

ATJ NEWSLETTER

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Past President: Yasu-Hiko Tohsaku (University of California, San Diego)
Administrative Director: Susan Schmidt

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President's Message

There is always a feeling of melancholy that accompanies late autumn as the chill and wither of winter approaches. I cannot help but feel a tinge of sadness in writing the president's message for the very last ATJ Newsletter. At the same time, there is a feeling of excitement and anticipation as we prepare for the transition to the new AATJ soon to take place in January 2012. I was recently explaining the idea of a 反省会 (*han-sei-kai*) to my students. At the end of an event we should take a moment not only to applaud our best efforts, but also to think of what we could have done better. It may be appropriate at this juncture for all members to take a moment to think how they can do a better job at promoting the study of Japanese language and literature and consider ways of helping AATJ get off to a sound and energetic start.

At this time I would like to especially thank Susan Schmidt and Kathy Ajisaka in the ATJ and Alliance office. They have been dedicated to supporting both ATJ and NCJLT over the years and have refocused their energies on the new AATJ. It is due to their efforts that the organization remains afloat so that officers are not distracted by the daily running of the office, but can find time to focus on

the broad goals and overall vision. The new AATJ will depend even more on Susan and Kathy in the months ahead as the reorganization begins to implement changes that have long been in the planning. Amid the change what will remain constant will be their expertise and steadfastness in helping us to steer a new vessel through both familiar and unknown waters.

Articles on various aspects of the transition to the new AATJ can be found on pages 2-5 of this issue of the Newsletter.

In September the Transition Team met in Chicago for two days of very intense meetings. New AATJ Co-Presidents Jessica Haxhi and Yasu-Hiko Tohsaku and new AATJ Vice-President/Treasurer Kurt Thompson attended the meeting, along with past NCJLT President Suwako Watanabe, Susan Schmidt, Kathy Ajisaka, and me (a photo of the Transition Team at work is on page 3). A considerable amount of time was spent on fine-tuning materials that would be shared with NCJLT Affiliates at the ACTFL meeting in Denver and in private meetings prior to the conference. I urge ATJ members to reach out to NCJLT members in nearby regions and encourage all colleagues to join the new AATJ. We teach our students how to encounter change and understand the evolution of why things change over time. A bit of 反省 will prove that oftentimes we have to embrace a bit of change ourselves.

In October I was invited to present on an education panel titled "Advancing the Study of Japanese Language" at the U.S.-Japan Council's Annual Conference in Washington, D.C. The theme for this year was "Innovate, Educate, Collaborate: Moving Forward the U.S.-Japan Partnership." Dr. William Tsutsui, Dean of Humanities and Sciences at Southern Methodist University, moderated our panel, which included Dr. Rosalinda B. Barrera, Assistant Deputy Secretary, Office of English Language Acquisition at the U.S. Department of Education, and Mr. Christopher Livaccari, Director of the Education and Chinese Language Initiatives at the Asia Society (a photo of the panelists is on page 4.)

Secretary of State Hillary Rodham Clinton gave the opening keynote address at the U.S.-Japan Council conference. She emphasized the strong alliance between the U.S. and Japan and how Japan, now tested by tragedy, is not alone in its struggle. I was struck by Secretary Clinton's description of the "warmth of common experience," which is the real way countries establish close ties. A discussion of "The Japan Brand" dominated much of the conference. You can read more about "Prescriptions for maintaining a strong and positive national brand in Japan" and why "Cool is not enough" on pages 19-20 of the conference report, which is posted at www.usjapancouncil.org/images/uploads/Annual_Conference_Report_2011.pdf. Ambassador Fujisaki led the afternoon session on "Moving Forward with Recovery." Last of all, I met Professor Paul Niwa of Emerson College, who expressed a special gratitude to teachers who participated in sending "Genki notes" to children in Japan (<http://genkinotes.org/>).

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Some final reminders: Be sure to attend the AATJ Annual Spring Conference in Toronto, Canada, next March. The deadline for submitting papers has just closed. In the next few weeks the upcoming election for the first AATJ officer, Vice-President/Secretary, will take place. Thank you to those who sent in nominations. We are assembling the ballot and will be sending out the details of the election very soon. Please take a minute to vote and take part in AATJ's historic beginnings.

Finally, thank you for allowing me to serve as ATJ president during such an extraordinary year. I have often paused for moments of reflection and realize how much I have learned from all of you. I feel invigorated by the level of professionalism and sincere dedication of my fellow ATJ colleagues. Those of you who know me have often heard me speak about my high school Japanese teacher, the late Jean Morden. I flew to the West Coast to visit with her a few months before she passed away. We reminisced about our favorite memories of Japanese class and her training as a Navy WAVE during WWII. In my office I have her photograph as a reminder that a fine teacher has the ability to transform the lives and minds of students. Let us continue our work in the spirit of those who have pioneered this field and left us with such an important legacy.

Janet Ikeda

News of the Association New AATJ (and New Membership System) Starts in 2012

As the end of the year approaches, some ATJ members may be thinking about renewing their membership for 2012 (thank you!). As faithful readers of our email bulletins and the ATJ Newsletter know, 2012 marks the start of a new structure and name for our national Japanese educators' organization: joining with our sister organization NCJLT, we are becoming the American Association of Teachers of Japanese (AATJ).

ことばのコーナー

言文一致 (げんぶんいつち)

“Unifying Spoken and Written Languages”

Genbun itchi, the subject of much of my research, is generally defined as an early Meiji language reform movement that sought to bring written Japanese closer to the spoken vernacular of the time. Indeed, it is largely as a result of this movement that the novels of Natsume Sôseki are still accessible to a contemporary audience, while those written just a few decades earlier can often be read only with considerable effort. Yet even if these standardized written forms have managed to dominate for a century, it appears that another *genbun itchi* movement may be underway now, surfacing most prominently in the popular culture products that bring so many American students to the Japanese language classroom.

My first-year students display their J-culture savvy on a daily basis, challenging the disconnect between the language of the textbook and that of the anime, manga, and J-pop they consume, an area in which they are clearly my *senpai*. Literary lights and scholars have lamented the demise of the Japanese language in publications such as cell phone novels, but with little or no effect on the growing commercial success of these works. Perhaps the surprising thing is not how quickly the language today seems to be changing, but rather how long it managed to remain stable. I will not give up on my quest to instill the importance of a solid command of the *desu/masu* form in my students, but their questions and challenges serve as a constant reminder that Japan represents a vastly different signifier to them than it did to me as a student, and that I have much to learn.

Kelly Hansen
San Diego State University

Over the next few weeks, you will see a new website, be asked to vote in the first officer election for AATJ, and also be asked to renew your membership. The new organization will bring some changes, but the activities, publications, and benefits you have enjoyed as an ATJ member will remain unchanged.

The membership structure and dues for AATJ will be slightly different from those currently in place for ATJ. Receiving the printed ATJ journal *Japanese Language and Literature* will become optional. And members will be asked to select a state or regional organization to support; that organization will receive a portion of your dues.

Membership categories and dues for individual members will be as follows: regular membership \$40, regular membership including two issues of the journal \$45, student

membership \$20, and student membership including the journal \$25. Lifetime membership will continue to be available; however, new five- and ten-year memberships will not be offered. (Current five- and ten-year memberships will be honored until they expire.) Part-time faculty and retired faculty memberships are being discontinued.

The online membership form you have used in the past has already been revised and is available for 2012 at www.aatj.org/membership.html; a paper form will be posted online and also is printed as page 19 of this issue of the newsletter. If your ATJ membership expires at the end of 2011, you will be receiving a reminder to renew in late December or early January.

We hope that you will be excited about the new organizational structure and the opportunities it presents



Members of the Transition Team at work in September (see President's Message, page 1). Far side of table (left to right): Kurt Thompson, Janet Ikeda, Yasu-Hiko Tohsaku, Jessica Haxhi; near side of table (left to right): Susan Schmidt, Kathy Ajisaka, Suwako Watanabe.

for collaborating across levels of instruction. The dues you have been paying for membership will remain the same, and resources and opportunities will expand. For example, there will now be two national conferences annually at which AATJ members can present and participate at member registration rates.

More information on the new AATJ: www.aatj.org/2012reorganization/index.html. Information on membership for 2012: www.aatj.org/membership.html.

Introducing the Officers and Directors of the American Association of Teachers of Japanese

The past two years have seen a flurry of activity by the hard-working members of the ATJ Board, the Board of sister organization NCJLT, and several teams of dedicated transition planners working toward the formation of our new field-wide organization, the **American Association of Teachers of Japanese (AATJ)**.

At the direction and with the approval of these bodies, the Transition Team appointed by the two organizations' Boards of Directors has spent the past year forming a governance team for the first two years of the new AATJ. For 2012 and 2013, AATJ will

be governed by a team of two Co-Presidents and two Vice-Presidents (a VP-Secretary and a VP-Treasurer). The duties of these officers (who will serve for the two transitional years and will not run for re-election to their offices) can be found in the AATJ Bylaws (www.aatj.org/2012reorganization/AATJBylaws.pdf) that were approved by a vote of ATJ members last year.

The officers have in turn appointed a team of directors for the various positions outlined in the organization chart: www.aatj.org/2012reorganization/AATJOrgChart_rev.pdf. These individuals are all experienced former members of the NCJLT and ATJ Boards.

The members of the editorial board of the journal *Japanese Language and Literature* will continue to serve in their positions.

The officers and directors who have agreed to serve the new organization for the initial two years are:

Co-Presidents: **Jessica Haxhi** (Maloney Magnet School, CT) and **Yasu-Hiko Tohsaku** (University of California, San Diego). **Vice-President/Treasurer:** **Kurt Thompson** (Eckstein Middle School, WA). **Vice-President/Secretary:** to be elected in late 2011/early 2012 (see p. 4). **Spring Conference (AAS-affiliated) Director:** **Masahiko Minami** (San Francisco State Univer-

sity, CA). **Fall Conference (ACTFL-affiliated) Directors:** **Nana Suzumura** (Woodlands College Park High School, TX) and **Noriko Fujioka-Ito** (University of Cincinnati, OH). **Professional Development Director:** **Yasuko Ito Watt** (Indiana University, IN). **Advocacy and Outreach Directors:** **Mamiya Worland** (Fairfax County Public Schools, VA) and **Janet Ikeda** (Washington & Lee University, VA). **National Exam Director:** **Nobuko Hasegawa** (LaGuardia High School of Performing Arts, NY). **Activities and Awards Director:** **Lynn Sessler** (Menasha Joint School District, WI). **Publications Director:** **Emi Ochiai Ahn** (Mesa Community College, AZ).

These directors will be asking members of AATJ to collaborate with them and work on activities, publications, and projects. If you are interested in working on any of the organization's activities, please contact these directors or write to aatj@aatj.org.

From the ATJ/AATJ Office: Introducing the Staff

Those ATJ members who have attended annual seminars and conferences over the past few years or have corresponded personally with the office will be familiar with the names of our two staff members:

Susan Schmidt, who has worked for ATJ since 1997 as Administrative Director and as Executive Director of the Bridging Project for Study Abroad in Japan, and who also serves as Executive Director of the Alliance of Associations of Teachers of Japanese, and **Kathy Ajisaka**, who has worked since 2000 as Executive Assistant for both ATJ and the Alliance.

Susan and Kathy will continue to work as staff of the new American Association of Teachers of Japanese after the transition to the new officers, directors, and membership system at the beginning of 2012. *Yoroshiku onegai shimasu!*

We asked them to write a bit about themselves for the benefit of members who may not have met them. Here is a brief *jiko-shokai*.

Susan Schmidt first became involved with Japan after making an exploratory move to Tokyo in 1972. She ended up living there for more than 20 years, spending most of those years working as an editor of academic publications at the University of Tokyo Press. She studied Japanese formally for a couple of years but acquired most of her language skills “on the job,” working with Japanese colleagues to publish English-language books on Japan. In 1997, after moving back to the U.S., she applied for a position administering the Bridging Project for ATJ and later added work for the Alliance to those duties. Susan does not herself have experience as a teacher, but as an adult foreign language learner and a long-time colleague of many teachers of Japanese, she is in awe of their energy, hard work, and dedication to their profession.

Kathy Ajisaka is a Sansei born to a Nisei father and a Japanese mother in Tokyo. She attended American military dependent schools in Japan until she moved to the U.S. at 13 years old with her family. She began her formal study of Japanese language and literature during her undergraduate work at CU-Boulder; her M.A. degree is in comparative literature with emphasis in modern



Janet Ikeda (second from left) with other members of the panel on “Advancing the Study of Japanese Language” at the US-Japan Council conference in October (see President’s Message, page 1).

Japanese women writers. She has taught Japanese language, literature, and society courses as an adjunct instructor at CU-Boulder as well as teaching K–12 levels in various capacities. She freelances as an interpreter/translator and volunteers extensively with Japanese-American organizations.

Vice President/Secretary of AATJ To Be Elected

A Vice-President/Secretary will be the first officer of the new American Association of Teachers of Japanese (AATJ) to be elected by the membership. The Vice-President/Secretary will be responsible for keeping organizational records and corresponding with the membership and with AATJ’s regional affiliates.

The election will be conducted online between December 10 and December 31, and all current members of ATJ and NCJLT are entitled to vote. Please look for more information and voting instructions by email at the beginning of December.

CANDIDATES

Joan Ericson

Colorado College, CO

Joan E. Ericson is Professor of Japanese and NEH Professor of Humanities at Colorado College (Japanese Literature, M.A., University of Hawai’i; Ph.D., Columbia University). Ericson is interested in the integration of Japanese literature, language, and culture in the undergraduate curriculum. She initiated the teaching of Japanese across-the-curriculum in experience-based learning at her college (e.g., a Shikoku pilgrimage, creation of a Japanese garden). She is active in disseminating innovative undergraduate teaching strategies and practices (e.g., as guest editor, special issue on Teaching Asian Literatures, *Education about Asia*, 2001). Her principal research publications have focused on modern Japanese women writers (including *Be a Woman: Hayashi Fumiko and Modern Japanese Women’s Literature* [1997]). More recently she has turned to exploring ways of combining literature and language (editor, *Manga Botchan* [2011]). She is currently researching the history of Japa-

nese children's literature. She served on the Board of ATJ (1998–2001; President 2006–09) and the Alliance (1999–2001). She was also Colorado Japanese Language Education Association Co-President (2000–01) and a member of the Japan ICU Foundation Board of Trustees (2000–09).

Shingo Satsutani

College of DuPage, IL

Professor Shingo Satsutani, who was awarded the NCJLT Teacher Award in 2008, currently teaches at College of DuPage and is the director of the Japan Study Abroad/Field Study Program there. He holds a B.A. and a B.Eng. from Ritsumeikan University and an M.A. from Seton Hall University. His further academic training was extended to doctoral studies at Fordham University. He has been active in the leadership of Illinois Council on the Teaching of Foreign Languages (ICTFL) and Illinois Association of Teachers of Japanese (IATJ) and works closely with the Japan Chamber of Commerce and Industry of Chicago (JCCC) and the Consulate General of Japan in Chicago as an adviser for Japanese language-related matters. He served as a board member of NCJLT (2003–06), during which time he served as president (2004–05). He has been assisting with the administration of the Japanese National Honor Society (JNHS) since 2003 for high school Japanese programs in the U.S. He has been an ATJ board member since 2008 with the goal of bridging and connecting every level of K–16 Japanese education. His most recent area of interest is Japanese education for heritage learners.

Motoko Tabuse

Eastern Michigan University

Motoko Tabuse is a Full Professor in the Department of World Languages and Faculty Associate of the Honors College at Eastern Michigan University. She received her Ph.D. in Foreign Language Studies from The Ohio State University. She is currently serving as Co-Chair of the AP Japanese Language and Culture Develop-

ment Committee and is a professional development consultant to the College Board, the World Languages teacher certification programs reviewer for NCATE and the Michigan Department of Education, and one of the founders, past present, and an advisory board member of the Japanese Language Teachers Association of Michigan (JTAM), among others. She served as Director of JNHS (2000–02), President of NCJLT (2002–03), AATJ's Field Reorganization Task Force member (2008–10), ATJ Annual Conference Chair (2009), ATJ board member (2008–11), and instructor of the AATJ JOINT online course "Designing a Business Japanese Curriculum" (2011). She is interested in extended collaboration with the business and government sectors to promote and advocate for Japanese education in the U.S.

Call for Proposals: 2012 ACTFL Conference

The annual conference of the American Council on the Teaching of Foreign Languages (ACTFL) will take place in Philadelphia November 16–18, 2012. Beginning with the Philadelphia conference, the new AATJ (American Association of Teachers of Japanese) will be an official sponsor of this conference and will coordinate the evaluation of proposals in Japanese pedagogy and related topics. The deadline for submitting proposals is **January 11, 2012**. Current ATJ members are encouraged to submit proposals for the conference and to plan to attend. Updates will be sent by email and posted regularly on the AATJ website. For more information and to submit a proposal online: www.actfl.org.

Reflections on the Tenth International Conference on Japanese Language Education (ICJLE) and the Japanese Global Articulation Project (J-GAP)

Sufumi So

George Mason University

The Tenth International Conference on Japanese Language Education (ICJLE) took place at Tianjin Foreign Studies University on August 20–21, 2011. Tianjin (天津), historically one of China's most international cities and now her sixth largest city, was blessed with clear blue skies on both days. It was hot, but not as uncomfortable as I had expected. Lots of people, cars, and bold new architectural projects—the city was buzzing with activity day and night. Signs of rapid economic growth were everywhere.

The conference was equally dazzling, with a record number of participants (over 2,000) from 26 countries and regions. The four diverse keynote speeches set the tone for the conference. They included one given by Mr. Masaharu Nakagawa, Minister of Education, Culture, Sports, Science and Technology in the cabinet of newly appointed prime minister Yoshihiko Noda. Over 100 undergraduate and graduate students of Japanese at Tianjin Foreign Studies University, all wearing the same blue and white uniforms, assisted the conference participants in a sincere, supportive, and responsive manner, and they all spoke Japanese very well. The presence of a host of newspaper and TV reporters with their cameras at the opening and closing ceremonies was intimidating. This two-day conference was reported in the local media. Indeed, it was quite an event, giving the city a moment of pride.

Approximately 700 paper and poster presentations were given in the five areas of cross-cultural communication, Japanese linguistics, Japanese literature, business Japanese, and Japanese language teach-

ing. The majority of presenters were from China, Japan, Korea, and other Asian countries; however, there were presenters affiliated with institutions in Russia, Kyrgyz, Kazakhstan, Hungary, Australia, New Zealand, Great Britain, Ireland, Canada, and of course, the U.S. The presentations covered a wide range of topics: the study of relationships between Old Akkadian and Japanese writing systems by Timothy Vance, former coordinating editor of the ATJ journal *Japanese Language and Literature* and now with the National Institute for Japanese Language and Linguistics in Tokyo, Portuguese missionaries' contributions to the development of Japanese linguistics by a presenter from the University of Macau, and Japanese language education for Japanese people presented by a staff member of All Nippon Airways. Among the presenters were a fairly large number of graduate students as well as established scholars in the field.

I was among the handful of participants from the U.S., and I participated in a panel discussion entitled "J-GAP: Project to Establish Articulation in Japanese Language Education." The Japanese Global Articulation Project (J-GAP: <http://j-gap.wiki.spaces.com/>) is a three-year project of the Japanese Language Education Global Network, a standing committee of the Society for Teaching Japanese as a Foreign Language (日本語教育学会) headquartered in Tokyo. With the assistance of a grant from the Japan Foundation, the project began in 2011 in selected areas in Canada, South Korea, U.K., and the U.S.,¹ as well as with a Hong Kong-Japan border-crossing case, under the guidance of Professor Yasu-Hiko Tohsaku, who serves as the project's director. In the panel discussion, a

representative from each country gave a progress report on their work of the last several months. In essence, J-GAP aims to build bonds between Japanese language programs horizontally and vertically within each area by taking into consideration the unique circumstantial characteristics associated with the area while connecting different parts of the world through the sharing of their approaches to this articulation project.

After participating in the discussion, I am even more convinced that the success of the J-GAP work lies in our ability and willingness to dialogue with all the people involved, from students and parents to school administrators, teachers, scholars, and educational researchers, and including leaders in the business and government sectors. It is imperative that through engaging in dialogue, we develop our skills to identify individual, group, and organizational needs, nurture respectful relationships, make creative decisions based on mutual understanding, and achieve sustainable results while maintaining effective working relationships.

In talking about the dialogue approach, I am reminded of the commemorative speech given by playwright Oriza Hirata on the first day of the conference. In his lecture entitled "The Japanese language that changes, the Japanese language that never changes," Professor Hirata argued that dialogue, or 対話 (as opposed to 会話), could provide new possibilities for Japanese language education because of the high level of redundancy in 対話. According to him, too much emphasis has been put on economization of language in Japanese language education. His belief is that true linguistic ability is developed through learning to manipulate the redundancy of language. Come to think of it, the word "articulation" in the Japanese Global Articulation Project, J-GAP, means to express what one is thinking or feeling very clearly. In the vast sea of presentations at the conference,

that's where I unexpectedly found a point of contact between my J-GAP hat and the 2011 ICJLE.

Report from the 2011 Japan Foundation Leadership Workshop

Jeremy Robinson
Grand Valley State University

As a faculty member in a department of Modern Languages and Literatures, I have an acute awareness of the different priorities of the teacher and the administrator. I am generally used to defining myself in terms of my role in the classroom and, while I admire the level of commitment required of the role of the department chair, program director, dean, etc., it is not a role I easily see myself fulfilling.

It was for that reason that I was a bit surprised to be invited to take part in the Japan Foundation's 2011 Leadership Workshop. I had made enough connections over the years that I could guess how my name had come to the Foundation's attention, but I was unaccustomed to thinking of my role as that of a leader. And a look at the proposed itinerary for the first phase of that workshop confirmed that I would be working outside of my comfort zone—the three topics that would make up the bulk of the workshop were networking, advocacy, and grant-writing. Not only were these areas that I viewed as my own weakest points but also, to be honest, terms that I occasionally viewed with distrust as a product of the "corporatization" of academia. It is thus a mark of both the success and the importance of the workshop that I left with not only a deeper understanding of all three, but a realization that I was already applying them in my own work and an appreciation of the urgent need to pursue them more actively and with greater awareness.

Networking, for example, has long raised images in my mind of the indiscriminate adding of contact info to a Rolodex, a mass email list, or a LinkedIn profile. At the workshop I

¹The J-GAP USA team consists of Sufumi So of George Mason University (Fairfax, VA), Koji Otani of Thomas Jefferson High School for Science and Technology (Fairfax, VA), and Mieko Kawai, Tomoko Marshall, and Tomomi Sato of University of Virginia (Charlottesville, VA).

realized that networking includes a lot of what I do naturally as part of my position, from keeping in touch with former students through social media to outreach to area high school teachers, from sharing resources with teachers of other languages in my department to taking part in more formal groups such as AATJ. More importantly, the workshop demonstrated how awareness of those connections could help me use them more effectively. The ideals of accountability within a group, visibility to those outside the group, and regular engagement in valuable activity are no less important in smaller unofficial groups than they are in large organizations, and maintaining them is an important part of transforming personal connections into group activity.

I was forced to revise my image of the term "advocacy" as well. While lobbying for the needs of Japanese education at the local, state, and federal level is certainly one important aspect, I came to understand that advocacy could also include activities in which I engage regularly, promoting and raising the profile of my Japanese program both internally and to the outside community. The workshop taught me to take the work I was already undertaking and to project it outwards, ensuring that my department, my school, and the community remained aware of what I was doing. It is this last critical step that has long been my failing. I give much of my time and energy to planning Japan-related events, building Japanese as a coherent program, and creating a community of students interested in Japan at my school, but I had been neglecting to publicize my accomplishments afterwards, and my activities, however well-attended, failed to serve the purpose of strengthening the position of Japanese studies at my school. I was already doing the hard work, but advocacy is what makes that hard work pay off.

The importance of the third aspect—grant-writing—seems like it should be obvious, but I have to con-

cess that it had long been a secondary concern to me, something those in the sciences needed to worry about but less urgent for those in the humanities. The workshop helped me get a sense of the range of sources and potential uses for grants that I had not previously imagined, and the concrete advice about how to make a grant proposal appealing to reviewers was invaluable. I am now in the process of applying for a major grant to help fund our study abroad program, and I have consulted the information I collected at the workshop regularly to help me put my best foot forward.

This first phase of the workshop was held at the Japan Foundation offices in Los Angeles in August, with the second part to be held in conjunction with the ACTFL annual conference in November. The participants came from a wide variety of teaching situations and included teachers of Japanese from all over the country, at both the high school and secondary levels, with varied levels of involvement in organizations centered on Japanese language education. Particularly at this time, as we begin to explore the implications of the merger of ATJ and NCJLT into AATJ, I appreciated the degree to which we had shared concerns about the field of Japanese education that transcended our individual situations. And if they shared my hesitation at taking on the role of leader, I only hope that they left the workshop with a changed view as I did. Leadership is not some elevated role for those who enjoy power or playing politics. Leadership is service, to one's school and one's profession, and frequently a leader is simply one who is willing to put in the time necessary to make things happen.

In Memoriam: Yoko Matsuoka McClain (1924–2011)

A beloved University of Oregon professor as well known for her kindness to students as for her exemplary scholarship died unexpectedly November 2 following a stroke. Yoko McClain, professor emerita of Japa-

nese language and literature, was 87.

McClain was born Yoko Matsuoka in Tokyo, Japan, on January 1, 1924. She graduated from Tsuda College, a Japanese women's college, in 1945 and worked as a translator during the American occupation following World War II.

Her life changed when she received what is now known as a Fulbright. She arrived at the University of Oregon as an international student and found work as a student receptionist for the UO art museum, today's Jordan Schnitzer Museum of Art. She remained closely involved with the museum throughout her life. In August, she was honored with the museum's Gertrude Bass Warner Award in recognition of her dedication and commitment.

McClain taught Japanese at the University of Oregon from 1964 to 1994, when she became professor emerita. She continued to write extensively and frequently lectured in Japan, Europe, and the U.S.

Her maternal grandfather was the writer Natsume Soseki (1867–1916), known as the "Mark Twain of Japan" for his novels, short stories, and poetry. She followed in his literary footsteps with a dozen books and numerous articles in Japanese and English, from scholarly critiques to the acclaimed "Handbook of Modern Japanese Grammar."

In 2003, she was commended by the Japanese Minister of Foreign Affairs for promoting mutual understanding between Japan and the U.S. She received the College of Arts and Sciences' Alumni Fellows Award the same year. Her UO degrees include a bachelor's in French (1956) and a master's in comparative literature (1967).

Her late husband, George Robert McClain, collected Japanese prints, and she donated a selection to the Jordan Schnitzer Museum of Art in his memory. She is survived by her son Ken of Eugene, a physician at the University Health Center, a sister, Mariko Hando of Tokyo, and one grandchild.

The family requests that remembrances be sent to the UO Foundation on behalf of the Jordan Schnitzer Museum of Art, the UO Office of International Affairs, or the Japan America Friendship Fund. A memorial service is planned for May 13, 2012.

ATJ Endowment Is Growing

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

Job Openings

College/University Positions

Bard College

The Division of Languages & Literature at Bard College invites applications for a full-time *tenure-line position in Japanese at the rank of assistant professor* beginning in the fall of 2012. The successful applicant should hold a Ph.D. or be at the ABD stage of a Ph.D. program. Native or near-native proficiency in Japanese and English is required, with previous language-teaching experience strongly preferred. The area of specialization is open, but the candidate should have expertise in Japanese literature, cultural studies, and/or related fields and the ability to teach in Bard's first-year seminar program and to contribute to the college's offerings in world literature and Asian humanities. Additionally, he or she is expected to help oversee our summer study-abroad program while also maintaining a vigorous commitment to scholarship. Letter of application, CV, three letters of recommendation, an article-length scholarly writing sample, and teaching portfolio by

email only to hr11061@bard.edu by **December 10, 2011**. Bard College welcomes applications from those who contribute to our diversity. AA/EOE.

Boston University

Boston University's Department of Modern Languages & Comparative Literature seeks a *Lecturer in Japanese*. Full-time renewable position with benefits, beginning fall 2012. Responsibilities will include teaching at all levels of BU's thriving program in Japanese language. Requirements include an M.A. or equivalent experience, native or near-native command of Japanese and English, and demonstrated excellence in college-level Japanese language teaching. Letter of application and CV by email to: Ms. Danielle Papa (dapapa@bu.edu); three letters of recommendation should also be sent electronically to the same address or, if that is not possible, by postal mail to: Japanese Lecturer Search, Dept. of Modern Languages & Comparative Literature, 718 Commonwealth Avenue, Boston, MA 02215. Additional materials will be requested subsequently from top candidates. Preference will be given to applications received by **December 10, 2011**. AA/EOE.

Bowdoin College

The Asian Studies Program at Bowdoin College invites applications for a position as **Visiting Instructor/Assistant Professor of Japanese Studies** for the spring 2012 semester. The candidate's area of teaching may be any subfield within Japanese studies including literature, history, anthropology, religion, sociology, or film studies. This position carries a two-course teaching load. Ph.D. preferred; advanced ABDs considered. Review of applications will begin **November 1, 2011**. Bowdoin College accepts only electronic submissions. Please visit <https://careers.bowdoin.edu> to submit letter of application, CV, writing sample, evidence of teaching ability, and the names and contact information for three people who will provide letters of recom-

mendation. A highly selective liberal arts college on the Maine coast with a diverse student body made up of 29% students of color, 3% international students, and approximately 15% first-generation college students, Bowdoin College is committed to equality and diversity. We encourage inquiries from candidates who will enrich and contribute to the cultural, socioeconomic, and ethnic diversity of our college. Bowdoin College does not discriminate on the basis of age, race, creed, color, religion, marital status, gender, sexual orientation, veteran status, national origin, or disability status in employment or in our education programs. EOE. Further information: www.bowdoin.edu.

University of California, Berkeley

The Department of East Asian Languages and Cultures at the University of California, Berkeley, has a one-year opening for a **lecturer in Japanese language**, with the possibility of extension. Appointment up to 100% time depending on instructional needs and budgetary resources, effective July 1, 2012. Minimum annual salary is \$44,636. Responsibilities include co-teaching several sections of first-year, second-year, or third-year Japanese language or a combination thereof, supervising graduate student instructors, and compiling teaching materials. Requirements: native or near-native fluency in Japanese, good command of English, minimum degree M.A. in teaching Japanese as a foreign language, linguistics, second language acquisition, or equivalent, experience in teaching Japanese at the college level, and computer skills (knowledge of operating systems highly desirable). Letter of application with CV and names and complete addresses of three references to: Japanese Language Search Committee, Dept. of East Asian Languages and Cultures, 3413 Dwinelle Hall, University of California, Berkeley, CA 94720-2230. All materials must be postmarked by **January 3, 2012**. AA/EOE.

Columbia University

The Department of East Asian Languages and Cultures invites applicants for the position of **Lecturer in Discipline in Japanese language**, beginning in the fall term of 2012. Candidates for the position should have at least an M.A. in Japanese pedagogy, applied linguistics, TESOL, or other related fields, native or near-native fluency in spoken and written Japanese, and an excellent command of English. Ideally, a candidate will have extensive experience in teaching Japanese to native speakers of English at the university level. Preference will be given to applicants who are specialized in language instruction using technology. Submit cover letter, CV, samples of student teaching evaluations, statement of teaching philosophy, samples of teaching materials, and three letters of reference at our online site: <https://academicjobs.columbia.edu/applicants/Central?quickFind=55338>. Application deadline is **December 15, 2011**. EO/AEE.

Earlham College

Earlham College invites applications for a **one-year visiting position in Japanese language** in the Department of Languages and Literatures beginning August 2012. A strong commitment to teaching Japanese to undergraduates is essential. Qualifications include at least an M.A. in language pedagogy, linguistics, second language acquisition, or related fields, native or near-native competency in Japanese and English, and highly successful skills of teaching Japanese at all levels. Responsibilities include three courses per semester, supervision of students teaching Japanese in drill sessions, and active involvement in Japanese language and culture activities. Review of applications will begin **December 1, 2011** and will continue until the position is filled. Submit letter of application, CV, and three letters of recommendation electronically to: Jane Niccum niccuja@earlham.edu. Questions: Professor Akiko Kakutani, akikok@earlham.edu. Earlham College is a selective

national Quaker liberal arts college dedicated to providing its students with an outstanding education that includes a commitment to global and multicultural perspectives and experiences, both on- and off-campus. More information: www.earlham.edu. Earlham College welcomes applications from individuals of diverse racial, ethnic, religious, and cultural backgrounds. AA/EOE.

Florida International University

Florida International University is a multi-campus public research-intensive university located in Miami, a vibrant, international city. The Asian Studies Program and Department of Modern Languages at Florida International University invite applications for a **tenure-track position in Japanese language and culture at the rank of Assistant Professor**, beginning August 15, 2012, with Modern Languages serving as the tenure-home department. Japanese studies is one of the fastest-growing language and culture programs in the School of International and Public Affairs at FIU, and it will constitute a new track in the Asian Studies B.A. degree. The successful candidate will teach Japanese language as well as literature and culture courses (or another area of his/her specialization) in the target language and in translation. Ph.D. in hand and native or near-native fluency in Japanese are required. We seek candidates with a strong commitment to teaching and research. A record of publication and excellence in undergraduate teaching as well as ability to teach courses focused on the broader East Asia are pluses. FIU is an urban research-intensive institution with substantial research expectations of its faculty. Applications must be made online at <https://www.fiujobs.org>. Look for Assistant Professor: Japanese Studies, under the Modern Languages Department. Attach letter of application, CV, and writing sample to online application. The writing sample can be either a published article or a thesis chapter. Send three letters of reference and transcripts to: Japanese Search

Committee, Asian Studies Program, SIPA 505, Florida International University, Miami, FL 33199. Applications will be accepted until the position is filled; review of applications will begin **December 1, 2011**. Inquiries: heines@fiu.edu.

Franklin & Marshall College

The Japanese Program at Franklin & Marshall College invites applications for the position of **non-tenure track Assistant Director of Japanese**, starting Fall 2012 and renewable up to three years. The position is equivalent to lecturer at other institutions. Applicants should have an M.A. in a related field, at least two years of experience in teaching Japanese at the college level, and native or near-native proficiency in Japanese and a high level of proficiency in English. Applicants should be able to instruct all levels of Japanese, develop course materials, supervise drill instructors, and introduce various aspects of Japanese culture. Letter of application including teaching philosophy and experience, CV, graduate transcript, and three letters of recommendation to: japanese@fandm.edu c/o Ken-ichi Miura. All materials should be submitted electronically and written in English. Review of application materials will begin on **November 4, 2011**, and continue until the position is filled. Preliminary interviews will be held at the ACTFL Conference in Denver, CO. Franklin & Marshall College is a highly selective liberal arts college with a demonstrated commitment to cultural pluralism. EOE.

International Christian University

The College of Liberal Arts at International Christian University invites candidates for a **part-time instructorship (one term, possibility for renewal) starting April 1, 2012 to teach Japanese**. The goal of the ICU Japanese Language Programs is to help students from abroad achieve greater competence in comprehending and producing both spoken and written Japanese, particularly in respect to

carrying on academic studies in Japan. Qualifications: Master's degree or above in Japanese language teaching or related field, three years or more Japanese teaching experience at the college level, ability to give lectures in English and Japanese, and availability for at least two days a week, from the first period starting at 8:50 a.m. Deadline for applications: **January 10, 2012**. Document screening will be completed at the end of February. All applicants will be notified at the earliest opportunity by post. CV, list of academic publications, name and addresses of two academic references, and visual example of the applicant teaching an actual class (VCR in NTSC system VHS or DVD) and its lesson plan by registered mail to: Director, Japanese Language Programs, College of Liberal Arts, International Christian University, 3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585, Japan. +81-422-33-3191. Fax: +81-422-33-3631. Please write "Job Application (JLP)" on the envelope. Submitted application materials will not be returned. Personal information will be treated with confidentiality. More information: http://subsite.icu.ac.jp/gjg/KOBO/index_e.html. jlp@icu.ac.jp. ICU is a private, bilingual liberal arts university with an undergraduate College of Liberal Arts and several graduate programs. ICU's educational mission is based on Christian and democratic principles. More information about ICU: www.icu.ac.jp.

University of Iowa

The Department of Asian and Slavic Languages and Literatures in the Division of World Languages, Literatures and Cultures at The University of Iowa invites applications for a **tenure-track Assistant Professor of Japanese Linguistics, Applied Linguistics, or L2 Japanese Language Acquisition** position beginning August 2012. A Ph.D. is required in Japanese linguistics, applied linguistics, second language acquisition or related areas. Native or near-native fluency in Japanese and in English and teaching experience at the college

level are required. Proficiency in North American models of language and content area pedagogy is preferred. Duties include serving as the coordinator of Japanese language program (with 200-plus students), which involves supervising and coordinating all levels of language courses and guiding curriculum development and outcomes assessment, and teaching language courses and content area courses (i.e., Japanese linguistics, applied linguistics, Japanese language pedagogy) to graduate and undergraduate students. Optional additional teaching duties would include general second language acquisition and applied linguistic courses for the FLARE Ph.D. program in second-language acquisition. The position will teach two courses (or equivalent) per semester. Application review will begin on **November 15, 2011**. Salary is commensurate with experience and qualifications. Submit application letter and complete CV via online application at <http://jobs.uiowa.edu> and arrange to have three letters of recommendation submitted online to the same link. Refer to requisition number 60066. Paper applications will not be accepted. The department, the division, and the College of Liberal Arts and Sciences are strongly committed to gender and ethnic diversity; the strategic plans of the university, the college, the division, and the department reflect this commitment. Women and minorities are encouraged to apply. AA/EOE.

University of Iowa

The Department of Asian and Slavic Languages and Literatures in the Division of World Languages, Literatures, and Cultures at the University of Iowa invites applications for a **tenure-track Assistant Professor position in modern and contemporary Japanese literature and culture**. Appointment requires the Ph.D. in Japanese literature or related areas by August 2012. Applicants should show evidence of an active research agenda and successful teaching experience, with the ability to contribute to gen-

eral undergraduate courses, majors courses, and graduate seminars. In addition to literature, one or more desirable areas of special expertise may include film/media, popular culture, literary translation, gender, or transnational dimensions of Japanese culture. Salary commensurate with experience and qualifications. Submit letter of interest, CV, one article-length scholarly essay, and the introduction to, or one chapter from, the dissertation via online application at <http://jobs.uiowa.edu> and arrange to have three letters of recommendation submitted online to the same link. Refer to requisition number 60070. Paper applications will not be accepted. The department, the division, and the College of Liberal Arts and Sciences are strongly committed to gender and ethnic diversity; the strategic plans of the university, the college, the division, and the department reflect this commitment. Women and minorities are encouraged to apply. AA/EOE.

McGill University

The Department of East Asian Studies at McGill University invites applications for a full-time position as **Faculty Lecturer in Japanese Language** beginning September 2012. Minimum qualifications are an M.A. in linguistics, applied linguistics, and/or foreign language education. Applicants should have experience teaching Japanese as an instructor at the college level as well as interest in upper-level instruction in translation. Candidates should be able to teach Japanese language courses at all levels and should possess native or near-native fluency in Japanese with an excellent command of English. Knowledge of French is an asset. Candidates should apply online and upload all information at the following link: www.mcgill.ca/eas/employment/apply. Submit letter of introduction, CV, a one-page statement of teaching philosophy in both English and Japanese, and three confidential letters of reference electronically at: Japanlang-search.eas@mcgill.ca. Deadline for receipt

of applications is **November 15, 2011**. All qualified candidates are encouraged to apply; however, Canadians and permanent residents of Canada will be given priority. McGill University is committed to equity in employment and diversity. It welcomes applications from indigenous peoples, visible minorities, ethnic minorities, persons with disabilities, women, persons of minority sexual orientations and gender identities and others who may contribute to further diversification.

University of Montana

The University of Montana seeks to appoint a **tenure-track assistant professor of Japanese language and literature** to begin Fall 2012. Ph.D. required; ABD candidates may be considered. Expertise in late medieval/Edo (16th–19th century) or the modern period is particularly sought. Candidates with Ph.D.s in Japanese second language pedagogy, Japanese applied or social linguistics may also be considered. In all cases, a strong graduate-level preparation in Japanese studies is essential; appointee will be required to teach a Japanese culture/civilization survey course. Other classes will include Japanese language and electives in candidate's field of expertise; for literature specialists, courses in early modern/modern Japanese literature. Applicants should provide evidence of prior successful JSL teaching experience, together with proof of a promising research agenda and/or publications. Native/near-native fluency in Japanese and English required. Supporting materials for the application are listed below. Screening will begin on **October 1, 2011** and continue until position is filled. To apply: 1) Upload the following materials to the University of Montana's job application web page at https://university-montana-hr.silkroad.com/epostings/index.cfm?fuseaction=app.jobinfo&jobid=221&company_id=16254&version=1&source=ONLINE&jobOwner=992274&aid= (only five attachments are allowed per application; combine documents

accordingly): letter of intent, CV, copy of recent teaching evaluations. 2) Send the following items via mail directly to Professor Linda Gillison, Chair, Dept. of Modern and Classical Languages and Literatures, University of Montana, Missoula, MT 59812: three current letters of reference and a DVD demonstrating teaching a university-level Japanese class. In accordance with University policy, finalists for this position will be subject to criminal background investigations. Reasonable accommodations are provided in the hiring process for persons with disabilities. For example, this material is available in alternative format upon request. We encourage applications from minorities, veterans, and women. Qualified candidates may request veterans' or disabilities preference in accordance with state law. References not listed on the application materials may be contacted; notice may be provided to the applicant. Individual hiring departments at UM–M may elect to administer pre-employment tests which are relevant to essential job functions. ADA/EOE/AA/Veteran's preference.

University of New Mexico

The Department of Foreign Languages and Literatures at the University of New Mexico is accepting applications for a **Lecturer II position in Japanese**. This person would work alongside an Associate Professor of Japanese as well as occasional instructors in providing Japanese language instruction from beginning to advanced levels. With the addition of a faculty and lecturer position in Chinese, the Department seeks to expand its offerings in Asian languages and cultures. The expected teaching load will be four three-credit-hour courses per semester. Online offerings can count as part of this load, and adjustments will be made for any extra hours outside of the standard three credit-hour units. Minimum qualifications: M.A. degree in hand by the time of appointment in Japanese language pedagogy or applied linguistics, native or near-

native proficiency in spoken and written Japanese, and record of teaching success at an institution of higher learning. Preferred qualifications: evidence of successful involvement with student activities and community outreach, experience with assessments in Japanese language teaching, demonstrated ability to teach a diverse student population, and evidence of collegiality. For best consideration, application materials must be received by **November 7, 2011**; however, applications will be considered until the position is filled. Applications must include a cover letter describing qualifications for the position, a CV, teaching philosophy, student or peer evaluations and three letters of recommendation. Candidates are requested to include an email address where they can be contacted. Applications will only be accepted through UNM Jobs: <https://unmjobs.unm.edu/applicants/Central?quickFind=64927>. Dr. Lorie Brau, Chair, Japanese Search Committee, Dept. of Foreign Languages and Literatures, Ortega Hall 229, MSC03 2080, 1 University of New Mexico, Albuquerque, NM 87131-0001. The University of New Mexico is committed to promoting and supporting the diversity of our campuses. AA/EOE.

University of North Texas

The Department of Foreign Languages at the University of North Texas is seeking applicants for a full-time position as **Lecturer in Japanese** to begin September 1, 2012 (classes begin 8/29/12). The position of Lecturer comes with full benefits and may be renewed annually based upon a favorable performance evaluation and availability of funds. M.A. in Japanese or related field, near-native proficiency in Japanese and English. Teaching experience in Japanese is also required. Teaching load: four undergraduate courses per semester. Participation in departmental activities and committees. With 35 full-time faculty members, the department (www.forl.unt.edu) offers M.A. programs in French and

Spanish, B.A. programs in French, German, and Spanish, and minors in Arabic, Chinese, Italian, Japanese, Latin, and Russian. With about 36,000 students, UNT is the largest, most comprehensive university in Dallas-Fort Worth and drives the North Texas region. Applications must be submitted online at <http://facultyjobs.unt.edu/> (under listings for Foreign Languages) by December 2, 2011 and include the posting of letter of interest, CV, and copies of official transcripts. In addition, three reference letters must be posted on line by referees no later than December 2, 2011. Screening of applications will begin on **December 2, 2011**, and continue until the search is closed. The University of North Texas is committed to diversity in its employment and educational programs, thereby creating a welcoming environment for everyone. EOE/ADA/AA.

University of Notre Dame

The Department of East Asian Languages and Cultures invites applications for a **visiting full-time lecturer position in Japanese language** beginning August 2011; the visiting line will roll over to a regular line if enrollments warrant. Responsibilities include teaching three courses per semester (first-year through advanced Japanese), active programmatic involvement and close collaboration with the language coordinator, the Center for the Study of Languages and Cultures, and our faculty to advance Japanese language study and build a rigorous and cohesive Japanese language and culture program. We are seeking a highly skilled language instructor with native or near-native proficiency in Japanese and English, at least an M.A. degree in teaching Japanese as a foreign language, linguistics, second language acquisition, or related field, and demonstrated success teaching Japanese at the college/university level in the U.S. Excellent benefits and competitive salary commensurate with qualifications and experience. Applications should include a

cover letter, current CV, teaching portfolio (such as course descriptions, sample syllabi, teaching evaluations, video clip of classroom teaching), statement of teaching philosophy, and three letters of recommendation. Review of applications will begin **November 15, 2011**, and continue until the position is filled. Applications and inquiries should be directed to Dayle Seidenspinner-Nunez, Chair, Dept. of East Asian Languages and Cultures, University of Notre Dame, Notre Dame, IN 46556 (dsnunez@nd.edu). An international Catholic research university, Notre Dame is an affirmative action employer with a strong commitment to cultural, racial, and gender diversity. Persons of color, women, members of underrepresented groups, and those attracted to a university with a Catholic identity are encouraged to apply. Information about Notre Dame: www.nd.edu. Information about the Program of Japanese Language and Culture and the Department: <http://eastasian.nd.edu>.

Pacific University

The Department of World Languages and Literatures at Pacific University seeks applications for a **tenure-track position in Japanese, at the Assistant Professor level**, to begin August 21, 2012. Responsibilities include teaching all levels of Japanese language classes and one or two courses outside of the department, depending on the person's specialty; candidates with the background of International Studies or Asian Studies are preferred. Other functions include participation in committee work and taking advisees. The candidate is expected to possess near-native fluency in the Japanese language and must have strong commitment to undergraduate teaching and advising. Candidates must have completed the Ph.D. or show evidence that it will be completed by September 2012 in Japanese or other related subjects. Successful candidates will be expected to pursue rich research programs. Salary is competitive. Submit letter of application, current CV,

teaching statement, evidence of excellence in teaching (syllabi, evaluations, etc.), and at least three letters of recommendation to: Search Committees in Japanese, humanities@pacificu.edu, with the subject "Japanese Position." Electronic submissions only, preferably in PDF form. Paper submissions will not be accepted. Review of application will begin **December 5, 2011** and continue until the position is filled. Pacific University is a small, selective liberal arts university located 30 minutes to the west of Portland, Oregon. www.pacificu.edu. Pacific University encourages women, persons of color, and persons with disabilities to apply. The administration, faculty, and student body are committed to attracting qualified candidates from underrepresented groups. EO/AEE.

University of Pennsylvania

The Lauder Institute and the Department of East Asian Languages and Civilizations at the University of Pennsylvania invite applications for a **full-time appointment as Lecturer in Japanese** beginning Fall 2012. Review of applications will begin immediately and will continue until the position is filled. Minimum qualifications: M.A. in linguistics, applied linguistics, and/or language and literature, Ph.D. is preferable. Background and interest in business-related areas is also preferable. Applicants must have experience teaching advanced and superior-level Japanese in a university setting. This position requires candidates to draw upon in-depth knowledge of the cultures, societies, and business practices of the Japanese-speaking world in order to develop course materials for language use in professional contexts. Candidates must have native or near-native fluency in Japanese and an excellent command of English. Availability to manage and participate in Lauder's summer immersion program is highly desirable. Certification as an ACTFL/ILR tester and rater as well as familiarity with standards-based instruction are highly desirable. Salary is competitive.

Apply online at www.hr.upenn.edu/jobs/ (Jobs@Penn). Include a cover letter, a CV, and a brief description of teaching philosophy and methods. Also submit names and contact information for three individuals who have agreed to provide a letter of recommendation. The University of Pennsylvania values diversity and seeks talented students, faculty, and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status, or any other legally protected class status in the administration of its admissions, financial aid, educational, or athletic programs or other university-administered programs or in its employment practices.

St. Lawrence University

St. Lawrence University invites applications for a **one-year position as visiting assistant professor or instructor (ABD) in Japanese**. Applicants should be able to teach Japanese at all levels and possess native or near-native fluency in the language with an excellent command of English. Ph.D. is preferred in Japanese literature, linguistics, or foreign language pedagogy. Previous experience in teaching Japanese at the college level is highly desirable, as well as the ability to teach another of the following languages offered at St. Lawrence: French, German, Italian, Spanish or Arabic. This appointment is scheduled to begin in August, 2012. Letter of application, CV, and three letters of reference to: Dr. Marina Llorente, Japanese Search Committee, Dept. of Modern Languages and Literatures, St. Lawrence University, 23 Romoda Drive, Canton, NY 13617. mllorente@stlawu.edu. Review of applications will begin **February 1, 2012** and continue until the position has been filled. More information: www.stlawu.edu. AA/EOE.

Williams College

Applications are invited for an **open-rank full-time one-year visiting position in Japanese language** beginning September 2012 at Williams College. Depending on qualifications, the appointment would be as visiting lecturer, visiting assistant professor, or visiting associate professor. Minimum requirements include native or near-native proficiency in Japanese, M.A. in Japanese, linguistics, literature, or a related field (with Ph.D., or ABD being preferable), strong teaching experience at the college level, and the ability to teach all levels of language courses in close coordination with departmental colleagues. The teaching load will consist of four language courses and may include a course in the candidate's area of specialty. Sample video of language teaching in Japanese, letter of application, CV, and three recommendations to: Cecilia Chang, Chair, Dept. of Asian Studies, Williams College, Williamstown MA 01267. Review of applications will begin **February 1, 2012** and continue until the position is filled. Beyond meeting fully its legal obligations for non-discrimination, Williams College is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive.

Other Positions

Hokkaido International Foundation (HIF)

HIF invites applicants for a number of positions as **2012 Japanese Summer Intensive Language and Japanese Culture Program instructors**. HIF requires highly qualified, proactive instructors who can thrive in intensive teaching and learning environments. The 2012 program contract runs between June 5 and August 5, 2012, including the preparatory and final meetings. If you wish to apply for the 2012 HIF program, please send relevant documents to the HIF by **January 31, 2012** (postmarked). See www.hif.or.jp/en/employment/instruc

[tor.html](http://www.hif.or.jp/en/employment/instruc) for full job description and requirements.

Programs and Workshops

HIF 27th Annual Summer Intensive Japanese Language Program with Homestay

Hokkaido International Foundation (HIF) is offering an eight-week intensive and proficiency-oriented program combined with homestay from June 7–August 4, 2012. This program consists of six levels of small-sized classes that enable participants to enhance their communicative skills in all aspects of Japanese. In addition to the language program, students have the opportunity to practice traditional Japanese arts, interact with local people, and explore and examine Japanese culture through their independent study research and extracurricular activities. HIF welcomes applications from college students and professionals from all over the world. Application deadline: **February 9, 2012** (postmarked) More information and application material: <http://hif.or.jp/en/program/index.html>, or contact the HIF office at jj@hif.or.jp.

Applicants Sought for New M.A. Degree Program at Binghamton University

Binghamton University proudly announces the launching of a new master of arts degree in Asian and Asian-American Studies. The master of arts degree offered by the Department of Asian & Asian American Studies (DAAAS) is the first such program in the State University of New York system. The purpose of the DAAAS M.A. is to enhance intercultural understanding, promote rigorous scholarly study of Asian societies, cultures, histories, languages, and migrations, and prepare students to engage with the increasing interdependence of Asia, North America, and the world. The M.A. offers students the opportunity to choose from

six fields of study: Asian American and diaspora studies, global Asia, Korean studies, Japanese studies, Chinese studies, and South Asian studies (currently in development). Each provides an ideal course of study for students wishing to gain a thorough and multidisciplinary understanding of that particular field. Faculty will mentor students using a variety of multidisciplinary and comparative cross-national perspectives, intellectual frameworks, dialogues, and research. Graduates of the DAAAS M.A. will be well-positioned to further specialize in their field of study or pursue careers in areas such as education, business, government, public policy, arts and culture, and NGOs. Review of applications begins **January 1, 2012**. Required application materials include online graduate degree application, official transcripts, three letters of recommendation, personal statement, resume or CV, and official GRE/GMAT scores. Additional materials for international students: international student financial statement form, official bank statement/proof of support, and TOEFL or IELTS test scores. www2.binghamton.edu/aaasp/.

Masters in Applied Second Language Acquisition at Carnegie Mellon

The Masters in Applied Second Language Acquisition at Carnegie Mellon University is a one-year, intensive program preparing U.S. and international students for careers in second language teaching in Chinese, French, German, Japanese, Spanish, and English as a Second Language (ESL). The program, now in its second year, draws on strengths of the Department of Modern Languages at Carnegie Mellon in the areas of second-language acquisition, cultural studies, pedagogy, and technology-enhanced learning. M.A. graduates will be eligible for employment in institutions of higher learning, as well as in private schools or public (alternative-certification) secondary schools, and (especially in

ESL) in a multitude of settings abroad. The M.A. in Applied SLA may also lead to further graduate work in second language studies. Prospective students include holders of undergraduate degrees with three profiles: native speakers of English with a major in foreign language studies, native speakers of English with humanities degrees and second-language experience, and international students with degrees in humanities and language-related fields. We admit students intending to teach in one of the program languages: Chinese, French, German, Japanese, Spanish, and English as a Second Language (ESL). The application deadline for the fall 2012 class is **February 1, 2012**. More information: <http://ml.hss.cmu.edu/ml/graduateprograms.html>.

2012 Summer M.A. Program in Japanese Pedagogy at Columbia University

The Graduate School of Arts and Sciences, Department of East Asian Languages and Cultures, invites applications for the 2012 Summer M.A. Program in Japanese Pedagogy, Monday, June 4th to Friday, August 3rd, 2012.

Courses: *Elementary Japanese Pedagogy* (6/4–6/22), Professor Naomi Fujita Geyer (University of Wisconsin at Madison) and Dr. Fumiko Nazikian (Columbia University), *History of Japanese Language* (6/25–7/6), Professor Peter Hendriks (Australian National University), *Second Language Acquisition Theory* (7/9–7/20), Professor Keiko Koda (Carnegie Mellon University), and *Pragmatics* (7/23–8/3), Professor Mutsuko Endo Hudson (Michigan State University).

Degree candidates may fulfill the requirements for the M.A. degree in three consecutive summers or in any three summers within a period of six years by taking eleven courses and writing an M.A. thesis. The thesis is required to have a focus on a particular area of Japanese pedagogy. Students take courses for six weeks in

one summer and nine weeks during the other two summers.

We also welcome non-degree students for the three-week Elementary Japanese Pedagogy course.

Special admission requirements: B.A. or equivalent from an accredited institution in the U.S., Japan or elsewhere, proficiency in English (for native Japanese speakers: 570/IBT88/CBT230 TOEFL or above) or Japanese (for non-native Japanese speakers/ACTFL: Advanced-High or above). Online application: <https://app.applyyourself.com/?id=COL-GAS>. Application deadline: **February 15, 2012**.

More information: www.columbia.edu/cu/gsas/departments/japanese-pedagogy/department.html or www.columbia.edu/cu/ealac/japanese/pedagogy.html.

Successful applicants will be notified of their admission by the middle of March. On-campus housing is available during the summer.

Contact: Shigeru Eguchi, Administrative Director of the 2012 Summer M.A. Program in Japanese Pedagogy, Dept. of East Asian Languages and Cultures (EALAC), 407 Kent Hall, Columbia University, New York, NY 10027. Tel.: 212/854-3523. Fax: 212/678-8629. se53@columbia.edu.

Grants, Fellowships & Awards

Elgin Heinz Teacher Awards 2011

The Elgin Heinz Teacher Award was established by the US-Japan Foundation in 2001 to recognize exceptional teachers who further understanding between Americans and Japanese. The award is presented annually to two pre-college teachers in two categories: humanities and Japanese language. It consists of a certificate of recognition, a \$2,500 monetary award, and \$5,000 in project funds. It is named for Elgin Heinz (1913–2005), a pioneer in educating students about Asia.

Nominations are currently being solicited for the 2012 awards. See the program website at www.us-jf.org/elginHeinz.html for details.

To mark the tenth anniversary of the Elgin Heinz Awards, the awards for 2011 were presented at a special ceremony at the Embassy of Japan in Washington, DC, on November 4. The recipient for the Japanese language teaching award was longtime ATJ member **Masumi Reade**, Japanese teacher at Woodlands High School, The Woodlands, TX. In the Humanities category, the recipient was **John Frank**, social studies teacher at Center Grove High School, Greenwood, IN.

ATJ President Janet Ikeda attended the award ceremony and took the photo on this page, which shows Ambassador Fujisaki presenting the awards to the 2011 recipients.



Ambassador Fujisaki speaking at the presentation of the 2011 Elgin Heinz Awards (see article previous page).

Items of Interest

Call for Papers: Princeton Japanese Pedagogy Forum

The 19th Princeton Japanese Pedagogy Forum will take place at Princeton University on May 19–20, 2012. The conference will serve as the perfect context to pay tribute to Dr. Seiichi Makino, current director of the Japanese program at Princeton University, who will be retiring in July 2012. This year's forum will feature special sessions for which we are inviting scholars to speak at three roundtables on strands revolving around the theme "New Horizons in Japanese Language Education" (www.princeton.edu/pjpf/index.xml): Japanese language education and linguistics/cultural studies, Japanese language education and pedagogy, and Japanese language education and the Oral Proficiency Interview (OPI).

We invite papers related to the main theme for both pre-college and college level as well as heritage Japanese language and culture education. In addition, we welcome any paper related to Japanese language education in general, including sec-

ond language acquisition, linguistics, and cultural studies, among others. Individual papers should be 20 minutes long with an additional 10 minutes for discussion. Please submit your proposal to www.princeton.edu/pjpf/call-for-papers/

The submission deadline is **January 20, 2012**. Notification of accepted papers will be sent in February 2012. Please note that an abstract and a paper in the Proceedings should be written in the same language as the one used in the presentation. Accepted papers will be published on the website. We will be offering a limited number of travel grants to graduate students who will present a paper at the forum. In order to apply, just check the graduate student status column when you fill out the online abstract submission form. Questions: PJPF@princeton.edu. More information on registration and banquet will be available in March 2012.

Eighth Annual JAT Contest for New and Aspiring Japanese-to-English Translators

Seeking to encourage talented people to enter the translation field, the nonprofit organization Japan Association of Translators (JAT) is

pleased to announce its eighth annual Japanese-to-English translation contest for new and aspiring translators. The actual passage to be translated is a real-life text—the sort of task a working commercial translator might well be called upon to do.

The contest is organized and funded by JAT and open to anyone with less than three years' experience as a professional translator. JAT membership is not required. Previous entrants (except winners) are welcome to enter again. Entry is free. All finalists receive a one-year complimentary JAT membership plus feedback from the judges. The second-place winner receives a one-year complimentary JAT membership plus feedback from the judges plus free registration for the 23rd International Japanese/English Translation Conference (IJET-23) to be held on June 2–3, 2012, in Hiroshima, Japan. The first-place winner receives a one-year complimentary JAT membership plus feedback from the judges plus free registration for IJET-23 plus transportation to and from IJET-23 plus free accommodations during IJET-23.

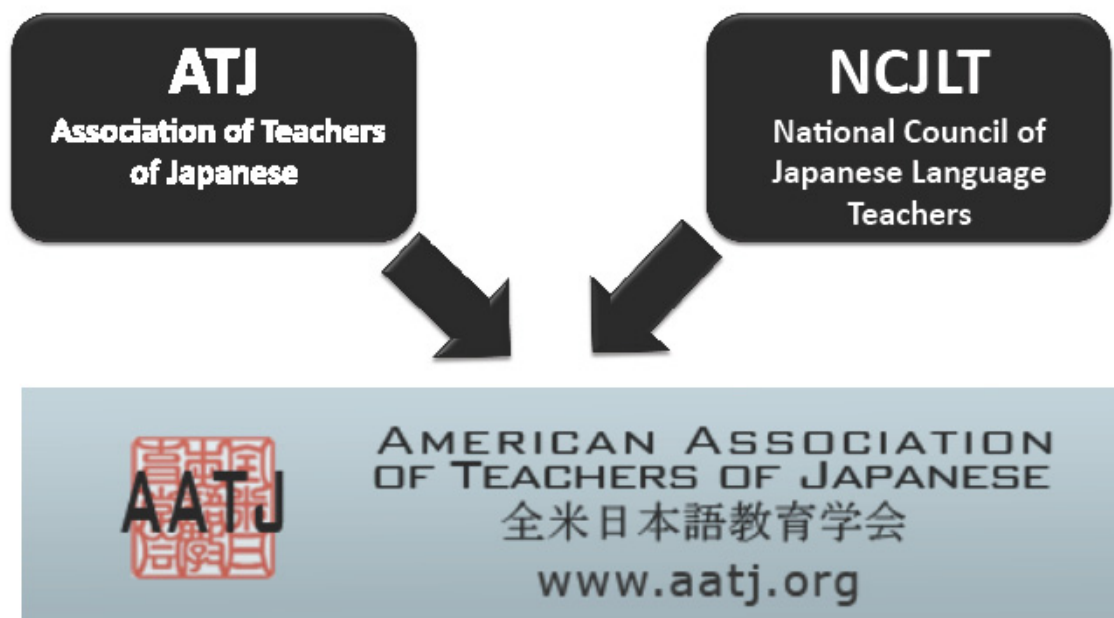
Source text and contest guidelines available for download from <http://jat.org/events/contests>. All entries will be reviewed and judged by experi-

enced professional translators. Five finalists will be announced on the JAT website <http://jat.org> in January 2012. The first- and second-place winners will be announced on the JAT website and by direct email to the winners in March. The winners will attend IJET-23 in Hiroshima in June. More information: contest@jat.org.

Opportunity for Students and Teachers to Volunteer in Tohoku

United Planet Japan, a Boston-based non-profit organization with offices in Nagoya and Sendai, has received a grant from the Center for Global Partnership at the Japan Foundation to set up an ongoing volunteer program between Japan and the United States. United Planet recently opened volunteer programs in the devastated Tohoku region, supporting survivors of the tsunami, as well as in Nagoya

in social projects. Teachers and students are needed to volunteer in Japan both as individuals and in groups for periods ranging from one to 12 weeks. Volunteers work directly with survivors and immerse themselves in Japanese culture through homestays with families in Tohoku. There is a cost to participate, but fees are covered for teachers who organize groups of 10 or more to volunteer in Japan. More information: www.unitedplanet.org/volunteer-in-japan-short-term.



The Association of Teachers of Japanese and the National Council of Japanese Language Teachers are consolidating to create one national professional organization: The American Association of Teachers of Japanese (AATJ).

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CHAPLIN MEMORIAL AWARD FOR EXCELLENCE IN JAPANESE LANGUAGE TEACHING

The Hamako Ito Chaplin Memorial Award will again be conferred in 2012, administered through the Association for Asian Studies. In accordance with the wishes of the Chaplin family, each year a prize of \$1,000 will be awarded to either a current graduate student or a full-time instructor of Japanese for excellence in Japanese language teaching. A full-time instructor who has completed graduate study within the last three years in an area that directly involves Japanese language teaching is eligible. Possible academic fields of specialization are Japanese language pedagogy, linguistics, anthropology, or literature. Current graduate students must demonstrate their intention to enter the teaching field in a North American university. Professor Misumi Sadler, The University of Illinois at Urbana-Champaign, serves as Chair of the Selection Committee, Professor William M. Tsutsui, Southern Methodist University, serves as representative of the Northeast Asia Council of AAS for the committee, and Professor George Chaplin serves ex-officio.

Individuals interested in applying—and faculty members interested in nominating a student—should write to Professor Misumi Sadler, Department of East Asian Languages and Literatures, University of Illinois at Urbana-Champaign, 2090 Foreign Language Building, 707 South Mathews Avenue, Urbana, Illinois 61801, USA, or email sadlerm@illinois.edu for application forms. Completed applications must be submitted by **February 6, 2012**. The award will be announced in the AAS Newsletter.

Persons interested in contributing to the award fund should send their contributions to: The Hamako Ito Chaplin Memorial Award, c/o AAS, 1021 Huron Street, Ann Arbor, MI 48104.

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

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Membership Application/Renewal

Membership in AATJ is on a **calendar-year basis** and entitles you to:

- receive four issues annually of the *AATJ Newsletter* and other publications
- present research at and attend the annual AATJ Conferences in conjunction with AAS and ACTFL
- nominate students for induction into the Japanese National Honor Society
- read and post job opening announcements and other information on AATJ website
- participate in activities of regional/state affiliates and Special Interest Groups
- benefit from the Association's ongoing efforts to promote Japanese studies and enhance the quality of education in Japanese language, literature, linguistics, and culture.

The categories of membership and the corresponding dues are indicated below. Please return the form with your check (US dollars) or VISA/MasterCard number to address above. Online registration is also available at www.aatj.org/membership.html.

Name (print): _____		Date: _____					
Address: _____	Tel: _____						
	E-mail: _____						
	School/Organization where you work: _____						
	Area of specialization: <input type="checkbox"/> Language Teaching <input type="checkbox"/> Linguistics <input type="checkbox"/> Literature						
Membership Category (check): Regular Member: <input type="checkbox"/> \$40 Student Member: <input type="checkbox"/> \$20 <i>Japanese Language & Literature</i> (two issues): <input type="checkbox"/> \$ 5 Institution: _____ (includes all publications) <input type="checkbox"/> \$60 Shipping & handling (outside of U.S.) <input type="checkbox"/> \$20 Total Payment (U.S. Dollars) _____	Special Interest Groups (choose 2): <input type="checkbox"/> Classical Japanese <input type="checkbox"/> Community College <input type="checkbox"/> Heritage Language <input type="checkbox"/> Japanese for Specific Purposes <input type="checkbox"/> Language & Culture <input type="checkbox"/> Professional Development <input type="checkbox"/> Study Abroad						
<input type="checkbox"/> Check Enclosed <input type="checkbox"/> MasterCard/VISA # _____ Exp. ____/____ _____ Signature	Affiliate: (Choose one to support) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> AATJ (AZ) <input type="checkbox"/> AFTJ (FL) <input type="checkbox"/> AITJ (IN) <input type="checkbox"/> AKATJ (AK) <input type="checkbox"/> ATJO (OR) <input type="checkbox"/> CAJLT (CA) <input type="checkbox"/> CJLEA (CO) <input type="checkbox"/> GATJ (GA) <input type="checkbox"/> HATJ (HI) <input type="checkbox"/> IATJ (IL) <input type="checkbox"/> IMATJ (Intermtn) <input type="checkbox"/> JALTA (GUAM) <input type="checkbox"/> JTAM (MI) <input type="checkbox"/> JTAT (TX) </td> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> KAJLT (KY) <input type="checkbox"/> LATJ (LA) <input type="checkbox"/> MAATJ (Mid-Atlantic) <input type="checkbox"/> MATJ (MO) <input type="checkbox"/> MCTJ (MN) <input type="checkbox"/> NCATJ (NC) <input type="checkbox"/> NECTJ (Northeast) <input type="checkbox"/> NJATJ (NJ) <input type="checkbox"/> OATJ (OH) <input type="checkbox"/> WATJ (WA) <input type="checkbox"/> WiATJ (WI) </td> </tr> <tr> <td colspan="2" style="border: none; text-align: center;"> <input type="checkbox"/> I live outside of the U.S. </td> </tr> </table>			<input type="checkbox"/> AATJ (AZ) <input type="checkbox"/> AFTJ (FL) <input type="checkbox"/> AITJ (IN) <input type="checkbox"/> AKATJ (AK) <input type="checkbox"/> ATJO (OR) <input type="checkbox"/> CAJLT (CA) <input type="checkbox"/> CJLEA (CO) <input type="checkbox"/> GATJ (GA) <input type="checkbox"/> HATJ (HI) <input type="checkbox"/> IATJ (IL) <input type="checkbox"/> IMATJ (Intermtn) <input type="checkbox"/> JALTA (GUAM) <input type="checkbox"/> JTAM (MI) <input type="checkbox"/> JTAT (TX)	<input type="checkbox"/> KAJLT (KY) <input type="checkbox"/> LATJ (LA) <input type="checkbox"/> MAATJ (Mid-Atlantic) <input type="checkbox"/> MATJ (MO) <input type="checkbox"/> MCTJ (MN) <input type="checkbox"/> NCATJ (NC) <input type="checkbox"/> NECTJ (Northeast) <input type="checkbox"/> NJATJ (NJ) <input type="checkbox"/> OATJ (OH) <input type="checkbox"/> WATJ (WA) <input type="checkbox"/> WiATJ (WI)	<input type="checkbox"/> I live outside of the U.S.	
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