulting Worldwide, around 90% of the professionals they tested got all questions wrong. But many preschoolers got several correct answers. Anderson Consulting says this conclusively disproves the theory that most professionals have the brains of a four year old.

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Inside SAT II: Subject Tests

Japanese with Listening
The following information comes from a publication released by the College Board Regional Offices.
For the Midwest - contact address and telephone number is:
College Board Regional Office
One Rotary Center, 1560 Sherman Avenue, Suite 1001, Evanston, IL 60201-4805
Tel: (847) 866-1700 Fax (847) 866-9280

Mission Statement
The College Board is a national nonprofit membership association dedicated to preparing, inspiring and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,800 schools, colleges, universities and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 5,000 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best known programs are the SAT’s, the PSAT/NMSQT, the Advanced Placement Program (AP), and the SAT Program are independent of textbooks or methods of instruction. Although the types of questions change little from year to year, the content of the tests evolves to reflect current trends in high school curricula.

Subject Tests fall into five general subject areas: English, history and social studies, mathematics, sciences and languages. Each Subject Test is 60 minutes long.

The SAT II: Subject Tests are part of the College Board's SAT program, which also includes the SAT I: Reasoning Test.

TEST DEVELOPMENT

The College Board appoints a test development committee for each Subject Test. The committee is composed of college faculty and secondary school teachers who:

- Write questions for the test;
- Evaluate each question for accuracy and appropriateness;
- Review each new pretest; and
- Review each new edition of the test to ensure that it meets the specifications and contains an appropriate balance of topics and skills.

Technical Assistance

The SAT II Subject Tests are administered by Educational Testing Service (ETS) on behalf of the College Board. Test assessment and statistical specialists help the committee by:

- Providing measurement advice on developing the test;
- Arranging for committee members and other educators to write test questions;
- Reviewing and refining new questions;
- Pre testing new questions and analyzing data;
- Identifying possible ambiguities or other errors in the new questions; and
- Assembling a draft test.

Each committee review the draft of a new pretest and full-length test. ETS subject matter specialists evaluate the test’s overall integrity and its suitability as a measure of the subject. Statistical specialists verify that the new test meets the required statistical specifications. Statistical analysis and a professional analysis of fairness in the assessment guard against potential unfairness better than either method used alone.

Tests and questions are subjected to thorough sensitivity reviews to ensure that symbols, words, phrases, art and content that may be considered sexist, racist, or otherwise inappropriate are eliminated. Questions, whenever possible, reflect the multicultural nature of our society. After the sensitivity review, the proof copy is sent to the committee for final approval before the new editions is printed. Some test questions function differently with different groups of test takers. Therefore,
statistics use a statistical procedure to detect differential item functioning (DIF) - that is, to identify specific questions on which two groups of test takers who have demonstrated similar knowledge or skills on the tested abilities perform differently. If sufficient samples of people take a test and one matched group performs consistently better than the other on a particular question, the question may be unfair or flawed. If it is judged to be unfair, it is removed.

After the test is administered, the statistics from a sample of the students taking the test are analyzed to assure the accurate scaling of the test before scores are reported. Assessment staff respond to any questions or comments received from students who took the test or from their teachers. Information from these comments us provided to the committee members when they begin work on another edition of the test.

**SCORES**

The SAT II: Subject Tests are scored on a 200-800 scale, where 200 is low and 800 is high. Students receive on point for each correct answer. A fraction of a point is subtracted for wrong answers in the multiple-choice section: one-quarter point for each incorrect answer when there are five answer choices and one-third of a point when there are four answer choices. No points are subtracted for unanswered questions or wrong answers to grid-ins.

The total raw score is then converted to a score on the 200 to 800 scale. The raw score that yields a scaled score can vary slightly from test to test due to small differences in difficulty from one edition of the test to another. Equating, the process used to adjust for these differences, ensures that a score of 450 on one edition of the test reflects the same level of ability as a 450 on another edition.

**USING THE SCORES**

SAT II: Subject Test scores, using in combination with other background information, such as academic records, extracurricular achievements, and teacher recommendations are a dependable measure of a student's academic achievement and are a good predictor of future performance.

Some colleges specify which Subject tests are required for admission or placement; others allow students to choose. Typically, colleges use the SAT II to aid them in making decisions about:
- admission
- assessing readiness for different academic programs
- placement in freshman and higher level course work.

**INTERPRETING THE SCORES**

To effectively use SAT II: Subject Test scores for admission or placement, each institution must develop its own set of rules and score ranges that reflect its unique policies and course requirements. To assist institutions, the College Board’s Admitted class Evaluation Service (ACES trademark) will help develop a validation study at no cost. For more information call (800) 927-4302 or send an e-mail to info@aces.collegeboard.org.

The preceding was taken from pages 1 and 2 of the publication. Segments omitted for this printing in the AITJ newsletter were: Test Administration, on campus testing, special circumstances for testing, test security, student registration, score-reporting services, individual paper reports, magnetic tapes and/or disks and direct data transmission. For complete information contact the College Board at the address and phone number listed at the beginning of this article.

**Japanese Subject Test with Listening**

Administration, Format and Content, Recommended Preparation, Cassette Players, Scores, Scoring the Tests, College Report

The SAT II: Japanese Subject Test with Listening measures the ability to communicate in Japanese in a culturally appropriate way. It is written to reflect current trends in high school curricula and is independent of particular textbooks or methods of instruction.

**CONTENT**

1. **Listening comprehension** makes up 36% of the test with approximately 28-30 questions.
2. **Usage** makes up 30% of the test with 24-26 questions.
3. **Reading comprehension** makes up 35% of the test with 28-30 questions

**ADMINISTRATION of the Test**

The Japanese Test is administered once a year, in November.

Institutions can also administer the Japanese Subject Test with Listening on campus through the college Board’s Multiple Assessment Programs and Services (MAPS). For more information contact MAPS via e-mail at maps@info.collegeboard.org or by telephone at (800) 430-3033.

**Format and Contents**

Japanese with Listening is a one-hour assessment with 80 to 85 multiple choice questions written with the high school curricula in mind. About 20 minutes is devoted to listening and 40 minutes to usage and reading.

Questions represent situations students might readily encounter and reflect realistic and commonplace communication.

The difficulty levels of the questions range from elementary through advanced, although most are in the intermediate level. The Japanese Test has a variety of questions requiring as wide-ranging knowledge of Japanese language.

**Types of Questions**

All of the questions on the Japanese Test with Listening are four choice completion questions:

**Section I: Listening**

Students hear listening comprehension selections on tape only once. The selections are based on short, spoken dialogues and narratives primarily about everyday topics. A brief explanation about each selection and each question are given in English. Explanations are also printed in the test book.

**Section II: Usage**

Questions of this type ask students to complete Japanese sentences in a way that is appropriate in terms of structure (grammar), vocabulary, and context. Usage questions are printed in three different ways of representing Japanese. In the center column, the Japanese language is presented in standard Japanese script and all kanji are supplied with furigana. In the other two columns, the Japanese is written in the two most common types of romanization (rōmaji). To the left, a modified Hepburn system is used. In that system, the Japanese word for “bicycle” is written as *jitensha*. To the right, a modified Kunrei-shiki is used. In that system, the same Japanese word for “bicycle” is written as *zitensya*. Students should choose the writing system they are familiar with and read only from that column on the test.

**Section III: Reading comprehension**
These questions test the student’s understanding of such points as main and supporting ideas. Selections are drawn from materials that might be encountered in everyday situations, such as notes, menus, newspaper articles, advertisements and letters. The test is written in katakana, hiragana and kanji without furigana.

RECOMMENDED PREPARATION

The best preparation is gradual development of competence in Japanese over a period of years. The test is appropriate for students who have studied Japanese as a second or foreign language for two, three, or four years in high school or the equivalent. They are more likely to perform successfully if they have completed at least two full years of Japanese language study.

Students who plan to take the Japanese Test with Listening can prepare for the listening section by asking their school counselor for a copy of the practice cassette and reviewing sample questions.

Cassette Players

The Japanese Test with Listening requires students to bring an acceptable cassette player with earphones to the test center. Acceptable cassette players must be:

- Personal (have earphones that let only the student hear the recording);
- Portable (small enough that the entire cassette player fits in the hand);
- Battery operated; and
- Able to use a single (not dual) standard audiocassette (2.5 inch by 4 inch), not mini - or micro cassette.

Students are advised to put fresh batteries in their cassette players the day before the test. At their option, they may bring additional fresh batteries and a backup cassette player with earphones to the test center. Test center staff will no have batteries, cassette players, or earphones for students’ use. Cassette players that fast forward automatically the next prompt must have that feature deactivated before the test begins. Finally, test takers are not allowed to share a cassette player.

SCORES

The total score is reported on the 200-800 scale. Listening, usage and reading subscores are reported on the 20-80 scale. Subscores are used to get the total score, but their weights are not the same. The reading section counts approximately twice as much as the listening section.

SCORING THE TEST

Scanned and scored by a machine, the raw score for the japanese Test with Listening is calculated as follows:

- One point for each correct answer
- No points for omitted or multiply marked answers
- Minus a fraction of a point for each wrong answer

COLLEGE REPORT

The report that colleges receive for individual students taking the SAT II: Japanese Test with Listening includes information that also relates to the SAT I: Reasoning Test and other SAT II: Subject Tests. Subject Test data cover:

- Student ID and current SAT II scores, score ranges when applicable, and percentiles.
- Language with Listening subscores
- Summary of SAT II scores from as many as six administrations.
- Student reported date
- High School data

Score analysis data

SAMPLE TEST QUESTIONS ONLY AVAILABLE IN PRINT

EDITION OF THE AITJ NEWSLETTER

Pages 9-16 of the Technical Guide include data tables with scoring percentiles, difficulty, reliability and completion rates, score distributions, percentiles for students who studied a language in high school, and performance by years of study as well as a glossary of testing terms. For further information or for a technical guide of your own, contact:

College Board Regional Office
One Rotary Center, 1560 Sherman Avenue, Suite 1001,
Evanston, IL 60201-4805
Tel: (847) 866-1700 Fax (847) 866-9280

QUIZ KIDS (other types of tests)

Submited by Robert Miller to Joke-of-the-Day

Actual answers given by contestants on the game show The Family Feud:

- Name something that floats in the bath - Water
- Name something a blind person might use - A sword
- Name a song with "moon" in the title - Blue Suede Moon
- Something associated with the police - Pigs
- Something you do before going to bed - Sleep
- Name a famous bridge - The bridge over troubled waters
- A sign of the zodiac - April
- Something slippery - A con man
- A part of the body beginning with the letter ‘N’ - Knee
- Something you do in the bathroom - Decorate

You might not want to pass every test you are given. For example:

A soldier was asked to report to headquarters for assignment. The sergeant said: "We have a critical shortage of typists. I'll give you a little test. Type this," he ordered, giving him a pamphlet to copy and a sheet of paper, and pointing to a desk across the room that held a typewriter and an adding machine.

The man, quite reluctant to become a clerk typist, made a point of typing very slowly, and saw to it that his work contained as many errors as possible.

The sergeant gave the typed copy only a brief glance.

"That's fine," he said. "Report for work at 8 tomorrow."

"But aren't you going to check the test?" the prospective clerk asked.

The sergeant grinned. "You passed the test," he replied, "when you sat down at the typewriter instead of at the adding machine."

February 11th

660 B.C.: Jimmu Ascended to Japan's Throne

Jimmu, Japan’s legendary first emperor, is
believed to have ascended to the throne on this date. In 1872, the Japanese government declared February 11th as a national holiday in celebration of the founding of Japan. The most controversial of Japanese holidays, opponents say “National Founding Day” seeks to celebrate Japan’s pre-World War II militarism and jingoism.

Did you hear about the teacher who was helping one of her kindergarten students put his boots on?
He asked for help and she could see why. With her pulling and him pushing, the boots still didn’t want to go on. When the second boot was on, she had worked up a sweat. She almost whimpered when the little boy said, “Teacher, they’re on the wrong feet.” She looked, and sure enough, they were.

It wasn’t any easier pulling the boots off than it was putting them on. She managed to keep her cool as together they worked to get the boots back on, this time on the right feet. He then announced, “These aren’t my boots.”
She bit her tongue rather than get right in his face and scream, “Why didn’t you say so?” like she wanted to. Once again she struggled to help him pull the ill-fitting boots off. He then said, “They’re my brother’s boots. My Mom made me wear them.”

She didn’t know if she should laugh or cry. She mustered up the grace to wrestle the boots on his feet again. She said, “Now, where are your mittens?” He said, “I stuffed them in the toes of my boots...”

JAPAN: BUNKA-NO-HI
Culture Day, or Bunka-No-Hi, is an annual national holiday in Japan. Today, the government awards medals to people who have made a special contribution in the arts or sciences. This day was formerly celebrated as Emperor Meiji’s birthday. The Emperor ruled Japan from 1868 until his death in 1912. After his death this day was changed to Culture Day. It is also the day the present Japanese Constitution was officially adopted.

More about Emperor Meiji:
http://www.ox.compsoc.org.uk/~gemini/simons/historyweb/meiji-emperor.html

The Emperor was celebrated as “Sage of Poetry.” Some of his work:
http://www.threshold.ca/reiki/japan/gyosei_waka_poetry.htm

Interesting Fact on learning a ‘real’ foreign language
How do chickens communicate?
Ordinary chickens have at least 25 different calls and they use them in some language-like ways. Not only do they communicate directly with each other, but they consider what they are about to say and can even tell lies.

When a rooster finds some food, he sometimes makes a “took took took” sound. The “took took” call is repeated much more when there is a hen nearby. Hearing the call, the hen usually strolls over to the male, who may offer her choice morsels from his own beak. Hens who hear “took took” also peer down at the ground, as if looking for food. But sometimes a rooster will say “took took” when there’s no food just to get the female to come over.

It appears that at least some chicken calls are more than just reflex reactions, since they change depending on whether others are listening and are sometimes used for deception.

Read about the intelligence of chickens:
http://soma.npa.uiuc.edu/~mmaciver/chicken_smart.html
Lizards also communicate in complex ways:

If speaking chicken is quite your forte let’s talk turkey about English usage. What are the most-spoken dialects of English?

Centuries ago, English was mostly spoken by a few million people in the British Isles, and there were a few local dialects such as Irish English. But in the last century, the language has exploded across the world and diversified, picking up many words and pronunciation styles from local tongues.

Measured by the number of people for whom English is their first language, 72% speak American English and 16% use British English. 6% use Canadian English, 5% use Australian English and 1% use New Zealand English. There are also dozens of minor dialects, including Caribbean, South African, (Asian) Indian, Irish, Scottish, and Welsh.

Even within American English there are significant regional differences. Boston English is different from the language spoken in Atlanta, and Chicago English is different from both of them.

More about English dialects:
http://eleaston.com/world_english.html
http://www.peak.org/~jeremy/pix/english.gif

A Cool Fact about the most-spoken language in the world:
http://features.LearningKingdom.com/fact/archive/1999/01/05.html

Guide to Office Language
Joke for Wednesday, December 6th

BERLITZ GUIDE TO THE OFFICE LANGUAGE
- Submitted by Janet Lynn M.

BLAMESTORMING: Sitting around in a group discussing
why a deadline was missed or a project failed and who was responsible.

SEAGULL MANAGER: A manager who flies in, makes a lot of noise, craps all over everything and then leaves.

ADMINISPHERE: The rarefied organizational layers beginning just above the rank and file. Decisions that fall from the adminisphere are often profoundly inappropriate or irrelevant to the problems they were designed to solve.

FLIGHT RISK: Used to describe employees who are suspected of planning to leave the company or department soon.

OHNO-SECOND: That minuscule fraction of time in which realize that you've just made a BIG mistake. Like making the selection that reformats your hard drive.

PERCUSSIVE MAINTENANCE: The fine art of whacking the crap out of an electronic device to get it to work again.

The Age Barometer
Count how many you remember...
1. Blackjack chewing gum
2. Wax Coke-shaped bottles with colored sugar water
3. Candy cigarettes
4. Soda pop machines that dispensed bottles
5. Coffee shops with tableside jukeboxes
6. Home milk delivery in glass bottles with cardboard stoppers
7. Party lines
8. Newsreels before the movie
9. P.F. Flyers
10. Butch wax
11. Telephone numbers with a word prefix (Olive -6933)
12. Peashooters
13. Howdy Doody
14. 45 RPM records
15. S&H Green Stamps
16. Hi-it's
17. Metal ice trays with levers
18. Mimeograph paper
19. Blue flashbulbs
20. Beanie and Cecil
21. Roller skate keys
22. Cork popguns
23. Drive-in
24. Studebakers
25. Wash tub wringers

If you remembered 0-5 You're still young
If you remembered 6-10 You are getting older
If you remembered 11-15 Don't tell your age
If you remembered 16-25 You're older than dirt!

and if that isn't enough to make you feel your age:

THE CLASS OF 2001
The people who are graduating high school this spring across the nation were born in 1982. They have no meaningful recollection of the Reagan Era and probably did not know he had ever been shot. They were prepubescent when the Persian Gulf War was waged. Black Monday, 1987 is as significant to them as the Great Depression. There has been only one Pope. They were 11 when the Soviet Union broke apart and do not remember the Cold War. They have never feared a nuclear war. They are too young to remember the space shuttle blowing up. Tianamen Square means nothing to them.

Bottle caps have always been screw off and plastic. Atari predates them, as do vinyl albums. The expression you sound like a broken record means nothing to them. They have never owned a record player. They have likely never played Pac Man and have never heard of Pong. They may have never heard of an 8 track. The Compact Disc was introduced when they were 1 year old. As far as they know, stamps have always cost about 33 cents.

They have always had an answering machine. Most have never seen a TV set with only 13 channels, nor have they seen a black and white TV. They have always had cable. There have always been VCRs, but they have no idea what BETA was. They cannot fathom not having a remote control. They don't know what a cloth baby diaper is, or know about the "Help me, I've fallen and I can't get up" commercial.

Feeling old yet? There's more:
They were born the year that Walkman was introduced by Sony. Roller-skating has always meant inline for them.
Jay Leno has always been on the Tonight Show. They have no idea when or why Jordache jeans were cool. Popcorn has always been cooked in the microwave.

They have never seen Larry Bird play. They never took a swim and thought about Jaws. The Vietnam War is as ancient history to them as WWI, WWII and the Civil War. They have no idea that Americans were ever held hostage in Iran. They can't imagine what hard contact lenses are. They don't know who Mork was or where he was from.

They never heard: "Where's the beef?", "I'd walk a mile for a Camel!", or "De plane, de plane!". They do not care who shot J.R. and have no idea who J.R. was. The Titanic was found? They thought we always knew where it was. Michael Jackson has always been white.

Kansas, Chicago, Boston, America, and Alabama are places, not rock bands. McDonalds never came in Styrofoam containers. There has always been M.T.V. They don't have a clue how to use a typewriter.

Do you feel old yet?

NEWS
Wednesday, December 13, 2000
South Korea's Top University Will Offer Course in Japanese for the First Time

By MICHAEL CHAN

Seoul National University, the most prestigious university in South Korea, will offer its first Japanese-language course starting in March. Despite the close geographical, political, and economic ties between the two countries, the university has never offered a Japanese course, because of Korean resentment over Japan's colonial rule from 1905 to 1945.

The university expects the course to be popular because Koreans, particularly college students, are increasingly interested in Japanese culture. The two languages also share many similarities, making Japanese relatively easy for Koreans to learn.

The university also hopes to offer a degree in Japan studies, and has made a reciprocal agreement with the University of Tokyo, which will offer a degree in Korean studies. The specific details have yet to be discussed, but university officials expect the courses to feature reciprocal visits and seminars involving academics and scholars from both universities.

"The need for strategic studies of Japan, as well as Korean society's capacity to embrace the past, has increased, enabling us to advance academically," said Kim Yong-duk, a professor of history at Seoul.

The university plans to use native lecturers from Japan to teach the language courses.

Seoul was formed in 1946 as the nation's first modern university, a year after the end of the Japanese occupation.

Chronicle subscribers can read this article on the Web at this address:
December 20, 2000

The historian George Santayana wrote that "Whoever forgets the past is doomed to relive it." As we enter a new century there is a continuing danger that the lessons of the horror of world war which were so bitterly learned in the first half of the twentieth century may be forgotten.

Professor Saburo Ienaga has devoted a large part of his life to ensuring that the truth about what happened in Asia in the Second World War is known and remembered in his native Japan.

Professor Ienaga was born in 1913 in Aichi Prefecture, Japan, and graduated from the Literature Department at Tokyo Imperial University (the present Tokyo University) in 1937. He became a teacher and in 1941 at the time of the Japanese attack on Pearl Harbour he was a teacher in a high school in Niigata. He did not participate in the Second World War, and has spoken of his shame at failing to offer resistance as a teacher to the compulsory teaching of war propaganda and imperial myths at his high school during the war.

Professor Ienaga later became a professor at Tokyo University of Education and subsequently at Chuo University. He was awarded the Japan Academy Prize in 1948 and the title of Professor Emeritus at Tokyo University of Education. He became a specialist in the history of Japanese thought and Japanese cultural and legal history, and is the author of nearly one hundred works spanning from ancient to contemporary subjects. His broad range of subjects include "Historical study of the Independence of the Judiciary", "The Constitution in Historical Context", "Japanese Cultural History", and "The Pacific War".

In 1965 Professor Ienaga initiated a court case in Tokyo by suing the Japanese Government, which through "textbook screening" i.e. amendment and censorship of school textbooks, had been controlling the content of history taught in secondary schools. Books censored had included some of Professor Ienaga's works. Professor Ienaga then initiated his second and third lawsuits against the government. Through the textbook screening the government repeatedly removed or softened truthful descriptions of atrocities committed by the Japanese military before and during World War II. A notable example was the Government's insistence in Ienaga's third lawsuit that references to the Nanking Massacre had to be "mentioned as what happened in confusion", although the massacre in fact involved the systematic killing of hundreds of thousands of civilians over a period of weeks. Another issue in dispute was the government's insistence that all textbooks avoid the negative expression "aggression" in relation to the Japanese Army's occupation of China and instead use only the term "military advance".

Professor Ienaga's case was based on the argument that
textbook screening violated the freedom of expression and freedom of education guaranteed in the Japanese constitution, and so were unconstitutional and illegal.

Professor Ienaga lost the first two lawsuits which he brought against the government in 1965 and 1967. The first suit lasted 27 years until 1993, and the second lasted 22 years from 1967 to 1989. In 1984 he initiated a third suit arising from eight screening comments made by the government on his draft textbooks from 1980 to 1983. In 1989 the district court ruled against most of his arguments. He then appealed to the High Court which ruled that three of the eight screening comments were illegal. These three screening comments include those relating to the description of the Nanking Massacre, including mention of widespread rape.

In 1997 Professor Ienaga's appeal on the remaining five points finally reached the Japanese Supreme Court, which ruled 3-2 in Professor Ienaga's favour that the Education Ministry had acted illegally when it removed from one of Professor Ienaga's textbooks a description of Japan's biological experiments on 3000 people in northern China during World War II. In these biological experiments, conducted by a germ warfare group called Unit 731, subjects were operated on without anaesthetics, injected with diseases such as typhoid and allowed to die without treatment. The Japanese Government has never acknowledged the existence of this unit, but its existence is documented because of the later confessions by some of the doctors involved in the activities.

Ienaga's court challenge encouraged many school textbook authors to include descriptions of Japanese war atrocities in their texts. As a result, textbooks were significantly improved in the late 1980s and early 1990s.

However despite the fact that Professor Ienaga has devoted himself full time to the issue of the textbook screening since his retirement, and has been battling continuously to make it possible for the truth about World War II to be told since before he commenced his first legal action 35 years ago, his victory in 1997 was only partial. The Supreme Court rejected claims that four other portions of his book had been illegally censored including a passage which described the rape of Chinese women by Japanese soldiers in Northern China.

This partial victory reflects a continuing divide in Japan between those like Professor Ienaga who want the truth about World War II to be known and revisionists who claim that well-documented war crimes and atrocities did not occur. These revisionist claims are often used by right wing militarist groups and their sympathisers which continue to exercise an insidious influence on Japanese society. Those like Professor Ienaga who have spoken out for the truth have often been physically attacked by extremists or otherwise penalised. When Professor Ienaga first gained a victory in one of his textbook lawsuits in 1970 right-wing extremists issued death threats to him (as well as to the judge and to lawyers involved in the case) and his house was surrounded day and night by thugs who kept him awake by shouting slogans and banging pots and pans. The actions of Professor Ienaga in continuing to fight for the truth have therefore required great courage, as well as determination and persistence.

By his determined fight over so many years to ensure that Japanese young people are able to read the truth about their country's recent history Professor Ienaga has done more than probably any other living person to ensure that the lessons of the history of World War II in Asia are not forgotten and that George Santayana's grim prophecy is not fulfilled in this region of the world. His contribution deserves the international recognition which the Nobel Peace Prize confers and the aims of ensuring lasting peace and discouraging revival of militarism will be greatly furthered by such an award. We therefore nominate Professor Ienaga for the 2001 Nobel Peace Prize.

Allen Lee
Joseph Cheng

mark selden
binghamton and cornell universities
ms44@cornell.edu
has taken a toll on the bilateral diplomatic calendar.

Diplomatic sources said Thursday that the row, as well as the increasing uncertainty over Japanese politics, have forced the two Asian neighbors to postpone a regular ministerial meeting originally planned for later this month.

Unpopular Prime Minister Yoshiro Mori is under growing pressure, not only from opposition parties but also from within his own ruling coalition, to step down ahead of Upper House elections this summer. Mori is widely expected to announce his resignation early next week.

The sources said the annual meeting of Japanese and South Korean ministers could be delayed until this summer or even later if the textbook controversy intensifies further -- and if the current Japanese political uncertainty drags on longer than expected.

The textbook at the center of the dispute was authored by a group of nationalist historians, led by Kanji Nishio, a professor at the state-run University of Electro-Communications. It is now being screened at the Ministry of Education, Culture, Sports, Science and Technology.

The authors maintain that current history textbooks in Japan are biased against the country and full of self-denigration. But Nishio's textbook provoked an uproar from Japan's Asian neighbors, especially South Korea and China, which said the book distorts history and justifies Japan's wartime aggression in Asia.

South Korean President Kim Dae Jung recently urged Japan to have a "correct" understanding of its history, although he avoided a direct reference to the textbook issue.

Chinese President Jiang Zemin also said recently that Japan should pay "special consideration" to the new textbook and handle the issue "so as not to damage the friendship between two countries," indirectly calling on the Japanese government not to approve the controversial book.

Jiang made the remarks in a meeting with former Prime Minister Yasuhiro Nakasone in Boao, a resort city in Hainan Province. They were attending the inaugural meeting of the Boao Forum for Asia, the Asian version of the World Economic Forum in Davos, Switzerland.

Japan and South Korea have often seen relations soured by issues stemming from Japan's colonial rule of the Korean Peninsula between 1910 and 1945, even after the two nations normalized diplomatic ties in 1965.

But when South Korean President Kim made his first visit to Tokyo as a state guest in October 1998, he expressed a strong desire to build a "future-oriented" relationship between the two neighbors. Tokyo and Seoul specifically agreed at that time to set up a ministerial forum to informally hold a frank exchange of views on ways to achieve that goal.

The forum of prime ministers and other key ministers from each side held its first meeting in Kagoshima Prefecture in November 1998, just a few weeks after Kim's visit to Japan. The second meeting was convened on Cheju Island in South Korea in October 1999.

At the two previous forum meetings, the two governments discussed preparations for the joint hosting of soccer's 2002 World Cup and an investment-liberalization treaty as a first significant step toward concluding a bilateral free-trade agreement. The investment pact is now being negotiated.

Although the ministerial forum is supposed to be held annually -- with each side hosting it alternately -- it did not meet last year because of scheduling difficulties on both sides. Consequently, the two governments had agreed to hold the third meeting at an undetermined Japanese city early this year.

Until the textbook controversy surfaced, the two governments had been preparing to hold that meeting sometime during the second half of March, the sources said.

The Ministry of Education, Culture, Sports, Science and Technology is expected to officially approve the controversial book at the end of this month after its authors and publisher modify the text, at the ministry's request.

But the sources said South Korea and China are also unlikely to be satisfied with the revised version of the book.

"It would not be appropriate to hold the third meeting this month because doing so would only expose a deep rift between the two sides over the textbook issue," one Japanese diplomatic source said.

Textbook warning

Kim Jong Pil, the former prime minister of South Korea, warned Prime Minister Yoshiro Mori on Thursday that a controversial new history textbook could mar Japan-South Korea relations that are "looking good so far." The warning comes amid heated criticism from Japan's Asian neighbors over the proposed textbook, which is set to be used at junior high schools.

Kim, who is acting as Seoul's de-facto special envoy to Japan to deal with the textbook issue, met with Mori at the Prime Minister's Official Residence to convey his country's concern over the history book, which critics say tries to justify Japan's wartime aggression in Asia.

Kim told reporters after the 30-minute meeting that he avoided making concrete demands over the issue because he does not want to interfere in Japan's domestic affairs.

"I fully explained my views, and Prime Minister Mori did his," Kim said in Korean. "We both agreed that we are going to maintain a good bilateral relationship."

According to a Foreign Ministry official, Kim proposed that both Tokyo and Seoul continue making efforts to ensure that the bilateral relationship, which appears to have taken a turn for the better in recent years, will not be damaged by the textbook row.

Mori meanwhile explained that Japan has no state-designated school textbooks and the textbook in question is now being strictly screened by the Education Ministry.

The textbook was compiled by members of the Japan Society for History Textbook Reform, who have argued that history textbooks currently in use at Japanese schools are biased and marked by self-flagellation.

Last week, the group's members said it and the
If approved, the textbook may be used from April 2002.

(The Japan Times: Mar. 9, 2001)

Subject: Intensive language program: Cornell FALCON Program for Chinese and Japanese

Cornell University's Full-year Asian Language Concentration Program (FALCON) is currently accepting applications for 2001-2002, which marks the program's 30th year of continuous operation.

FALCON is a full-year intensive program in Chinese or Japanese language only. It consists of a nine-week summer term, and sixteen-week fall and spring terms. Applicants may take all or only a portion of the program, provided they have sufficient Japanese or Chinese to pass a placement test. The program offers up to nine productive hours of exposure to Chinese or Japanese per day, five days per week, for periods of up to a full calendar year. In one year students are able to achieve a working proficiency equivalent to three or more years of college-level work and a level of fluency rarely, if ever, achieved in an academic program, regardless of length. Applications from college and post-college individuals from any institution as well as from mature and serious high school students are considered. FALCON is well-suited to those in academics, in the professions or in government and military careers.

US citizens or permanent residents applying at graduate level qualify to apply for a FLAS fellowship through the Cornell East Asia Program and/or for financial assistance through Cornell. Application deadline for fellowships has been extended to February 26, 2001. Those wishing to apply for the FLAS must get all materials in by the February 26 deadline. General application for FALCON admission should be received by March 1, but applicants are admitted after that date on a rolling basis provided space is available. Special note: The 2002 spring term of Chinese FALCON will most likely be located in Beijing. For more information and application forms, please visit our website at

http://www.arts.cornell.edu/asian/falcon.htm/
or contact the program by e-mail at: FALCON@cornell.edu or by phone at (607) 255-6457.

FALCON Program
Department of Asian Studies
Cornell University

EVENTS - NOVEMBER 3RD:

1946: New Japanese Constitution Proclaimed

Emperor Hirohito proclaimed a new constitution for Japan. It was written by the Americans, who were occupying Japan following World War II. In addition to establishing democracy and guaranteeing basic human rights, it required the Japanese to renounce war and forbid them to establish an army. It remains in effect today.

Hello. My name is Troy Hammon.

I currently teach Global Studies, World Geography and Model United Nations at Arsenal Technical High School in Indianapolis. I am also on the board of advisors for INMUN (Indiana Model United Nations). My mission is to spread the word about Model UN, visit schools and answer questions and alleviate concerns. I would like to take this opportunity to introduce you to the Model United Nations experience. If your school already participates in Model UN then you are aware of the excellent co-curricular opportunity that is MUN. Regardless of rather or not your school has participated in Model United Nations activities in the past, I encourage you to respond to this e-mail for more information on the educational experience that awaits your students. Model United Nations participants come from every subject and field of interest. Advisor backgrounds vary from Social Studies and English to Science and Vocational and from teachers and parents to ministers and business people.

Indiana Model United Nations is a not-for-profit entity. Our sole purpose is to promote and spread the Model United Nations concept across the state of Indiana. The information and help is free. Advisors and conference personnel participate on a voluntary basis for the love of the experience. Everyone connected with Model UN has caught what has been called "MUN fever". We have the experience in our blood. Attending a conference as a delegate or advisor usually causes this. Already, nearly 1000 high school and college students in Indiana participate in some sort of Model United Nations activity; the numbers continue to grow every year. Schools are not required to attend the Indiana Model United Nations Conference for High School Students or any area MUN conference around the state of Indiana. Some schools may find it more cost effective to participate in conferences located closer to home. Other schools attend long-distance conferences every few years.

The Indiana Model United Nations organization was created for the purpose of getting more students involved in the Model UN experience. We exist to help schools start Model UN clubs, promote local and area Model UN's. In addition to all of these activities, the Indiana Model United Nations organization hosts a statewide convention in Indianapolis. This gives students from around the state the opportunity to interact with diverse group of students and the experience of dealing with subjects normally not covered at an area conference (Check out the Committee Topics page on our website.).

INMUN 2001 will be held May 4-5, which falls at the end of most Model UN seasons but before most high schools start the important process of final exam preparation. INMUN 2001 is designed to allow students a chance to "cap off" the year at a large, broad-based conference, with a myriad of topics for debate. Please feel free to check out the INMUN website at
Effectiveness, sample of scholarship, three letters of recommendation, graduate transcripts to Dr. Nicole Aas-Rouxparis, Chair, Department of Foreign Languages and Literatures, Lewis and Clark College, Box 30, Portland, Oregon 97219.

Tel. (503) 768-7421, Fax 503-768-7434. EOE

EVENTS - NOVEMBER 5TH:
1228: Zen Buddhist "Gateless Gate" Published
The Wu Men Kuan ("Gateless Gate") was first published in China. A major text of Zen Buddhism, it is a collection of 48 Zen koans: short, often paradoxical puzzles and teachings designed to help students break through conventional thought patterns to achieve enlightenment. The "Gateless Gate" continues to be widely studied by both Buddhists and non-Buddhists.

An English translation of the "Gateless Gate"

Koans:
http://metalab.unc.edu/zen/cgi-bin/koan-index.pl

Oregon Working on AP Testing
The charge was to think about and come up with some plan to have an AP style test that would be recognized throughout the US, and maybe even internationally. AP is a program with the curriculum written out, and the test follows that. This group does not want to have a national curriculum.

Other tests that are already being used in different areas were looked at, including two from Canada, and one from Oregon that is will be able to be done on line.

We are looking at approaching the task from two ways. One, a group of 4/5 will look at what kinds of things a speaker, writer should be able to do at the different levels, probably starting from novice high and going higher. Also, we looked at taking tasks, problems, that are already out in the field, and analyzing them to see if our theories are good. Some people do not like ACTFL guidelines because there is not empirical research to support their theories.

Susan Schmidt will be writing an article for the next Oshirase with an outline and just some general info. Until there is actual funding and things maybe going well, the group did not think it wise to get everyone’s hopes up if we do not get the funding.

The group had two high school teachers and seven university professors. It was interesting to see how each professor has their own area of interest and how that shapes what they think. Overall a very interesting experience.

Sandy Garcia
Treasurer, NCJLT 2001

Letter to the Alliance Executive Board:
Welcome Motoko Tabuse, who has been appointed a new Board member from NCJLT.

First, the next meeting. We are scheduled to meet in Chicago from 7:00 to 9:00 p.m. on Friday, March 23, in the Lincoln Board Room of the Sheraton Hotel. Several weeks before the date, I will be sending out some advance materials, including a draft agenda, minutes of the last meeting, financial reports, updates on projects, and some

1867: Mutshuito Became Emperor of Japan
On February 3, 1867 the Japanese Emperor Komei died, and was succeeded by his 15-year-old son Mutshuito. The event turned out to have more significance than an ordinary royal succession. Komei had been a mere figurehead emperor, as had all Japanese emperors for the previous 264 years. The real power belonged to a shogun from the Tokugawa Dynasty that had effectively ruled Japan since 1603. But with the death of Emperor Komei, a movement to modernize the nation by overthrowing the Tokugawa shogunate and restoring power to the emperor gained strength. Within a year the movement was successful: Yoshinobu, the last Tokugawa shogun, was militarily defeated and forced to resign, and the young Mutshuito’s reign was given the title “Meiji”, meaning “enlightened rule”. Known as the Meiji Restoration, the change spelled the end of feudal military government and the start of Japan’s rapid modernization. Presided over by Emperor Mutshuito, the Meiji Era (1868-1912) saw Japan’s transition into a modern constitutional state and its emergence as a major industrial and military power, expanding into Taiwan, Korea, and northeastern China.

An account of the enormous changes associated with the Meiji era:
http://www.japan-guide.com/e/e2130.html

Subject: Submission for Newsletter
Dr. N. Aas-Rouxparis, Chair
Japanese Studies Search Committee
Lewis and Clark College

Assistant Professor of Japanese Tenure-track, assistant professorship in Japanese language and literature. Native or near-native fluency in Japanese and English. To teach all levels of Japanese language and literature. Demonstrated potential for excellence in teaching and scholarship. Five courses/year. Participation in first-year general education course and East Asian Studies program. PhD in Japanese Language and Literature or Linguistics. To begin August 15, 2001. Review of applications will begin Dec. 1 and continue until position is filled. Send CV, letter including statement of educational philosophy, teaching experience and research interests, evidence of teaching effectiveness, sample of scholarship, three letters of recommendation, and application materials to Dr. Nicole Aas-Rouxparis, Chair, Department of Foreign Languages and Literatures, Lewis and Clark College, Box 30, Portland, Oregon 97219.

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Thank you for your time,
Troy Hammon

P.S. Please pass this on to others who may have an interest in the Model UN program. Thank you.

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other materials.

Our time here at the office has been taken up with membership renewals, publication of several newsletters (ATJ, NCJLT/Oshirase, and JLTN Quarterly), all of which have been mailed out in the last couple of weeks or (in the case of JLTN) are about to be mailed out.

(Editors note- Recipients of Oshirase should also be getting the Quarterly - )

In addition, the national conference on credentials programs (for which the Alliance received funding last year from the Japan Foundation and the AAS Northeast Area Council) took place at the beginning of this month. It was a great success, with representatives from 20 institutions attending, and some new lines of communication were opened. (Two Alliance Board members, Motoko Tabuse and Joan Ericson, were there representing their respective institutions.) We hope that the eventual result will be new and improved pre-service programs for K-12 teachers. You will be receiving more detailed reports on the conference.

The Middlebury summer language and pedagogy institute (funded by the US-Japan Foundation) is taking shape for this summer. We have some excellent applicants, and the advisory committee is now in the process of selecting the ten who will receive fellowships. We also are planning the curriculum. Again, expect a more detailed report soon.

We have not yet had word from the Department of Education about whether our proposal under the Fulbright-Hays program for a summer institute for teachers in Japan will be funded or not. I expect word on that shortly.

The Japanese Textbook Discussion Board is up and running; people are visiting but not contributing many comments or questions so far. Please take a look if you have not done so already: it is at our new domain at: http://www.japaneseteaching.org/projects/textbook.

Keiko Schneider, who developed the site for us, is willing to work with us on other resources for teachers at the new site, and I would like to discuss this topic at the March meeting.

The project to develop a nationwide assessment / placement test got off to a start in December in Oregon, where a small group looked at what Oregon's CAJLS project has been developing for Oregon and began to talk about what a national program might look like.

Last but not least, I want to talk about the small professional development grants program. As you know by now, we got off to a bit of a late start in publicizing the grants. Having developed an application form and procedure that was discussed and approved at last September's joint ATJ/NCJLT Board meeting, we printed copies and distributed them at ACTFL as well as inserting them with the newsletters of ATJ, NCJLT, and JLTN. Response has been slow, but we have received our first application, and I would like to report on that as the last item in this rather long letter.

As you know, the applications are considered on a rolling basis until the money is used up. We received a total of $6,000 from the Japan Foundation for the year (which ends March 31), so we have funds available. We have not set up a detailed procedure for evaluating these grant requests, and I would like to discuss and set up a formal procedure at the March 23 meeting. If other applications come in before that time, I will send them to the entire Board in an e-mail and ask for approval or feedback.

Best Wishes,
Susan Schmidt
Executive Director
Alliance
ATJ / NCJLT

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National FLES Institute of Texas
Foreign Language in the Elementary School
The Hockaday School, Dallas, Texas

June 25-29, 2001

STATEMENT

The mission of the National FLES Institute of Texas (NFIT) is to provide teachers and administrators with the skills, knowledge and hands-on activities needed for successful FLES programs. The NFIT has witnessed remarkable growth since its beginning, from only 9 participants in 1994 to 45 attendees in 1999.

The 4 1/2 day intensive FLES Institute provides educators with:

* an introduction to assessment and research
* technology
* emphasis on hands-on activities
* introduction of basic beginning grammar for NON Spanish-speaking teachers
  (minimum of 10 attendees required)
* the basis for planning a successful FLES program
* applications of FLES
* activities through the use of computers and small group instruction
* make and take production of teachers materials, and many other exciting activities sharing and networking with other FLES participants
* an overview of FLES methodology
* half or full day Crafts workshop (Spanish or French)
* well-known speakers will share their expertise in different fields of language teaching

Nationally known speakers from across the country are scheduled to participate. Please check web-page for updates.

COST
Workshop: $425 postmarked before May 1, 2001 (includes lunch and materials) $450 postmarked after May 1, 2001 Room and Board: $65 per night at The Hockaday School (including 3 meals)

Partial TFLLA scholarships available.
To request application contact Marcela Gerber (see address below)

DO YOU WANT MORE INFORMATION?
Call, e-mail or write to:
Marcela Gerber
The Hockaday School 11600 Welch Rd.
Dallas, TX 75229-2999 (214)360-6484 (w)
My name is Yuko Goto and I work in the Admissions Office of the Ritsumeikan Asia Pacific University in Japan. Today I am writing to ask you to include our university's information.

I am in charge of recruiting students from U.S.A. Our university is composed of 50% foreign students and 50% Japanese students who come together on our campus to learn about each other's culture and values, and in turn, grow as individuals which is the fundamental idea of APU.

We have welcomed 9 students from your country. All the students studied Japanese Language in their high schools before they enroll in our university.

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Yuko GOTO (Ms.)
Admissions Office
Ritsumeikan Asia Pacific Univ.
1-1 Jumonjibaru, Beppu-shi, 874-8577 Oita, Japan
TEL: 81-977-78-1119 FAX: 81-977-78-1121
URL: http://www.apu.ac.jp
E-mail: welcome@apu.ac.jp
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March 9th, 2001

Japan Donates More Than Eight Million Dollars to Cambodian Victims

Japan is to provide eight-point-five million dollars in assistance to the victims of devastating floods which hit Cambodia late last year.

The disaster, which claimed more than 300 lives, is estimated to have cost Cambodia, one of Asia's poorest nations, nearly 80 million dollars.

The French Red Cross in Cambodia this week announced 360-thousand dollars for 32 schools in rural regions devastated by the floodwaters.

Floods are an annual event in Cambodia, but last year unusually heavy rains which also drenched neighbouring Laos and Vietnam caused water levels in the Mekong River to rise sharply. (Radio Australia)