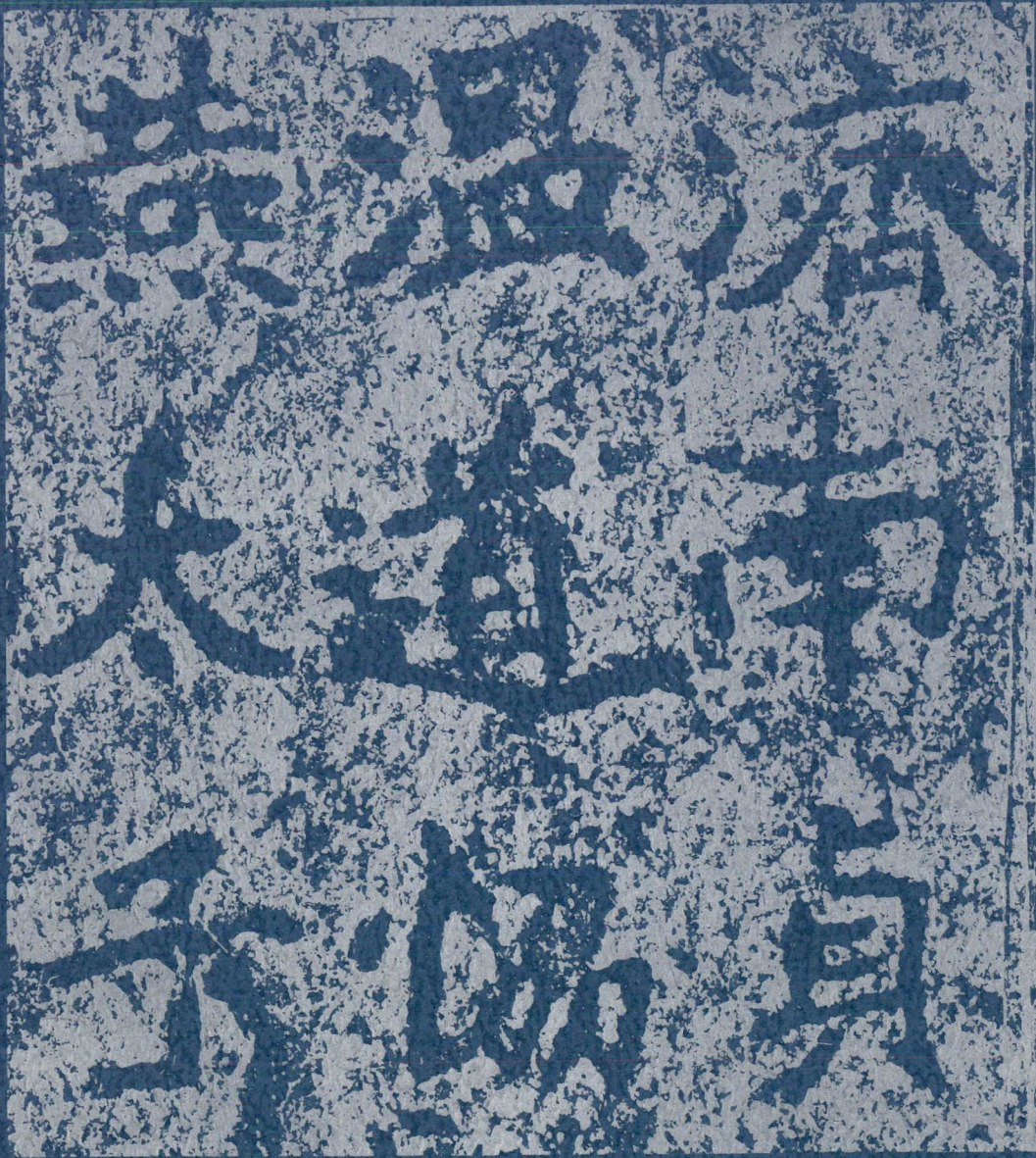
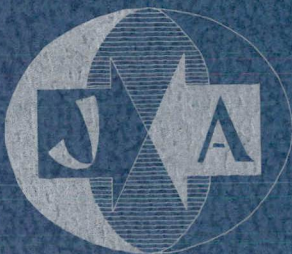




BULLETIN

OF THE 23rd
JAPAN-AMERICA
STUDENT
CONFERENCE



1 9 7 1

THE EXECUTIVE COMMITTEE, JAPAN

B U L L E T I N

C O N T E N T S

Words of Appreciation	1
Report of Conference Chairman	7
Report of Japanese Delegation Chairman	8
Report of American Delegation Chairman	9
Conference History	11
1971 Conference Schedule Including Lectures	13
Political Table	16
Economic Table	31
Social Table	36
Education Table	48
Cultural Table	53
Pollution Discussion Day Group 1 - 3	58
Dating and Marriage (In Japanese) Group A & B	62
Juvenile Delinquency and Drugs	64
Racial Prejudice	65
China Problems	66
Personal Impression	68
List of the Advisors	82
List of the Executive Committee	83
List of Delegates of JASC, 1971	84
List of Japanese Executive Committee, 1972	92

GREETING

Chief Editor
Tammy T. Ohtani

First and foremost, I would like to take great delight in the fact that the Twenty-third Japan America Student Conference ended up a big success in many respects, thanks to the continuous efforts devoted to it by the executive committee as well as by students from both of the two nations. I am sure that the eight days we spent in Hachioji must be one of the most unforgettable experiences for all of the students who took part in this conference. Although language barriers sometimes got us into trouble, I think that we were able to exchange our views and ways of thinking in regard to many problems as much as we wanted through discussions on each table and informal discussions at night. In addition to that, I suppose that we surely had a good time in the party, the "Bon-odori," singing songs with guitars together, the talent show, talks about "love," "life," everything.

In commemoration of the Twenty-third Conference, we, the new Japanese committee members have made many efforts to publish this BULLETIN with the cooperation of Mr. Saito, the chief of staff of the International Education Center, Mr. Michael Benefiel, a representative of the American delegates staying in Japan at present, and some other Japanese students so far since the conference was over. And at last, here, we are very happy to have published the BULLETIN now, and have sent one copy to you. Of course, it was a hard job for the editors to publish this booklet, nevertheless I am quite pleased to tell you that my colleagues did their best so as to publish a good one, therefore, taking advantage of this space, I would like to express my hearty appreciation for the help and cooperation of my friends here.

I hope that this BULLETIN will be instrumental for you in reminding you of that wonderful, enjoyable, and unforgettable eight days at Hachioji with us. Although we have to see some serious problems in the world yet, we especially in the younger generation, have an important role and responsibility in order to create a better, more peaceful, and prosperous society. In this sense, I am sure that this Twenty-third Japan American Students Conference has enabled a great advancement to be made in promoting mutual understanding and friendship among young people of both nations.

Finally, we hope that you will have much luck in your lives, and hope to see you again some time. So long!

MR. KIMURA'S OPENING ADDRESS
at the 23rd JASC

Delivered at Tokyo, Japan, by the
acting foreign minister of Japan,
on August 3, 1971.

I would like to give a few words of greeting for the opening of the 23rd Annual Japan-America Student Conference. The Japan-America Student Conference, since the first conference was opened in Tokyo, in 1933, with the exception of a period of discontinuation made necessary because of distressing historical circumstances, has continued to be held for the purpose of mutual understanding between Japan and America. This is a tribute to the unusual effort and enthusiasm of the participants of both countries. I would like to pay my deep respects here today to those participants.

From among the participants in this conference, really famous people are appearing today one after another; they are participating actively to promote friendly relations between our two countries in every field. This reality shows one of the sound results brought about by the conference, I believe.

Friendly relations between Japan and America will become more and more important from now on both for the future of the world and for that of Asia as well, I think. Consequently, the significance that this Japan-America Student Conference possesses will increase and become even greater than before.

Through the exchange of sincere and outspoken opinions of student participants of both countries at this conference, I sincerely hope that participants will contribute to the promotion of mutual understanding, trust, and friendship between our two countries.

Last of all, I wish from the bottom of my heart for the success of the 23rd Annual Japan America Student Conference and its future development..
Thank you very much.

A D D R E S S

by

Mr. Toru Sawada, Director,
International Cultural Relations Division,
Commissioner's Secretariat
Agency for Cultural Affairs
at 23rd JASC

Tuesday, August 3, 1971.

It is my great pleasure to be able to say a few words of greeting on the occasion of the opening ceremony for the 23rd Japan-America Student Conference which has a long history of success. It is 37 years since its first conference was held in 1934.

Two pacific nations, Japan and the United States, have long been friendly to each other, and a continuous friendship and cooperation between the two is, I believe, very important for the world peace.

As the advanced countries of the world, Japan and the United States, have in common the tasks of increasing international cooperation, of solving the problems derived from urbanization, public pollution and technical innovation, and of carrying out educational reform. And the two nations are very much alike for their mentality and values; diligence, efficiency and pioneering spirit. They could be good partners and make, hand in hand, contribution to the development of the whole world.

Today, some are worried about the relations between the two in the recent development in trade and politics, but I am convinced that the further personal contact of the two nations in culture and education, especially, of the young generations of the two at a meeting like this conference will help increase mutual understanding between the two countries and that much could be expected of such contact of young men and women for the advancement of welfare of all the nations of the world.

OPENING ADDRESS

23rd Japan-America Student Conference

Mr. Namiji Itabashi
Chairman, Board of Trustees
International Education Center

On behalf of the IEC and as one of the organizers of the First Conference held 37 years ago, I should like to welcome you all, particularly, the American delegates who came all the way across the Pacific, to the 23rd Japan-American Student Conference.

One spring day in 1933, if I remember correctly, a handful of us students representing the English Speaking Societies of Universities in Tokyo, got together in a coffee shop. As the students used to be in those day, we talked big. After a long and heated discussion on international situations, we reached a conclusion that the preservation of world peace depends upon the peace of the Pacific, and the peace of the Pacific cannot be maintained without friendly relations with the United States but that our government has not taken any effective measures to better our relations with the United States. We felt that we students should and could do something for improving the worsening relations with the United States since the so-called Manchurian Incident in 1931. Thus we decided to hold a student conference, inviting 50 American Students, thinking that we were in a much better or freer position than the government in exchanging frank opinions with the American students.

We sent invitations to many universities in the United States, but received few responses. In the meantime, we tried to raise funds to finance the Conference, but the executives of the big corporations we visited told us. "Your idea is excellent, but . . . " We then figured that they distrusted our ability to get 50 American students for the Conference.

After a serious discussion over the situation - very little interest shown by the American universities and little enthusiasm shown by Japanese business concerns for our fund drive - we thought that the only way to realize our idea was to send a student goodwill mission to American universities to get their students interested in the Conference and to convince our business organizations of our ability to recruit at least 50 American students and make the Conference a reality.

I was one of the four students on the mission. After our arrival at Seattle in April, 1934, the group was divided and I was to cover some 20 universities across the American continent. Our mission was a great success. We brought back to Japan more than 75 delegates plus 20 observers, some of

whom were professors. Thus, the 1st. Japan-America Student Conference was successfully held in Tokyo in the summer of 1934 with nearly 100 delegates and observers each participating from the two countries.

The Conference was born out of the students' brains, organized and conducted by the students. In order to insure complete freedom of speech at the Conference, we allowed no outsiders to attend any of the discussion meetings, thus making it truly a student conference. We proudly called it as the conference of the students' by the students and for the students.

At the end of the studytour that followed the Conference, the American delegates seemed to have begun to appreciate the initiative and untiring efforts of the Japanese students to realize the Conference. Before leaving Japan, they organized themselves into a committee to prepare for the Second Conference and decided to hold it in Portland, Oregon, the following summer. The successful conclusion of the Second Conference has set the pattern for the subsequent Conference held every year alternately in Japan and United States. The rest of the brief history of the Conferences can be seen in the information booklet you received at the orientation meeting.

I am very pleased to know that our Executive Committee selected the problem of "environmental hazard" as the common topic of the 23rd Conference because it shows us the striking features of most of the problems we are now confronted with. These problems are extremely complex and difficult to solve. Many are such that cannot be solved if they are tackled as merely domestic problems.

Some of the knotty problems which seem to endanger the good relations between Japan and the United States such as the textile problems may give a sense of frustration as you may be unable to find solutions to them. It is, of course, desirable that the conference will come out with some solution to the problems discussed, but you are not expected to do so as these problems usually take experts a longer period of time than a week to solve.

The important thing for you to do is to try to understand the ideas and standpoints of other delegates and perhaps most important is to know the factors behind their ideas -- what have made them think the way they do now.

It is only natural for you to wish to reach an agreement after a lengthy discussion, but it is by no means an absolute requirement for making this conference successful. Unless you are thoroughly convinced that they are right, you should not agree with them.

The differences of opinions are not something to be detested, deplored or deared; they are something to be welcomed. The Conference pre-supposes the difference of opinion among the delegates. If all the delegates have

the same opinion it will serve as a ceremonial occasion for the purpose of impressing the public or for self-satisfaction or self-praise of those who participate in the conference. It will serve no useful purpose.

To say the least, different opinions stimulate our minds. Different ideas often help us develop new ideas.

From this point of view, only by expressing your frank opinions freely at the discussion tables and elsewhere in the Conference ground you can help enrich each other and contribute to the realization of the purpose of this Conference -- to further mutual understanding, friendship and trust between the two great peoples across the Pacific.

In closing, I wish to thank the Executive Committees, headed by Mr. Gunji in Japan and Mr. Bill Carter in the United States, for their efforts to realize this Conference. I should also like to extend my deep gratitude to the Ministry of Education, the Ministry of Foreign Affairs and the America Japan Society for their continued support and cooperation to the Conference. Last but not in the least, may I express my sincere appreciation for the congratulatory addresses given by Mr. Toru Sawada and Mr. Katsuyoshi Yamano representing the two Ministries respectively?

GREETINGS

Isamu Gunji, Chairman of
Executive Committee

Throughout the world, everyone is concerned about the betterment of human lives and a peaceful future.

We young students, representing various areas of Japan and the United States, got together to discuss constructive solutions to the problems which threaten our lives.

The conference began on a foundation of understanding and trust. Trying to deepen these feelings was one of the major aims of the conference. Also, as it is obvious that no discussion can be carried out without efforts to establish friendship among the participants, we provided many opportunities for informal get-togethers -- such as free time in the evenings and "Japanese Night". Yet, the strengthened unity and understanding among the delegates mainly came from the group discussions, where we thought, debated and struggled together with the different topics.

This year, too, we tried to discuss, all together, the problem of Environmental Hazards. In educating ourselves about this universal problem, we took a first step towards attacking the destruction of our environment.

Although we could not take any concrete action towards the solution of the problems within the conference itself, the main thing is that we young people, wishing to work towards a common constructive goal, have been preparing to meet the demands of the future.

This Bulletin has been published to serve not merely to record our experiences at the 23rd Annual J.A.S.C., but also to encourage other young people to share our thinking and join our activities. In this way, we will never fail to see the hope of tomorrow in the youth of today.

OPENING ADDRESS

Junichi Sugahara
Delegation Chairman

Good morning, everyone. On behalf of the Japanese delegates, I would like to say something, especially to the American delegates. At first, welcome to Japan! We are very happy to have you with us here in the conference. I don't know whether this is your first trip to Japan or not, but I wonder what you felt when you first arrived in Japan. You may have felt how hot it is in Japan. Yes, it is very hot in August in Japan. And some of you may have noticed the graveness of our environmental pollution.

This year we have decided that we would discuss the environmental pollution problem through 5 tables as a common theme. This problem has very close connection with Politics and Economics. And this concerns Culture and Social problem also. When we look at the environmental problem in the long range, we must consider the Education problem. So I think I can expect hot discussions in every table.

Of course each table has its own plan or schedule. In my case I belong to political table, and we are going to talk about Vietnam War, China problem, Security problem, etc. According to such a plan, I hope you will express your opinions as much as possible. I'm sure this kind of free exchange of opinions will further mutual understanding and friendship between the two countries. Lastly I hope you will enjoy yourselves in this conference.

AMERICAN DELEGATION CHAIRMAN'S STATEMENT

by Michael Benefiel for Eugene Danaher
Chairman of American delegates

In July, 1971, President Richard Nixon startled the world with his announcement of Henry Kissinger's secret visit to Peking and the initiation of a new policy toward the People's Republic of China. In August, the President announced American "dollar defense measures" and caused economic shock waves that will not subside for some time.

American moves in international affairs have been dramatic, but the year 1971 has included activity in all the corners of the earth. The Berlin Agreement, the English debate about entry to the European Economic Community, the Soviet-Indian friendship treaty, and the United Nations General Assembly debate on the representation of China are all instances of an era of remarkably energetic diplomatic activity.

Set against this broad international background, bracketed neatly by the Nixon announcements, the Twenty-third Annual Japan-America Student Conference may at first seem to shrink into insignificance. Is there any possible connection between the fifty or so young people who met this August in a suburb of Tokyo and the famous names of international politics?

Relations between the nations of the world is commonly left in the hands of foreign ministries, international businessmen, and the newspapers. As individuals, we seem to have little to do with the great historical movements occurring around us.

The tragic history of the relations between the United States and Japan warns us, however, that international relations are too important to be left to politicians, traders, and journalists. International conditions are rapidly changing. The relations between Japan and the United States are certainly entering a new period. The specter of past mistakes haunts thinking men on both sides of the Pacific. Ambassador Nobuhiko Ushiba, speaking in Philadelphia on September 20th, recalled the experiences of the 1930's and emphasized the need for cooperation and compromise in the difficult months ahead.

The Japan-America Students Conference seems to me to be premised on the idea that students on both sides of the Pacific are not merely passive observers of international diplomacy. The exchange of ideas, based on principles of mutual respect, honesty, and intelligence, is the goal of the Conference. I find that goal an appropriate one not only for international student conferences but for international discussions of every sort.

If at first it seems that we as individual participants in the Conference have nothing to do with contemporary international diplomacy, it is because most of us have not lived long enough to develop perspective on the processes of change in international relations. The feverish activity of today, especially the American transition from an era of self-indulgent, ritualistic East Asian policy to an era of policy premissed on the realities of the new China and the new Japan, began some time ago. And policy change is in some part the consequence of the actions of individuals determined to change policy.

As young individuals we are neither simply observers nor just passive participants nor actors in the rapid and critically important international movement that is taking place around us. We are all of them at once. It is my impression that the Japan-American Student Conference, as it exposes us to one another and gives us all wide latitude for informal talks and the building of new friendships, also serves some larger interests of making our world slightly more tolerable by contributing to international understanding and harmony.

Brief History of Japan-America Student Conference

The Japan-America Student Conference has a history of thirty years, although it was discontinued twice in that period.

The 1st Conference was held in Tokyo, Japan in 1934 and the 2nd in Portland, Oregon, U.S.A. in 1935. Since then it has been held every year in Japan and in the United States alternately. However, the 8th Conference, which was scheduled in 1941, was discontinued because of the deteriorating relationship between the two countries.

In 1947 the Conference was revived in Tokyo with The American delegates selected from military and civilian personnel with student status who were stationed in Japan, for it was then impossible to invite American students directly from the United States. Thus, unlike the pre-war Conference, the post-war Conference were held with American in Japan. The only exception was the 15th Conference which was held in 1954 at Cornell University, New York, with 14 Japanese delegates participating. In the following year it was discontinued for the second time.

The Student Conference was revived again in 1964, the year of the 30th Anniversary of the birth of the 1st Conference. The 16th Japan-America Student Conference, held in June, 1964, at Reed College, Portland, Oregon, welcomed 77 Japanese students representing 20 universities and colleges. Since 1965, Japan and the United States have played host to this Conference alternately on the pre-war plan.

Purpose

To further mutual understanding, trust and friendship through the free exchange of frank opinions between the students of the two countries across the Pacific.

Post-War Conference

In 1946, the representatives of English speaking societies of universities in Tokyo, with the help of the former members of the Japan English Student Association, re-established the JESA under the new name of the International Student Association of Japan (ISA). They immediately began to prepare for and succeeded in holding the Eighth Japan-America Student Conference in the summer of 1947 in Tokyo.

The post-war Conference differed from the pre-war ones in two aspects. One is that the American delegates to the post-war Conferences were military or civilian personnel of the American Forces and other American residents in Japan who had student status. An only exception was the Fourteenth

Conference (1953) to which three bona fide students came from U.S.A. Another is that all the Post-War Conferences except the Fifteenth (1954) were held in Japan. This, of course, was not what the Japanese students wanted but it was the best they could hope for.

The first Post-War Conference in America--15th JASC--was realized through the effort of a Cornell University student, one of the three who attended the Fourteenth Conference. On his return home from Japan he got the help of two Cornell students who succeeded in holding the Conference on their campus in November, 1954. It should be specially noted here that this Conference would not have been possible without the assistance of the United States Far East Air Force, which gave the 15 Japanese delegates a free passage on one of its transport planes to and from the United States.

Greatly encouraged by this turn of event, the ISA Committee worked hard the following year and almost succeeded in getting some delegates from the United States, but at the last minute they learned that none of the American students could come because of their inability to raise enough funds to pay for their passage to Japan. Thus, they were forced to give up their idea of holding the Japan-America Student Conference on the pre-war pattern.

Revival of the Conference on Pre-War Scale

Alumni of the pre-war Conference regretted the discontinuance of the Conference in 1941 and have long entertained a hope to revive it on the pre-war scale. As the year 1964 happened to be the 30th Anniversary of the founding of the First Japan-America Student Conference, they considered it the most appropriate year to revive the Conference and began to explore the possibility of realizing it.

Early in 1963 the International Education Center(IEC) decided to assume the responsibility for organizing the Japanese delegation and requested the cooperation of the Alumni in the United States who subsequently organized themselves into an Advisory Committee for the purpose of sponsoring the Sixteenth Japan-America Student Conference. The 16th Japan-America Student Conference, held in June, 1964, at Reed College, Portland, Oregon, welcomed 77 Japanese students representing 29 universities and colleges. It was the first post-war Conference that was conducted on the pre-war plan.

The 17th Conference was held at International Christian University, Mitaka City, Tokyo, Japan and the 18th Conference at the University of Washington, Seattle, U.S.A.

CONFERENCE SCHEDULE

August 3, Tuesday

11:30 - 12:20	Opening Ceremony at IEC.
12:20 - 13:50	Refreshments.
14:00 - 16:00	Move into the Hachioji Seminar House by bus.
16:00 - 18:00	Bath Time.
18:00 - 19:30	Opening Dinner with guests.
19:30 - 21:00	Get-together.
21:00 - 21:30	Chairman's meeting (Conference Chairman, American and Japanese Delegation Chairman, Members of Executive Committee)
23:00	Lights out.

August 4, Wednesday * * * * * August 9, Monday
Conference

August 4, Wednesday

7:30	Morning chime.
8:00	Breakfast.
9:00 - 12:00	Workshop Meeting.
12:00 - 14:00	Lunch with a guest speaker. Speaker: Masao Kunihiro Topic: The situation of Japan in the world
14:00 - 17:00	Workshop Meeting.
17:00 - 18:00	Free (Bath Time)
18:00 - 19:00	Dinner.
19:00 - 20:00	Chairman's Meeting
20:00 - 23:00	Free
23:00	Lights out.

August 5, Thursday

7:30	Morning chime.
8:00	Breakfast.
9:00 - 12:00	Workshop Meeting.
12:00 - 14:00	Lunch with a guest speaker.
14:00 - 17:00	Open Table.
17:00 - 18:00	Free (Bath Time)
18:00 - 19:00	Chairman's Meeting.
19:00 - 20:00	Chairman's Meeting.
23:00	Lights out.

August 6, Friday

7:30	Morning chime.
8:00	Breakfast.
9:00 - 12:00	Workshop Meeting.
12:00 - 14:00	Lunch with a guest speaker. Speaker: Mr. Ichiyo Muto (English "Ampo" Editor) Topic: The recent activity of "Beheiren".
14:00 - 17:00	Workshop Meeting.
17:00 - 18:00	Free (Bath Time)
18:00 - 19:00	Dinner
19:00 - 20:00	Chairman's Meeting.
23:00	Lights out.

August 7, Saturday

7:30	Morning chime.
8:00	Breakfast.
9:00 - 12:00	Workshop Meeting. (The problem of environmental hazards will be discussed from each aspect of the five discussion tables)
12:00 - 14:00	Lunch with a guest speaker. Speaker: Miss Yoko Matsuoka Topic: Chinese internal affairs
14:00 - 17:00	Open Table.
17:00 - 18:00	Bath Time.
18:00 - 19:00	Dinner
19:00 - 20:00	Preparation for Japanese Night and Bon-Odori.
20:00 - 22:00	Japanese Night.
23:00	Lights out.

August 8, Sunday

7:30	Morning chime.
8:00	Breakfast.
9:00 - 12:00	Workshop Meeting.
12:00 - 14:00	Lunch with a guest speaker. Speaker: Professor Alan Turney Topic: Mishima Yukio
14:00 - 17:00	Workshop Meeting
17:00 - 18:00	Free (Bath Time)
18:00 - 19:00	Dinner
19:00 - 23:00	Chairman's Meeting Preparation for Summation Session.
23:00	Lights out.

August 9, Monday

7:30	Morning chime.
8:00	Breakfast
9:00 - 12:00	Summation Session
12:00 - 13:00	Lunch
13:00 - 14:00	Discussion on next conference, and suggestions of next conference. (Personal impression of the conference)
15:00 - 18:00	Preparation for farewell party.
18:00 - 19:00	Dinner
19:00 - 22:00	Farewell party. Performances will be presented by each table group.
22:00 - 23:00	Free and Bath Time.
23:00	Lights out.

August 10, Tuesday

7:30	Morning chime
8:00	Breakfast
9:30	Take a picture in a group.
10:00	American delegates and Japanese delegates leave the Seminar House

CHRONOLOGY OF JAPAN-AMERICA STUDENT CONFERENCE

1934	1st	JASC	Aoyama Gakuin University, Tokyo
* 1935	2nd	JASC	Reed College, Oregon
1936	3rd	JASC	Waseda University, Tokyo
* 1937	4th	JASC	Stanford University, California
1938	5th	JASC	Keio University, Tokyo
* 1939	6th	JASC	University of Southern California
1940	7th	JASC	Tsuda Women's College, Tokyo

POST-WAR

1947	8th	JASC	Meiji University, Tokyo
1948	9th	JASC	Rikkyo University, Tokyo
1949	10th	JASC	Sophia University, Tokyo
1950	11th	JASC	Aoyama Gakuin University, Tokyo & Kobe University, Kobe
1951	12th	JASC	Gakushuin University, Tokyo
1952	13th	JASC	Tokyo Session, Waseda University Hokkaido Session Tohoku Session
1953	14th	JASC	Sophia University, Tokyo
* 1954	15th	JASC	Cornel University, New York

* * * * *

* 1964	16th	JASC	Reed University, Portland Oregon
1965	17th	JASC	International Christian University, Tokyo
* 1966	18th	JASC	University of Washington, Seattle
1967	19th	JASC	International University, Seminar House, Tokyo
* 1968	20th	JASC	Western College for Women, Ohio
1969	21st	JASC	International University, Seminar House, Tokyo
* 1970	22nd	JASC	Stanford University, California
1971	23rd	JASC	International University, Seminar House, Tokyo(Hachioji)

Number of delegates

Japanese	Male	20	American	Male	16
	Female	18		Female	11
	Total	38		Total	27

Session Period 7 days

Note (* Held in U.S.A.)

JASC Japan-America Student Conference

POLITICAL TABLE

Japanese Delegates (8)

Masaaki Kawabata
Yukio Kobayashi
Toshiro Matsuo
Junichi Sugawara
Minoru Umeda
Tadashi Yokoyama
Yukiko Kurihata

American Delegates (6)

Eugene Danaher
Sei Young Rhee
Wolter Witholt
Kristine Chery
Ann Gosline

Chairman: Tesshu Yamagishi

Co-chairman: Richard Kanter

1. GENERAL PROBLEMS

As today was the first day of the conference, we began by considering some general information about the political systems of the U.S. and Japan. The first thing noted was that the U.S. is a union of 50 states, each of which has a good deal of power. The U.S. Congress consists of a House of Representatives and a Senate. Although there are two parties in the U.S. -- the Democratic Party and the Republican Party, party members are not particularly united. In contrast, the Japanese political system is quite centralized. There is a House of Representatives and a House of Councillors. We discussed the election system briefly, particularly some of the problems the system is now experiencing -- for example, the high cost of campaigns and the inequality of rural and urban representation in the House.

Next we compared the Japanese and U.S. systems. The nature of the five Japanese political parties was explained. We compared political movements of students in Japan and America. It was noted that American students seem to work in election campaigns more than Japanese students do.

Next we talked about the freedom of the press. Many of the members of our table agreed that, as citizens, we have the right to know the plans of our governments. The case of the New York Times' publishing the Pentagon Papers was discussed. As for information classified as "top secret", we could not decide what limits should be put on the right to publish. Nevertheless, many members of our group supported the right of publication by the

previous sessions on the China problem, the Vietnam war and the future role of the United Nations.

I. The History of Okinawa

To our regret, we could not analyse the history of Okinawa very well because of the Japanese delegates' lack of preparation. All we realized about the history of Okinawa was the fact that the Okinawans have suffered from continuous oppression. Thus we agreed that we ought to know much more about the history of Okinawa and the bitter situation in which Okinawans have been placed since around the year 1600, so that we can view the problems of Okinawa more seriously and accurately.

II. The Okinawa Reversion Accord

The point was so topical and current that many different opinions were expressed and we recognized again the importance of the Okinawa reversion problem. First, we discussed grave problems such as propaganda on Okinawa's Voice of America, nuclear weapons and poison gas. Most of us were especially concerned about the problem of nuclear weapons because the Reversion Accord does not indicate clearly that nuclear weapons will never be stored in Okinawa. The accord says only that the U. S. will respect the special sentiment of the Japanese regarding nuclear weapons.

We also discussed the basic intentions of the governments on both sides concerning the 1969 Joint Communique of Premier Sato and President Nixon. We recognized the fear that the U. S. may urge Japan to take over the American role in Asia. Japan, too, is beginning to show concern over the security of South Korea and Taiwan. We agreed to oppose such a trend. There was also a discussion on the relation between the Okinawa reversion and the textile problem. It seemed to us that the U. S. is making use of the reversion problem in order to gain advantages in the current textile trade dispute. This point, however, led to the consideration of the economic confrontation which the two countries face today. We debated this, but could not reach any agreement concerning trade liberalization or the dumping problem. We found it necessary to understand much better the economic situation and structure of each country.

In connection with the Okinawa reversion, we talked about the problem of the reversion of the Kuril Islands now held by the U.S.S.R. This problem seems much more difficult to solve than the Okinawa problem when we recall the recent policy of the Soviet Union, i. e., that she wants to maintain her present border lines with Communist China and in Europe.

We also realized how differently America and Japan view the Okinawa

press.

2. THE CHINA ISSUE

Recently, world opinion has been rapidly and drastically changing in favor of Peking. We examined President Nixon's announcement of his decision to visit the People's Republic of China. Many members of the Political Table felt that his decision came out of the bad situation created by the war in Vietnam and also from the narrow defeat of the Albanian resolution at the last meeting of the United Nations General Assembly. Another reason, we agreed, is that Nixon wants to be re-elected in 1972.

We then talked over the problem of Chinese representation in the United Nations. The majority of us supported the entry of the People's Republic of China into the United Nations if Taiwan could be kept from being isolated from the world. We agreed that it would be desirable to have a fair election in Taiwan without intervention by either the Peking regime or the Nationalist Chinese regime.

The third issue discussed was the nature of Japanese diplomatic ties with China. Everyone agreed that, since the establishment of the Communist regime in Peking in 1949, the Japanese government has been taking a dependent attitude, subordinating her own policies to those of the U.S. government. The present Japanese cabinet headed by Prime Minister Sato was given a great shock by Nixon's decision to visit China. We suggested that Japan should change her "wait-and-see" policy and show her own sincere attitude to normalize her ties with Peking. Japan should conclude the state-of-war with China, which is still continuing due to the fact that she signed a peace treaty only with Taiwan (1952).

Next we discussed how Asian security would be affected by China's entry into the United Nations, and what were the prospects of the United Nations in the future. We concluded by proposing that the United Nations be strengthened in order to solve international problems within its organization and not outside it.

3. VIETNAM WAR

We discussed the following items: 1.) the history of the Vietnam War, 2) nationalism and communism, and 3.) the role of the U.S. and Japan in obtaining and maintaining peace in Asia.

1.) The explanation of the history of the Vietnam War -- from the time of the French involvement until the present -- was given mainly by the

American delegates. Many facts from the secret documents recently published by the New York Times were introduced in the analysis.

The power of the American president in carrying out the war has been very strong. This stems largely from the nature of the U.S. political system.

The Gulf of Tonkin Incident was compared with that of the Marco Polo Incident instigated by Japan.

2.) We discussed the situation which might follow the withdrawal of U.S. troops from Asia, including the question of the nature of Japan's actions if Southeast Asian countries subsequently were to choose communism. No final answer was reached, but we agreed that whatever resulted, it would be based on the nature of relations among Japan, the People's Republic of China and the U.S.

3.] We had the pleasure of discussing the third topic with Mr. Tadashi Yamamoto, the executive director of the Japan Center for International Exchange, who visited our table as a special guest. Mr. Yamamoto's contention is that if Japan wants to continue developing her economy at her present pace and seek raw materials and investment security in Asian countries, Japan may be obliged to turn to military expansionism. He maintained that the sudden withdrawal of U.S. forces from Asia would be more dangerous than their continued presence, and eventually, the U.S. might have to come back to this area in even greater force. Thus, the only way for Japan to avoid the same mistake she made in the pre-war days is to establish a much more mature relationship with the U.S., changing the present "father-child" relationship.

Several questions were raised to Mr. Yamamoto by our table. First, if the U.S. military withdraws from South Korea within two or three years, would Japanese troops be dispatched? Mr. Yamamoto answered that this would depend on the state of relations between China and Japan and those of China and the U.S. Second, will the U.S. demand that Japan reinforce her military strength? One of the American delegates answered that the U.S. is now protecting not only her own but also Japanese interests in Asia. Recently, the U.S. has been encouraging Japan to build up her own conventional military strength in order to make Japan protect her own interests. It would seem that this course of action might severely damage Japanese-American relations -- a problem that should be discussed by these two countries now.

4. ENVIRONMENTAL DISRUPTION

As members of the Political Table, we focused on the problem of environmental disruption from a political perspective. First, we agreed that we should always keep in mind that we are part of nature, part of a delicately balanced ecosystem. Despite the truth of this concept, nature has too often tended to be regarded as something apart from the human race, something to be treated as an object to be conquered. This largely comes from the elevating of science and technology to almost the level of a divinity. In the case of Japan, it is urgent that we not lose our global view. Poor natural resources and the rugged topography of the islands caused people to cluster along the sea coast, building their cities and their industries along the littoral. This great concentration of population in large cities has created today's urban and environmental problems.

From a political point of view, many problems were discussed -- for example, election campaigns. Environmental disruption was the main issue in the June elections of this year. K.D.P. candidates stressed the importance of continued economic growth, rather than the limiting of environmental disruptions; conversely, candidates of the opposition parties stressed environmental controls in their campaigns. This clearly illustrates the indifferent attitude of the government and the ruling party towards environmental improvement. Although Basic Anti-Pollution Laws have been passed, they are actually of little use as there are no governmental organs empowered to control factories. Moreover, many loopholes can be found in these laws. To make matters worse, even the Environmental Agency does not have enough money to deal with the problems effectively. In America, drastic counter-measures asked for by President Nixon were enforced and were effective enough to improve the environment. In Japan, however, the government has done nothing effective to improve the quality of the environment. Although governmental responsibility for this has been stressed, cooperation among citizens, factories and the government is necessary.

5. THE OKINAWA ISSUE

Our discussion of Asian security problems was closely related to the

problem. That is, Americans do not seem to regard the Okinawa reversion question as one of their most important problems for far few American are as concerned about the Okinawans, nuclear weapons or poison gas stored in Okinawa. We were reminded that a super-state such as the U.S.A. cannot pay sufficient attention to distant problems. This is a really big problem which should be overcome.

III. Future Problems

We then discussed (1) the analysis of Japan's status quo, especially her Self-Defense Forces, (2) Japanese militarism, (3) the security of Japan and her economic growth, and (4) the security of Asia.

First, the Japanese delegates explained Japan's Defense Forces to the Americans by describing its history, size, composition, and the classified Mitsuya research on military planning. The Americans were interested in discussing whether the S. D. F. is really constitutional or not. It seemed that the American delegates are very much opposed to Japan's present course because they think that strengthening the S. D. F. will only increase tension in Asia.

Secondly, two main opinions were expressed on this point: (1) Peace In Asia cannot be maintained unless the S. D. F. and the U.S.-Japan Security Treaty are abolished; and (2) Japan cannot disarm unless all the other super-powers do so. On these two points we had many questions and a lively exchange of opinions by delegates of both sides.

We also agreed to encourage Japanese aid in Asia. But, the question is how to aid the Asian countries more effectively. One of the possible answers is that we should aid these countries through a multi-lateral organization such as the U. N. so that we can avoid resentment or confrontation between Japan and the other Asian countries.

Concerning Asian security, the American delegates seemed to desire major changes in the present situation. This view may arise from America's recent bitter experiences in Asia. The Japanese delegates with a different viewpoint felt it necessary to approach such problems with a new way of thinking so that will be able to have constructive opinions on Asian security.

SUMMARY

We members of the Political Table realized that we should have prepared much more than we did. For example, we did not have enough statistical data to help us in making our discussions concrete. Also, the exchange of information among the Japanese delegates during the preparation for the conference was inadequate. The Japanese delegates confess that they could not really understand the Americans' negative feelings about their draft system, although they realize it is an extremely important issue with the American students. Part of the failure to understand this attitude comes from the fact that we did not do enough analysis of the status quo of American society.

As for what we got from this conference, first, the Japanese students were extremely happy to know that American delegates want Japan to lead other countries in a sincere effort to realize world peace. Their desire was much stronger than the Japanese students had expected. Also, the Japanese students realized that the American delegates confront "war" with a deeper awareness than do the Japanese delegates; because of this, the Japanese students came to understand their deep anxiety much better. This helped the Japanese students to recognize, too, the peace that there is in Japan and what a valuable thing that peace is. The Japanese students felt very strongly that they should take action with a great deal of determination in order to maintain this peace. Finally, the Japanese students would like to express their sincere appreciation for the earnest cooperation from the American delegates. They would also like to thank the committee very much for the great effort they put forth in organizing this year's Japan-America Student Conference.

Report on the First Session of the Political Table

Wednesday, August 4

After first introducing ourselves, we turned our attention to a brief analysis of the two political systems before attempting to compare them. One American delegate outlined the American system of the Federal union of politically semi-autonomous states and tried to emphasize the effect of this de-centralized system on American politics. Various American delegates stressed the weakness of the national party apparatus in maintaining intra-party discipline since each Senator or Representative was ultimately responsible to his particular state or district. The American electoral process tends to be highly personal, that is, the voting public chooses its candidate by his or her personality and not by his or her party affiliation.

The relative independence of the members of Congress and the lack of effective party control (particularly when there are questions of particular local or regional importance) can also be explained by the way in which American political candidates are chosen before the general election. Very often the voting public can directly decide among the various candidates of any one party in a primary election, or the voters may be indirectly consulted in a state or local convention. Financial support from various sources is necessary, however, in order to finance these contests. This oftentimes serves as a limit on who may run, since financial support from the national party comes only after the candidate has been chosen.

The Table also spent some time outlining the major differences between the Democratic and Republican parties. It was mentioned that the Democratic Party tended to be an amalgamation of many minorities and in general was more liberal than the more business-oriented Republican Party.

The Japanese delegates then explained the basic centralized form of the Japanese national government, with the Diet being the sole law-making body to which the executive branch is directly responsible. They also described the relative positions of the five major political parties, that is, of the L.D.P. and the four opposition parties (the J.S.P., J.C.P., the Komeito, and the Democratic Socialist parties), as well as the possible coalitions between these four opposition parties in local and national elections. Unlike the United States, the government bureaucracy in Japan is strongly identified with one particular party, the L.D.P., which has been the ruling party in Japan since after WW II. The political phenomenon of gakubatsu differs greatly from the American system. Lastly, the Table discussed the role of factions in the inner workings of the L.D.P. itself, and in particular

how local candidates are chosen by the negotiations between these factions. As we noted, this differs strongly with the American system.

The topic then was changed to the role of students in politics in our two countries. American students in electoral campaigns tend to be volunteer workers, while the Japanese students who do work in political movements tend to be paid. It was agreed that American students were more active in such political movements than were Japanese, although it was stressed by several Americans that those students who are active in American politics represent a small minority of the over-all student population. The anti-J.C.P. faction of Zengakuren seemed to most closely approximate the American student movement.

The last topic discussed was the issue of freedom of the press, and in particular the issue of the recent "Pentagon Papers" controversy in the United States. In a very brief discussion it was agreed that the classification of government documents by the government should be limited as much as possible and, if possible, regulated by an independent agency free from government control. The Japanese delegates mentioned a possible analogy in the Mitsuya Research affair, in which the national government attempted to keep secret a rightist attempt at a coup d'etat. At this point the Table adjourned for lunch.

THE CHINA PROBLEM

This topic was divided into five parts:

1. Why did the U.S. have to change her containment policy toward China?

We have seen a transformation of cold war policy (the monolith) theory of communism to a more realistic theory that communism is a result of internal national movements. America finally saw the need to recognize the political realities of the powers of mainland China in comparison with the outmoded Chiang Kai-shek regime on Taiwan. Also, domestic political affairs in the U.S. make it profitable for Nixon to take advantage of "ping-pong" diplomacy. An American delegate mentioned that he thought that the United States was therefore also able to put pressure on the Soviet Union in the SALT talks. Hope was also raised for the possibilities for a Vietnam peace settlement.

2. What about Chinese representation in the United Nations?

American delegates felt that the Peking government was entitled to China's seat, but that the Taiwan government should not be ejected from the U.N. They seemed to favor a one China--one Taiwan solution, since they felt

that the people of Taiwan were not willing to be ruled by the Peking government. At the same time, it was made clear that Chiang Kai-shek keeps control of the Nationalist Chinese legislature by the use of representatives of mainland Chinese provinces--since the Nationalist Chinese government holds itself to be a government-in-exile. Thus the sovereignty--national self-determination--is lacking in Taiwan. One delegate suggested UN-sponsored elections on Taiwan to determine whether an independent Taiwanese government might not be more desirable. It was pointed out that historically, culturally, and economically, Taiwan is far different from the mainland.

3. What about present and future Japanese diplomatic attitudes towards the People's Republic of China and the United States?

It was generally agreed that up to now Japan had followed America's lead in its China policy and in its general anti-communist stance. However, Japan had also become China's leading trading partner. While the opposition parties in Japan have supported the idea of Japan's recognition of China, the Liberal Democratic party, supported by big business, has so far reflected its conservative anti-communist position. It was also pointed out by the Japanese delegates that Taiwan is also very close to Japan economically and legally. Perhaps Japan should loosen these ties somewhat to move closer to the People's Republic of China. There was a general consensus among the delegates that Japan should become politically less dependent on the U.S. The fear was also expressed that Japan would take up the role of Asia's policeman after the U.S. withdrew its military strength from Asia.

4. What is China's view of the United States? And Japan?

It appears today that although the U.S. is still referred to as the number one imperialist in the world China feels it is desirous to deal with them because of ever-growing disputes with the Soviet Union. China also has stated several times her fear of growing Japanese military and economic aggression. China is also suspicious because of the close relationship between the United States and the Liberal Democrats.

5. What does the impending admission of China to the U.N. mean for the U.N.?

The hope is that the U.N. may truly become an international instrument for peace. It was the feeling that although the veto power of the permanent Security Council members should be abolished, China should be given seats in both the General Assembly and the Security Council. However, there was some disagreement on the question of the veto power. Voting in the General Assembly was also discussed. Some delegates felt a weighted vote system was better than the present system. .

OKINAWA, JAPAN AND MILITARY SECURITY

A. History of Okinawa

Since it was commonly admitted that the Americans did not know much of the actual history behind Okinawa, the Japanese Delegation provided the following chronology of events:

During the 1600's Okinawa was gently forced under the sovereign rule of the Satsuma government to become part of Japan. Prior to this time it had been under Chinese rule (Ching Dynasty). The Edo era brought increased hardships to Okinawa's people as they were considered different from Japanese and were exploited by the country and its government. Even in 1868 when the Tokugawa government collapsed and the Meiji Restoration began the people were not any better off, since the policy concerning Okinawa did not change. Racial problems concerned with job discrimination and low pay were mentioned.

In 1945 Okinawa gained the spotlight by becoming a defensive island. As the U.S. forces gained the lead Okinawans were strongly advised to commit suicide in order to conserve food for the Japanese fighting men. In June 1945 hostilities ended and in August of that same year the war ended with Okinawa becoming part of occupied Japan. In 1946 the Ryuku Islands Central Government was established. 1950 was the year of the start of the Korean war and of the escalating of American troops and base operations on the islands. Also forces from Japan were sent to Okinawa to defend the nation in case the Korean struggle spread to Japan. In 1957 the question of residual sovereignty was first decided. In 1969 the Nixon-Sato joint communique was the first announcement of the reversion of Okinawa scheduled for 1972.

Discussion ensued over the point that according to the Potsdam Treaty America agreed to withdraw all of her forces from Japan when Japan regained peace. Most of the delegates agreed that the U.S. should not have occupied Okinawa so long.

The question also arose concerning the history: What about the Okinawan people? Certainly they are culturally different. Are they in favor of reversion? The Japanese delegation agreed that they were. Even though Japan plans to send 6,000 Self-Defense soldiers to Okinawa once America has left. This might be the lesser of two evils as some evidence was cited concerning cruelty of American forces--3 Okinawans were murdered or killed by American soldiers, and there were 66 robberies, 11 rapes, and 1 arson. It seems that disciplinary action that has been taken has been extremely slight. The entire court martial action is usually removed to Hawaii were

it is conducted by written documents, not oral testimony, and is far from the reach of Okinawan demonstrators.

B. Okinawa Reversion Accord and Textiles

There have been problems with nuclear and poisonous gas weapons in Okinawa. Unfortunately, the American delegation had to admit Americans only became concerned when it was suggested that the gas be moved to Oregon. The Americans people seem not to care where the gas was just so long as it stayed. Outside of the United States.

The textile problem was discussed as well as the strange phenomenon of Japanese color TV sets being sold cheaper in the US than in Japan. Although the Americans seemed much more concerned about this both sides agreed to the gravity of this problem. All of the Americans agreed that any of the problems mentioned here (textiles, dumping, etc.) would remain problems partly because of the economic conditions in America and the provincial nature of American politics. Southern textile manufacturers seem worried about textile imports without really understanding which countries are responsible for the imports they are complaining about. It seems possible that Hongkong, Taiwan, and S. Korea may be exporting more than Japan, although without informing nothing can be proved. The American delegates pointed out the unfairness of Japanese tariffs and import quotas, which along with capital investment regulations make Japan perhaps the most protected nation in the world while one of the leading export nations. The huge balance of payments surplus was also mentioned, as was a report of calls for revaluation of the yen. Both the Japanese and American sides agreed, however, that the Japanese tariff and investment regulations needed to be changed (liberalized) but no formal plan was proposed.

C. The Rearming of Japan

Both the Americans and Japanese agreed that there was a possibility that Japan might become nuclear within the next five year, especially if America withdraws all of its troops from Asia, and the present regime stays in power. Reasons for this are the traditional chauvisist ones: the feeling that a strong economic power should have strong military power, including the prestige of nuclear weapons; and the feeling that Japan is very vulnerable to attack and needs these weapons to deter an attack. However, Japanese public sentiment is opposed to nuclear armament, and it is possible that the present Liberal Democratic party might fall if they did pursue such a policy.

Japan's peace constitution (Art. 9) forbids the use of war as a sovereign right. Although this would seem to preclude the right of war in self-defense, war in self-defense seems to be acceptable to 50% or more of Japanese. The proposed fourth rearmament plan calls for a four-year expenditure of ¥5,000,000 million. Although it was pointed out that the Self-Defense Forces have other functions similar to the American Coast Guard or National Guard, the third rearmament plan included such items as 150 new planes, 45 tanks, 90,000 guns, and 49 rockets. In choosing whether or not accept this fourth plan, Japan is in a unique position. Japan is the only country in the world with the choice of rearming like every other country or being the first of the rich nations to realize that expensive and dangerous arms are irrelevant, or even a hindrance, to economic security. The American delegates thought Japan could and should choose this second road. Most of the Japanese weren't sure. One delegate asked why Japan should become an experiment for the sake of the big military powers. However, another Japanese delegate believed that remilitarization of Japan in conjunction with rapid economic growth could be and already is being interpreted by Asian countries as a sign of revived Japanese imperialism. The American delegates were agreed that the dangers of adverse reaction to Japan's economic and military strength by China Southeastern Asian Countries were far greater than the possibilities of an unprovoked attack on an unarmed but unthreatening Japan. It was also suggested that peaceful methods of solving problems like Japan's raw material needs, nationalization of Japanese investments in Asia, and relaxing tension between Communist and non-communist Asia were contingent on a Japan not threatening to back up her economy with military force abroad.

ENVIRONMENTAL POLLUTION

The purpose of this discussion was to discuss pollution in terms of political history and also in terms of the ways in which politics must be used to solve this dangerous problem.

The first topic discussed was the concept of man as part of the ecosystem. Western tradition, especially Christianity, emphasizes man as an enemy or master of nature. As an example, it was noted that the beginning of the Bible is a description of how God gave the earth to Man, for him to enjoy and to master. On the other hand, Oriental tradition emphasises man as a part of nature, but Japan has adopted the Western view since the Meiji Restoration.

Although exploitation of Nature by man has continued for thousands of years, and water and air pollution have plagued Man wherever he has lived in relatively crowded conditions, it has only been since the Industrial Revolution that disruption of the environment has occurred on a large scale. Although Malthus showed that population naturally increases geometrically while resources can only increase arithmetically, it has only been quite recently realized that there is a finite limit to the earth's resources, and therefore, ability to provide man with his needs.

A Japanese delegate remarked that the Japanese public still sees only the visible, more limited effects of environmental disruption. For example, much attention has been paid to the sufferers of the Minamata disease (mercury poisoning) and the Itai-itai disease (cadmium poisoning). Little attention has been paid to the more gradual forms of pollution such as waste disposal, air pollution, noise pollution, and crowding, problems common to all Japanese cities.

Although sufferers from these two diseases have been awarded judgements in the courts, for 15 years, the government refused to acknowledge the connection between industrial waste and water pollution. Rather, for the sake of industrial and economic expansion, the fact of industrial pollution was intentionally overlooked. Forecasters of doom have helped awaken some people in Japan to the larger problems of worldwide environmental disruption, such as pollution of the ocean making fish inedible, population increase, and the resultant political problems like competition for dwindling resources, unpolluted land and water and food, and the possibility of war. In America, Earth Day helped educate a large number of people as to the seriousness and depth and urgency of the problem, but now new anti-pollution strategies have resulted. Most discouraging is the fact that the vast majority of the people in both countries do not see the urgency of the problems.

Anti-pollution movements are weak, disorganized, and ineffective in both countries. In particular, Japan's organizations are isolated and localized, centered around a particular sufferer's claim. Movements in the U.S. are bogged down by different city, state, and federal codes, inability to coordinate counterplans, and red tape. Economic competition for new factories makes it hard to place pollution control in top priority, precisely because anti-pollution laws are a very good way to frighten away a polluting, but economically desirable industry. Furthermore, laws on the books have not been adequately enforced by governmental regulatory commissions, who are often very friendly with the companies they are supposed to regulate.

In the United States class action suits have been started in the courts, to press claims for damage caused by pollution. If only 3 victims get together and form 1 suit, all other victims of the same condition are entitled to the same award. Some feel the courts could be effective in the long run, while others feel that the process is slow and that power and autonomy should be given to regulatory bodies with an overall strategy for anti-pollution.

Some students felt that government controls are impossible in a capitalist system. They were worried that especially in Japan the government should be separated from big business interests. But it is also clear that a socialist or communist country is not free of pollution problems, either. Rather, every state, regardless of ideology, is partly responsible for the worldwide problem of environmental disruption.

ECONOMICS TABLE

Japanese Delegates (8)

Toshio Fujinuma
Reiko Hama
Kazuo Hori
Kensuke Ishibashi
Yasuyo Kaneko
Eiichi Omori
Tatsumi Ōtani

American Delegates (3)

Nancy Andrew
Michael Benefiel
Michael Luskin

Chairman: Tatsumi Ōtani

Co-chairman: Nancy Andrew

Japanese-American Economic Relations

Mr. Otani opened the first session with a report on the historical background and current status of Japanese-American economic relations. He contrasted the tremendous political and economic influence of the US immediately after World War II with its current economic difficulties due to inflation and the Vietnam War. He then described Japan's remarkable recent successes in foreign trade, including a 20% rise in exports during 1970 and foreign exchange reserves of \$7.5 billion. The structure of Japanese-American trade places the US in the position of an underdeveloped country, with raw materials composing about two-thirds of its exports to Japan and finished goods two-thirds of its imports from Japan. In addition, the US has had a trade deficit with Japan since 1965. These conditions have led to economic friction between the two countries, and a protectionist trend in the US has resulted in demands for "voluntary restraints" on Japanese imports (such as the textile agreement that went into effect July 1, 1971). It is also feared that the US will soon call for "voluntary restraints" on Japanese steel, automobiles and TV sets. (Over 17% of the steel and 50% of the TV sets now sold in the US are Japanese-made.)

The US urges Japan to liberalize the trade barriers that now protect many Japanese industries--there are over 120 products on Japan's restricted list--and to revalue the yen upward, thus decreasing Japan's advantage in foreign exchange reserves. To prevent upward revaluation of the yen, the

Japanese government has proposed an Eight Point Plan to lower its tariff barriers and promote the freer flow of capital, but this may not be enough to mitigate the increasing economic tension between the US and Japan.

In the debate following this reports, Mr. Otani frankly expressed his fears that Japan may become economically isolated by future US and European protectionism, and thus be forced to form its own economic sphere in South-east Asia. Miss Andrew objected that such reasoning during the 1930's led to Japanese expansionism. Trade liberalization (including a rationalization of the world economy through free trade that would weed out inefficient industries) and currency revaluation were then discussed as alternatives. Asked to express the US view of this problem, Mr. Luskin openly admitted that the US has been "losing a trade war" with Japan and Europe and must expect the eventual elimination of its less efficient labor-intensive industries such as textiles.

Placing Japanese-American relations in the context of the world economy, Mr. Ishibashi reported on some aspects of the General Agreement on Trade and Tariffs (GATT) and the International Monetary Fund (IMF). Prominent among those mentioned were the shortage of international liquidity, which has been partially solve by issuing international paper reserves called Special Drawing Rights (SDR), and continued imbalance among world currencies, which must be corrected by revaluation of national currencies such as the yen. Mr. Ishibashi also presented several large charts on trends in Japanese and American trade.

The afternoon debate centered again on problems of trade liberalization and currency revaluation, with the consensus that both are eventually inevitable for Japan. In the revaluation process, it was agreed that the least strain would result from the "crawling peg" method advocated by Japanese neo-Keynesians, by which the yen's value would be raised gradually month by month over a period of several years. Mr. Fujinuma also discussed the need for further technological research, concentration on "knowledge intensive" industries, and more effective anti-trust action in Japan.

Damage to the Environment

"Recovery of true human nature has become the primary concern of the present world." After exphasizing this attitude, Miss Kaneko presented basic information on Japan's current pollution problem, which is already among the world's most severe and is steadily increasing in scope and variety. She described the mercury poisoning cases of Minamata Bay(46 dead and over

120 disabled), the asthma caused by sulphur dioxide in Yokkaichi, and the recent instances of cadmium poisoning. She then pointed out that the situation in Japan is aggravated by geographical conditions, a capitalist economic system which emphasizes material growth over social welfare, and general public apathy toward the entire problem. As counter-measures, she urged the strengthening and enforcing of anti-pollution laws, the arousing of a popular anti-pollution movement, and educating future generations about ecological problems.

Mr. Omori added that Japan's tradition of emphasizing industrial development led to notorious pollution cases such as that of the Ashio Copper Mine even during the Meiji Period, but that the Japanese have generally accepted or even prided themselves on environmental changes as signs of progress. The "income doubling policy" of Prime Minister Ikeda was a good example of the Japanese Establishment's emphasis on sheer material production, regardless of human values. Besides this lack of ecological consciousness, the Japanese have a "dual structure" economy in which the number of small and medium-sized enterprises multiplies the difficulties of pollution control. However, some progress has now been made: the Extraordinary Diet Session of December, 1970, passed fourteen anti-pollution bills. Mr. Omori later asked the other delegates to consider the nature and priorities of economic growth as major aspects of the environmental problem.

The other delegates gave further examples of pollution problems in both Japan and America; they then discussed various new devices for pollution control and agreed that much more basic research was necessary.

Mr. Otani urged that Japanese should have a broader view of environmental problems, considering the total world ecology rather than just specific tragedies such as the Minamata Disease.

Mr. Benefiel speculated that the close ties between Japanese government and business may prevent the emergence of strong anti-pollution activity based in the administrative structures, like the effort of Ralph Nader in America.

Mr. Horii raised the question of whether any capitalist society can ever solve its pollution problems, due to its constant emphasis on profit. The American delegates, citing examples of pollution in the USSR, stated that any economic system can choose priorities which result in either environmental damage or conservation.

Since the question of social priorities and values appropriate for post-industrial society had been raised several times, Miss Andrew reported on the currently popular ideas of Charles A. Reich in his book The Greening of

America. Instead of competition, materialism, apathy and subordination to the Corporate State, Reich hopes for a new social consciousness which would rediscover both individual freedom and the value of community, with rational control of technology for human benefit. Reich sees the development of this new consciousness, which he calls Consciousness III, in the present student generation. It is an optimistic view. While several delegates asked about the general validity of Reich's and although his optimism was not shared by all delegates, discussion of The Greening of America was an opportunity for a sharing of challenging ideas about the future.

North-South Problem

The second topic of discussion was the great economic gap between the advanced or "northern" nations and the developing or "southern" nations. Mr. Fujinuma pointed out that many of the latter still suffer from the political and social after-effects of colonial influence, and that mere development of industries will not lead to true national development; increased education, more equitable social system, and the adaptation of traditional values to modern society are all necessary.

Mr. Hori pointed out that the developing countries suffer from differences in their market and demand structure that can cancel out the benefits of foreign trade. Their frequent reliance on only one or two major export products--usually raw materials with high price and demand elasticities--puts their trade at the mercy of fluctuations in world markets and of innovations which may replace the primary products they export.

Discussion centered around problems of internal development, types of foreign aid, and the adjustment of the advanced nation's economies to increased trade with developing economies. Mr. Fujinuma stressed that although 43% of Japan's exports go to developing countries (25% to Southeast Asia), Japan has been disregarding their actual needs and desires. If Japan liberalized its trade policies toward rice and light industrial products, Southeast Asian countries would benefit and Japan's own economy could enjoy the benefits of rationalization. (That is, obsolete, declining industries would expire, being replaced by those more able to compete in an environment of free world trade.) Preferential tariff treatment and compensation loans could also promote the trade of developing countries. Mr. Hori referred to the fact that free trade within the framework of GATT's rules is a "policy of the strong;" Mr. Fujinuma agreed that the Japanese government should be more tolerant toward the protective trade policies of underdeveloped

countries.

The delegates spent considerable time on the question of direct investment in developing economies by multi-national enterprises, a form of "aid" increasingly practiced by Japanese firms. It was decided that such enterprises may help a developing nation to accumulate capital and a skilled labor force, but they must be adequately controlled either by international regulation or by the new "economic nationalism" that tries to keep at least some of the profits in the country where the enterprise is located.

Several basic questions were raised later in the discussion: why does any country give foreign aid? Is capitalism or socialism better for developing countries. Can Japan serve as a model of economic development? And how can Japan overcome the hostility and suspicion of the Southeast Asian nations toward her? In answer to the first question, Miss Andrew replied that hopes for world stability, prosperous future world markets and simple humanitarianism can outweigh short-term economic considerations. Although some Japanese delegates favored socialist economic development, the American delegates hoped that some mixture of the best features of the socialist and capitalist systems could ease the inevitable strains of modernization. It was generally agreed, however, the Japan's unique historical conditions made it an impractical model for others to follow; each country must develop its own economic program to suit its own needs. But even though Japan could not serve as a model for Southeast Asian countries, the Japanese government must give more aid in the form of grants, easy-credit loans, and educational assistance, perhaps ultimately leading to better political relations with Southeast Asia.

Although discussion centered on Japan's role as an advanced "northern" country, the delegates arrived at similar conclusion regarding the United States. The US must also commit itself to the unselfish aid of developing "southern" countries.

SOCIAL TABLE

Japanese Delegates (7)

Kohmin Iwabuchi
Akihiro Nakamura
Miho Amijima
Chie Ōkura
Yuki Satō
Takako Suzuki
Akiko Yamano

American Delegates (6)

Michael Reich
David Sitkin
Eleanor Huddle
Jean Moore
Linda Titolo
Whitaker

Chairman: Akihiro Nakamura

Co-chairman: Eleanor Huddle

RACIAL PROBLEMS

Japan's racial attitudes stem from its previous homogeneity as a culture, with different races introduced to it in its recent history. There are four main groups which experience racial or social prejudice in Japan: Koreans, Burakumin, the Ainu and Chinese.

The 600,000 Koreans living in Japan are the remnants of a cheap labor force brought over before World War II for armament production and other unsavory jobs. While previously the Japanese had sometimes admired the Koreans as agents of Chinese culture, gradually government fostered hatred for them reached the point where, after the 1923 Tokyo earthquake, seven thousand Koreans were killed by military police for allegedly starting the fire which ensued. The present situation differs, of course, but the Koreans in Japan now either persist in remaining Korean, as is evidenced by fifty thousand, or about one third of Korean school-children who attend exclusively Korean schools, or by changing their names in some cases and trying with difficulty to enter Japanese society. The case Kin Kiro in 1968 focused on the problems of the Japanese Korean in his efforts to be assimilated.

Though prejudice remains, as younger Japanese grow up, it is losing ground. In the recent demonstrations for accreditation of Chosen Daigakko, Japanese students joined Koreans in support of their demands.

The Burakumin, or Eta, are descendants of the old class of butchers and tanners created by the Shogun, and traditionally ostricized by the rest of Japanese society. Because of their ancestry, economic position, and the

investigatory tiring policies of Japanese companies, their remain a lower castes in Japan. Their problems are complicated by what seems to be pessimistic inertia in comparison with other groups, and though organizing efforts have been made, they have run into much difficulty.

The Ainu people's struggle differs in that they do not wish to become part of Japan but to continue to live in their own culture as the original Japanese. The fact that they must derive part of their living from the tourist industry adds to the irony of their situation.

The Chinese living in Japan present an ambivalent situation: they are partly admired for their supposed commercial sagacity, yet they find the general consciousness discrimination problem.

America's historical background forms a basis for her present dilemma, in which many racial groups, following the lead of the black people, are pulling out of the "melting pot" and reasserting their own identities. The Civil War has left deep effects in the attitudes both in the North and in the South, as did the post-war Reconstruction.

At the beginning of the Twentieth Century, the feeling of black inferiority was widespread all over the country. Segregation of schools, public transportation, and other facilities prevailed in the South, while in the North, more subtly, the blacks were forced into the center of cities, where they were segregated from white society by their location.

In the late 1950's certain movements sprang up in the South to alleviate the situation. Under the leadership of such groups as the Student Nonviolent Co-ordinating Committee both young northern whites and blacks tried to alleviate the obvious injustices of the South, such as segregation, disenfranchisement, and poor education. SNCC and the other groups met with fierce resistance on the part of some whites, but achieved some successes in both registration and community organization. Partly because of their efforts, Congress passed legislation making the poll taxes and literacy tests illegal, and cutting off federal funds for schools which do not comply with the anti-segregation rulings.

But as white attitudes changed from ignoring or disdaining blacks, so the attitudes of blacks themselves in the struggle changed to one of pride and anti-paternalism. The young whites were asked to leave SNCC, and the black leadership took over. In the cities, the Black Panthers, a revolutionary organization based on the concept of black self-defense against the white establishment, sprang up. Partly due to their rhetoric and partly to media coverage, many Americans have reacted strongly against them. The police have had gun battles with them in almost every large city.

Currently there are many splinter groups to cope with the wide diversity of opinion on racial problems. American blacks and other racial minorities have mounted campaigns for students of their own cultures in the schools. Admission departments of many colleges are seeking out blacks, Mexican Americans, and other racial minorities to balance their student populations. In certain areas of employment there has been almost reverse discrimination in the hiring of minorities. Nevertheless there are still vast problems of employment and salary level for minorities. Racial prejudice is deeply rooted in people's minds hearts and cannot disappear overnight.

In summary of racial prejudice in Japan and the U. S., it exists, but it is being dealt with. It is difficult however, to say whether these solutions will overcome or keep abreast with the enormous problems which prejudice produces.

POLLUTION

The social table began its discussion of the pollution problem with a report on the history of pollution in Japan by the Japanese delegate Miss Miho Amijima. After the Meiji Restoration of 1868, Japan began to industrialize, but before the Second World War pollution was not so much of a problem as it is today. Water pollution was the worst form of pollution in the pre-war period. By 1878, the waters of the Watarase River were badly polluted. But those harmed by pollution did not know how to go about resisting the industries which produced the pollutants.

After WW II, with continuing industrialization and urbanization, pollution continued to increase, and now there are problems with polluted air, food, and water. As pollution increased, so did the people's resistance to the polluters and the government which allowed pollution to continue. In 1960, a popular movement was begun against a large oil conglomerate in Yokkaichi, Aichi Prefecture, where polluted air had caused many to suffer from "Yokkaichi asthma". The first death from this "asthma" occurred in 1964. In May of 1965, the popular movement obtained passage of the first law in Japan granting compensation to victims of pollution. But as business and government are closely allied in Japan, it is very difficult to work against such large companies. The government is, in general, too concerned with economic growth to worry about the people's welfare.

The anti-pollution movement in Japan is growing stronger and more radical. Although fourteen anti-pollution laws were passed in 1970, they require proof of actual harm done by a particular industry; thus, a company which endangers human health by pollution cannot be easily prosecuted. In the same

year, local anti-pollution laws were for the first time allowed to be stricter than the national law. Japanese anti-pollution movements tend to be locally organized, to deal with specific crises, rather than nation-wide. Many people are employed by companies which pollute their air and water; thus, they are hampered by fear of economic repercussions should they oppose the companies. Traditionally accustomed to accepting legislation passed down to them from above, Japanese citizens find it difficult to take the initiative in pushing for legislative action. Most laws passed to date merely provide compensation to the injured rather than protection from harm. Japan needs a leader like Ralph Nader to nationally organize the many small and local anti-pollution movements. Existing anti-pollution laws are full of loop-holes.

Organizations now doing research on pollution problems include the Environmental Agency (Kankyōchō), Tokyo University, the Housewives' Union (Shufuren) and local study groups. Efforts are being made to make children and adults conscious of this problem through school textbooks, open seminars at Tokyo University, and television programs.

Industries are not willing to spend money on anti-pollution devices and small and middle-sized industries cannot afford them, so the government should help the companies to buy or rent these devices.

Following the Japanese presentation, the American delegates spoke on pollution in the U.S.A. Unlike the American Indians who felt a religious kinship with nature, the European settlers held the Christian view that the earth was man's to use as he saw fit. This concept and the vastness of the American continent led the settlers to use the land wastefully, since they felt infinite new land was open to them. The Americans of today retain traces of this feeling and their extreme mobility has kept many from developing attachment to the land and problems of a specific locality. Thus they often lack commitment to preserving an area's natural balance and fail to consider pollution of an area as their own personal problem. Americans have developed a pride in individualism and an attachment to independence of action which sometimes hinders co-operation toward a common goal such as diminishing pollution. Increasing population, an abundance of industry and manufactured consumer goods have brought with them serious oil, chemical, and thermal pollution of the air, soil, food, and water, which are very difficult to bring under control. The problem of disposal of solid wastes, such as containers, automobiles and sewage is also vast. Investigations into these problems are being made by both government and private organizations. Urgent as solution of these problems is, Americans should be wary of their tendency to take rash action and do thorough basic research to

make certain that a seemingly corrective measure will not have harmful side-effects in the future. Some steps are being taken in the form of movements for the recycling of wastes. An example of individual activism is the Chicago Fox, who has collected unpleasants at factory outlets, then, masked, dumped the waste in the same company's luxurious reception room and disappeared, leaving behind only his calling card. There is also a movement to avoid eating the prevalent "processed" foods which are grown, preserved and prettified with various, often harmful chemicals. Instead one should eat "natural foods", produced with as little chemical contamination as possible. Since many of those who work against pollution are young and have a semi-"hip" life style it may be that some Americans will not join the anti-pollution movement to avoid being associated with them.

There are also obstacles to the passage of anti-pollution laws in America, for business interests, fearing a decrease in their profits, exert pressure on the Executive and Legislative branches of government to retard and weaken anti-pollution measures. The government also fears that taxing companies for the real cost (which includes the expenses of cleaning factory wastes and disposal of products) of products rather than, as at present, taxing only the apparent cost (cost of production), will raise the price of goods. This would reduce the ability of American products to compete in world and domestic markets and lead Americans to purchase cheaper products from countries with less stringent anti-pollution laws. U.S. businesses would then move their factories to countries without strict anti-pollution laws and no real good would be achieved. Therefore only an international commission to prevent pollution can be really effective and the formation of such an international controlling body is imperative. As in Japan, publicity, public education and public participation in movements against pollution are necessary. Humanity seems all too capable of psychological adaptation to pollution levels which can destroy its physical organism.

Lawyers in the U.S.A. are among those who work enthusiastically to combat pollution, advising people who wish to use pollution industries. Many organizations print information on pollution but much of the public is too apathetic to take advantage of these materials.

Automobiles produce much pollution both in Japan and in the U.S. Automobile pollution can be lessened in two ways, by the development of cleaner engines (such as electric, steam, rotary, propane, and methane engines) which are being experimented with in both countries, and by greater use of public transportation which is better developed in Japan than in the U.S.

Ralph Nader's Raiders, of course, are the heroes of the American fight against pollution. Their investigations of many facts of the pollution problem and the popular celebrations of Earth Day etc. show a wide-ranging concern for the whole environment which contrasts with the Japanese movement's tendency to focus on local issues. In both countries, scientific expertise is certainly available for the development of techniques for purifying our surroundings but much dedication is needed to surmount public, commercial and governmental apathy.

HIPPIES

The "hippie" movement came about as a result of social, cultural, historical and political factors. In both the United States and Japan, the movement started as a reaction against traditional society. However, because of the differing conditions, the nature of the "hippie" movement of the two countries also differ.

In the U.S.A., many people feel that "hippie" is an overly generalized term; it is vague and meaningless. It is almost impossible to define a "hippie".

Many so-called hippies are merely young people who are anxious to see social change. They work in political ways, perhaps by supporting a political candidate, or in cultural ways, by changing their own ways of life. They feel that such efforts would render their lives a more meaningful experience.

In Japan hippies tend to be an isolated group, and are seen mainly in the Shinjuku area of Tokyo. Some of them come from upper-class families who escape from what they feel are traditional ways of life. Others are from the Japanese countryside, who had come in to find work and then are unable to adjust to the impersonal city life. In both cases, hippies, or "huten", are escaping from society. As of yet, they have not developed a positive philosophy. This was true in the United States perhaps more in the "beatnik era".

The cause of such a difference may be that while Japan has experienced only a limited period of prosperity, America has had a much longer period of time to enjoy material wealth. For the young people of Japan, material wealth is still an enjoyable novelty, while the young in America are finding that it is not enough. The hippie movement is partly a reflection of the movement of young people, frustrated by the inadequate material culture, to find a more meaningful way of life.

In this sense, it is closely connected with other movements, such as

civil rights, the liberation of women, and the protection of environment. It is a humanistic movement in many ways and seeks to solve the problems and evils of a traditionally material-oriented society.

However, negative aspects of the "hippie" movement, such as drug-taking, cannot be overlooked. In the United States, drug-taking has become a big social problem. In addition, not all the hippies are interested in society in a constructive way. Some of them seek only for escape, and are quite apathetic about society that they wish to escape from.

Thus, the "hippie" movement has both positive and negative aspects to it. Perhaps one should not say that it is a movement, but a conglomeration of movements, or reactions, seen among the young who seek for social change.

WOMEN'S LIBERATION MOVEMENT

In the past five years in the United States, the women's liberation movement has gained much popularity. The aim of all women's liberation movements, including the traditional feminist movements, is to fulfill the greatest potentials of the woman as a human being. Today, about two hundred different groups, radical, moderate and conservative, have formed. The largest group today is the relatively conservative group, the National Organization of Women (NOW). It concentrates on specific short-term goals, such as establishing child care centers and attaining equal pay and rights in jobs through specific laws. NOW has been fairly successful in accomplishing some of its goals.

Radical groups say it is necessary to change the "consciousness", character and attitude of women, in what they consider a male dominated society. Their methods include encounter groups and experiments in different types of living and marriage arrangements.

Discrimination against women is found in education. This is particularly true in law and medical schools, where the schools are reluctant to train women, who will later get married and have children, and not practice in their field. Salary discrimination also occurs, although recent federal legislation prohibits discrimination in both hiring and in payment according to sex.

Women often do not have the same opportunities as men to fulfill their potential. This is especially true of a woman who completes college and graduate school and then gets married and has children. She may feel a lack of intellectual stimulation and frustration with her life in the family and the home. Women's liberation movements have helped in this instance, by providing day-care centers, that allow the women to leave their children

there, so that the women may work during the day, instead of staying at home as is traditionally expected of them. This helps them regain a sense of personal worth, allowing them to more fully realize their capabilities.

Because women find their lives dull, many try to live their lives through their children. This creates a difficult situation, because as children become older, they become more independent. When they finally leave home, the mother may feel unneeded and lost. This produces many psychological problems among middle-aged mothers, who are faced with living their own lives, without their children and with their husbands working every day.

Two recent advancements have helped to free women in the United States. First is the availability of contraceptive devices and second, the easing of abortion laws. Many college campuses now provide information on contraception, and there are usually agencies, such as Planned Parenthood where such devices can be obtained. Increased scientific study of the Pill and other methods of contraception promises to provide safer possibilities in the future. Liberalized abortion laws in New York State, Washington D.C. and Hawaii now provide relatively safe, less expensive, (though still too expensive), and easily obtainable abortions.

In Japan, although women have gained equal legal status with men since the War, discrimination in employment continues and traditional attitudes still prevail. The feminist movement began fifty years ago with Seitōsha, the Blue Stockings. Last year, the radical women's liberation movement was imported from the United States. They support the following eight points: (1) the abolishment of the female inferiority complex, (2) the destruction of discrimination between men and women, (3) breakdown of the traditional family system, which is essential for the sexual liberation of women, (4) the abolishment of the American-Japanese Security Treaty, (5) preservation of the liberal abortion laws, (6) abolishment of the Immigration Control Bill, (7) preservation of the anti-prostitution law, (8) preservation of protective labor laws for women, (9) destruction of the capitalist government. The movement is restricted to a very small minority of women, although the public may sympathize with some of their grievances about the position of the woman in Japanese society today.

As our table discussed the changing role of the family in society and the institution of marriage, two questions were asked of the male delegates present: (1) Would you want your wife to be a virgin? (2) Do you think it is acceptable for you to have sexual intercourse before you are married? These questions were asked to see to what extent the double standard

existed among the male persons present. Four Japanese men and one-American man were asked. The first Japanese replied that he expected his wife to a virgin, and that he himself intended to remain a virgin. The second replied that he would prefer his wife to be a virgin, unless he engaged in sexual intercourse, in which case he might marry a woman who is not a virgin, though he preferred she were still a virgin. The third Japanese replied that he felt he had no right to tell his wife what to do, while the fourth said the important thing is that neither person is hurt psychologically. The American replied that he would prefer this wife to have had some sexual experience.

We concluded by asking some questions: What should the role of the woman be in today's society, in both Japan and America? How can women fit into the traditional marriage system and still realize her full potential as a human being? Will basic structures, such as marriage, have to change? If so, how?

SOCIAL WELFARE

In our discussion on Social welfare, the social table dealt specifically with Social Welfare for the aged.

During the Meiji Era, there was the popular saying "Life lasts but fifty years". After World War II, owing to tremendous strides in medical research and also to a substantial rise in the standard of living, the life span of the average Japanese has gone up considerably. Before World War II, the average life span was slightly below fifty years of age but as of the present, it has increased to seventy-two for women and sixty-eight for men. One of the results of this lengthened life span is an increased number of aged people.

In order to comprehend one of the existing problems concerning the aged in Japan, one must refer to a characteristic of the employment system which has been used for along time--that of the early retirement age. Traditionally, the age limit for employment has been fifty-five years of age, and at the present, no court case has been brought against companies to raise the early retirement age. This is true for both government and private business positions, although it is common for both politicians and business executives to continue working long past the normal retirement age.

Traditionally, in Japan, the eldest son has been obliged to care for his parents. As the social structure in Japan changes, the children move away from their parents and it has become increasingly difficult for the children to directly care for their aged parents. A saying has arisen, "ie tsuki,

car tsuki, baba nuki," "with home, with car, without grandmother." This indicates a shift in attitude and practice that places more responsibility upon the old people to care for themselves. High land cost, high apartment rental fees, and a general lack of pension by the companies put people over fifty-five in a dilemma. They are still physically and mentally capable of working, yet society discourages them from doing so, without providing them with an alternative secure role in the social structure. The pensions that do exist, come primarily from the large companies, in a lump sum of about ten million yen, which is usually inadequate, considering the high cost of living, especially in terms of housing. The government is the only major industry that provides a regular pension plan, that pays one-third of the normal salary after retirement.

In Japan, the possibility of working part-time, or especially full-time is not very great, due to the need of companies to continue hiring younger workers. Sometimes, in the larger companies, executives are given positions in smaller subsidiary companies after they have reached the age of fifty-five, since they have a wealth of knowledge that is useful to the company. This is usually continued as long as it is economically profitable for the company. It was generally felt by the social table that this type of practice should be expanded to other positions in the business world, rather than just confining the policy to the executive elite.

After retirement, one way in which the children care for their elderly parents, is to place them in old age homes. These were originally set up by the government, but an increase in private homes has recently started in Japan. The facilities are slowly beginning to improve, partially due to organized groups of older persons that have demonstrated before the government. These groups, known as Old Power, want to improve living conditions, job opportunities and the general psyche of older people. At the present, their organizations have had little effect on the government and are desperately in need of support such as energetic young student support.

A DISCUSSION WITH MR. KUNIHIRO

We were very fortunate to have Mr. Kunihiro, Japan's foremost simultaneous interpreter, over to our table after his lunch-time lecture.

The ensuing afternoon discussion was largely based on questions asked by the group to Mr. Kunihiro.

The first question was, "Why did he support Mr. Miki?" This question was raised because of the seemingly paradoxical fact that Mr. Kunihiro, who claims to be an anti-Liberal Democrat, had once worked for the then Foreign

Minister Miki.

He answered that politics is a dirty business, and as such, the best thing to do is to support the lesser evil in order to weaken to absolute evil. In addition, to change society, it is often more effective to go into the top structures and work from there: In the Japanese game of "bōtaoshi", where people try to push a pole down to the ground, there must be someone who would climb to the top of the pole and insert the last needed pressure to push it down. Thus, he had worked for Mr. Miki as a part of his efforts to weaken what in his eyes seemed to be the absolute evil.

Secondly, we asked him for his opinion on the American student movement as compared to the Japanese student movement.

He felt that the American student movement has affected American cultural and political institutions and behavior patterns to quite an extent, both negatively and positively.

He criticized some of the American methods for handling strikes and other forms of protest, which alienated public sympathy from the students. For example, many Americans, including the less radical young people, were infuriated at the students' treatment of the American flag. Actions like burning the flag, or using it to wipe things with, have partly been the cause of American conservatives' negative reaction to the student movement.

However, some movements have been very successful. One example is the Earth Day movement, which used non-violent positive means to make the public aware of the environmental problem. He pointed out how Dennis Hayes, one of the leaders of the Earth Day movement, symbolically washed and ironed the American flag, which had the effect of giving this group a favorable image in the eyes of the public.

He commented on the global consciousness of the American student movement, as witnessed in the case of the Earth Day movement. This global consciousness has come partly through the mass media and partly through the fact that many young Americans have studied or worked in other parts of the world. This is not the case in Japan, largely because of its insular tradition the homogeneous nature of the Japanese population.

In addition to his criticism of the short-term nature of Japanese student movements, he criticized the students' lack of imagination in handling their strikes. During strikes, for example, students stayed away from classes to protest bad facilities and bad teaching. In his view, it would be much more effective if all the students had turned up at classes. This was actually done at the Sorbonne in France with a great deal of success, for it had become immediately evident that there were too many students

and too poor conditions for teaching.

Many of the short-comings of the Japanese student movement, especially the lack of imagination and original thinking, which are needed to produce a positive and effective force in changing society, stems from the rigid nature of education in Japan. Students must work long and hard for the rigid college entrance examinations. These examinations, uniform in nature throughout the nation, serve as the criteria for entrance into colleges, while extracurricular activities and special talents of the students are ignored. Naturally, such a practice tends to discourage original thinking. The fact that certain universities, such as Wasada, have accepted students who have not done as well on these examinations but who had special talents or skill, and that many such students have later become good, active members of society, shows that there is much to be improved in this entrance examination system.

Although Mr. Kunihiro took a pessimistic standpoint in his analysis of Japanese and American problems, he nevertheless pins his hopes of change in the future on young people.

He told us a New Year's resolution that he made three years ago, which was that he would always try to weaken the absolute evil, and that he would never mind a sacrifice of time in dealing with young people. He stayed and talked with us until six o'clock, and we certainly felt that he fully carried out his second resolution.

EDUCATIONAL TABLE

Japanese Delegates (8)

Eiichi Takai
Junichi Yasutaka
Minoru Yoshida
Hiroko Hagino
Chizuko Hara
Sawako Koshimoto
Keiko Shibuya
Kyoko Yamamoto

American Delegates (4)

Theodore Klick
Samuel Turner
James White
Mary Landolt

Chairman: Mironu Yoshida

Co-chairman: James White

At the educational table three broad areas of discussion were pursued

1. A comparison of educational systems in the U. S. and in Japan
2. The relationship between environment and education
3. The role of education in a society.

As a point of reference from which to project our comments, we began by comparing the formal structures of the Japanese and the American Educational systems.

Japanese schools from primary through college levels can be characterized by what most Americans understand as "Traditional". Primary grades are dominated by female teachers (as in the U. S.), teaching in self-contained classrooms with classes averaging from 30 to 40 students. After 6 years of primary school, Japanese students attend a 3 year junior high school. This system, the co-called "Pasadena Plan" was introduced by the allied occupation forces following the last war.

From junior high school through graduation from senior high school, Japanese education is dominated by a rigid examination system designed to determine who is able to attend the more distinguished schools, and at the college level, it determines who is to enter at all. Competition to enter the better schools are severe and all academic learning from junior high on is directed at achieving a high score on these tests. The subject taught are no different than those taught in U. S. schools (with the exception of Japanese). Students attend classes 6 days a week, wear uniforms and are generally

segregated by sex. The school system as a whole is centrally controlled by the Ministry of Education and a rigid seniority system is adhered to in respect to the teachers. As in the U. S. there is a private school system corresponding to the public school system. Quality of these schools varies depending upon the individual school. There is Compulsory education through the 9th grade.

Without exception the Japanese delegates were critical of the Examination system. Typical comments were:

"It is only a mental exercise."

"It does not develop creativity."

"The present system measures knowledge and not intelligence."

Most delegates were uncertain as to what to replace the examination system with. One delegate suggested abolishing the examination system entirely, making entrance to colleges easier, and graduation from them more difficult.

The Japanese delegates agreed that there is little or no personal contact with teachers in the classroom. Classes at all levels are conducted in the traditional style of a teacher lecturing in front of the class. At the larger universities there is a developing trend toward more class discussions and student involvement in the educational process. One delegate explained the lack of student-teacher dialogue in terms of the overall emphasis of Japanese education:

"Character formation receives little attention in our schools in proportion to the efforts at instilling knowledge."

It was pointed out, however, that at the college level Japanese students take from 10 to 14 courses per semester. Most classes, therefore, meet only once a week, and it is nearly impossible to have discussion-type classes and also lecture material with so little time available.

Social life in Japanese schools is characterized by a highly developed after-school activities program. Students may choose any of a number of clubs which meet after school for several hours. These clubs are organized around a common interest, such as music, sports, language, etc. One student maintained that "the clubs have had more influence in building character than classes which educated the mind, but offered no moral guidance." There is very little social contact with members of the opposite sex through high school and into college, unless one attends a co-educational school. Even in such cases, dating is infrequent.

On the matter of sex education in Japanese schools the delegates were unanimous--there is a general need for more of it, and of high quality. The

delegates stated that most Japanese get their sex education in fragments from secondary sources, and not from either their parents or the schools. The delegates felt that students desire to have accurate sexual education but have a hard time getting it.

American schools differ from Japanese schools on several important points

1. U. S. schools are not centrally controlled, Education quality and standards differ from state to state.
2. There is a greater tendency to experiment with education at all levels in the U. S.
3. Students in college take fewer courses, but spend more time on each subject.
4. Student-teacher relationships at all levels are encouraged and developed.
5. U. S. schools are generally co-ed.
6. There is a high level of student participation in the educational process.

Lack of central control allows for greater flexibility in educational programs. This accounts for the wide diversity of educational experience reported by the American delegates. The delegates also reported on various forms of educational experimentation: architecturally designed school buildings, non graded elementary schools, independent study programs, pass-fail grading in college, specially designed curricula and student-teacher conferences to name a few.

The U. S. delegates noted that U. S. college students take fewer courses but spend more time developing them. Most classes meet 3 times a week, and language and science classes meet often 5 times a week.

Student-Teacher relationships are closer in U. S. schools. Teachers are encouraged to have a good rapport with their students, and class room discussions involving all of the students are the rule. Except for private high schools and certain colleges, most U. S. colleges are co-ed, or in the process of becoming so. Social contact with members of the opposite sex is frequent and informal.

There is a growing trend in U. S. schools for student participation in educational decision-making. Most colleges offer programs for the creative student to "creat" his own major, and student trustees are a growing phenomenon of the U. S. larger universities. Such things as the hiring and firing of teachers, building programs, and tuition increases are now coming under the more direct influence of students.

Sex education in U. S. schools is still a matter of controversy, but

generally speaking, there is always sex education in U.S. high schools, and colleges, and some in primary schools, depending upon the location. University students are encourage to learn about birth control, and every major university has courses on human sexuality.

Dating is frequent and common in U. S. high schools and colleges. The pattern is often found of parents "pushing" their children to grow up too soon, by sponsoring dances and other mixed social events in junior high school. Clubs are available in every U. S. school, but attendance is usually not very large.

In Japanese schools, student power is an unknown concept. There are radical organizations at all of the major universities, but they wield no real power in effecting school policies. There have been several successful student strikes but no on-going power structure for students to "plug into" and remain influential in school administration. Quite to the contrary, U. S. colleges, and recently high schools, have experienced a great amount of student activity leading to greater control of student life by the students themselves. At this point we suspended discussions in order to consider the issue of Education and the environment.

Lack of public education in matters concerning ecology is our biggest problems in attempting to over-come environmental destruction. Such is the opinion of both the Japanese and American delegates at the educational table. Education on all levels of public consciousness is necessary in order to organize effective political action to halt pollution.

U. S. schools are ahead in environmental curricula, but Japanese schools will soon catch up. Already there are seminars at the major universities of Japan concerning these problems, and the newspapers are now starting to pick up the issue.

The delegates sounded a pessimistic note when they expressed the feeling that major disasters were seemingly the only way to really awaken the public to the dangers of pollution.

The delegates sounded educational table feel that education must be useful to society in that it must provide critical intellect which is able to evaluate social values with a view to improvement of the same. There is a dilemma here, in that the critics of our respective societies has been to cut is long hair and put on a suit in order to find employment. With the recent development of various alternative life styles in the larger U. S. cities, it has become easier for the critic of society to maintain his identity and also survive. The situation has been quite acute in Japan in the past,

though, with many radical students either entering big business, or working at a low paying job such as road construction. Many now, however, are finding jobs in journalism political groups, or going into rural areas, and working was drawing to a close, we spoke more informally. We concluded, by finding that Japanese and American motives for attending a university are nearly identical these are:

1. Desire to become better educated
2. Desire to get a degree-status motives
3. Parental Pressure
4. Desire to meet a mate.

CULTURE TABLE

Japanese Delegates (7)

Masaaki Ōtake
Seiichiro Shimamoto
Mariko Ishi
Eri Iwaki
Hiroko Kato
Yoshimi Ushijima
Masako Watanabe

American Delegates (7)

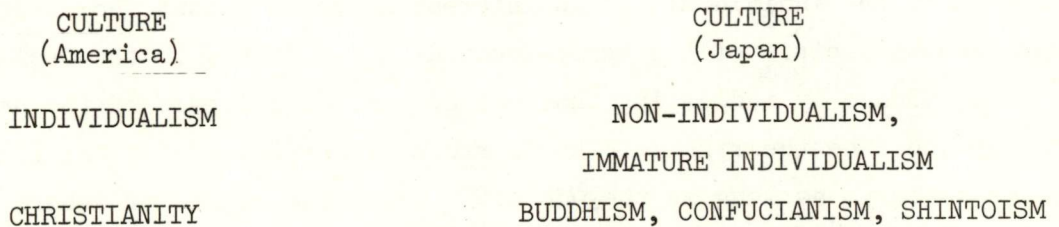
Robert Heideman
Peter Nosco
John Mackenzie
Masaaki Yamamoto
Terese Chase
Deborah Church
Melanie Turner

Chairman: Seiichiro Shimamoto

Co-chairman: Terese Chase

Culture has been defined in many ways. In the broad sense, culture includes the basic concepts underlying all our thoughts and action.

In this Conference we tried a simple approach by which we hoped to send some light on Japanese and American Culture. The outline of our discussion is shown in the following diagram.



We had continued the discussion as seen in the more detailed reports below and also dealt with pollution problems from the cultural point of view.

This summary was completed with the cooperation of Mr. Mckenzie, Miss Chyrch, Mr. Otake and others.

1. INDIVIDUALISM AND CULTURE

Before contrasting the cultures of Japan and the West we discussed how we should define the word "culture" itself. We decided that, if culture is taken to mean the way of life of a people in the most general sense, it is an all-enveloping concept containing the major sub-concepts in the manner indicated below:

CULTURE
PHILOSOPHY OF LIFE

POLITICS, ECONOMICS, SOCIAL SYSTEM

As can be seen from this diagram, we consider that a basic component of any culture is the people's philosophy of life. In our view the philosophy of life can also be called "religion". . . with the major qualification that in the West religion connotes an organized church whereas in Japan such a connotation would be inaccurate.

Although there are many different religious denominations in the U.S., all are basically forms of "Judaeo-Christianity", which stresses the following points:

1. That the individual is the fundamental unit of society, that in a very real sense all the hopes of the society are placed on the individual, and that society a collection of individuals.
2. That each individual has a soul guided by the Judaeo-Christian creed, which stresses that there is one God in heaven rather than many supernatural beings on earth. This creed teaches that men can speak directly to God through prayer and ask forgiveness for sins committed. It also teaches that men should be guided by the writings of the holy men, including the prophets, contained in the Bible, and he is guided in his own mind by his conscience which informs him whether he has violated the dictates of morality. Illustrating the fact that the Judaeo-Christian creed emphasizes the role of the individual, it is interesting to note that Thomas Jefferson expressed the spirit of the early-founded United States in the Declaration of Independence by indicating that one of the basic ideals of the new country would be the right of the "pursuit of happiness" for all individuals in the society, as long as they do not violate the rights of others.

This provision perhaps expresses the basic hope of American society in the personal fulfillment of the individual, "self-actualization," or in Jefferson's words, "the pursuit of happiness."

We of the culture table concluded that the basic philosophy of life in Japan differs from that of the West on the following points:

1. Japanese usually feel that the group is the most important unit in society.
2. That each individual in society has responsibility to his family, his group and his nation, i.e., the continuous perception of "giri" (obligation).
3. That each group functions within the context of the Japanese nation.
4. That the conscience of man in Japanese society is the conscience of the group the reflection of a collective society.

These contrasts between the tenets of the Judaeo-Christian creed and that of Japanese culture all illustrate the quality of individualism in the United States and the corresponding quality of individualism in the United States and the corresponding quality of collectivism in Japanese culture.

Some examples illustrating such contrasts are given below:

1. The first time that the Japanese novelist Soseki experienced a true sense of "individualism" was after he left Japan and travelled to England, where he wrote a famous essay on the subject of individualism.

2. In cases of individuals in Japan harmed by industrial pollution, they have failed to bring action against the government not so much for fear of loss but rather for fear of opposing authority. In the United States legal suits in courts have been brought by workers more often, although fear of retaliation such as loss of jobs has not been lacking.

3. In one of the "Bunraku" plays we saw a woman who cries out within her home against the infidelity of her husband but does little else to stop it. The table felt that this illustrates the lack of individualism among the woman in traditional Japan.

These contrasts serve to point out the differences in attitudes between the Japanese and Americans. The reason for these differences may derive from the fact that Japan is a homogeneous society whereas the United States is heterogeneous. Another reason is that Japan's dense population led to the necessity for organizational cooperation in all tasks (especially rice cultivation), whereas in the United States almost unlimited space and opportunity in the past placed a premium on independent accomplishment. This illustrates that differences in the philosophies of various societies may be due to differences in the conditions people faced in developing their respective way of life.

2. RELIGION AND CULTURE

Proceeding from the premise that religion is one factor in the formation of a value system, we examined the influence of religion first in America, and then in Japan. In the West, Christianity places great emphasis on the value of the individual. Christians believe in one God who created man and earth. They also believe in free will. Due to free will, man is responsible for his actions and consequently capable of sin. Christians also believe that human life and the world are good, not evil and dirty. Although man is basically good, he is weak. Another basic idea in Christianity is that man's soul lives after death, and that his actions in this life will determine his place in the life after death.

In Japan, Shintoism, Buddhism and Confucianism were the three great factors which contributed to the Japanese value system. First of all, we noted that in Shinto there are many gods called Kami. While to many modern Japanese the concept of Kami is merely that of good luck omens, belief in Kami persists today especially in the country side. Of the three types of Shinto, National Shinto has perhaps had the greatest influence. National Shinto originated in the Tokugawa period and developed to the point where the Meiji government could use devotion to the Emperor to control the people. The emperor was believed to be infallible. To this day, especially among older Japanese, there is much respect and affection for the emperor.

Our examination of Buddhism led us to conclude that, because there are many sects of Buddhism, it is difficult to generalize about differing doctrines. However, Buddhism seems to have contributed to the Japanese willingness endure natural disasters and social inequalities. This attitude is in direct contrast to Western concepts of man controlling his environment.

3. POLLUTION ON CULTURAL TERMS

Although we had a wide-ranging discussion, this report will cover only the cultural aspects of it. When we looked back into the history of Japanese anti-pollution movements, we found that most of them have been unsuccessful due to some cultural reason. Our analysis of this is as follows:

A. Japanese attitude toward pollution.

The Japanese people have a general tendency to endure pollution as it were a natural disaster, and therefore have little inclination to research the cause and improvement of the situation.

B. Movements against pollution

The Japanese traditional ways of thinking have hindered anti-pollution movements. A proverb "Nagai mononiwa makarero" (which means 'obey authority') illustrates this attitude well. Moreover in the Japanese value system, modesty has been considered as one of the most important virtues. For these reasons, Japanese have a tendency to accept things as they are. In other words the Japanese have no tradition of claiming their rights as individuals. Even if they find that their rights are violated, they will endure rather than resist when the violator has some authority over them. In this we see that Japanese people lack in the idea of individual rights.

C. Public support of anti-pollution actions

Public support has been weak in most cases. Japanese fear to be isolated from society through being involved in a movement which is against the dominant social value. In this sense Japanese people are self-protective

and a little egoistic. But this also means that once a movement gains popularity strong public support can be expected. These are the conclusions we reached after studying Japanese cases from the cultural point of view. Although the situation is still very lamentable, some improvement was indicated by the successful conclusion of the cadmium poisoning (Itai-itai disease) case after three years in court; the victims at last received compensation. The main reasons for this were as follows:

A. The victims were well-organized and conscious of what they were doing and what they could do.

B. Public opinion favored the victims, lawyers and specialists of many fields gave the victims extensive assistance.

From this we can conclude that when the Japanese people understand the real meaning of individual rights, the situation will be much better, we can see sign of this improvement in the decision on Itai-itai disease case.

OPEN TABLE

ENVIRONMENTAL DISRUPTION (Group 1)

The problem of "Environmental Disruption" was discussed intensively in each table in the morning. We were supposed to talk about it more extensively in the afternoon.

First of all, we discussed the matter of morality which is a very important thing in understanding this problem. One delegate said that the sewage treatment was getting to be a serious matter year by year because of the huge amount of waste products. We consume many things daily but scarcely worry about the sewage treatment at all. Take milk bottles for example; They have been almost all made of glass but the material of the bottles was changed from glass to plastic. This is mainly because plastic bottles are very convenient and advantageous in comparison with glass bottles. But it is a hard job to collect all of them after they have been used. Scientists and engineers are required to make ideas and projects to make use of empty bottles practically.

However, ideas can not solve the problem completely. There are many people who don't have a civic spirit and throw empty cans and bottles away without thinking. Some delegates strongly stated that these actions are connected to the educational problem. Education takes a very important part in this matter because we can't cope with it essentially without educational improvement.

Secondly we discussed Environmental Disruption from the political point of view. The Central Government has made lots of pollution control laws. Almost all of the laws have never worked well. It seemed to be difficult for industries to follow them. The new fourteen laws were passed by the Diet very recently. It is often said they are nothing but the loop-hole laws and have no effectiveness.

One more important thing that was pointed out was the strong ties between the government and industries. As long as there exists this relation, it's exceedingly difficult to solve the problem because of the pressure of industries against the government. So we concluded on this point that we have to cut this relation.

Lastly we entered into the argument of how to solve the problem not theoretically but realistically. Many delegates advocated today's political movement by citizen to be against policy makers and to become a pressure group.

Many demonstrations against pollution were staged in America and had

considerable effect. We should try to imitate U.S. political movements and spread it out throughout Japan. As everybody knows, this the first step. The first step is mighty important. Nothing can be done without the first effort.

ENVIRONMENTAL POLLUTION (Group 2)

I. Report of Political Table

A. Definition of Pollution

1. U.S.

*wider application than in Japan

*air, noise, biological, plant industry,

2. Japan

concept that pollution directly affects the body

B. How political means can be used to fight pollution

1. Japan--difficulties

a. economic connections with government make Japan less independent and pollution control difficult

b. Lack of national laws

c. Local competition of industry

2. U.S.

a. small groups have little power

b. Minnesota--election of anti-pollution governor

II. Report of Culture Table

A. Influence of culture of environment

1. Changing methods of living in Japan

a. bread and potatoes added to rice

b. dangers of polluted rice oil

c. changing in implements

2. Popularity of T.V. and influence on buying certain products

B. Approach to problem of pollution

Differences in East and West

1. Relationship of worker to company

2. Japanese characteristic of enduring misfortune

3. Need for leadership in times of crisis in Japan

4. Americans more consumer--conscious

III. Report of Economic Table

A. Geographical Reasons for Pollution Problems

1. small country

2. large population

3. lack of natural resources

B. Consequences of Capitalism and Industrialization

1. choose a "better life" or continue economic growth

2. differences in attitudes on solutions

a. optimistic

*some companies take minimum anti-pollution devices

*the itai-ita court decision was at least a start

b. pessimistic

*itai-itai disease court payment didn't get to the root of the problem.

*international agreements needed but difference between desires of developed and under-developed countries

*internal problem in poor areas within each country

IV. Report of Education Table and Ensuring Discussion

A. Japanese Situation

1. Awareness of Japanese Public

a. more people know more today, but not enough public knowledge

b. people not aware Japan had reached crisis stage

2. Unwillingness of Japanese newspapers to criticize big business

3. Idealism of Japanese Status Limited to School

4. Profit motive most Decisive factor for business

5. Possible Solutions

a. Education begins a means to get a public movement

b. utilization of women's force, as in the housewife movement

B. United States

1. People aware of crisis, especially after Lake Erie destruction

2. More ecology courses in American universities

3. Influence of Earth Day

V. Report of Social Table

A. United States

1. More social awareness and sense of responsibility for community service

2. Gap between activity of university community and rest of Americans

a. resentment by those Americans in anti-intellectual aspects

b. tendency to unify anti-war and pollution efforts

B. Japan

1. Lack of community service awareness

2. Elite system in university separates students and professors

3. Unwillingness of university students to go into education because of status value of technology profession

4. Difficulty of women to gain employment in teaching profession because of scarcity of jobs
5. No agencies set up to whom consumers can turn or effect change
6. Problems in utilizing education of Japanese women for social change in term of traditional attitudes about women

GENERAL DISCUSSION OF POLLUTION (Group 3)

In the open table discussion of the pollution problem, the representatives from each group summarized their morning discussions. It was suggested that a wise approach would have been to discuss in the mixed group both in the morning and afternoon. This would have allowed more interactions in the mixed groups, instead of the mere reporting that occurred.

- 1) The representatives from the economics table first described the three main instances of pollution in Japan as

- (1) Yokkaichi asthma,
- (2) Minamata disease,
- (3) aching diseases.

They attributed the primary cause of pollution to the nature of the profit system, and mentioned political apathy of the general population as an obstacle to solving the public nuisances. The history of pollution was traced to the Meiji Restoration, which marked the beginning of the ties between the government of Japan and businesses in Japan. Yet, because pollution is world-wide despite differences in political and economic systems, its spread seems to be tied to the priorities of the society rather than to the specific system. They mentioned further possible actions such as research into pollution devises, and the expansion of Japanese protest movements from specific cases to a more general approach.

- 2) The education committee pointed to the extra-curricular seminar at Tokyo University as an example of educating the genral public about the problem of environmental pollution. The seminar at Todai provided a varied approach to the problem, with talks being given by people whose jobs ranged from fishermen to doctors. Another educational project now being undertaken is trips by interested persons to factories while they are in operation. This represents a change in attitude on the part of the factories, by allowing such observations to occur. The education table concluded that the university seems to be acting as the origin of the general public movement, and that the lack of knowledge is the most dangeous hazard to the public.

- 3) The cultural table emphasized the lack of a tradition of dissent in Japan as a contributing cause to the spread of pollution. This, in turn,

was connected to the government's goal of economic growth, which results in harm to both the physical environment and to human life.

4) the social table discussed specific instances of pollution in the United States and their social implications, including air pollution, water pollution, solid waste, visual pollution, thermal pollution, space use, noise pollution, widespread drug use, and population growth. The increase in social consciousness of pollution in the United States was substantiated by changes in various law firms, the rise of various ad hoc protest groups, Earth Day committees, and programs in both the Park Service and the National Education Association. An analogy was made between the body and the environment--that the introduction of an unknown factor into either, such as a drug or a factory, involves a risk that may produce an unhealthy situation.

5) In the report from the political table, fourteen anti-pollution laws passed by the Japanese Diet were mentioned. Unfortunately, the exact nature of these laws was not known, although they were believed to be relatively ineffective, since no independent investigating organization has been established. The close ties between the federal government and the prefectural offices in Japan present a major obstacle to local progress against pollution, since the federal LDP government is usually more conservative than the local governments. The close ties between the federal government (LDP) and big business also prevents effective action against polluting factories.

MARRIAGE AND DATING CUSTOMS (Group A)

The idea of marriage and dating aroused interest among the delegates, especially among the women. During our Open Table Discussion, we have our personal opinions on marriage and discussed the general attitudes and feelings towards marriage and dating in both Japan and America.

According to the Japanese delegates, dating in high school is virtually a rarity because of the stressed importance on earnest studying in order to enter a reputable University. Dating in Japan was said to begin more widely after college entrance. The types of dating in both countries were described, and from the accounts we learned that there are considerable differences as to the kinds of dating. This, we believed, was due to the cultural differences. It was explained that there is much group dating and very early curfews (10:00) in Japan. This is mainly due to the "old thinking", ideas and expectations of the students' parents which are respected and followed.

Dating in the United States was mentioned as being more liberal and starting often in the early teen's. The American delegates also mentioned

that the ideas of live, marriage and dating have changed considerably for the American Youth.

The concept of marriage is no longer the life-long attachment of a man and woman. There are new, progressive ideas being challenged now in America: one being the possible trend towards five-year contract marriages. The Japanese delegates opposed this type of marriage, as they felt that marriage is a very sacred life-long institution.

We also discussed the differences between "Omiai Kekkon" or arranged marriage and "Renai Kekkon" or love marriage in Japan. It was stated that "Omiai Kekkon" is still popular because it guarantees the woman economic security. This way of marriage also offers both marrying persons a clear and complete knowledge of the backgrounds of both families. It was said however that "Renai Kekkon" is increasing among the younger set. Love marriage for students was said to be a handicap, for it decreased the chances of being hired by a reputable firm or being promoted in a company.

One of the American delegates mentioned that in America, (in contrast to Japan) economic security is a secondary factor and that "love" come foremost among the factors for a successful marriage.

We ended the meeting with free discussions, as it was agreed that it is impossible to generalize for individual opinions.

DATING AND MARRIAGE (Group B)

The open table session concerning Japanese and American dating and marriage customs started with a discussion of one view of American life give by a delegate active in the Women's Lib. movement in America. Her opinion of women's role in a male-oriented society were the starting point of an extended analysis of the new thoughts now becoming current in the United States. Such phenomena as trial marriages, more frequent divorces and day care centers for working mothers were mentioned by the several American delegates as being representative of these trends. The Japanese delegates stated that trial marriages (dosei) were still very rare, even among the university students in the larger cities. Unlike American counterpart, a Japanese divorce has more difficulty economically because of both a residual social stigma attached to her divorce and the Japanese economic structure which is oriented to the male bread. The American delegates did admit that the American divorce in smaller towns and in rural areas might have more problems than if she were in a large metropolitan area.

Turning to how a young woman and a young man meet before marriage, the table discussed the traditional Japanese omiai as well as the renai kekkon

which is popular in the West. One delegate from America stressed that perhaps much of the unrest in young marriages in the United States may be attributed to the romanticized love seen in novels and movies which give a false image of married life. Several Japanese delegates explained that the practice of arranged introduction with investigations of both parties' backgrounds was popular because it was so difficult to meet prospective marriage partners socially. It seems that the present high school and college generations are, however, increasingly able to date as in America.

The table also discussed the two popular means of population control, that is, the "pill" and abortion. Unlike in the United States where the pill is very often freely available to college girls and women in general, in Japan the pill is very difficult to find, although other means of contraception are available. The question of abortion centered mainly on the philosophical problems of terminating an unwanted pregnancy as well as the health problems involved. Despite the image often portrayed in the United States, abortion in Japan is not universally available, particularly to women of the poor class.

Toward the end of the session we discussed American dating habits in high school (and junior high school) as well as in the university. Several American delegates noted the trend toward increasingly younger dating as well as a loosening of the traditional "double standard" of morality. The new phenomenon of wed dormitories was also mentioned in connection with the more liberal atmosphere in which young men and women can meet each other.

JUVENILE DELINQUENCY AND DRUGS

Since the number of Japanese delegates was fewer than that in any of the other tables, it might have been a sort of one-way talk discussion from American delegates. What is worse is that did not have much data about this topic, we could not get concrete conclusions.

The following is a brief outline of our discussion.

1. The recognition of the present situation of juvenile delinquency in Japan and America--in relation to the juvenile law.

In Japan, the juvenile law is applied to those who are under 20 years old. The members of the Diet are debating whether this should be lowered to 18 as suggested by the Justice Ministry. This is because the number of cases of juvenile delinquency has been increasing in the past ten years, and also the students movements can be more easily controlled. A nineteen years old boy killed five people, but the criminal law was not applied to him because

of the present juvenile law.

In the U.S.A. each state has its own juvenile law, so the limit age in each state is different.

2. The causes of juvenile delinquency.

- (1) After high school graduation, the youngsters gather in the big cities to work and fit into the social life. They live apart from family and this situation often brings them to the hotbed of vice.
- (2) Education--so many packed into high schools. Some of the outcasts who don't belong to school's clubs turn to drinking, smoking and skipping schools.
- (3) Mass communication--movies, T.V. offer have had influence on children.
- (4) Family raising. In Japan, children up to seven years old are totally free, while in America, they are gradually released.

3. The variety of juvenile delinquency.

As for the violent crimes, they are centered on murder, rape, robbery arson etc., and as for the common crimes, car theft, shoplifting, burglary, narcotics and so forth.

4. Drugs.

In Japan, although so called "Futens--thinner addicts" can be seen in big cities like Tokyo, the drug-addicts are smaller in number than those in U.S.A. This is because obtaining drugs in Japan is harder than in the U.S.A.

Summary

RACIAL PREJUDICE TABLE

The racial prejudice table conducted a very productive and informative discussion on the respective situations in each country. The discussion began with an historical presentation and an analysis of the present situation.

While the American discussion centered mainly around discrimination against the Blacks (by far the largest minority group at 10% of the population), the specific problems of the Mexican-Americans, the American Indians, Orientals, Puerto Ricans and other such group were also covered. But in contrast to these other minority groups, these Blacks are unique in that they did not come to America voluntarily. In addition, although America lacks a tradition of a racial homogeneity, immigrants have nevertheless been primarily caucasian.

The discussion of Japanese prejudice dealt with 5 major groups: Brakumin; Ainu; Okinawans; Koreans; and half-breeds. The discrimination against the Brakumin was considered the greatest problem. Although they are racially pure Japanese (which is not the case with the other groups), they have been considered outcasts through history and have been made the objects of economic and social discrimination. The problem of homogeneity seemed to

be primary in the prejudice against the Ainu, Koreans, and half-breeds, whereas historical and political reasons were involved in the ill-feeling against the Okinawans.

The Japanese delegates were unanimously optimistic about the situation in their own country. They themselves felt considerably less prejudiced than their parents, and against some groups little, if any, prejudice was felt. Despite the very strong pressure of society and tradition in Japanese culture, they felt that with time the situation would alleviate itself.

In contrast, the American delegates were not so optimistic, perhaps because of the greater complexity and wider extent of racial prejudice in their country. Like the Japanese, they stressed the necessity of time and education; but the Americans also mentioned the role of government and legislation in reducing discrimination, particularly in the economic realm. However, it was noted that human attitudes and feelings could not be legislated.

CHINA PROBLEM

- Agenda:
1. China Puzzle at the United Nations General Assembly; U.S. Parliamentary Strategy on the Admission of the Chinese People's Republic.
 2. Present and the Future Prospect of the Admission of the C.P.R. to the U.N.
 3. Japan-C.P.R. Economic Relationship.
 4. Origin and Impact of the Great Cultural Revolution.

Chairman: Mr. Sei Youhg Rhee

The chairman explained the membership problem of the C.P.R. at the U.N. General Assembly with special reference to the shift of the U.S. parliamentary strategies to block the admission of the C.P.R. It was explained that the U.S. strategy from 1951 to 1960 was to defer the discussion of the C.P.R. admission at the U.N. under the "moratorium" device which required only a simple majority vote. After the massive admission of Afro-Asian countries through "package deal" in 1956, 1960, and the subsequent reduction of votes in favor of the U.S. position, it could not rely on the simple majority vote. Hence, the shift of the U.S. parliamentary strategy occurred by entering a draft resolution asking the General Assembly to declare in advance that the China problem was an "important" (substantive) question, requiring a two-third majority. Due to this measure, the U.S. was able to block the admission of the C.P.R. to the U.N.

On the present and future prospect of the admission of the C.P.R. to the U.N. the chairman explained the new proposal of the U.S. to consider the

discussion of the C.P.R. to the U.N. as a procedural matter which required simple majority, while considering the Nationalist China expulsion problem an "important" question requiring two-third majority vote. Also substance of the Albanian resolution was explained.

During the discussion of Japan-C.P.R. economic relationship, it was indicated by a Japanese delegate that the C.P.R. has the highest trade volume in Asia with Japan in spite of the lack of a formal diplomatic relationship.

The origin and the impact of the Great Cultural revolution was also extensively discussed. An American delegate explained the reason why Chairman Mao Tse-tung had initiated the start for the Great Cultural Revolution. Major reasons were outlined as:

1. The worry by Chairman Mao that the bureaucrats and the technocrats were misinterpreting the C.C.P. directive;
2. The fear of the revisionist tendency in Communist China;
3. The challenge of the leadership by the reactionary revisionist leaders like Liu Shao-chi, Peng Cheng, Peng Tu-hui, among others;
4. Necessity to rejuvenate the orthodox revolutionary zeal with the teaching of Mao Tse-tung.

PERSONAL IMPRESSION

POLITICAL TABLE:

I could realize that we Japanese need greater consciousness towards world peace. It is about time that we become accustomed to the global way of thinking. In other words, although it seems almost impossible for human beings to maintain world peace considering the very severe international tensions, real action towards world peace has to be taken on a larger scale. I want to do something for this during the rest of my life.

Finally, I sincerely want to express my appreciation for what the Committee did for us.

Thank you very much again.

(Tesshu Yamagishi)

I was on the political table, and I was the only girl. That made me shy and rather timid. Besides, I'm a freshman and it is quite difficult for a freshman to discuss political problems, it seems to me. Concerning the political table, it was indeed wonderful to discuss serious problems which are shared by both Americans and Japanese. But to my regret, workshop meetings were just for the exchange of information about the two countries because of the lack of preparation. Thus we couldn't spend much time expressing our own frank opinions.

As far as mutual understanding is concerned, to discuss things in a group is quite effective. On the other hand, I could hardly get to know members who were participating on the other tables. As a suggestion for future conferences, something that can be shared by all the delegates, such as a swimming party or any kind of joint work. should be done.

Anyway, after the conference, I'm sure I gained much more than I had expected. When I am a sophomore or a junior, I'd like to do anything I can for this conference, however little it may be.

Lastly, I'd like to express my heartiest thanks to those concerned, especially the members of the executive committee.

(Yukiko Kurihara)

About Conference and Lectures

This conference provided me with a good chance to know the frank and candid opinions of the American delegates. And at the same time, we, the Japanese delegates, could let them understand how we are feeling about the common problems between the two countries. I was especially glad that I could hear opinions on the draft system and on Asian problems from the Americans.

We also enjoyed listening to the lectures which were very unique. They helped the Americans know the problems in Japan and we, too, had a nice chance to hear the opinions of the persons who are now working on the issues.

Lastly, my general impression of this conference is that there is still great need for further discussion to understand each other much more. So I hope the future conferences will help meet this aim, to which I'd like to make a contribution in one way or another.

(Yukio Kobayashi)

I would like to describe the impression which I got at our table. I was stimulated by talking with American delegates because their attitudes on campus are very much different from ours. Also because half of the American participants are from graduate schools, I found a gap between us in Knowledge and method of thinking.

(Masaaki Kawabata)

I have been very impressed with the ability and desire of all the delegates to express and explain their attitudes, especially in areas of conflict. It is only in contrast to others that a person realize his own positions, and their underlying rationale. I feel that the conference has been a success in encouraging everyone to examine his beliefs, and assess their importance and implications.

(Ann Gosline)

The Japan-America Student Conference this summer gave me something. I call it something because it seems to have something to do with the creativity of the conference about which I have been thinking for a long time. We gathered together to share our thoughts and deepen our understandings across the Pacific with eagerness in our beliefs. But the creativity of the conference is still above those things. I feel I could find a clue to reach it in the discussion at Hachioji.

Now I want to cherish it and develop it in my mind, and at the same time exercise it through my action.

(Minoru Umeda)

I am very glad to know that many Americans think just like me. In our political table we talked about many things, but the main point was how to maintain peace in Asia. I'm sure we must contribute to that peace according to our Peace Constitution. Another thing I felt was that the language barrier was bigger than I had expected. I feel I must brush up my English more in order for Japanese and Americans to understand each other more deeply.

(Junichi Sugawara)

For the peace of the future it is required that people think globally rather than nationally. JASC offers a beginning for global thinking for both Japanese and Americans in an attempt to understand the needs of other nations. Personally it was a rewarding experience and should be enjoyed by all.

(Wolter Witholt)

I can't believe we've already spent a week here in Hachioji. I really enjoyed talking with the American delegates, both in discussion and during the free time. I am glad now to have been able to become aware of the fact that our worries are similar or the same, and there's no difference in that we are young. I noticed distinctly during the discussion for Okinawa Issue that we, Japanese delegates are lacking consciousness towards our problem, compared with that of the Americans toward Vietnam. After all the discussions, I keenly felt we, the youth of Japan, have to go forward to maintain peace, and oppose both the adoption of the draft system and the remilitarization of Japan.

(Tadashi Yokoyama)

The conference is almost over. Upon reflection, I have one thing to say sincerely. It is all up to us whether or not the conference is a successful and fruitful one, but what we do after the conference is finished is more significant. We have to do something to make the next conference better than any other conference ever held. Concretely speaking, what we can really do is to announce or inform the significance

of this conference. Over several years, I am sure that the conference will improve greatly.

(Toshiro Matsuo)

Writing today on the last day of the conference, I can't help but be struck by the tremendous changes which have occurred among the members of both student delegations. Just one short week ago, we were strangers to each other and yet I feel today like one member of a group of close friends. The only sad part about this conference is that it must end so soon, just when everyone has come to know one another. Perhaps next year's conference can be scheduled for ten days to two weeks with additional free time interspersed among conference activities.

The 23rd Conference was successful also in achieving its stated goal of furthering "mutual understanding" among participants from the two countries. The table system of discussion lent itself quite well to exchange of personal opinions, although fairness would seem to require making Japanese the second official language next year. I was impressed by the fact that the delegates all seemed to be in general agreement on the broader issues before them, particularly pollution. It is important to not accept this general consensus but instead, we must focus on why our opinions might differ in emphasis or direction.

It is very difficult to express in words how this conference has changed my own perceptions and opinions of Japanese and American youth. While I don't think that I needed to completely reject anything I had previously thought to be true, I am very much aware of many, much more subtle changes. This conference will be a strong stimulus for me to learn much more about Japan and about her language and people.

(Eugene Danaher)

I was quite impressed by the high quality of the Japanese students. English as the official language of the conference did not hinder most of the Japanese delegates of the Political table. However, having been exposed to the American educational system for quite a while, I have come across the following observations of the Japanese students' weaknesses during the discussion:

1. Japanese students lack logical reasoning,
2. often tend to be repetitive and make redundant arguments in a circular motion,
3. do not substantiate their statements with supporting facts.

I found it most frequently during our discussion of the U.S.-Japan textile issues.

On the other hand, American students jump in the middle of the Japanese students' discussion and oftentimes Japanese students cannot reciprocate in a like manner. However, one has to consider that among the American students the graduate students who were familiar with the small group discussion method far outranked the Japanese students.

In general, it was a very rewarding conference. Throughout the whole session the discussions were carried out in a very congenial atmosphere and both Japanese and American delegates have shown extraordinary enthusiasm to understand the various key issues of Japan-American relations. Also luncheon speakers were quite good and they gave inspiring speeches. My host family was very kind and it was a really comfortable home stay plan. My only complaint for the conference is that it was too short.

(Sei Young Rhee)

SOCIAL TABLE

It is hard for me now to sum up the impressions I got through this conference. Time has flown so quickly, leaving me a lot of memories. Tomorrow we are going back to our own life, but this should not be our goal. Our conference is a newly born baby. [Now we are starting for the future to bring up this baby.....

Arigato to all.

(Chie Ōkura)

Although I was not so active in discussion, I was much impressed by this conference. Everything was new to me, and all the members of the table I belonged to were very friendly.

I believe this conference will be a constructive bridge towards bettering understanding between each country.

(Kohmin Iwabuchi)

Throughout all the talks during this shortest week, I'd like to congratulate all of us on the great success we had at this conference. I wish I could express this exciting feeling! Now I'm going to start using the ideas I gained at this year's conference. I can't wait till

next summer and the summer after next!

See you then!

(Yuki Sato)

It was a very big problem to choose topics and determine to discuss them, though I think it is a kind of problem which must be determined by the table members. I truly regret that I could not contribute more to the conference, nevertheless I learned a lot.

(Akihiro Nakamura)

The Conference was both instructive and enjoyable, and I thank all those who worked to make it possible. The speakers were excellent and the student discussions, I'm sure, held surprises for the participants from both countries. I do feel that the table discussions could be improved if the Japanese and Americans made up the agenda jointly and communicated it to the delegates well in advance. At my table only the Japanese had prepared reports; the Americans spoke of their own opinions and experiences.

The evening entertainments were lots of fun, especially Japanese night and the farewell "performances". The beautiful setting of Hachioji Seminar House made it easy to make friends even when there was no formal gathering. It would have been nice to have an afternoon off for sports or hiking. Acquaintances could be widened by putting people from different tables together as roommates. My host family was extremely kind, and I hope that they and the other people I've met during the past 10 days will be my friends for a long time. I am very enthusiastic about the Conference and hope it will be as successful next year, in the U.S.A.

(Jean Moore)

One session at the social table was spent on the problem of prejudice, and one of the conclusions we reached was that it stems partly from lack of correct information.

In an analogous way, it seems to me that many of us students now feel considerably more enlightened, thanks to the conference, about issues in which we were knowingly or unknowingly in the dark. If I could relieve life again, I would gladly give hours of lost sleep to

ECONOMIC TABLE

I was very surprised by the friendly atmosphere of the delegates from both America and Japan, especially on my birthday. I really thought that this was helpful for knowing what Americans are thinking and what the American way of thinking is. This experience will surely be one of the best memories of my life.

(Kenji Horii)

I got up this morning to find that I have to leave Hachioji after enjoying 168 pleasant hours with the Japanese and American delegates.

Although I am going to graduate next year. I just feel like going back to my freshman or sophomore days so that I can attend this conference again. This is surely not a temporary memory in summer, but a life long one for me.

(Kensuke Ishibashi)

This is the first time that I attended this kind of a conference. Before I came to this place, I wondered what the conference would be like and what would be going on. Now, looking back on the past seven days, I strongly feel that I've got a lot of things which would be of a great value for my future, through the workshop and table discussions with American delegates. And I feel now that there is not so big a gap between Americans and Japanese. And I think that this kind of conference is really a good experience for the students. So I really hope that the Japan-U.S. conference will continue for a long time.

Thank you, everyone.

(Eiichi Ōmori)

I could really have a good time not only with American students, but Japanese students as well. Though I was not confident whether or not I was able to make myself understood sufficiently in English to the American students, I am glad to say that I could exchange my views with others, mainly regarding economic issues, as actively as possible.

I would like to express my hearty appreciation to the Committee members, who devoted themselves to the success of this conference.

Finally, I hope this conference has made a great contribution

forwards realizing mutual understanding and friendship among the students of both countries.

See you someday!

(Tammy T. Ōtani)

It was quite a good opportunity to talk about some topics or problems with students from the U.S.A., as well as, fellow Japanese student. Such valuable and significant experiences, seldom to be had in my life, will be stored in my mind for the rest of my life.

(Reiko Hama)

I was surprised to learn that most of the American delegates were good Japanese speakers. Some of them could even write Japanese kanji. Many times Japanese and English were combined in conversations between the American and Japanese delegates, and this sometimes occurred even when two American delegates spoke with each other. So fortunately or unfortunately, in daily life I had less chance to speak English than I had expected before the conference.

(Yasuyo Kaneko)

About the Conference

a. The table I attended:

I attended the economic table. Every member of our table had a positive contribution to the discussion. But sometimes I felt that our discussion was rather superficial, mainly because we Japanese delegates have not had much opportunity to discuss international problems.

Nevertheless, I learned many things through this conference and had a pleasant time.

b. Open discussion and lectures:

I appreciated the open discussion and guest lectures. If we related to each table, we could have had much more contribution to the lectures.

I am very happy that I could have an opportunity to attend this conference. I could have a good experience and the one week life at Hachioji affected my thought a great deal. Before closing, I want to say "thank you" to the Executive Committee members of this conference.

(Toshio Fujinuma)

I was much surprised by the different way of thinking of the

American delegates, although I had imagined it before. It was a very good experience for me to have lived with native speakers of English for a week. I didn't speak so much at the conference, but, it was significant to be able to listen to the many good opinions of the American students. I hope this conference will be a good opportunity for both Japanese and American delegates not only to improve themselves but also to contribute towards mutual understanding.

(Kazuo Hori)

As I have participated both in the 22nd and the 23rd annual Japan-America Student Conferences, I think I am exempt from the charge of immodesty if I assert my satisfaction, indeed, pride, in this year's American delegation to the JASC. Over 50% of the American delegates came to Hachioji with some introduction to the Japanese Language. Some half dozen had conversational ability. If I was somewhat disappointed that the number of American delegates did not equal that of the Japanese delegates, I was pleased that our group did have a certain amount of regional and institutional diversity.

One measure of the success of the JASC is always the material that comes to be published in the Bulletin. I believe this year's journal will contain reports of uneven quality. This unevenness, I believe, is the product of a lack of awareness of the direction of discussion at the outset of the conference among all the delegates and the hurried last minute effort that the schedule necessitates. If we could direct ourselves consciously toward a kind of discussion that would lend itself to short summary, I think the quality of the written reports might improve substantially.

Of course, the content of the Bulletin is not the only, and I think not the most desirable, goal of the JASC. One of its purposes can reasonably be described as providing the opportunity for Japanese students of the English language to try their skills on more challenging material than may be common in the curricula of conversation schools in Japan. This is not a goal that anyone needs to defend, I believe, but I also think that the direction toward the use of as an "official" language of the conference is in the interests of all concerned.

This year's conference gave American students the option of trying to participate in a discussion of dating and marriage customs in the Japanese language. The final discussion of the economics table was

conducted in Japanese. I urge that the movement in the direction of freer use of Japanese be encouraged by future publicity and selection committees. Not only considerations of equity, but also considerations of the interests of Americans struggling with Japanese, seem to me to support the continuation of the trend toward bilingualism.

If I have any suggestion for the executive committee of the 24th Annual JASC, it is that information about the nature and scope of the conference be provided to applicants for the American delegation. The information might constitute a "model" report or a copy of this year's agenda. In any case, it should be information specific enough to guide research and to help delegates form appropriate expectations about the conference before they arrive.

All of the foregoing may be regarded as preface for the fervent statement of personal gain that I would like to make here. For two years, the JASC has been my means of meeting exciting, stimulating, and friendly Japanese students. Outside the confines of the necessary agenda, conversations are limited only by the need of all of the delegates for short periods of rest. And as some of the delegates demonstrated this year, even sleep can sometimes become less important than continuing conversations, careful editorial work, and the sharing of time together that leads to friendship. From the first bath we took together on the day of our arrival in Hachioji to the sayonara party's group antics, each one of us had an amazing opportunity to meet one another, share ideas, and learn. I would like to express my thanks to Bill Carter, Eugene Danaher, Glen Fukushima, and the staff of the International Education Center in Tokyo for making the conference itself possible. And I would like to send my warm good wishes my friends from the 22nd JASC and my new friends from the 23rd JASC.

(Michael Benefiel)

EDUCATION TABLE

Although this conference had a few troubles, it was a big success. I could exchange opinions and I could understand what Japanese and American delegates thought about. I hope every delegate received a good impression throughout this conference. Thanks to the Executive Committee and all the delegates.

(Eiichi Takai)

I was very happy to attend the conference. It was significant for us to exchange our opinions freely without any restrictions. While talking as well as living with American students for a week, I could learn about America more than ever. But I was sorry that I could not help American students understand about Japan more fully because of my lack of ability and knowledge. How much I do not know about my own country! To study more about Japan is what I should do right away.

(Sawako Kishimoto)

It was my desire from childhood to go to the U.S. some day. And never has this feeling been as strong as now, after this conference. Having had previous chances to meet Americans, I thought I knew about their national attitude quite well. But how wrong I was! Now, I feel quite a shamed of being so conceited. Never did I have the feeling before that the U.S. is such a vast and varied country. I just can't wait to go and see the good and bad aspects of this country.

(Junichi Yasutaka)

I could enjoy myself participating in this conference as much as possible. I want to tell my friends how significant it has been to take part in this conference. I do wish the length of this conference could have been much longer, so I could have deeper contact with delegates of both sides.

A million Thanks to the Committee.

(Keiko Shibuya)

As I had expected, there was difficulty in language. Although, I had several things I wanted to talk about, I sometimes found myself troubled with English. I sometimes maybe misunderstood, and was misunderstood sometimes, too. Actually, however, I enjoyed talking with the American delegates as well as with the Japanese. The biggest event for me was that I could experience the closest relations I'd ever had with young American men. It pleased me very much that there were a few who have the same pessimistic feeling towards the life of human being as I have. The time I enjoyed most was when we got to the core of the problem, and tried to get it straightened out. I am pretty sure that the experience I had at Hachioji will make me go on thinking of social problems, as well as of my life.

(Minoru Yoshida)

This conference has been one of my most impressive experiences. Although many Japanese students are spending much time learning English, we could have a few opportunities to associate with native speakers of English, especially with people of the same age. As for me, the period of the conference has been short. When I began to feel at ease talking with others, it was almost the end of the period. I think if the conferences were longer, it would promote much more understanding and friendship among the people.

(Hiroko Hagino)

I know that I will never forget this experience!

The most precious result of the week discussion was that I had a place for concentration: concentrated study and the sympathetic companionship of fellow students. Through discussion and even chattering, I was able to learn, not only about the problems we are all facing, but also about human relationships. And what impressed me especially was those who were true to their real selves to form their own opinions, even if these opinions were not acceptable to the majority.

I am looking forward to meeting you again!

(Kyoko Yamamoto)

I am very glad to have been able to attend this conference and exchange our opinions not only with American students but also with other Japanese students. I think I learned a lot from various people.

Actually I was surprised to find that my ideas had been much more influenced by the Japanese way of thinking than I had thought. From now on, I would like to try my best not to hesitate to do what I believe is right.

(Chizuko Hara)

the green and the rain of hachioji
bang! the concrete upside-down-cake building we gathered in
on a hill over a valley with the mountains in the distance
out of the tokyo steambath
summer..
good place to relax
share ideas
meet new people
count the stars at night (you can see them in hachioji)
singing japanese songs we hope to someday understand
going home at night to little cabins and japanese roommates
feeling comfortable in a new culture
knowing we'll continue friendships begun this summer
taking what we heard and said and trying to integrate it into our
actions
wondering if anything concrete will come of anything..
but
digging the japanese breakfasts
and wolter in his cut-offs watching the formal flower arranging..

too short
not enough time to relax and enjoy..
so the beach camping trip idea was born
and a number of us helped to deliver it..
clear cool saltwater warm sun sprinkle of rain
getting to know friends better by sharing daily tasks
picking up a million years of trash
(and those hikes up and down and down and up that hill!)
oh yes
have you ever swum at night in the pacific ocean off the coast of japan?
the plankton sparkle as you swim..

oh, we hope the conferences will continue, yes, and that we can set
up as good a conference in america next year..

- norie huddle and michael (bosa-bosa) reich -

LIST OF THE ADVISORS

ITABASHI, Mr. Namiiji Chairman, Board of Trustees
International Education Center
21 Yotsuya 1-chome, Shinjuku-ku, Tokyo
Phone: 359-9621

SAITO, Mr. Minoru 1-202 7-chome, Narashino-dai Danchi
Funabashi-shi, Chiba-ken
Phone: (0474) 67-5217

CARTER, Mr. Bill 68 Dana St.
Cambridge, Massachusetts 02138
U.S.A.

Student Advisor

UMEGAKI, Mr. Masao 2015-4, Ikuta
Kawasaki-shi, Kanagawa-ken

NAKAYAMA, Mr. Tomoo 1452 Kita-terao, Tsurumi-ku,
Yokohama-shi, Kanagawa-ken
Phone: (045) 581-4113

SAKAINO, Miss Ayako 2-19-4 Himonya
Meguro-ku, Tokyo
Phone: 712-5428

LIST OF THE EXECUTIVE COMMITTEE

1. Mr. Isamu Gunji
(Conference Chairman) 3-4-19, Minami Ikebukuro, Toshima-ku, Tokyo
Phone: 982-0762
Musashi Institute of Technology, Senior
2. Miss Junko Aikawa 1275-3, Miyazaki, Kawasaki-shi, Kanagawa-ken
Phone: (044) 86-4018
Chuo University, Senior
3. Mr. Masaichiro Inoue 4-11-14, Mejiro, Toshima-ku, Tokyo
Phone: 951-2609
Keio University, Junior
4. Mr. Haruki Iriyama 1-10-16, Nishiogi Minami, Suginami-ku, Tokyo
Phone: 334-6588
Chuo University, Junior
5. Miss Eriko Kuratsune c/o Seirei-ryo
1-6-19, Higashi-machi, Kichijoji,
Musashino-shi, Tokyo
Phone: (0422) 22-9648
University of Sacred Heart, Senior
6. Miss Sakie Tachibana 5-6-15, Yawata, Ichikawa-shi, Chiba-ken
Phone: (0473) 34-5060
University of Sacred Heart, Senior
7. Mr. Yasushi Tatsumi c/o Kosai Insatsu-ryo
3-861, Matsudo, Matsudo-shi, Chiba-ken
Chuo University, Senior
8. Miss Mariko Nakano 2-3-18, Nakajujo, Kita-ku, Tokyo
Graduate, The Japanese American
Conversation Institute
Phone: 900-9763
9. Mr. Steve Baeney 7-16, 2-chome, Mejiro, Toshima-ku, Tokyo
Phone: 983-4021
International Division of Sophia University
10. Mr. Glen Shigeru
Fukushima c/o Mr. Katagiri
1-4-9, Minami Azabu Minato-ku, Tokyo
Phone: 452-2650
International Center of Keio University

17920 Evelyn Avenue
Gardena, California 90248
U.S.A.
Stanford University

LIST OF THE JAPANESE DELEGATES

Male:

- | | | |
|--------------------------|----|---|
| 1. Mr. Toshio Fujinuma | E. | Tokyo University of Foreign Studies
Sophomore
3-19-15, Higashi-tateishi,
Katsushika-ku, Tokyo-to |
| 2. Mr. Kazuo Hori | E. | Yokohama City University
Junior
705-3, Karasawa, Fujisawa-shi,
Kanagawa-ken |
| 3. Mr. Kenji Horii | E. | Kwansei Gakuin University
Junior
2-7-11, Kita-kasugaoka,
Ibaraki-shi, Osaka-fu |
| 4. Mr. Kensuke Ishibashi | E. | Kwansei Gakuin University
Senior
1159, Sugigaoka, Miwa,
Sanda-shi, Hyogo-ken |
| 5. Mr. Kohmin Iwabuchi | S. | Shizuoka University
Junior
c/o Mr. Kondo
29, Nanaban-cho, Shizuoka-shi,
Shizuoka-ken
Home: 38, Fudan-cho, Mizusawa-shi,
Iwate-ken |
| 6. Mr. Masaaki Kawabata | P. | Kwansei Gakuin University
Senior
c/o Mr. Nakai
Miyanomae-cho, Arashiyama,
Ukyo-ku, Kyoto-shi, Kyoto-fu
Home: 330 Mantomi, Seto-cho,
Akaiwa-gun, Okayama-ken |
| 7. Mr. Yukio Kobayashi | P. | Kwansei Gakuin University
Senior
888-4, Katsuragi-cho,
Kishiwada-shi, Osaka-fu |
| 8. Mr. Toshiro Matsuo | P. | Nanzan University
Junior
5, Takiharuru-cho, Minami-ku,
Nagoya-shi, Aichi-ken |

- | | | | |
|-----|-------------------------|-----|--|
| 9. | Mr. Akihiro Nakamura | S. | Chuo University
Junior
3-16-4, Yanaka, Taito-ku,
Tokyo-to |
| 10. | Mr. Masaaki Ōtake | S. | Yokohama City University
Junior
345, Minamitanaka-cho,
Nerima-ku, Tokyo-to |
| 11. | Mr. Tatsumi Ōtani | E. | Meiji University
Sophomore
c/o Mr. Handa
5-115, 7-8, Arakawa
Arakawa-ku, Tokyo-to
Home: 816 Nishijima, Fukaya-shi,
Saitama-ken |
| 12. | Mr. Eiichi Ōmori | E. | Yokohama City University
Junior
c/o Mr. Aizawa
2-20, Magane-cho, Minami-ku,
Yokohama-shi, Kanagawa-ken
Home: 568, Eiwa, Urawa-shi,
Saitama-ken |
| 13. | Mr. Seiichiro Shimamoto | C. | Tokyo University of Foreign Studies
Sophomore
c/o Koyokan
4-524, Makuhari-cho,
Chiba-shi, Chiba-ken
Home: 2-8-105, Chigusa,
Takarazuka-shi, Hyogo-ken |
| 14. | Mr. Junichi Sugawara | P. | Yokohama City University
Junior
c/o Mr. Ishiguro
155, Mamekuchidai, Naka-ku,
Yokohama-shi, Kanagawa-ken
Home: 9-11, Soekawa-cho, Sanjo
Nara-shi, Nara-ken |
| 15. | Mr. Eiichi Takai | Ed. | Meiji Gakuin University
Freshman
4-1, Yotsuya, Shinjuku-ku,
Tokyo |
| 16. | Mr. Minoru Umeda | P. | Doshisha University
Junior
c/o Mr. Arai
73, Higashiwakamiya-cho
Kuramaguchi, Omiya, Kamigyo-ku,
Kyoto-shi, Kyoto-fu
Home: 493, Yakuoji, Tawara-cho,
Isoki-gun, Nara-ken |

17. Mr. Junichi Yasutaka Ed. Tokyo University of Foreign Studies
Sophomore
5-16-25, Kamiyama, Setagaya-ku,
Tokyo-to

18. Mr. Tesshu Yamagishi P. Waseda University
Graduate
c/o Ariakeso
1-45-1, Yamato-cho, Nakano-ku,
Tokyo-to
Home: 1-11, Higashishimizu-cho
Sabae-shi, Fukui-ken

19. Mr. Tadashi Yokoyama P. Kwansei Gakuin University
Senior
c/o Mr. Tomekichi Kita
Yamate-cho, Kamigahara,
Nishinomiya-shi, Hyogo-ken
Home: Suda, Takuma-cho,
Mitoyo-gun, Kagawa-ken

20. Mr. Minoru Yoshida Ed. Saitama University
Senior
c/o Segen-ryo
Shimo-okubo, Urawa-shi,
Saitama-ken

Female:

1. Miss Miho Amishima S. Japan Women's University
Freshman
2-31-7, Kyodo, Setagaya-ku,
Tokyo

2. Miss Hiroko Hagino Ed. Shirayuri Women's College
Junior
c/o Shirayuri Women's College
Gakusei-ryo
1-25, Midorigaoka, Chofu-shi,
Tokyo-to

3. Miss Reiko Hama E. Sophia University
Graduate
c/o Mr. Maruyama
2-10-18, Hiroo Shibuya-ku,
Tokyo-to
Home: Suita, Itano-cho,
Itano-gun, Tokushima-ken

4. Miss Chizuko Hara Ed. Tsuda College
Junior
6-20-25, Saginomiya,
Nakano-ku, Tokyo-to

5. Miss Mariko Ishii C. Tokyo University of Foreign Studies
Senior
2050, Shinohara-cho,
Minato-ku, Yokohama-shi, Kanagawa-ken

- | | | |
|---------------------------|-----|--|
| 6. Miss Eri Iwaki | C. | Ochanomizu Women's College
Senior
3-44, Nishiohkubo, shinjuku-ku,
Tokyo-to |
| 7. Miss Hiroko Kato | C. | Tokyo Women's Christian College
Senior
5-29-6, Kameido, Koto-ku,
Tokyo-to |
| 8. Miss Yasuyo Kaneko | E. | Tokyo Women's Christian College
Sophomore
8, Suga-cho, Shinju-ku,
Tokyo-to |
| 9. Miss Sawako Kishimoto | Ed. | Tsuda College
Senior
c/o Mr. Nakasawa
34-12-1, Nakamachi Musashino-shi,
Tokyo-to
Home: 553-1, Magarigane,
Shizuoka-shi, Shizuoka-ken |
| 10. Miss Yukiko Kurihata | P. | Japan Women's University
Freshman
4-28-2, Yahata-cho, Musashino-shi,
Tokyo-to |
| 11. Miss Chie Ōkura | S. | St. Paul's University
Junior
1609, Higashiterao-cho,
Tsurumi-ku, Yokohama-shi,
Kanagawa-ken |
| 12. Miss Yuki Sato | S. | Tsuda College
Freshman
c/o Mr. Ezaki
1-42, Daimachi, Hachioji,
Tokyo-to |
| 13. Miss Keiko Shibuya | Ed. | Kanagawa University
Junior
2691, Kamiechi, Atsugi-shi,
Kanagawa-ken |
| 14. Miss Takako Suzuki | S. | Tsuda College
Senior
c/o Higashi-ryo, Tsuda College
1491, Tsuda-cho, Kodaira-shi,
Tokyo-to
Home: 3-29-8, Shinkamata,
Ōta-ku, Tokyo |
| 15. Miss Yoshimi Ushijima | C. | Tsuda College
Junior
c/o Mr. Magariyama
*3-8-21, Shimorenjyaku, |

*Mitaka-shi, Tokyo-to
Home: 21, Amagawara-cho,
Maebashi-shi, Gunma-ken

- | | | |
|--------------------------|-----|---|
| 16. Miss Masako Watanabe | C. | Meiji Gakuin University
Junior
2-24, Seki-machi, Nerima-ku,
Tokyo-to |
| 17. Miss Akiko Yamano | S. | University of Sacred Heart
Junior
2-38-15, Zempukuji,
Suginami-ku, Tokyo-to |
| 18. Miss Kyoko Yamamoto | Ed. | University of Sacred Heart
Sophomore
2-11-3, Minamisenzoku,
Ota-ku, Tokyo-to |

LIST OF THE AMERICAN DELEGATES

Male:

- | | | | |
|-----|----------------------|-----|---|
| 1. | Mr. Terrance Adlhock | C. | Stanford University
156 Ridge Road, Utica
New York 13501 |
| 2. | Mr. Michael Benefiel | E. | Stanford University
1699 Springer Road
Mountain View, California 94040 |
| 3. | Mr. Eugene Danaher | P. | Harvard University Law School
2425 Aqua Vista Boulevard
Fort Lauderdale, Florida 33301 |
| 4. | Mr. Richard Johnson | S. | University of California
4682 1/4 W Pt Loma Blvd
San Diego 92107 |
| 5. | Mr. Robert Heidemann | C. | Northern Arizona University
2720 Forest Circle Drive
Tempe, Arizona 85281 |
| 6. | Mr. Richard Kanter | P. | Cornell University
741 Green Bay Road
Highland Park, Illinois 60035 |
| 7. | Mr. Alex Kerr | Ed. | Yale University
156 Orchard Lane
Ormond Beach, Florida 32074 |
| 8. | Mr. Theodore Klick | Ed. | Saint Michael's College
Winooski, Vermont
15 Gulls Cove, Manhasset
New York 11030 |
| 9. | Mr. Michael Luskin | E. | Harvard College
Salem Road, Weston
Connecticut 06880 |
| 10. | Mr. John McKenzie | C. | Harvard University
John F. Kennedy School of Government
4999 Kahala Ave. Apt. 130
Honolulu, Hawaii 96816 |
| 11. | Mr. Peter Nosco | E. | Columbia University
P.O. Box 1044, Passaic,
New Jersey 07055 |

- | | | | |
|-----|-----------------------------------|-----|--|
| 12. | Mr. Michael Reich | S. | Yale University
184 Loomis Court
Princeton, New Jersey 08540 |
| 13. | Mr. Sei Young Rhee | P. | University of Missouri
2-F University Terrace
Columbia, Missouri 65201 |
| 14. | Mr. Samuel Turner | Ed. | Vanderbilt University
1129 Valentine Circle
Chattanooga, Tennessee 37405 |
| 15. | Mr. David Sitkin | S. | Stanford University
28631 E. Sheltor Rd.
Linder, California 95236 |
| 16. | Mr. James White | Ed. | University of Minnesota
Graduate School
2619 E. 42nd Street
Minneapolis, Minnesota 55406 |
| 17. | Mr. Wolter Witholt | P. | Union College, Schenectady,
New York 45 Fairfield
Terrace, Longmeadow
Massachusetts 01106 |
| 18. | Mr. Masaaki Yamato | C. | United States Air Force
Academy, Colorado
1828 East 22nd Street
Oakland, California |
| 19. | Mr. Haward Kreitzer
(Observer) | S. | Stanford University
P.O. Box 4909
Stanford California 94305 |

Female:

- | | | | |
|----|---------------------|-----|---|
| 1. | Miss Nancy Andrew | E. | Harvard University Graduate School
5275 N. Capitol Ave.
Indianapolis, Indiana 46208 |
| 2. | Miss Terese Chase | Ed. | Michigan State University
1326 Peninsula Court
Traverse City, Michigan 49684 |
| 3. | Miss Kristine Chrey | S. | University of Washington
Seattle. 2333 7th Street
Bremerton, Washington 98310 |
| 4. | Miss Deborah Church | C. | University of Hawaii
Graduate School College of Holy Names
3500 Mountain Boulevard
Oakland, California |

5. Miss Ruth Cronkite Ed. Stanford University
Graduate School
1746 La Coronilla Drive
Santa Barbara, California 93105

6. Miss Jeanne Gittings P. Northern Arizona University
556 First Street
Prescott, Arizona 86301

7. Miss Ann Gosline P. Stanford University
3358 Emekona Place
Honolulu, Hawaii 96822

8. Miss Margi Hass E. Stanford University
Dellwood Drive
Madison, New Jersey 07940

9. Miss Eleanor Huddle C. Dartmouth College
2405 Nemeth Court
Alexandria, Virginia

10. Miss Mary Landolt Ed. University of Hawaii
Graduate School
2934 Phillips Street
South Charleston, West Virginia 25303

11. Miss Jean Moore S. Columbia University
Graduate School
271 York Street
Canton, Massachusetts 02021

12. Miss Melanie Turner C. Vanderbilt University
1129 Valentine Circle
Chattanooga, Tennessee 37405

13. Miss Margaret Titolo P. State University of New York at Buffalo
35-22 210st Bayside
New York 11361

14. Miss Joyce Whitaker E. Allegheny College
25, 2-chome, Minaminaka-dori
Naka-ku, Yokohama, Japan

LIST OF NOW JAPANESE EXECUTIVE COMMITTEE

Male:

1. Mr. Junichi Yasutaka
(Chairman) 5-16-25, Kamiyama, Setagaya-ku, Tokyo
Phone: 414-5939
Tokyo University of Foreign Studies
2. Mr. Toshio Fujinuma 3-19-15, Higashi-tateishi, Katsushika-ku,
Katsushika-ku, Tokyo
Tokyo University of Foreign Studies
3. Mr. Kazuo Hori 705-3, Karasawa, Fujisawa-shi, Kanagawa-ken
Phone: (0466) 22-7185
Yokohama City University
4. Mr. Masaaki Ōtake 345, Minami Tanaka-cho, Nerima-ku, Tokyo
(Vice-chairman) Phone: 996-2627
Yokohama City University
5. Mr. Tatsumi Ōtani c/o Mr. Handa
(Chief Editor) 5-115, 7-8, Arakawa, Arakawa-ku, Tokyo
Phone: 807-2085
Home: 816, Nishijima, Fukaya-shi, Saitama-ken
Phone: (0485) 70-0778
Meiji University
6. Mr. Seichiro Shimamoto c/o Koyokan
4-524, Makuhari-cho, Chiba-shi, Chiba-ken
Phone: (0472) 73-8054
Home: 2-8-105, Chigusa, Takarazuka-shi,
Hyogo-ken
Tokyo University of Foreign Studies
7. Mr. Eiichi Takai 4-1, Yotsuya, Shinjuku-ku, Tokyo
Phone: 359-8566
Meiji Gakuin University
8. Mr. Tesshu Yamagishi c/o Ariake-so
1-45-1, Yamato-cho, Nakano-ku, Tokyo
Phone: 338-0846
Waseda University

Female:

1. Miss Miho Amijima 2-31-7, Kyodo Setagaya-ku, Tokyo
Phone: 420-5897
Nihon Women's College

2. Miss Hiroko Hagino c/o Shirayuri Women's College Gakusei-ryo
1-25, Midorigaoka, Chofu-shi, Tokyo
Phone: 308-2066, 308-2067
Home: 8-6, 1-chome, Midori-cho, Chiba-shi
Phone: (0472) 41-4548
Shirayuri Women's College
3. Miss Mariko Ishii 2050, Shinohara-cho, Kohoku-ku,
Yokohama-shi, Kanagawa-ken
Phone: (045) 431-4792
Tokyo University of Foreign Studies
4. Miss Yukiko Kurihata 4-28-2, Yawata-cho, Musashino-shi, Tokyo
Phone: (0422) 51-1665
Nihon Women's College
5. Miss Chie Ōkura 1609, Higashi Terao-cho, Tsurumi-ku,
Yokohama-shi, Kanagawa-ken
Phone: (045) 581-4096
St. Paul's University
6. Miss Keiko Shibuya 2691, Kamiichi, Atsugi-shi, Kanagawa-ken
(Treasure) Phone: (0462) 45-0358
Kanagawa University
7. Miss Yoshimi Ushijima c/o Mr. Magariyama
3-8-20, Shimorenjaku, Mitaka-shi, Tokyo
Phone: (0422) 47-4766
Home: 21, Amagawara-cho, Maebashi-shi,
Gunma-ken
Phone: (0272) 21-1310
Tsuda College
8. Miss Akiko Yamano University of Sacred Heart
2-38-15, Zempukuji
Suginami-ku, Tokyo-to
Phone: 396-8541

(Social Table)



(Political Table)



(Education Table)



(Economic Table)



(Cultural Table)



(At the Reception)



(At the Party)



(At the Bon-odori)

