

15th Anniversary Report
to
The Tanaka Memorial Foundation



Submitted by Hobart and William Smith Colleges
Mark D. Gearan, President
24 February 2006

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About the Colleges

Founded in 1822 and 1908 respectively, Hobart and William Smith Colleges (HWS) are coordinate, private, liberal arts institutions located in Geneva, NY – at the heart of the Finger Lakes region. As coordinate institutions, the two colleges share faculty, facilities, and curriculum, but maintain separate deans' offices, athletic programs, student governments, and traditions. The Colleges, which have a combined enrollment of 1,854 and a student-faculty ratio of 11:1, pride themselves for being the quintessential liberal arts institution whose mission is to develop citizens who will lead in the 21st century. The most compelling hallmark of a liberal arts education is its comprehensiveness: students of the liberal arts take courses in a wide array of disciplines from within the humanities, the social sciences, and the natural sciences to ensure a breadth of general knowledge and intellectual skills. Hobart and William Smith take this a step further by requiring that students major or minor in one interdisciplinary program as well as one discipline-based program. The interdisciplinary program emphasizes to the student the array of methods of inquiry, as well as the interdependence and connectedness of all inquiry and knowledge, and helps hone the student's skills for responding to unfamiliar contexts with creativity. The discipline-based program, on the other hand, equips the student with tools for focused inquiry and offers the rewards of a specialized competence.



The contexts one encounters today are no longer limited to one's home country; today's students must learn to live and work in a global context, where the interdependence of nations and differences between cultures must be understood. Hobart and William Smith currently offer 31 off-campus programs that include locations on six continents. Over 50% of HWS students participate in a semester- or year-long study abroad program, generally during their junior year. Likewise, close to 50% of the HWS faculty lead one of these programs during their tenure at the Colleges. The institution's dedication to global studies is not limited to its provision of off-campus programs, however, but includes as well the incorporation of these experiences with on-campus programs and activities, which further emphasizes to our students the interdependence and connectedness of all inquiry and knowledge.



Hobart and William Smith also place a distinctive emphasis on service learning, community engagement, and civic responsibility. Faculty and staff at the Colleges work hard to ensure that students can connect their formal learning in the classroom to their daily activities

and lives. This commitment involves fostering standards of conduct, an understanding of public good and public needs, and a dedication to service that will prepare students for lives of responsible citizenship. The importance of these programs is reinforced through the work of Mark D. Gearan, former Director of the Peace Corps and current President of the Colleges, who views global education and citizenship as two of the top priorities for a liberal arts education. For President Gearan, this means more than sending students abroad or into the community for one semester; rather, he believes in incorporating the values of global citizenship into daily campus life at HWS. To this end, there are countless opportunities for students and faculty to interact with guests from abroad, to attend functions that celebrate a range of cultures and ideologies from around the world, and to become involved in service programs within the greater Geneva community and worldwide. In fact, Hobart and William Smith was one of only two New York State institutions, and the only liberal arts college, listed in Princeton Review's recently published guide, *Colleges with a Conscience*.

Hobart and William Smith Colleges and the Tanaka Memorial Foundation

Hobart and William Smith Colleges' relationship with the Tanaka family dates back to the late 1980s when Dr. Kenji Tanaka visited the campus with his two young daughters, Makiko and Kimiko. A friendship was forged on that visit between the Tanaka family and the Colleges that has not only continued but has flourished over the years since. In 1992 the Colleges bestowed upon Dr. Tanaka an honorary degree to convey our gratitude and high esteem of Dr. Tanaka and to demonstrate the Colleges' conviction of the importance of partnerships such as ours, that cross national boundaries and promote international understanding. The Tanaka family has seen the Colleges through three Presidents and their warm and open welcome to each exemplifies the strength and importance of this relationship to both families, with members of each visiting the other's country and home both on professional occasions as well as for personal celebrations.



Dr. Tanaka and President Hersh

Prior to 1992, gifts made to Hobart and William Smith by the Tanaka family were used for general support of the Colleges and our Asian Studies program. However, in 1992 Hobart and William Smith formally received the first of what were to become yearly gifts of support by the Tanaka Memorial Foundation. With the first of these grants, the Colleges established the



The Technos and HWS family

Tanaka Asian Studies Endowment; and, over the years that followed, the Tanaka Memorial Foundation has grown that endowment generously. In addition to the Endowment, 1992 marked the beginning of two exchanges with Technos International College, sponsored by the Tanaka Ikueikai Educational Trust: the exchange of International Prizes for Academic Excellence and International Understanding, and Technos International Week.

Tanaka Asian Studies Endowment: Tanaka Lectureship in Japanese

Students who major in Asian Languages and Cultures (IASN) at HWS must complete the equivalent of four semesters of an Asian language (while students who minor in IASN must complete the equivalent of two semesters of an Asian language). Though students may study Hindi through the Colleges' Self-Instructional Language program, Chinese and Japanese are the mainstays of the program. Earnings from the Tanaka Asian Studies Endowment are used primarily to fund the Tanaka Lectureship in Japanese, which, in conjunction with one tenure-track professorship in Japanese, makes it possible for Hobart and William Smith to offer three full years (six semesters) of Japanese, with the option of further study through independent study courses. In addition, as a full-time dedicated Japanese language instructor, the Tanaka Lecturer works closely with Dr. James-Henry Holland, the Colleges' tenured Associate Professor of Japanese, to offer students a unique team-teaching approach to language instruction. Under this approach, each student attends two eighty-minute grammar and sociolinguistics lectures (in English) with Dr. Holland each week, and three one-hour language labs with the Tanaka Lecturer. This team-teaching approach provides HWS students with an opportunity to learn Japanese in both an intellectual and an experiential manner.

Kyoko Ishida, the HWS Tanaka Lecturer in Japanese since 2002, earned her MA in applied linguistics and language pedagogy at Texas Tech University in May 2002. Ms. Ishida also attended a nine-week summer course in Japanese Pedagogy at Bryn Mawr College in 2000 where she trained under the well-known Japanese linguist and pedagogue Eleanor Jordan. (A letter from Ms. Ishida is appended to this report.) Together, Professor Holland and Ms. Ishida have produced exemplary results: a recent evaluation by Professor Masakazu Watanabe of Brigham Young University concluded that the Colleges' Japanese language program is one of "a . . . small number of programs in the country which have produced consistently excellent students with adequate and accurate proficiency."



Ms. Kyoko Ishida

Dr. Masakazu's observations about the quality of our Japanese Language Program were independently confirmed recently when two Hobart students were selected to serve as interpreters at the 2005 World Exposition held in Aichi. Nathan Bond and Nandor Forgach were selected from a highly competitive field to fill two of only thirty eight-month positions. As Professor Holland notes, the selection of two Hobart students reflects the excellence of the Colleges' Japanese language program, especially the students' mastery of the "politeness" language; adding, "It also means they have a strong speaking as well as writing ability, which is rare."



Nathan Bond and Nandor Forgach

Growth of the Asian Studies Program at Hobart and William Smith Colleges

For more than a decade, the Tanaka Memorial Foundation has affected the Hobart and William Smith campus both directly and, just as importantly, indirectly. The Endowment itself has supported various initiatives that have enabled the creation of a strong, vibrant Department of Asian Languages and Cultures. Perhaps just as importantly, the Tanaka Memorial Foundation has helped to infuse our entire campus with a heightened awareness of the importance of ongoing cultural exchange and international friendship. In addition, the presence of the Endowment has been a catalyst for the Colleges to attract other important external support and resources for the program, and the Colleges have built on each resulting grant to enhance further this growing program:

- A four-year grant from the Luce Fund for Asian Studies to support a new tenure-track junior faculty position in East Asian art history.
- Three consecutive grants from the John Ben Snow Foundation for the launch and continuation of its award-winning BRIDGE (Bringing Relevant Internet Dialogue to Geneva Education) program, through which local elementary school students experience an enhanced curriculum by interacting online with HWS students while they are studying abroad in Japan, Vietnam, and Senegal.
- A multi-year grant from the Freeman Foundation under its Undergraduate Asian Studies Funding for support of the Asian Awareness program, which sponsors Asian cultural programs on campus, and the China Immersion program, which, like the BRIDGE program, supports middle-school curriculum enhancement and development.
- A multi-year grant from the Undergraduate International Studies and Foreign Language Programs (UISFL) of the US Department of Education to enhance pre-departure and post-return programs for Asia study abroad students that incorporate their experiences into broad-based campus-wide activities.
- Mrs. Jean Jansen, widow of Princeton University Professor and Chairman of the East Asian Studies Department Marius B. Jansen, donated her husband's western language collection of works on East Asian history and civilization (consisting of over 1,500 titles in over 2,200 volumes, some of which are quite rare) to Hobart and William Smith Colleges.
- Mark Selden, the Bartle Professor of Sociology and History at Binghamton University and Professorial Associate in the East Asian Program at Cornell University, donated much of his expansive library of works on Asia (nearly 5,000 volumes) to the Colleges.



Children in the BRIDGE program



The Elizabeth J. Perry Asia Library at HWS (named for the internationally renowned Asia scholar and William Smith alumna)

- The Fulbright Scholar-in-Residence, Visiting Specialist, and Direct Access to the Muslim World programs, as well as programs run by the United Board for Christian Higher Education in Asia, the Freeman Foundation, and the Henry Luce Foundation (through the American Council of Learned Societies and ASIANetwork) have brought numerous Asian scholars to campus – and sent numerous HWS faculty to Asia – to teach, conduct research, and share their cultural, as well as academic, knowledge and experience.

Technos International and Hobart and William Smith Memorial Prizes



Katie Delp and Daniel Walker with Makiko Tanaka Ueshima

Since 1992, Technos International College and Hobart and William Smith Colleges have each presented students of the other institution with awards of Academic Excellence and International Understanding. These awards are symbolic of the friendship that the Tanaka family has advanced between the two institutions as well as illustrative of the international understanding that the awards themselves honor.

In April 2005, Dr. Masao Yoshida, Professor at the Graduate School of International Social Development at Nihon-Fukushi University and 1957 Hobart graduate, was honored to represent Hobart and William Smith Colleges and present the Prize to Asami Ueda of Technos International College. In May 2005, Hobart and William Smith Colleges were honored to host Ms. Makiko Tanaka Ueshima as the Tanaka Ikueikai Educational Trust representative who presented Katherine Delp, of William Smith College, and Daniel Walker, of Hobart College, with their Prizes.

As a side note, two of our recent Technos International Prize recipients have this year been awarded support to study and conduct post-graduate research in Japan through the Colleges' Japan Endowment. Daniel Walker, Hobart class of 2005, is currently studying at the Japan Center for Michigan Universities (JCMU) in Hikone, Japan, while Gwynne Decker, William Smith class of 2004, has undertaken an ethnographic study of Japanese culture and society through the medium of Yagyū Shinkage Ryū swordsmanship, focusing on the theory of Katsujinken in particular.



Gwynne Decker demonstrating Yagyū Shinkage Ryū swordsmanship

Technos International Week

1992 marked the beginning, as well, of an extraordinary program with Technos College (formerly Technos International College), sponsored by the Tanaka family through the Tanaka Ikueikai Educational Trust. Every year two (historically four) HWS students (one Hobart and one William Smith) and one HWS faculty member travel to Japan with students and faculty from a growing number of institutions in the United States, the United Kingdom, and New Zealand. While in Japan, participants spend one week at Technos College with its students and faculty and one week exploring facets of contemporary and traditional Japanese life throughout Japan for what has been described by returning participants as a profound cross-cultural and truly transformative experience.



Both student and faculty participants are selected according to a set of criteria suggested by the Tanaka family; in addition, faculty are sought who have clear goals for participation and can articulate how they foresee the trip enhancing their future teaching and the international climate on campus upon their return. An orientation is held for the selected students and faculty, which includes sessions with Professor of Japanese James-Henry Holland and with Amy Teel, Program Manager for the Colleges' Center for Global Education, as well as with past student and faculty participants.

Upon their return to campus, participants are asked to submit a report describing their experience and what they have gained from it. (Reports from 2005 participants Professor of Architecture Stanley Mathews, William Smith student Katharine Goodrich, and Hobart student Mantvydas (Monty) Barkauskas are appended to this report.) The Colleges encourage the



Technos International Week participants to share their experiences in a number of ways. Faculty often develop new courses, based upon a new-found interest developed in Japan, and they routinely incorporate their experiences in those classes that did not, traditionally, include an international or cross-cultural component. In addition, both students and faculty participants sponsor and attend numerous international activities on campus.

The Colleges recently surveyed virtually all of the students who had taken part in the program since its inception; we wanted to know how, with the passage of time, they would evaluate the effect of the Technos opportunity. The replies that we received clearly confirm that the experience over those two weeks in each participants' life had a profound and lasting impact and, in a number of cases, has directly affected their choice of career and country of residence:

Excerpts from Surveys of Past Technos International Week Participants

- *The trip affected my life in an incredible way; it allowed me to understand Japanese culture and myself better. I credit the trip as one of the most wonderful, eye-opening experiences of my life.*
- *I fell in love with Japan. I decided during Technos I would live in Japan some time after college, and here I am now doing just that.*
- *It opened my eyes to an entire new culture, beautiful and generous people – I loved every minute of it.*
- *I found the people to be warm and wonderful, curious and hospitable...it was one of the highlights of my college experience.*
- *The Japanese people had a profound effect on me with their kindness, generosity, and overall hospitality.*
- *I believe I would likely not be leading the life I lead now were it not for my participation in the Technos program...now that I have found I can successfully adapt to life in Japan, I feel more confident than ever that I can adapt in other cultures and communities in which I may find myself.*
- *It broke down many stereotypes I had about Japan and Asia and opened my eyes up to the beauty of their culture and society.*
- *I continue to talk about this trip to this day. I don't even know where to begin on the positive influence it had over my life.*
- *It was the start of a beautiful friendship...I have now lived here (in Japan) for four years.*
- *I've spent the better part of my adult life in East Asia, yet the Technos trip remains at the top of my list of happy memories in Asia. It was a once in a lifetime chance that I am still thankful for.*
- *Before the trip, Japan was merely an abstract idea, and a vague one at that. It had never occurred to me that I would ever visit there, let alone call it home.*
- *The Technos trip was one of the most memorable trips of my lifetime. It opened my eyes to another part of the world that I had only dreamed about.*
- *This experience has undoubtedly changed my life, as I am sure it did many...I am currently in the process of searching for internships in Tokyo, which might lead to a future career after graduation.*
- *It was a fantastic introduction to Japan for a boy from upstate New York who had never ever left the country. I am forever thankful to Dr. Tanaka.*

Conclusion

The Department of Asian Languages and Cultures is one of Hobart and William Smith's most celebrated programs of study and scholarship. The Department's program in Japanese language instruction, its interdisciplinary approach to Asian Studies, and its varied study abroad options have served as models for other programs both within and outside of the Colleges. The Department owes much of its success to the Tanaka Memorial Foundation and the Tanaka family. We are grateful for your support and honored by your confidence in us. Your faith in the Colleges' ability to grow our small Asian Studies program into the vibrant full-fledged Department of Asian Languages and Cultures that it is today continues to be an inspiration to both our faculty and our students; inspiration without which, we could not have come so far. In this year of your – our – 15th anniversary, all of us at Hobart and William Smith Colleges would like to thank you and to wish you well.



Buddha

Gift of Dr. Kenji Tanaka
and the Academy of Tokyo Kogakuin Colleges
to Hobart and William Smith Colleges



HOBART AND WILLIAM SMITH COLLEGES



February 20, 2006

Dear Dr. Tanaka:

I have been teaching Japanese at Hobart and William Smith Colleges since the Fall 2002. This semester, I teach four classes. There are ten students in my beginning class, four students in my second year class, and another four students in my third year classes. In the advanced class, I have two students who just came back from Japan. Those two students attended a language school in Japan for a semester, and worked at Aichi EXPO as interpreters.

Compared to other European language classes such as Spanish, French or German, there are fewer students in Japanese classes. However, the students who do take Japanese are highly motivated and committed to learn the language and culture of Japan. Many of them have never been to Japan and they long to visit or study in Japan some day.

The students who take Japanese have to be very committed to studying Japanese; not only is it a difficult language to learn for a native speaker of English, but they also have to come to Japanese class everyday from Monday through Friday. Monday, Wednesday, and Friday students meet with a native speaker of Japanese, me, while Tuesday and Thursday they meet with a native speaker of English. They learn speaking, reading, and writing Japanese with me, and learn grammar and the culture of Japan with an American instructor. This team-teaching is an unusual teaching style that not many liberal arts colleges have, or can afford to have. The students at Hobart and William Smith colleges are very fortunate to have two instructors teaching Japanese from different perspectives and covering all aspects of language instruction. This is made possible with the help of Tanaka Memorial Foundation.

There is a two-week educational program called "Technos International Week" which is also sponsored by the Tanaka Memorial Foundation. Students and faculty members who have a keen interest in Japan, but who have never been to Japan, are eligible to apply to this program. One of my first year students participated in this program, and when he came back he was very excited and said he had a great time and that it was a life-changing experience. He even changed his major to Asian Studies and he is in my third year class this year. Most students who participated in this program keep taking Japanese, and many of those who keep taking Japanese go to Japan for a semester and attend a language school near Kyoto. After they graduate, some of them go to Japan for a year or two to work, often as an English teacher in the JET Program. This educational summer program made possible by the Tanaka Memorial Foundation is changing the lives of many young American students at Hobart and William Smith Colleges.

There are not many Japanese students on campus, actually none this semester. Hobart and William Smith Colleges are not well known in Japan, and I wish I was in a position to recruit students from Japan so that there would be more students from Japan on our campus. Students in the advanced Japanese class say that they are happy just to chat with me in Japanese because there is no one else with whom to speak Japanese. I looked for an opportunity to bring Japanese college students to our campus, mainly for my students who are desperate to practice or brush up their Japanese language skills with a native speaker of Japanese. I was fortunate to be hired as the director of a Summer English Program for Japanese college students to study English on the Hobart and William Smith campus. I am hoping that this program will be a steppingstone to bringing more Japanese students to Hobart and William Smith Colleges.

Without the Tanaka family's support, I would not be working here. To show my appreciation to the Tanaka family, I would like to follow in their footsteps and contribute to international understanding and cooperation between American and Japanese college students.

Kyoko Ishida, Tanaka Lecturer

2005 Technos International Study Tour

Dr. Stanley Mathews,
Hobart and William Smith Colleges,
Geneva, New York, USA.



I was honored to represent Hobart and William Smith Colleges on the 2005 Technos International Study Tour. A visit to Japan has long ranked high on my lifelong list of things to do, and the generosity of the Tanaka foundation and the faculty and students of Technos College exceeded my wildest dreams. There were far too many wonderful sights and experiences to mention, but my students, Monty Barkauskas and Kate Goodrich, both extolled the fabulous food and the Midori-No-Mura spa! I must agree.





William Smith student Kate Goodrich was also selected to model one of the fabulous kimonos at Technos College!

I am especially grateful to Stephen Fleming, whose knowledge, organizational skills, and sense of humor all contributed to the success of this tour.



I would also like to note that the faculty group became particularly close. We all got along very well, and by the end of the trip we had become friends. I believe that my students became equally close to their Japanese hosts.



Japanese Architecture and Design

I applied to represent Hobart and William Smith Colleges on the 2005 Technos International Study Tour to learn about Japanese architecture, and I learned a great deal from this tour. As a historian of art and architecture, I was fully aware of Japan's rich history of architecture, especially in cultural centers such as Kyoto and Ise. Traditional Japanese architecture has had significant influence on Western architecture, and particularly on the work of Frank Lloyd Wright. Yet, Japan also has one of the most vibrant contemporary architecture scenes in the world today, known through the work of architects such as Arata Isozaki, Tadeo Ando, and Kenzo Tange.

While I have included some material on traditional and contemporary Japanese architecture in my introductory and upper-level classes, I have never felt knowledgeable enough to do justice to the material. I had read books on Japanese architecture, but I teach best what I have experienced directly. As an architect, I need to experience the culture, the space, and the scale of the built environment. This tour gave me a more profound understanding of Japanese architecture, and has allowed me to teach it in far greater depth.



Tange, Olympic pavilion, Tokyo



Ando, Millennium Building, Matsumoto

The 2005 Technos International Study Tour afforded me many opportunities to see examples of both traditional and contemporary Japanese architecture, including buildings by Ando, Tange, and Isozaki. I took over 500 photographs of Japanese architecture and design, giving me an image library invaluable to teaching the subject. All of the photographs in this report are from this collection.



Matsumoto castle



House built in 1942,
Edo-Tokyo Open Air Architectural Museum



Model, Hida Folk Village (Hida no Sato)



Hida Folk Village (Hida no Sato)



which, unbeknownst to the craftsman, derive from nineteenth-century “*Japonisme*” – the influence of Japan art on Western art and architecture.

As the Hobart and William Smith Colleges faculty representative on the 2005 Technos International trip to Japan, I selected a gift for Dr. Tanaka which I felt represented both a unique aspect of upstate New York art and culture and an unusual synthesis of the Japanese aesthetic with American Arts and Crafts. I commissioned one of the last living Roycroft craftsmen to create a leather table mat especially for Dr. Tanaka. Although this piece was made in East Aurora, New York, outside the city of Buffalo, it incorporates motifs



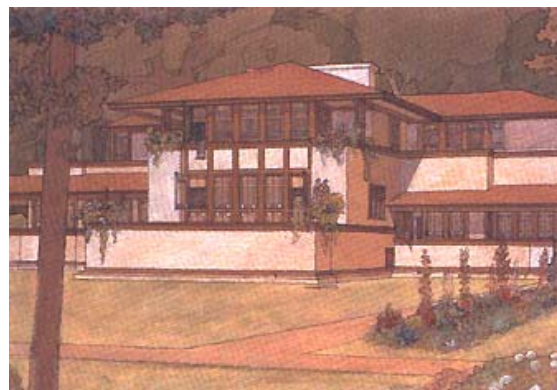
Indeed, on my first day in Japan, I noticed a similar design on the *manhole covers* in Tokyo! This leather table mat is a rare example of the durability of the influence that Japan has had on Western art and design for more than a century.

The Japanese influence on Western art can be seen in some of Vincent van Gogh's paintings, but has also had a profound effect on architecture and design in Europe and in the United States – most notably on the American architect Frank Lloyd Wright.

Wright was first exposed to Japanese architecture when he saw the reproduction of the Phoenix Temple at the 1893 Chicago Exposition. This building strongly influenced Wright's subsequent "Prairie Style" houses, such as the 1901 Willits house.



Ho-o-den, Chicago, 1893



Wright, Willits House, Chicago, 1901

As an architectural historian, I knew of the influence of Japanese architecture on the Frank Lloyd Wright. However, it was not until I visited the Edo-Tokyo Open Air Architectural Museum with Technos College professor Kazuo Takayama that I realized that Wright had an equally profound influence on Japanese architecture, thus completing an East-West circle.



*Japanese "Prairie Style" house, 1925
Edo-Tokyo Open Air Architectural Museum*



I was deeply honored to be selected by the faculty group to give the farewell speech at Technos College. I hope that my remarks expressed our gratitude for the generosity of the Tanaka Foundation and the faculty and students of Technos College. My students and I have shared our experiences with other students and colleagues with great enthusiasm.

Speaking for myself, I experienced Japan in a way that I will never forget. It was truly the chance of a lifetime!

Dr. Stanley Mathews
Hobart and William Smith Colleges

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Technos International Week 2005 Report
submitted by
Mantvydas (Monty) Barkauskas

The trip was amazing. My favorite place in Japan was Matsumoto, where we toured in and around a Shogun and Samurai Castle. Although we only stayed there for a couple of hours, the scenery was unbelievable. There was a moat surrounding the castle, which was built on a square of rocks, with a red bridge connecting the land to the castle. It was one of the most fantastic structures I witnessed in Japan. The prefecture of Tokyo was also very fun. We traveled to many of the biggest cities in the area, and loved getting lost in the puzzling roads. Every single one of these cities seemed like an advanced version of Times Square, with many lights and gigantic TV screens.

Every single day of the entire trip there was something to look forward too. I would say that the first week was more interesting; however, most of the international students were also becoming very tired by the end of that first week. In Miduri, where Dr. Tanaka owned the Hotel with the hot springs, the Japanese students had scheduled many activities, from playing volleyball to walking around the pitch black forest. However, earlier that day, we toured a temple in Nagano, and were already very tired from all the walking. So I would say later that night, all of the international students were quite tired; however, we still had many activities. I felt bad because I talked to one of the Japanese students, and he mentioned that the Japanese students thought we weren't very interested, while in reality everyone was very tired. However, the second week was more relaxed, and because we stayed in one location, it helped us to be energetic.

Overall the experience was fascinating. I still keep in contact with the girl from my home stay family, and about three other people on a regular basis. I loved the food in Japan, although I was never a fan of sushi or fish in the United States. I would agree that the quality of the fruit, meat, and fish is definitely much better than in the United States. The cities are also much cleaner, the people are much kinder, and the Japanese Technos students are quite different from American college students. It was a great learning experience, especially because Steven Fleming was very knowledgeable about many aspects of Japanese life and culture.

About promoting the opportunity to other students on our campus, I think Katie and I know a lot of people, therefore I'm sure we will let many people know about our amazing experience. However, I think we should also do something extra and perhaps more formal. I will try to talk to Katie about organizing something, because I know she is very active in school, and is good at organizing events.

Thank you again for giving me this great opportunity!

P.S. The people I e-mail from Japan, might also come to the United States this summer, or I will try to go to Japan again during our Spring Break, because of the cherry blossom season.

Technos International Week 2005 Report
submitted by
Katharine Goodrich

At first, Japan just appears to be this highly westernized and much too densely populated country. Then, you look deeper and discover a place whose inhabitants' calm and quiet demeanor cannot truly be appreciated until you find yourself stuck in JFK airport on a return flight home. Even in the enormous city of Tokyo, one could have peaceful moments, especially walking to one of the many temples randomly placed within the city underneath a cluster of trees. Some of my best experiences were walking the streets of Tokyo with the Technos and International students. The almost immaculate streets are something you'd never expect in a city so large and the attitudes of the general population were exemplified in the constant nods and smiles in our direction. To me, the most thrilling part of Japan not being too westernized, believe it or not, were the Japanese public baths. The thought is something most Americans would cringe at until one has the guts to try. I don't believe I've ever been as clean as I was in Japan, with about four baths a day.

Yet, my trip would have never been the same without the wonderful people I was able to meet. The international students from colleges throughout the U.S. and from Britain and New Zealand were people I'm sure I will be in contact with for years to come. Each of us brought something different to offer to the amazing experience and we all got along so well that I found myself constantly hanging around a different group. As for the Technos students, their willingness to share their culture and learn about ours led to many entertaining days and even better nights. The hardest part of the whole trip was pulling away from Technos College, watching the Japanese students wave, crying through our own tears. You would think that language would be such an enormous barrier when it came to friendship, but Japan has showed me differently.

I think the preparation that we had was fine---the surprise of the whole trip is what brings out the best of it. I felt very prepared for what I was in for, except perhaps the video cameras always following us but you get used to it. As for what worked--I would be sure to tell the students who make it into the program to apply for the homestay--it was by far one of the best parts of the trip. I really can't honestly think of anything that could have gone better, it was just an absolutely amazing experience. As for interacting with Technos--the idea of a page with pictures and testimonies from past trips and updates with "where are they now" for both the international and Technos students, as well as ways to get in touch with both would be wonderful. I would, personally, love it if we could also bring some of the Technos students here in a type of exchange program. They were all so wonderful to us, that it would be nice to give something back.

I look forward to sharing my experiences with the two students chosen next year!