



# NEWS LETTER

A Professional Education Fraternity

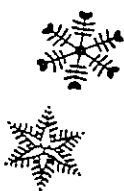
## FROM THE PRESIDENT

Directing

with

Dianne

By Dianne Capell



Dear fellow Kappans,

The annual research weekend did not take place this year but I think that the originally proposed topic, "Teachers as Researchers," should be addressed.

I know that many of you when you hear the word "research" say to yourselves, "I don't have time to do that! Leave that to the experts. I don't need anything else to do!" I want to remind you that we ARE the experts! We are carrying on important research in our classrooms everyday. We all engage in the process of trial and error, trying different strategies to reach and teach the many kinds of learners that come to us each day. The difference in most teachers and those who engage in research is that we often don't have (or take) the time to record what is happening on a daily basis. What we as teachers perform daily is really educational research and what we see in most publications under educational research are usually psychological, sociological, and linguistic projects trying to pass as research. All one needs to begin the research process is curiosity.

The truly unique aspect of the teacher research movement, as it has been called since around 1977, is that it recognizes the collaborative and change-oriented nature of its discipline. This type of research develops practical theories, using children as curricular informants. Theory and practice should be related. However, practice often disputes current explanations and explanations need to change. In this gap reside new possibilities and professional growth.

Continued on the following page

## December Meeting Will Feature Longtime Resident John Berg



The Saturday, December 6, 1997, meeting will be held at the New Sanno Hotel. The Reverend John Berg of Christ Church in Yokohama will speak on the topic "The Importance of Festivals and Tradition in Our Lives."

The meeting will begin at 10:00 A.M. Members are asked to make reservations for themselves and their guests as soon as possible with their site representatives or directly with Vice President for Programs Ruth Larsen (Arnn Elementary School: 0462-51-1520, Ext. 267-6602; home: 0462-51-1520, Ext. 263-8410). The meeting will have a Christmas theme.

COME AND ENJOY A TRULY DYNAMIC SPEAKER WHO WILL PREPARE ALL IN ATTENDANCE FOR A GENUINELY GREAT CHRISTMAS/NEW YEAR SEASON!

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## EXECUTIVE BOARD MEETING

1:00 P.M. SATURDAY  
NOVEMBER 22, 1997  
THE NEW SANNO HOTEL

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## ZAMA PICNIC HUGE SUCCESS

WOW! THANKS to all you wonderful supporters. We have, in one fell swoop, come close to making enough money for PDK's first scholarship. Keep that enthusiasm going and we will have a record year. A special thanks to Hattie Phipps who spent many hours cooking three very delicious turkeys for us. Without the dedication of her and the many other dedicated members in the Zama complex who come through year after year, this picnic could never take place. A big thank you to all these wonderful, dependable people.

Ruth Larsen  
Vice President for Programs

\* \* \* \* \*

### From the President--continued

With teacher research, teachers and children take "charge of the profession instead of theorists, university researchers, administrators, basal authors, and others who rarely, if ever, come in contact with children." (Opening the Door to Classroom Research, M. Olson, ed., 1990)

Voice, conversation, and community are three fundamental principles guiding the teacher research movement. Sometimes our educational system spends more time silencing children and teachers than it does listening to them. Lest we forget, our schools are part of a democracy whose role is not to silence, but to hear from all constituents. Real education begins with voice; thus, the marriage of teacher research and whole language. Likewise, this movement is a format to hear from teachers and support them in their development. Enrichment comes by adding new voices.

The Tokyo Chapter is one of five chapters of PDK International that has received a \$1,000 grant for a research project. This is an opportunity for many of you who have a desire to become involved in the research process without leaving your classrooms. Together this year, let's work on and learn from an educational research project based on teachers and students joining together to answer some of those burning questions we have: "I was just wondering what would happen if. . ." "Have you ever tried...?" "I've heard about. . .and am curious to see how my students will respond." "I've changed the way I. . .because. . ." Let us accept the challenge of participating in classroom research.

If you are interested in participating in the PDK-Tokyo research project, please contact me or one of the other board members. We welcome all of you to bring your expertise and enthusiasm for inquiry.

## Vice President for Programs Ruth Larsen Announces Drive for Books



Vice President Ruth Larsen is asking all PDK Tokyo Chapter Members to contribute to a highly worthwhile project: the collection of books, especially picture books and books with pictures, for children orphaned by war in Cambodia.

A program related to the books will take place later in the school year but members are asked to start with the December 6, 1997 meeting. Children in Cambodia were deprived of formal education for several years.

This will be an ongoing program throughout the year. HERE'S A CHANCE TO REALLY BE INTERNATIONAL EDUCATORS!

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### HIGHLIGHTS FROM THE PICNIC

The Tokyo Chapter of Phi Delta Kappa held its seventh Annual Zama Picnic and White Elephant Auction on Saturday, September 27, 1997, at the Zama High School cafeteria. President Dianne Capell welcomed all. Several members introduced guests and prospective members including the new Japan District Superintendent, Dr. Margaret "Midge" Rach.

The group then feasted on three turkeys which were prepared by Hattie Phipps (Thank you, Hattie!) and hamburgers with lots of trimmings. After lunch, Carter Hoff, who is a senior at Zama High School and who was the recipient of the PDK summer camp scholarship, spoke to the crowd about his experiences this past summer at the PDK Summer Camp in Bloomington, Indiana.

The day closed with the White Elephant Scholarship Silent Auction. At last count, the auction alone brought in over \$400 towards this year's scholarship fund.

Thank you to all who donated, contributed, and helped organize a great day!

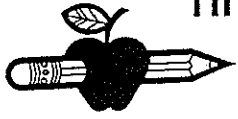
Dianne Capell  
President

\* \* \* \* \*

PHI DELTA KAPPA NEWSLETTER  
c/o Dr. Agnes Harcar  
2-13-11 Senzoku  
Meguro-ku  
Tokyo, 152 Japan

〒152 東京都目黒区洗足2-13-11  
ADDRESS CORRECTION REQUESTED

# Summer Camp Participant Carter Hoff Reports on Successful Week in Indiana



By Carter Hoff

[The following report was presented in September at the annual picnic at Zama.]

I want to begin by thanking each of you who is a member of Phi Delta Kappa. You and your organization have given me a once-in-a-lifetime opportunity. Please let me explain why the one week PDK Summer Camp was so significant to me.

When I pulled up to the dorm where we were staying, I saw a bunch of smokers sitting outside the building. My first thought was, "Oh boy, I'm not going to fit in at this camp." When I went into the dorm to register, I was told that I was only the third person to arrive. I then realized that the people outside were college students, and I told myself they were definitely not education majors.

After registering, I went up to my room and unpacked, remembering what my Mom said, "Don't forget to hang your clothes." So, I improvised and hung them on a chair. I then thought, "What if my roommate is a dork? I can't really change my room assignment." And at that moment, he walked in. After a proper greeting and a short conversation, I realized that we were similar. Oh, great! Two dorks in one room! So, my roommate really wasn't a dork, but what about everyone else? Together, we went downstairs, sat on a couch, and began to size up the other campers. Of course, there were a few different kids, but everyone else seemed to be pretty cool.

It was then time for the informal dinner, otherwise known as the pizza party. There I actually got to speak to others and I realized that they were a lot like me. The group then went to a big room where we played many "get acquainted" games. After the games, they told us the plan for the week, and I knew I was going to have a great time.

Throughout the week, mini-workshops were offered on the various levels of education as well as specific areas such as English, math, science, and more. We also had many interesting speakers who told us a lot about teaching and surviving in the "real world."

Before coming to the camp, I had not made up my mind whether to teach junior high school math or to become an elementary school teacher. After some soul-searching on my part and a fantastic

speech by an intermediate level teacher, I decided to focus on becoming a fifth grade teacher.

During the week, the group took some trips. The first was a trip to Indianapolis where we saw the world's largest children's museum, the Eteljorg Museum of Indian and Western Art, and what I thought to be the highlight of the trip, a real mall. Also during the week, we traveled to the Indiana University swimming pool. I had never seen a pool of that size in my life. Another major event of the week was the banquet and dance. It was a lot of fun and the food was great.

One of the main events of the camp was a mock interview. We developed resumes and then went to the interview. Although I knew it wasn't for real, I sure felt nervous. We also split into groups of five, selected by grade level preference, and were assigned to teach a lesson suitable for students that age. Despite a lack of confidence that we could finish in time, my group pulled together and we gave a great lesson on volcanoes.

Before I knew it, the week was over and it was time to say our goodbyes. Although they were difficult, we knew that most of them wouldn't be goodbyes, but "I'll see you later"s. I've already exchanged lots of e-mail and received several letters.

I picked up this apple at camp and found that it was more than a toy to play catch with. It made me realize that the apple is like a child. At the camp, they encouraged all of us to look inside ourselves and find things that we didn't know were there. I realized that teachers must challenge students to look inside themselves, and, like this apple, what comes out can be very surprising.

September 27, 1997

## Professional Development Institutes Available

The key to staying abreast of the numerous changes that are affecting educators today is staff development.

The Phi Delta Kappa Center for Professional Development and Services works with individuals, school districts, staff development departments, state departments of education, professional associations, and with chapters to organize and conduct professional growth programs. Center staff are available to discuss topics and resource personnel and to provide technical assistance in planning and organizing staff development programs. Pre-designed institutes are also available. A complete list of these offerings may be obtained by calling the International office.

For your staff development needs, contact the Center for Professional Development and Services, Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47402-0789. Phone 800/766-1156 or 812/339-1156 or FAX 812/339-0018.



# Scholarship Winners Write to Chapter

September 17, 1997

Dear Mrs. Armstrong,

I have enclosed an original certificate of attendance from Brandeis University, signed by the Director of the International Students and Scholars Office, which Ms. [Katie] Miller said I should send to both you and the treasurer, Mr. McKay. I am sending him a copy as well.

I am doing wonderfully and settling well into my new collegiate life here, and I thank you (and the PDK [Tokyo Chapter 1530]) for giving me the financial reward which will help meet the demands of college. It is always a pleasure to be recognized for my hard work, talents, and commitment to education.

If there is anything else I can do to assist in the transfer of the scholarship, please let me know.

Yours sincerely,

/s/ Mona M. Seno

\* \* \* \* \*



2 July 1997

Dear Ms. Miller,

Many thanks to you and Tokyo Chapter 1530 for honoring me with a 1997 scholarship for \$500. Please convey my gratitude to the membership for me.

As a first step in indicating my enrollment, I am enclosing a copy of my letter of admission. Registration for the fall semester is mid-August. At that time I will send a copy of my payment and instructions from ECU [East Carolina University] for the scholarship money.

With thanks,

/s/ Carol Powell

\* \* \* \* \*

**G**iving kids clothes and food is one thing but it's much more important to teach them that other people besides themselves are important, and that the best thing they can do with their lives is to use them in the service of other people.

- Dolores Huerta

# Tokyo Kappan Jane Larson Receives Award for Outstanding Dissertation from Science Group



Educational Foundation Representative Katie Miller sent in the news that member Jane Larson was awarded the Outstanding Dissertation Award for 1996 by the National Association for Research in Science Teaching at the annual meeting of the organization in April. Her doctorate in Curriculum and Instruction was awarded by the University of Colorado-Boulder in May, 1996.

Dr. Jane Larson of the Department of Defense Schools is the Japan District Science Liaison and was formerly at Yokota High School. The title of her dissertation is "Chemistry Curriculum Modulation: Interactions of Test, Teacher and Learners in a Classroom Milieu."

The "ethnographic study of the 'wearing' of a chemistry curriculum as it develops from an intended version, is implemented in the classroom, and learned by the students" done over an entire school year by means of classroom observation, teacher, principal, and student interviews, the keeping of a personal journal, the administration of a classroom environment survey, and the analysis of student logs, must have produced results that will be extremely valuable to educators whom Jane Larson influences through her work as well as to chapter members.

CONGRATULATIONS, JANE, ON A GREAT ACCOMPLISHMENT!

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**EDUCATIONAL FOUNDATION**

## PDK's Educational Foundation

The idea of an educational foundation reaches back to Plato's Academy. George H. Reavis had this idea in mind when he founded the Phi Delta Kappa Educational Foundation on October 13, 1966. His hope was that the Foundation, as an integral part of Phi Delta Kappa, would provide Kappans, fellow educators, and chapters with the time and resources to promote excellence in education through research, service, and leadership. He envisioned publications and programs that would aid educators and the general public to better understand the nature of the education process and the relation of education to human welfare. His visions have been addressed through the network of nearly 666 Phi Delta Kappa chapters, their 120,000 plus members, and programs sponsored by PDK International.



Note: The letters and article below should have appeared in the September 1997 newsletter but computer difficulties made that impossible. Ed.

## Misawa Member Tomoo Tsukamoto Sends Anniversary Greetings

May 19, 1997

Dear Ms. Harcar,

I missed the deadline and read, with some regret, all the other messages in the latest newsletter. Even though this note will be too late to appear in the newsletter, I would like to say a few things about how I feel being a member of PDK.

I joined PDK last May at the recommendation of Dean Brown, President of the Misawa Group. Mr. Brown taught English for a year at Aomori University, where I also teach.

I had word with Linda Armstrong when she was at Misawa. She said that it was very unusual for a Japanese person to be a full member. I could understand her bewilderment, for many of the issues discussed at PDK meetings are related to problems and challenges on American scenes. But I must tell you, Ms. Harcar, that although some issues are culture-bound and appeal only to those teaching in American schools, many others are culture-free and relevant to any school environment. If there is any issue which does not interest me as much as others, it is not because of cultural differences, but because of a different level of education (college vs. elementary school).

I fully enjoy and cherish the opportunity to talk with fellow teachers and educators, both new and experienced. Some people I have talked with are new arrivals from the States; others are old Japan hands. It's unfortunate that sheer distance between Aomori and Misawa and different work locations make it difficult to interact with these people on a daily basis. But, I always look forward to a next PDK meeting at Misawa. If there's a chance, I'd like to attend a meeting in Tokyo--my hometown.

Thank you very much. Again, I regret not having posted this much earlier.

/s/ Tomoo Tsukamoto  
11-177 Hotaruzawa, Komagome  
Aomori, 030

## Past President Comments on Vivid Moments in Chapter History By Wayne Olson

In my memory the most vivid moments involve some of the people who came to share with us. Leo Buscaglia spent hours after his presentation writing personalized comments in copies of his books and hugging every PDK member who wanted to stand in the long eager line that wound halfway around a very large room. Mark Twain kept his sense of humor while straining to talk over the powerful Japanese drums in the next room. Art Costa (a member of PDK for several decades) presented in the Sanno during a blizzard and then rushed for the airport at the very last minute. The fact that over 70 PDK members braved the worst storm of the winter to hear him was a tribute that he could not ignore.

The list goes on to the Schulte cook's dance at the picnic, the start of a fantastic new era for our newsletter, some incredible music, rowdy business meetings, the bus study trip to the mountains, and so many other vivid memories of educators. Tokyo PDK has brought the world-famous and the famous in their schools together in the excitement, the joy, and the camaraderie of being mutually involved in one of the most important and stimulating occupations in the world.

How many other professional organizations can brag that they do what PDK does so well!

## President of Philippines Chapter Writes to President Linda Armstrong

May 21, 1997

Dear Linda,

We, the officers and members of PDK Manila Chapter, extend our congratulations to PDK Tokyo Chapter on its 10th Anniversary. Your chapter in a span of ten years has, indeed, shown laudable achievements as duly recognized by PDK International in the various awards you have received.

My best wishes to you all--Linda, Esther, Pat and all the members.

/s/  
Sincerely yours,  
Adriano A. Arcelo  
President



## Editor's Notes

### Postscripts from Tokyo

One of the most satisfying aspect of being a member of PDK Tokyo Chapter 1530 is knowing that we award scholarships to students who make the effort to apply (an indication that members at various schools are making the scholarships known to seniors?) and to do all the work related to becoming a winner.

The thank you notes from recipients are most welcome. It keeps the chapter in touch with winners. Let us hope that all the students who do receive scholarships follow through on their initial plans to become teachers.

Once again, the junior who attended the summer camp week for future teachers has prepared (and presented at the picnic in September) a genuinely enthusiastic report about time spent in Bloomington, Indiana. "Hope springs eternal," and it is very clear in this year's participant, Carter Hoff.

It would be good to hear the speeches given by the teachers who help at the summer camp to catch their enthusiasm. They have certainly reached the two juniors sponsored by our chapter.

The more I think about learning (the transfer of learning has interested me since I had a course in educational psychology as an undergraduate) the more difficult I consider the job as a teacher. Is it really easy, even for an experienced professional, to observe the transfer? I have said to friends that I used to believe that anything could be learned by a person with reasonable intelligence if the material was presented clearly. I am not so sure at this point in my life. I feel that the transfer is a miracle. I believe that many of us assume that children and older students will learn because they are expected to learn, especially the subjects that are presented in elementary school.

It is amazing how well people around the world get along on how little they know. Potential should not be confused with fulfillment of that potential, as most teachers know.

As a result, dedicated teachers must be admired for what they do for students. I would like to hear from teachers who have been given public awards for being "Outstanding Teacher of the Year" or a similar award about how they achieved that position. If there is a formula, I would like to learn it. There are so many things to learn from our colleagues especially.

That brings me to a call for articles (or news) for the newsletter. I will say again that we have an inordinate number of exceptional members in this chapter. I would like your ideas and comments and

observations, short or long, to appear in the newsletter. According to my examination of the winners of PDK newsletter awards, the newsletters that feature members are considered the best.

Unfortunately, I do not know all of you personally or even which educational institutions you are associated with. I do not know the kinds of things you do daily for your schools (or for outside organizations). I would find all of them interesting. If I learn about them, I can put them in the newsletter. We must make known what we as educators do. False humility has no place in the educational setting.

*Agnes Harcar*

Submitted by  
President Dianne Capell

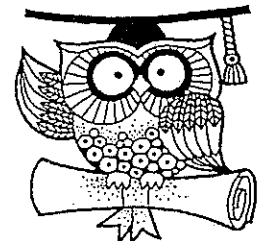
### THOSE WHO CAN

"Those who can  
Do.  
Those who can't  
Teach"

Sure, Sure, Sure,  
Shaw.

Why not try telling that to:

Einstein;  
Buddha;  
Curie;  
Christ;  
Ueshiba;  
Jefferson;  
Leonardo;  
Muhammad.



Those whose  
Kant  
Is "those who can't  
Don't  
Realize  
That those who say  
"Those who can't, Teach. . ."  
Don't  
Teach  
and Don't  
Do what it is most important to Do.

Those who Can  
Do  
And Do  
Teach.

From Lessons from the Art of Juggling  
by Michael J. Gelb and Tony Buzan



# *Phi Delta Kappa International*

THE PROFESSIONAL FRATERNITY IN EDUCATION

August 22, 1997

Dianne Phillips Capell  
Tokyo Japan Chapter, PDK #1530  
PSC 473 Box 96  
FPO AP 96349-0005

Dear President Capell:

The highest award the Educational Foundation can present a chapter for participation in the Annual Fund is the Sweepstakes Award. Five chapters are annually recognized that demonstrate the best overall support for the Annual Fund. Three criteria are utilized: a) the percent of members contributing; b) the number of members contributing; and c) the average gift per good-standing member. Each chapter is ranked on each criteria with all other PDK chapters. The three rank scores are totaled and the five overall top ranked chapters determined.

It is with a great deal of pleasure that I announce to you the Tokyo Japan Chapter is one of the five Sweepstakes Award Chapters for the Educational Foundation's 1996-97 Annual Fund. In recognition of the accomplishment, the chapter will have available for its use a \$1000 project grant from the Educational Foundation. A member of the headquarters staff will contact you early next month concerning procedures for utilizing the project grant.

The Tokyo Japan Chapter ranked 10th in the number of members contributing, 3rd in the percent of members contributing, and 19th in the average gift per good-standing member. It is joined by Kern California, Montclair State University, and Beaver College Chapters as the five Sweepstakes Award Winners.

On behalf of the Board of Governors of the Phi Delta Kappa Educational Foundation, thank you for your outstanding support and commitment.

Sincerely,

Bessie F. Gabbard, Chairperson  
Board of Governors

BFG:jcp

cc: David Labuhn, District IX Representative  
Marie Cullen, Area 9B Coordinator  
Mary Miller, Foundation Representative

