Greetings from the JETAA Liaison

Hi there! Welcome to the June 2002 edition of the JET Streams newsletter. First of all, I would like to say a big thank you to everyone who took the time to contribute articles for this latest issue. It is greatly appreciated! As well, it is heartwarming to know that many JET alumni look back at their time on the Programme fondly and still maintain their ties with Japan on many levels. This edition will be distributed to approximately 3,000 returning JETs and more than 7,000 JETAA members worldwide.

Resources For New JET Alumni

JETAA Homepage & Job Guide

There are many resources that JET alumni can take advantage of after their tenure on the Programme ends. One of them is the JETAA homepage at: http://www.jet.org. Many JETAA chapters maintain homepages of their own and are accessible from this link. As well, be sure to check out the JETAA Job Guide at: http://chuen.com/job/ for information on career planning and employment.

Late-Breaking JETAA News

The JETAA Directory - A New Direction

As of 2002, the annual JET Alumni Association Directory will cease publication. The 2002 JET Alumni Association Directory that you received in January will be the last of its kind for a while. Whether the directory will be compiled again in the future is still being considered; however, producing the directory on a five or ten year basis rather than an annual one is a likely alternative. In lieu of the hard copy version of the directory, each JETAA chapter will be receiving a CD-ROM or equivalent containing information on JET alumni.

JET Streams Revamped

In addition, the JET Streams newsletter will be undergoing a change as well. Until this year, the hard copy version of the JET Streams newsletter was published bi-annually (January and June) and distributed to all JET alumni who requested it. Starting in 2003, JET Streams will become an annual newsletter. Instead of completely eliminating the paper version, the newsletter will be produced once a year (scheduled for May/June distribution). There will be a change in the format of the newsletter and the publication may undergo a title change as well. With regards to updates and other pertinent information, please check the JET Programme homepage (www.jetprogramme.org). The JETAA Liaison will also be in correspondence with JETAA chapters around the world.

New Publication Debut:

JET Alumni - All Around The World (tentative title)

CLAIR is currently in the planning stages of producing a brand new one-shot publication focusing on the lives of JET alumni and activities of the JET Alumni Association chapters around the world. Tentatively titled "JETAA-All Around The World", we are looking for the co-operation of each JETAA chapter in the making of this booklet. We are also looking for contributions from individual JET alumni. The objective of the publication is to showcase in detail what different chapters are doing around the world (with regards to activities, events, publications, etc.) and also to feature life after the JET Programme. Again, further information and details will be provided by the JETAA Liaison to the chapter representatives.

2002 JETAA International Conference in Vancouver

The 2002 JETAA International Conference will be held in Vancouver, British Columbia in Canada after successful runs in London, England (2001) and Tokyo, Japan (2000). The conference will be welcoming delegates from individual chapters around the world as well as guests from CLAIR and other Japanese government organisations. It will provide a venue for information exchange, networking, promoting the JET Programme and strengthening ties with Japan. The tentative dates scheduled for the international conference are November 21st to 24th. For further information, please contact the chairperson of the 2002 JETAA International Conference: Ryan Butt (President of JETAAABC-CN6) at: president.bc@jetaa.ca or jettaivancouver@hotmail.com

What's New on the JET Programme

Participating Countries and Increasing Numbers

The 2002-2003 JET Programme year will see the inclusion of Barbados amongst the 38 participating countries. The total number of JET Programme participants is expected to surpass 6,300, an increase of approximately 130 from the previous year.

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THE JET PROGRAMME 15TH YEAR SPECIAL EVALUATION COMMISSION

ALL ABOUT THE 「基本問題検討会・KIHON MONDAI KENTO KAI」

The JET Programme 15th Year Special Evaluation Commission (Chairperson: Tadashi Yamamoto: Japan Center for International Exchange, Chairperson of the Board of Directors) was established in October 2000 to evaluate the accomplishments gained thus far from the JET Programme after 15 years, debate about current challenges of the Programme, and discuss the direction that the Programme is to take in the future. The Commission was comprised of scholarly experts as well as representatives from local authorities; the Ministry of Public Management, Home Affairs, Posts and Telecommunications; the Ministry of Foreign Affairs; the Ministry of Education, Culture, Sports, Science and Technology; and the Council of Local Authorities for International Relations. The Commission conducted an assessment of the JET Programme until September 2001.

In light of the present scale of recruitment, the process of seeking highly qualified participants has become an important issue. To address this, there is a necessity for the JET Programme to improve on various points that include increasing its appeal to participants, reviewing eligibility requirements, and enhancing Programme-related promotional activities. In educational institutions, demands have been made for improvement in Programme participant job responsibilities and opportunities, particularly for the ALT job type. With emphasis being placed on the improvement of foreign language communication skills accompanied by revisions to teaching guidelines and the introduction of foreign language conversation as part of the Period for Integrated Studies at elementary schools, enriched language teaching skills and practical classroom utilisation of ALTs are in demand.

The Special Evaluation Commission discussed current and forthcoming issues, and proposals detailing the on-going development and improvement of the JET Programme were brought forward as well. The Ministry of Public Management, Home Affairs, Posts and Telecommunications; the Ministry of Foreign Affairs; the Ministry of Education, Culture, Sports, Science and Technology; associated public organisations and CLAIM are proceeding with these proposals starting with revisions made to the 2002 application stipulations and periodic follow-ups as required.

(1) Fundamental Policy
The following new measures are rendered in response to the above challenges, with the premise of maintaining the JET Programme’s fundamental objective of increasing mutual understanding between Japan and foreign countries and bolstering the internationalisation of Japan, through the enrichment of foreign language education and the progression of local-level international exchange, as well as enhancing the contributions made by Programme participants thus far.

(2) To Increase the Significance of the JET Programme to Participants and the International Community
a. Enrichment of conferences aimed at JET Programme participants
   - expanding the content and opportunities associated with the Japanese language courses, foreign language teaching workshops, conferences, etc.

b. Enrichment of the support network for JET participants and Contracting Organisations (cities, towns, villages, etc.)
   - expanding PA (Prefectural Advisors) selection and work responsibilities
   - strengthening conferences for Contracting Organisations

b. Enrichment of measures to heighten the motivation of JET participants (incl. performance evaluations)
   - introducing performance evaluations as a method of providing feedback to JET participants
   - incorporating the opinions of JET participants
   - issuing reference letters for JET participants to use upon return to their home country

d. Improvement of ALT work diversity
   - creating an environment that is flexible for effective utilisation of ALTs at the local level

   - publishing a collection of example ALT activities and upgrading information exchange among Contracting Organisations and educational institutions at the local level

e. Support of JET Participants upon returning home
   - upgrading the support for JETAA chapter activities and networks
   - upgrading promotional and information exchange activities which involve JET alumni and improving the structure for career-hunting

(3) To recruit JET Programme participants of high caliber/high quality
a. Alleviation of the eligibility criteria for the JET Programme
   - alleviation of the age limit (revised from those under 35 to those under 40)
   - alleviation of conditions for re-application
   - alleviation of limitations on periods of past habitation in Japan
   - alleviation of the nationality requirements for those applicants living in countries where recruitment occurs
   - alleviation of re-contracting extension (up to a maximum of 2 times at present)

b. Enrichment of activities involving promotion, recruitment and selection
   - improving the efficiency of the recruitment and selection process

   - developing promotional activities through the use of the internet and other resources
   - strengthening the cooperative system between Japanese Embassies or Consulates and overseas CLAIM branch offices, Japanese schools and other Japan-related resources

(4) Working towards the creation of a new school environment
a. Upgrading of the education system through greater involvement of the JET Programme
   - promoting international understanding education programmes that involve ALTs

b. Enrichment of International Understanding Education in Elementary Schools
   - advancing foreign language conversation studies that involve ALTs during the Period for Integrated Studies

c. Appointment of ALTs as Special Part-Time Lecturers
   - recommendation for experienced ALTs to conduct classes independently

Changes to the JET Programme
As a result of the JET Programme 15th Year Special Evaluation Commission, the following changes have been implemented, to take effect from the 2002-2003 JET Programme year.

Extension of Contract Length
JET participants who show outstanding work performance and have a suitable level of Japanese language ability will have the possibility of re-contracting for an additional two years after completing their third year on the Programme. As of the 2002-2003 JET Programme year, an additional fourth year contract will become available for JETs selected for the position of Specialist Prefectural Advisor or Elementary School ALT. However, not all Host Prefectures/Designated Cities will conduct applications for fourth year contracts, or will only offer one of the two positions for application. The Specialist PA will be based at the Prefectural/Designated City Board of Education that supervises the JET Programme, or at the International Affairs Division. The Elementary School ALT will be based at a Board of Education (Prefectural, City, Town or Village), or at an Education Office.
THE 10TH ANNUAL JET PROGRAMME ESSAY COMPETITION

The 10th Annual JET Programme Essay Competition received a total of eighty-seven entries this year. Essays included a number of submissions from JET alumni as well. The judging which occurred on May 28th was conducted by a panel comprised of CLAIR and Participating Country Embassy representatives. Prizes were awarded to the following 10 entrants:

GRAND JURY PRIZE:
Christina Reitano (US-ALT, Saitama-ken)

PRIZES OF HIGH DISTINCTION:
Catherine Dawson (UK-CIR, Akita-ken)
Katherine Dicker (AU-CIR, Okayama-ken)

SPECIAL PRIZES:
Catherine Chung (US-ALT, Kumamoto-ken)
Marie Siessenger (US-ALT, Aichi-ken)

HONOURARY PRIZES:
Nicholas Despopoulos (US-ALT, Shimane-ken)
Rachel Mason (US-ALT, Hokkaido)
Chip Nakagawa (US-ALT, Hyogo-ken)
Rosalva Welsh (US-ALT, Nagasaki-ken)
Chang Dae You (KR-CIR, Oita-ken)

The Grand Jury Prize essay by Christina Reitano entitled "Grass Roots Internationalisation" is featured below. Those compositions that were awarded Prizes of High Distinction and Special Prizes will be featured in the upcoming 2002 JET Journal, and will be available on the JET Programme homepage (www.jetprogramme.org). Congratulations to all prize recipients and thank you to all those who submitted essays for the competition!

"GRASS ROOTS INTERNATIONALISATION"

Written by Christina Reitano
Grand Jury Prize recipient of the 10th Annual JET Programme Essay Competition

The term "grassroots internationalisation" was one I had not encountered before coming to Japan on the JET Programme. I am from Australia, a multicultural country where intercultural exchange occurs naturally and plentifully. This exchange is enhanced by the high number of tourists who visit us each year, many of whom are Japanese. This essay is about how the term came to have meaning for me on the most local of levels, on the grass of my own home.

An Australian politician once said that Australia is "a nation of boat people". Since the boats carrying English convicts arrived over two hundred years ago, Australia's oldest inhabitants, the Aboriginal people, have been vastly outnumbered by boatloads, or plane loads, of foreign arrivals. When describing Australia to my students, I feel like I am giving them a lesson in "World" rather than "Australian" culture, because I end up talking about the Italian food I ate growing up, or the American books I read as a child, or the Chinese film stars I love. If I get homesick, it is because I miss my favourite Thai restaurants or because I miss people like Sadhana, a coworker from my old job who took me to India with her when she went back to attend a family wedding.

My small hometown in North Queensland has a high number of Italian immigrants. They and successive generations of their children have shaped the community into one which accepts diversity as a standard feature of Australian life. I learnt to speak Italian from my first day at school and never questioned it (had learning Italian involved memorising vast quantities of kanji, maybe I would have!). The first thing I did when I got my first Japanese-English dictionary was look up my Italian family name, "Reitano," only to find, disappointingly, that it almost matched the word for "cold hearted". Happily for me I later learnt that it can also be written in kanji (reit, ta, no ="many beautiful fields"). As someone who grew up in a town surrounded by sugar cane fields, this made me feel positively connected to Japan.

I wondered a lot about how I was supposed to engage in correct "grassroots internationalisation". As a supporter of "grassroots" community groups, I'm accustomed to "thinking globally and acting locally" and appreciate the wider significance of seemingly small social interactions.

Despite the best intentions of the Japanese government to have me internationalising as a high school English teacher, it was as a gardener in my new home that "grassroots internationalisation" has come to have the greatest personal significance. The degree to which JET participants are themselves "internationalised" while on the Programme is underestimated by many participants and administrators.

I grew up in a house with a big backyard and an equally large front garden. In total, this area is about ten times the size of my Japanese home. In my small, but spacious, rural hometown, this counts as being a modest sized property. While I never questioned my luck in having so much space and so much grass under my feet growing up, I certainly do now.

In Australia, my backyard was a sacred place. Depending on the season it was a football field, a cricket pitch, an athletics field, a vegetable garden, a barbecue area, a place where we were free to let our imaginations run wild and create any kind of new world to have adventures in. In short, it was a public space where we mingled with our family, friends and neighbours. It was not our actual home, but a special part of it. My mother's chats over the garden fence where neighbours discussed their lives seemed trivial and boring to me as a child, but now I can see it was a way of enhancing social bonds, of looking out for one another, of recognizing your role in the wider community outside the four walls of your official home.

I came to Japan in the summer of 1999. Not being a driver, I reflected upon the car park - a brown square of neglected weeds - accompanying my new house and carefully worked towards establishing a lush green retreat. This is when I truly started to learn how different Japan was to Australia. My notions of what was "natural" were truly put to the test.

Grass just didn't seem to grow no matter how much I watered the dirt in front of me. In Australia, grass was everywhere. It grew naturally. Keeping it short or stopping it was the problem. I bought grass seeds, which were eaten by birds or washed away when it rained. The plants I bought at the garden centre didn't adapt well to their new environment, withering under the oppressive summer heat (Lesson one: learn to read the kanji on the labels, and don't buy plants from the "indoors" section of
I started to research. Japanese gardens appealed to me, since they didn’t seem to use so much grass, just a lot of stones and a few carefully chosen trees. I read about the Zen gardens of Kyoto, the life cycle of exotic deciduous Northern Hemisphere trees, the colours and textures of different rocks and leaves. I became passionate about what I learnt and sought out new information from anyone who would help (Lesson two: people who like gardening are often caring, generous souls).

Through their stories, I came to have a greater understanding of Japan and the differences between our cultures and mine. I made new friends. I even have a favourite story of cultural misunderstanding as it relates to gardening. One teacher told me of a landlord he knew. He had a toro in one house that was covered with lush moss that had taken great pains to nurture over the years. One day he rented the house to an American, who dutifully set about cleaning the house. When the landlord next saw him, the American said “oh, by the way, I cleaned off all the moss on that old stone lantern”. My heart aches for the poor landlord (Lesson three: you can get out of cleaning by pleading respect for cultural difference).

Ideas and information grew exponentially. For each small thing I learnt about bonsai, or botany, or bamboo, ten other areas of research appeared before me, indirectly teaching me about Japanese aesthetics, landscape or climate. It internationalised me. I started imagining my humble car space as a mystical Zen garden, simple and elegant yet bustling with an understated energy. Or a leafy garden with carefully coordinated deciduous trees that would celebrate seasonal changes with displays of brilliant foliage in Spring and Autumn. I dreamed of holding hanami in front of my house.

But then Winter came and the prospect of going outside at all was too much to consider. I was left inside to contemplate, as I had often done in school when preparing lessons, how best to use my little space.

Then Spring came. In my Australian hometown, we have two seasons. There are the hot, humid days of summer. Then a short period of less hot days in July or August when sometimes you need to wear a sweater and the local swimming pool is shut for cleaning. Leaves do not change colour in Autumn or disappear in Winter. My first Northern Hemisphere Spring was a revelation. The feeling of approaching warm weather is the best feeling in the world.

With Spring came the availability of A4-sized grass squares at my local garden centre. I reviewed all my gardening plans and tried once more to make a grass lawn. A two-month programme of waking up early on school days and weekends, weeding and levelling dirt, buying bundles of grass squares from the garden centre, and then laying them down meant that soon I had a bright, green, grassy, front lawn.

A prudent selection of seeds and plants meant that I soon had a flourishing garden. I felt rejuvenated each time I looked upon it. Best of all, I realized that by being outside, gardening, for months I had come to know many of my neighbours well.

I was outside so often I would see them each time they went in and out of their houses. They often stopped to tell me how well my garden was shaping up (even when it looked bad), to give me cuttings from their own gardens, to ask me what certain flowers were called in English, or to tell me I had just stuck an indoor plant in the hottest, sunniest part of the garden and it would soon die if not moved.

I used to see Japan as an “indoor” culture, and Australia as an “outdoor” culture. Japanese people are supposed to be private and reserved where Australians are outgoing and talkative. Yet to say Japan is “closed” where Australia is “open” is to vastly simplify matters. Such stereotypes may make it easy for some people to live here, but it doesn’t do anyone any justice.

Australians are known for their love of “the great outdoors”. I’m no hang-glider or rock-climber. When I’m working in my garden, I’m able to chat to my neighbours as they engage in daily rituals like hanging out futons going shopping. They have always been very open with me, the only hindrance being my poor Japanese. This to me is, quite literally, “grassroots internationalisation”.

One of my neighbours had her first baby (a boy called Shun Ya) two months after I arrived. He regularly comes to play on my soft lawn because it’s preferable to the rocky driveway that runs between our houses. I have sat and practised English and Japanese with him on my lawn, watched over him as he learned to jump (it’s amazing to think there is a time in your life when you can’t jump, then one day you can forever). My other neighbours are English teachers from America and England. Together we have spent a lot of time comparing cultural notes and cooing over Shun-chan’s enviable selection of Anpanman goods on the grass.

While studying anthropology I realized that exposing ourselves to new cultures teaches us more about ourselves than anyone else. Ideas about what is “natural” vary, and it is exciting to learn about these differences. Why shape a tree like that? Why teach a child to talk like that? To be accepted in my local community with such kind interest has been a real privilege. To have watched a Japanese baby grow up and become a Japanese child, or to watch my ichinensei students become senensei students has been a real education. How did I survive my childhood without Shingo Mama and Anpanman? Without cherry blossom viewing? These things are a natural part of my life now. How do these children survive without big backyards of their own, like I had? How does this affect them?

Teaching English has been only a tiny part of my life here. I think of myself as a “culture shock absorber”: if I’m the first foreigner Japanese people interact with, and the experience is pleasant, perhaps it will be easier for them to talk to or feel natural with the next foreigner they encounter. Perhaps, too, that next foreigner will not have to try so hard to get that person to talk or smile, and they themselves can act naturally without feeling awkward.

By living overseas I have learnt much about the life of the immigrant, the hardships and the rewards of being thrown into a foreign culture, of adapting to a new environment, of making a new space your own. I admire people who left their own countries to start life anew and unplanned in Australia. My life here is easy, temporary and comfortable. By living in Japan I have come to understand the Australian town I grew up in better than I ever did. To get to know your home, you have to leave it.
EVER SINCE: JETAA PERSONALITIES AND PROFILES

Ever wonder what JET alumni are doing around the world after completing the Programme? This issue of JET Streams will take some time to focus on a few past Programme participants and their current activities.

KAREN CARTER (CN-ALT Shiga-ken 1991-1992)
I spent a year as an AET in Moriyama-shi, Shiga-ken from 1991-92. Our experiences were rather unique because I had a masters degree in Special Education and already had been teaching ten years as an ESL (English as a Second Language) teacher and a teacher of the deaf. Even more unique was that I took my three children, then ages 3, 5, and 7 with me. My mother lived with us in our small apartment until just before Christmas when my husband arrived for the rest of the year. He stayed behind to help pay for the extra flights and also, to make sure that quitting his job was really what we wanted to do. We had a memorable year, one that I am very glad we attempted. We left great jobs in Winnipeg and a perfect little home so it was pretty risky. We don't regret our JET experience for a minute. I still keep in touch with many of the American friends I met along the way. In fact, I took 31 students to Yokohama last summer and met up with a good friend who had returned to live in Tokyo 10 years later. Now she is struggling with 2 small kids in a stroller unfriendly country!! I remember it well.

Now, I run an international student program in St. Albert, Alberta in Canada. St. Albert is a suburb city (approximately 52,000 residents) of Edmonton and is just the perfect location for Japanese students interested in a study abroad experience. We are far enough away from the temptations of a big city but close enough (20 minutes to West Edmonton Mall) for students to have plenty to do. Paul Kane High School has a well established ESL program and because we teach French, German, Italian, Arabic, and Japanese, it's the perfect setting for international students. I find homestay families for our students, teach ESL, and recruit students from all over the world. Our program is still small enough to be a comfortable and welcoming home for students far from their families. We have 15 students this year, 8 of whom come from Japan. St. Albert is a relatively safe and family oriented community with a hospital, malls, and many recreational facilities. We are always looking for more students so please contact me should any of your students be interested in a great International Student Program via e-mail at: carterk@spsschools.org

Karen with her mother and three children at a Shichi-Go-San Matsuri in Moriyama-shi, Shiga-ken (November 1991)

CAROLINE MILLER (CN-CIR Ishikawa-ken 1997-1999)
I was a CIR on the JET Programme from 1997-99 and worked in Ishikawa-ken for a local BOE (Board of Education). After leaving JET, I travelled for about 4 months before moving to the UK to look for work. After life in a small town, I wanted a change and figured that a global city like London would provide the change of pace and cultural diversity that I was craving.

I joined Huron University USA in London as the Assistant Director of Admissions shortly after arriving in London. The University is American and offers undergraduate and graduate programs to approximately 300 students from over 55 different countries. Many of the skills I acquired on JET were useful: international experience, a second language, marketing, desktop publishing, public speaking and the ability to network. The position includes everything from building relationships, and market research to web site development and learning a lot about higher education. The cultural diversity and challenge was a welcome change.

Having participated on the JET Programme, I talked to JETAA and considered continuing my own education, I proposed that Huron sponsor a specific number of scholarships to JETAA participants. Since this proposal was accepted, Huron has increased the number of scholarships awarded to 10 scholarships a year (5 with each September and January session) to JET alumni. The tuition scholarship is 1600 pounds (approx $2300 US) off either Huron's MBA or MA in International Relations. I was pleased to welcome our first recipient of the award, Luke Barclay (UK-ALT 1999-2001 Fukui-ken) on to the IR program this January. While an American University in London may seem strange, the teaching methods alongside the combination of two cultures makes it an ideal place to continue developing the international experience and ideology gained in Japan. According to Luke: "Studying international relations after leaving the JET Programme was a natural choice as living and working away from home in another country opens your eyes to the international world: you see things from a different perspective. When I left Japan, I had a curiosity to learn how the world, as I came to understand it, really works. Studying IR provides you with this understanding and knowledge. In my opinion, Huron is an ideal place to study IR. The small class sizes, caring tutors, and intimate atmosphere provides an environment which is conducive to learning. Huron is a teaching institution rather than a research institution, which means that the level of teaching and attention is greater than normal British Universities. When you leave Japan it is difficult to bridge the gap between the bubble of the JET Programme and the real world. The internship component of the MA program really helps you to get some practical relevant
EVER SINCE (CONTINUED FROM PAGE 5)

experience while studying."

When Huron’s MA program was launched in 2000, I joined a handful of other international students in the program although I was the only part-time student. I am pleased to say that after two years, I am finishing the program and am looking forward to using the theoretical grounding to take my career in international education to higher levels. I would not hesitate to recommend this program to any JET Programme participant. The international world is continually changing and while there might have been some frustrations in Japan with internationalization, there are pressures for resistance and change at all levels. The program makes you aware of the various levels of analysis, pressures for change and mechanisms to be effective.

At Huron we also welcomed Amy Shenberger (US-ALT 1997-2000 Kumamoto-ken) as an intern in the Dean of Students’ office. Amy has been in London for the past year finishing her internship requirement for an MA in International Education through the School for International Training (SIT), Brattleboro, Vermont. Amy believes that: "When I left Japan, I was so uncertain about what to do next. I knew that I wanted to continue working with education, but I didn't want to give up the international perspective that the JET Programme provided. Also, I had tons of international experience, but not much theoretical knowledge in education. My degree from SIT has filled in the gaps in my knowledge about international student advising, study abroad programming, and cross-cultural training. During my practicum at Huron, I have been able to make use of all of my education and experience as the Assistant Dean of Students in a very diverse university. By working in London, one of the most popular study abroad destinations for U.S. students, I have been able to add a very positive work experience to my resume. It feels as though this degree has been a natural progression for me in my career following JET. I look forward to a long career helping international students coming to the U.S. feel just as welcome as I felt in Japan as well as introducing U.S. students to the life changing impact of living overseas."

So, if you want to find out more about any of these programs, please let me know. The international experience we had in Japan can lead to some wonderful and exciting experiences.

Carolyne Miller is a Canadian living in the United Kingdom and working for an American-based university.

JUNALINE BANEZ (CN-ALT Kyoto-fu 1998-2001)

Junaline (second from left) with her cousins.
"When Globalization Comes To Town" written by Kazumi Kubo

For many JET Programme participants, placement as a first-time ALT in a miniscule rural town sans train station induces heart palpitations and fears of impending rice paddy isolation. Yet for Junaline Banez, no stranger to major changes in life, residing and teaching in northern Kyoto’s Miwa-cho was a challenge rife with opportunities for professional and personal growth. From Calgary fashion diva to Kyoto linguistic guru, she proves that the road to self-discovery is often long and winding.

Ms. Banez, a 32-year-old Filipina, immigrated to Fort Saskatchewan, Alberta in Canada with her family at age 13. At 18, her affinity for both languages and fashion design made it difficult to choose a major. After three years studying romance languages at the University of Alberta, she moved to Calgary to attend the Alberta College of Art and Design. Dating the man she would marry with dreams of working in Paris and Milan swirling in her head, Ms. Banez was living in the moment.

And then they broke up. Alone with bills to pay, she used her fashion expertise, threw herself into the retail industry and worked her way up to Club Monaco and Timberland management positions. At this point Ms. Banez discovered her flair for serving people extended beyond store boundaries. "I was on lunch break and eating at a Chinese restaurant when the owner asked me to tutor her 10-year-old son in English," said Ms. Banez. "I had no idea how to teach and wasn’t interested but she begged me and said I could eat lunches for free so I agreed and loved it!"

Ms. Banez’s focus started to drift away from the retail industry. "I started to feel disenchanted with serving this way and needed to find meaning in my life," She found that meaning through the Calgary Immigrant Aide Society and volunteer ESL teaching to students from Brazil and the former Yugoslavia. "These people were just grateful that I could help them." Her new students broadened her perspective on the world and Ms. Banez became interested in international aid and development. "I was motivated to serve others less fortunate than me because everyday I had to deal with rich customers who couldn’t decide whether to buy a $750 Matinique suit or a $900 leather Timberland Jacket.”

Embracing the new passions in her life, at age 27, Ms. Banez went back to the University of Alberta as a mature student to major in linguistics. "I had to swallow all pride and move back in to my parents’ house and go on student loan," said Ms. Banez. The sacrifice resulted in her meeting influential academics that encouraged her to work in the field. Ms. Banez taught at Edmonton’s Mennonite Center for Newcomers and in Mexico for two months. Searching for a way to combine education and humanitarianism, after graduating she applied to the JET Programme. She was placed in Miwa-cho, a town in the mountains of northern Kyoto prefecture.

During her three years there, Ms. Banez waved the flag of internationalization and rang the bells of global awareness in Miwa’s classrooms, rousing the somnolent community of 4,500 residents. The ringing also awoke the spirit of humanitarian aid that had been lying within her since Calgary. Through her English classes, she brought grass roots internationalization to her classrooms. Among many projects, Ms. Banez organized several town charity drives to support the Vietnam Education Fund. Her students learned how to raise money. Through collecting old postcards they accumulated 30,000 yen and sponsored a child in Laos. Ms. Banez brought the world to Miwa-cho as Japanese newspapers and radio stations flocked to the town to cover her volunteer activities. In 2001, following completion of her JET contract, the Canadian Consulate nominated her to represent Canada at an international education forum and meet the Emperor and Empress of Japan.

Ms. Banez is now back in Canada but her life’s path is again leading her to Japan with the offer of a senior teaching position at Kyoto Nishi Gaidai, an international school with a global education curriculum. "My sense of service has changed," said Ms. Banez. "I now believe that helping others in life is to help and empower people." Armed with her rich palette of international colour and goodwill as she passes another milestone on her journey, the road ahead is bright and promising.
REFLECTIONS

"BAMBOO PUPIL: NOW YOU CAN REST"

From as far as I can remember, I was fascinated by its perfectly hollow structure and potential for usage as a plaything, a cup, a vessel, a flute. It was just such a beautiful plant to hold, see, and listen to. As a child I spent many an hour playing in the bamboo grove near my house; digging up roots and shoots to bring home and attempt to make something out of them. When I started school, I forgot about bamboo for many years. In high school I was once again reminded of my connection to the plant by a mysterious voice. I heard while on my way to my part time job one evening: "Bamboo pupil, now you can rest." What an uncanny thing to hear in my head, I thought. The message slipped from my conscious memory almost immediately after I heard it. But it came back to me later that evening as I was writing in my journal. Bamboo pupil, now you can rest. Who was the bamboo pupil? Me? What have I to learn from bamboo? Who ever heard of bamboo being a pupil or even a teacher? It was indeed the bamboo pupil, what cause do I have to rest? Rest from what? Perhaps confusion over a life path, or vocation? I was to learn later in amazement that the Chinese, Japanese, and Koreans actually regarded the bamboo plant as a teacher, so to speak. Being the most useful plant in the history of human kind, from food to housing to medicine to clothing, to weapons, to musical instruments (you name it, bamboo can do it!), it was one of the three friends of winter in oriental cosmology symbolizing strength, flexibility, resiliency and purity in living. The bamboo, a most unique plant, became what it became because of its relationship with the animal and plant worlds and applies to them human life as a source of inspiration and strength from the hardships of daily living. This was an intriguing concept for me at the time, being a teenager raised in a post-modern western, Judeo-Christian-programmed society that generally regards nature as separate from human beings. I pondered on the bamboo pupil for quite some time and felt quite relaxed in seeing bamboo as a metaphysical teacher. Soon after, I was to have the meaning enhanced when I watched the film "Ran" by Akira Kurosawa. It was in the scene where the blind prince, exiled to a solitary shack in the wilderness, was playing a song so full of pathos and pain on a slender, horizontal, bamboo flute. That sound awakened in me something that seemed to be lying dormant within me. I rushed to the library to research all I could on Japanese bamboo flutes. As I read about the various bamboo flutes of Japan, I came across the vertical bamboo flute, the shakuhachi, for the first time. Upon hearing the deep, husky tones of the flute on a CD by Goro Yamaguchi, I knew I was to learn this flute one day. The question was when? I knew I of no teachers or connections to the shakuhachi world at that time, and though I would be for me to play this exotic instrument. My destined opportunity came 5 years later after graduating from University when I was accepted to teach English on the Japan Exchange and Teaching Programme where I spent the next three years in Yamaguchi Prefecture.

Upon arriving in Tokyo, Japan, during that hot, humid, August summer of 1992, on a first class ticket provided by the JET Programme, I couldn't help feeling an auspiciousness about this next chapter in my life. When I finally got to Yanai-shi, Yamaguchi-ken, the town I was to spend the next couple of years in I quickly located a shakuhachi teacher, with the help of my supervisor, Matsuda-sensei, the head English teacher of Yanai High School. The feeling of elation was immense as I was realizing this dream of mine to study shakuhachi in Japan. My first shakuhachi teacher, Mr. Ogawa, lived at the edge of town and we scheduled a time to meet that first week. Driving into the mountains, covered with lush, green bamboo; bathed in the deep, penetrating heat of the Japanese summer, we approached the house of Mr. Ogawa. The earthy smell of fermenting bamboo proved too much for Mr. Ogawa and we were invited into his house. After our initial introduction he led me to a tansou to play the flute when there were several beautiful bamboo shakuhachi flutes of different sizes. lengths, colorations, and shades. He asked me to try the flutes to see which one I would like to play. I picked up the one that pleased my eye the most: a deep, red-black root piece. The bamboo was light and comfortable and fit nicely in my hands. I couldn't get a sound out of it for the first five or ten minutes; just struggling breathes. I was told it was the most difficult instrument to learn. That just whetted my appetite to learn even more. When I finally produced a tone, it was like an unearthing of a rare jewel. I was eager to take home the flute to dig up more of those precious stones on my own. Mr. Ogawa picked up his flute and began to play an enchanting folk piece. The sound penetrated deep within my soul and part of my mind opened up like a lotus flower emerging from the muddy depths. I began lessons with Mr. Ogawa immediately and from there I was led into a beautiful new world of learning and joyful suffering. For two years I met Mr. Ogawa religiously every week to practice and learn the shakuhachi in traditional fashion. I spent countless hours in the seiza position of sitting under our feet upon tatami mats. Learning this new way of breathing to play shakuhachi caused me nearly to faint many times from lack of breath and pain from lack of blood to my feet and legs. At those moments, I would fall giggling to the tatami and trance out in a kind of high as the blood and oxygen surged back into my limbs. After 6 months of strenuous practice, struggling with the waves of pain, I got used to the breathing and sitting and began to enjoy the process of learning how to produce the fascinating sounds I so wanted to create. The style of shakuhachi that Mr. Ogawa taught was the Tozan-ryu, the largest school in Japan. Later I was to discover other schools such as Kinko, Meian, and Watozen-ryu. I was interested in learning about those too, but thought I should concentrate in learning the basics in this school before I do anything else.

In 1994 I attended the International Shakuhachi Festival in Bisei-cho, Okayama-ken, hosted by the great shakuhachi master, Katsuya Yokoyama. Upon hearing him and his students play, I was overwhelmed by the power and beauty of his playing style. This was the sound I was looking for! The sound of my soul. In the next several years I was to study with many students of Yokoyama-sensei in Japan and in various parts of the world, and finally with the master himself in 2001.

In my third year in Japan, I was transferred to a new school in a different part of the prefecture, Aio-cho was a very small city with a population of only 5000. I found another shakuhachi teacher, Ichio Muramatsu, who lived in a neighboring city, Hofu. He taught the kinko style of shakuhachi. With this new change in schools I also purchased a new bamboo flute from my new teacher who was also a maker of shakuhachi flutes. Learning to read the kinko notation was also very interesting, and surprisingly wasn't too difficult for me.

Learning about the craft of making the shakuhachi connected me back to my childhood when I used to spend time in the bamboo groves digging for bamboo roots. Ichio-sensei took me bamboo harvesting which was a very beautiful and special experience for me. In the process of making shakuhachi, the bamboo is harvested, then heated over hot coals to extract the oils. Then it is ready to be cured in the shade for several months to several years. Then the complex process of transformation from a simple hollow tube into an instrument of beauty begins. From shaping of the five finger holes to the mouth piece insert and time-consuming and exacting process of bore construction takes several months, sometimes years, to complete.

In 1995, I completed the JET Programme and moved to Vancouver, married my present partner Sandra who was also a JET participant (Fukuoka 93-96). There I hooked up with local shakuhachi master Takeo Yamashiro. Yamashiro became a mentor of sorts for me, and I spent the next several years in Vancouver, playing around town, and making a name for myself as a promising young player with an open mind and a willingness to learn.

And then in the fall of 1999, I returned to Japan alone to again teach English, this time with the Tokyo Center for Language and
Culture (TCLC) based out of Shibuya, Tokyo, but more importantly, to continue my study of the shakuhachi under the direction of several world-class masters. Journal entries from that period show a musician who had gained enough of a grounding in the instrument to begin delving deeper into what is a deeply spiritual instrument.

I feel quite fortunate to be in Japan at this time in history since this generation of shakuhachi teachers are more open about letting students study under other teachers. In the old days there was an interesting contradiction. The master prohibited the student from studying with anyone else, but it was common practice and generally understood that everyone stole techniques from various teachers (surreptitiously of course) even from one's own master! I was told this was one of the main conditions of the uchi-deshi system (where the student becomes a live-disciple of the master) so that it is easier for the student to steal techniques form the master. Interesting use of language! My schedule is flexible enough to give me lots of time to practice which I am grateful for. I practice every morning and evening for a few hours. Some days I have large gaps of time where I can practice even longer. It's fascinating to see how this instrument reflects the Japanese culture in various ways. For instance, the presence of space between things and thoughts is prevalent in the shakuhachi and Japanese culture. This space is called "ma". In martial arts it's called "ma-ai" or the meeting of space between opponents. This ma exists when people communicate with each other in Japanese. Silence is a valued virtue in society and comes from the Confucian and Zen influence of the mistrust of words. More weight is placed on a person's actions.

Japanese are not conditioned to be assertive in their expression of speech like in the west. "Silence is gold" is a popular saying in Japan. As a result, this "ma" is very important in shakuhachi traditional honkyoku (original shakuhachi solo pieces) as well. The long note as it trails off in to non-existence and back into its full sound and back into nothingness is a standard Japanese tone line. The degradation of the note, the sound of air hitting the blowing edge making the e sound of the wind through the trees as it dies down to silence is aesthetically pleasing in shakuhachi music. It's all about creating tone, colours and shapes, much like a painter uses paints to create a picture. It's true that shakuhachi music tends to be on the minor side of the musical scale. This is in keeping with the wabi-sabi aesthetic of the lonely, dark, solitary sonic mood that expresses the suffering of existence and the hardships of the monastic life as well as the beauty of the degeneration things. The intentional flattening of the note is also reflective of the close, narrow, proximity that people and buildings are in. The flattening to full note cycle is like weaving in and out of Japanese streets: narrow to wide to narrow to wide; just like breathing.

On a deeper level the shakuhachi expresses the emptiness of all existence; not just emptiness itself, but also the emptiness of emptiness, in other words, the ultimate truth of all things. Shunyata as Buddhists would say.

Upon returning to the west, I've had much time to contemplate my experiences with the bamboo flute. Many years ago a mysterious voice spoke to me about the bamboo pupil. I've come to realize that I am still struggling with this koan. Am I the bamboo or am I the pupil? I have yet to rest until I have learned all I can about what it has to teach me about myself.


Alvin is the only full-time shakuhachi teacher in Vancouver, British Columbia in Canada and has participated in numerous recordings in both Vancouver and Japan. He maintains an active performance schedule between Canada, US, and Japan. For more information about private lessons, bookings, weddings, funerals, and shakuhachi bamboo flute sales please contact Alvin Ramos at: Bamboo-In, #214-130 W. Keith Rd.,

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"JETAA MIDLANDS CHALLENGER MISSION"

Japan 2001, Captain's Log
ON 16 MARCH 2002, JETAA UK Midlands, aided by an elite unit from London, took part in the Challenger Mission at the National Space Centre, Leicester. The average year of birth of the participants was nineteen; I think...nineteen study a different subject. Which means we were quite a lot older than when we went to Japan, but born, prophetically, as colleague Neil Armstrong trod on the moon. The thirst for space exploration (and Kirin beer) burned strong within us. The early confidence of the ex-JETs as they gathered for the mission was matched by their partner group, the UK-Japan Choir, with whom relations began well as we were taken together through training. The astronauts in charge of training told us it would be easy, and that our mission, intercepting the comet Enki and launching a probe, was simple. In the early stages of coming to grips with what was being demanded Yoreshiutus ran out confidently while Midland ex-JETs and Japanese teamed up in pairs, and were divided into ground control and those actually on the spacecraft. The easy bonhomic of the teams inspired the local staff to confidently declare training could be cut short and we were ready for flight. However, while the ex-JETs involved in the mission notably Flight-lieutenant Bond and Wing-woman Anderson may have navigated the JET Programme successfully, at the controls of a rocket they were quite out of their depth. Having been given lessons in driving in an escort XR3i as a 17-year-old I felt that I was better qualified to be driving this monster, and was slightly bitter at being down in ground control managing the growth of spinach in the on-board greenhouse.

With a grudging sense of duty, I started to look at the data coming down about the spinach with my partner. Something was wrong. Growth levels were abnormally low. "Leicester, we have a problem," I called over the intercom, "either someone is stealing spinach or we have an unknown entity that is secretly consuming it." The possibilities were frightening. I suggested to my partner that we bring them home, but she advocated that we observe developments and continue with the main focus of the mission which was finding the comet. With Bond and Anderson at the controls, we missed comet Enki, but by a ridiculous stroke of fortune came across an entirely new comet, which we decided to name the comet "Genki-Mori" after the first Japanese Astronaut in Space, Dr. Mori, who had opened proceedings for us in the morning, had made a great impression and seemed to be exceedingly genki and charming. Hence Genki-Mori (As an interesting aside, his wife told me that when the astronauts come down from space, they have to eat salt and drink large amounts of fluid so come with this return to gravity. She added that Dr Mori, instead of salt tablets, took a couple of umeboshi with him and that they did the trick well. Good old umeboshi, hangover cures, cold cures, gravity readjustment medicines, you name it, they're good for it!).

As for the spinach, in the second half of the mission, yours truly and his Japanese partner went up into the craft and began to carry out investigations via the electronics control panel in the greenhouse. At the end of about 20 minutes of jabs and right hooks at the spinach plant with the robotic pincers, and a large amount of swearing and grappling over the controls with my partner, I got a clean upper cut in and dropped three leaves into the container. We just managed to get the leaves out when I got the feeling that something was watching us. I opened the container and there it was. Or rather there they were, not just one, but many of them. Even looking for about a centimetre in length I nearly screamed, but then I remembered, in space nobody could hear me, so I stifled it and dashed out for a Kirin. Thank you very much for NOTO for inviting us to participate in this fantastic event.

Written by Ben Stiner (UK ALT Wakayama-ken 1993-1995)
JETAA CHAPTER NEWS - FROM FRANCE, GERMANY & USA

WASHINGTON DC, USA (US1)
JETAA-DC would like to thank all members and FOJs (friends of JETS) who made our spring events so successful. We hosted two general meetings at the Old Ambassador's Residence at the EOJ, went ice-skating on the Mall and cheered on the Washington Capitals at a hockey game. We also organized our first-ever origami booth at the Japan-America Society of Washington, D.C.'s Sakura Matsuri (thanks volunteers!), started a book club, and toasted the new year with a trip to a local onsen and karaoke. We’re looking forward to canoeing/kayaking in June, and hosting JETS from all over to another major summer event, the DC Rally. If you're in Washington, D.C. on July 13th, please join us (or plan to be there). Check out http://www.jetaadc.org/events/rally.html for details and to RSVP.

JETAA-DC members will also participate in many events for departing JETS during the summer months. We wish everyone a great summer and safe journeys whether you’re heading to or departing from Japan. If you’re in the DC area or planning to move here, check out our website (www.jetaadc.org) or send us a note. We'll get you connected to our city and our events! Happy Adventures!

Jon Washoekesi, JETAA-DC President, President@jetaadc.org

PORLAND, USA (US12)
The Portland Chapter wrapped up a successful 2001 year with a hanami-kei/annual meeting. At that meeting we approved a thorough revision of our chapter bylaws, elected new officers, and welcomed our most honored guest, newly-arrived Consul-General Tadashi Nagai. The hanami event is a nice mix of fellowship and business. Several new returnees attended and in chapter involvement. The spring event is also a chance to solicit new ideas for the coming year from members and test new ideas from officers. In the coming year, we will have our regularly scheduled slate of pre-departure orientation, summer sports activity, fall returnee barbecue, shinnenkai, and hanami-kai. New ideas now under consideration include a Japanese cooking class, a trip to nearby hot springs, a cultural event co-sponsored by our consulate, and several other fun get-togethers. On the work side of the ledger, we are planning an information-packed CD-ROM for returnees, and a primer for departing JETS, volunteer work with local O-Bon events, and the usual support for falls recruiting activities. We are also considering the purchase of US/Japan flag lapel pins for this year's departing JETS as a memento from the chapter and a reminder that we’re here for them while they are in Japan and when they return. After procuring a new last fall, a team of intrepid volunteers has gone to work on our quarterly newsletter bringing a fresh perspective and a badly-needed facelift to our five-year-old format.

Dave Dillon, President, JETAA Portland

SOUTHEAST (ATLANTA), USA (US4)
Here are some of the activities we have planned for 2002-2003:
June: Q&A session / Omakudou dinner for newly accepted JETS
July: Pre-departure orientation / Sayonara party for departing JETS
August: Bowling competition with prizes for all alumni members
September: Welcome Back / Recruiting party - an annual party held at the estate of the Consul-General of Japan to welcome back newly returned JETS and to recruit potential future JETS. To date, the best party of the year Annual Japan Fest weekend at Georgia's Stone Mountain Park
October: Speaker night / Dinner - 3 career placement officers will speak to JET alumni about how to find work after JET
December: Bonenkai! A party for all alumni members to say goodbye to the old year!

March 2003: Hana-mi (cherry blossom viewing) party to be held at the estate of the Consul-General of Japan. Several local groups will be invited including the Japan-America Society of Georgia, the Latin American Society of Georgia, the International Rescue Committee and the local Yamishokai, just to name a few. This is a social party to introduce Japanese culture to other international groups, and also to promote the JET Programme.

Robin Ciani, Co-President, JETAA Southeast

FRANCE (FR1)
Bienvenue à toutes et à tous ! Une fois n’est pas coutume, un peu de français pour vous présenter le bonjour des ex-Jets français et francophones ! Le groupe JETAA France existe depuis plus de 10 ans mais il s’est constitué en association 1901 il y a deux ans afin de recevoir une aide financière de CLAIR Tokyo et créer un site Internet. Cette année, nous avons mis en place un système de cotisations pour vous donner de nos propres ailes et continuer à développer notre site. Vos conseils et expériences à ce sujet sont les bienvenus !

And now, ladies and gentlemen, the English version...
One of the characteristic of JETAA France being the French language, I began this article « en français »... It is true though, that among the members of our registered association, you may find American and Canadian ex-JETS living in France as well as French ex-JETS living in Chile !
The organisation has a president, myself Cécile Gross, CIR in Oita 5 years ago, a treasurer, Nathalie Barranger who taught French in Iwate, a vice-president Frédérique Rocca, AFT in Okayama, a secretary Aline Belugou, AFT in Yamashinai, and the « third man » Ahmed Agne, CIR in Tottori.
Although the number of people involved is not as astonishing as the one in other chapters, we are actively participating in promoting the programme in universities and in the new JETS selection, their pre-departure orientation and the welcoming back. Every year, Bönkenkai, Hanami and picnic in the Paris area maintain the link with Japan and with ex-JETS living outside Paris. We therefore focus our energy on two sides : strengthening the JETS' influence all over France thanks to the JET network, and developing contacts with other associations dealing with international exchange. Any idea or advice is welcome at any time!!

Cécile Gross, President, JETAA France

SOUTHERN CALIFORNIA (L.A.), U.S.A. (US14)
The heat of summer is right around the corner and things are heating up with JETAA of Southern California. Things should get hot on June 1st is one of our famous monthly Nihongo Dake Dinners where a bunch of us alumni get together to embarrass ourselves with our badly dilapidating Japanese. Sunday, June 30th is our annual Pre-departure Orientation for all of the new JETS that are leaving from the Southland.

Throughout the year, the Association stays busy with activities such as our monthly 2nd weekend socials (held on the 2nd Saturday of every month), which involve events like bowling, karaoke, or pretty much anything else we can use as an excuse to get together. We also participate in community service activities and volunteer in some of the various events sponsored by the many Japanese businesses here in Southern California. Add to that golf tournaments, ball games and beach trips and you’ve got yourself one heck of a packed social calendar. Our alumni stay connected via the Internet, where they can sign up to receive a monthly e-mail newsletter or check out our high-tech web site for upcoming events. Check it out at www.jetaasoc.org and register today. We hope to see you soon!

Sabra Yasuda, Secretary, JETAA Southern California

GERMANY (GR1)
Berlin welcomes home all returning JETS. Don't forget to contact us as soon as you arrive (or before you leave Japan) with a contact address, phone number and e-mail address. If you return this year and want to get involved, please contact the National Representative for JETAA Germany, Frank Bender. More info on our Chapter can be found at www.jetaagermany.de. We look forward to hearing from you.

Frank Bender, President, JETAA Germany
HELLO FROM THE AJET-JETAA LIAISON

My name is Tom Silverman and I am the new JETAA liaison on the AJET National Council. I'm a second-year ALT in Shiga-ken, teaching at five junior high schools. I'm looking forward to working with AJET and JETAA this year. If there is anything I can do to help any of you over the course of this year, please don't hesitate to contact me at: jetaaliaison@hotmail.com

Recently, there has been an important development with AJET that I thought I should let you all know about. Starting from this month, the AJET NC has started a monthly e-mail that will go out to all AJET members. All AJET members have been signed up to a national AJET listserve, which now has over 2,700 subscribers. Only the AJET vice-chairperson can post messages. Each month, anyone who wants any information sent out in the monthly mail must submit it to the VC. The VC will edit it to make an informative and, hopefully, not-too-long mail.

This is a pretty simple idea, but it should make a big difference to the way AJET is perceived by our members, as it will allow us to let people know what the AJET NC actually does at meetings with CLAIR and MEXT, at conferences, and during the times in between. Previously our members joined up and then never heard anything directly from the NC again, so they felt that they weren't getting anything in return for their membership. The monthly mail will make it much easier to get out important information, notices, and updates on all aspects of AJET and, of course, JETAA. If any of you have anything of general interest to AJET members in Japan that you would like to have posted in the monthly announcement, please mail it to me at: jetaaliaison@hotmail.com

This new listserve will obviously be useful in getting JETAA information to our members, and will also be useful for any of you who are interested in keeping in touch with what is going on with the JET Programme and with AJET in Japan. If anyone from JETAA wants to sign up to the listserve (which is secure, and will definitely be limited to just one mail a month), they can sign themselves up by sending an email to the listserve at: nationalajet-subscribe@yahoo.com

Please feel free to get in touch with me if you have any problems or need any further information, or if you have any suggestions or advice on new and improved ways that AJET and JETAA can work together in the future. I look forward to working with you!
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