

## International soccer match at JIU aids Japan-South Korea relations

by The Japan Times

Josai International University hosted the first international friendly soccer match at the Prince Takamado Memorial Sports Park at JIU's Togane Campus in Chiba Prefecture on Dec. 11, 2012.

The match pitted Hannam University's South Korean national champion soccer team with JIU's squad led by manager Tetsuji Koyama, a former team coordinator for the Japanese national soccer team. Hannam, one of JIU's sister schools, was founded in 1956 and is located in Daejeon, South Korea.

The event was intended to foster cultural exchange to improve Japan-South Korea relations as well as to commemorate the 20th anniversary of JIU and the 10th anniversary of the 2002 FIFA World Cup soccer

tournament jointly hosted by Japan and South Korea. The soccer field opened in May last year and is named after the late Prince Takamado, who did much for soccer in Japan and helped bring the World Cup to Asia.

Among the dignitaries attending the event were Princess Takamado, JIU Chancellor Noriko Mizuta, Hannam President Kim Hyung-tae and Saburo Kawabuchi, former president of the Japan Football Association.

Before the match, Princess Takamado (whose second daughter, Princess Ayako, attends JIU and is a soccer team assistant), Chancellor Mizuta and President Kim participated in a ceremonial planting of three black pine trees at the entrance to the sports park. Then the flags of Japan, South Korea, and the FIFA Fair Play banner were

displayed on the field, followed by the players and the playing of each school's anthem.

The match was refereed by Yuichi Nishimura, an international referee for FIFA who officiated at the 2010 World Cup in South Africa. Hannam scored first but JIU came back to tie the match in the first half. In the second half, an opportunistic JIU goal gave the home team a hard-fought victory.

Besides the soccer match, there were performances by *taiko* drummers and a *samul-nori* traditional Korean percussion ensemble and a *mochitsuki* rice-cake pounding event in which Princess Takamado, Chancellor Mizuta and President Kim participated.

A reception followed at which the above dignitaries all made speeches in Japanese. ★



JIU Chancellor Noriko Mizuta (right) and Hannam University President Kim Hyung-tae (second from right) greet the soccer teams from both universities at JIU's Togane Campus.

## Ambassador who saved Jews from Nazis honored on 100th birthday

by JIU Times

During World War II, a Swedish Ambassador by the name of Raoul Wallenberg saved the lives of 100,000 Jewish people from the Nazi occupation. On October 25, 2012, a tree was planted in honor of the late Wallenberg's 100th birthday at Josai International University's Togane Campus. JIU became the first university in Japan to hold such an event.

Wallenberg was born in 1912 and was stationed in Hungary when the Nazi attack on the Jews began with the Nazi internment of Jews in concentration camps, which ended in the Holocaust. Wallenberg used his position as an ambassador by issuing protective passports to 100,000 people in order to keep them from being sent to the concentration camps. Later, in 1981, Wallenberg was issued honorary citizenships by the U.S., Canada and Israel.

On the day of the event held at JIU, the Hungarian, Swedish and Israeli ambassadors as well as Hungarian Minister of Justice Zoltán Kovács were honored as guests. After the tree planting ceremony, a lecture was held in the Mizuta Memorial Hall by guest speaker Fumiko Ishioka from the Tokyo Holocaust Education Resource Center. A total of 500 students attended the lecture.

During this event, three students from the Department of International Exchange Studies, Hanako Nakayama, Daiki Inayoshi and Moët Takahashi, conducted interviews with each ambassador and minister. The interviews follow:

*Interview with Zoltán Kovács, Minister of State for Public Diplomacy and Relations of*



JIU officials and special guests plant a tree in honor of Raoul Wallenberg.

*Hungary, by Hanako Nakayama*

**Do you often come to Japan?**

As a matter of fact this is my first time. My boss, the Deputy Prime Minister of Hungary, was here three years ago, so he established the connection with the university and he had a big lecture for hundreds of students who were here.

**I remember that. Could you tell us a bit about your position as minister?**

At present I am a Minister of State in the Ministry of Public Administration and Justice, which is the coordinating agency back in Hungary. So, apart from public administration and justice issues, we have responsibilities in the field of public diplomacy. So I am responsible for public diplomacy, which means traveling around the world and establishing connections and also cultural exchanges and diplomatic ties.

**In terms of global education, what ad-**

**vice can you give us as a representative of your country?**

I'm also, apart from my present occupation, a university teacher, so it's good to see such a beautiful university and your university's international school, and I myself have spent almost 10 years in an international environment, and I know how beneficial it is for students to be in an international environment like this. So, it's a real pleasure and honor that you invited me to this place, and I am grateful to your Chancellor for inviting me here, and I congratulate you on the campus because it is a beautiful environment and a very nice atmosphere, and the international company of students shows that they are really having a good time here. The quality of education is high, and you can learn not only from the institution but from each other.

**Ambassador Wallenberg shows us**

**that it is possible to make a difference by putting words into action. What do you think motivated him?**

As the Cultural Attaché of Sweden put it in his speech, in each of us there is a small piece of Wallenberg because he, as a diplomat, was not basically doing a diplomatic job. So that is why we look at him, not as a Swedish diplomat but also as a Hungarian. He saved Hungarians, he saved Hungarian Jews, and he was doing it not as a diplomat but as a man. So, in each of us we have a piece of Wallenberg, which can come out and should come out in circumstances, when we have peace but also when we have war or peril around us. So Wallenberg's example is a telling example and that's why I am calling the comparison of Wallenberg's efforts at the end of World War II and the 1956 revolution, which for Hungarians is a very important event, and commemorating the 56th anniversary of it, we can learn a lot from Wallenberg, not only because of his deeds but because of his example as a man and as a diplomat.

**Finally, would you send a message to all students?**

Use these occasions when we commemorate history together, or in line with the experiences you have in an international environment, and use these telling stories and telling lessons actually to rely on or build on in your later life.

*Ambassador Nissim Ben-Shitrit from Israel by Daiki Inayoshi*

**Can you tell us a little about your position as an ambassador?**

Well, I came five years ago to Japan be-

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Symposium participants pose with students for a memorial photo after the event.

## Symposium celebrates 100 years of films from Nikkatsu studio

by Benjamin Collins  
Student, Faculty of Media Studies

In September 2012, motion picture company Nikkatsu Corporation celebrated its 100th anniversary. A symposium was held at our Tokyo Kioi-cho Campus on December 1, 2012, to commemorate the occasion. Josai International University is currently cooperating with Nikkatsu in building a new film and arts program under the school's media department.

The venue was filled with over 180 fans of Nikkatsu and Josai students. JIU Chancellor Noriko Mizuta opened the event, saying: "Josai International University has just passed our own 20-year anniversary as we are pushing forward in raising new talent to contribute to the film industry. In 2013, not far from this hall, a new post-production facility built in cooperation with Nikkatsu Corporation will be completed, which I hope will become a center

for film education. The hundred years of history that Nikkatsu Corporation has built is part of Japanese history and beyond that a part of world history. With the help from Nikkatsu Corporation, we would like to develop the next generation of Japanese filmmakers."

The Nikkatsu film "Foundry Town," starring Sayuri Yoshinaga, was screened, after which Tadao Sato, president of the Japan Institute of the Moving Image, gave a lecture on "The Role of Nikkatsu Corporation in the History of Japanese Cinema."

Then Masahiro Shinoda, a visiting professor at JIU, and Kichitaro Negishi, the president of Tohoku University of Art and Design, both film directors, respectively gave talks about "The Heritage of Nikkatsu Corporation" and "The Relationship between Shochiku and Nikkatsu." Akira Mizuta Lippit, a professor from the University of Southern California, also gave a talk on "Perspectives from Abroad." ★

## English education in Japan

by Paul Schalow  
Director, All-English BA Program

English education in Japan has a long history dating back to the mid-19th century. I have always been fascinated by the exciting stories of Japanese men and women who mastered English early on, such as Nakahama (John) Manjiro, a young fisherman rescued by an American whaling ship in 1841 who went on to become a valued interpreter and translator for the late-Tokugawa and early-Meiji governments; or Umeko Tsuda who, at the tender age of 6, went to the United States in 1871 on the Iwakura Mission, lived in Washington, D.C., during her early years, and eventually graduated from Bryn Mawr College near Philadelphia in 1892. These pioneers mastered English and turned their knowledge and skills into careers at a pivotal time in Japan's history.

It seems to me that today, as in the early Meiji years, Japan has reached another exciting moment in English education. One sign of this is the increasing demand for courses taught in English at Japanese universities, such as in the All-English Pro-

gram at Josai International University. People sometimes ask me if teaching classes in English to non-native speakers requires simplifying the content of the courses to make them comprehensible. I have never found this to be necessary. In my experience students are eager to rise to the challenge. Because Japanese students have a reputation for being shy in class, people also sometimes ask me if classroom discussion is dead in the All-English Program. My answer is that, on the contrary, even supposedly shy Japanese students open up and learn to enjoy expressing themselves in class when they are surrounded by international students who love to speak up.

I would like to share an example of a course I taught last year at JIU that illustrates these points. The course was called "Japan and Asia," and in it we studied Japan's adoption of Chinese script and the development of the kana writing system, paying special attention to the eighth-century Manyoshu, in which Chinese characters were often used phonetically to write Japanese sounds. JIU has a small park on its Togane Campus called the Manyo Gar-



Paul Schalow and students in his class, where they translated Japanese poems.

den ([www.jiu.ac.jp/manyo](http://www.jiu.ac.jp/manyo)), where 41 trees and flowers mentioned in poems in the Manyoshu are planted. The class was inspired by this unique resource and decided to translate the 41 poems into English.

As instructor, I distributed the poems in Japanese to the class and discussed their meaning one by one in English. Once students had a good idea of what each poem was about, they prepared their translations and brought them to the next class. We went around the table and each student read his or her translation; then we chose the best translation for publication. The process was full of laughter and enjoyment, and every

student came up with at least one beautiful translation. In this way, all of the students had a chance to express themselves and to be included in the final publication.

The poems were an introduction into more than the history of Japanese writing, but also into the hearts and minds of the Manyo-era poets. I was especially pleased when the one Japanese student in the class told me afterward that she had never been interested in the Manyoshu before, but now she wanted to read more. To me this meant that, in an interesting kind of reversal, English had provided a gateway into her own cultural heritage. ★

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# Universities hold memorial service for Honorary Chancellor Seiko Mizuta

by JIU Times

Honorary Chancellor of Josai University Educational Corporation and founder of Josai International University Seiko Mizuta passed away on January 4 at age 100.

A memorial service was held in Gokokuji Temple in Tokyo at 1 p.m. on January 17. Approximately 2,000 mourners, including former Prime Minister Shinzo Abe, were among other notables, attended.

Plentiful flowers, donated by luminaries as well as members of the Imperial family such as Her Royal Highness Princess Takamado decorated the altar.

Josai trustee Minoru Nagaoka presided over the funeral service, where messages of condolence were presented, beginning with that of House of Representatives member Eisuke Mori. Telegrams from people offering their condolences, beginning with Prime Minister Shinzo Abe, were then placed before the tablet holding the photograph of our deceased honorary chancellor.

On behalf of the bereaved, Chancellor Noriko Mizuta greeted the attendees, saying, "My mother became acquainted with a lot of people. She fulfilled the duties of a chancellor, with the support of these people."

In 1976 Seiko Mizuta became successor to founder Mikio Mizuta in her new role as chancellor and president of Josai University. Mikio Mizuta passed away that same year, so until her retirement in 2004, Seiko Mizuta re-

mained chancellor. After her resignation, she served as honorary chancellor and advisor.

For 30 years after Mikio Mizuta won his first seat in the House of Representatives (during the first post-World War II election in Japan), Seiko Mizuta supported her husband with steadfast strength as he moved from serving as representative into the demanding roles of Minister of Finance and then Minister of Trade and Industry during Japan's era of rapid economic growth. Thereafter, she began her 27-year tenure as university chancellor.

Her biggest accomplishment was to establish Josai Women's Junior College in 1983. It was a pioneering idea at that time that women represent important and talented resources with which to sustain the society and the economy. Her second biggest accomplishment was the foundation of Josai International University in 1992. Foreseeing the coming competitive society and global standards, she sought to develop international talent who can make valuable contributions to their community.

Both institutions were established in response to the demands of society with a view toward helping it advance. She worked on the addition of academic faculties and departments as well as the establishment of graduate courses.

In 2002 she presided over the restoration of the house where founder Mikio Mizuta was born in Kamogawa. She



opened the Tokyo Kioi-cho Campus in 2005 and the Awa-Kamogawa Campus in 2006. With her principle of "the pen and the sword," she strengthened student club activities as well as expanded university facilities. She added research centers and realized the goal of having a true international campus through promoting exchanges and collaboration with sister universities abroad. With her efforts, the groundwork was established to set up sports teams to compete in events like the Hakone Ekiden. As chancellor she conducted sound, safe management and financing of the affiliated Josai universities and guided the development of the present Josai University and Josai International University.

Our honorable chancellor was also a famous haiku poet and an honorable member of the Haiku Poet Association. She published five Haiku anthologies, includ-



ing *Kujuukuri* in 2010.

With the guidance she handed down to us, let us along with all the faculty and staff push forward in further developing Josai University and Josai International University. ★



Award for Excellence recipients Yuka Nakamura (third from left) and Yui Watanabe (second from right) with Professor Gozo Yoshimasu (right) JIU President Hakuo Yanagisawa (second from left) and Chancellor Noriko Mizuta.

## The Gozo Yoshimasu Award: JIU's annual high school essay contest looks into 'forming bonds'

by Koichi Haga  
Assistant Professor,  
Faculty of International Humanities

The winners of last year's Gozo Yoshimasu Award were honored in an award ceremony held on November 3, 2012, during the university festival on the Togane Campus. The theme of this year's contest was "Forming Bonds in the Age of Globalization." In total, 654 essays were submitted including 23 from overseas. This is a 47% increase from last year, showing the growing recognition of the award and students' interest in this year's theme.

The top award was given to Iota Morinaga for his essay "Family Bonds." Morinaga is currently a freshman at Kitakyushu National College of Technology. He vividly depicted his experiences during the days following the Great East Japan Earthquake, when he and his family members could not contact his father, who was working at the Onagawa Nuclear Plant in Miyagi Prefecture on March 11, 2011. His essay

chronologically traces the events and his feelings from the time he realized that his father was missing until his father's final return home. Judges of the award were struck by the sense of urgency and longing expressed in the essay. Morinaga's plain and amiable writing style helped convey the depth of his emotion and anxiety to the readers. Gozo Yoshimasu, the chairman of the awards committee and a well-known poet, commented that Morinaga "writes so well that the reader can feel the weight of [his] care for his father."

This essay contest was created to give high school students an opportunity to think and express their concerns through a global perspective. Chancellor Mizuta told the students during the ceremony that they can form global bonds in the process of writing, in which they give voice to their thoughts and form the voice into a work.

Besides Morinaga, awards for excellence were given to Yui Watanabe for "Forming Bonds in the Age of Globalization" and Yuka Nakamura for "Bands and Bonds." ★

# Gaining from cultural exchange while giving back to Japan

by Aliz Jámbor  
Recipient of the Mizuta Hungarian  
Scholarship

Eleven Hungarian students from five different Hungarian universities are studying at Josai International University thanks to the Mizuta Hungarian Scholarship. Two of us are students in the Faculty of Tourism at the Awa-Kamogawa Campus, one student belongs to the Faculty of Media Studies and the others are students of the Department of International Exchange Studies at the Togane Campus. Due to this unique opportunity, the three people who arrived in March as well as those who came in September can study and live in Japan for almost a whole year.

Without this scholarship, we might never have been able to visit Japan, let alone study and live here. The only way to express our

gratitude is to try to do our best at school and take an active part in school life and school events. We are all attending Japanese language courses of different levels this semester as we entered JIU with different levels of proficiency in Japanese. The Japanese Language Proficiency Test at the beginning of December was a great motivation for learning and a good chance to show that our efforts have not been in vain. Besides Japanese language courses we take lessons relevant to our faculty and department taught mainly in English. As for extracurricular activities, we have got one member each in the ceramics circle, movie circle and calligraphy circle.

From September on, we took part in various events organized by the university. We attended the opening ceremony of Ferenc Kosa's photo exhibition, the special lecture on the Czech economic situation by Vlad-

imír Tomšík, vice-governor of the Czech National Bank, and the Raoul Wallenberg memorial ceremony. On occasions such as the Wellness Exchange Day in Kamogawa, the Togane School Festival, the International Exchange Association's Food Party at the Togane Campus and the 5th Asian Connections Christmas Party in Makuhari, Chiba, we tried to represent Hungarian culture through performing Hungarian folk dance in traditional costumes, singing folk songs and cooking traditional foods. In these events we tried to share our knowledge about our homeland while talking with local people, other exchange students and foreigners.

Following in the footsteps of the previous Hungarian exchange students, we joined the Hungarian language mentor program. It means that some of us are attending the Hungarian language classes together with

the Japanese students, and during the week at definite periods we check their homework, explain the most difficult parts again and help them practice the language with extra exercises and everyday conversation. If there is a need, we help them in German and English as well. We also try to make them interested in Hungarian culture. For example, before Christmas the Hungarian Club organized a Hungarian-style Christmas party where we made some traditional food and sang Hungarian Christmas songs together.

We are making every effort to get in contact with Japanese people outside the university, too. During this semester we visited Japanese elementary schools three times. The Funabashi Elementary School was especially memorable because the students from China, America, Brazil, Norway and Hungary were divided into small groups with teachers and



Hungarian students visiting Nikko in November 2012.

had to talk about the geography, climate, customs, celebrations and education of their own country. During the other two elementary school visits, to Tokigane and Shirasato, we attended classes with the children, participated in sports and other fun activities and taught them basic information about our countries. Some of us joined the Kid's Library

program held at the Togane Campus as well, where we made autumn decorations with the children and sang autumn songs together. We have and will continue to try to take part in as many school trips and student exchange parties as possible in order to deepen the exchange and understanding between Japanese students and students from abroad. ★

## 89th Hakone Ekiden

by Shiori Kanazawa  
Department of Social and Economic  
Systems, Faculty of Contemporary Policy  
Studies

Josai University, a sister school of Josai International University, participated in the 89th Hakone Ekiden on January 2 and 3.

An *ekiden* is a long distance relay race. Sometimes referred to as a "road relay," the race was originally developed in Japan so is normally referred to as just *ekiden*. The race covers 217.9 km and 10 runners from each qualifying university take part in this two-day competition. On January 2 runners leave from Otemachi, Tokyo, and go up the mountains to the day's goal in Hakone. On January 3, the runners start from Hakone and finish near the Imperial Palace.



The Ekiden Club after the race.

Twenty teams participate every year. Many people consider the Hakone Ekiden "indispensable" to the New Year in Japan.

Josai University is famous for its Hakone Ekiden performance, finishing in 6th last year, and was appearing in the race for the 10th straight year. Unfortunately, the 5th runner of our team had an accident and was not able to complete his leg of the race, so Josai could not receive a ranking.

Ekiden Club members wish to thank everyone for your encouragement and hope to have your continued support. ★

## 8th bookkeeping competition

by Miyokazu Hayata  
Professor and Associate Dean, Faculty of  
Management and Information Sciences

The 8th National High School Bookkeeping Competition was held at the Kioi-cho Campus in Tokyo on October 13, 2012, with 295 high school students taking part.

This competition is held annually under the auspices of the Faculty of Management and Information Sciences and Dean Kenji Nozawa.

The competition gives students the opportunity to demonstrate their competence, technical skills and ability to use systematic theory in bookkeeping, accounting and cost accounting.

The most important theme to emerge from the competition is the notion that universities should work in increasing cooperation with high schools and industry.

Student members of the Miyokazu Hayata Accounting Expert Sub Course at the Kioi-cho Campus conducted the competition from start to finish. A student-authored analysis numbering approximately 150 pages will be published in the near future.

At the end of the competition, four seminar members each gave a presentation, the titles of which were: "The cost of studies and development after IFS application"; "Accounting of retirement benefit after IFS application"; "How communities are activated through food issues" (a pre-



Professors and members of the competition's management team.

sentation based on market research reports); "Attaining a job offer from a trading company."

After the competition, 33 high school teachers and representatives of the Ja-

pan Chamber of Commerce, The Japanese Language Examination Committee and JIU faculty members met to discuss the educational implications of the competition. ★

## Character building through learning: JIU's mission

JIU prides itself on its youthful ambition and energy, on its commitment to forming the characters of young people with dreams and noble visions of working for the benefit of both local and international communities. The university is guided by the spiritual legacy of its founder, a mission of "character building through learning," in helping students to make themselves responsible individuals and members of society at large.

JIU provides much more than specialized and liberal education in the classroom. The university also offers three practical training programs that focus on the use of foreign language and information processing skills for planning and implementation, and on

the development of the abilities to take the initiative in their endeavors.

The first of these three programs, "field training," was first introduced in Japan by JIU and includes a variety of internships and on-the-job training. The second program is "project training," in which students undertake various projects that they have conceived and planned on their own. The third is "career education," in which students choose their future occupations and start to prepare for their careers by developing their own capabilities.

Through these and other training and education programs, JIU helps students to find their mission in life and offers them solid support with specific preparation and training.



Chancellor Noriko Mizuta

### Profile of Chancellor Mizuta

The Chancellor of Josai University Educational Corporation, Dr. Noriko Mizuta graduated from Tokyo Woman's Christian University. She earned her Ph.D. in American Literature from Yale University, then taught as an Assistant Professor and then as an Associate Professor in the Faculty of Comparative Literature at the University of Southern California.

She was appointed President of Josai University in 1994 and President of Josai International University in 1996. Since 2004, she has held the post of Chancellor of Josai University Educational Corporation.

Dr. Mizuta's fields of research are in Comparative Literature and Women's Studies.

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**Timon Screech, professor of the History of Art at the University of London, gives a lecture as part of the International Lecture Series at JIU.**

## International Lecture Series: A road to Yoshiwara in the Edo Period in *ukiyo-e*

by Tomoko Hirose  
Institute for Comparative Cultural Studies

On November 10, 2012, Timon Screech, a professor of the history of art at SOAS (the School of Oriental and African Studies), University of London, delivered a lecture at the JIU Kioi-cho Campus in Tokyo. His lecture, titled "A Guide to Edo Culture: A Road to Yoshiwara Displayed in *Ukiyo-e*," was part of the International Lecture Series organized by the International Education Center at the JIU Togane Campus.

The International Lecture Series started in 2005 and is co-hosted by the Toshiba International Foundation and the Foundation of Global Life Learning Center.

The lectures are delivered four or five times a year by scholars and researchers who are recognized internationally as experts in their fields, both inside and outside Japan. The lectures revolve around a unifying theme, which is recast each year. In 2012, the unifying idea was "Japan of the Future in the World." The presentations are open to the public, providing both students as well as the general public with a window of intellectual opportunity and the inspiration to think about Japan's situation in the world and the Japanese perspective. Lecturers who are non-native speakers of Japanese are required to present in Japanese as one of the invitation terms to the series. In this way, and under the mantle of Japanese language, the International Education Center has been able to advance cultural exchange and enhance mutual understanding among university students, members of society and people from other countries.

Through Professor Screech's lecture, participants were able to learn that *ukiyo-e* (Japanese woodblock prints) of prostitutes in the Yoshiwara pleasure quarters of Edo (Tokyo) do not display the truth about the district in the Edo period. *Ukiyo-e* were a fantasy or a mythology for men, most of whom had never visited Yoshiwara. All the courtesans, called *oiran*, are portrayed beautifully in *ukiyo-e* prints to attract people who had never been to Yoshiwara. However, the prints hid the fact that Yoshiwara was a very dirty and dangerous place. According to a medical physician, Kentaku Otsuki, about 10% of the customers were syphilis patients.

Professor Screech also explained that it would have been very dangerous to have admitted that attractive courtesans were really to be found in the Yoshiwara district. Such *ukiyo-e* prints were sold only at the gate or inside the licensed quarter. *Ukiyo-e* artists, such as Kitagawa Utamaro or Katsushika Hokusai, portrayed the prostitutes working there in a very attractive way in order to sell as many prints as possible.

How did men reach Yoshiwara from downtown Edo? In fact, it took people about two hours to reach the pleasure district. They had to walk, take a boat, walk

again, or be carried in a carriage called a Yoshiwara *kago*, which afforded complete privacy and anonymity. Yoshiwara had been set up by the Edo government as a cleansing place for the city, together with execution gallows, and as a place to settle *burakumin* and other outcast groups that were discriminated against on the opposite side of the demon's gate, northwest of Edo.

Who could go to Yoshiwara? Samurai, merchants, doctors and Buddhist monks formed the bulk of the customers. Samurai deposited their swords before they entered Yoshiwara and wore hats to hide their distinctive hairstyle, thereby pretending to be merchants. In a similar manner, monks would take off their clerical garments in order to pass as doctors as both had shaved heads in the Edo period. All caste affiliation had to be relinquished at the entrance gate. Moreover, customers had to be very rich and familiar with the customs in Yoshiwara, which was the largest licensed red-light district, to avoid embarrassment when negotiating with the prostitutes. This begs the question: How could poor *ukiyo-e* artists enter the quarter to draw and portray the courtesans? In fact, the artists would ask to accompany rich merchants into Yoshiwara, where they then drew pictures of the prostitutes.

Professor Screech then showed slides of some *ukiyo-e* prints of places between downtown Edo and Yoshiwara: Kuramae, Ryogokubashi, Yanagibashi, Asakusa, Mokuboji and Nihonzutsumi. Each *ukiyo-e* has a characteristic pattern that contains hidden meanings as well as representations of the season. For example, when we look at Ando Hiroshige's *ukiyo-e* of Nihonzutsumi, we can see a large number of hand-carried carriages (Yoshiwara *kago*) heading toward Yoshiwara, together with the moon and a flight of geese. Inside the carriages, people would have felt as if they were sitting on a lotus flower like the Buddha, or even as if they had already passed from this life and were ascending to heaven. The moon and the geese (*tuki ni karu*) together symbolize famous autumn scenes. Therefore, *ukiyo-e* prints were not just an art to be appreciated aesthetically, they also provided a wealth of concealed information.

The International Education Center has endeavored to create opportunities for students to better know both Japan and the world around them by enhancing three key educational platforms: the expansion of international education programs; the inception of international education projects; and the development of international education networks. The International Lecture Series provides an outstanding example of how international education programs can be implemented and a platform to encourage students who are interested in both Japanese and international culture. \*

## Fossil museum to open in April on Tokyo campus

by Ken Takahashi  
Member, Planning Committee for the Mizuta Memorial Museum network

The Fossils Gallery of Josai International University is scheduled to open in April at a new campus building in Tokyo. Part of the museum network of the Josai University Educational Corporation, the Oishi Fossils Gallery of the Mizuta Memorial Museum will house over 300 specimens endowed by Dr. Michio Oishi, a professor emeritus of the University of Tokyo. The new gallery also displays some important renderings of specimens by the College of Paleontology of Shenyang Normal University in China, one of JIU's sister universities.

The gallery will present an inaugural exhibition on the life and atmosphere on Earth 100 million years ago, followed by lectures and workshops for students and residents of the surrounding communities in the center of metropolitan Tokyo.

The specimens in the gallery are from the mid-Cretaceous period, which is about 100

million years ago. Dr. Oishi's collection consists mainly of rare aquatic organisms such as fish from what is now Brazil and Lebanon. *Itasuchus composi*, a kind of alligator, is a good example of the collection because of the size and condition of the fossil as well as the fact that few museums in the world have such a specimen on display. Shenyang Normal University generously provided the academic replicas of precious specimens of *Anchiornis* and *Microraptor*. *Anchiornis* is regarded as the ancestor of birds and *Microraptor* is known as a four-winged feathered dinosaur. They are important specimens to investigate the evolution of dinosaurs.

A large-scale skeleton of the carnivorous dinosaur Tyrannosaurus will be displayed at the entrance area of the building, creating a major draw for visitors, especially young children.

The Oishi Fossils Gallery of the Mizuta Memorial Museum will be open to the public as well as for symposiums. Specially designed scientific educational programs will also be provided to elementary school pupils from the area. \*

## 初日の出 *Hatsu hinode*: First sunrise of the New Year from Kamogawa

by Daniel Stuntz  
Assistant Professor, Faculty of Tourism

*Shin-nen akemashite omedetou gozaimasu!* Happy New Year from Kamogawa!

Every year for the last seven years at the Awa Campus in Kamogawa, visitors of all ages, young and old, including students, faculty and department staff, have come to enjoy the First Sunrise of the New Year (*hatsu hinode*), which overlooks the picturesque Futomi Village and the expansive Pacific Ocean. This year's annual event was the best yet with over 250 guests witnessing a brilliant sunrise breaking through the clouds at around 6:50 AM on January 1.

Guests began arriving as early as 5:30 AM and were served free hot tea and warm, sweet adzuki soup (おしるこ). Special guests included Kamogawa Mayor Yuji Katagiri and former Mayor Toshio Honda. The current Superintendent of Education in Kamogawa, Jun Noda, as well as former Superintendent Takao Hasegawa also paid a visit to the Awa Campus to enjoy the first sunrise. Other guests included Yoshihiro Ogata, chairman of the local Association for the Faculty of Tourism in Kamogawa, the former chairman, Toshio Saito, and Chief Secretary Yasuo Wakisaka.

New Year's in Japan is a unique experience steeped in tradition and annual year-end and New Year customs. Americans like me are pleasantly shocked to learn that it is a relatively quiet celebration compared to the party atmosphere and fireworks displays associated with many Western countries. At midnight on December 31, Buddhist temples all across Japan ring in the New Year as visitors pray for ridding themselves of the sins of the previous year. After this is done, people celebrate the New Year by eating a wide



6:57 AM, January 1, 2013 at the Sunrise Deck of the Faculty of Tourism, Awa Campus, Kamogawa.

variety of set dishes, of which *osechi-ryori* (お節料理) is the most common, along with *ozoni* (お雑煮). *Osechi-ryori* consists of fish cakes, mashed sweet potato with chestnuts, boiled seaweed, burdock root and sweet black soybeans. *Ozoni* is a soup of *mochi* rice cakes, usually softened in a toaster oven or over a grill. Ingredients of both *osechi* and *ozoni* can vary depending on the regions of Japan and today sushi and sashimi are eaten as well as non-Japanese dishes. Eating these traditional foods can last for a few days or a whole week. In some areas a seven-herb rice soup *nanakusagayu* (七草粥) is served on January 7 — *jinjitsu* (人日) — a day of rest after eating so much food. This celebration is also known as *nanakusa no sekku* (七草の節句) or The Feast of Seven Herbs.

In December leading up to the New Year's festivities, people are busy cleaning their homes and businesses as well as creating the famous New Year's greeting cards,

or *nengajo* (年賀状). According to news reports, Japan Post said that it delivered more than 1.9 billion *nengajo* nationwide this January 1, with more to be delivered during the next two weeks. In a time of social media like Facebook, e-mail and instant messaging, it is especially wonderful to still receive greeting cards in the good old mailbox, often with photos of family, friends and their children on it and a personalized, handwritten note wishing you the best in the coming year. It is a tradition that is unique to Japan and I hope it keeps going despite the ease at which we can communicate with one another through the Internet.

Common New Year's greetings include the standard *kotoshi mo yoroshiku o-negai-shimasu* (今年もよろしく願います) or "I hope for your continued support in the coming year," as well as *shin-nen akemashite omedetou gozaimasu* (新年明けましておめでとうございます) or "Happiness to you at the dawn of the New Year." The

shorter kanji-only phrase *kinga shinnen* (謹賀新年) or simply "Happy New Year," is also commonly written on *nengajo*.

On the first of January, as people begin to eat their *osechi-ryori* and *ozoni* and the *nengajo* arrive, parents and grandparents across Japan give *otoshidama* (お年玉) to the children in the family. *Otoshidama* is the custom of giving money to children, typically in small, decorated envelopes called *pochibukuro*, sometimes with popular *anime* characters like Hello Kitty, Doraemon and Anpanman. It's always delightful to see Japanese appreciate both the traditional and modern aspects of its culture in celebrations as you see at New Year's and all throughout the year in Japan.

As 2013 begins, everyone here at the Faculty of Tourism would like to wish you, your families and friends a safe and pleasant New Year. We hope to see you next year for *hatsu hinode* - the First Sunrise of the New Year! \*

## KAMOGAWA CORNER

### International Exchange Students

by Yasuko Wachi  
Visiting Professor, Faculty of Tourism

Vanessa Ujlakán, Ágnes Kiss and Adri Aradi tried out their first *ikebana* (flower arrangement) with plenty of local flowers from Kamogawa at the JIU Faculty of Tourism at the Awa Campus. The boys at first sat back to observe the girls pick up flowers and containers, but then two Hungarian students, Gábor Vermes and László Kelemen, wasted no time to enjoy their own creative talent and began using traditional Japanese flower scissors to produce the *shin* (the tallest main stem) with a lily, the *soe* (shorter stem) and the *hikae* (lower

grass) with selected carnations and orchids. Soon two Polish students, Marcin Switaj and Filip Ciepinski, jointly composed their own flower arrangement design, while Adri Aradi, Alexandra Demianiuk and Anna Jozwiak tried to use calligraphy brushes to produce their masterpieces and invited the others to vote for their favorite artwork.

Five exchange students from Szent István University in Gödöllő, Hungary, and six from Warsaw, Poland, studied Japanese culture through learning the Japanese language, flower arrangement, calligraphy, tea ceremony, pottery making, music (Japanese harp, or koto, and traditional flute, or shakuhachi), dance

by Sayuri Shibasaki  
Assistant Professor, Faculty of Tourism

From October 9 to November 8, 2012, five students from Szent Istvan University in Hungary and six students majoring in Japanese culture at the Polish-Japanese Institute of Information Technology in Warsaw joined the JASSO-sponsored Hungary-Poland Short Visit Program at the Faculty of Tourism in Kamogawa. (JASSO stands for the Japan Student Services Organization.) While in Japan, the participants studied Japanese language and tourism, experienced Japanese cultural activities, and visited a number of well-known tourist attractions while making new friends at JIU.

Students from both Hungary and Poland took classes with Japanese students and worked together on projects and mutual learning. One such project saw Polish and Japanese students create Japanese language tourist maps of the streets of Warsaw, a city with little information in Japanese. Work will continue on this project this year to refine these maps when the Polish students return to Japan. The aim is to present the maps to the Polish Tourist Bureau so that they

can be used by Japanese tourists in Poland, and in doing so provide a valuable service to the Polish inbound tourism industry.

Meanwhile, the Hungarian students acted as teaching assistants and helped in JIU's burgeoning Hungarian language program. Thanks to our visitors' patience and skill, more students are becoming interested in Hungary and its language. In fact, in October, three Faculty of Tourism students departed Japan for Budapest to undertake 6 months of intensive tourism, Hungarian and English training.

Also, with the support of the local people of Kamogawa, the 11 overseas students were able to get hands-on experience of Japanese culture. This included a visit to the Awa Campus by kimono master teachers who provided a unique opportunity to wear kimono. For many of the students it was, they said, the most memorable experience of their visit to Japan. Also, the students visited the home of a member of the Support Association of the Faculty of Tourism. There, the 11 students enjoyed a traditional Japanese barbecue on an irori fireplace. The host also entertained his visitors by playing the shakuhachi and



László chooses flowers for his first *ikebana* artwork.



Adri demonstrates her calligraphy skill with her Kamogawa friends.



Faculty of Tourism staff and students take a photo with the visiting students.

koto, which they also tried for themselves.

Throughout their time in Japan, the Polish and Hungarian students were supported by Japanese students from the Faculty of Tourism. This "Support Team" acted as hosts and provided hospitality for their overseas guests by offering logistical help such as language assistance, or as practical helpers by guiding their guests during short trips and excursions. It was an ideal way for the JIU students to speak English in an informal setting, and to get to know

non-Japanese people's ideas and perspectives. All of them enjoyed something different to their everyday lives as students in Japan.

The Faculty of Tourism is offering unique opportunities like the Hungary-Poland Short Visit Program as a way for students from abroad to learn about Japan, and for Japanese students to get international experience without leaving Japan. We look forward to welcoming even more international students on such programs at our campus in Kamogawa again soon. \*

# The declaration of independence: the GSIA

by Kenichi Matsuno  
Visiting Professor

With the approval from the Ministry of Education, Culture, Sports, Science and Technology, the Graduate School of International Administration (GSIA) of JIU is officially set to be inaugurated in April 2013. It is an important milestone for JIU in many ways.

Originally launched in April 2011 as a program within the Graduate School of Humanities, the master's program in International Administration has been growing steadily and produced highly effective managers and public administrators in a short period of time. Young scholars, business professionals, and public administrators have graduated from the program with the qualifications and skills demanded in the real world. A record in hand and growing confidence in mind, the program is now ready to "move out of the parent's house, find a new house to grow further" – a proud declaration of independence, so to speak.

Where is the new house? Typical up-and-coming professionals usually find a modest apartment far away from expensive central Tokyo, but this relatively new program has found a "new house" in Kioi-cho, Chiyoda Ward, one of the most premier locations not only in Tokyo but also in the entire country. There is no doubt that there are significant implications to this location decision. Obviously, having the university's administrative

headquarters over here helps. But it goes beyond the administrative advantage.

First, the program clearly and proudly positions itself as a new type of practice-oriented, global graduate program designed for future leaders in both public and business administration. The location provides a unique vantage point to navigate the challenges in their respective professional domains, public or private, from the center of key policy and business actions. Capitalizing on such a location, the GSIA staffs its enviable teaching faculty with a balanced mix of accomplished professional and experienced educators. Former CEOs from some of the most respected global corporations, current and former high-ranking officials from central and local governments, and internationally known academic experts are among the faculty members there.

From the perspectives of the faculty, too, given their still-full-time engagements in the real world of practice, the location is certainly appreciated. One faculty member says, "I have always meant to work with younger professionals and help them grow to their potential. Frankly, however, because of my schedule constraints and other on-going engagements, I could only be available and teach classes in the middle of Tokyo." Many professional students do agree with this faculty member for the same reason. "We want to advance our career but need to maintain our full-time work in downtown Tokyo. It is not so practical to commute more than one

hour to a graduate school after a long day at work. Here, the classes are offered in the evening and on Saturdays to accommodate our busy schedules. It's quite intensive and not easy, for sure. But it definitely helps."

The prime location may be a necessary condition in light of offering convenient access to the faculty and aspiring professionals with full-time work in the central Tokyo area. Needless to say, however, that the convenient location is not a sufficient condition for the success of this visionary graduate school. For this very sufficient condition, the GSIA is constantly renewing its courses and curriculum to develop well-versed professionals with specialized skills so they can operate and lead globally. The curriculum puts a particular emphasis on combining relevant academic knowledge and practical professional skills, as well as broad perspectives and visions of the world. Yes, it has become almost a cliché that the world is globalizing. However, what is rarely mentioned is the fact that in this increasingly globalized world the solutions to some of the major challenges seem to lie in the intersection of public and private domains. Take the shrinking working population and growing elderly population in Japan and Europe, or stagnating domestic economies of the G7 and rising competition from newly industrialized countries as examples. Understanding the strengths, limitations, and interactive effects of both private and public

institutions is critical for cultivating a new vision with solutions in mind.

The GSIA makes it possible that the students take courses from a diverse set of five tracks, or interrelated concentration areas: Policy Studies, International Studies, International Corporate Management, Hospitality Management and Tourism, and International Communication. This integrated curriculum allows the students to develop an individualized program of study depending on their career objectives. The academic flexibility is also found in the freedom to choose either writing a master's thesis or conducting an independent, supervised research project.

Another critical ingredient of the GSIA at Kioi-cho is the learning environment it creates, not to mention its state-of-the-art facilities. It boasts a diverse student body from around the world. It is one of the few professional graduate programs in Tokyo where students can take the courses and complete the degree program in either Japanese or English. In fact, quite a few international students do take courses conducted in Japanese, and many Japanese students here take those in English. This kind of naturally mingled international environment instills international mindsets and helps develop and refine cross-cultural communication skills. It is often said, "Practice makes perfect." Clearly, though, the GSIA believes that "Only the right practice, and a lot of it, makes perfect." \*

## TESOL and the JIU Master of Arts in Global Communication

by JIU Times

From April 2013, JIU will offer a TESOL certification program at the Kioi-cho Campus in Tokyo. Courses will be offered to JIU students in the Master of Arts in Global Communication program, and in the future will also be offered to in-service teachers working in the Japanese school system who wish to improve their skills in Communicative Language Teaching. TESOL, which stands for Teaching Eng-

lish to Speakers of Other Languages, is a rather broad term that covers a wide range of teaching specializations. Teaching English for use as a foreign language (TEFL), teaching English to people as a second language living in English speaking countries (TESL), and teaching English for academic purposes (EAP) are all specializations within the TESOL field.

The JIU program welcomes both Japanese nationals who wish to teach English in Japan,

and foreign exchange students who wish to teach English in their home countries. As such, the program is designed to give teachers the skills to work in any TESOL context.

So what is it that makes the JIU TESOL certification program different than others? We spoke with Mike Critchley, who will be teaching the Foundations of English Language Teaching course.

"Internationally, TESOL programs tend to be very skills-oriented," he said. "The

emphasis is on giving teachers a buffet of materials and techniques. But this can be problematic when teachers are required to go beyond the basics.

"In the JIU program, we have decided to also include more fundamental language analysis and teaching theory. Doing so empowers teachers as experts able to create original teaching programs in any context. In the JIU program, we don't simply view teachers as classroom technicians.

We see them as teaching professionals."

But global communication does, of course, mean far more than teaching English. The MA in Global Communication course includes two other very important threads. First, there is the Japanese Language Education program, where participants can study courses including Japanese grammar, semantics and teaching methodology. Second, JIU offers a comprehensive program of Translation and Interpretation for Japanese-Chinese, Japanese-English and Japanese-Korean.

While the TESOL, Japanese Language Ed-

ucation, and Translation and Interpretation programs are all independent, all students are welcome to enroll in the TESOL program if they wish to improve their general communicative teaching and classroom management skills, provided they have the English ability to participate in the required courses, all of which are taught entirely in English.

Although official enrollment has yet to begin, we encourage interested readers to contact the JIU admissions office at [admis\\_gs@jiu.ac.jp](mailto:admis_gs@jiu.ac.jp) for more information on the Master of Arts in Global Communication program. \*

## Serendipity | Chance meetings, events and happy coincidences

Vol. 1

### Gordon Graham: Mentor, role model, friend

by Amadio Arboleda  
Adjunct Professor, Mizuta Graduate School of International Administration

Adapted from an article that appeared in LOGOS – Journal of the World Publishing Community, Volume 21, Issue 3-4, 2010

Bengali artist and Nobel Prize-winning writer Rabindranath Tagore once wrote, "Depth of friendship does not depend on length of acquaintance." Although I have not known Gordon Graham as long as many of his other friends and colleagues, I feel the intensity of our friendship, and how I have benefited from it is similar.

I came to know Gordon personally by fortuitous chance in Paris in 1989. I actually had known of him by reputation from the time I began working in publishing in the mid-1960s when he was appointed Managing Director at McGraw-Hill in New York. I was starting a new career at the opposite end of the scale, first, as copyeditor at a competitor scientific publisher, Academic Press, Inc., in New York followed by a longer stint in a higher position as a definitions editor on the American Heritage Dictionary and quickly learned to read Publishers Weekly as an ersatz textbook to supplement my limited knowledge about the complexities of the publishing industry. At the same time, I eagerly devoured news about fellow personnel, especially accounts about careers with unusual movements such as Gordon's, going from journalism to publishing. I had moved from a research chemistry laboratory to a publisher's desk so it was encouraging for me to know that others, particularly someone at the top of the profession, had come into publishing in a similar fashion. As I inched my way up the publishing ladder and eventually moved to Tokyo in 1969 to take up a position as Chief Editor of International Editions at another scholarly scientific publisher, the University of Tokyo Press, I occasionally came across accounts of Gordon's continued rise in Publishers Weekly. Thus, I became aware of Gordon's move to Butterworth in London. Still, our positions and experience were quite different so our paths never crossed and I never, even in my wildest

imagination, gave any thought to the possibility that they would.

Yet the chance arrived in 1989 when I was struggling in a new position as chief of Academic Publications Services (APS) at United Nations University (UNU) in Tokyo to elevate the operation into a full-fledged university press. With the cooperation and backing of the UNU rector, I had proposed doing this to the University's governing council. Such a change had several implications, not the least of which was financial, so a number of council members expressed reservations about the proposal. They were of the opinion that it would be better to leave such a difficult task of publishing the university's research output in book form to commercial academic publishers. I argued that the university as a young and unfamiliar, hybrid UN/academic institution would benefit more in the long run from having its name prominently featured on the publications coming out of its own research activities. I pointed out that while public awareness of much of UNU's scholarly research would taper off after it was concluded and implemented in practice, publications about the research would continue to circulate and be kept at libraries for use long after research projects had ended. I added that, in addition, the name and reputation of the University would keep accruing with the growth of its backlog. My proposal also called for strengthening the University's role in providing a recognized university press-style publishing mechanism for scholars in developing countries, whose research is often marginalized in the established world of commercial scholarly publishing in industrialized countries. Swayed by my arguments, the council agreed to give me the benefit of doubt. I was asked to hold consultations with publishing professionals and experts in Asia, the Americas, Europe, the Middle East, and Africa to get a broad spectrum of opinions that could help the council in its deliberations on the proposed press.

I organized three small meetings: in Manila, for participants from Asia; New York, for North and South America; and in Paris, for Europe and Africa, with a total of 25 participants. For the Paris meeting, I invited a Canadian publishing expert friend I had

known for many years through his scholarly publishing activities and his extensive experience in developing countries. Shortly before the meeting he sent me a fax message saying that due to unavoidable circumstances he would not be able to come. However, recognizing that it would be impossible for me to find a suitable replacement on such short notice, he had taken the liberty of asking a friend of considerable reputation to fill in for him. That person was Gordon Graham. It seems Gordon was in the process of retiring and had some time to spare. Gordon later told me that he also had agreed to accept the invitation because he was intrigued by the challenge I faced in setting up a UNU Press (UNUP). Although I was flattered by the prospect of having an expert of Gordon's stature at the meeting, the enormous consternation left me feeling somewhat intimidated and overwhelmed about how to effectively conduct the consultation in the presence of such a formidable participant. My concerns did not last long. From the moment we met, Gordon put me at ease with a perplexing and disarming combination of Scottish charm mixed with an easy-going American style and comfortable assuredness as we entered into discussions with the other participants.

This meeting was my first exposure to Gordon's magnanimity, generosity, understanding, and compassion. The other participants knew well of Gordon's reputation. Gordon played a pivotal role at the meeting, not only because he could readily see both sides of the equation but also because of his willingness to listen and empathize. It also soon became apparent that his extensive early experience in Asia gave him a unique perspective on the needs of developing world scholars and publishers that allowed him to recognize what the UNUP sought to achieve. Nevertheless, he clearly expressed his concern that the new press might be taking on an unusually heavy financial burden that could prevent it from attaining its professed goals. It was at this point that Gordon revealed another facet of his inimitable character and provided me with the necessary encouragement to strengthen the proposal to the council. Although we had only just met, he told me he

liked my determination and strong belief in my undertaking, and was willing to endorse my effort if it would help to set up the press.

Gordon's participation in – and endorsement of – the proposal formed the keystone of the strategy to convince the council to establish the press. Council members were impressed that a person of such standing in the publishing world – the Chair and CEO of world-known publisher Butterworth – would show interest in the consultations about our press, a different echelon of publishing altogether. The UNUP was formally established in January 1990 and today has become a lead component in the UN University's dissemination strategy and activities, thanks also to Gordon's unexpected and most effective participation in the planning stages. After the press was established I bore in mind several of Gordon's suggestions for running the press's operations, especially his point about keeping it simple and focused in order to develop its niche.

Although I have never consciously given thought to the reasons why Gordon and I became collaborators and, eventually, friends, in hindsight I recognize that it all emanated from his willingness to actively participate in what must have been for him a relatively insignificant project on very short notice. Of course, the major bond with Gordon for me is his connection and dedication to books and publishing. I cannot claim to have the same degree of passion and involvement that he has, but my interest in the epistemology of publishing culture parallels his interests in the publishing process and his participation in a wide range of activities related to it. This has made it easy to find chances to follow and collaborate with him. I think his interests and how he invests himself in them are reflections of the man himself, his career and life in general. It is in these broader areas of his life, some of which I know are very important to him personally, that I have tried to return the kindness and consideration he has continuously showed to me.

The best known among his interests is Logos. To me personally, the most significant aspect of Gordon's role here is his acute sense of what publishers, experts and aficionados, including readers who are not necessarily scholars, would like to read about publishing and books in a journal format aimed at specialists and generalists alike. This was

exemplified in the journal's dictum that "[Logos] aims to stimulate rather than influence; leaven rather than to persuade; and entertain as much as it instructs." From the start of my involvement with Logos Gordon took pains to wean me off the scholarly approach to writing, at least for Logos. He emphasized that Logos articles focus on an author's exploration of experiences and ideas without the use of footnotes and lists of references to the works of others. I found this familiar and refreshing because it mirrored to some extent certain aspects of traditional Asian scholarship in which a scholar would first completely master an area of study before recording his thinking for others to follow. Another aspect of Gordon's role in Logos that I find important was his acknowledgement that the journal was not reaching many readers in developing countries because it was priced outside their reach. He showed a sincere understanding of my desire as a member of the journal's International Advisory Board to help provide better access to it in those countries.

I had the privilege of assisting Gordon in a small way in another one of his interests, The Burma Campaign Memorial Library, which was, I think, one of the closest to his heart. In Gordon's own words, "Initiated in 1995, [it] is a voluntary initiative by veterans of the [Burma] Campaign [of World War II]. A large part of the Library ... consists of donations or bequests from personal collections." With the generous support of the Great Britain Sakakawa Foundation rare titles were purchased and the collection was lodged as a discrete collection within the Library of the School of Oriental and African Studies at the University of London. Gordon asked for my help in his effort to have an equivalent of the London collection set up in Japan. My participation was limited to writing letters to Gordon's contacts in Japan and putting him in touch with several people. Eventually, a duplicate set of the London collection was gathered and sent to Japan where it is now housed, together with a collection of Japanese books from the All Burma Veterans Association of Japan, in the Library at Yasukuni Shrine in Tokyo. Prior to helping Gordon in this matter I had little knowledge of the Burma Campaign or the veterans from either side who had served in it. My own interests focused mainly on the war as it had affected the Philippines. I was greatly impressed by Gordon's work for the Memorial Library,



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yet, what I admired most was his willingness to reach across painful memories of war and suffering to befriend old adversaries. I was proud to have a chance to help him and see one very personal aspect of his life.

It would be impossible to describe all aspects of Gordon's character that I admire and appreciate in the limited space of an article. That we work in the same field of publishing and have the same strong interests in books helps to explain the ease with which our personalities converged to transcend differences in age, position and experience. However, it is the scope of his various undertakings that has contributed most to enhancing our friendship because many overlap with my own, including his personal interests in old books, his connection with the Society for the History of Authorship, Reading and Publishing (SHARP) and his interest in young people who wish to develop a career in or around publishing. Ultimately, in addition to our friendship, I look to Gordon in the Asian tradition of following a mentor. Above all, I admire his consummate professionalism and his numerous years of experience and I intend to emulate him along the lines of what Matsuo Basho, the well-known haiku poet, wrote: "Do not seek to follow in the footsteps of the wise. Seek what they sought." \*





## Experience Japanese tea ceremony

by **Yoshiko Plutschow**  
*Researcher, International Education Center*

JIU students have the opportunity to study and practice the traditional art of the Japanese tea ceremony on campus in a special room dedicated to that purpose. The room, located on the 8th floor of the Administration Building, is specially appointed to provide the quiet, peaceful atmosphere necessary to fully experience and appreciate the nuances of this traditional Japanese

art. Exchange students from China, South Korea, Hungary and Canada all have taken part in the study of the ceremony, along with their Japanese counterparts. When studying "the way of the tea ceremony," students not only study the mechanics of the ritual, but also experience the lifestyle principles of the practice, which include harmony, respect, purity and tranquility. Students have a large number of opportunities to practice and share the experience with the University's foreign guests. ★

## Natto Project

by **Gregory Outley Jr.**  
*Exchange Student from UC Riverside*

This is my first time studying abroad in a new country, and I'm enjoying every moment of this new adventure. I'm very much interested in learning about new cultures so I chose to come study in Japan. To my expectations, Josai International University has a variety of cultural events to help international students become accustomed to the Japanese society.

One event that I had taken part in recently was the Natto Project hosted by the Faculty of Social and Environmental Studies. The students and faculty members of the Department of Social and Environmental Studies

harvested and picked the beans for us to use in making the *natto* (fermented beans) and that was actually the first part of the project in which, unfortunately, I could not participate.

There were three different types of beans that were used for the *natto* project so that we could taste a variety of different fermented beans. The beans were first boiled in water and then later we added the fermentation liquid to the beans and stirred the beans in appropriate bowls. That same day we learned that traditional *natto* was made by placing boiled beans in rice stalk, which, if I may add, also seemed to take away the smell that is present with *natto*. Some of us were able to experience making *natto* that way as well. After that we set the bean containers and the beans in rice stalk in a styrofoam container for a week.

The following week was the *natto* party where we were able to try out three different types of *natto* beans, as well as the *natto* beans in the rice stalk. On the table there were different seasoning salts and soy sauce that we could use to add to the *natto*. Some people also added a raw egg to their *natto*. Besides the *natto* that we made we were also able to eat red rice and *tonjiru* pork soup cooked with soy paste made using the soybeans grown by the students. The red rice was also harvested by the students and teachers in the department. The ingredients were all organic and we were able to learn a lot about the fermented bean culture.

Overall, this experience met my expectations because I'm very much interested in taking part in cultural events so I am able to meet and learn about different Japanese



Preparing beans to be made into natto.

people and Japanese traditions. In addition, I wasn't very fond of the taste of *natto*, but many of the other students enjoyed the *natto* very much. The *natto* project was a successful one, in my opinion, since this idea helped international students become accustomed to Japanese traditional foods and we were able to enjoy the experience with Japanese and international students. ★

## Chancellor Mizuta awarded Professor Honoris Causa by the Budapest Business School

by **JIU Times**

On November 8, 2012, Josai University Educational Corporation Chancellor Noriko Mizuta was awarded the honorary title of Professor Honoris Causa by the Budapest Business School (BBS). The Professor Honoris Causa is the highest title awarded at BBS and only three persons have received this title in the past. This title was conferred to Chancellor Mizuta to acknowledge her many contributions and



Chancellor Mizuta at the award ceremony.

accomplishments in the area of academic exchange between the two schools and her

outstanding achievements as a scholar and university administrator.

Josai and BBS have developed a cooperative relationship in various areas and actively engaged in numerous fruitful exchanges since the establishment of an academic exchange agreement between the two institutions in January 2007.

At the commencement ceremony, held as part of the annual science conference of BBS, Rector Dr. Éva Sándor-Kriszt awarded Chancellor Mizuta the diploma and trophy

commemorating the new title. On this special occasion, Chancellor Mizuta also gave a commemorative lecture titled "Transformation of Women/Gender Roles in the 21st Century Global Society."

The conferral of this degree marks Chancellor Mizuta's fifth honorary degree to date, having also received awards from South China Normal University, South Korea's Dongseo University, Hungary's Szent Istvan University and China's Northeastern University. ★

## Malaysia's Minister for Tourism Dato' Sri Dr. Ng Yen Yen visits

by **David Williams**  
*Associate Professor, Faculty of Tourism*

On November 13, 2012, the JIU Faculty of Tourism welcomed the Malaysian Minister for Tourism Dato' Sri Dr. Ng Yen Yen and her delegation to the Awa Campus in Kamogawa. Her visit was in part to cement the learning and research opportunities she has kindly provided for JIU students and staff, but was principally to deliver a special lecture on the current trends and future hopes for Malaysian tourism. Dato' Sri Dr. Ng Yen Yen's lecture was keenly attended by JIU Chancellor Noriko Mizuta, VIP guests from Kamogawa City and throughout Chiba Prefecture, as well as students and staff from the Faculty of Tourism and Josai University.

On her arrival at the Awa Campus, Dato' Sri Dr. Ng Yen Yen was warmly welcomed by Chancellor Mizuta and the students and staff of the Faculty of Tourism. Then, after a brief round of formal meetings, Dato' Sri Dr. Ng Yen Yen delivered her lecture to a packed auditorium in her distinctive, lively, stimulating and engaging style. In her speech, she provided those present with unique and fascinating insights into the circumstances, challenges and successes of Malaysian tourism.

Currently, Malaysia is ranked the 8th most important country for inbound tourism and with Japan at a lowly 34th position, Dato' Sri Dr. Ng Yen Yen's lecture gave her audience much to reflect on if Japan is indeed to become a leading world tourism destination. The range of tourism initiatives and the political will placing tourism at the heart of Malaysian decision making were particularly impressive messages.

During question time after her lecture and in reference to the orderly way in which Japan bounced back after the March 2011 earthquake, Dato' Sri Dr. Ng Yen Yen emphasized the respect Japan received abroad for its dignity and ability to cope with the disaster. She also had sound advice for students from the Faculty of Tourism for the regeneration of tourism in those areas affected by the earthquake. Most important, she said, was for Japan to "look at the positives" and adopt a tourism image and brand: in doing so, more international tourists would be naturally be attracted to Japan, she said.

Having completed her lecture, Dato' Sri Dr. Ng Yen Yen joined Chancellor Mizuta and other dignitaries and planted commemorative cherry blossom trees. Despite a brisk cool autumn breeze, members of



Chancellor Mizuta gives Malaysian Tourism Minister Dato' Sri Dr. Ng Yen Yen a commemorative ukiyo-e print upon her visit to the Awa Campus.

the Malaysian delegation, wrapped up against the relative cold, enthusiastically joined in. Soon after, a reception was held at the JIU Awa Learning Center, where students from the Faculty of Tourism served Dato' Sri Dr. Ng Yen Yen and other guests an exotic menu of fare produced from local ingredients. This gave students a real chance to put into practice the Japanese art of hospitality, or *omotenashi*. Dato' Sri Dr. Ng Yen Yen took this opportunity to find out more about JIU students and to get to know everyone present more informally.

Dato' Sri Dr. Ng Yen Yen's brief visit to the Kamogawa area ended with a visit to the former Mizuta residence in the Mineoka Hills. Here, the Malaysia Minister for Tourism was given a comprehensive tour of the

grounds and buildings before enjoying the warmth of the *irori* fireplace where traditional afternoon refreshments were served.

Before leaving Kamogawa City for Narita Airport there was a surprise in store for Dato' Sri Dr. Ng Yen Yen as her car passed near the Faculty of Tourism. On the roadside were more than 80 Faculty of Tourism and Josai University students waiting to give her a final farewell. In keeping with her warm and approachable style Dato' Sri Dr. Ng Yen Yen got out of her car and individually shook hands with and personally thanked each and every student. It was a wonderful gesture and gave everybody one final lasting impression of her stimulating and thoroughly enjoyable visit. We all look forward to welcoming her to Kamogawa again soon. ★

## IGWS develops new young women's leadership program, contributing to the global community

by **Saeko Miyazaki**  
*Research Fellow, Institute for Gender and Women's Studies*

In 2006, the Institute for Gender and Women's Studies (IGWS) established the Young Women's Leader Scholarship, also known as the Noriko Mizuta Scholarship. Since then, the program has successfully supported 14 distinguished female students in pursuing international internships and study abroad programs.

These days, women are required to cultivate certain skills and experiences that will allow them to take the initiative in structuring themselves and their world for the better. The Young Women's Leadership Scholarship aims to prepare these women to enter today's fast-paced society and to further promote gender equality through their contributions to their respective communities.

This year, the scholarship is focusing more on educational and training opportunities that emphasize the development of female international leaders. One such opportunity is the Leaders-Women International Network (L-WIN), and Chancellor Mizuta leads the network. L-Win was launched in 2009 during the World Women University Presidents' Meeting, where leading female univer-

sity presidents gathered to discuss important issues. The women university presidents who advocated L-WIN cited the difficulties that women in leadership positions often encounter in society, such as the lackluster number of females in top decision-making positions compared to the increasing number of women entering the workforce. Also, women workers are doubly burdened by their responsibilities at home.

Nine recipients of the scholarship will attend a March 2013 internship titled "Japan from an International Perspective" at the Budapest Business School in Hungary. They will prepare for this event at JIU with various orientations on the issues of gender equality, the history of feminism and its critiques.

For participants, there will be much to learn through the Young Women's Leader Scholarship. In addition to valuable interviews with L-WIN members, in which they will hear how these pioneering women were able to navigate a male-centered society, they will learn about the kinds of issues that women in general face throughout the development of their careers. Moreover, each young woman in the program will receive useful and insightful instruction on how to hone her leadership skills through leadership-building activities and exposure to distinguished role models. ★

## Ambassadors

Continued from Page 1

because I believed, and I picked out Japan as the only post that I would like to serve in as an ambassador, and I have no regrets since then. I think that Japan is a very important and very interesting country in terms of culture, society, economy, science and, of course, a very beautiful country. And I believe that all the Japanese should be proud of their country. Now I know that we citizens of countries are not satisfied all the time, but I believe that Japan is a great country, and my experience here in Japan is so interesting that I wanted to stay two more years because our term is four years most of the time and I have decided to stay two more years because I found it very interesting to work with Japanese people, with the local people and with the people from the government.

And this is my impression about Japan. **What is the advice you can give us on global education as a representative of your country?**

Well, for me education is national security. This is the most important thing in any country. Good education will bring the country to good achievements in many fields: science, technology, in culture, in music, in anything. So for me education is the first priority and the government should invest in it the most they can, to promote, to enhance education in their country. So the way I see it, education

is much more important than defense. When you have a good education, you have good people who can serve their country, a people who can bring their country to flourish and to a good economy and to good innovations and to a good life for the citizens. So as you see, I am in favor of education as a first priority and the other issues will follow. For me, education, education, education.

**What do you think motivated Ambassador Wallenberg to put words into action?**

Well, I believe what motivated Mr. Wallenberg was his heart and his humanity. He was a very unique person and he saw the suffering of the Jewish people in Hungary and he wanted to do something that most of the people would like to do, but they cannot. He decided to change words to deeds. He decided to do concrete measures and concrete actions in Hungary in order to save hundreds of thousands of Jewish people. And this is what made Mr. Wallenberg a unique person from among other people who were just talking. And at that time when the atrocities in Europe against the Jewish people was, I believe the most severe in human history, I believe Mr. Wallenberg was a hero of humanity, a hero among people.

**Would you please send a message to all the students?**

Well, the message for the students is that they should learn from the past and implement the consequences in the future. I believe we have to learn from the past: what to do, and what not to do. And this includes the example of the Holocaust in Europe, and to learn from the Holocaust and not to repeat it, and to learn from Wallenberg and to repeat it again and again. I must say another word about somebody else who did the same things that Wallenberg did and this is Mr. Chiune Sugihara. He was a Japanese diplomat and he saved 6000 Jewish people during the Holocaust. I

would like you to adopt the values of these kinds of people. And I would like to forget and to scrap those values that created the Nazi regime and the Holocaust.

I wish you all the best and I wish you will learn from the past in order to have a better future.

*Ambassador Lars Vargö from Sweden by Moët Takahashi*

**Can you tell us a little bit about your position as ambassador?**

Well, I represent my country, my government and not only in a political way, but in all aspects of society. Well, the position of an ambassador is to act as an intermediary between the official Sweden and the official Japan. So if there is anything that I have to tell the Japanese government and my government had asked me to do so, I do so. And vice versa, if the Japanese government wants to convey something to us, they do so through the embassy in Stockholm. So this is usually what we do, but also we promote Sweden and we promote Swedish business, culture and exchanges of all sorts.

**As an international university we are in global education. What advice can you give us, as a representative of your country, to be more global, to be more international?**

Well, it is to look at yourselves all the time and ask yourself if you are global or whether you think in a way that is very isolated. So I think that in order to be global, to promote globalism and cooperation in a global scene you have to somehow also deal with your own prejudices.

We all carry prejudices about our neigh-

boring countries or about, for instance, men always have prejudices about women, sometimes women have prejudices about men, but we have to get rid of all these and look for the inner core of everything. And that is not always easy, it is necessary to somehow question yourself and question your own ideology and see if it fits with the reality of the world, and this I think is the basic principle for globalism.

**Ambassador Wallenberg showed us that it is possible to make a difference by taking words into action. What do you think motivated him, or what do you think makes him different from all those others who were**

**not able to take action?**

Yeah, well, that's a very good question and I don't really have an answer to that, but I think that first of all, courage and then an insight into what was being done and what could be done.

And I think he realized that even if the other person has a very scary uniform, if you talk to him in an authoritative way and say, "You cannot do this," then sometimes

the person in uniform will react in a certain way. For him, he had a capability to interpret each situation and see what could be done in that situation. So sometimes he was very forceful, sometimes he was acting more timidly, sometimes he was talking, sometimes he was ordering. I mean, he tried everything. And he had a purpose for what he was doing, and that was very important and that was to save people.

**Would you please send a message to all the students?**

Well, study history and always question yourself, question what you are saying to others, and try to get rid of your prejudices. ★



Hungarian Minister of State for Public Diplomacy and Relations Zoltán Kovács



Ambassador Nissim Ben-Shitrit of Israel



Ambassador Lars Vargö of Sweden

## Seven goals toward becoming a leading university in the world "7 J-Vision"



1. Expanding the horizons of students' capacity to serve society
2. Developing human resources with an international mindset, expertise and extensive knowledge of Japanese culture
3. Continually improving the quality of educational programs; collaboration directly connected to local and international communities
4. Improving our research capabilities and promotion of innovation
5. Enriching the campus environment through internationalization and networking
6. Establishing a stronger university governance system to support the dynamic development of education, research and social contributions to the community
7. Strengthening the impact of our communication capabilities and social presence