

OVERCOMING

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The nameplate of Okawa Elementary School in Ishinomaki, Miyagi Prefecture after the massive earthquake and tsunami; At right, the temporary office for UCEAP Study Center staff

PHOTO ABOVE: KYODO VIA AP IMAGES; OTHER IMAGES: JUNKO ITO

AOS

The earthquake and monster tsunami in Japan last year brought danger, disaster, disorder, and confusion, but the higher education community responded with courage and tenacity.

BY CHRISTOPHER CONNELL

IN THE TOHOKU UNIVERSITY BIOLOGY LAB

where Ashley Mar was running experiments on a Friday afternoon, cellphones simultaneously began beeping a warning 10 seconds before the shaking started. Ashley and her lab mates ducked under desks. “We were a bit desensitized because we’d had an earthquake [7.3 magnitude] a couple of days before. We didn’t think it would be that big a deal,” said the University of California, Santa Barbara, biology major. But this was the fourth largest earthquake in recorded history, a colossal 9.0 magnitude temblor 80 miles out in the Pacific that rocked Sendai, a city of 1 million people, and much of Honshu, Japan’s main island, for minutes. Glass beakers were breaking; refrigerators, incubators, and heavy equipment were shifting around the lab; books and journals were raining off shelves. “That was the scariest part,” said Ashley, a veteran of quakes back home in San Francisco.



Earthquake relief effort in Tokyo where UCEAP staff member helped prepare items for shipment to Sendai.



Even then a brutal tsunami that would splinter buildings like Tinkertoys was barreling toward Japan’s northeast coast, leaving 20,000 dead or missing in its wake, including two young American teachers in the Japanese Education and Teaching (JET) Program. The calamity was compounded when the wall of water breached the Fukushima Daiichi Nuclear Power Plant, triggering frightening meltdowns and explosions in the worst nuclear accident since Chernobyl. Power, water, and train service was disrupted and jolting aftershocks unnerved residents across a wide stretch. Tokyo, 230 miles from the epicenter, endured rolling blackouts for months, and many universities, which had been on a long break between terms when the disaster struck, came to a standstill for weeks.

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Notice of post-earthquake building closure; Students Ashley Mar (from the University of California, Santa Barbara) and Alex Forecich (from the University of California, San Diego) were studying at Tohoku University in Sendai at the time of the earthquake. Here they are shown with Tokyo Study Center Director Junko Ito and staff manager Kayo Takahashi. Opposite, UCEAP staff members packing student personal items for shipment to California after student evacuation.

It was not the tremors nor the loss of services on March 11, 2011, but the uncertainty and fear of a spiraling nuclear nightmare that triggered a rapid exodus from Japan of hundreds of thousands of foreigners, including by some estimates half of its 140,000 international students, most of whom were studying far from the danger zone. Education abroad programs and providers were jolted into crisis mood as educators scrambled to ascertain the safety and whereabouts of students such as Ashley, and then made heart-wrenching decisions of whether to pull them out of Japan in the middle of their studies. These educators are no strangers to dealing with far-off crises, whether precipitated by natural disasters, civil unrest, war, or disease outbreaks. Some programs had just evacuated students from Egypt and elsewhere across the Middle East amid the Arab Spring uprisings. Still, it was unusual to confront such disruptions and so many unknowns in Japan, one of the world's most prosperous and technologically advanced countries.

Some felt the travel warnings from U.S. Department of State (DOS) left them no choice but to summon students home, even those at universities in Osaka and other cities south of Tokyo far from Fukushima. DOS immediately urged U.S. citizens "to avoid tourism and nonessential travel to Japan" and, even at

the end of March, advised against travel to Tokyo and 15 prefectures, including hard hit Iwate, Mayagi, and Fukushima. While Japanese authorities evacuated a 12-mile zone around the nuclear plant, the U.S. warned Americans to stay 50 miles away and distributed potassium iodide tablets to embassy families as a precaution.

The Ministry of Education, Culture, Sports, Science, and Technology appealed to international students not to believe everything they were reading "in the form of chain e-mails, electronic bulletin boards, and mini-blogs If you receive one of these chain e-mails, please delete it immediately and do not forward it to anyone else." Winona State University Associate Professor of Japanese Matthew Strecher, who had planned to take students to Japan in May, wound up going by himself. Strecher, who once taught at Tokyo University, said his Japanese colleagues were "dismayed by the mass exodus from Japan. They perceived a rather severe overreaction." But he understood why some Winona State parents told him they did not want their child going to Japan in the spring. "If you watched CNN, it was all Doomsday stuff," he said. Other educators, both Japanese and American, said they felt Western news reports exaggerated how much of the country was brought to a standstill and how big a threat the Fukushima plant posed.

But William McMichael, the international relations manager for Fukushima University, does not second guess the decision by partner universities to pull out the 180 students enrolled there. “There was a lot of confusion in Japan at the time. Our Internet wasn’t working, our phones weren’t working. It was really, really hard for us to communicate with anyone. They felt like they needed to pull their students just in case the situation got a lot worse,” he said. His campus suffered far less physical damage than Tohoku, which tallied a \$1 billion repair bill for scores of its buildings and labs. But Fukushima had to deal with the invisible peril of radioactivity spewed by the stricken plant 36 miles away. The university spent \$1 million removing contaminated soil from an athletic field alone.

Amid the travails, universities and educators in the United States and other countries reached out to help their counterparts and to extend a hand to the 21,290 Japanese students in the United States, some of whom were dealing with the loss of family, friends, and support from home.



Social Media Tools Proved Invaluable

If social media were being blamed for inducing panic in some quarters of Japan, they were providing comfort to parents and college administrators back in the United States. The disasters demonstrated anew the utility of Facebook, Twitter, text messaging, and other electronic connections at times when phone lines were jammed or not working.

At the Arlington, Virginia, office of International Student Exchange Programs, Asia program officer Spencer Huddleston set out on Friday morning, March 11, to track the 45 ISEP students in Japan “any way we

could. We got on Facebook, got on Twitter, and literally Google searched and Facebook stalked them to see if we could get anything.” ISEP had lists of students’ e-mail addresses, but Huddleston could not count on students’ being able to read their e-mail, much less respond. Social media “are the first place students are going to. They’re trying to get in touch with their families as well and posting things like, ‘We’re alive’ or ‘We’re OK,’” he said. Privacy settings barred strangers like Huddleston from reading many postings, “but quite a few of the students shared information with the world.”

Mary McMahan and colleagues at the University of California Education Abroad Program (UCEAP) in Santa Barbara, California, were doing the same with the contingent of 77 UC students at 11 partner universities in Japan, including Ashley Mar and a second student at Tohoku. “Within 24 hours following the earthquake, we had reports on the whereabouts of virtually all 77,” said McMahan, regional director for Asia and Africa. “We sent notes to all students, all emergency contacts, all campus advisers, via Facebook, e-mail, etc., asking for anyone to report on the status of any student.” Since it was spring break, students were scattered “as far afield as Thailand and as close as Orange County, California. All were safe and reported back to us. It’s amazing it worked so well,” she said. They also notified 44 students heading to Japan for the spring term that their programs were cancelled.

Disappointment From the Student Perspective

That word did not reach Ashley Mar immediately and when she got it, she wasn’t happy.

She’d gotten out of the lab building safely that afternoon, even tarrying long enough to gather her laptop, lab notes, keys and winter coat—it soon started snowing—and donning a white hard hat before heading outdoors. “I basically grabbed what I could see that was mine in front of me because I wasn’t sure if I could get back in,” said Ashley, one of 1,400 international students enrolled along with 17,000 domestic students at the research university.

It took Ashley three hours to traverse the damaged city by foot to her dorm. She spent the night with lab mates in an apartment, where they slept on the floor in the cold and dark. “We didn’t have much food or anything. We were just waiting for light to figure things out,” she said. In the morning they went to stores looking for flashlights and propane tanks, “but most everything was already sold out.” Back at her dorm, she called home from a pay phone the university had set up in the lobby for international students to make

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overseas calls for free. “I waited in line for two hours to talk to my mom for 10 minutes. It was about 1:00 a.m. when she heard my voice. She was just freaking out,” said Ashley. Her mother notified the UCEAP.

The international students pooled food stashed in their rooms and “were able to pick up a few things in convenience stores, just popping around,” she said. Some students were “paranoid about the whole (nuclear) situation. They just wanted to get out of the country as soon as possible. They left us all their food,” she said. “Personally I didn’t worry about the radiation. I didn’t think there was anything to warrant needing to leave.”

“For a couple of days, there was no power, electricity, water, or gas but we still had this big emergency tank of water in the back we were using to cook and drink. It was basically like camping. Besides worrying about everyone, I was kind of having fun with it,” she said. Cell phone service came back on, but her battery was dead and she was without a way to charge it.

Another student relayed word that the UCEAP had summoned its students to the Tokyo Student Center. Trains weren’t running and lines were long at the Sendai bus station, but she wound up on a bus the German embassy dispatched to bring its students back to the capital. Her remaining friends decided to travel farther south while Tohoku was closed (it reopened in April), but Ashley then got an e-mail telling her all the UC programs were cancelled. She cried the rest of the way to the Tokyo Study Center and flew home days later. Ashley now has applied to teach in the JET program, putting on hold plans for graduate school and a career as a research biologist. “I’m not prepared to give up Japanese and my connection with Japan. I really want to go back and live there helping people that I knew,” she said.

Student blogs chronicled the dismay other students felt about going home early. A University of Kansas student on an ISEP exchange wrote from Osaka, “I’ve worked long and hard to get here, and coming back... would be near impossible.” But she added that “the worry has caught up with me, and it is exhausting... So much mixed emotions right now. I just want everything to go back to that, ‘YAY, I’m in Japan!’ feeling.” Before departing, she stocked up on anime and manga and accomplished one goal: seeing a musical extravaganza by the all-female Takarazuka troupe.

A Northern Arizona University student at Nanzan University in Nagoya, 400 miles from the epicenter,



International students studying at Tohoku University traveled to Ishinomaki to serve international dishes, including Turkish fried rice, Chinese dumpling, and a French dessert, to victims of the earthquake and tsunami.





faulted the “fear-mongering” news media for ending her semester prematurely. “I really need the credits to graduate on time,” she lamented. “Nagoya is perfectly fine. This panic has ruined a once-in-a-lifetime opportunity for many of my friends here.”

Junko Ito, a University of California, Santa Cruz professor of linguistics who directs the UC Tokyo Study Center, was in California on March 11 but returned within 48 hours to deal with the crisis. Many of the students wanted to stay. “They had just gotten used to life in Japan, figured out how things worked, made life-long friends, and gained confidence in meeting the academic challenges of studying in a foreign country,” Ito wrote later in the EAP newsletter. Ashley Mar and the second student at Tohoku “implored us to let them go back to Sendai as soon as possible so that they could help clean up the damaged labs together with their lab mates and their advisers.” The center got almost everyone back in time to enroll for spring classes at their home campuses.

That left Ito and her staff with one additional big task: tying up loose ends and shipping home the personal goods many students had left behind. “Because students had to leave so quickly, most had no time to pack or ship their belongings back to California. Nor did they have time to return their library books, give notice to landlords, return their keys, pay their utilities, cancel their cell phone subscriptions, etc.,” Ito explained. “This was no fault of the students— they were just on spring break, and were expecting to return when they suddenly had to get on the next plane from the nearest airport. The Tokyo staff valiantly went to these apartments to clean up, with aprons, masks, gloves, and garbage bags in hand, joking—irreverently, I’m afraid—that even though this wasn’t part of their job description, it was at least better than trying to do the nuclear cleanup.” UCEAP resumed exchanges in Japan in July at nine of its 11 partner universities, with the exceptions of Tohoku and Tsukuba universities.

It was too late for Trevor Incerti to get into classes at the University of California, Berkeley, when he returned from Osaka. Instead he worked as an intern in the UCEAP office in Santa Barbara. Incerti, 21, a double major in Japanese studies and political economy saw firsthand that it wasn’t an easy decision for the EAP staff. They were “emotionally devastated to have to bring home all the students. Their job is to send students abroad.”

He noted that a month after the quake, a UC Berkeley junior, Jasmine Jahanshahi, studying at Sciences Po, and three students from Sweden and Australia were among five dead in a Paris apartment fire. Safety issues

INTERNATIONAL STUDENTS IN JAPAN

Japan has 140,000 international students, with most from China and other countries in Asia. Former Prime Minister Yasuo Fukuda embarked on a campaign in 2008 to more than double the ranks of international students to 300,000 by 2020 and to make Japan’s universities, which enroll 3.5 million students, far more international. Only 6,166 U.S. students studied in Japan in 2009–10, according to *Open Doors*. The Japanese government provided help for some foreign students whose lives were turned upside down by the earthquake, waiving fees for return visas, and paying return airfares for those on scholarships from the host country.

“can crop up anywhere,” said Incerti. “These programs have to deal with calamities all the time and you never know where they are going to come from.”

CET Academic Programs, based in Washington, D.C., offered an intensive Japanese language and culture studies program in the spring semester in Osaka for the first time in 2011. Executive Director Mark Lenhart and Kate Maruyama, the Japan program manager, decided on March 17 to bring home temporarily the three Lewis and Clark University students who were studying in Osaka. They purchased roundtrip tickets, thinking the students might be able to return in a few weeks, as two of the three did “when the situation (at the nuclear plant) began to look less volatile,” said Maruyama. CET worked with the third student and Lewis and Clark “to ensure that she could complete the semester’s work at home and receive full credit.” Its program quickly resumed normalcy, with 19 students enrolled over the summer and 15 in the fall.

CET did not have travel insurance for a nonmedical evacuation and paid for the students’ plane tickets itself. “We self-insured. We didn’t have any kind of rider on our insurance plan that would include a natural disaster like this,” said Lenhart. Lewis and Clark, however, stepped up to split the costs of the tickets. “These crises bring out the best in our partnerships,” he said. “Everyone focuses on the safety of the student. They don’t sweat the small stuff. Who pays for what becomes a lot less important.” Going forward, CET is building travel insurance into the costs of its overseas programs. The peace of mind, said Lenhart, is worth it.



A Special Challenge for Temple University Japan

Temple University, Japan Campus—opened in 1982 and familiarly called Temple University Japan (TUJ)—is the largest accredited foreign university in Japan. It operates on the same schedule as its parent in Philadelphia, so its nearly 800 undergraduates were in classes when the quake jolted the capital on March 11 (it also enrolls 400 students in education, law, and business graduate programs). With Tokyo’s trains and transit not running, some 80 faculty and staff took refuge that night in one of the college’s three buildings, said Dean Bruce Stronach. “People just roughed it,” said Stronach. “It all went well.” None of the buildings was seriously damaged, but on March 14 TUJ called off classes until April 5. “In those three weeks we had our faculty members rewrite all of their syllabi to incorporate distance learning.” Students, including 75 from Philadelphia spending a semester at TUJ,

were given the option of finishing courses online, in Philadelphia or in Tokyo. About 200 TUJ students left Japan and 50 others relocated elsewhere in the country. When classes restarted on April 5, two thirds of the undergraduates came back. “We have taken a hit on continuing students,” said Stronach, but he predicted with confidence that enrollment will rebound. Stronach, a former president of Yokohama City University, said TUJ serves as a model in Japan “for truly international liberal arts education and university reform.” In a message to faculty and staff back in March, “This is a time of unprecedented disaster and devastation for all people in Japan, including the foreign community. We strongly believe it is important that TUJ keeps its operations as a sign of commitment to the community because not only we are an American university in Japan, we are also part of Japan and we will support Japan. We will all move forward together with Japan as it rises from...this catastrophe.”

The earthquake occurred almost two months into an education abroad program in Osaka. Students, like those seen here, had already become good friends with their Japanese roommates, which made evacuation more difficult for everyone.



'Don't Go to the Airport'

It was still Thursday night March 10 in Los Angeles when the Tohoku earthquake struck. On Friday morning March 11 some 56 MBA students from the University of Southern California's Marshall School of Business were booked to fly to Tokyo for a 10-day field trip that is a highlight of their three-year, part-time program. "Early Friday morning, we e-mailed the entire group of (Japan-bound) students telling them not to go to the airport and later that day, after working with senior administration, we told the students that the trip was completely canceled," said Brenda S. Miller, Marshall's assistant director for global programs and partnerships. It was too late to get them visas and book flights to other destinations in Asia where classmates were bound.

"After that, there was a long process of coming up with different make-up scenarios since the trip is part of a required global business course," said Miller. A third elected to take the spring 2012 trip to Tokyo or to Korea and China. The others are immersing themselves in Japanese cultural activities in Los Angeles or participating in and writing reports on USC's annual Asia Pacific Business Conference. USC's travel agent secured full refunds for the \$3,400 cost of the original trip.

The Marshall School sends 1,100 students overseas on 25 study trips each year, including 900 freshmen. It canceled two additional trips to Tokyo in May for freshmen and a different group of MBA students, diverting the first-year students to Taipei instead and the MBA contingent to Shanghai and Beijing. "Everything is back to normal now," Miller said. "We have 43 MBA students slated to go (to Tokyo) for spring break and 36 in May," as well as 40 freshmen.

Relocating NanoJapan to Labs at Rice University

The disaster in Japan imperiled a dream summer internship for 15 promising U.S. freshmen and sophomore science majors chosen from across the country to do nanotechnology research in Japanese labs and study Japanese language and culture. The NanoJapan program created by Rice University physicist and Professor of Electrical and Computer Engineering Junichiro Kono in 2005 has twice won multimillion-dollar National Science Foundation (NSF) grants and involves scientists from several U.S. and Japanese universities.



Four American undergraduates were slated to work at a Tohoku lab that shut down, and work was curtailed at other participating labs by rolling blackouts. Kono and colleagues decided at the end of March to reverse engineer NanoJapan and bring Japanese graduate students to Houston to work with the American students at Rice University.

Kono traveled to Japan in April and broached the idea with collaborators at universities in Tokyo, Osaka, and Hokkaido as well as Sendai. They responded with such gratitude and enthusiasm that Kono decided to bring 25 Japanese graduate students. That left Sarah Phillips, international programs administrator for Rice's engineering school, a big logistical challenge.

"Everyone on campus came together and said, 'What can we do to help you?'" said Phillips. They opened up rooms for the U.S. and Japanese students in Rice graduate student apartments. The president's office donated \$25,000, and the NSF came through with \$56,000 in supplemental funding. The U.S. students took Japanese lessons for two weeks in Houston while the Japanese students studied intensive English. At summer's end the U.S. students presented poster sessions at a Rice research colloquium. They all got to travel to Tokyo after all for a week over Thanksgiving to visit companies and labs and take part in a nanotechnology symposium in Osaka. NanoJapan will revert to taking place in Japan next summer.

Cheryl Matherly, vice provost for global education at the University of Tulsa and education director for NanoJapan (she helped start the program while at Rice), said the idea of bringing Japanese graduate students to the United States had been in the back of their minds before the March 11 tragedy presented an

Taylor Anderson taught with the Japanese Education and Teaching (JET) program. She lost her life in the disaster.



opportunity. Now “the connections with our Japanese colleagues have deepened and the program has truly become reciprocal.”

Support for Japanese Students in the United States

International education offices were worried not only about the U.S. students they had studying in Japan but the 21,000 Japanese students enrolled on U.S. campuses.

The Institute of International Education, as it did after the 2004 Christmas tsunami in Southeast Asia and the 2010 earthquake in Haiti, extended a lifeline to those students thrust into financial hardship by events back home. With Freeman Foundation support, it distributed grants up to \$5,000 to students in distress, especially those from Miyagi, Fukushima, and Iwate. Some 100 students, a third studying at community colleges, shared \$400,000. IIE President Allan E. Goodman said most had not gotten financial support from home since the March 11 disasters. “Our goal, and that of the Freeman Foundation, is to help relieve the financial burden that is compounding the students’ personal distress, and to encourage them to complete their U.S. studies so they can return home with the skills and new knowledge to help rebuild their shattered communities,” Goodman said.

The University of Minnesota thought to attend to students’ other needs. International Student and Scholar Services (ISSS) formed a support group for Japanese students and scholars that met 10 times on a weekly basis after the earthquake and tsunami. “Thirty people showed up at our first group,” said ISSS adviser Chiho Watanabe. Some came from ravaged towns and had relatives back home in shelters. “They were going through some guilt, being here while their families were suffering,” said Watanabe. The sessions allowed Japanese students, scholars, and staff “to share our thoughts and feelings. It was a much-needed occasion for some of us since it was much easier to sympathize with each other because of our similar background—away from family and friends and living in the States to pursue a degree and career,” she said.

Chihaya Satoh, 25, a senior majoring in nutrition, attended most of the sessions. She is from Shiogama, a suburb of Sendai. When she first heard the news, “I was really, really scared because my parents both worked near the ocean” and live just a mile from the shore, she said. Her parents survived and their home was intact, but three relatives perished.

A week passed before she could reach her mother, a kindergarten teacher, by phone. “My father works for City Hall in Shiogama. He had to be at work pretty

much 24/7. He never really came home. I didn’t get to talk to my dad for like three weeks,” she said. Even with counseling it was difficult for Chihaya to get back into the rhythm of life on the big UM campus. “I tried to figure out a way to go home, but didn’t think it was realistic to drop my classes. I didn’t even know if I could get there or if the train system was working,” she said. The support sessions were “very helpful because even though I had a Japanese friend who I could talk to online, they (the people at OISS) were the only ones I could actually physically talk to and let out my feelings and emotions,” she said.

Finding Other Ways to Help

Academics and institutions outside Japan found other ways to help the recovery. The Massachusetts Institute of Technology began an MIT Japan 3.11 Initiative to exchange faculty and students with Japan and in particular to support the work of MIT architects in the shattered coastal town of Minami Sanriku. Working with colleagues from Miyagi University and Keio University, MIT professors Shun Kanda and James Wescoat undertook design projects —proposing to build a community center and helping put a roof over an outdoor space where townspeople in temporary, box-like shelters gather. “It’s surprising, but government policy doesn’t talk about the need for social gathering places,” said Kanda. “There’s very little public money for facilities like a community center.” At meetings “I keep talking about what the town needs five years from now, 20 years from now, 100 years from now.”

Architecture for Humanity, a nonprofit group based in San Francisco, got schoolchildren to make 4 million paper cranes and raised \$500,000 for Japan. Founder Cameron Sinclair now has students from universities in New Zealand and Spain as well as Japan designing projects for Japan, and placed a small team on the ground in the town of Shizugawa. They helped build a workplace called a banya and drew up a marketing plan for out-of-work fishermen to make hammocks. These are contributions that students can make from afar, he said. “It’s quite cost effective. To get students there (to Japan) and house them for two weeks is hugely expensive.”

Lasting Memorials to the JET teachers

JET teacher Monty Dickson, 26, spent the morning of March 11 instructing three English classes at Yonesaki Elementary School in the town of Rikuzentakata, a hundred miles up the coast from Sendai. He was finishing his second year making the rounds of 16 elementary

and middle schools. The bespectacled teacher with the shaved head was a popular figure in the town of 23,000, where *Monty-san* taught community English classes after hours, palled around with firefighters, and performed manzai comedy and sang enka songs at drinking parties, according to the *Daily Yomiuri*. Monty majored in languages and minored in philosophy at the University of Alaska Anchorage, his hometown, and had studied twice at Japanese universities. He was in the Board of Education office in the three-story Civic

There were an estimated 50,000 U.S. citizens living or working in Japan that day; the two JET teachers were the only ones to perish. It took weeks to recover their bodies. The families' ordeal was covered on national television newscasts in both Japan and the United States. The U.S. ambassador visited their schools. Secretary of State Hillary Clinton paid tribute to the pair in a speech to the U.S. Japan Council, saying "their lives and their cause are part of the fabric of the friendship that we now share."

Their legacy will endure. Hundreds of thousands of dollars has been donated by foundations, business groups, JET alumni, and others



Cultural Hall when the quake struck. His girlfriend, Naoko Watanabe—they'd met at the University of Alaska—reached him by cellphone and he told her he was fine. But minutes later he was among 1,800 people in Rikuzentakata swept away by the tsunami.

Down the coast, in the city of Ishinomaki, JET teacher Taylor Anderson, 24, of Midlothian, Virginia, led her elementary school class outside to safety on an athletic field after the quake. Taylor, completing her third year in JET, had been in love with Japanese culture since girlhood and minored in Asian studies along with political science at Randolph-Macon College. In Japan, she wore her own pink-and-white floral kimono to cultural festivals she attended with her pupils. She was struck by a car once while riding her mountain bike to school, but finished teaching her classes before seeking medical treatment. She was an ebullient, sweet person, "determined to squeeze as much fun as she could into every day," her boyfriend James Kenney said later. After parents rushed to the school to pick up their children, Taylor set off on her mountain bike for her apartment, five miles away and closer to the ocean. Her parents, Andy and Jeanne, believe she wanted to retrieve her cellphone to let them know she was safe. She had gone barely a mile when the punishing wall of water struck. The tsunami never reached Taylor's schoolyard, but dozens of schoolchildren and their teachers perished elsewhere in Ishinomaki.



Japanese Exchange and Teaching Program (JET) teachers Monty "Monty-san" Dickson (left) and Taylor Anderson (shown with her friend Mami) were the two U.S. citizens who perished in the catastrophe.

for international education exchanges and scholarships in their honor. A Taylor Anderson Memorial Fund at St. Catherine's School in Richmond, Virginia, alone has raised \$200,000. The Japan Foundation's Center for Global Partnership is donating up to \$100,000 a year for five years for programs at Taylor's alma mater, Randolph-Macon College, and a similar undertaking is planned for the University of Alaska.

When Monty's sister and brother visited Rikuzentakata in April, a colleague of Monty's came up and handed Shelley Fredrickson a piece of paper. He explained that on the morning of March 11 he had asked Monty to translate a phrase from a famous essay, "Ogata Kōan's Torch," by novelist Ryotaro Shiba about the nineteenth century physician and educator who founded Osaka University. On the slip of paper, in Monty's handwriting, were these words: "There is nothing as beautiful as dedicating oneself for a cause." **IE**

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