Although Japanese society has long valued and practiced lifelong learning, it has not yet been successful in building an ethic that prizes learning, teaches creativity, and includes everyone. Bureaucratic and legal mechanisms undertaken in Japan to promote lifelong learning have included the establishment of Lifelong Learning Councils, a system for implementing local measures; liaisons and cooperation schemes for municipalities and prefectures; and criteria for delivering and assessing learning programs and needs. Many local governments have also subsidized "model projects" that promote lifelong learning. Despite these fiscal investments, problems of local implementation, coordination between private and public sectors, reorganization of non-formal education, and lack of administration exist. To foster lifelong learning, elementary and secondary curricula have been reformed to emphasize problem-solving and independent thinking skills, as well as cultivate children's individual needs. However, attempts to reduce school hours to help students learn more with their families have largely failed due to double schooling, or participation in cram schools. Though parents disapprove of these schools, intense competition leaves no room for lax attitudes. As a result, behavioral problems such as truancy and bullying have arisen. The ideal educational system would foster a "zest for living" in an atmosphere where children can achieve "peace of mind," working to eliminate borders between formal and non-formal education. Contains 12 references. (YKH)

Reproductions supplied by EDRS are the best that can be made from the original document.
Lifelong Learning:
An Instrument for Improving School Education in Japan?

Yukiko Sawano

In: Lifelong Learning: Policies, Practices, and Programs
Lifelong Learning: An Instrument for Improving School Education in Japan?

by Yukiko Sawano

Japan has long been a society that values and practices lifelong learning. Embedded in the daily fabric of Japanese life, lifelong learning has become institutionalized and bureaucratized. This paper argues that, in spite of this emphasis, lifelong learning has not been successful in so far as building a learning ethic, one that prizes learning, teaches creativity, includes everyone, and is seamless. This paper describes the current state of lifelong learning in Japan, and discusses the division between non-formal (social) education and formal schooling, problems associated with the latter, and the potential for a revitalized system of learning. In this new vision for learning, the school, the home, and the community come together as one, not as cooperants with divided areas of responsibility, but rather as a single, harmonious unit.

INTRODUCTION

In order to construct a rich, active and participative society within Japan for the 21st century, it is important to build and develop a lifelong learning society — one where "people can learn at any time in their life stage by freely choosing [from among] the learning opportunities ..." (Monbusho, 1996, p.2).

Since the late 1980's, the term "lifelong learning" (shogai-gakushu, in Japanese) has become increasingly celebrated among citizens in Japan. The expression can be heard and read, quite easily, everyday. In local papers, in government publications, and in commercial journals, lifelong learning and discussions related to it are explored in detail. According to a recent public opinion survey on lifelong learning conducted by the Prime Minister's Office, participation in learning programs of various kinds has increased from 40% in 1990 to 48% in 1992 (figures rounded to the nearest whole number) (Monbusho, 1996, p.10).

Discussions regarding lifelong learning are often quite broad in nature; however, the perspective most closely associated with the term tends to reflect a somewhat narrow, leisure-oriented view. For many Japanese, lifelong learning relates only to those specific activities undertaken for pleasure, mainly by housewives and retired people. In fact, this leisure perspective is borne out in practice as many more adult learners in Japan take courses related to personal health and sports, such as exercise, nutrition, jogging, and swimming, and to hobbies such as music, art, flower arranging, dance, and calligraphy, as compared with courses specific to acquiring
Lifelong Learning: An Instrument for Improving School Education in Japan

The Japanese experience with lifelong learning can be a useful tool for other Asia Pacific economies as they develop and implement broad lifelong learning policies, programs and practices. Of most value will be the Japanese experience with excessive competition in the early learning environment, and what can be done, or avoided, to counter this problem through the use of lifelong learning.

BUREAUCRATIC AND LEGAL MECHANISMS TO PROMOTE LIFELONG LEARNING

In June 1990, the Japanese government enacted a law for the “Development of Mechanisms and Measures for the Promotion of Lifelong Learning” (abbreviated as the “Law for the Promotion of Lifelong Learning”). This legislation identified systems and projects to be implemented at the national and prefecture level which would promote lifelong learning. Specifically, the law prescribed:

- the establishment of Lifelong Learning Councils, at national and prefecture levels, to be comprised of specialists from various fields including the private sector;
- a system for planning, developing and implementing local measures to promote lifelong learning;
- lifelong learning liaison and cooperation schemes for municipalities and prefectures;
- criteria to be used for projects that would deliver learning programs, and surveys to be used for assessing the learning demands and needs of residents at the prefecture level.

In accordance with this new law, the National Council for Lifelong Learning was established in 1990 within the Ministry of Education, Science, Sports and Culture. The Council is charged with facilitating and implementing the new national policies for lifelong learning, and since its beginning a priority has been the establishment of Lifelong Learning Councils. Since that time approximately 85% of the prefectures have established planning systems to coordinate lifelong learning linkages with activities taking place between Prefectural Boards of Education and other local public departments, and as of 1995, 65% of the prefectures had established Lifelong Learning Councils (Monbusho, 1996, p.3). In addition to this, nearly 60% of the municipalities have developed systems which actively promote lifelong learning through a variety of activities including Lifelong Learning Promotion Conferences.

The law, bureaucratic in nature though it is, has resulted in a well developed set of strategies for promoting, supporting and programming lifelong learning activities.

National Subsidy for Promoting Lifelong Learning

Recently, the National Government, through the Ministry of Education, Science, Sports and Culture, has been encouraging local governments to implement additional measures which promote lifelong learning. This has been done through the use of subsidies for various “model projects” which are implemented within the prefectures and municipalities. Following are a few examples of model projects which...
Lifelong Learning: An Instrument for Improving School Education in Japan?

LIFELONG LEARNING

Wide-Area Project

This is a component part of the broader Local Lifelong Learning Promotion Project, and has as its key aim the promotion of activities that develop wide, perhaps even global, geographic perspective, which may be supported through this project and the maintenance of global ecology, trends in the consumer movement, and international relations.

School Extension Courses

This project opens the doors of the upper secondary schools and the professional training colleges to the people in the community, thereby providing them with opportunities to learn specialized occupational skills and study liberal arts disciplines. The project also encourages these schools and colleges to offer current issues, such as aging and AIDs, in many of the courses they offer.

Recurrent Education Promotion

One of the high priority areas for the development of lifelong learning activities in Japan is the promotion and implementation of recurrent training and education programs for workers. The Ministry of Education, Science, Sport and Culture has, therefore, created this experimental project to promote systematic and continuing recurrent education that deals expressly with the use of teaching and research facilities at local universities and colleges.

Developing Lifelong Learning Information Systems

This project followed from the Second Report on Educational Reform which was issued in 1986 by the National Council of Educational Reform. The aim of the project is to encourage every prefecture to collect information and develop a computerized database describing the variety of activities in the community. The data is then shared with the various branches and offered within the district. The project's goal is to encourage greater and more selective participation in lifelong learning activities. By the end of fiscal 1997, all prefectures in Japan will have developed a lifelong learning information system.

Difficulties with Lifelong Learning Promotion Program

Although there has been a large fiscal investment in lifelong learning within Japan, there have and continue to be a number of problems which have been identified.

Promoting Volunteer Activities

According to a 1992 report from the National Lifelong Learning Council,volunteer activities are themselves lifelong learning experiences which facilitate personal development and create a climate where persons share their experiences and expertise as a result. A local Lebenskunde Council funded this project with the intention of creating places for the training of volunteers, including information and research facilities at local universities and colleges.

Promoting Women's Lifelong Learning

The Ministry of Education, Science, Sport and Culture in 1992, it subsidizes children's "circle activities". These take place during school holidays, typically in neighboring communities. Circle activities were designed for young children in 1995 to enrich the lives of children and adults. Women have the opportunity to participate fully. This requires changing the traditional role stereotypes where there has been a high degree of role separation and developing a climate where women feel comfortable, an opportunity to participate in any field. In order to build this more inclusive society, the Ministry of Education, Science, Sport and Culture has been developing a "women's lifelong learning" within Japan, which has been an investment in a nationally structured, locally implemented, and highly systematic plan to support lifelong learning.
with the structure and the implementation of the programming. According to a 1995 survey on lifelong learning, conducted by the Administrative Inspection Bureau of the Management and Coordination Agency of Japan, there is a broad need to promote lifelong learning policies more systematically and comprehensively within the society (Somuco, 1996).

The Bureau identified specific problems including the fact that local public authorities are often not very eager when it comes to implementing measures which promote lifelong learning (see Somuco, 1996, pp. 6-7). Also, coordination between the public and private sectors when conducting lifelong learning projects is lacking. A third problem relates to the length of time it has taken to reorganize non-formal education and place it into the lifelong learning system context. The fourth problem is that the administration and management of various projects to promote lifelong learning are often incomplete and not comprehensive enough. A fifth problem relates to the fact that the national subsidy is not effective in so far as guiding local authorities as they attempt to promote lifelong learning.

When specific cases are examined, the root cause of many of the problems appears to be related to the very centralized, top-down administration and budgetary system. Local governments are quite typically eager to get whatever funding might be available, often with little regard to the actual feasibility of implementing the related projects. As a consequence, outcomes are often minimal, little more than paper requirements. Meaningful content is lacking, as are uniform measures, and similar programs designed to promote lifelong learning are implemented in radically different manners in different localities across Japan.

As one example, most of the prefectures in Japan are now offering training courses and workshops for volunteers, and creating data banks that list the human resources available to act as volunteer instructors for various lifelong learning activities. However, the volunteers are now complaining that, although they are trained and willing, no one asks them to actually lead or teach any programming. In effect, they don't have any opportunities to put their training into action. Another example relates to the actual databases in certain prefectures. Because data are not systematically recorded, and often not updated, it takes too long to retrieve correct and useful information. In fact, there are some cases where usable information is simply not available at all, though data banks may exist. Clearly, these examples not only don't respond to the needs of the citizens, they may actually frustrate interest in lifelong learning activities.

From personal observations made during recent study visits to various municipalities within Japan, and interviews with officials in those jurisdictions, I have concluded that it is not the amount of money allocated to a program which determines success. In fact, it is the degree of creativity, flexibility and commitment brought to the project by the relevant administrators. Also particularly important for program success is the level of participation of residents in the process when planning, implementing and managing lifelong learning at local levels.

**SCHOOL CURRICULUM REFORM IN THE CONTEXT OF LIFELONG LEARNING**

In parallel with the national policies designed to move Japan towards a lifelong learning society, elementary and secondary school curricula were modified in order to incorporate lifelong learning principles and theories (Monbusho, 1989a, 1989b, 1989c). It is thought that, whereas in the past school education and lifelong learning were two independent activities, they must in fact be made one in order for both to be successful. Revised courses of study were issued in 1989, and these went into effect in elementary schools in April 1992, in lower secondary schools in April 1993, and in upper secondary schools in April 1994. The content in the courses of study incorporated specific themes and goals, as illustrated per the following précis, the purpose being to prepare citizens who will thrive in the 21st century. Though these statements of content are quite broad in nature, they are implemented through specific curriculum delivery strategies.

*Culture of well-rounded personalities*

In order to encourage the development of young people who possess richness of heart and strength of mind, every aspect of educational activities at all levels should take into account the children's levels of development within the context of the respective subjects.

*Emphasize basics and the individual traits of pupils*

To place more emphasis on the essential knowledge and skills which are required of every citizen in the nation, and to strengthen educational programs which will enable every child to give full play to his or her individuality, curriculum consistency at all school levels, from kindergarten to upper secondary, and for each subject, is imperative.

*Cultivate competency for independent learning*

To attach more importance to the nurturing of children's capacity to cope in a positive manner with changes taking place in society, as well as to provide a sound base for fostering children's creativity, the ability and willingness for children to learn independently must be emphasized.

*Appreciate Japanese culture and promote international understanding*

To put more value on developing in children an attitude of respect for Japanese culture and traditions, as well as increase their understanding of the cultures and histories of other countries, all children should develop the qualities exhibited by Japanese who live within the international community.

In short, the revised courses of study emphasize the importance of developing within children the nature and capacity to survive in a rapidly changing society and enable them with key skills that include problem solving and independent thinking, rather than merely providing rote learning around pre-existing knowledge and
as calligraphy, abacus, music, dance, art, foreign languages and sports. These numbers also increased, though less dramatically than participation in juku, during the past decade. A small number of elementary school students and 5% of the lower secondary school pupils are learning at home with tutors, and 12% of elementary school pupils and 12% of lower secondary school pupils are taking interactive corresponding learning courses at home.

Altogether, 84% of elementary school pupils and 78% of lower secondary school pupils participate in at least one out-of-school learning program (Monbusho, 1994b). For girls, the participation rate in private lessons and correspondence courses is highest, while for boys it is the cram schools. As the children get older, the purpose of cram school attendance changes from preparation and review of school lessons to preparation for entrance examinations.

These same data show that there is a link between parental expectations and attendance at cram schools, and this link appears to be getting stronger (Monbusho, 1994b). Parents who want their children to attend higher education are more likely to enrol them in cram schools, and the "higher" or more "elite" the school, the more likely is attendance at a cram school. In 1985, 34% of the parents who wanted their children to attend universities, or in some cases graduate schools, enrolled their children in cram schools. By 1990 this had increased to 43%. By way of comparison, in 1985, 26% of parents who wanted their children to attend a junior college or professional school enrolled their children in cram schools. In 1990 this figure had risen to 33%.

Regardless of attendance at cram schools, 61% of parents think there is too much emphasis placed on the use of these schools, and that cram school attendance can and does create a number of problems. The following have been described by parents as concerns, with the number in brackets representing the percentage of respondents (parents) who agreed with the particular concern (Monbusho, 1994b):

- in cram schools there is excessive competition in the form of entrance examinations and this has a negative influence on the development of children (58%);
- children who attend cram schools miss other important experiences related to play, community activities, and general living (52%);
- attendance at cram schools for long hours is bad for the health and physical strength of children (48%);
- career guidance in cram schools puts too much emphasis on children's grades, standard deviations and other hard data, while ignoring aptitude and the will to learn (45%);
- attendance at cram schools creates excessive financial burdens for parents (38%);
- in cram schools the priority is on "studying", while "learning" and school education tend to be cast in a negative light (34%);
- cram schools do not develop within children an interest in learning or the ability to learn on one's own initiative, and thinking skills do not develop (26%); of the desire to learn independently, and to not only cope with change but also to embrace it, is fundamental for lifelong learners. Children must shift their views on learning from the "must" perspective to the "wanting" perspective.

**Modifications to the Educational Environment**

Changes in the actual learning environment have been part and parcel of the implementation of the new course of study. Specifically, team teaching in public elementary and lower secondary schools has been introduced, multipurpose space to be used for a variety of learning activities has been established, increased use of computers and computer-based instruction has been added, more developed libraries are in place, and, broadly speaking, content and pedagogy which cultivate children's individual natures and needs have been developed and implemented.

At the same time, there has been a growing awareness of the need for children, particularly young children, to experience life and develop and mature through contact with their families, other human beings, their communities, and the natural world. Given the five and a half day school week in Japan, this has been difficult. But, concern over the fact that Japanese children have been experiencing less playtime and less time in the natural environment than ever before has been unabated. With this in mind, it was decided to increase the time available for children to spend with their families by implementing, since September 1992, a five day school week in Japan once a month. Previous to that, students attended school every Saturday morning. In April 1995 this was taken one step further, and students no longer attend school on the second and fourth Saturdays of each month.

The move to fewer hours per week spent in formal schooling reflects a major change in Japanese education. The goal is to support the development of learning outside the formal school system by providing families with more time to spend together.

**Double Schooling**

In spite of the move to fewer hours of formal schooling, the results have not been as hoped or expected. In fact, the consequences of fewer hours per week spent in class has, for many students, been a negative experience, as participation in cram schools (juku in Japanese) and private lessons has filled the gap.

According to a 1993 survey conducted by the Ministry of Education, Science, Sports and Culture, 24% of elementary school pupils and 36% of lower secondary school pupils attend private cram schools (Monbusho, 1994b). These students do so in order to supplement their regular schooling in an effort to prepare for entrance examinations. These examinations are often required for entry into the next level of schooling. Compared to a survey conducted eight years earlier, participation in cram schools by elementary students has increased by 7%, while participation by lower secondary schools has increased by 10%.

In addition to the Juku, many students in Japan enrol in a variety of private lessons. Recent surveys document (see Monbusho, 1994b) that 77% of elementary school pupils and 28% of lower secondary school pupils take lessons in such fields
Lifelong Learning: An Instrument for Improving School Education in Japan?

The Council argues in the report that in order to overcome the problems noted earlier, as well as others, the school system needs to provide children with the strength to survive in a rapidly changing society. This strength will come through, so the Council believes, cultivating a “zest for living” in children in a relaxed atmosphere where all can keep their “peace of mind.” The Council has described “zest for living” as a broadly inclusive term, encompassing the following:

- the abilities and qualities to identify problems for oneself, to learn, and think for oneself, to make judgments and act independently, and to seek and find better ways of solving problems as they arise;
- a spirit that emphasizes justice and fairness and is impressed by acts of righteousness while abhorring erroneous behavior, a spirit that values life and has respect for human rights, and a warm heart that is filled with gentleness and a concern to sympathize with them;
- a healthy body and the stamina needed to live a vigorous and active life.

“Zest for living” is considered by the Council to be a fundamental competency of lifelong learning. They argue that it is an indispensable element in creative activity and for opening up new frontiers in the context of increasing internationalization and the growth of an information-intensive society. The report points out that in order to cultivate a “zest for living,” it is important that home, school and community work together, in partnership, and keep a balance in their shared commitment to education. It also declares an ambition to enlarge the opportunity for children to experience life and nature. In all of this it is assumed that in-school education must strongly emphasize the cultivation of “zest for living.”

Curriculum reform focusing on these new directions has already begun, and from a structural perspective, the five day school week is expected to be fully implemented early in the 21st century. Equally important, however, is the ongoing need to re-develop curriculum content and teaching methods. A slimmer curriculum is a key goal. To facilitate this curriculum revision, it will be necessary to create a closer relationship between schools and the local communities, and to increase the educational role and mandate of the community. The business sector and labour unions are also trying to transform the workplace so that parents, and especially fathers, will have more time to participate in caring for and educating their children not only at home but also through school and community activities.

Also, the ideal partnership between school and non-formal education in Japan has recently been illustrated by a key phrase “gakusha renkei.” This implies that the government, the business sector, and labour unions must also transform their working environment in order to support the growth of school and non-formal education. The report encourages the development of a strong partnership between education, business, and labour, which will enable children to grow and contribute to society as active members.

In this context, the Council asks the business sector and labour unions to provide more support to school and non-formal education. They state that this is an urgent need in order to ensure that children can grow into active members of society.

In conclusion, the Council encourages all stakeholders to work together to ensure that children grow into active members of society. This includes the government, business sector, labour unions, and schools. Together, they must ensure that children develop the competencies necessary to live a vigorous and active life.

---

**A Model for the Nation's Education in the 21st Century**

In July 1996, the Central Council for Education, Science, and Culture, issued a report entitled “A Model for the Nation’s Education in the 21st Century.” This report outlines a model for the future education system in Japan, focusing on the development of lifelong learning and the cultivation of a “zest for living.” It emphasizes the importance of partnerships between schools, the local communities, and other stakeholders to ensure that children can grow into active members of society.

---

**Structure of Partnerships in Education**

The report highlights the importance of partnerships between schools and the business sector, labour unions, and the local communities. It encourages the development of a strong partnership between education, business, and labour, which will enable children to grow and contribute to society as active members.
functions of school education and those of social education should be complementary, each demonstrating its own educational utility, and with a high degree of cooperation between the two. More recently, there has been a discussion among the policy-makers to move from "cooperation" to "fusion" or "harmony" (yugo). This implies doing away with barriers that exist between schools and social education facilities, as well as with the local community. All resources, and especially human resources, would be embraced in order to improve the quality of education and learning and meet the lifelong learning needs of everyone in the society.

One of the key mechanisms to harmonize the school, home and community which has been recommended in the National Council of Lifelong Learning's latest report, is through the use of lay human resources (Shogaishin, 1996). By involving community personnel in various education activities, harmony can be achieved. Recently, and in order to allow and encourage those people with specialized knowledge and skills from outside the school to participate directly within the educational arena, a formal "Special Arrangement for Part-time Teachers Without Teaching Certificates" was established. Although still quite new, in 1994 there were a total of 2,328 people teaching through this arrangement, most of them in upper secondary schools (Shogaishin, 1996). Advantages associated with the use of lay teachers, or those without formal teaching qualifications, is the diversity they foster in terms of educational context and content. Individuality is also nurtured, and there are advantages in terms of career guidance, since students get a better first-hand understanding of various occupations.

In many prefectures and municipalities, citizens have assumed various roles as instructors in and out of the formal school setting. For example, in Iizuka-shi of Fukuoka prefecture, the Iizuka-cho Board of Education recruits volunteers from the Senior Citizen's University and the Senior Citizen's Graduate School, placing them in elementary and lower secondary schools where there is demand from the schools. The volunteers provide support in a variety of instructional areas, including sports and recreation, as well as crafts, calligraphy and drawing.

In another example, schools in Ichikawa-shi of Chiba prefecture invite well-educated citizens, and social education specialists in particular, to act as community instructors. These community members provide support for specialized courses in disciplines such as environmental studies, social studies, and science, and they host various club activities. They also work to open school facilities to the community, conduct extension courses, and organize camping and hiking outings which help "fuse" the school, home and community into one. In each community there are special committees at the city level for overall planning, and each school has a Community School Committee composed of teachers, other school staff, and representatives from the Parent Teachers Association.

Within Japan, these practices are quite innovative. In order to develop and expand the framework and the programming, as well as stay true to the values and philosophy of this initiative, it will be necessary to avoid dividing the roles of the school, the home and the community. Instead, the three must work together in harmony or fusion. In this regard, a system of vertical administration should be considered. It would also be valuable if all citizens have the potential to participate in the decision making process for the planning of education in and out of school, and in the actual process of education and learning. To flourish, the process as it relates to both the school and the community should be transparent so that all the stakeholders are aware of the problems and become part of the solution.

CONCLUDING REMARKS

The Prime Minister of Japan, Ryutaro Hashimoto, stated in his policy speech at the opening of the Diet's regular session on January 20, 1997, that he will encourage school reforms from the point of view of emphasizing lifelong learning (Hashimoto, 1997a, 1997b). Increased importance will be placed on developing diverse competencies, including creativity and critical thinking, and challenging individuals to become the best they can, rather than, as in the past, emphasizing equality and uniformity. The government is prepared to allocate greater budget support for the promotion of lifelong learning opportunities in order for all Japanese citizens to achieve and enjoy an active, happy and meaningful life.

Regardless of government support, there are many problems within the current educational system and attempts to modify that system have not enjoyed universal success. The top heavy bureaucracy has been particularly ineffective. Change may not come quickly, however, some lessons have been learned. For example, it is necessary to review, and where necessary fully redevelop, traditional value systems and expectations related to teaching and learning and to develop a more flexible administrative and management style.

The current move in Japan to merge the formal school system with the non-formal system, and to create one learning system where the school, the home and the community work together, is a major shift in direction. Coupled with this is a move to a leaner, formal curriculum, the use of more lay teachers and instructors, and emphasis placed on learning to learn and learning for the sake of learning. Taken together, these suggest a very different learning system in Japan, one where the borders in education fall, and learning becomes seamless, enjoyable and lifelong.
REFERENCES


I. DOCUMENT IDENTIFICATION:

Title: Lifelong Learning: Policies, Practices and Programs

Author(s): Michael J. Hayden (Editor)

Corporate Source: Publication Date: June 1997

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

For Level 1 Release: Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

[Signature]

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

For Level 2 Release: Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

[Signature]

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: Printed Name/Position/Title:

Michael J. Hayden

Organization/Address: Telephone: 416 675-6622 x 470

School of Higher Studies 416 675-9730

205 Humber College Blvd

E-Mail Address: Date:

support@admin.humber.ca 2/97