

The Association for Diplomatic Studies and Training
Foreign Affairs Oral History Project

**AN UNOFFICIAL HISTORY OF
THE US DEPARTMENT OF STATE JAPANESE LANGUAGE AND AREA TRAINING
CENTER IN JAPAN:
THE FIRST FORTY YEARS (PART 1)¹**

By John Barton Ratliff III²

With the assistance of James Hamilton McNaughton³

Copyright 2022

¹ Part 2 covers 1993 to 2022

² Assistant Director, Director, Assistant Dean for Overseas Programs, and Associate Dean

³ Foreign Service Officer, FSI Yokohama Japanese language student, and Director

ACKNOWLEDGMENTS

This unofficial history would not have been possible without the many persons who came before us, as well as those who contributed recollections, photos, etc. to make the history more complete and more interesting. They include the following:

Dr. Eleanor Harz Jorden, for her pioneering role in the teaching of Japanese to Americans, both diplomats and private citizens. No one person has done more for the study of the Japanese language than Dr. Jorden.

The dedicated instructors and staff of the US Department of State Foreign Service Institute Japanese Language and Area Training Center, from the very beginning and throughout the decades since.

Former directors of FSI/Japan, including those who provided significant amounts of information and photos, especially Jack Chew, James McNaughton, Richard Dasher, Peter Skaer, and John Maher.

Chief Instructor Hajime Takamizawa, who contributed photos, names, and personal recollections on a wide variety of topics.

Chief Instructor Yukio Konno, who provided the very first list of directors and chief instructors some ten years ago.

Alexei Kral, who became Director of FSI Yokohama in July 2021, for having all class photos on the walls of the school photographed for inclusion in the FSI Yokohama history.

Ms. Candice Hunt, Coordinator of External Programs for the School of Language Studies, FSI/Washington, who gave encouragement and facilitated contact with former FSI/Yokohama directors.

Ms. Thelma Jenks, for proofreading Part 1 many times. Any errors found may be due to my failure to make a correction.

TABLE OF CONTENTS

1. The Early Days of Language Study of US Diplomats in Japan	4
2. THE 1950s – Supervised Study in the US Embassy	4
3. 1952 – The Formal Establishment of the Foreign Service Institute Japanese Language and Area Training Center	5
4. Japanese as a “Hard” Language	6
5. The Modern Language Aptitude Test (MLAT)	6
6. Enrollment at the FSI/Japan Language School	6
7. Subsequent FSI/Japan Directors, Chief Instructors, Key Staff Members, and School Location	7
8. Learning outside the Classroom	76
9. Textbook Use and Development	86
10. Chief Instructors	92
11. Administrative Assistants	95
12. Maintenance and Logistics	95
13. Diplomacy in the Community	96
14. Post Language Programs	99
15. Dr. Eleanor Harz Jordan – A Lifetime devoted to Japanese Language Training	100
16. Closing Remarks	102

1. The early days of language study of US diplomats in Japan

US Navy Commodore Matthew Perry landed at the village of Yokohama for meetings with Shogunate officials in 1853, thus opening Japan to trade with other countries. The first US consulate was opened in Shimoda in 1855, with Townsend Harris as the first consul. Seven more US consulates were added by the end of the nineteenth century.

Although certainly interpreters would have been used to communicate with Japanese officials, it is assumed that some of the first US diplomats began to study Japanese, even if only on a part time basis.

Mr. Naoe Naganuma is famous as the founder of the Naganuma School. In his youth, between 1924 and 1941, he was a teacher at the American Embassy Language School. Before that, he was an English teacher and an assistant to Dr. Harold E. Palmer, who had been invited by the Japanese Department of Education to improve English education in Japan.

In Naoe Naganuma's autobiography, he described the situation as follows: "Then he (H. E. Palmer) showed me a letter from the American Military Attaché asking Dr. Palmer to recommend a young competent teacher for the three army officers who just arrived. These officers were Major Feche, Captain Creswell and Lt. Mckittlick."

The State Department also sent diplomats for Japanese language study until 1940. The program was called The American Embassy Language School and Naoe Naganuma became the first chief instructor.⁴

One US diplomat of note who took classes there was U. Alexis Johnson, who served as US Ambassador to Japan from 1966 to 1969.

Several US military personnel were assigned to Japanese language training in WWII, often at universities, that created special programs for them. Some later became US diplomats and were assigned to Japan. Thomas P. Shoesmith spent two years at US universities in the army during WWII studying intensive Japanese. He served as an army officer and Japanese Language Officer in the occupation of Japan beginning in 1945. He later would recount that he and his wife lived in a small cubicle in the Mantetsu Building, the former Japanese headquarters of the Manchurian Railway Company, and later US Embassy Annex. Shoesmith was US Ambassador to Malaysia from 1983 to 1987.

2. The 1950'S – Supervised study in the US Embassy

Yale University conducted one of the Japanese language training programs for US military personnel during World War II. Ambassador Shoesmith was one of those students. The program was directed by Bernard Block, a Scientific Linguist. Eleanor Harz was one of his graduate students and participated in overseeing the program and writing textbooks. She married one of the army students, William (Bill) John Jorden, who would go on to become a New York Times foreign correspondent early in his career. From 1952 to 1956, Jorden was assigned to Tokyo as New York Times Diplomatic Correspondent. His wife, Dr. Eleanor Harz Jorden soon found

⁴ Information about Naoe Naganuma was provided by former FSI/Y Chief Instructor Hajime Takamizawa.

herself at the US Embassy managing the Japanese language training program there. She said that classes were often held in the cafeteria of the Embassy Annex (Mantetsu Building).

3. 1952 - 1953 – The formal establishment of the Foreign Service Institute Japanese Language and Area Training Center

Around 1952-53, the State Department concluded that the time had come to establish a Japanese language school in Tokyo for US diplomats preparing for assignment to the Embassy in Tokyo, or one of the consulates. According to Dr. Jorden, the US Embassy received a State Department telegram saying roughly as follows: *The Department of State authorizes the establishment of the Foreign Service Institute Japanese Language and Area Training Center in Tokyo, Japan. Dr. Eleanor Harz Jorden is to serve as its director.*



Dr. Eleanor Harz Jorden

Dr. Jorden served as director until 1955. Early instructors included: Hazime Aikawa, Shiro Sugata, Mayako Matsuda, Kazuhiko Mitsumoto, and Akira Kobayashi. Hazime Aikawa was appointed Chief Instructor.



The first home of the school
US Embassy Annex (Mantetsu Building)

4. Japanese as a “hard” language

The Foreign Service Institute created a scale of foreign language proficiency, starting with S-0 (no speaking ability) to S-5 (equivalent proficiency to native speaker), and R-0 to R-5, for reading. Languages such as Japanese, Chinese, and Arabic were deemed to be super hard languages and resulted ultimately in language training programs that began with six months of training at FSI/Washington and, for those requiring a higher proficiency, approximately one additional year of training in the country where the language is spoken.

5. The Modern Language Aptitude Test (MLAT)

The Foreign Service Institute used the Modern Language Aptitude Test (MLAT) to determine whether a member of the foreign service had the potential to learn a language and, more than that, a “hard” language. While there may have been exceptions, as a rule, persons must have scored above a certain level to be considered for study of a hard language like Japanese. The maximum score possible was 100.

6. Enrollment at the FSI/Japan Language School

Enrollment would have initially focused upon State Department Foreign Service Officers, but as the needs increased, it expanded to include personnel from the United States Information Service, the Foreign Commercial Service, and other US government agencies. Since 1969, diplomatic personnel from the governments of Australia, New Zealand, and Canada have also been authorized to enroll in the school. While training these officers to be representatives of their countries in Japan, the officers themselves made great contributions to the school via their enthusiasm, active participation, excellent performance, and their roles in their careers after graduation. At least two graduates went on to become Ambassador to Japan from their countries later in their careers.

Some spouses of students enroll as full-time students. Others are entitled to part-time training as part of the program.

7. Subsequent FSI/Japan Directors, Chief Instructors, Key Staff Members, and School Location

Below are subsequent directors and chief instructors after Eleanor Harz Jorden, from 1956 to 1993.

1955 June to December – Acting Director: Kingdon W. Swayne, Foreign Service Officer, and student at FSI/Japan. Chief Instructor, Hazime Aikawa.

1956 – 1960 Director: Dr. John J. Chew, Jr.⁵

Assistant Director: Ms. Tamako Niwa. Chief Instructor: Hazime Aikawa.

MEETING FSI/JAPAN FOUNDER DR. ELEANOR HARZ JORDEN

In 1955, John J. Chew was enrolled in Yale University Graduate School for a Ph.D. in Linguistics. One day when he went to the Linguistics Department, he was told that Prof. Bloch wanted to see him. When he walked into Bloch's office, there was a woman with him. "This is Dr. Jorden." Prof. Bloch said. Chew remembers the occasion as follows:

"I knew instantly who Dr. Eleanor Harz Jorden was. She and Prof. Bloch had co-authored the book *Spoken Japanese*. Dr. Jorden then told me she was running a Japanese Language School attached to the U.S. Embassy in Tokyo and needed an assistant. She had finally persuaded her boss, Dr. Henry Lee [Haxie] Smith, Jr. at the Foreign Service Institute to make the money available for an assistant, but he had told her she would have to find her own assistant. Hence, she had come to Prof. Bloch to ask his advice, and he had recommended me! "Would you like to join me in Tokyo?" she asked. I told her I certainly would, but that I would have to ask my wife Hermi if she wanted to go to Japan. Dr. Jorden said she would be in New Haven several days, and I told her I would have the answer the next day. Hermi thought it would be fine to go to Japan, and Dr. Jorden said that was wonderful. She said, "Now you'll have to go to Dr. Smith in Washington, tell him you're the assistant I found, and get him to hire you.""

FOREIGN SERVICE INSTITUTE SCHOOL OF LANGUAGES, DC

Chew left for FSI/Washington almost immediately. He reported his first conversation with Dr. Smith as follows:

"So, you're Mud Jorden's choice." said Haxie Smith. "Mud?" I inquired." Smith answered: "She has never told anyone how she got the nickname." I recalled my father warning me when I was about to do something he considered unacceptable that my name would be 'Mud'"

⁵ This chapter draws extensively on an unpublished autobiography by Dr. Chew, with his permission.

Dr. Smith said that he understood that Chew knew German, Russian, and Swedish. He called Dr. Fritz Frauchiger, the head of the German section, to his office. Dr. Frauchiger spoke to him in German and after some conversation between the two of them, said to Smith “This young man speaks German. I mean, he really speaks German!”

Smith then called in the head Russian instructor, a Mme. Bouchet. After about a five-minute conversation with Chew, she told Smith, “He’s fluent in Russian.” she said.

At that point, Smith hired Chew to begin work at FSI/Washington immediately.

THE FSI/WASHINGTON LANGUAGE SCHOOL

Below, in his own words, is Chew’s description of the staff at FSI/W and their duties:

“The linguists at FSI were a very enthusiastic bunch. They included Haxie Smith, Jr, the dean of the language school, Howard Sollenberger, who supervised training in Far Eastern languages and was the assistant dean of the language school, Fritz Frauchiger, supervisor of training in Germanic languages, Bob Stockwell and Don Bowen, in charge of Spanish, Dot Rauscher, in charge of Portuguese, Naomi Pekmezian, in charge of French, Turkish, and Greek, Charlie Bidwell, in charge of Slavic languages, and Carlton Hodge, in charge of Near Eastern and African languages. The linguists trained native speakers to work as drill masters and worked with them in the development of drill materials. They selected textbooks and other texts for use in class and explained grammar and pronunciation to their foreign service officer students, whose progress they also monitored.

Toward the end of the working day the linguists worked in the testing unit, examining foreign service officers to determine their competence in foreign languages. These officers were not students at FSI, but rather were on home leave from their posts or were working in the Department in Washington. The officers were not permitted to evaluate their own competence in foreign languages; they had to be tested officially, for records to reflect competency levels

THE GERMAN SECTION. I now had the title ‘scientific linguist’ and the federal bureaucratic grade of GS-10. My immediate supervisor was Fritz Frauchiger, and we had two drill masters: Frau Buchmann and Frau Christoph. They were both very jolly ladies and I greatly enjoyed working with them. Frau Christoph was the younger of the two. She was married to a German scientist who had been brought to Washington at the end of the war. I often visited them at their home in Silver Spring, Maryland, just north of the District of Columbia. Dr. Christoph was highly educated, and it was a joy to talk with her. I recall discussing American culture with her, and her saying: “America is a young country. In two or three centuries it will develop a real culture.”

THE FSI METHOD. I greatly enjoyed working in the German section. Fritz was both a teacher and close friend to me. It was from him that I first learned how the language training at FSI worked. And work it did! The system was totally unlike that at a university. Classes were always small, never more than six students, and often only one or two. The students spent all

day practicing the language together with a native speaker, and soon they were speaking it rather fluently even though their vocabulary was still quite limited.

I SUPERVISE A DUTCH CLASS. A class in Dutch was starting and I was asked to supervise it without any help from Fritz. It was my job to train the drill master and to explain the structure of the language to the students. I remember the drill master saying that Americans couldn't pronounce Dutch words properly, so I did my best imitation of her speech, and she was astounded. To be sure, Dutch was not entirely new to me. I had been exposed to it as early as my junior counselor days at Camp Hawthorn when I used to try to imitate Henk Rozenbroek. And then there were my Flemish friends at GHQ in Frankfurt. But the drill master was certainly right about the foreign service officers. I really had to work hard to get them to sound even a bit decent. Unlike me they had had no training in phonetics. In essence I was providing them with a course in phonetics as it applied to Dutch.

I SUPERVISE A COURSE IN THAI. When the Dutch course was running smoothly, I was asked to supervise a course in Thai. The course was supposed to have been supervised by my fellow student at Yale, Dick Noss, who had used Thai for his non-Indo-European breadth requirement, and gone on to do his dissertation on Thai. But Dick was still waiting for a security clearance, and so I was assigned to the class. The class consisted of four young Air Force enlisted men and one foreign service officer who was in his thirties. The Textbook chosen for this class was Spoken Thai, a text produced for the armed forces toward the end of the war. It had only a few exercises per lesson, but we needed enough drill material for about thirty hours a week and we had only enough for an hour or two. The drillmaster, the daughter of a Thai diplomat, had a very long name beginning with the syllable 'su', so we called her Sue. Sue couldn't remember which words and grammatical rules were in each lesson, so I took Spoken Thai and typed up every possible sentence that I could make using the vocabulary and rules of lesson one. I submitted my list to Sue, and she went over it, throwing out about a third of my sentences which she found unnatural. We now had about six hours of drill material. I then made a new and considerably larger list based on lessons one and two. Again, Sue threw out about a third of them. We now had over fifteen hours of drill material for lesson two. We repeated the process using lessons one, two, and three. That gave us the needed thirty hours of drill material for lesson three. I now did the same with lessons four, five, and six, creating about forty-five hours of drill material for each lesson, of which Sue threw out the usual one third. The Air Force men were now doing fine, rattling off their limited amount of Thai, but the foreign service officer was falling behind. Soon it would be necessary for him to receive individual instruction. I was beginning to get a feeling for Thai, but the work of creating drill material was exhausting. Finally, Dick Noss arrived and took over the course, and I was happy to be off the hook.

A COURSE IN JAPANESE. A group of foreign service officers were taking a six-month course in Japanese, preparatory to attending the FSI Japanese Language School in Tokyo, the one being run by 'Mud' Jorden. The course was being taught by Kiyo Okami, a Japanese born American foreign service officer. The language course was also accompanied by a series of lectures on Japanese culture given by Dr. Greg Henderson. Okami was not a linguist and Haxie asked me to look in on the class from time to time. I went to the Japanese class as often as I could. It consisted of Vince Brandt, Ted Reynolds, Ben Hilliard, Charlie Davis, Ronnie Gaiduk, and his wife Rosemarie. Rosemarie, although not a foreign service officer, was scheduled to attend the

language school in Tokyo. The State Department recognized the value of a foreign service wife who could speak fluent Japanese. I mention the names of these people here because I was soon to be seeing a great deal of them in Tokyo, and three of them became lifelong friends of mine.”

JACK CHEW GOES TO JAPAN

According to Jorden’s son Temple, when his mother interviewed Chew, Temple’s father was about to start a Russian studies program at Columbia, with the intention of taking over as New York Times correspondent in Moscow in the summer of 1956. However, taking over a job in Moscow in the middle of the cold war may not have been a sure thing, and conceivably there may have been other candidates for the Moscow job as well. He theorized that his mother wanted to keep her options open for as long as possible. By the end of 1955 it had probably become clear that she would not be returning to Tokyo. Since Chew had impressive knowledge as a scientific linguist and had shown a lot of talent at FSI since he began working there, the decision was made to send him to Tokyo as director of the Embassy program in December 1955, even though his Japanese was minimal.

DECEMBER 1955

TORANOMON, TOKYO 1955-1956

Here, in his own words (with some editing), is Chew’s account of his arrival and early days in Japan:

“I arrived at Haneda Airport in the late afternoon. I was met by Kingdon Swayne, a foreign service officer who had just graduated from the Japanese Language School, and who had been the acting director of the FSI program since Eleanor Jorden’s departure for Moscow. He took me to dinner at the Union Club, an Army facility near the Embassy, and then to the Tokyo Grand Hotel.

That evening Swain gave me a rundown of the director’s duties. I asked him if he could recommend some books on Japanese culture to me and he suggested five: the *Chrysanthemum and the Sword* by Ruth Benedict, an anthropologist, *Five Gentlemen of Japan*, the *Makioka Sisters*, the *Honorable Picnic*, and a history of Japan by Edwin Reischauer. I knew who Prof. Reischauer was. I already had in my possession a book on the Japanese language by him and Prof. Elisseeff, which I had bought in Washington in 1942, and which was my first introduction to Japanese.

THE MANTETSU BUILDING. The following day Swayne took me to the Mantetsu Building, the former headquarters of the Manchurian Railway [Mantetsu is an abbreviation of *Manshû-Tetsudô*] which now served as an office complex of the American Embassy. A section of the fourth floor was being used by FSI for classes for Embassy personnel and their dependents - the so-called Post Program - and for the director’s office. There I met Mrs. Hackler, the administrative assistant and Mrs. Nagayo, the secretary. Mrs. Hackler, the wife of an American foreign service officer, didn’t speak Japanese but Mrs. Nagayo, a former English teacher, was completely bilingual. Eleanor Jorden had left a collection of tapes explaining to Swayne how to

lecture on each of the twelve lessons of the Basic Course, a course she had created. He showed them to me and suggested I might want to refer to them myself, as one of the jobs of the director would be to give the lectures.

THE INSTRUCTORS. In New Haven, Eleanor Jorden had given me a description and appraisal of Mrs. Nagayo and each of the instructors. I had written it down and had kept the information. I now met some of the instructors, none of whom spoke English. There were nine instructors: Mr. Aikawa, the senior instructor, Mr. Sugata, the next most senior instructor, Mr. Sakamoto, Miss Matsuda, Miss Sawada, Mr. Okutsu, Mr. Mitsumoto, Mr. Kobayashi, and Mr. Mizushima. The first five together with Mrs. Nagayo had permanent status as Foreign Service Local Employees [FSL's]. The last three worked part time on contract. Aikawa and Mrs. Nagayo were in their forties. Okutsu was in his thirties. The others, including Sugata, were all in their twenties.

THE LANGUAGE SCHOOL. The next day Swain took me to the FSI language school in Bunkyo Ward, a section of the city near the University of Tokyo. There I met the foreign service officers who were in full-time training. The class that Okami had been teaching in Washington had just arrived. The other foreign service officers, who had been at the school for various lengths of time, included Stan Carpenter, Al Seligman, Dick Gorham, and Homer Thrall. Dick Gorham was actually with the Canadian foreign service. He was very methodical and had kept a record of every word he had learned at the school. His list held between six and seven thousand words. These four officers together with Okami's group - Ronnie and Rosemarie Gaiduk, Ted Reynolds, Ben Hilliard, Vince Brandt, and Charlie Davis - brought the number of full-time trainees to ten. And we were expecting three more soon.

NEW INSTRUCTORS. Because of the expanded enrollment we had just hired five additional instructors: Miss Hasegawa, Mr. Kokubo, Mr. Kubota, Miss Mochinaga, and Mr. Onuma. They were all in their early twenties and were to be trained by the older staff.

A DIFFICULT POSITION. I was in a very ambivalent position. On the one hand I was director of the FSI Japanese Language School, director of the Embassy Post Program, and of the post programs at all the consulates and culture centers in Japan and Okinawa. My Foreign Service rank was FSR-6 [Foreign Service Reserve Officer class six, the lowest Foreign Service rank] and my diplomatic titles were Second Secretary and Vice Consul. For protocol purposes I was the equivalent of an army captain or navy lieutenant [senior grade], a fact that delighted my father. I rode back and forth between the Mantetsu Building and the Language School in a chauffeur-driven Embassy car. On the other hand, my knowledge of Japanese was very limited, and I could communicate with my staff only through Mrs. Nagayo.

I FINALLY MASTER THE BASIC COURSE LECTURES. Before each lecture I would listen to Dr. Jorden's tape telling Swayne how to do it. Then I would approach the class. Invariably there would be questions I couldn't answer. My regular response to such questions was that they involved something that would be dealt with in a later lesson. After the lectures I would go to Mrs. Nagayo for the answers. There was a large turnover at the Embassy, where over 150 Americans were working, and a new class of about six people started in the Post Language Program every month. The classes were composed mainly of the wives of Embassy people. As

time went by, I found that the material in the twelve lessons of the Basic Course regularly generated the same questions from the students, and I soon knew the answers to those questions. Furthermore, I was learning more and more Japanese all the time, and I had mastered the material of the twelve-lesson course. Eventually I quite enjoyed the lectures.

VISIT BY HAROLD HOSKINS. DIRECTOR OF THE FOREIGN SERVICE INSTITUTE

Now an important visitor arrived, Mr. Harold Hoskins, the Director of the Foreign Service Institute, Haxie's own boss. He wanted to see how I was making out as director of FSI's operation in Japan. We went to the Language School together and with me beside him he interviewed the Foreign Service officers, asking them how their studies were going. The officers all expressed satisfaction, which pleased Mr. Hoskins to no end.

When he left for Taiwan to visit the Chinese Language School, he told me, as had Sollenberger, that he had confidence in me and would give me every support. That was certainly music to my ears.

MISS ABERCROMBIE. Shortly after Hoskins' return to Washington Haxie wrote me to tell me he was sending me a regular administrative assistant, a Miss Abercrombie. He wrote that the people at FSI were all fond of 'Abbie' and hoped I would like her too. Abbie was a pleasant woman. She walked with a slight limp, the result of a serious accident she had had when serving at the Embassy in Lisbon. Her second-floor balcony had collapsed under her weight, and she had fallen to the street below. It had taken several operations before she could walk again. She and Mrs. Nagayo soon became close friends, and the administrative side of FSI operations proceeded smoothly.

I TEACH PRONUNCIATION AT THE LANGUAGE SCHOOL. The language officers at the school were all ahead of me in learning Japanese and I wondered how I could possibly be of any assistance to them, other than by pushing papers in my office. I discussed my problem with the instructors, and they said it would be good if I could do something about their pronunciation. So, I decided to give each officer an hour of pronunciation practice a week. We had a fine Ampex tape recorder, and I would tape a brief conversation between the officer and the instructor. Then we would go over the tape looking for pronunciation problems. At first the biggest problem was length distinctions. Japanese has both long and short consonants and vowels. It is almost entirely a matter of rhythm. There is little difference in the quality of long and short sounds. The difference is mainly in their duration. 'Ite kudasai' with a short 't' means 'please stay', but 'itte kudasai' with a long 't' means 'please go'. 'Yokkani kimashita' with a short 'o' and long 'k' means 'he came on the fourth', while 'yookani kimashita' with a long 'o' and a short 'k' means 'he came on the eighth'! The overall lengths of 'yokkani' and 'yookani' are identical! 'koko' means 'here'; 'kooko' means 'archeology'; 'kokko' means 'the national treasury'; 'kokoo' means the 'mouth of a tiger'; 'kookoo' means 'filial piety'; and 'kokkoo' means 'diplomatic relations'. But they all sound like 'cocoa' to the untrained ears of speakers of English.

By imitating what the officer was saying and then pronouncing it the way the Japanese do, I was usually able to get the officer to hear his mistake, the first step in getting him to pronounce the word or phrase correctly. After some months, the length problems had almost disappeared.

In connection with length distinctions in Japanese, the instructors told me a delightful story about one of General MacArthur's advisors. The word for advisor in Japanese is 'komon'. It is crucial to pronounce the first 'o' short. If the 'o' is pronounced long, the word koomon 'asshole' is the result. The general's advisor spoke Japanese but had trouble with length distinctions. And he would say: "Allow me to introduce myself. I am General Mac Arthur's asshole." He became famous overnight in Japan, but the Japanese couldn't bring themselves to tell him he was mispronouncing the word.

With the length problem coming under control the instructors began turning my attention to the matter of intonation. Japanese syllables are pronounced with high or low pitches, and words and phrases are distinguished by pitch. 'Jidesu' with high pitch on the 'ji' means 'it's a character'. With low pitch on the 'ji' it means 'it's hemorrhoids'. Returning to 'cocoa' above: 'koko' means 'here' when the first 'ko' has low pitch, but when it has high pitch it means 'individually'. 'kookoo' means 'filial piety' when the first 'ko' has high pitch, but when it has low pitch it means 'navigation'. But it is not merely a question of memorizing the pitch of individual words. When suffixes are added or when words are put together in a phrase the pitches are often, almost usually, altered. The question of pitch turned out to be a much harder nut to crack than the question of length. It required the student to memorize a good deal more information.

I discovered a copy of Sam Martin's doctoral thesis that Dr. Jorden had left in my office. I had gotten to know Sam at Yale. His thesis dealt with Japanese pronunciation, and there was a long chapter on pitch. I found the information there very helpful, but eventually I knew quite a bit more about the subject than Sam had presented in his dissertation. Years later I would publish my findings on the subject. Because of my attempts to improve the pronunciation of the language officers, my own pronunciation of Japanese became more and more authentic. Eventually I was being taken for Japanese over the telephone.

TAMAKO NIWA. Much to my surprise I received word that I would have an assistant after all. Her name was Tamako [Tammy] Niwa. Tammy was the daughter of a Japanese naval officer who had been the naval attaché in San Francisco before the war. This remarkable man had seen the war coming and was convinced that Japan would be defeated. He resigned from the Japanese Navy and took his family to live in Boston. There Tammy went to Harvard and got to know Prof. Reischauer. Tammy was not trained in linguistics and at first, I felt that she would be of little help to me, but she had had experience teaching Japanese at an advanced level and could be very helpful in exactly the area where I was weakest. Furthermore, Tammy soon learned the school's curriculum and its way of teaching, and I came to appreciate having her with us. She was also popular with the students and the staff. Tammy was a very sensible person, easy to work with, and I think we complemented each other in our work.

I DECIDE TO VISIT SAPPORO. As regional language supervisor for Japan and Okinawa I was expected to make annual inspection trips to the various consulates. I had postponed these trips because of my insufficient knowledge of Japanese. But after I had been in Tokyo for a year and

a half, I decided I knew enough about teaching Japanese to begin my inspection trips. Since it was summertime, I decided to go first to Sapporo in Hokkaidô where Kingdon Swayne was the consul.

I INSPECT A POST PROGRAM. My job in Sapporo was to observe the consulate's Japanese instructor at work to see if any improvements were needed or even possible. But Swain, as the former acting director of the language school and Embassy post program, had done a fine job of training the instructor.

KOBE AND NAGOYA. In the fall I visited the Consulate General in Kobe and the Consulate in Nagoya. In Nagoya I got to know the consul, Mr. John Stegmeier, a charming man, and competent diplomat.

FUKUOKA. I also visited the consulate in Fukuoka in Kyûshû. My former student Ben Hilliard was the consul.

NAHA. I thought winter might be a good time to fly south and so when it got cold, I headed for Naha, Okinawa. Okinawa was still occupied by the U.S. Army, but the Okinawans were considered to be Japanese, and if a soldier wanted to marry an Okinawan, the latter had to get a visa to the U.S. So, we had a consular unit there instead of a consulate. The head of the unit was a consul general who outranked the commander of the U.S. military forces on the island. This was considered necessary as he had to deal regularly with the problems that arose between Okinawans and the military. I found his vice consul to be overworked and on the verge of a nervous breakdown. Eventually he got an ulcer and was sent back to Washington. Ronnie Gaiduk had just completed his course at the Language School and was sent to replace him.

I saw Ronnie in Tokyo on his way to Naha and told him the Army had given his predecessor an ulcer. Ronnie smiled at me and said, "When I'm in Naha the Army is going to have the ulcers."

After serving in Naha, Ronnie was transferred to Sapporo and succeeded by Betty Jo Harper, about whom more later. After that, Ronnie was Consul General in Yokohama. Years later we were together again in Canada when Ronnie was the American Consul General in Ottawa. At the end of his career Ronnie was Consul General in Tokyo.

A NEW LOCATION FOR THE SCHOOL. With the expanded enrollment the house we were renting for the school was rather cramped, and we were expecting an increased enrollment. It was necessary to look for a larger house. So, I went house hunting with the Embassy's administrative officer, Mr. Mace. I recall looking at a very large mansion, which despite its size would not have made an ideal school, but everything else we looked at was even less suitable. Mr. Mace was not happy with the prospect of us renting the mansion. Later I heard from a junior officer in the administrative office that Mr. Mace thought the mansion was too pretentious for FSI! Later still I learned that it had become the Philippine Embassy.

MR. ISHIZAKA'S HOUSE. Then Tammy Niwa learned that the father of a friend of hers, a Mr. Taizô Ishizaka, was moving to a new and fancier home. The home he was leaving was ideal for a school, and so we leased it, and the school moved from Yumichô to Yoyogi-Hatsudai. As an

example of the kind of company Tammy was keeping, Mr. Ishizaka was the president of Toshiba! And two years earlier he had become the president of Keidanren, the organization which together with the government coordinates Japan's industrial activities."



The new school building in Yoyogi-Hatsudai.
The entrance and side view of the school





A side view of the school



The side and back gardens of the school



The back garden of the school, overlooking Washington Heights, a US military housing complex.



The back garden of the school, overlooking the Olympic Village under construction for the 1964 Summer Olympics.

DIRECTOR CHEW RECALLS:

“OUR ENROLLMENT DECLINES. Vince Brandt and the Gaiduks had completed their courses. Ronnie Gaiduk had been posted to Naha and would later serve as consul in the Sapporo consulate. Brandt had been assigned to the Embassy. We had been promised replacements, but they were not forthcoming, and we now had too many instructors.

CANADA AND NEW ZEALAND. At this point Dick Gorham called me from the Canadian Embassy. Would we have an opening for another Canadian foreign service officer? And could we also accommodate a New Zealander? If we had the space, the two embassies would be happy to pay us whatever it might cost. There was the solution! I went to Outer [Outerbridge Horsey, the DCM], and explained the situation to him. He said he liked my solution very much. “After all,” he said, “Americans study at the Canadian War College in Kingston, Ontario.” I asked him what we should tell Washington. “Let’s not tell them anything!” he said. And so it was that Gilles Lalande, a French Canadian, and David Atkins, a New Zealander, came to the school.

TEACHING JAPANESE PRONUNCIATION TO A NEW ZEALANDER. In teaching Atkins to pronounce Japanese, I immediately discovered that he had no trouble at all pronouncing the dorsal nasal [the sound of 'ng' in 'sing'] at the beginning of a word or at any place within a word. This sound is usually troublesome to Americans, but New Zealanders are familiar with it from their familiarity with Maori place names.

TEACHING JAPANESE PRONUNCIATION TO A FRENCH CANADIAN. As a native speaker of French, Lalande presented a different situation. He had trouble with 'h', Yokohama coming out Yoko'ama. But I noticed that his French 'r' sounded like an 'h' to the Japanese. I asked him to try pronouncing 'h' like a French 'r', and the instructors were very happy with the result. When he pronounced the word 'kimono' it sounded to the Japanese like 'kimano'. He was using the 'o' of the French word 'bonne'. I suggested he use the vowel of 'Rhône' and the result was excellent. By such tricks I was able to help Lalande to a good pronunciation of Japanese.

I VOLUNTEER FOR A SECOND TOUR IN TOKYO. My job and my social life in Tokyo were both giving me so much pleasure that I wrote to Sollenberger saying that I would like to have another tour in Tokyo. Sollenberger was happy to hear it, and it was arranged.

MY DOCTORAL THESIS. I was now due for home leave, a leave of three months, during which I would try to complete my dissertation on the morphophonemics of Old Norse. During my first year as director of the Language School I had decided I would put the dissertation aside and devote myself completely to my job and to the study of Japanese. Then after a year, I looked again at the work I had done on the dissertation. It all looked unfamiliar to me, and I found it very difficult to work on it in Tokyo. I was now hopeful that I could get back into it during the three months I would spend at Yale.

1958 FOREIGN SERVICE INSTITUTE, WASHINGTON

SOLLENBERGER REPLACES HAXIE. When I returned to FSI I learned that Haxie Smith had resigned and gone to Buffalo to create a department of anthropology and linguistics at the State University of New York. Howard Sollenberger was now the Dean of the FSI language program. I told him how I had managed to get the respect of the language officers by organizing pronunciation classes for them. Howard was very pleased and said, "I knew we did the right thing to send you out there."

I TELL SOLLENBERGER ABOUT ATKINS AND LALANDE. Although Outer had suggested we not tell Washington about Atkins and Lalande, I thought that Howard would eventually find out about them, and I felt it was best if he learned it from me. So, I told him that we had a New Zealand FSO and another Canadian FSO studying at the school. Howard assumed that the Embassy had arranged it and told me that I shouldn't let the Embassy people push me around. So, I told him that I would let him know if they tried it again. I couldn't bring myself to tell Howard that the whole thing was my idea.

TOKYO TOWER. On my return to Tokyo, I saw for the first time, and from the air, the new Tokyo Tower, a structure similar to, but slightly taller than the Eiffel Tower. The tower is 333 meters high. The Tokyo skyline would never be the same.

Aoyama Minami-cho 1958-60

MY PROPOSALS FOR A DISSERTATION TOPIC. Prof. Bloch wrote me saying it made perfect sense for me to change my dissertation topic to Japanese and asked me to submit some more specific proposals. I suggested three. One was to study the pronunciation of normal tempo Japanese. Hitherto all studies of Japanese pronunciation were based on very deliberate, carefully pronounced data. I was now aware that when Japanese is spoken rapidly, as in normal conversation, all sorts of unexpected things happen.

My second proposal was to do a study of the rate at which Japanese children come to master the various styles of the language. Haxie Smith was fond of saying that children regularly mastered the structure of their language around the age of five or six. I was now convinced that Japanese children didn't reach this stage before the age of nine. For one thing Japanese boys talk like their mothers until they enter school at the age of six. It is during the first three years of elementary school that they master masculine talk. Furthermore, it isn't until middle age that most people have complete control of keigo [honorific speech].

NEW STUDENTS AND NEW STAFF. The new students who now arrived at the Language School were Tim Manley, Ed Findlay, Roger Benson, John Knowles, Betty Jo Harper, and (?) Dixon. The new staff we hired were Hama, Kumekawa, Okabe, and Utsumi. Findlay was with the USIS [overseas the USIA 'U.S. Information Agency' was called the USIS 'U.S. Information Service] and the others were FSOs.

I DECIDE TO LEARN TO READ JAPANESE. When I arrived in Japan in 1955, I had the wishful thought that the Japanese might come to their senses and romanize their language. I now had come to the conclusion that the Japanese would hold out even longer than the Chinese. So, I decided I would simply have to learn to read Japanese. I set up a class for myself and had an instructor give me an hour of instruction each day. I began with the weather reports, which have a limited vocabulary. Then I expanded into specific topics that recurred in the press each day. First the international news and eventually the domestic political news. The school had also produced a version of the book Spoken Japanese in kanji [Chinese characters] and the kana syllabary. I went through that. I then began to work my way through a series of texts called the shakaika [social studies]. This text was taken from the Japanese school system and beefed up with the kanji that our students had already been exposed to but that the Japanese children didn't yet know.

OUR COURSES AT THE LANGUAGE SCHOOL. I was impressed by the amount of material our students went through. As far as linguists were concerned the book Spoken Japanese was a complete course. But our students went through it in the first six months of their two-year course.

THE BASIC COURSE. Since Spoken Japanese was intended for the military, a Basic Course of twelve weekly lessons had been developed under Dr. Jorden for use in the Embassy. The basic course replaced the first six of the thirty lessons of Spoken Japanese. Dr. Jorden eventually expanded the basic course together with Mrs. Chaplin of Yale University, a former instructor at the Embassy's school, to produce her very well-known textbook 'Beginning Japanese'.

THE INTERMEDIATE COURSE. To go beyond the basic course, a two-lesson course was created as a transition to lesson seven in Spoken Japanese. This was called the Intermediate Course, and the Japanese staff innocently shortened this to the Inter-Course. Dr. Jorden told me that one day she heard one of the instructors, who knew a bit of English, but obviously not enough, telling a student "You have now finished the basic course. You ready for intercourse."

THE TOKUBAN. The Basic Course, Inter-Course, Spoken Japanese, and the Shakaika were completed by the average FSO in one year. For the second year a series of special lessons, the tokubetsu-bangumi [tokuban for short] were developed, also under Dr. Jorden's direction. These lessons each dealt with an aspect of Japanese society, and each was accompanied by a field trip. For example, one of the lessons dealt with the Japanese legal system. Having learned the vocabulary of the lesson, the students would then attend a trial in a Japanese court. The students thus went on their field trips armed with the appropriate vocabulary in advance. The tokuban was completed usually around the 20th month of training.

LISTENING TO THE RADIO. While the students were doing the shakaika and tokuban, they were also listening to recorded news broadcasts for an hour each day, in the presence of their instructors. The session began with the gakkô-shimbun, a news program for high school students, and proceeded to adult news broadcasts.

While completing the tokuban, an additional hour of radio listening was added; a soap opera called Chakkari-fujin [the calculating wife], to provide an abundant exposure to everyday conversation.

LEARNING TO TRANSLATE. In the last months of the two-year program a Japanese professor of English, Prof. Kaneko, taught translation to the students. Up to this point all their learning had been in Japanese, the only English used in the course was found in the book Spoken Japanese, and my lectures on the basic and Intermediate courses, plus my classes on pronunciation. Now for the first time the students were specifically taught the nearest English equivalents of the words they had been learning via Japanese for over a year.

STYLISTIC LEVELS. In addition to my classes on pronunciation I decided to offer classes in the use of the various stylistic levels. I used the same general format as that of the pronunciation classes. A conversation between the student and the instructor would be recorded and then we would go over the recording looking for mistakes of style.

THE CHO-TOKUBAN. We had experimented with the number of class hours per day and found that five hours were more effective than four or six. Some of the brighter students were now completing the course a bit earlier than before, so we decided to produce a new series of lessons. We called them the chô-tokuban [advanced special programs]. They consisted largely

of studying treaties and government white papers. I was happy to have Tammy Niwa supervise the development of this course.

MANAZURU. In addition to their daily classes, the second-year students also went as a group on three extended field trips, one to a farming community, one to a mining community, and one to a fishing community. I decided to join them on their trip to the fishing village Manazuru. As *kôchô-sensei* [the Director of the School] I was billeted with the mayor's family. On arrival I was invited to take a bath, and when I was in the water the mayor's wife suddenly appeared and began to scrub my back with a loofah sponge. I was of course naked, but the mayor's wife seemed completely nonchalant about that.

MY DISCOVERY OF A PRINCIPLE OF JAPANESE PITCH ACCENT. In my Japanese reading class, I made a startling discovery. Prof. Bloch had written an article on the pronunciation of Japanese in which he maintained that Japanese had four levels of pitch, and he cited examples to prove it. Eleanor Jorden assumed Bloch was correct in this, but Japanese linguists seemed to be aware of only two levels. This mystified me. One day I read a phrase from the *Shakaika* with the wrong accent and was corrected by my instructor. The phrase was 'iriguchi-no hirôï doma'. I first read it with low pitch on the first syllable and high pitch through the 'ro' of 'hirôï'. 'Iriguchi' means 'entrance', 'hirôï' means 'spacious' or 'wide', and 'doma' means a 'room in a farmhouse with an earthen floor'. The way I pronounced the phrase it meant 'a doma with a wide entrance', but the context called for a 'spacious doma near the entrance to the house', a phrase in which the 'hi' of 'hirôï' had low pitch. A few days later I misread another phrase: 'ano suberídai-no yoo-na sakamichi'. I had read it with low pitch on the first syllable and high pitch through the 'rí' of 'suberídai'. 'Ano' means 'that', 'suberídai' means 'slide', 'suberídai-no yoo-na' means 'like a slide', and 'sakamichi' means an 'inclined road'. The way I had pronounced the phrase it meant 'an inclined road which is like that slide', but the context called for 'that inclined road which is like a slide', a phrase in which the 'su' of 'suberídai' has low pitch. From these examples I realized that a phonological juncture marked by a regeneration of the pitch pattern occurs between two sequences that are not directly related. If there is no juncture, the pitch gradually descends throughout the phrase. For example, in the single phrase sentence 'Ano misé-de kau hoo-ga yókatta-to omóu-kedo' which means 'I think it would have been better to buy it at that shop', each accented section and each unaccented section has lower pitch than the preceding one, resulting in at least six different pitch levels. But this gradual decline of pitch within a phrase is completely predictable if the position of the juncture is known. This discovery, not previously noted by any researcher, was to become a part of my doctoral dissertation.

HOWARD LEVY. Nick Bodman left the Chinese Language School in Taichung and returned to Washington to assume Howard Sollenberger's old job as assistant dean of the FSI Language program and supervisor of instruction in East Asian languages. His replacement was Howard Levy. Levy and his wife stopped off in Tokyo on his way to Taichung. When the Levys were settled in Taiwan, Bodman suggested that Howard visit the Japanese language school to see how these schools were run, the kind of trip I had made to Taichung earlier.

AIR CONDITIONERS FOR THE SCHOOL. The new school, Mr. Ishizaka's house, was near a railroad, and in the summer, it was hard to study and impossible to make recordings with the

windows open. Air conditioning was seriously needed, but FSI Washington thought of air conditioners as a luxury and refused to give us the money for them. As the fiscal year drew toward a close, I noticed that we were about \$1500 under our budget. If I informed Washington of this, they would transfer the money somewhere else, but that would take time. I decided to wait until the last days of the fiscal year and tell them I had the money in my budget. FSI Washington was not amused, but rather than see the money go back to the treasury, they agreed to let me buy air conditioners with it. This was probably my greatest triumph as a bureaucrat.

NEW STUDENTS AND STAFF. In 1959 we had new students and new instructors at the school. The instructors included Nagayo, Suzuki, and Uchiyama. The students included Brandon, Richard Calhoun, William Givens, Jerome Holloway, John Sylvester, and Eugene Windchy. Calhoun, Givens, Holloway, and Sylvester were foreign service officers. Brandon and Windchy were with the USIS.

NAGAYO, SUZUKI, AND UCHIYAMA. The new instructors included Mrs. Nagayo's daughter, who immediately acquired the nickname Wakanaga-san [the younger Nagayo].



From Left, Instructor Sumi Sawada, student Eugene Windchy, and Director John Chew

I'M TAKEN FOR JAPANESE. I also triumphed in Japanese! Hermi was trying to reach some Japanese person on the phone and having no luck, so she asked me to call for her. I dialed the number and asked for Hermi's acquaintance and was told that there was nobody there by that name, and that some foreigner had called a few minutes earlier asking for the same person. I

apologized and quickly hung up. It was with considerable satisfaction that I realized that the person on the other end of the line had thought I was Japanese.

But then I was amazed to be taken for Japanese face to face. It was in the hotel bath at Katakai. I was sitting in the bath when a Japanese man came in. He was sunburned and found it painful to enter the hot water. I began to talk with him without thinking for a second that he took me for Japanese. After we had talked for a few minutes he began to wonder about me and asked me which 'kuni' I was from. Since 'kuni' in Japanese means either country or province, I took it to mean 'country' and told him I was from the U.S. He looked very startled and told me he thought I was from some other part of Japan. I tried to figure out how he could have looked at me and thought I was Japanese. Sitting in the bath he would not have seen how tall I am, and my dark hair looked almost black when it was wet. Finally, Japanese baths are very hot [113 degrees Fahrenheit] and it must have seemed especially hot to him with his sunburn, and the Japanese generally believed their baths were too hot for foreigners. When I took my theories to the instructors at the school, they laughed and said, "The man probably wears thick glasses and could hardly see you without them."

JAPANESE ACCENTS ARE DIFFICULT TO MASTER. When our students would ask their instructors if they could say something that was rather unnatural the instructors would often reply "Soo yuu hito mo imasu." [There are people who say it that way too (They're probably not Japanese though!)]. The sentence is literally "That-way who-say-it people too there-are." English speaking people who fancy they have become fluent enough in Japanese to put their feelings into such a sentence tend to pronounce it "Soo yuu hito mó imasu." But accents in Japanese are a property of the words themselves, and you can't put feeling into a Japanese sentence by accenting what you think are the words to be stressed. "Kono denwa-wa kosyoo-désu." means "This telephone is out of order." 'Kosyoo' means 'out of order'. If you accent this word, and say "Kono denwa-wa kosyóo-desu." you are actually saying "This telephone is pepper." The Japanese use suffixes instead of accents to stress their words, and a mastery of the language includes the ability to use such suffixes in addition to the ability to supply the words with their proper accents. For example, the form 'denwa-wa' marks 'telephone' as unstressed. To stress 'telephone' the Japanese would say 'denwa-ga'.

A LETTER TO THE EDITOR. In the Japan Times, an English language newspaper, there were a number of letters to the editor criticizing the Kunrei system of romanization. The authors of these letters favored the Hepburn romanization that is usually employed in the U.S. The Hepburn romanization resulted from a nineteenth century effort to replace the various romanizations in vogue at the time with a standardized system. The Hepburn commission produced a system that made sense to English speaking people. But it did not make some distinctions that exist in Japanese, and it did make some distinctions that occur in English but not in Japanese. The Kunrei system was developed in the 1930's in an attempt to represent the sounds of Japanese in a way that made sense to the Japanese. Unfortunately, this more logical system was developed at the time of the aggressive Japanese empire, and after the war it was condemned by the Americans as an imperialistic romanization!

But the Japanese were 'perversely' interested in the more logical system. The romanization used in the FSI Language School was developed at Yale during the war and was used in the book

Spoken Japanese. It was an improvement on the Kunrei system but was similar to it. Our students were annoyed by it at first, but once they got used to it, they saw how it was superior to the Hepburn romanization. I was inspired to write a letter to the editor of the Japan Times, explaining to those who were critical of the Kunrei system, how the system made more sense in terms of the Japanese language. My letter was published, but soon afterward a sizable number of letters appeared supporting the Hepburn romanization and indicating that my readers couldn't overcome their emotions on the subject and were completely unable to grasp my argument. I was so disgusted that I decided never to write another letter to the editor of a newspaper.

NISHIYAMA. Tim Manley was now assigned to the consulate in Nagoya. At one point Ambassador MacArthur came for a visit. Tim was very impressed by the competence of MacArthur's interpreter, Sen Nishiyama, and praised him to the ambassador.

I knew Nishiyama and was quite fond of him. He was probably the highest paid Japanese man working in the Embassy and was the only one I knew of who drove a car to work. Nishiyama was born in Japan and emigrated to the States as a child. His father's plan was to send him to Japan for the last two years of high school and the first two years of college, so that he would have a good grounding in Japanese. After that he was to return to the States for his last two years of college. But the war intervened and Nishiyama was stranded in Japan. He was a Japanese citizen by birth and when the war ended there was no possibility for him to return to the States. But he went to work for the Americans as an interpreter and eventually wound up in the Embassy. When he retired around 1970, he had made such good connections that he was able to secure a position as vice president with the SONY Corporation. While he was in that position, he wrote a book contrasting the way Americans and Japanese think. The book became a best-seller in Japan. Overall Nishiyama's career was quite extraordinary.

TERRY. Abercrombie was finishing her tour as my administrative assistant. Marinell Terry, everyone called her Terry, was a secretary in the Nagoya Consulate. Tim Manley, who was now a vice-consul in Nagoya, recommended her as a successor to Abbie. I found Terry a delightful and very competent assistant.

AOYAMA MINAMI-CHO 1958-60 [cont'd]

I APPEAR ON NHK. In 1959 I was invited by NHK, the Japanese Government broadcasting network, to appear on Television. It was the first time I had ever been on television. I still remember vividly the make-up lady putting some stuff on my face to make me appear less ghostly. In an interview I talked in Japanese about the FSI Japanese Language School, its work, and its organization. Everyone I knew, including my girls, was watching the show! Apparently, the show was a success, and NHK was quite satisfied with it. In those days it was rare for an occidental to appear on Japanese TV, mainly I think because so few occidentals were able to converse in Japanese. So, I was probably something of a curiosity.

I'M TO GO TO KOREA. In the fall of 1959, after I had learned a smattering of Korean, I was asked to travel to Korea to help with a course being established there to teach Korean to AID [The Agency for International Development] employees. Nick Bodman, who was now Sollenberger's successor as supervisor of training in East Asian languages, had gone to Seoul

and met with Prof. Horace Underwood, the president of Yonsei University, and Prof. Changhae Pak, a linguist at the university. Nick had explained to Pak, with Underwood as his interpreter, what FSI had in mind, and Pak had proceeded to set up a program. This entailed among other things giving lectures on Korean structure, preparing drill materials, and training instructors to use them. Now I was to visit Seoul and see how things were going, and to offer any advice that might seem helpful to Changhae. In particular, I was to make sure that things were being done according to the FSI system.

MY FIRST VISIT TO KOREA.

CHANGHAE PAK. Pak was fluent in Japanese, and we spoke to each other in that language. He showed me the drill materials that he had developed and then the classes that he had organized for the AID people, and he introduced me to the instructors he had hired. I observed the classes for several days and found that Pak had done an excellent job.

NEW STUDENTS. New students arrived in 1960. They included Dake, Nelson, Pfeiffer, and several others whose names I don't recall.

NELSON. Nelson was a DAC [Department of the Army Civilian]. He came to speak the best Japanese of all the students at the school while I was director. The instructors loved him!

PFEIFFER. Pfeiffer was an FSO and a bachelor. He was a good student and sometime after he completed his program, he married Setsuko Okabe, one of the prettiest of our instructors. Later, when he was posted to Washington he suddenly died! And Setsuko went to work teaching Japanese at FSI in Arlington.

1960 Foreign Service Institute

Howard Sollenberger was now director of the FSI language program. Nick Bodman had Sollenberger's old job of assistant dean. Bob Stockwell had become a professor at UCLA. Don Bowen was teaching in the Philippines. Carlton Hodge and Dick Noss were still at FSI. Hodge, Noss, and Sollenberger were the only linguists left from the time in 1955 when I had worked at the Institute in Foggy Bottom."

After his return to the US in 1960, Chew completed his graduate work and received his PhD.

From 1963 to 1966, he was a professor at State University of New York (SUNY), Buffalo, NY, USA

From 1966 until his retirement, he was a professor in the Department of Anthropology, University of Toronto, Ontario, Canada

May 1961 – 1962 Director, Dr. Howard S. Levy, Assistant Director: Ms. Tamako Niwa, Chief Instructor: Hazime Aikawa, Foreign Service Staff Suzanne Fuss, Administrative Assistant: Ms. Fukumoto.

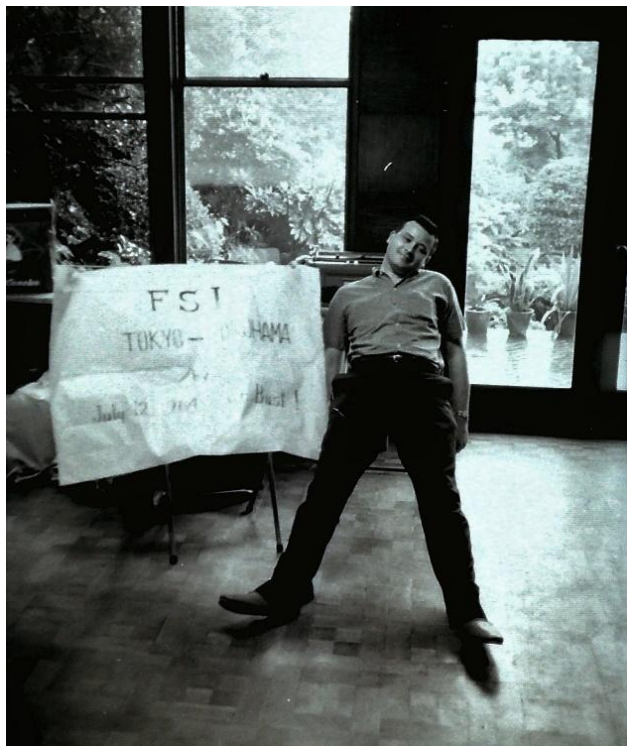
Dr. Levy had previously been director of the FSI Chinese school in Taipei, Taiwan and transferred directly to the Tokyo position.

May 1963 - 1964 Director: Dr. Howard S. Levy, Assistant Director: John B. Ratliff, Chief Instructor: Hazime Aikawa, Foreign Service Staff: Suzanne Fuss, Administrative Assistant: Ms. Fukumoto.

In the early 1960's, someone in the US Embassy initiated a monthly luncheon of persons in the embassy who spoke Japanese, called "Hansou Kai" – (The Let's talk Club). A speaker would be designated for each luncheon, with other members chiming in as well, all in Japanese.

1964 - 1966 Director: Dr. Howard S. Levy, Assistant Director: John B. Ratliff, Chief Instructor: Hazime Aikawa, Foreign Service Staff: Suzanne Fuss, Senior Administrative Assistant: Ms. Michiko Degawa, Administrative Assistant, Ms. Miyoko Ozawa.

In July of 1964, the School moved from Tokyo to the American Consulate General building in Yamashita-cho, Yokohama. The Consulate General had been downsized to a consular office with a Consul and a few Japanese staff employees, freeing up 90% of the building for use by the FSI Japanese Language and Area Training Center. The building had been designed by J.H. Morgan and completed in 1932. The school staff worked for weeks to prepare for the move.



Assistant Director John Ratliff, on left, Foreign Service Staff Suzanne Fuss on right with sign that reads:
Tokyo - Yokohama
July 12, 1964, or Bust.



American Consulate General, Yokohama, Japan



Rear garden of Consulate General, Yokohama



Snow falling in the rear garden
US Consulate General Yokohama



Staff and students saying farewell to Assistant Director Ratliff and family as they depart by ship from Yokohama Harbor on home leave to the US in 1965. The dock could be seen from the school in the US Consulate General building, and it was only a short walk to the dock. Director Levy is left rear in a dark suit and bald head.



Yamashita Park and Yokohama Harbor from the roof of the US Consulate Building (with Asst. Director Ratliff's oldest son John IV)

The US Consulate General in Yokohama was often the target of anti-war and other protests. During the time the school was in the building, the Vietnam war was ongoing, and many Japanese were opposed to the US role in the war. Groups would protest at the closed front gate of the Consulate General. There was also a side gate with a guard, normally closed – large enough to permit automobiles to go in and out. On one occasion, the guard found a bomb left by the gate overnight. The police were called to dispose of it.



Anti-war protesters at the front gate of the US Consulate General Yokohama about 1966

The Vietnam War resulted in an increased demand for Vietnamese language training at FSI Washington to the extent that the shortage of Vietnamese instructors began to reach a crisis stage. Because of Assistant Director John Ratliff's knowledge of Vietnamese, in 1966, Washington sent him from Yokohama to Saigon on TDY to recruit Vietnamese instructors to teach in the Washington program, which included US government agencies and US military students. Ratliff successfully recruited twenty-two Vietnamese language instructors and sent them to Washington.

Partly because of that special Vietnamese language instructor recruitment effort, and the need for language proficiency testing of US personnel in Vietnam, who could earn incentive pay for various levels of Vietnamese language proficiency, in 1967 Assistant Director John Ratliff was transferred to Bangkok as Regional Language Supervisor for SE Asia. The Yokohama position of Assistant Director was abolished at that time. Ratliff was assured by the FSI Washington Dean of the School of Languages that if he accepted the transfer to Bangkok, upon the completion of his tour, he would return to Yokohama as Director.

1967 - 69 Director: Dr. Howard S. Levy, Chief Instructor: Hazime Aikawa, Foreign Service Staff: Fran Swigart, Senior Administrative Assistant: Ms. Michiko Degawa, Administrative Assistant, Ms. Miyoko Ozawa.

In 1969, former Assistant Director John Ratliff returned from the Bangkok assignment and assumed the position of Director of the school. Howard Levy was transferred to the Foreign Service Institute in Arlington, Virginia.

1969 - 1974 Director: John Ratliff, Chief Instructor: Hazime Aikawa, Senior Administrative Assistant: Ms. Michiko Degawa, Administrative Assistant, Ms. Miyoko Ozawa.



Farewell party for outgoing director Howard Levy, who was director for eight years. Levy on the left, speaking.



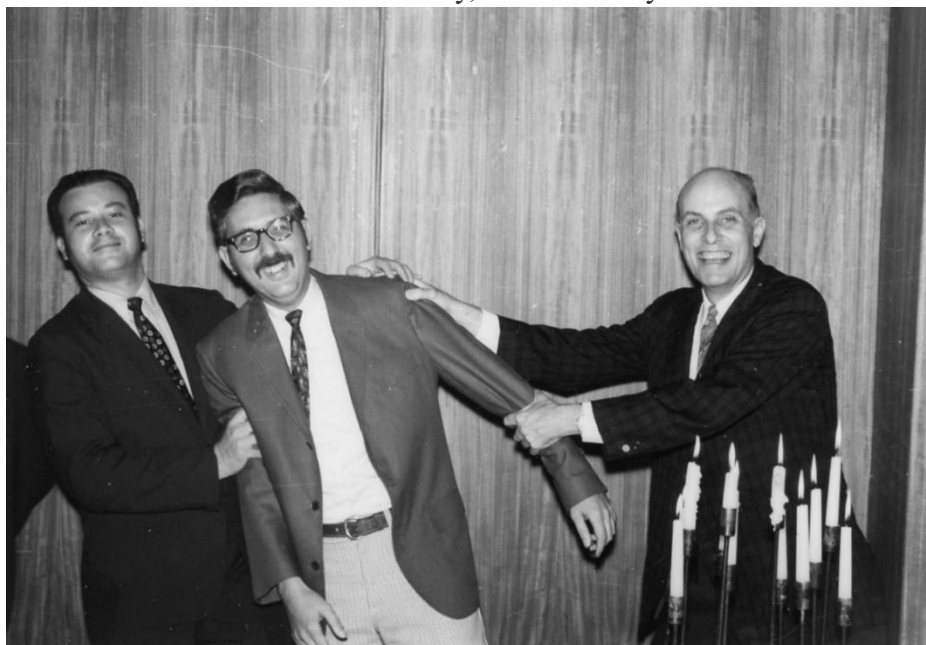
Departing Director Levy with instructors and staff



Howard Levy (center) with his students



From left: John Ratliff, Diane Ratliff,
Henriette Levy, Howard Levy



The passing of a language student from the departing director to the arriving director



Director Ratliff from his office in the former US Consulate General – about 1970

At some point, four of the early directors of the school found themselves at a conference together.



From left: John Chew, Eleanor Harz Jorden, Howard Levy, John Ratliff

In 1972, the US Embassy agreed to sell the American Consulate General property to the Japanese government, who planned to sell the property to a hotel chain to build a hotel overlooking Yamashita Park and Yokohama Harbor. The school was then moved into the former

American Consul General residence on the Bluff, Yamate, Yokohama, after extensive renovation of the building.



Hotel Monterey, the site of the former US Consulate General



Lobby of Hotel Monterey, with picture of former
American Consulate General building in the alcove on the left



Former Residence of Consul General, converted for use by FSI Japanese School



Entrance to the school



Side view of the school



Rear Garden



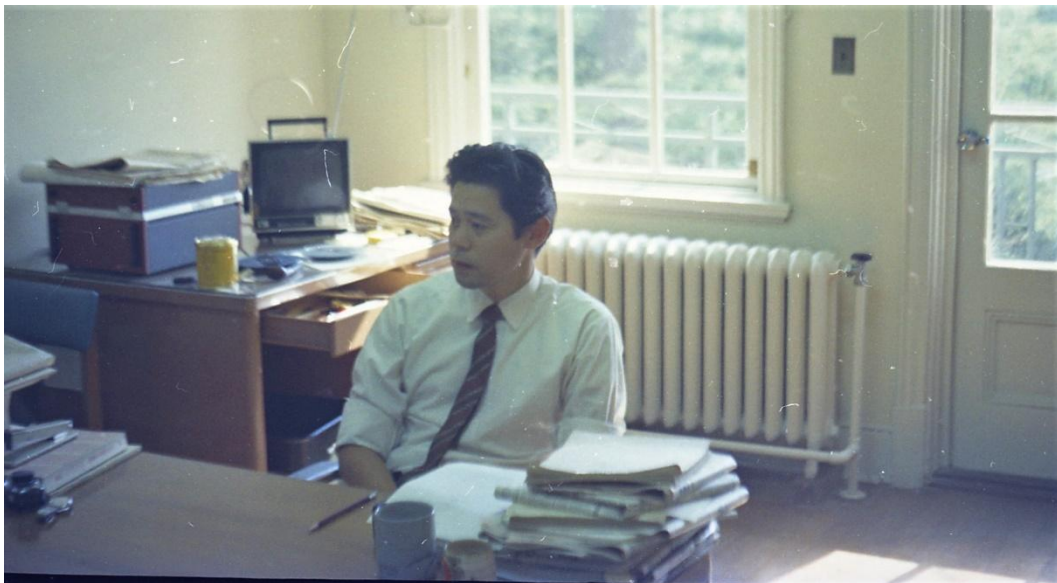
Reception office: Front – Ms. Michiko Degawa, Rear – Ms. Miyoko Ozawa



Instructor Sumiko Nakamura with two students



Director's Office



Instructor Eguchi in his classroom



TV Room



Break/Lunchroom



Kitchen



Library and Tape Listening room



Japanese Tatami Room for optional classes in calligraphy, tea ceremony, etc.

FSI YOKOHAMA 20TH ANNIVERSARY CELEBRATION

On February 19, 1973, the school held a twentieth anniversary celebration, inviting prominent representatives from the US Embassy and Yokohama City and Kanagawa Prefecture officials. The twentieth anniversary was in 1972 but at that point, the school was in the process of vacating the former US Consulate General building and modifying the former US Consul General's residence to become the new home of the school, so the decision was made to delay the celebration.

Staff and students collaborated in making a movie to be shown to the anniversary celebration guests. It addressed the objectives of the school and the various classes that are designed to give each student the ability and the confidence to function in both the professional and social environment of Japan.



From Left, Chief Instructor Aikawa, Director Ratliff, US
Consul General Ted Reynolds



From Left: Director Ratliff, Ms. Ono, of Ono Pearls, US Consul General Ted Reynolds
The woman in the white dress is Holly Ferretti, columnist for the Mainichi Daily News. She wrote a column about the celebration. See below.

By Hollistar Ferretti

FROM THE BLUFF



* * *

The Japanese Language and Area Training Center, a State Department school attached to the American Embassy, celebrated their 20th anniversary last Friday evening. Actually the school was founded in 1952, but the reception was delayed a couple of months so that it could be held in their new quarters.

The language school is now housed in what was originally the consul general's residence. It has been all partitioned into classrooms, library, offices, etc. and it makes an ideal school building.

What a far cry from its



J. Ratliff III, the Director of the Japanese Language and Area Training Center.

original setting! Dr. Eleanor Jordan first started teaching Japanese in the corridors and the coffee shop of the embassy annex.

J. Ratliff III has been the school director since 1969. In a previous tour here from '63-'67 he was the assistant director. Today's student body is comprised of Australians, New Zealanders, Canadians and Americans.

The highlight of the evening was a documentary film compiled by the staff and the students. The film emphasized that this two-year course is not just teaching language, but introduces all aspects of Japanese culture.

Our Consul General Ted Reynolds and his wife Hona were on hand as was our Vice-Consul Bob Tsukayama. Some of the honored guests present were the Korean Consul Rak Sun Chung and his wife Jung Soon; Toshiyuki Yagi and Etsuji Fujikake from the Foreign Affairs office of the Prefectural Government; Mayor of Yokosuka Masayoshi Nagano; the board of directors of the Japan-American Society and their ladies; Kensuke Ueda, the Japanese language teacher for the consulate general from Osaka; Dr. Kenneth Butler of Inter-University Center for Japanese studies; Prof. Fumiko Koide of International Christian University; Prof. Tetsuya Kunihiro of Tokyo University; Sen Nishiyama, well-known interpreter and author; Tsunao Sugimoto, member of the Prefectural Assembly; Noboru Nakamura, the internationally known film director with Shochiku Studios; and the General Affairs Chief Tomitaro Koizumi representing the mayor of Yokohama.

* * *

1974 - 1978: Director: Howard S. Levy, Chief Instructor: Hajime Takamizawa, Senior Administrative Assistant: Michiko Degawa

In 1974, Director John Ratliff was transferred to the Foreign Service Institute in Arlington, Virginia and Howard Levy returned to Yokohama to the position of Director. Hajime Aikawa was Chief Instructor. Mr. Aikawa retired in February 1975, after over twenty years' service. He went on to head the part-time Japanese language training program at the Canadian Embassy in Tokyo.



Chief Instructor retirement ceremony. From Left, Mrs. Aikawa, Mr. Aikawa, Chief Instructor Takamizawa, and Canadian Ambassador Campbell

1974 - 1978: Director: Howard S. Levy, Chief Instructor: Hajime Takamizawa, Administrative Assistant: Michiko Degawa



Some Participants in Summer School 1975

From left, rear: Director Levy, Students Dwayne King, and Lise St. Lauren; From left, front: Students Jack Derksen and Garth Hunt, Chief Instructor Takamizawa, Instructor Yukio Konno
(Photo taken by student and later Director James McNaughton)



1976 Director Levy with the Mayor of Shimoda,
Yoshio Aoki



Director Howard Levy and staff during a visit by FSI Assistant Dean for Overseas Programs,
John Ratliff
1977

1978 - 1984: Director: Ben Park, Chief Instructor: Hajime Takamizawa, Administrative Assistant: Michiko Degawa

About 1980, the US Embassy sold the former Consul General Residence where the school was housed. The staff house where the Director resided was demolished, and a new combination school/Director residence was built on the property.



New School (right) and Director residence (left)

About 1984, during an official visit to the school by FSI Associate Dean Ratliff, Director Park and his wife Ann held a dinner party in his honor, inviting local officials and the US Embassy Administrative Counselor.



From left: Kanagawa Prefecture Vice Governor Yuzawa, US Embassy Admin. Counselor Leona Anderson, Ben Park, Vice Governor Hazama, Prefecture Director Sato



From left: Unknown guest, Ben Park, John Ratliff, Mrs. Ann Park



Summer School 1982
Chief Instructor Takamizawa (third from left) with students



Cherry Blossom Viewing
Chief Instructor Hajime Takamizawa, second from left
Instructor Yukio Konno, third from left



1979 Photo with Amb. Mike Mansfield
Amb. Mansfield – Seated, fourth from left
Director Ben Park seated, third from left
Chief Instructor Takamizawa to left of Park



1980 Field Trip
Director Park standing in second row, third from left



1981 Summer School
Director Park seated, front row, center



1982 Field Trip
 Director Park seated in front row, sixth from left
 Chief Instructor Takamizawa seated to left of Park



1982 – Field Trip to Matsue Castle in Shimane
 Director Park seated, middle
 Chief Instructor Takamizawa seated, third from right



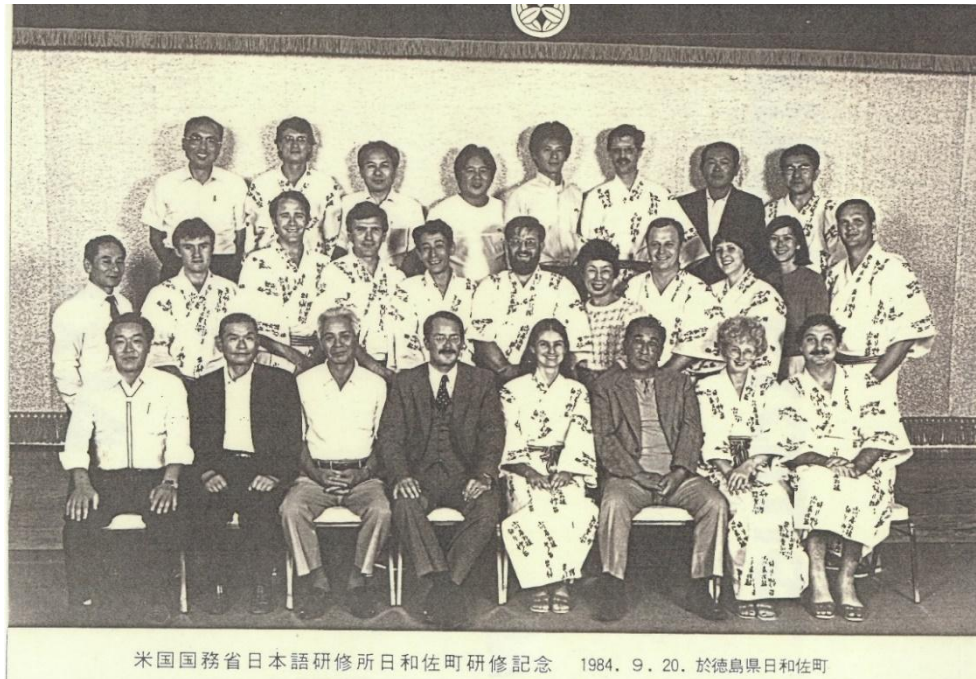
1983 Field Trip
 Director Park seated, sixth from left
 Chief Instructor Takamizawa to right of Park

1984 - 1986 Director: James H. McNaughton, Chief Instructor: Hajime Takamizawa, Senior Administrative Assistant: Michiko Degawa, Administrative Assistant: Mrs. Michiko Yoshizawa



October 1985: Chief Instructor Hajime Takamizawa received a US Department of State Superior Honor Award presented to him in Washington, DC. After his return, Canadian student Deanna Horton pins award. Director McNaughton looks on.

In 1984, NHK Television showed a special program about the Yokohama school. Director McNaughton was interviewed, and then showed the NHK persons around the school. The school enjoyed the publicity and Mr. McNaughton was recognized from TV when out in the community. As a result of the publicity, Area Studies Chief Yukio Konno found it easier to arrange field trips to places like the Mitsubishi Shipyard, etc.



1984 Field Trip
Director McNaughton seated, fourth from left



1984 Field Trip
 Director McNaughton front, fourth from right
 Chief Instructor Takamizawa to right of McNaughton

1986 - 1990 Director: Richard Dasher, Chief Instructor: Hajime Takamizawa, Senior Administrative Assistant: Ms. Michiko Degawa, Administrative Assistant: Mrs. Michiko Yoshizawa

Several new outreach programs were initiated under the directorship of Richard Dasher.

Contact was established with the head of the Japanese Ministry of Foreign Affairs Foreign Service Training Institute (FSTI). Yearly off-the-record discussions were held between the FSI students in small groups of three or four people each and the FSTI students in similar group sizes. One set of discussions was held in Yokohama in Japanese and one set at the FSTI facility in Tokyo in English. Confirming the success of the initiative, below is a letter of appreciation received from Mr. H. Kaya, President of the FSTI, in response to a visit by a delegation of FSTI administrators and faculty, who wanted to observe how language training was conducted at FSI/Y.

FOREIGN SERVICE TRAINING INSTITUTE
MINISTRY OF FOREIGN AFFAIRS
1-7-1 OTSUKA, BUNKYO-KU
TOKYO. 112

April 10, 1987

Mr. Richard B. Dasher
Director
Foreign Service Institute
Japanese Language And
Area Training Center
152-3 Yamate-cho, Nakaku
Yokohama

Dear Mr. Dasher,

This is to thank you from the bottom of our hearts for such a delightful and useful time we had on the occasion of our visit with the Institute.

It was our privilege to get to know in details the way in which your Institute's language classes were conducted and we really marvelled at the progress which your fellows demonstrated in learning a very difficult language in the world.


It was so thoughtful of you to arrange for me to deliver a remark and also to respond to many interesting questions regarding the subjects of mutual interests. I do believe that you and your staff deserve our deep and thankful congratulations upon the Institute's outstanding and unique achievements in the challenging field of foreign language education on the very spot where it is spoken.

Please convey our regards to Mr. Takamizawa and Mr. Kennedy.

I hope I shall reciprocate your kindest gesture by inviting you to a Tokyo restaurant in not too distant future.

With best regards,

Sincerely Yours,


H. Kaya
President
Foreign Service Training Institute

Mr. Dasher and his staff were also able to negotiate a program with the Japanese National Personnel Authority to include one or two advanced FSI students in their 3-week, live-in leadership development program for Assistant Office Directors of all ministries (except The Ministry of Foreign Affairs) at the NPA's Public Service Training Institute in Iruma.

The first student in the program was David Straub. This gave him (and by extension the U.S. mission) direct contacts with young bureaucrats in various ministries other than MOFA. The counterparts were of similar age; to be selected meant that they were on their way up. Only State Department students whose language skills were exceptionally good were selected, both to expand student opportunities to speak Japanese with Japan government personnel and others, and to establish contact with Japanese government employees at their same level for the students' benefit while assigned to positions in Japan. At least one more student from FSI/Y participated in the program.

David Straub himself had this to say about the program:

"I participated in the program just as or after my second year at FSI Yokohama was ending. It was a terrific experience. I studied with Japanese officials from many ministries for three weeks, living and eating Japanese dormitory style, including calisthenics in the morning. My colleagues were very kind and included me in everything.

From the program, I learned a lot about Japanese officials, their thinking about important issues, how they operate together, as well as about Japanese culture in general and the Japanese language. It was the most intimate experience I had with Japanese people before or after, and I came away with a deep appreciation and respect for Japanese officials, and Japanese in general."

As a confirmation of the widespread reputation of the school and its training of diplomats, it was asked to provide three- or four-weeks of special training to the incoming Ambassador of New Zealand, Richard Nottage. Director Dasher also accompanied Amb. Nottage on a visit to greet the Mayor of Yokohama. Similar training was provided to the new fleet commander at the US Naval Base at Yokosuka.



Instructor Yukio Konno receiving the US Department of State Meritorious Honor Award from Director Richard Dasher – 1987



Director's Office



Students in Break Room at class party



Instructors in Break Room after class party

From left, (back to camera – Ms. Enomoto), Chief Instructor Takamizawa, Ms. Shindo



Instructor Enomoto with Student Jensen



FSI/Yokohama Van – 1987

Former Director James McNaughton reports that in mid-1984, there was a cash surplus. This was because the school's budgeted dollar amounts were largely spent in yen and the exchange rate was very favorable, topping 250 ¥ per \$1 at one point. He proposed the purchase of the van to Associate Dean John Ratliff at FSI/Washington, explaining how it would help the area studies program and Ratliff approved the purchase. The embassy bought the van at its special discount from Toyota and outfitted it with diplomatic plates. It made a big difference. For example, one winter weekend, about seven students went skiing in Niigata. When the Mayor of Yokohama came to speak, Director McNaughton sent a student and the school's "chauffeur" Seki-san to pick him up and take him home. The van helped greatly.



View of Mt. Fuji from top floor balcony of
Director's apartment in school building



米国国務省日本語研修所サマースクール

1986 Summer School

Chief Instructor Takamizawa, front, sixth from right



1987 Field Trip

Director Dasher seated, sixth from left

Chief Instructor Takamizawa to left of Dasher



1988年度夏期研修旅行記念 米国国務省日本語研修所

1988 Field Trip

Director Dasher seated, fourth from left



1989 Field Trip

Director Dasher seated, sixth from right

Chief Instructor Takamizawa to the right of Dasher

1990 – 1993 Director: Peter M. Skaer, Chief Instructor: Hajime Takamizawa (1990-1992), Yukio Konno (1992-1993), Senior Administrative Assistant: Michiko Degawa (1990), Administrative Assistant: Michiko Yoshizawa



Summer School – 1990
Chusonji Temple in Hiraizumi, Southern Iwate Prefecture
Director Skaer seated, sixth from right
Chief Instructor Takamizawa, seated, fifth from right



A visit to the Yokosuka Naval Base
 (At entrance to officers' club)
 Director Skaer, front, second from right
 Chief Instructor Takamizawa, front, seventh from left



Chief Instructor Takamizawa (second from left) and students in break room



Ambassador Michael Armacost visits FSI/Yokohama
(Second row middle, wearing grey coat, with tie) and staff and students in 1991. Director Peter
Skaer is in the back row in coat and tie.)



Ambassador Armacost visit to FSI/Yokohama
From left: Director Skaer, Ambassador Armacost, student Blair Hall



Kazuji Nagasu, Governor of Kanagawa Prefecture
welcomes Chief Instructor Takamizawa (left)
and Director Skaer (middle) – Oct. 11, 1990



Senior Administrative Assistant Michiko Degawa (seated, left) retiring in 1990 after twenty-five years' service, is honored by her colleagues and Foreign Service Institute Director Brandon Grove Jr. (seated right), who was visiting Japan.



Retiring Senior Administrative Assistant Michiko Degawa (seated right) with some of her FSI Yokohama colleagues
From left: Mrs. Nakamura, Ms. Yoshizawa, Ms. Enomoto, Ms. Shindo



1990 Field Trip

Director Skaer seated in middle

Chief Instructor Takamizawa to the right of Skaer



1992 Field Trip

Director Skaer seated, sixth from right

Chief Instructor Konno to left of Skaer

With the directorship of Peter Skaer ending in 1993, the history of the first forty years FSI/Japan is complete. For the history of the school from 1993 to 2022, see Part 2, available separately.

Peter Skaer was the last Scientific Linguist Director of the school. Beginning with his successor, Judson L. Bruns, all subsequent directors have been Foreign Service Officers, most of them graduates of the school. Below is a list of directors from 1993 to 2022.

1993 Judson L. Bruns (Acting Director)

1993-1998 Director: Edward M. Featherstone

1998-1999 Hugo Carl Gettinger (student & Acting Director)

1999-2000 Director: Hugo Carl Gettinger

2000-2001 Director: John O. Maher

2001-2005 Director: Lawrence J. Mire

2005-2007 Director: Robert R. Kuntz

2007-2008 Director: Edward Dong

2008-2011 Director: Darrell Jenks

2011 - 2014 Director: John O. Maher

2014 – 2018 Director: Gary Oba

2018 – 2020 Director: Carmela Conroy

2020 – 2021 Director: John Nylin

2021 - 2022 Alexei Kral

8. Learning outside the classroom

The main purpose of in-country language training is exposure of the students to the language and culture in everyday life. A wide range of activities ensures that students will get the experience of interacting with members of the Japanese public in social, cultural, and work-related activities. An equally important aim: Giving the student self-confidence to deal with the very different culture s/he is going to work in.

At FSI/Yokohama, the following activities ensure full exposure to Japanese life:

A. Group Field Trips

Trips have included trips to the Tokyo Tsukiji Fish Market, shipyards in Kanagawa Prefecture, festivals and parades, Sumo wrestling tournaments, etc.



A trip to the Tokyo Tsukiji Fish Market



A trip to the shipyard



A boat trip on Tokyo Bay



Hanami – Cherry Blossom Viewing



Festival in Kamakura



Visiting a Japanese school



Visiting a sumo “stable” to celebrate the traditional New Year’s Mochitsuki (rice pounding).

(Chief Instructor Aikawa, a former NHK announcer, was friends with the NHK sumo announcer Kitade and arranged for FSI staff and students to attend various sumo functions)



New Year’s at the sumo stable - Grand Champion Taiho with the four sons of Director Ratliff – From left: Tim, Brent, Andrew, John



Annual Charity Sumo Event, which includes little boys dressed up like sumo wrestlers, with the opportunity to meet real sumo wrestlers in the ring.

Sumo Magazine photo of Grand Champion Taiho and Director Ratliff's son Tim

B. Individual Field Trips

Individual field trips normally take place at the end of each quarter. Over the years, the trip objectives and preparation have varied, with some periods in which advance management approval has been required. Students in most cases preferred to plan their own trips without the necessity to submit and receive approval of a proposal from management in advance. Regardless of what substantive knowledge might be acquired by individual students, field trips throughout Japan have given the students the opportunity to speak Japanese with a variety of people on a variety of subjects. Some students select an area to visit and “play it by ear”, letting the situations present themselves naturally. On the other side, one student decided to visit an island that may not have ever had visitors from the US Embassy, and treated it as an official visit, making

appointments with officials and taking full advantage of the opportunity (that imaginative student, Frank McNeil, went on to become an ambassador later in his career).

C. Guest Lecturers

Lecturers are both Japanese and American, with the Americans typically expert in some aspect of Japanese life, such as a foreign correspondent.

D. Organized clubs

In 1964, shortly after the school moved to Yokohama from Tokyo, Director Levy, working with key city government and prefectural officers, founded the Kokusai Danwa Kai (International Conversation Society), with membership consisting of language students, prefectural government employees, and some local business owners. According to an article in a local newspaper (name and date unknown), the group met in a restaurant in Chinatown on the second Friday of each month. One meeting would be in Japanese, and then the next one would be in English. In addition to informal conversation around the table, one member would give a short presentation of his field of interest or occupation.

It might be noted that regular contact between the school's management and city and prefectural officials enhances the school's reputation and relations with Japanese officials.

Director John Ratliff and his wife Diane were asked to assist in the preparation of a Kanagawa Prefecture pamphlet for foreign tourists by posing for pictures with a host family.

How about visiting a Japanese home ?

Home Visit System



KANAGAWA PREFECTURAL GOVERNMENT
YOKOHAMA, JAPAN



Visiting a Japanese home

E. Summer schools

Beginning in 1970, a one-week offsite summer school was held in a rented guest house on the ocean. The summer of 1970 had small groups of students and teachers going to a beach location in Chiba. Each week, a different group went to the beach.

In 1971, summer school changed to a one-week period when all students and instructors went to summer school at the same time, to a house that routinely had summer guests, was rented near the beach on the Izu Peninsula. Group pictures below were all taken of students and instructors at that beach house over a period of three years.



1971



1972



1973

9. Textbook use and development

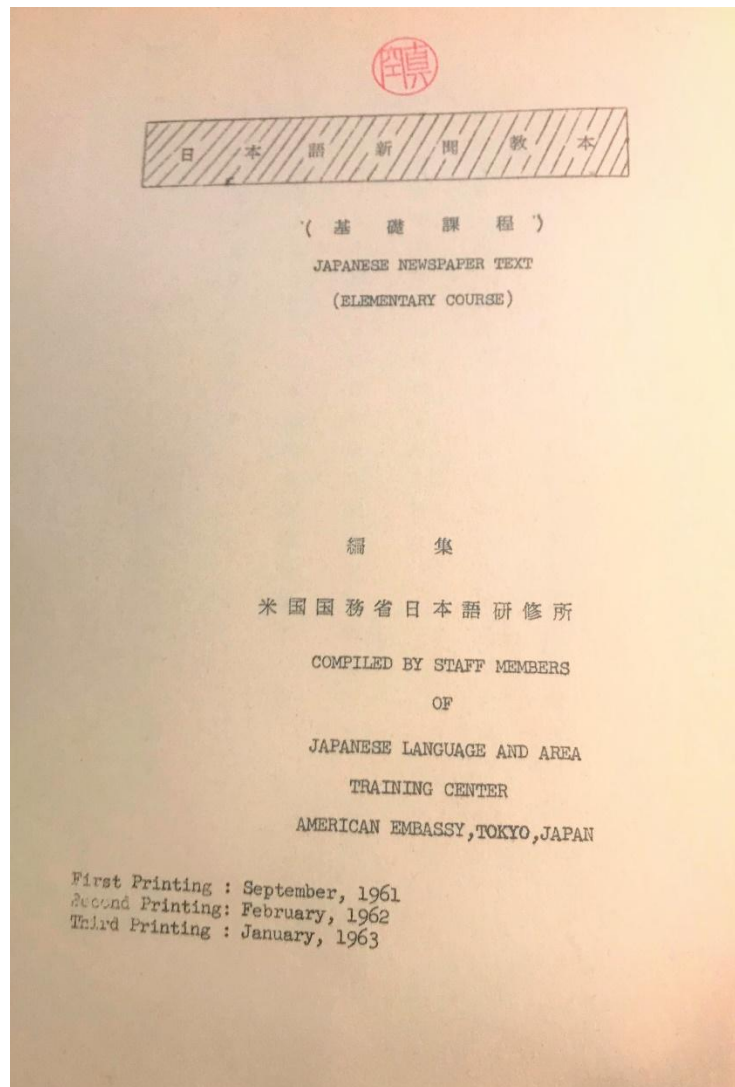
In the early days of the FSI Japanese school under Dr. Eleanor Harz Jorden, the major text used for beginners and lower-level students would have been *Spoken Japanese: By Bernard Bloch and Eleanor Harz Jorden*. Yale University Press. January 1, 1945.

By 1963, the school also had access to *Beginning Japanese, Parts 1 and 2*, by Eleanor Harz Jorden (with the assistance of Hamako Ito Chaplin), Yale University Press, 1963. (In 1976, Yale University Press published *Reading Japanese*, by Eleanor Harz Jorden and Hamako Ito Chaplin.)

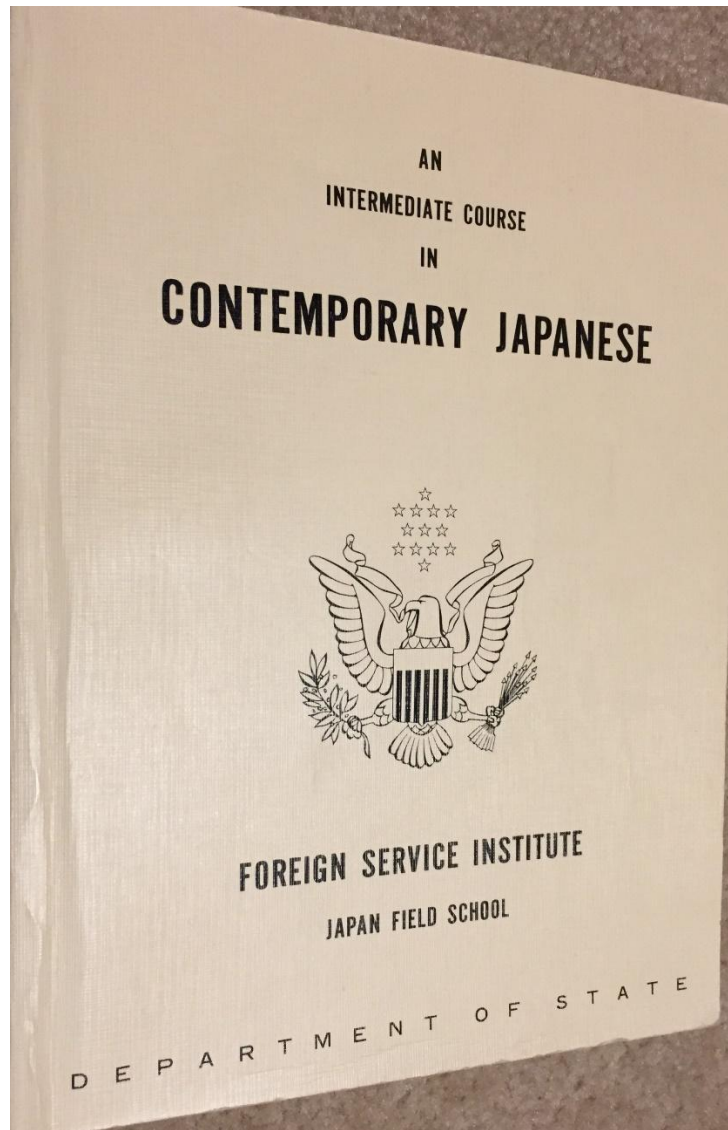
It was clear that, to support its intermediate and advanced students, the FSI/Japan school would need to produce intermediate and advanced texts to enable students to achieve full professional fluency, in both speaking and reading. Toward this goal, there was a special focus on diplomacy in a Japanese context, both in vocabulary and usage.

The first textbook developed at the FSI/Japan school, then in Tokyo, was:

Japanese Newspaper Course – Elementary Course, 1961, compiled by instructors at the school. This would have been under the direction of Director John Chew (1956 – 1960).



Ten years later: An Intermediate Course in Contemporary Japanese (CJ), in 1971 under the direction of Director John Ratliff, with key roles by Hajime Takamizawa and Mrs. Nakamura. Many other instructors contributed as well. Over the subsequent years, the textbook was expanded and enhanced to its present size of 464 pages.



A course developed sometime between 1970 and 1973 was:

The Aisatsu (greetings) Course, polite and formal language used in telephone calls and introductions. This also was under the direction of John Ratliff. Key instructors were Hajime Takamizawa, Yukio Konno, and Sabumi Ota.

A text on Japanese names, year unknown

Newspaper Text, 1977, under the direction of Director Howard Levy

実用人名テキスト

A	B	C	D	E
田 (20) (200) ta -da	田中太郎 田口次郎 田村一郎 田島二郎 田辺三郎	~ta 平田 太田 村田 森田 横田 藤田 宮田 柴田 岩田 杉田 久保田 ~da 山田 吉田 内田 和田 野田 福田 武田 原田 中田 上田 松田 増田 岡田 前田 石田 黒田 増田 安田 飯田 豊田 本田 小田 町田	田崎 田沢 田代 田所 田沼 田畑 田原 田淵 田部 田中	田 (don) 神田 蒲田 羽田 早稲田 三田
山 (10) (100) yama san	山田 四郎 山口 五郎 山中 八郎 山本 一雄 山下 一夫 山崎 一男 山内 春雄	小山 中山 高山 秋山 村山 丸山 内山 横山 杉山 片山 青山	山岡 山県 山形 山王 山川 山岸 山村 山室	山東 *山王 山梨 *山手 戸山 富山

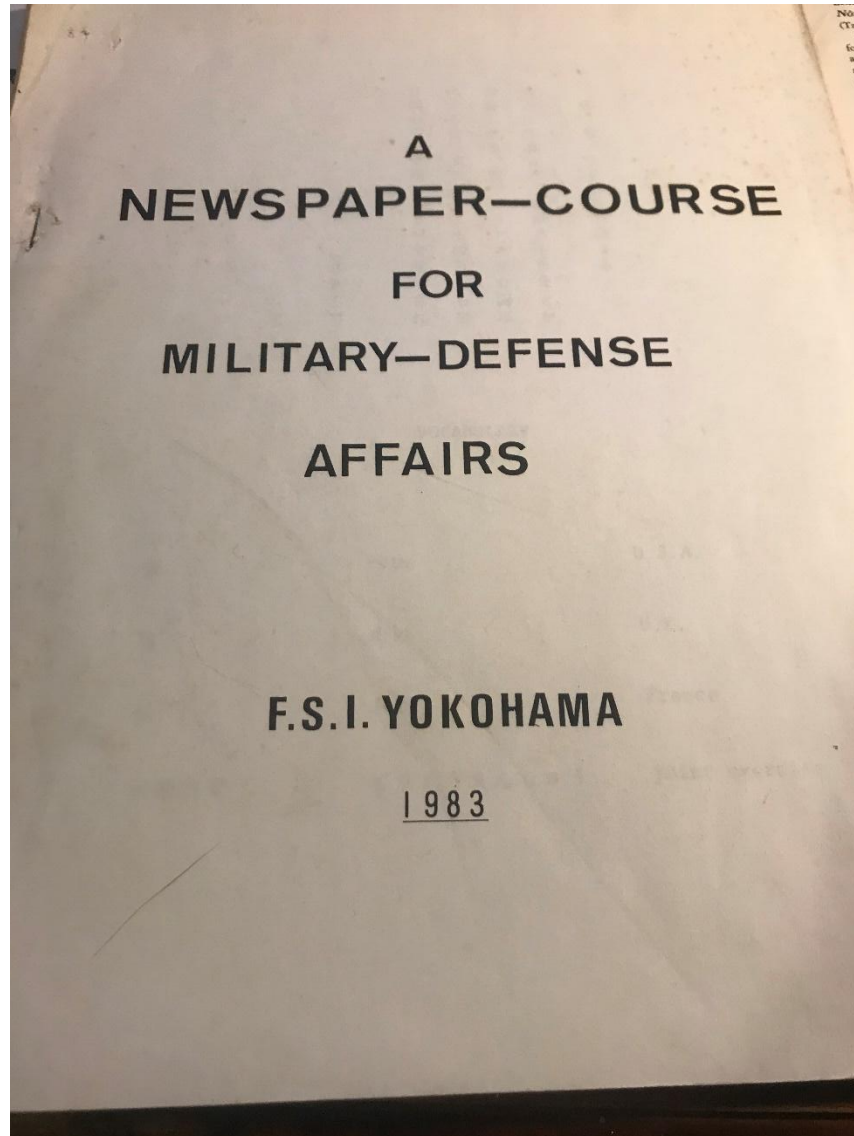
A Newspaper Course for Economic Affairs, 1983, under the direction of Director Ben Park

A
NEWSPAPER COURSE
FOR
ECONOMIC AFFAIRS

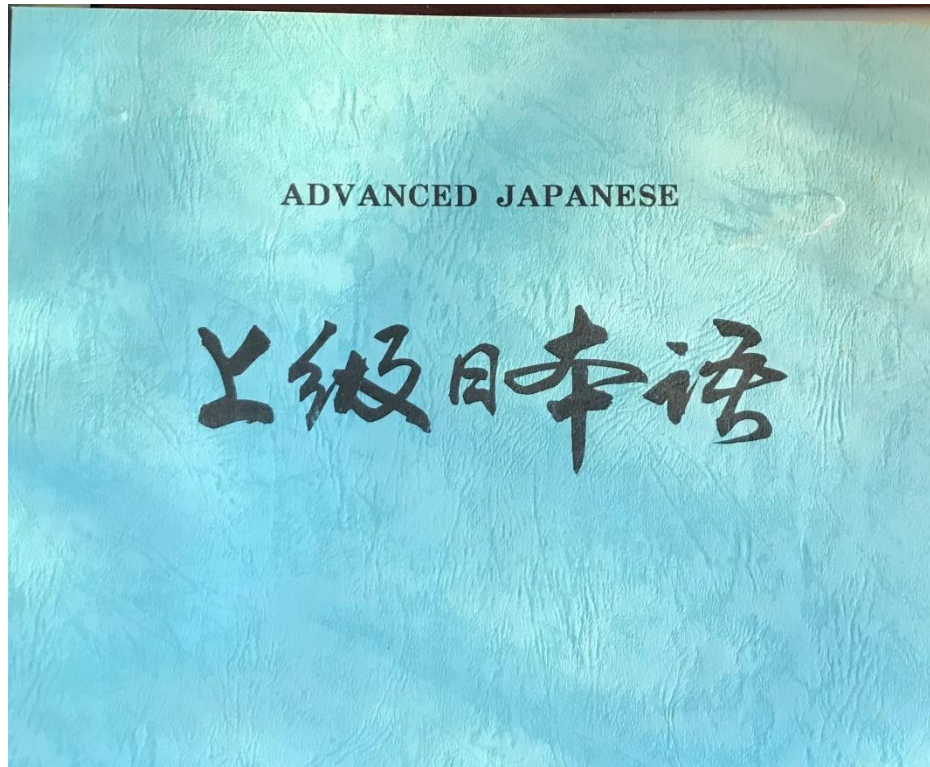
F.S.I. YOKOHAMA

1983

A Newspaper Course for Military–Defense Affairs, 1983, under the direction of Director Ben Park



Advanced Japanese, 1986, by Director James McNaughton and Chief Instructor Hajime Takamizawa. Assisted by Osaka-Kobe Chief Instructor Kensuke Ueda, with calligraphy on the title page by Ms. Xiao Kejiao, a highly trained and acknowledged top class calligrapher from China.



So, the directors and staff of FSI/Japan produced eight textbooks over a twenty-two-year period to meet the needs of its unique classes of US diplomats and other government employees. No such textbooks were available in the private sector. Textbooks were also revised and expanded over years of use, as needed.

As a confirmation of the quality and nature of the textbooks designed to meet the advanced requirements of US Foreign Service personnel, some US universities with Japanese language training programs found ways to use FSI/Yokohama textbooks in their advanced Japanese classes.

While recognizing that FSI/Japan textbooks were created to meet the unique needs for US Foreign Service personnel, the initiative, creativity, specialized knowledge, and focused motivation of the directors and instructors in the development of each individual textbook cannot be overemphasized. These textbooks are clearly a key element for the success of graduates in performing their official duties in Japan and elsewhere.

10. Chief Instructors

Over the forty-year period covered by this history, there were just two Chief Instructors: Hazime Aikawa and Hajime Takamizawa. Upon the retirement of Mr. Takamizawa, Yukio Konno took over as Chief Instructor. Although his tenure took place mainly after the forty years covered in this history, Mr. Konno's contributions certainly merit recognition.

The duties of the Chief Instructor had a wide range. Here are just a few:

Formed the individual classes, selecting students by their language ability, their compatibility with one another, and their proficiency levels, and assigned teachers to the various classes. At the quarterly meeting with instructors, he led discussions about how best to handle problem students as well as how best to support talented students. His decisions required approval of the director. He also played a role in finding and hiring new instructors and then training them on the job, a vital function as the school's enrollment doubled in the 1980s.

When needed, served as a cultural and communications liaison between the director and instructors.

Oversaw the training of new instructors. And additional duties as the needs arose.

The Chief Instructor position at FSI/Yokohama is obviously a valuable, and indeed essential position. Serving as an essential point of continuity, the chief instructor serves as a bridge between directors, and can step in and assume more duties, if necessary, when a new director arrives. The decision at the end of this forty-year period of history to no longer appoint trained scientific linguist directors, but rather Foreign Service Officers, mostly graduates of the school, made the position and duties of the chief instructor even more important.

HAZIME AIKAWA

First Chief Instructor Hazime Aikawa was hired as an instructor by FSI/Japan founder Eleanor Harz Jorden. Mr. Aikawa, who had been an announcer for the Japanese public TV station NHK, would return to NHK to be an announcer at one time. However, he eventually returned to the school and was made director. He served as director until his retirement in 1975 after 25 years of service.

Mr. Aikawa was a dedicated, responsible, and responsive chief instructor. As mentioned early, his contacts at NHK broadened the students' opportunities to have access to Japanese cultural events, especially Sumo.

Mr. Aikawa showed his skill, experience, and imagination in all the above roles. He was also a loyal and enthusiastic supporter of the school. At one point, he decided the school needed a school song. He "commandeered" a Japanese Imperial Army song from World War II called "Doki no Sakura" (Cherry Blossoms of the Same Period), referring to kamikaze pilots.

Mr. Aikawa changed the title and words to "Doki no Seito (Students of the same period). He wrote the sheet music, distributed the music to teachers and students, and encouraged singing the school song on a regular basis.

HAJIME TAKAMIZAWA

Mr. Takamizawa took over from Mr. Aikawa in 1974. He was a graduate of Peers University (Gakushuin Daigaku) in Tokyo. For many years he had played a leading role in supporting the

objectives of the school and the director's efforts, including taking the initiative in textbook development.

His entire career was focused on ensuring that the school was always at maximum power to deliver a completely relevant, timely curriculum and appropriate class scheduling for the student. He was qualified to perform essentially ALL the Chief Instructor duties listed at the beginning of this chapter and performed them with distinction.

He was essential in the development of An Intermediate Course in Contemporary Japanese under Director John Ratliff and Advanced Japanese under Director James McNaughton. These are only two of the texts in which he undoubtedly had a hand.

As Chief Instructor, he trained new instructors, and his success was demonstrated by how well-prepared new instructors were when they entered the classroom as qualified teachers.

In recognition for his accomplishments, he was awarded both the US State Department Superior Honor Award, and The Una Chapman Cox Award for Excellence in Language Teaching.

Mr. Takamizawa had such a talent and motivation for developing new language courses that he even wrote or directed courses on his own time, and after his retirement. These included Business Japanese, and several English textbooks for Chinese students. The list goes on and on. As another demonstration of his talents and reputation, after retirement, he was appointed Professor of Language Studies at Showa Women's University (Showa Joshi Daigaku}, where he wrote additional language textbooks.

YUKIO KONNO

Mr. Konno had an advanced degree in Japanese culture. He was always a dedicated member of the instructor staff and showed an interest and personal commitment to the success of the school. He could be counted on to alert the director of any real or potential problems.

Mr. Konno also organized a program of visits to companies, political party headquarters, and various other offices in the Tokyo area once every week or two. And he worked with the students in planning and writing thank you notes regarding their quarterly individual week-long field trips to various places in Japan, all intended to contribute to the students' feeling of confidence of being able to function in Japan's society.

He also had a strong knowledge and interest in Area Studies. As a result, when Dr. Hattie Colton, Associate Dean for Asian Area Studies at FSI/Washington, visited the school when James McNaughton was Director and proposed that an instructor with the most interest and knowledge of area studies be put in charge of an area studies program for the school, Mr. McNaughton immediately recommended that she interview Mr. Konno.

She came away with the recommendation that Mr. Konno be appointed to that position. He was happy to take on this new responsibility, although it did not involve an increase in salary. This

responsibility, as well as his excellent performance as a leading instructor, made it even more inevitable that he would become Chief Instructor upon the retirement of Mr. Takamizawa.

In recognition for his accomplishments, he was awarded the US State Department Meritorious Honor Award, and The Una Chapman Cox Award for Excellence in Language Teaching.

11. Administrative Assistants

The name of the first Administrative Assistant is unknown. In 1963, when John Ratliff arrived as Assistant Director at the Yoyogi school in Tokyo, Ms. Fukumoto was Administrative Assistant. She did not accompany the school on its move to the US Consulate General building in Yokohama in 1964.

Soon after the school moved, two administrative assistants were hired: Ms. Michiko Degawa and Ms. Miyoko Ozawa. It is not known how and when Ms. Degawa was appointed as Senior Administrative Assistant, but it was perhaps because she had a college degree.

Ms. Ozawa served until 1974, when her position was abolished, and she was transferred to the Consular Section at the US Embassy in Tokyo.

Senior Administrative Assistant Mrs. Michiko Degawa, through 25 years of service, did liaison with the embassy on administrative matters, liaison between students and their various embassies, and managed the financial accounts. The school was periodically visited by Foreign Service Inspectors, and she organized their reception. When the yen expenses skyrocketed (1984-85), she made certain that all the bills were somehow taken care of. And in contrast to instructors, she had to use her English as well as Japanese. In the case of disagreements between instructors, Ms. Degawa was able to manage a return to calm.

Ms. Degawa served, with distinction, until her retirement in 1990 after twenty-five years of service.

Ms. Degawa was replaced as Senior Administrative Assistant by Michiko Yoshizawa in 1990.

12. Maintenance and Logistics

When the school was in Tokyo, it had a full time maintenance man who took care of any mechanical or other problems. When the school moved to the American Consulate General building in 1969, the consulate had a Building and Grounds Manager, Seki-san. The school director readily accepted Seki-san to handle all such issues for the school as well. When the consulate building closed, Seki-san continued his employment and followed the school to its subsequent locations.

He was also responsible for the maintenance and support of the school director's residence, which for several years was not on the school grounds. Director Ratliff recalled that on one

occasion, the director's residence ran out of propane gas for the furnace on a winter weekend. Seki-san was called and showed up almost immediately. When apologies were given for the inconvenience of calling him on the weekend when he was not working, he said, "I don't mind at all. Your need for my services for this and other emergencies gives me assurance that my job is secure." This exchange cannot adequately describe Seki-san's dedication to the school and his responsibilities.

Director McNaughton noted that it was no small feat for Seki-san to keep a succession of three school buildings functioning during decades which saw 1) the whale of an impact that the oil boycott had on the availability of heating fuel and 2) the challenges of two moves of the school along with its expansion of enrollment. Seki-san even hired two persons on contract to him when the needs increased for one reason or another. Instructors considered him an equal and he participated in social occasions regularly.



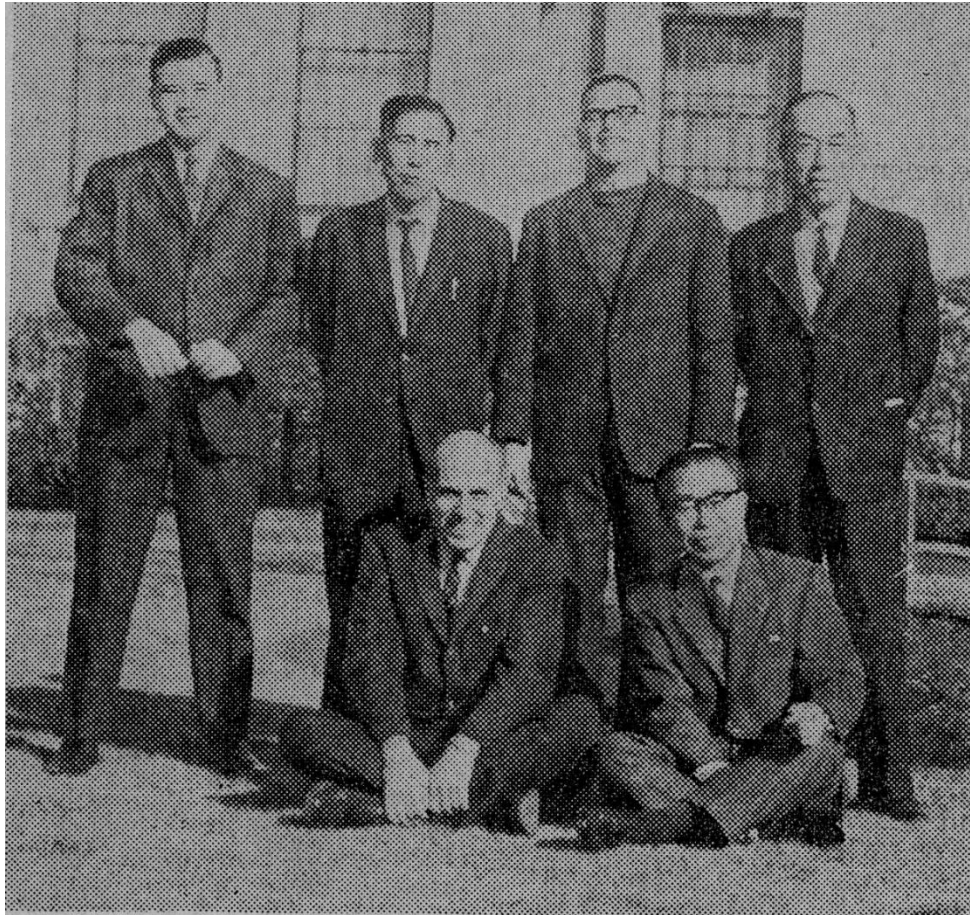
From left: Seki-san, Instructor Ota, Chief Instructor Takamizawa 1990

13. Diplomacy in the Community

When the school was in Tokyo, first in an Embassy annex and later in a rented mansion, the school and its director played no significant role in diplomacy in the local community. However, when the school moved into the US Consulate General building in Yokohama in 1964, things changed slowly but significantly over time.

As early as October 1964, four months after the school moved from Tokyo, Director Howard S. Levy and Kenji Sada, Executive Secretary of Foreign Affairs to Kanagawa Prefecture Governor

Iwataro Uchiyama, formed the Kokusai Danwa Kai (International Conversation Society). Initial Japanese members included Mr. Sada, a university president, a high school principal, and the president of an interpreting society. The American membership consisted of the students and staff of the FSI Japanese Language and Area Training Center. The stated objective was “to learn more about the language, life, culture, and way of thinking of other nations.” They met on Friday of each month at a restaurant in Chinatown, walking distance from the school.



Some of the members are seen in the garden of the Japanese Language School. From left (standing): John B. Ratiff, Prof. Fumihiko Hagiwara, Francis J. McNeill and Shigetaro Nakane. Front row: Dr. Howard S. Levy (left) and Kenji Sada.

Photo from a Yokohama English language newspaper article



July 22, 1970, Dinner meeting of the Kokusai Danwa Kai
 Guest of Honor – Former Director Howard Levy (seated, second from left), Cofounder Kenji Sada – standing, second from right.



May 31, 1974, Farewell Dinner by Kokusai Danwa Kai members in honor of departing Director John Ratliff and wife Diane. Cofounder Kenji Sada is between Ratliff and wife Diane.

Community participation since the first year expanded to cover a variety of events and organizations.

Under at least one director (James McNaughton), he and the chief instructor (Hajime Takamizawa) and sometimes students as well, met with both the Yokohama fire and police departments annually or more often, for various demonstrations of skills, exhibitions and so forth. There were also lunches, dinners, and receptions with different community groups, as well as softball games with Yokohama officials. Directors were also invited to give speeches before Japanese audiences.

The school also maintained contact with the local US forces. Director Skaer annually painted a huge "Christmas Card" (on a piece of 4x8 plywood) for Yokosuka's Housing Annex in Negishi -- in their annual Christmas Card competition, and his card won one year. He and others also put together a haunted house at the Byrd school in Negishi for Halloween at least one year.

Director McNaughton cited a case where one of the lady teachers tripped over an overgrown step on the steep path that students and staff all used to walk from the school down to the main Honmoku Doori that led to downtown Yokohama and China Town and the other way all along the waterfront, past the oil refineries. She got a short-term sprain. McNaughton went and looked at the stone steps in daylight and they were in bad shape. Then he spoke with the mayor's front office by phone. A crew came and fully re-did the pathway within the week. He thanked them personally a few days later at one of the softball games.

These are examples of the school's constant effort to maintain cordial relations with local organizations as well as with the local government. Being considered an integral part of the community was important to the school's ability to function properly.

14. Post Language Programs

The US Embassy in Tokyo and each US Consulate in Japan has a Post Language Program, providing part-time Japanese language training to US government personnel assigned to the post. The responsibility of Post Language Officer is assigned to an American employee, in addition to regular duties. Language instructors are hired on a part-time basis, with schedules depending upon class requirements.

One notable exception to the above typical description of a Post Language Program instructor was Kensuke Ueda, of the Kobe-Osaka US Consulate. Mr. Ueda, the son of a longtime mayor of Kobe, was a full-time employee and, in addition to teaching in the post language program, advised successive Consul Generals and other American diplomats on local history, protocol, and customs. He also assisted them in writing speeches before local audiences.

Mr. Ueda was valued so highly at FSI/Yokohama that he was often invited to participate in the offsite one-week summer school sessions. Director James McNaughton also asked him to take an active role in two Teacher Training Seminars in Yokohama and said he was good at coaching new instructors.

When the Foreign Service Institute was forced to abolish Mr. Ueda's post language program teaching position for financial reasons, the Consulate immediately put him on its staff of Foreign

Service National employees, having him continue to perform all the duties he had before the training position was abolished.

15. Dr. Eleanor Harz Jorden – A Lifetime devoted to Japanese Language Training⁶

Earlier in this history, we recognized the significant contributions of Dr. Eleanor Harz Jorden, first in the WWII-era intensive Japanese language training of US military personnel at Yale University, and after the war, her key role in Japanese language training for US employees at the US Embassy in Tokyo in the early 1950's and as the first Director of the Foreign Service Institute Japanese Language and Area Training Center in Tokyo.

Eleanor Jorden spent the rest of her life devoted to Japanese language and area training. Here are key positions she held in this field:

1953-55 Director of the Foreign Service Institute Japanese Language and Area Training Center, Tokyo, Japan

1959-1967 Foreign Service Institute Language and Area Training Center, Washington, DC. Chair of the Department of East Asian Languages.

1967-69 Additional responsibility as Chair of the Vietnamese Language Division at the Foreign Service Institute

1969-1972 Visiting professor of Linguistics, Cornell University

1972 Granted tenure at Cornell University and founded the FALCON program (Full-Year Asian Language Concentration Program)

1974 Named the Mary Donlon Alger Professor of Linguistics

1987 Retired from Cornell University

1978-1984 President of the Association of Teachers of Japanese

1985 Awarded the Order of the Precious Crown by the Emperor of Japan

1987-1991 University Professor/Distinguished Fellow at the National Foreign Language Center at Johns Hopkins University

Author of many textbooks of speaking and reading Japanese, used at many universities in the US and elsewhere.

For the last thirty-five years of her life, she suffered from progressive multiple sclerosis, but she continued her professional activities with a wheelchair, including flights to and from Japan.

⁶ Vineyard Gazette, March 5, 2009

Here below, are some personal recollections of Dr. Jorden from former FSI/Yokohama director and FSI/Washington Associate Dean John Ratliff:

“I first met Dr. Jorden in 1962, when I was a graduate student in Japanese at Georgetown University under a National Defense Education Act fellowship. Under Prof. John Young, my classmates and I had a class in Japanese Syntax, using Dr. Jorden’s PhD dissertation as a textbook.

We had some questions about the dissertation, and Prof. Young suggested we schedule a luncheon with Dr. Jorden at a restaurant in nearby Rosslyn, Virginia, just across Key Bridge from Georgetown U. Prof. Young explained that he substituted for Dr. Jorden at the Foreign Service Institute while she had been on maternity leave, so he knew her well.

As we sat at the table in the restaurant, Dr. Young introduced each student around the table. When he got to me, he told Dr. Jorden that he had learned of a position available as a university English teacher from a college classmate who was now the president of a university in Japan and had informed a classmate and me of the vacancy. He said that I had yielded the position to my classmate out of friendship, thereby also showing a great appreciation for Japanese culture. He said he had promised me that he would recommend me for the next position in Japan that came to his attention.

To which Dr. Jorden responded, “We have a vacancy in the Assistant Director position at the Foreign Service Institute Japanese Language and Area Training Center in Tokyo right now!”

Dr. Young and Dr. Jorden and I went immediately to the Foreign Service institute after lunch, a walk of no more than five minutes. Dr. Jorden introduced me to the Dean of the school and Dr. Young vouched for me in every way. By September, I was on the staff at FSI/Washington under Dr. Jorden’s guidance for eight months before leaving for Japan with my wife and our three young sons!

Dr. Jorden and I were in regular contact between Washington and Tokyo, via letters and letter tapes. She offered friendship, support, and friendly guidance for which I am forever grateful. I was FSI/Yokohama director when she founded the FALCON program and she proposed that I send her an experienced Yokohama instructor to help initiate the program. We sent experienced instructor Sabumi Ota and she raved about his skill and professionalism.

She had a keen sense of Japanese culture and imparted it to her students. Here is a puzzle she submitted to students, as an example of how Japanese thinking was different from Western culture:

While her daughter was playing the piano in the living room, a woman heard a knock on the door. It was the next-door neighbor, who said, “I came to tell you how talented your daughter is on the piano and how impressed I am with her progress.”

Dr. Jorden asked her students what the mother’s answer should be. One predictable answer offered was “Thank you very much. Both my daughter and I appreciate the compliment”. But Dr.

Jorden said that the correct answer in Japanese culture was: “Oh, my! I will ask her to play more softly”. Not only did she convey the cultural point, but also presented it in such a way that a student would never forget it and be more attuned to Japanese culture in a broader sense.

She used a personal experience to illustrate the differences in language and culture in Japan. She was staying in a hotel in Tokyo and asked for a wakeup call. At 6:30 the next morning, the phone rang and when she answered it, an ominous voice said, “YOUR TIME HAS COME!”.

When she had to use a wheelchair to get around after having contracted progressive multiple sclerosis, she nevertheless continued her professional career, including regular flights to Japan, she told me that her wheelchair had as many frequent flier miles as she did!

In 1965, when my wife and I and sons were to come back to the US from Japan on home leave, Dr. Jorden asked me to forego most of my home leave so that I could assist in the Vietnamese language program at FSI/Washington. The US Air Force was preparing to send many medics to Vietnamese language training at FSI before assignment to Vietnam. The Air Force manager wanted the medics to study the northern dialect, since most of the members of the South Vietnam government had escaped from the north when the French lost at Dien Bien Phu. Dr. Jorden explained that the medics would be out in the provinces, where everyone spoke southern dialect. The AF manager seemed to accept it and hung up. But the next day, he called again. He said someone had told him that there were only thirty-three medical terms that were different in northern and southern dialects. Dr. Jorden responded, “Well, that depends upon whether you consider bedpan one word or two!” And yes, all the AF medics studied southern dialect.

One morning in 1966, while I was shaving in our house in Yokohama before going to the language school, the phone rang and it was Dr. Jorden and her boss, Dr. James R Frith, Dean of the FSI School of Language Studies. The demand for Vietnamese language training at FSI/W had grown so quickly and so large that there were not enough Vietnamese language instructors to meet the needs connected to the Vietnam War. I am certain that it was Dr. Jorden’s recommendation that prompted the call to me, asking me to go immediately to Saigon and recruit Vietnamese language instructors. I dropped everything I was doing and went immediately. I had solid support every step of the way from Dr. Jorden and others. Within a few weeks, the first of twenty-two Vietnamese instructors were on their way from Saigon to Washington, enabling all the emergency needs to be met.

These are just a few of the interactions with wit and wisdom from Dr. Jorden I enjoyed while we both were at the Foreign Service Institute. We remained friends in regular contact for most of the rest of her life. There was no one like her.”

16. Closing remarks

This concludes Part 1 of this unofficial history of the first forty years of the US Department of State Japanese Language and Area Training Center. See Part 2 for the history from 1993 to 2022.

The school obviously filled an urgent need when it was created in 1952. No other Japanese language school could have possibly met the language and cultural needs of western diplomats

and other government employees. To meet those requirements, the school found itself creating one specialized course after another, some of which are now being used in some universities in the US.

The fact that it is still around as of this writing in 2022 after seventy years points to the necessity of its existence and its history of its success. The essence of the school lies in the success of its graduates to understand Japan, its language and culture, and effectively represent the United States in advancing its interests, while gaining the interest and appreciation of both Japanese officials, and the people of Japan.