


1973

M.A.T. Teaching Internships in Japan - 1973

Nancy Dodd Uhl

School for International Training

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A REPORT ON AN
INDEPENDENT PROFESSIONAL PROJECT

M.A.T. TEACHING INTERNSHIPS IN JAPAN - 1973

Nancy Dodd Uhl

August 1973

Submitted in partial fulfillment of the requirements for the Master of Arts in
Teaching Degree at the School for International Training, Brattleboro, Vermont.

This report by Nancy Dodd Uhl is accepted in its present form.

Date

Jan. 28, 1974

Principal Advisor

Raymond C. Clark

I would like to give special thanks to Georg Steinmeyer for his advice and encouragement in this project. I would also like to thank Shigeo Imamura, Yukinobu Oda, Barbara Dirks, Donald and Susan Eaton, and Raymond Clark for their assistance and guidance.

Uhl, Nancy Dodd

M. Essay

.031

INTRODUCTION

In the following pages I would like to summarize and document the steps taken which resulted in securing internships in Japan for MAT IV's. The project was initiated in May, 1972, when a letter from Donald Eaton to Jack Wallace, Director of the Experiment in International Living, was brought to my attention. The letter sought ways in which EIL and Seido Language Institute in Japan could benefit each other. A logical conclusion was through the MAT Program and teaching internships.

Several factors added impetus to the project. In September of 1971, a strong interest in Japan as a potential teaching site had been expressed by MAT III's. No precedent had been set, however, and no internships with the exception of one materialized that year. In addition, there seemed to be a growing consensus among MAT III's that options for student teaching abroad should be increased to accomodate the growing variety of interests and needs of MAT candidates. Finally, my own internship in Japan provided me with the motivation as well as the contacts and experience that would prove helpful in establishing a groundwork for internships in Japan.

In planning for teaching internships in Japan for MAT IV's, the following considerations had to be taken into account: projected interest among MAT IV's; locating and securing teaching positions; adequate supervision of interns; budgetary considerations including transportation, room and board, fees and compensations; homestays, arranged through the EIL Office in Tokyo; and adequate preparation of MAT interns in language, culture, teaching methods and materials.

I.

Locating and securing teaching positions proved to be the most difficult and time-consuming aspect of the project. Initially, plans had been made to place MAT's at Seido Language Institute under the supervision of Donald Eaton. With the receipt of Donald Eaton's letter of June 12, 1972 (see page 12), which stated that Seido Language Institute could not accommodate MAT's in January 1973, prospects for MAT IV internships in Japan darkened. However, one distinct and favorable alternative existed: internships in the Kyoto area under the possible direction of Professor Yukinobu Oda, Chairman of the English Department at Doshisha Women's College in Kyoto.

In March of 1972 at the behest of Georg Steinmeyer, I had paid a visit to Prof. Oda. Although we had not discussed the possibility of MAT internships, I felt in retrospect that he might be interested. I recall having been impressed by his facility with English, his intellectual keenness and his energy. His ties with the Experiment through his involvement with summer language programs for Outbound Experimenters in Kyoto made him a good resource person.

The Kyoto area as well had much to recommend itself as a potential teaching locale. As the ancient capital of Japan, Kyoto was and continues to be the country's foremost cultural center. Centrally located, it gives equal access to both northern and southern Japan. As a metropolitan area, it hosts many schools, both public and private. In addition, my own teaching assignment had been within 40 kilometers of Kyoto which made contacts and resources readily available. With this in mind, I wrote to Miss Barbara Dirks of the EIL Outbound Office, who knew Prof. Oda personally and who was in Japan for the GIM at the time. In response to the letter, she contacted Prof. Oda to discuss the possibility of setting up MAT internships. The letters that followed document the development of the program (see page 14ff).

II.

Adequate supervision of MAT's was a second major consideration. As the result of several discussions with Raymond Clark and Carlos Maeztu, MAT III supervisor in Mexico, the following qualifications were recommended for one assuming a supervisory position: 1) he should be familiar with the MAT Program and its goals; 2) he should hold a degree in ESL and be aware of current TESL methods and materials; 3) experience in teaching or teacher training is desirable; 4) he should show an interest in working with MAT's and display an ability to give honest, concrete and constructive feedback.

Meetings with MAT's were held to discuss their own role in the supervisory process. It was felt that the responsibility for adequate supervision does not rest entirely upon the supervisor. MAT's must be aware of their own goals and expectations, and of the ways in which they can utilize the supervisor

as a resource. Ultimately, MAT's must learn to be self-evaluating.

An expressed interest in SIT, familiarity with the MAT Program, teaching experience and close proximity to Kyoto led me to consider Susan and Donald Eaton good candidates for MAT supervisors. Thus, a letter was sent (see page 24) and Susan Eaton accepted the position (see page 26).

III.

Budgetary considerations were crucial as transportation costs to and from Japan are somewhat prohibitive. Projected costs for MAT's included: \$700 air fare, \$250 of which was covered by tuition payments; \$75 homestay fee to be paid to the Japanese EIL Office for arranging homestays, also covered by tuition; room and board costs subsequent to the initial three-week homestay, possibly amounting to \$50 per month.

In an attempt to defray some of the costs, charter flights, group rates and reduced fares were explored. However, eligibility for charter flights necessitates membership in an association sponsoring such flights six months prior to departure. In short, no reductions were found. Outside of the \$325 covered by tuition, the financial burden of an internship in Japan had to be carried by the individual intern. In addition, under the regulations of the Special Visa issued to MAT's, no monetary compensation could be received for teaching.

IV.

Homestays for Experiment groups in Japan are arranged by the Japanese EIL Office in Tokyo. This office operates independently of the EIL in the States and requests for homestays must be made through their office. A fee of \$75 is charged for their service. Homestays are generally three weeks in length and no room and board fee is charged by the homestay family.

Since the winter term in Japanese school begins in early January and ends in mid-March, it was felt that homestays in the Kyoto area were most desirable for MAT interns. This would enable interns to familiarize themselves with the city, visit schools and observe classes, meet their supervisor, and begin student teaching as early as the second week in January.

With the help of the Japanese EIL Office, homestays in the Kyoto area were found (see page 30). In addition, Prof. Oda made arrangements for four of the MAT's to reside with teacher's families for the remainder of the internship from February through March.

V.

In order for MAT interns to be adequately prepared for their teaching assignments in Japan, a concentrated study of language, culture, and teaching methods was recommended for the fall term. In addition to course offerings of Methods of Teaching, Cross-Cultural Studies, English Grammar, and Linguistics, a course in Japanese language and an independent study of Japanese culture were advised.

It was strongly recommended that an intensive course in Japanese be

offered to MAT's during the fall. A native speaker with experience teaching his native language should be hired to conduct regularly scheduled classes. The focus of the class should be conversational, although the study of hiragana, katakana and basic kanji should be included as well. In addition to the practical value of such an introductory course, a rudimentary knowledge of the phonemic and grammatical structures of Japanese leads to increased effectiveness in the teaching of English to native speakers of Japanese.

Several meetings were held with MAT's bound for Japan to share information and materials which would aid them in independent study and in preparing for their teaching assignments. The following texts and sources were highly recommended.

Language study:

Alfonso, Anthony, Japanese Language Patterns; a Structural Approach, vol. I, Sophia University, Center for Applied Linguistics, Tokyo, 1966.

Imamura, Shigeo, EIL Japanese, Experiment Press, Putney, Vermont, 1967.

Kimizuka, Sumako, Teaching English to Japanese, Anchor Enterprises, Los Angeles, 1968.

Kohmoto, Sutesaburo, 'Phonemic and Sub-phonemic Replacement of English Sounds by Speakers of Japanese', (microfiche; SIT Library).

O'Neill, P.G., Japanese Kana Workbook, Kodansha International Limited, Tokyo, 1967.

Sakade, Florence, ed., A Guide to Reading and Writing Japanese, Charles E. Tuttle Co., Rutland, Vermont, 1969.

Walsh, Len, Read Japanese Today, Charles E. Tuttle Co., Tokyo, 1969.

Suggested readings:

Benedict, Ruth, The Chrysanthemum and the Sword, Houghton-Mifflin Co., Boston, 1946.

An attempt to come to terms with some of the apparent contradictions in Japanese attitudes, behavior and values from a Western point of view.

Hall, John W. and Beardsley, Richard K., Twelve Doors to Japan, McGraw-Hill, New York, 1965.

An introduction to Japanese culture and society. Twelve aspects of Japan from geography, history, politics to language, literature and visual arts. Comprehensive bibliography included.

Reischauer, Edwin O., Japan, Past and Present, Alfred A. Knopf, New York, 1954.

A simple but informative account of Japanese history. Emphasis on twentieth century Japan. Good overview and starting point.

Vogel, Ezra F., Japan's New Middle Class, University of California Press, Los Angeles, 1968.

A fascinating study of the 'salary man' and his attitudes toward family, occupation and community. Highly recommended.

Sources not available at SIT can be ordered from:

Takashimaya
5th and 42nd St.
New York, New York

Zen-Oriental Book Store (Tokyo Book Store)
142 W. 57th St.
New York, New York.

VI.

The Independent Professional Project which involved initiating and carrying out plans for MAT internships in Japan is summarized and documented in this report. The following statement is intended to demonstrate the validity and value of this particular project as a learning experience for me as well as others.

Although the MAT Program provides its candidates ample opportunity for the practical application of theories and concepts acquired through course work, there is little opportunity to synthesize teaching methodology and cross-cultural studies with administrative aspects of the program. A project of this kind provides a context in which the variety of skills emphasized throughout the program may be integrated and brought to bear concretely on a specific task. The process of isolating a need, in this case, the need for alternatives to Mexico as a practice teaching site for ESL majors, determining the factors involved in providing such an alternative, devising a viable plan of action, and carrying it through to its conclusion provides invaluable experience to the MAT candidate.

A major portion of the project was carried out through correspondence. The task of expressing with clarity and diplomacy the full range of expectations and considerations involved in setting up such a program was a valuable learning experience in itself. Since I was a candidate of the MAT Program rather than a staff member, it was important to obtain the sanction of those parties who were being represented through my letters. Speaking in behalf of the Experiment, the MAT Program or its director necessitated an awareness of the policies, precedents and/or expectations of that institution or party. The process of finding contacts and learning to use resources proved invaluable

as well. My own internship had given me an awareness of the state of English teaching in Japan, the variety of schools, institutions and business concerns involved in English teaching, and the range of possibilities open to MAT interns. Interviews with Japanese teachers and administrators, school visitations and observations served to broaden the scope of my experience and give me confidence in undertaking independently a project of this kind. The result of the project, the placement of five MAT's in teaching internships in Kyoto, is perhaps its final justification: it was not only valid for me as a learning experience but it was also immediately useful to others.

VII.

The following letters document the steps in the process by which teaching internships in Japan were secured for MAT IV's.

Letter not sent due to receipt of Don's letter of June 12, 1972.

10.

Nancy L. Dodd
School for International Training
Kipling Road
Brattleboro, Vermont 05301
June 14, 1972

Donald Eaton
Seido Language Institute
12-6 Funado-cho, Ashiya-shi
Kyogo-ken, Japan

Dear Don:

I read with interest your correspondence with Jack Wallace regarding the possibility of MAT teaching internships at Seido for next year. I have discussed the matter with both Jack and Ray, and they have agreed to let me take over the planning for next year's program from this end. As you know, I spent January through March teaching ESL in several public high schools near Kyoto, and as a result, I feel strongly that an internship in Japan should be offered to MAT's on a more definitive basis. I feel that my experience might have been more solid from a teaching point of view had I been connected with an institute such as Seido, and I was delighted to find that you had initiated some correspondence in this regard.

Ray's letter of April 14th outlined some of the considerations that will have to be dealt with in the next few months. Ray, Barbara Dirks and I met briefly to discuss EIL policy regarding homestay arrangements, and the possibilities for language study in Japan. It is likely that interested MAT's will have the opportunity to study Japanese at SIT during the fall. However, a follow-up intensive study would be desirable once the interns arrive in Japan in January. There are several alternatives. Three-week homestays and language classes might be arranged in the Kyoto area through Professor Oda of Doshisha University, who is currently responsible for teaching Japanese to the summer Outbound students, or perhaps a similar arrangement could be made in Ashiya-shi in conjunction with Seido. If your term begins in early January, perhaps MAT's could reside with families throughout their teaching assignment, and we could dispense with the initial three-week homestay. Do you have any suggestions or preferences in this regard? In any case, we must work through the Experiment Office in Tokyo, and at least inform them of our plans. Barbara Dirks will be arriving in Tokyo on the July 3rd charter as I believe will your son Evan. She is planning to get in touch with you at that time.

I am beginning to collect some materials and compile some information to have on hand for MAT's in the fall. It would be helpful to me to have a detailed description of Seido for my own purposes as well as for next years MAT's. I personally would like to know something more about Seido's

curriculum and materials, staff members and facilities, and perhaps a note about Ashiya-shi. Perhaps you could send us some samples of the kinds of materials you are developing, or at least indicate in which direction you are moving. If the new materials will not be ready for use in the classroom by January, what materials will you be using, and could we get copies of the texts for our reference purposes here? If you have any suggestions as to how we might better prepare MAT's for teaching at Seido, I would welcome them.

My address for the summer will be SIT. I look forward to hearing from you, and will certainly keep Ray and Jack up to date on our correspondence.

Sincerely,

Nancy L. Dodd

seido language institute . seido cultural center

June 12, 1972

Nancy Dodd,
MAT Program
School for International Training,
Kipling Road,
Brattleboro, Vermont

Dear Miss Dodd:

Some time has passed since I received Raymond's letter of April 14 concerning MAT interns at Seido. Even though I met you briefly some time ago in Tokyo, since I didn't know then that we'd be working together in this way, we didn't talk shop. Perhaps so much the better.

One of the reasons why I didn't answer Ray's letter immediately is that we had been planning to make some schedule changes at Seido, which possibly could have affected the staff. Seido has been running on a two class per week schedule, but it was decided to change to a three class per week schedule in the fall. This was not too well received by the students, and, as a result, a poll was taken asking how many would be willing or able to come three times. The results of that poll have forced us to abandon the schedule change at least for the present, but this decision was made only this week.

Several other factors are also clouding the picture for the winter term: One is that our enrollment usually falls off to it's lowest point at that time, whereas it peaks in the autumn. Since few, if any, of the present teaching staff are definitely planning to leave, this means that Seido will have perhaps more than enough teachers for that term. This is also affected by the fact that, through prior commitment, Seido may be required to take on as many as three new teachers (though in reality this probably won't happen) from a related organization in the fall. What all this means, obviously, is that the situation here in the winter, as far as MAT interns are concerned, is not completely optimistic.

However, that is only how things stand at the present moment. We are still very anxious to put together some sort of program with SIT even if this coming winter is not the ideal time. I have talked to Dr. Cosgrave and we are quite sure that we can meet all of MAT's practice teaching requirements, as well as housing, language training and stipend. So, it is useful, I think, for us to keep all channels open.

I might also mention here that we have received regular applications for full-time jobs from John Millett and Mr. and Mrs. Spaventa, and that they are being given every consideration. Seido is anxious to

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augment and develop its teaching staff, but we can only do this in relation to the number of students we have or will have in the future, and since the future is not quite so clear now as we would like it to be, we'll just have to wait and see what we can do. Dr. Cosgrave has written to Mr. Spaventa concerning the prospects here (positive but not committal) and I plan to write an additional letter to him this week, providing him with more background.

So then, if it's not possible for us to take any MAT interns here this January, when is the next time that a group might be able to come? I hope that this all doesn't wither on the vine as they say because so much time is involved. But Seido is definitely interested in taking interns in the future, and building other ties with SIT. From your point of view, I assume it's also advantageous, although I've been well out of touch with SIT for over a year, so I really don't know what's happening.

I'm sorry that we can't be more positive about all this at present, particularly since it was our suggestion in the first place, but I'm sure you'll understand. I'm hoping to hear from you soon, and will welcome any suggestions you might care to make or answer any questions you might have.

Most sincerely,


Donald P. H. Eaton

P.S.

You might tell Raymond that I received the resumes for Reba Lindsey and Nancy Foote who are applying for the MAT program from Japan. Naturally if they contact me I'll be happy to interview them and send off a report, but since they're more in the neighborhood of Tokyo, I assume they'll probably contact John Cushing. Be that as it may.

Hang in there!

School for International Training
Kipling Road
Brattleboro, Vermont 05301
July 9, 1972

Miss Barbara Dinks
Karasaka-ko
Tsuenipama-cho.
Shiga-ken, Japan

Dear Barbara:

I received a letter from Donald Eaton last week, indicating that the possibilities for MAT teaching internships at Seido for January '73 look rather negative. Apparently, they are overstaffed at that time since enrollment generally drops off in January. Since that is the case, I am most anxious to explore other possibilities.

From a teaching point of view, I personally would like to see MAT's have access to someone of Prof. Oda's caliber. When I spoke to him at Doshisha University in March, he mentioned that there were several private junior and senior highschools affiliated with the university. Perhaps these schools might be able to absorb four or five MAT's as interns for the winter term, January through March '73. Homestays could still be arranged through the EIL Office in Tokyo, with requests made for Kyoto. Perhaps you could discuss the matter with Prof. Oda and if he feels it is at all feasible, we could work from there.

I hope you're enjoying your stay in Shiga and I look forward to hearing from you.

Sincerely,

Nancy Dodd (MAT)

School for International Training
Kipling Road
Brattleboro, Vermont 05301
July 9, 1972

Mr. Donald Eaton
Seido Language Institute
12-6 Funado-cho, Ashiya-shi
Hyogo-ken, Japan

Dear Don,

Thank you for your letter of June 12th. I was sorry to hear that we will likely have to table our plans for January '73 until you are more certain as to whether your situation will allow you to take on MAT interns. We, by the same token, are working under rather ambiguous conditions since we do not know just how many MAT's will be interested in the Japan teaching option.

Under the circumstances, Ray has advised me to explore alternative teaching sites for January '73. I will, however, if you are in agreement, still consider Seido a possibility unless I hear definitely otherwise from you. If it is clearly impossible for Seido to take on interns in January '73, I would like to know as soon as possible. However, if you think that you might be in a better position to make a decision at a later date, we could let the decision ride until mid-September.

Meanwhile, I will be collecting some materials and compiling some information concerning English teaching in Japan to have on hand for MAT's in the fall. It would be helpful to me to have a description of Seido for my own purposes as well as for next year's MAT's. I personally would like to know something more about Seido's curriculum and materials, staff members and facilities, and perhaps a note about Ashiya-shi. I hear that you are in the process of writing new materials and I would be interested to know in which direction you are moving. If you have any suggestions as to how we might better prepare MAT's for teaching at Seido, be it January '73 or thereafter, I would welcome them.

The MAT Program as it now exists provides for practice teaching during the months of January through March of each year. However, we are in the process of revising the program to accommodate two groups of MAT's per year, which would mean that an additional practice teaching period would be instituted. I will keep you posted as plans develop as it may have some bearing on how Seido and SIT will be able to work together in the future.

I look forward to hearing from you.

Sincerely,
Nancy Dodd

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July 19, 1972

Dear Nancy:

I got your letter of July 9 the other day, and this is the first chance I've had to write a reply. I talked with Dr. Cosgrave this morning about MAT interns for the January '73 term, and it seems that there is just no way. The main reason for this is the fact that our enrollment figures for this term are quite different from those of other years. As I may have explained to you in my last letter, we really don't know how to account for this. We're hoping that by the end of one year in our new building (Jan. '73) we'll be able to get a clearer picture of how things are going to go. So, it would probably be safer all the way round, if we didn't count on taking any MAT's for this coming winter term. However, as I said before, that doesn't mean that we have in any way lost interest in the idea. We are quite anxious to participate in such a program as soon as circumstances allow.

As for the description of Seido you asked for, I'm working on that now, and will have it along in a week or two. It's going to be a sort of loose collection of papers, each having been written for some specific purpose or other, but each of which might help shed some light on what we're trying to do here. Much of it should be quite familiar, since many of the ideas and techniques and much of the nomenclature is a rip-off from Stevic, Gategno (?) and Raymond's Instant English, although the actual format of the lessons in no way resembles any of the SIT material. Anyway, I'll try to tie the whole package together with some footnotes and a covering letter. Also, in this morning's mail I sent a fairly descriptive letter to Lewis Spaventa. If you can have him show it to you and have a copy made for your files it might help you to have a better picture of everyday life at Seido.

We will be publishing a new brochure (with pictures!) describing the school, community etc., and this will be available in the fall, perhaps in September. I'll have a copy or two sent along to you when it comes out. The only drawback is that it's all in Japanese, but I guess that that can be handled there at SIT.

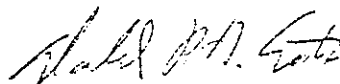
Please do keep me informed as to what's happening in the MAT department, for my own personal interest as well as any relation it might have to things at Seido. I'm particularly interested in knowing the dates for the practice teaching period for your proposed second MAT group. If it's in the summer of '73 we might be able to work something out for that time. In any event, if you can drum up enthusiasm there for MAT's to come to Japan next year ('74) I'll do what I can here to get them taken on, and make the necessary arrangements to meet your requirements.

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So, Nancy, I'm afraid that's the best I can do for you at this moment. After you get the 'package' and read Spaventa's letter, if there's anything else you need or would like to know, please don't hesitate to get in touch.

I hope that everything there is going along well, and that you've got a good, active, ambitious group of MAT's this term. My best wishes for the summer, and please give my regards to Ray.

Most sincerely,



Donald P. H. Eaton

OF

LITERARY ARTS

KYOTO, JAPAN

July 31, 1972

Miss Nancy Bell
School for International Training
Kipling Road
Brattleboro, Vermont 05701
U. S. A.

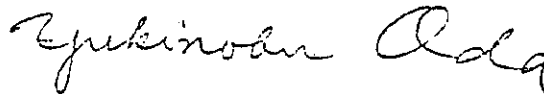
Dear Miss Nancy,

I read your letter (dated July 9, 1972) addressed to Miss Barbara Dirks concerning the internship of several MAT's.

I discussed the matter with some teachers of the Doshisha Kori High School and some people of the Kyoto Prefectural and Municipal Board of Education. They are willing to help you with your program.

Is it right for me to understand that homestays could be arranged through the EIL Office in Tokyo and those schools which absorb interns do not have to pay them? I would like to know the details about your program.

Sincerely yours,



Yukinobu Oda
Chairman
Department of English Literature

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August 2, 1972

Miss Nancy Dodd
N.A.T. Program
School for International Training
Kipling Road
Brattleboro, Vermont
U. S. A.

Dear Nancy:

I've mailed you a copy of a report to the trustees of Seido concerning the Materials, a copy of the general introduction to one of the teacher's guides, and a set of footnotes for the report. I hope they are helpful for you in having a better idea of what Seido is like and what we're trying to do as far as course development is concerned.

I might note here that the report was written for the trustees and is therefore somewhat general in terms. A lot of generalizations are made, and a lot of things stated more simply than would ordinarily be the case if the report had been written for a different group of readers. Also, the report was written in April, and during the summer we've come a lot further in tightening up, polishing and clarifying the new materials. We've just about completed the revision of the first book and feel that it is more comprehensive, lighter, and more teachable than its predecessor. Still, though, there's a lot of work left to do.

If you have any further questions, or if there's anything else I can do for you between now and when I get in touch with you again concerning future internships and any other matters, please let me know. Also, I've been out of touch with SIT directly for over 2 years. I'd like to have some idea of what's going on in the program, mostly for my own benefit. Has anything really new been added since two years ago? And one more question: How is ELO doing these days? I wrote to Tom a few times last year, but I've never heard from him.

Anyway, if there's anything I can do for you, just let me know. Please give my regards to everyone up there on the hill.

Most sincerely,


Donald P. H. Eaton

School for International Training
Kipling Road
Brattleboro, Vermont 05301
August 16, 1972

Prof. Yukinobu Oda, Chairman
Dept. of English Literature
Doshisha Women's College
Kyoto, Japan

Dear Mr. Oda,

I was extremely pleased to receive your letter of July 31st, and to learn of your interest in MAT internships in Japan for the coming year. I have taken the liberty to share your letter with Jack Wallace, Director of the School for International Training, Georg Steinmeyer, Assistant Director, and Ray Clark, Director of the MAT Program. Each in turn have expressed a great deal of enthusiasm at the prospect of fostering cooperation between our respective schools.

I am enclosing the school catalogue and a description of the MAT Program for your perusal. The MAT Program at present is a one-year program which begins in September. During the Fall semester, MAT's take such courses as Linguistics, English Grammar, Methods of Teaching, Cross-cultural Studies, and language. These courses are designed to prepare MAT's for practice teaching abroad from January through March. At present, most ESL majors practice teach in Mexico or Canada. As you know, however, I spent January through March of this past year teaching in several public highschools in Shiga-ken. As a result, I feel strongly that internships in Japan should be offered to MAT's on a more definitive basis. I was delighted that, with your assistance, we may be able to place MAT's in the Kyoto area for January, 1973.

During the three-month practice teaching assignment, MAT's are expected to teach a minimum of 65 hours, not on an aide or informant basis. Adequate supervision is required: an intern could share a class with a master teacher or be observed once a week by someone such as yourself. An evaluation report would be necessary. Schools which absorb interns are not expected to pay MAT's for their teaching hours.

MAT's will have the opportunity to study Japanese at SIT during the fall. A follow-up intensive study would be desirable once the MAT's arrive in Japan in January. There are several alternatives. Three-week homestays and language classes could be arranged in the Kyoto

area prior to actual practice teaching. In this case, the homestays would be arranged by the Japanese EIL Office, and a Japanese language teacher would be hired by the MAT Program. The MAT budget covers the cost of transportation and the Japanese EIL Office fee for the three-week homestays. Housing costs after the initial homestay must be covered by the interns themselves. If there are staff members or families who would be interested in providing a homestay either during the first three weeks or throughout the practice teaching assignment, recommendations could be made to the EIL Office in Tokyo. Arrangements could be made for these families to receive payment for room and board. Do you have any suggestions or preferences in this regard?

If, considering the details of the MAT Program, the schools are still interested in taking MAT's, we would consider sending a maximum of 6 MAT's to Japan in January, 1973. We would not be able to confirm this until late September when the MAT's are on campus and will be asked to commit themselves to a practice teaching assignment.

I look forward to hearing from you. Thank you again for your consideration.

Sincerely yours,

Nancy L. Dodd

DOSHISHA UNIVERSITY

JAP

LIBERAL ARTS

KYOTO, JAPAN

September 13, 1972

Miss Nancy Dodd
School of International Training
of the Experiment in International Living
Kipling Road
Brattleboro, Vermont 05301
U. S. A.

Dear Miss Nancy Dodd,

Your letter of August 16 and the school catalogue helped me to get a clearer idea of the IAT Program.

I discussed the matter with Mr. Miyamoto, a teacher from Kyoto Prefectural Education Center and Mr. Ichise, a teacher from Kōri High School (one of the high schools affiliated with Doshisha University). They are very much interested in taking IAT's. Kyoto Municipal Board of Education would take five IAT's (to be assigned to high schools in Kyoto City) and Kōri High School one IAT.

I am expecting to hear from you.

Sincerely yours,

Yukinobu Oda

Yukinobu Oda
- Chairman
Department of English Literature
Doshisha Women's College

October 16, 1972

Prof. Kunitada Oda, Chairman
Dept. of English Literature
Doshisha Women's College
Kyoto, Japan

Dear Prof. Oda,

Thank you for your letter of September 13th confirming the teaching assignments for MAT's. We will be sending four MAT's to fill the positions: Miss Rene MacIsaac, Miss Lonice Norton, Miss Mary Farricker, and Miss Priscilla Jones. Needless to say, they are extremely excited at the prospect of teaching in Kyoto this winter. I thank you again for your help in securing positions for them.

In order to proceed with the plans for practice-teaching, a number of details are needed. First, I would like to know exactly when the winter term begins in each school so that travel arrangements and visa applications can be made accordingly. I am in the process of collecting materials and compiling information for those MAT's who will be joining you in January. It would be helpful for us to have a detailed description of Kori High School and the other schools which will be accepting MAT's. Some information regarding curriculum and materials, staff members and facilities would be especially useful. If you would prefer, you could send me the addresses of Mr. Miyamoto and Mr. Ichise and I could contact them directly for information of this kind. Any suggestions you may have as to how we might better prepare MAT's for their particular assignments would be more than welcome.

We are in the process of arranging three-week homestays in Kyoto through the Japanese Experiment Office. After the three weeks, the MAT's will require housing for the remainder of their stay. Is there any student housing available at the University and if so, what would be the approximate cost of room and board?

I look forward to hearing from you. I am extremely pleased that plans seem to be shaping up so well.

Sincerely,

Nancy Dodd

School for International Training
 Kipling Road
 Brattleboro, Vermont 05301
 October 17, 1972

Mr. and Mrs. Donald Eaton
 5-22, 3 chome
 Shinohara, Hon-machi
 Nada-ku, Kobe 657

Dear Susan and Don,

Greetings and warmest wishes to the both of you. I inadvertently came across Susan's picture in the Brattleboro Reformer not long ago and was elated to hear about your wedding. Congratulations!

The MAT's, of which there are 55, are being bombarded by the numerous goings on at SIT. They are well into their program, and feel I think the burden of overchoice as far as activities go. Decisions for practice teaching assignments are in the final stages. This year's group had 15 participants who were anxious to teach in Japan - a few more than we had counted on. Under MAT budgetary pressure, however, the numbers have been reduced to four, and we have been able to place them in teaching assignments in Kyoto. Prof. Oda, Chairman of the English Dept. at Doshisha University, has been doing some of the leg work for me. So things are looking up.

Raymond has expressed some concern about adequate supervision of MAT's in Kyoto. It has been suggested that perhaps you or Susan might like to assume a supervisory role, time and schedule permitting. It would likely entail weekly trips to Kyoto to observe classes over an eight week period. The MAT Department would be able to cover the cost of transportation and grant a small stipend of perhaps \$100. We are hoping that Prof. Oda or a Japanese teacher of his caliber might be willing to assume a similar responsibility which might possibly reduce the number of class observations required. Nevertheless, Ray feels that it would be desirable to have someone who is familiar with the MAT program assume the major responsibility for supervision. Please let me know if this proposal is of interest to either of you. I personally think the MAT's would benefit a great deal from your observations and suggestions.

Donald, thank you for the trustee's report and information on materials development at Seido which I received in August. I would be interested to know how you are progressing at this point. You also mentioned that Seido might be interested in taking MAT's at another time of year rather than January. There is a possibility that several of the double

majors who teach French or Spanish during the winter months may be interested in an ESL position in Japan during the summer. I have not mentioned it to any of them as I wanted to sound you out first and find out whether the dates of your summer sessions coincide with ours.

The Vermont hillsides are a blaze of color and the air has a bit of a nip to it. I am about to be evicted from my little cottage on Lake Spofford as the water pipes are about to freeze. But it is beautiful. Looking forward to hearing from you.

All the best,

Nancy Dodd

October 31, 1972

Dear Nancy,

Thanks so much for your letter. Donald and I were both pleased to receive the latest concerning the MAT4's . . . and it's always special to hear about Vermont in October.

MAT is certainly branching out! Arranging four student teaching assignments in Japan is quite an accomplishment. The need for good teachers here is, as you know, great, and I think the four MAT's working in Kyoto will have a lot to contribute. Raymond's concern about adequate supervision is certainly justified, and I will be happy to help in any way I can. My schedule is quite a bit more flexible than Donald's, and I believe I could manage a weekly trip to Kyoto with very little problem. I'm really interested in maintaining contact with the MAT program, and your proposal provides me with just the opportunity I've been looking for.

Before I begin my observations, I would really like to know something about each one of the candidates, i.e. their previous training and experience, and their special areas of interest regarding methodology and approach. Also, has the staff adopted any specific criteria for evaluation, or would you prefer that I work up my own form?

I suspect you will be sending me more details about your proposal within the next few months, so I'll hold my other questions until I hear from you. For now, I'll be glad to help, and the stipend you mentioned is quite satisfactory.

Donald will be writing you in the future regarding the situation at Seido. He's still very interested in the possibility of setting something up between Seido and SIT, and may have some definite ideas about a possible summer teaching assignment.

It was really good to hear from you (what are you doing at SIT, anyway?) and we hope your fall-winter has been-is a pleasant time for you. Please give our best to Ray, Jan, Betsy and Andy et. al. We hope to hear from you again soon.

Most sincerely,

Susan Eaton

November 16, 1972

Prof. [Name] [Address]
Dept. of English Literature
Doshisha Women's College
Kyoto, Japan

Dear Prof. Oka,

This past week I received a request from another MAT, Miss Vivian Fleischer, for a teaching assignment in Kyoto. This would bring our number of student teachers up to five. I apologize for adding a fifth person at this late date, and I hope that arrangements for Miss Fleischer can still be made without too much trouble.

In order for the MAT's to obtain the necessary visas which will enable them to stay in Japan for 3-9 months, a letter of invitation from you or the Kyoto Municipal Board of Education as sponsor of the MAT's is required by the Japanese Consulate. The following names should be included in the letter: Miss Priscilla Jones, Miss Rene Labideau, Miss Denise Horton, Miss Mary Farricker, and Miss Vivian Fleischer. I am sorry for the urgency, but this letter should be sent to me immediately so that the above mentioned students will receive their visas before the departure date. We would appreciate it very much if we could receive your letter by December 1.

The MAT's plan to arrive in Tokyo on December 30 or 31. They will travel by Shinkansen to Kyoto around January 4 where they will be met by their homestay families. As soon as we learn from you when the winter term begins, arrangements can be made for them to visit their schools and to meet the principles and master teachers.

Hoping to hear from you soon.

Sincerely,

Nancy Dodd

Doshisha Women's College
Kyoto, Japan
November 17, 1972

Miss Nancy Dodd
School for International Training
of THE EXPERIMENT IN INTERNATIONAL LIVING
Kipling Road Brattleboro, Vermont 05301
U.S.A.

Dear Miss Nancy Dodd,

Thank you for your letter of October 16 giving the names of the four MAT's. It is certain that four Kyoto municipal junior high schools are accepting those MAT's, each accepting one. Now I can give you the names of the two of them. As for the other two schools, we will be able to let you know later. For visa applications, if it is necessary, you could make a temporary arrangement for the four MAT's to be assigned to the two schools mentioned above.

The winter term begins on January 8. I suggest that you should contact the teachers of those schools directly. As for the housing after the first three weeks, that is February and March, I have made arrangements for you. Four families (teachers' families) are willing to have them stay in their homes.

Mr. Miyamoto will be very glad to help you for any information.

The two municipal junior high schools:

1. Nijo Junior High School
Address: Senbon Higashi, Takeya-machi
Kamigyo-ku, Kyoto
Teachers to be contacted: Mr. Kitawaki and Mr. Hosomi
2. Yamashina Junior High School
Address: 54 Mattanbatake, Higashino
Higashiyama-ku, Kyoto
Teacher to be contacted: Mr. Yokoe

Sincerely,

Yukinobu Oda
Chairman
Department of English Literature
Doshisha Women's College

Doshisha Women's College
Kyoto, Japan
November 23, 1972

Dear Miss Nancy Dodd,

I have just received your letter of November 16. I have enclosed a letter of invitation for the five MAT's. In the hope that they will be able to obtain the visas easily I have mentioned in the letter the two high schools affiliated with Doshisha. Although the MAT's will be teaching mainly in Kyoto municipal junior high schools, probably they will also be able to teach some hours in those schools.

The addresses of the additional schools are given below.

Shimogamo Junior High School (municipal)
School: 40-1 Izumigawa-cho, Shimogamo, Sakyo-ku, Kyoto
Principal: Mr. Kazuyuki Kuroda
(39 teachers including 5 English teachers)

Seika Junior High School (prefectural)
School: Seika-cho, Soraku-gun, Kyoto-fu
Teacher: Mr. Kubota

Kori High School (boys' school, junior and senior)
School: Mitsui, Neyagawa-shi, Osaka-fu
Teacher: Mr. Masao Ichise
(61 teachers including 10 English teachers)

The size of the schools was mentioned in my last letter.

Yamashina Junior High School: 44 teachers including 7 English teachers

Nijo Junior High School: 37 teachers including 5 English teachers

I hope you will contact those teachers directly for further information.

Sincerely,

Yukinobu Oda
Chairman
Department of English Literature
Doshisha Women's College

School for International Training

of THE EXPERIMENT IN INTERNATIONAL LIVING

Kipling Road • Brattleboro, Vermont 05301

MASTER OF ARTS IN TEACHING PROGRAM

December 4, 1972

Mr. Ichiro Motoi, Executive Secretary
The Experiment in International Living
6th Floor, Tachibana Bldg.
5, Kojimachi 4-chome
Chiyoda-ku, Tokyo 102
JAPAN

Dear Mr. Motoi:

Alice McClellan has asked me to respond to your recent enquiry.
First, let me thank you for making the homestay plans for our
MAT students. I hope this will be the beginning of a worth-
while educational venture.

As you know, Miss Nancy Dodd has arranged through Professor
Oda of Doshisha Women's College, Kyoto, to place our five MATs
in the following schools:

Nijo Junior High School
Senbon Higashi, Takeya-machi
Kamigyo-ku, Kyoto

Yamashina Junior High School
54 Hattanbatake, Higashino
Higashiyama-ku, Kyoto

Shimogamo Junior High School
40-1 Izumigawa, Shimogamo
Sakyo-ku, Kyoto

Seika Junior High School
Seika-cho, Soraku-gun
Kyoto-fu

Kori High School
Mitsui, Neyagawa-shi
Osaka-fu

Please note that these assignments of MATs to schools are
arbitrary and tentative only. I do not know if Professor Oda
has made any assignments. However, if it is important to you
for homestay placement, you can use the above list. Perhaps

Mr. Ichiro Motoi

December 4, 1972

you could confirm this with Professor Oda.

The five MATs will be arriving in Tokyo at 1745, December 31. They plan to spend a few days in Tokyo, and would like to depart for Kyoto on January 3. We will supply them with travelers' checks to cover transportation and housing en route. They would appreciate your assistance, and, if someone from your office would be able to meet them at the airport to assist in their arrival, it would be appreciated. They will also need hotel reservations for the nights of December 31, January 1, and January 2. Would you be able to arrange this?

If they cannot be met, or if you cannot make reservations for them, please inform me as soon as possible.

Thank you very much for your assistance.

Sincerely yours,

Raymond C. Clark
Director, MAT

RCC:ec

cc: Professor Oda
Mrs. Alice McClellan
Miss Nancy Dodd

School for International Training
Kipling Road
Brattleboro, Vermont 05301
December 5, 1972

Professor Yukinobu Oda, Chairman
Department of English Literature
Doshisha Women's College
Kyoto, Japan

Dear Professor Oda:

Unfortunately, the carbon copy of the letter from Raymond Clark to Mr. Motoi which we sent out to you yesterday did not have the names of the MATs after the different schools where the student teaching will take place. We apologize for this omission. You will find them listed below:

Nijo Junior High School
MAT - Miss Viviane Fleischer

Yamashina Junior High School
MAT - Miss Rena Rabideau

Shimogamo Junior High School
MAT - Miss Priscilla Jones

Seika Junior High School
MAT - Miss Mary Farricker

Kori High School
MAT - Miss Donice Horton

Again we are sorry this information was not on the other letter to you and regret any inconvenience it may have caused.

Sincerely yours,

(Mrs.) Elizabeth Chace
Administrative Assistant
MAT Program

December 10, 1972

Dear Susan,

I was delighted to hear that you are interested in supervising MAT4's. Since I first wrote, we have added another student teacher to the group. I have asked each of them to write to you, outlining areas of interest and citing previous training and experience as you requested. Their tentative schedule is as follows: they will arrive in Tokyo on December 31st and proceed to Kyoto to meet their homestay families of January 3rd. The winter term begins on January 8th, so I would speculate that they should be teaching their first classes by Monday, the 15th. You might want to meet with them sometime during the week of the 8th to find out what their expectations are and to work out a tentative schedule. All five of them have been assigned to junior high schools with one exception:

Nijo Junior High School
Senbon Higashi, Takeya-machi
Kamigyo-ku, Kyoto
Contact teachers: Mr. Kitawaki and Mr. Hosomi
MAT: Miss Viviane Fleischer

Yamashina Junior High School
54 Hattanbatake, Higashino
Higashiyama-ku Kyoto
Contact: Mr. Yokoe
MAT: Miss Rene Rabideau

Shimogamo Junior High School (municipal)
40-1 Izumigawa-cho, Shimogamo
Sakyo-ku, Kyoto
Contact: Mr. Kazuyuki Kuoda, Principal
MAT: Miss Priscilla Jones

Seika Junior High School (prefectural)
Seika-cho, Soraku-gun, Kyoto-fu
Contact: Mr. Kubota
MAT: Miss Mary Farricker

Kori High School (private boy's school)
Mitsui, Neyagawa-shi, Osaka-fu
Contact: Mr. Masao Ichise
MAT: Miss Bonice Horton

The arrangements have been made with the help of Prof. Yukinobu Oda, Chairman of the English Department at Doshisha Women's College, Kyoto. He will not be working with the MAT's directly, but you might want to speak with him about the student teaching program and introduce yourself as supervisor.

As far as student evaluations go, the MAT Department does not have any one format that they adhere to exclusively. There are, however, a number of sample evaluation forms from which you might extract items that you find appropriate and useful. Last year Carlos Maeztu supervised the MAT group in Mexico and worked up an IPP based on his experience and observations. A partial copy of his project will be sent to you shortly, as well as some sample evaluation forms. I hope you will find them of some help.

Raymond suggested that you keep track of your travel expenses. The department will be able to forward your stipend of \$100 plus expenses sometime in early March, if that is alright with you.

If you have any further questions which you would like answered quickly, please address them to Raymond as I am no longer at SIT. I will keep in touch with him as well as you, and I am most anxious to hear how things progress. Thank you so much for your assistance with this year's program. We are pleased to have you back!

Wishing you and Donald a joyous Christmas and much happiness in the New Year.

Very sincerely,

Nancy Dodd

December 14, 1972

Dear Raymond,

I was glad to receive the copies of recent correspondence with Japan. It looks as if plans are going very well.

I am enclosing a copy of my most recent letter to Susan Eaton. Would you please see that the following letters and forms are sent to her:

1. Letters of introduction from each MAT, explaining their previous training and experience, their specific interests regarding methodology and approach, and any other information they feel would be helpful to Susan.

2. Copies of several different evaluation forms from which she can extract what she feels is appropriate and useful.

3. A xeroxed copy of the first part of Carlos' IPP.

- (4.) Anything else you think might be helpful to her.

Once the MAT's arrive in Kyoto, someone should be responsible for contacting Susan so that a meeting time can be arranged. At present she has no way of contacting them. I'm sorry that the visit with Judi Keen couldn't be worked out. She sounded very willing to help in any way she can, though. It was good to hear from her.

I'm still trembling at the thought of discovering some serious omission in planning at this late date. I will be relieved, I think, when the five actually start teaching.

I certainly enjoyed those last few weeks at your house. Thanks again! Wishing you and your family Christmas joy and peace.

Most sincerely,

Nancy Dodd

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