The Early Legacy of Communication Association of Japan Journals:
Transition from Conference Proceedings to Academic Journal

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1. Introduction

"The primary purpose for which an association of scholars, researchers and practitioners is formed is to communicate and share among themselves and others the fruits of their efforts. The publications of such an association are the most lasting and far ranging tools for such sharing." These sentences are quoted from the editor's foreword to the 1987 issue of Human Communication Studies. Academic associations and their publications may change over time but the essence of their reason for existence and their function does not. I feel certain that these remarks remain as true for the Communication Association of Japan (CAJ) in 2013 as they did in 1987.

This article will briefly summarize the early history of the publications of the Communication Association of Japan. I will also discuss the motivation for the 1985 decision to establish two journals and some of the issues faced by the Association's Publication Services at the time. Then I will briefly consider some issues I perceive the Association may be facing with regard to its future publications.

2. Early Journals 1971-1984

As was summarized by the first editor of Speech Communication Education, Prof. Kazuhiro Hirai, in his foreword for the 1988 inaugural issue, the forerunner of all CAJ journals was a special commemorative issue of Speech Education published by the Communication Association of the Pacific (CAP) in 1971. The Communication Association of the Pacific was a predecessor organization with a Japanese chapter that eventually evolved into the Communication Association of the Pacific - Japan (CAP-Japan) and later into the Communication Association of Japan. That first issue was in honor of an early member of CAP, a Prof. Shiojima. The editor of the issue is not identified. CAP concurrently published another journal, Communication that was edited in Japan by Prof. Toshio Nanba. Subsequent volumes of Speech Education (Volume II, 1974 to Volume VII, 1979) were edited by Prof. Satoshi Ishii and occasionally published by the Speech Department of...
the University of Hawaii whose chairperson; Dr. Donald Klopf was the president of the Communication of the Pacific.

As Prof. Hirai goes on to point out in 1980 CAP's Japan chapter was reorganized as the Communication Association of Japan with Prof. Ishii (at that time at Otsuma Women's University) as its president and Prof. Ryoichi Okabe (Nanzan University) as vice-president for Academic Services. Prof. Okabe edited *Speech Education* Volume VIII that year. Volumes IX to XIII (1982-1986) were edited by Prof. Hiroshi Katayama (Nihon University).

The Communication Association of Japan evolved from a chapter of a US communication association (CAP) centered on the Speech Department at the University of Hawaii and many if not the majority of the early members and officers of the Japanese chapter were individuals who had studied speech communication in the United States. There also were non-Japanese members, mostly from the US, who also had backgrounds in speech communication from the US but who were residing and teaching in Japan. Early annual conferences were coordinated with CAP conferences, sometimes held concurrently either in Hawaii or Japan and sometimes separately. The journals actually were conference proceedings; that is collections of papers presented at the conferences. Editorial duties were mostly concerned with collecting and ordering the papers and arranging for them to be printed in some manner. Initially the printing was undertaken by the Speech Department of the University of Hawaii and later printing and financing of the printing was handled in Japan. The journals all used "offset" printing with no uniformity of formatting or typesetting and without abstracts unless one had been initially included by the paper's author(s).

The papers collected in the journals of this period naturally reflect the origins of the association and the backgrounds of the authors. The majority of communication scholars in the United States in this period were trained in speech pragmatics, i.e. public speaking, debate, discussion, oral interpretation, speech correction therapy, and rhetorical analysis of famous orators, etc. Thus many of the papers in the journals are concerned with the teaching of public speaking and debate or analysis of US or Japanese orators, etc. However, this was also an era when experimental studies of interpersonal communication and communication apprehension were beginning to pave the way for acceptance of research into the social and psychological aspects of human communication. Professors Klopf and Ishii, for example, presented a series of papers on the communicative styles of US and Japanese students that appear in these journals.

3. 1985-1988, transition to the Communication Association of Japan with two journals

In 1985, the Communication Association of the Pacific - Japan was reorganized as an independent national organization and renamed the Communication Association of Japan. I'll
discuss some of the motivation behind that reorganization below, but as part of the process, *Speech Education* was replaced by two new journals *Human Communication Studies* and *Speech Communication Education*. The former was considered the successor to *Speech Education* with volume numbering reflected accordingly. The first issue of *Human Communication Studies* was published in 1986. Volume I of *Speech Communication Education* was published in 1988.

The second issue of *Human Communication Studies* was a combined publication of Volume XIV and Volume XV for 1987. Although there was no system of blind, peer review at the time, the editorial board first selected candidate papers from the conference presentations and then asked the Association’s executive committee to approve the selected papers. (Actually, this system had already been in existence for several years although previously most if not all conference papers were accepted for publication.) The 1987 issue of *Human Communication Studies* was the first CAJ journal to have an ISSN designation. Articles were retyped to conform to the formatting standards of the American Psychological Association if in English or the Japan Psychological Association if in Japanese and to provide visual uniformity. Each article was accompanied by an abstract in English and an abstract in Japanese. Articles written in English by non-native speakers were corrected to remove errors and improve readability. The content included several papers dealing with sociolinguistic studies, a study of intercultural communication in the United States as well as a paper on adapting Japanese philosophical concepts to communication theory, another on teaching western methods of persuasion to Japanese business people and another analyzing English textbooks used in Japanese junior high schools.

The content of Volume I of *Speech Communication Education* was a selection of papers from the CAJ 17th Annual Convention. The content, however, mostly concerned issues related to classroom teaching. Two of the papers dealt with pragmatic communication (intercultural communication and oral interpretation). One paper was concerned with Japanese social linguistics. The remaining papers dealt with various aspects of teaching English as a foreign language in Japan. This edition used the same offset printing procedure as preceding editions of *Speech Education*. Abstracts were included only if the author had provided one for the conference paper. The journal did not yet have an ISSN registration.

In the 1980's the membership of CAP-Japan was fewer than 200. Most members were teaching at a university or junior college, but there were also high school teachers and some teachers who were employed at language schools or other types of vocational schools. There was still a student division. Most Japanese members had either studied speech communication in the United States or had been students of members who had studied there. There also were a number of Japanese members who had studied applied linguistics and related fields such as EFL/ESL. The non-Japanese members were mostly from the
United States, although some of the most active were from Europe or Oceania. This group also was primarily employed at universities, junior colleges and commercial language schools.

Regardless of academic background, however, most of the membership was employed in teaching English as a foreign language. Some individuals were fortunate to perhaps teach a course where public speaking, debate or oral interpretation was both the subject matter and method of instruction. For the majority of the membership these pragmatic speech activities were occasional tools used in a conversation or advanced English class to provide speaking opportunities. Conference presentations and journal articles of this period therefore were mostly concerned with pedagogy and speech pragmatics.

4. Factors influencing reorganization and the decision to launch two journals.

From my perspective, the decision to reorganize CAP-Japan as the Communication Association of Japan and to launch two journals as part of the implementation of that reorganization was influenced by several external and domestic factors. Among the external factors was a growing paradigmatic shift in communication studies in the US. Domestically, Japan's position as a global economic power and a significant increase in the association's membership was important.

Beginning in the 1970's and gaining strength during the 1980's, communication studies in the United States were undergoing change but two general trends can be identified. One trend was the traditional focus on rhetorical studies and speech pragmatics as represented in the structure of the Speech Communication Association. The other trend was a focus on human communication as a social science with an emphasis on areas such as organizational communication, interpersonal communication, mass communication, etc. as represented in the makeup of the International Communication Association. CAJ members, particularly among its leadership, were members of both organizations and often attended their annual conferences. Among the young Japanese studying communication in the US at this time were several future CAJ members whose research interests were in interpersonal communication, mass communication and the emerging discipline of intercultural communication. By the mid 1980's some of these young scholars were presenting papers and making submissions to the journals based on these research interests rather than pragmatics and pedagogy as had been the earlier trend.

CAJ's long time association with CAP also was an important external factor. Most years one of the keynote speakers at CAJ (CAP-Japan) annual conventions was a well-known communication scholar from the US. Many others also made paper presentations. Wilbur Schramm was a keynote speaker in 1980. William Gudykunst made an appeal for developing
a theoretical basis for intercultural communication studies at a CAP-Japan convention in 1979. Tom Bruneau launched his studies of chronemics at a CAP-Japan convention. James McCroskey, Mark Knapp, Stella Ting-Toomey, Edward C.P. Stewart, Donald Klopf, Ronald Appblbaum, Ron Cambra, John Condon, Frank Dance, Jeffery Auer and other well-known scholars also made keynote addresses, conference presentations, or participated in special lectures organized by members in Japan. This interaction stimulated the membership to improve its own research and teaching.

Interaction with the international community of communication scholarship also required that English share equal status with Japanese as the Association’s languages. Conference papers and journal articles could be in either language. In fact, in the inaugural issues of both *Human Communication Studies* and *Speech Communication Education* the majority of articles were in English.

In the 1980’s Japan’s growing status as a global economic power produced friction with Europe and the United States over a series of trade issues. Resolution of some of the early disagreements was not favorable to Japan and many political and business leaders attributed this result to Japanese negotiators being less skilled than their foreign counterparts in debate, discussion and public speaking in English. There was also a growing awareness that many of the values held by Japanese toward interpersonal communication and decision making appeared to differ significantly from those of Europe or the English speaking world. Some opinion leaders in Japan began to call for remedies and this in turn produced some changes that were to benefit communication scholars and practitioners.

Public speaking, debate and discussion classes were added to the curriculum of various departments in a number of universities and colleges. Some universities even began to consider establishing undergraduate and graduate programs in communication studies. Some enterprises established regular workshops in intercultural communication. “How to” books with advice on how to write and deliver a speech or participate in a debate and others comparing the communicative behavior of Japanese and non-Japanese began to appear in bookstores. The Ministry of Education began to consider revising the course of study for teaching English at junior and senior high schools to include pragmatic communication activities such as public speaking and debate. Ministry of Education in-service workshops for junior and senior high school teachers began to offer sessions in public speaking, debate, discussion, and oral interpretation from 1979.

CAJ also had many members who had their academic training in applied or social linguistics. These fields also were shifting to an increased interest in communicative approaches to foreign language education that had begun in the late 1970’s.

By 1985 CAP-Japan was CAP’s second largest affiliate. Communication education in traditional pragmatics and as an adjunct to EFL was attracting increasing public interest and
respect. There were a growing number of Japanese scholars trained in the social-science oriented as well as the rhetorical/pragmatic tradition of communication studies. Japanese culture and society was attracting global interest as a dynamic and successful non-Western economic and political force. In response to these factors, the Association's leadership came to feel that it was time for the Association to move its focus from pedagogy to a greater emphasis on research, to encouraging the establishment of degree-earning programs in communication studies, and to a stronger identity with Japanese society and culture.

Changing the name of the Association to the Communication Association of Japan was one step in this process. Clarifying the Association's goals as an academic organization was another important step. In English these were as follows:

1. To perform research and educational activities related to human communication in the Japanese society.
2. To perform research and educational activities related to human communication in other nations.
3. To support and implement research on communication education in foreign languages.
4. To support and implement research on communication education in the Japanese language.
5. To promote internationally-oriented communication education.

These statements demonstrate a commitment to the promotion of both research and teaching. They also reflect a growing confidence in the academic qualifications of the membership and a desire to balance respect for the Japanese culture with a commitment to international scholarship.

Another means of achieving these goals was to have one journal that would provide a venue for reporting theoretically oriented and highly technical research. A second journal would be oriented toward the membership's traditional interest in speech pragmatics and foreign language education. Both journals would be edited to conform to international standards of content and formatting and made as accessible as possible to the international and domestic academic community.

By 1986 when the inaugural issue of Human Communication Studies was published, CAJ's publication service was ready to initiate some of these reforms. As mentioned previously, the journal was registered with an ISSN number from 1987 and efforts were being made to make that journal more accessible to scholars domestically and globally. The earlier issues of Speech Education were collected and one set was placed with the National Diet Library and another with the Meiji University Library. The plan at that time was for Speech Communication Education to be registered with an ISSN number as quickly as possible and for it to formatted uniformly with abstracts in Japanese and English and presented
"camera ready" for printing. Both journals were to introduce a system of blind peer review as soon as it could be sustained and both journals were to be printed twice a year with the release dates staggered so that the membership would be receiving a journal once quarterly (every three months). It was also planned for issues to be cited and indexed in Communication Abstracts. Unfortunately, this was overly ambitious. Peer review, uniformity of formatting and an ISSN designation for Speech Communication Education had to wait nearly two decades. Quarterly publication and other proposals have yet to be implemented.

5. Problems and fixes

The ambitious plans briefly outlined above were delayed by several factors. First, of course, was financing. CAJ (CAP-Japan) periodicals have always been financed by the Association's membership fees. Editors and other members of the editorial board volunteer their time. Printing costs are balanced to a certain extent by the labor of the members. I believe it was Frank Dance who said to me something like, "If you don't have the money, substitute elbow grease." Unfortunately, for most of CAJ's history both money and elbow grease (labor) have been limited.

This is not meant to be a criticism. Circumstances differ in Japan from North America and Europe. Not only do both major American communication associations have membership in the thousands compared to the several hundred in Japan, but periodicals are financed and staffed differently. The NCA, for example, includes a subscription to one of its six journals in its regular membership package, but charges a subscription fee for each additional journal. They also contract with a particular publishing company that provides printing services and online access. These companies in turn finance the periodical (s) from the subscription fees and advertisements. In former years SCA and ICA managed the subscriptions and some of the advertising directly. CAP-Japan did at one time solicit advertising to support the printed programs for the annual convention and soliciting advertising for the journals was considered but never implemented because of a lack of manpower.

Early US communication journals were sometimes underwritten by a particular institution. This was often the case for regional journals or for a journal dedicated to an emerging sub discipline (Feminine studies before it became main stream is an example.). Some disciplines in the natural sciences continue to finance periodicals in this way, but though Japanese universities have in-house periodicals and many attached research institutes have their own research periodicals, it appears to be unusual for institutions in Japan to pledge financial support for an academic association open to general membership.

Editorial staffing is also handled differently in US communication associations. Being selected as the editor of a major journal carries great prestige not only for the individual but
for that person’s institution as well. Some organizations require that a potential editor’s
home institution commit itself to a reduction of that individual’s teaching and research load
during the individual’s term of office and perhaps provide financial support for secretarial
services and travel expenses related to the editor’s duties as well. That may have made
“elbow grease” a lot easier to find in past decades, but today both NCA and ICA have
permanent offices and staff to support association officers including their editorial boards.

Another significant problem for CAJ in the mid 1980’s, however, was that while many
members were willing to present papers at conferences and submit papers for publication,
their academic backgrounds had not adequately prepared them for the more rigid standards
of publishing in an academic journal. Simple rejection of a proposal might discourage an
otherwise promising young scholar. Sometimes the individual would be writing in another
language such as English and merely needed to have a paper corrected for mechanical errors
or appropriateness of style. In other cases, a writer accustomed to writing for humanities-
oriented journals initially would find difficulty adjusting to the format for a social science
publication. As mentioned above during this period of CAJ’s history many members had
backgrounds in literature, linguistics, and foreign language education as well as rhetorical
communication and the more modern sub divisions of human communication such as
interpersonal and organizational communication. For these reasons, the early issues of
Human Communication Studies and Speech Communication Education sought to
encourage submissions by maintaining a policy of conditional acceptance in which editors
and peers would actively provide feedback and suggestions for revision. This was felt to be
consistent with the goal of promoting research and communication education in Japan.
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However, in practice this process was difficult to sustain because of time and labor
constraints.

6. Some closing thoughts and observations
I am hesitant to comment on the present status and future plans for CAJ publications.
The circumstances of communication studies in Japan differ from the 1980’s, as does
academic publication. Nevertheless, since I have been asked, here are a few of my thoughts.

I do believe that communications studies have matured significantly in Japan. There are
now graduate programs producing PhD’s. CAJ membership has increased and a new
generation of scholars has succeeded the early leadership of the association. As for myself, I
can now offer the students in my lecture course in 異文化コミュニケーション論 and my
three seminars on that subject well-written textbooks and research articles in Japanese as
well as English. I also no longer have to struggle to provide an explanation of what it is that I
am teaching and researching to colleagues in other disciplines.

However, it appears that questions of how to finance publications and ameliorate the
work load of the editorial board are still a concern. Regarding the former, it seems that some redress might be found by making the publication(s) primarily available online (electronically), perhaps supplemented with printed collections of thematically-related or frequently accessed articles at irregular intervals. It might also be possible to contract with a domestic or international publisher to provide the server(s) and search engines. If regular printed issues of a periodical are felt to be necessary, then perhaps the question of contracting with a publishing company or soliciting advertising should be revisited.

I also understand that there is a proposal for a semi-independent editorial board. I believe this should be seriously considered, but suggest that it might also be appropriate to have at least minimal office staff (one or two people, full or part-time) to handle clerical matters such as soliciting ads or arranging for printing.

I have been given to understand that it has been proposed that a single journal will be published semi-annually. I think this may be a forward step, but feel that an eventual goal of quarterly publication should be considered. This should not be unreasonable if the journal is primarily electronic.

Although communication as an academic discipline has advanced in Japan, I feel it remains in its adolescence. There is still a role for being proactive in the solicitation and editing of research articles. A peer review process that is too rigid runs the risk of discouraging young scholars. An alternative publication (either online or print) and an active feedback process from the editorial board (see endnote 10) may be a means of dealing with this. Finally, there is the question of sharing communication research done in Japan internationally. At a time when universities are being asked to become globally competitive, there is need to encourage more articles to be submitted in English.

CAJ has important and unique research to share with the international community of communication scholarship. I am confident that its periodicals will continue to fulfill that role in the future as they have in the past.

Notes
1) James R. Bowers is professor of English and Communication in the School of Commerce of Meiji University in Tokyo where he teaches Intercultural Communication Theory for the School’s Creative Business Course. He was the editor of Human Communication Studies (Volumes XIV & XV) and president of the Communication Association of Japan when Volume I of Speech Communication Education was published.
4) The newly re-designated inaugural issue of Human Communication Studies, Volume XIII Spring 1986 contains a record of CAP and CAP-Japan conventions and paper sessions along with board decisions and information related to the journals in pages 110-130.
5）The Communication Association of the Pacific had other chapters in Australia, the Republic of Korea, etc. in the Pacific region and itself later evolved into the World Communication Association.

6）「塩島一二三教授古希記念特別号」

7）難波利夫教授


9）ICA traces its roots to the founding of the National Society for the Study of Communication, a division of the Speech Association of America in 1950. The present name, the International Communication Association took effect in 1969. http://www.icahdq.org/

10）It is interesting to note that US communication associations have had similar policies. Gerald R. Miller in his Editor's Foreword to the maiden issue of ICA's *Human Communication Research* says "...we will strive to provide each contributor with two evaluations of his or her manuscript..." *Human Communication Research* Volume 1 Number 1 Fall 1974, p.5.