

RESUMES

Go With What You Know

When Melissa Goodman landed in Tokyo two days after graduating from Fordham University last May, she thought she was starting a three-week vacation. Like many another American abroad, however, Goodman decided she wanted to stay. She, like increasing numbers of student tourists, was able to finance her extended visit by doing what came naturally: teaching English. She shared the following account of her sojourn with **NEWSWEEK ON CAMPUS**:

Armed with a four-year college degree and the proper accent, young native English speakers from the United States, Canada, England and Australia can earn the equivalent of \$10 to \$30 an hour to stand in front of a classroom and play teacher.

The study of English is big business in Japan. Throughout the country there are hundreds of what the Japanese call private-language "colleges"—otherwise known as conference rooms, storefronts and kitchen tables. I wasn't even looking for work when I visited a friend at one of Tokyo's largest language schools. But the receptionist, seeing an American, assumed I was there for a job and gave me an application. After reviewing my experience (Sunday school and summer camp), the school's main concern was whether I minded teaching children. "I enjoy kids," I answered—and thus began my five-month teaching career.

My one hour of training consisted of reviewing the school's rules, textbooks and teaching methods. I was then assigned a

one-hour conversation class of junior-high-school students. Since foreign-language study is mandatory in Japanese schools from the age of 12, all of my students had either studied or were studying English in secondary school or college. My job was to teach vocabulary, syntax and grammar and improve the students' pronunciation, listening and conversation skills. Despite the Japanese student's reputation for being disciplined, I walked into a room with 15 rambunctious 13-year-old kids who were yelling at me in a language I didn't understand. After class my supervisor assured me that the kids would get better (they didn't) and presented me with a 20-hour-a-week schedule teaching children and adult classes.

'Salarymen' and 'office ladies': At the age of 21 I imagined the hassles I might have with a classroom full of Japanese housewives, college students, "office ladies" and "salarymen" (Japanese-English for secretaries and businessmen). Fortunately, there were no problems. Many of my adult students even invited me to their homes and took me along to Japanese pubs and festivals. One student, a 62-year-old company president, invited me to his office and proudly introduced me to his employees as his English teacher. As time passed, so did my language handicap. I started speaking and reading Japanese. And when I finally did leave Japan, I wasn't leaving all of my students and friends behind: since my return, six have come to New York to visit me and more say they're on the way.

Name: David Kutzler

Age: 36

Occupation: Certified midwife and clinical instructor, Baylor College of Medicine, Houston, Texas.

Education: B.S. in nursing, Montana State University, 1976; M.S. in parent and child nursing and nurse-midwifery, University of Utah, 1980.



Q. When did you chose midwifery as a career?

A. While doing obstetric training in college. The happy feelings that people have with the birth of a child as opposed to taking care of people who are ill is what caught my interest.

Q. What are your duties?

A. In addition to teaching 12 nurse-midwife students, I deliver babies.

Q. How common are male nurse-midwives?

A. There are around 20 in the United States.

Q. Would you consider becoming a doctor someday?

A. I'm happy with what I am and who I am in being a midwife. Midwifery tends to view birth as a natural, clear-cut process, whereas medicine tends to view birth as a technological event or a disease of limited duration.

Q. What did college least prepare you for?

A. My first job I was a commissioned officer with the U.S. Public Health Service. I was stuck out in the middle of West Virginia, where I was the only source of maternity care for an entire county of impoverished Appalachian women for two years. There were a few skills like negotiating contracts, setting up high-risk referral networks and setting up verbal agreements with another emergency hospital for Caesarean births that my degree did not prepare me for.

Q. What advice would you give to students interested in becoming midwives?

A. It's not something to go into because you want to make a lot of money.



MELISSA GOODMAN

'The study of English is big business in Japan': Goodman and her class in Tokyo