

Ritsumeikan Asia Pacific University



May 1999 vol.5

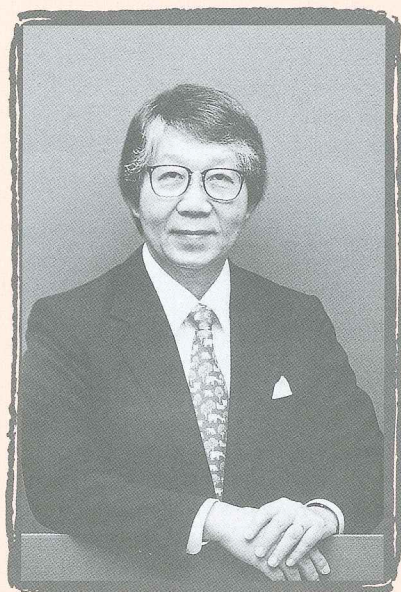
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A JOURNAL REPORTING PROGRESS OF RITSUMEIKAN ASIA PACIFIC UNIVERSITY

Message from Prof. Tommy T.B. KOH



I congratulate the Ritsumeikan University for taking the initiative to establish a new Asia Pacific University in Kyusyu Island. The fact that 50% of the students will be non-Japanese will ensure that the University will have an international character. Japan has a leadership role to play in the building of an Asia-Pacific community. In order to play such a role, Japan must become more cosmopolitan and open to the world. The new University can contribute towards the internationalisation of Japan. I am very pleased to be an Academic Adviser to the University.

Professor Tommy T.B. KOH

profile Tommy Thong-Bee KOH

Currently Ambassador-at-Large at the Ministry of Foreign Affairs of Singapore, and Executive Director of the Asia-Europe Foundation.

Dean of the Faculty of Law, University of Singapore from 1971 to 1974; was conferred a full professorship in 1977. Served as Singapore's permanent representative to the United Nations from 1968 to 1971; concurrently accredited as High Commissioner to Canada. Again from 1974 to 1984, Singapore's permanent representative to the UN; concurrently accredited as High Commissioner to Canada and Ambassador to Mexico. Served as Ambassador to the United States of America from 1984 to 1990. Became president of the Third UN Conference on the Law of the Sea in 1980 and 1982, and chairman both of the Preparatory Committee for and the Main Committee of the UN Conference on Environment and Development (UNCED) from 1990 to 1992. Appointed Special Envoy of the United Nations Secretary-General to the Russian Federation, Estonia, Latvia and Lithuania in August/September 1993. For 1994 and 1995, became visiting professor at the Institute for International Studies, Stanford University.

Member of UN Task Force on Environment and Human Settlements, March - June 1998, and chairman of WTO panel to consider a dispute over milk and dairy products (US and New Zealand vs. Canada). Currently a member of the Toyota International Advisory Board.

Received a first class honors degree in Law from the University of Singapore, has a Masters degree in Law from Harvard University, and postgraduate Diploma in Criminology from Cambridge University. In 1984 awarded an Honorary Degree of Doctor of Laws from Yale University. Also received awards from Columbia University, Stanford University, Georgetown University and the Fletcher School of Law and Diplomacy. For his service to the nation, was awarded the Public Service Star in 1971, the Meritorious Service Medal in 1979, and the Distinguished Service Order Award in 1990. Appointed Commander of the Order of the Golden Ark by HRH Prince Bernhard of the Netherlands in March 1993, and was presented with the Arts and Culture Awards by the JCCI (Japanese Chamber of Commerce & Industry) Singapore Foundation.

KEE Pookong

紀 宝坤



Professor, Victoria University of Technology (Australia)
Director, Centre for Asia-Pacific Studies

A researcher specializing in population movement and exchange theory, based on psychology, sociology and policy studies, conducted mainly in Australia, but also in Singapore, Malaysia, and Hawaii (East West Center).

Perspective on Asia

—Today we have invited Prof. KEE Pookong, Director of Centre for Asia-Pacific Studies, Victoria University of Technology in Australia. The main theme will be immigration and multi-cultural society.

KEE I am delighted to have the opportunity to talk about my study on Asia-Pacific development from various aspects. Readers might consider my study rather narrow and unsystematic, since my experience is very personal. I hope that future issues of the newsletter will carry other different perspectives, and help us further understand the diversity of research endeavors on socio-economic, political and cultural transformation of countries in the region.

First, it may interest our readers for me to briefly introduce myself. I was born in Malaysia to immigrant parents from south China. I received my primary education in a Chinese school before transferring to the then-mainstream English high school. I later studied at the University of Adelaide in Australia, majoring in economics, politics and psychology. After graduating with honors in psychology, I worked in Malaysia and Singapore until receiving a Ph.D. scholarship to Australian National University in Canberra.

In this brief biography I have implied several factors that have greatly influenced my perspective, choice of study, career, and where I work and live. For example, my early exposure to both the Chinese and English languages at school enabled me to bridge the difference between Chinese people educated in English and those educated in Chinese. Such difference was distinguished in those days, and the values and behaviors of the Chinese people in Malaysia and Singapore were clearly divided according to which language they spoke. This tendency still influences the two countries, and to some extent has to do with westernization and identification with things British, opposing loyalty to Chinese and other Asian values and political aspirations. The latter, during the Cold War, often included identification with social and political reforms in Mainland China.

My bilingual and bicultural advantage was reinforced by the promotion of Malay as the national language, and sometimes also restricting the teaching of Chinese and Indian languages. Daily exposure to Malay,

Chinese and Indian languages, and their cultures, as well as European heritage greatly enhanced my personal interest in and adaptability for intercultural living, and provided me with a solid base to develop research and policy interests in multicultural issues in subsequent years.

—What was the first theme of your research?

KEE My first job after returning from Australia was as a counselor in a reform school for boys near Kuala Lumpur, doing case studies of teenagers with problems in adjusting to family, school or work. This was followed by a year as Research Fellow at the Regional Institute of Higher Education and Development, an agency of the Southeast Asian Ministers of Education Organisation (SEAMEO), based then at the Bukit Timah Campus of the University of Singapore. The fellowship was an excellent introductory experience for me to begin researching regional development cooperation, and gave me the chance to develop long lasting friendships with other researchers from various Southeast Asian countries.

The topic of my research there was Study Service activities, a program that encouraged university students to devote part of their study to working in rural areas. This movement later became popular in parts of Latin America and Africa, and resembles China's xia fang campaign, in which intellectuals were required to learn from peasants in country areas. My research was focused on Malaysia, and I was fortunate to come into contact with some of the young Malay intellectuals in Kuala Lumpur and Penang, who were interested in the development of rural areas and other nations.

My next research interest was associated with my Ph.D. thesis in psychology at the Australian National University (ANU) on fertility patterns among the Malay, Chinese and Indian communities of Malaysia. Supported by an ANU scholarship and the population and development policy program of the Ford and Rockefeller Foundations, I did research on the psychological, social, economic and cultural factors that brought about differences in fertility values and behavior, in particular the marked difference in family size, among Malaysia's three main ethnic groups.

My study in urban and rural Peninsular Malaysia confirmed that education, income, occupation, and other key socio-economic factors were inadequate to explain the persistently high fertility rate of the Malays and the low rate of the Chinese. These findings were consistent with much of the work done under the Cross-National Value and Cost of Children Project conducted by psychologists, sociologists, anthropologists and demographers at the East-West Population Institute in Honolulu and scholars at the University of Michigan and Australian National University.

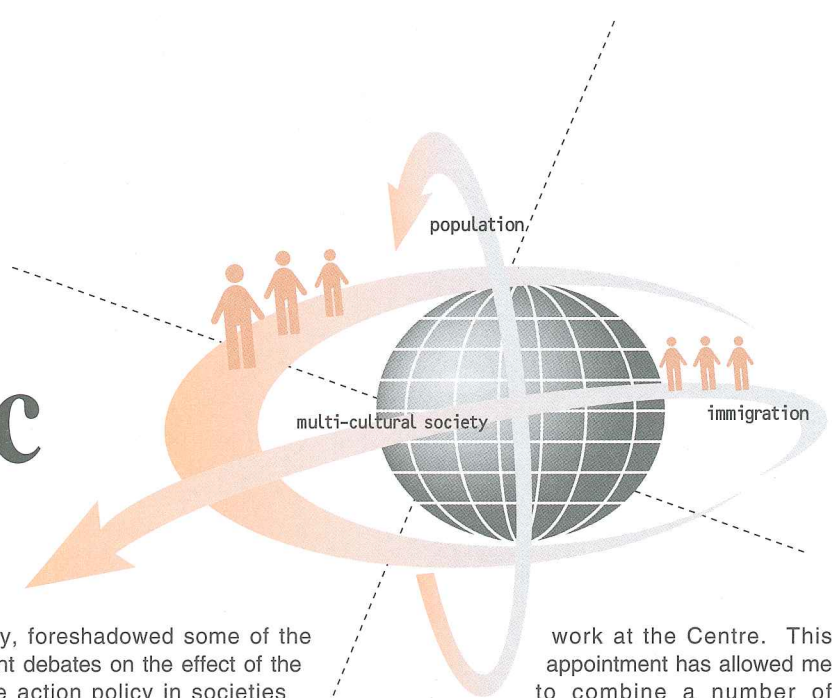
—While you were engaged in studying population problems in Hawaii, what subjects did you find most important?

KEE After completing my doctoral study, I became a research fellow at the East-West Population Institute, which served as an important research and education center in the Asia-Pacific region. The appointment of a Chinese-American law professor from Stanford as its new president, and a Japan-born Korean with Mandarin skills as its director enabled the Population Institute to pioneer a range of important research collaborations with China, especially in the field of population studies.

The election of Ronald Reagan as U.S. President, however, soon resulted in cuts in funding for population research, as the new Administration in Washington adopted a pro-natalist, or anti-population control stand, at home and abroad. This shift in ideology was not confined to the West. Soon Malaysia, under Dr. Mahathir's leadership, also began to espouse the view that a large population was good for the country. The subsequent rapid economic growth in many East and Southeast Asian countries led to reversal of their population policy, as economies such as Singapore, Hong Kong, Taiwan, Japan, and Korea began to experience labor shortages. This movement forced family planning and population education bodies in some countries in Asia to change their names; other issues of global concern, such as HIV-AIDS, began to take the place of fertility reduction as new frontiers of population research.

My stay in Hawaii was also richly rewarding personal learning experience. I had the good fortune to get to know a number of Americans

and the Pacific



and colleagues from Asia and the Pacific, who devoted themselves to learning about and serving the diverse societies of the region. Some of them had profound knowledge of the languages and cultures of the region, and others engaged in intercultural understanding and peace activities in their personal and professional capacities. The majesty of the Hawaiian landscapes, the beauty of its people of mixed ancestries, and the vibrancy of cultural diversity were an ideal backdrop for intercultural learning and the promotion of international understanding and exchange.

I can see aspects of this learning experience, emerging on the hills overlooking Beppu Bay as Ritsumeikan Asia Pacific University campus fulfills its commitment to multicultural and international education and shared regional goals.

— **A study on multicultural society in Australia is a very important topic. What do you think would be the best background for such study, and what field is most important?**

KEE My Hawaiian experience was also an appropriate prelude to my return to Australia in 1981 as an immigrant, and to my work at the new Australian Institute of Multicultural Affairs, a federal statutory body established by the Australian Government to promote Australia as a multicultural society. My five years at the Institute were an intensively challenging experience, as its policy-oriented research required new skills in dealing with federal, state and local governments and pressure groups, including those opposed to the dilution of Anglo-Celtic norms and values. At the Institute, I was closely associated with a range of research projects on multicultural education, multicultural broadcasting, and new immigrant post-arrival programs and services, including issues of employment, housing, legal services, and assistance for the aged, women and children.

This period also saw a change of government in Canberra, and the reflection of different government approaches to multicultural policy through the work of the Institute. One important facet of the shift was the new Labor Government's emphasis on access to national resources, with equitable sharing for minority groups. The emphasis on equality of outcome, instead of equality of

opportunity, foreshadowed some of the more recent debates on the effect of the affirmative action policy in societies comprised of different groups. The difficulties of reconciling different policy approaches in the work of the Australian Institute of Multicultural Affairs, and other political agenda, led the newly elected Labor Government to close down this national Institute, established by the preceding conservative Liberal National Coalition Government.

It is ironic that another national research organization, the Bureau of Immigration and Population Research, which I joined in 1989 following a period with the Institute of Applied Economic and Social Research at the University of Melbourne, was to suffer a similar fate. The Bureau was established by the Labor Government to research economic, social, environmental and international changes relating to migration. Its large volume of research output had consistently shown the long-term economic benefit of immigration. The national bureau was abolished by the incoming Liberal-National Government under Prime Minister John Howard, who held the view that immigration adds to unemployment and creates social tension at times of economic recession.

These developments highlight the tension between research and its application in social and economic sciences to meet policy objectives. This underscores the vulnerability of any research that is dependent on external funding from government, business and other vested interests, and reminds one of debates as to the possibility of a value-free social science. In some ways the use of widely accepted, verifiable and transparent methods of data collection would help minimize these difficulties and allow studies to assist in formulating and evaluating policies and programs. This highlights the need for intellectual integrity and professionalism among researchers in their approach to problem solving.

— **You are Director of the Centre for Asia-Pacific Studies at Victoria University of Technology. Could you tell us about the research being conducted there and what theme you are most interested in recently?**

KEE I have enjoyed the last five years of

work at the Centre. This appointment has allowed me to combine a number of personal and professional

interests, and use my training in psychology, political science and economics, and my relatively diverse work experience in the region, to focus on a number of developments that I believe will influence Asia-Pacific growth and interaction in the coming decades.

In particular, I have been able to study the international movement of people in the form of migration, tourism, and international student mobility. Although most of my work in these areas has centered on the impact at the receiving end, or the destination country, the causes and processes of such movements are important topics of inquiry, as they contribute directly to our understanding of regional integration and inter-dependence.

I have also been active in a range of issues affecting Australia's evolving ties with its Asian and Pacific neighbors, and have contributed to several Australian government commissioned consultancy reports in this field. A key aspect of these unfolding relations has been the growth, diversification and integration of Australia's Asian and Pacific communities, and the country's continuing development as a culturally diverse and economically just society within the Asia-Pacific context.

I have in recent years also been giving more attention to the global family, social, cultural and economic networks resulting from international migration. Most of the work to date has been on the Chinese Diaspora, including economic ties, the evolving Chinese identities and interplay of political China with the many vibrant Chinese cultural communities in Southeast and East Asia, and the multicultural countries of the Pacific Rim.

I see these areas of study, especially set in a comparative context across communities and nations, as some of the important fields of research for the Ritsumeikan Asia-Pacific University and other education institutions devoted to promoting knowledge of an interdependent world.

— **Thank you for being with us today, and for sharing valuable thoughts on your recent Asia-Pacific studies, particularly on immigration and multicultural society.**

REACHING OUT TO INTERNATIONAL STUDENTS

[Thailand]

Thailand is about 510,000 km², approximately 1.4 times as large as Japan. The country extends from the middle of the Indonesian Peninsula to the northern Malay Peninsula, bordering Malaysia, Myanmar, Cambodia and Laos. Its population is about 60 million people, 95% of whom are Buddhists.

Our delegation to Thailand made its fourth visit to the country for two weeks from February 1. Wholehearted support extended by Mr. Twee, Vice President of Siam University, and his human network, enabled us to visit 19 prestigious schools in various regions. We met principals, vice-principals and career counselors, and at 16 of the 19 schools we visited, we had the opportunity to hold informational sessions targeting 11th graders (2nd graders of Japanese senior high schools), a total of about 1,800 students. At one of the schools, as many as 420 students participated in the session.

In the session, introductions were first made in English, and then translated into Thai by Mr. Twee. Some of the students understood English and asked us questions in English. Most questions concerned scholarships, how students were selected, life in Japan, and academic courses or career after graduation. Asked if they wore uniforms at the APU, one of our delegates said, "You may wear anything you want. Kimonos, if you prefer," which caused laughter in the hall. At the beginning of the session, students looked dubious, but as the session went on we became confident of their interest in APU, while we were exchanging questions and answers. The same thing can be said about the teachers. Some teachers voluntarily made appointments with other schools for us to give sessions.

We are determined to further promote APU so that we can invite as many excellent students as possible from Thailand.



Thailand

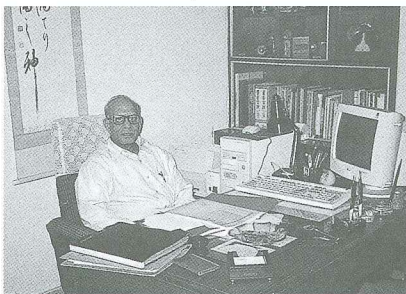
[India]

India is the westernmost country among those we visited for promoting APU. This federal state, with a population of over 900 million, is one of the birthplaces of civilization, and prides itself on the oldest history. The country extends 3,000 km east to west and north to south. Given the diversity of its history, territories, people, and religions, India enjoys a tremendous variety of cultures, races, climates, politics, economic systems, society, and languages, each of which has a long and interesting history. For example, Buddhism, one of the three greatest religions in the world, is just one of many Hindu sects in India.

Since our promotional activity in India on this occasion was limited to 5 days from February 9, we decided to visit only public schools using the 12-grade system. Since most of the schools had little information on Japanese universities, we had periodically sent material on APU before visiting them. These materials and a session we held during the visit helped them understand APU's principles and educational system. Such efforts allowed us to conclude agreements with 10 schools, including 4 prestigious public schools in Delhi, to recommend a total of 45 students.

This success would not have been possible without the support of Dr. Verma, former professor of Nehru University, and our liaison officer since 1998. He is one of the first Indians who came to study in Japan. He also played a pioneering role in the study of Japan, compiling the first Japanese-Indian dictionary. On retiring from Nehru University, Dr. Verma offered us use of his residence as our local office, hoping to serve as a bridge between India and Japan, especially APU, and to inform outstanding young people in India of APU.

The Indian educational system is as complex as other aspects of this country mentioned above. The introduction of modern western education, in addition to conservative religious and ethnic education, has made the system more complicated than ever. Currently, more than 100 thousand high schools are operated under such diversified conditions. Facing this challenge, we became more determined to encourage as many Indian students as possible to come and study at APU.



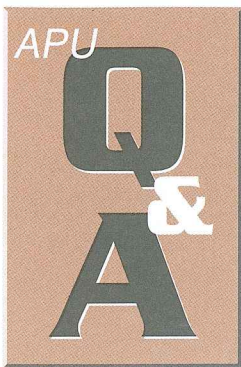
How to contact Dr. Verma:

Dr. Satya Bhushan Verma

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Academic Advisor and Liaison Representative in India,
Planning Division for Ritsumeikan Asia Pacific University, Kyoto, Japan
Address: D-3/3585 Vasant Kunj New Delhi-110070, India

Tel: +91-11-6893630 Fax: +91-11-6122270 E-mail: vermasb@vsnl.com

India



(Following are questions frequently asked at informational sessions targeting principals, counseling teachers, students and their parents:)

Q1 What are the specific subjects students learn at APU's Colleges of Asia-Pacific Studies and Asia-Pacific Management?

A1: At the College of Asia-Pacific Studies, students are expected to acquire basic knowledge concerning the diverse cultures, history, social conditions and natural environment of the vast Asia-Pacific region; and specialized knowledge in such fields as "urban cities and their environment," "information media," and "Asia-Pacific and tourism," based on their understanding of and proficiency in English and other languages spoken in the Asia-Pacific region. The College of Asia-Pacific Management is divided into four majors according to management methods: "Finance & Accounting," "Marketing," "Production," and "Human Resource Management." After completing their introductory study of all four fields, students will choose the field they find most interesting. We will provide them with a variety of high-level technical instruction.

Q2 How much money will be necessary to study at APU?

A2: As for school expenses, enrollment fee will be 100 thousand yen and the annual tuition fee will be about one million yen. Average living expenses will be approximately 80 - 100 thousand yen per month.

Q3 Does APU have dormitories?

A3: Yes. Dormitory rooms are available for freshmen from abroad. Sophomores and above will move to private accommodations so that they can have more opportunities for exchange with the local community.

Q4 Is there any system in Japan to assist students from abroad with medical expenses?

A4: In Japan, everybody is required by law to enroll in the National Health Insurance, and pay the premium (in 1999, the annual premium is 15,400 yen).

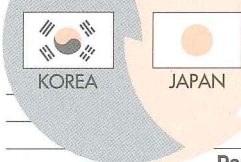
Seventy percent of the medical expenses are subsidized by the government. In addition to this subsidy, students from abroad can later obtain special reimbursement for 80% of the 30% they have paid, which means they only have to pay 6% of their actual medical expenses. Furthermore, Oita Prefecture assists students from abroad with some of the insurance premium (in 1999, half the premium is subsidized).

Q5 How can I get an APU brochure for more detailed information?

A5: Contact the following office:

International Section
Planning Division for Ritsumeikan Asia Pacific University
56-1, Tojiin Kitamachi, Kita-ku, Kyoto 603-8577, Japan
Tel: +81-75-465-8370
Fax: +81-75-465-8371
E-mail: ml-apu4u@ml.ritsumeik.ac.jp
URL: <http://www.apu.ritsumeik.ac.jp/>

Forum in Oita Japan and Korea High School Education Exchange Forum



The Japan and Korea High School Education Exchange Forum, held at Beppu City, Oita, from January 22 to 24, 1999, included principals of Korean high schools with which APU has concluded an agreement, and principals from 20 high schools in Oita Prefecture. On January 22, starting with an opening address by Dr. Sakamoto, President Designate of Ritsumeikan Asia Pacific University, the forum included general information on Oita Prefecture and Beppu City by officials, and speeches made by 7 principals. On January 23, guided by city officials, participants made a study tour to the construction site of APU and other facilities, such as the History Museum in Beppu City, and left Beppu the next day. The forum on the first day was a great success, and the study tour on the second day seemed to greatly impress the participants. It was a wonderful opportunity for us to see that people both inside Japan and abroad have great interest and hopes for APU.



[Speakers at the forum] Harajiri Masanobu (Principal, Oita Maizuru High School), Lee Jong Young (Principal, Dae Won Foreign Languages School), Koyama Yasunao (Principal, Oita High School), Kim Bong Kil (Principal, Kyong Nam High School), Kato Naoki (Principal, Ritsumeikan High School), Yeo Seong Goo (Principal, Kyong Hi High School), Kimura Kazuaki (Director, Indonesian Office)

■ Park Hyang Soon

Chairman of parent's association, An Yang Foreign Languages High School

I hope that APU will foster leaders with future-oriented minds, who can integrate Asia into a unity, overcoming its dark history. Only ardent educators can nurture those who will contribute to nation and society.

■ Kim Young Bok

Principal, Sea Hwa High School

I have great expectations for APU's pacifist education, which aims to foster leaders contributing to the peace of Asia Pacific region, in a break with national egoism. I hope that students of Korea and Japan will be given opportunities, starting from an awareness of the issues they can share, to work together in search of a solution to such issues. I also hope that exchange between them will be

promoted, to help them understand and appreciate each culture.

■ Kim Yong Chan

Student of Osan High School

As a student hoping to study at APU, I expect APU to provide students in various countries with opportunities for exchange in various fields, contributing to the world as well as to the university.

■ Chun Sung Woon

Student of Kyong Nam High School

I hope that APU will promote exchange with local communities and play a leading role in building a local network.

■ Choi Young Hee

Director of Japanese Language Division, Myoung Duck Foreign Languages High School

If the 20th century is considered a period of transition to world unification,

in the 21st century the world must complete its integrative efforts. The ideas you have will be more important than the country you are from; this would be the most important factor in establishing human relations. I believe that we have to deepen our understanding of foreign cultures so that we can accept them as if they were our own. It is therefore necessary for both Korea and Japan to place more emphasis on human, spiritual and cultural exchange, in addition to economic and material exchange.

■ Lee Jong Young

Principal of Dae Won High School

We will have to build a good relationship between Korea and Japan, the two countries that have been said to be closest together, as well as farthest apart. In order to cooperate in developing new programs to lead Asia and to better understand each other, we should

deepen our knowledge of each other's language, and promote spiritual exchange. I hope that APU will remain constant in its efforts to foster leaders in a true sense, to guide Asia as a competitive region in the world.

■ Uhm Kyu Baek

Principal of Yang Joung High School

The APU campus should be a place where young Asian men and women from variety of cultural, historic and religious backgrounds will gather and learn various languages of Asia Pacific countries, while deepening their mutual cultural understanding. The campus should also provide students with opportunities to learn about and research various issues in the so-called Asia Pacific Era, on the politics, economics and culture of each region. I hope that APU will develop into a university that fosters outstanding leaders in various regions.

High School Students APEC in Kyushu



High School Students APEC (Asia Pacific Educative Conference) in Kyushu was held in Fukuoka on March 13; in Kokura on March 14; and in Oita on March 22, 1999. This was the second conference, following the first conference held in November 1998 at Ritsumeikan University Kinugasa Campus in Kyoto. At the conference, high school students made presentations and debated issues regarding the Asia Pacific region. In Kyushu, after presentations by winners of the Asia Pacific Essay & Composition Competition and the Korea Essay Competition in 1998, the winners and audience had a discussion. The following is a report on the conference at Oita.

Report on the conference at Oita

After the winners' presentations (three from Korea, three from Oita), they had a discussion with audience. The audience, including those coming all the way from Kagoshima, Hyogo, Osaka, and Kumamoto, numbered more than 100, all of whom eagerly listened to the presentation. Below is a list of the presenters:

- **For Our Better Future**
Grand Prize : Kwun Mi Sun, 2nd grade, Taegu Women's High School, Korea
- **We Will Make Our Way to the Future Powerfully, Since We Are Young**
Silver Prize : Hong Sun Jae, 2nd grade, Bu Cheon High School, Korea
- **The First Step Toward Peace**
Excellent Prize : Sakai Akiko, 2nd grade, Saeki-Gakujo High School, Oita
- **Direction APEC Should Take in the 21st Century and Korean Vision**
Fine Work Prize : Lee Yu Jin, 2nd grade, Sea Hwa High School, Korea
- **As a Human**
Winning Poem : Nakairi Mariko, 2nd grade, Nakatsu Commercial High School, Oita
- **True Aid**
Yamamura Kana, 1st grade, Beppu-Tsurumigaoka High School, Oita

Grand Prize winner Kwun Mi Sun said in her presentation that in order to resolve the current economic crisis in Korea, Korean people must be proud of their own culture, build an environment for educating people to develop a promising future, and live in hope for the future. Her opinion is very constructive, saying that her generation is responsible for making efforts to build a bright age in the coming 21st century, and she herself is willing to do her best to make it happen.

Sakai Akiko, the Excellent Prize winner, said that it is important for her generation to take a broad view and learn more about the world, in order to find the best way to get along with other countries. She also said that people should not cling to the past, although it is necessary to look back to the past to reflect on the deeds of former generations.

In a discussion following the presentation, participants in the conference frankly exchanged their opinions regarding relations between Korea and Japan, and individual impressions of the two countries. Some Koreans gave acute observations, such as that Japanese young people rest on what their parents have built up, and forget to make efforts by themselves; and that the Japanese sex culture is too open.

The next day of the conference, after touring Beppu City, Korean students visited the construction site of APU and Beppu-Tsurumigaoka High School, where they participated in an exchange meeting.

Some of the letters later received from high school students participating in the conference said, "I was able to learn a lot at the conference," and "I am determined to study more." The conference was broadcast on local TV stations and reported in local newspapers.

After the presentation and discussion, a briefing session on APU was held, and a professor of Ritsumeikan University gave a mini-lecture titled "Asia Pacific Vision."



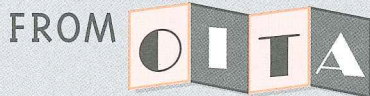
Grand Prize of Asia Pacific Essay & Composition Competition Won by Nakayama Yu, 2nd Grader, Kochi-Otemae High School in Kochi

The award ceremony for the Asia Pacific Essay & Composition Competition was held at the Kyoto Museum for World Peace, Ritsumeikan University on Friday, December 18, 1998, with 20 winners invited from various places in Japan. The competition was organized by Ritsumeikan University and cosponsored by Overseas Cooperation Fund, Japan International Cooperation Agency, Metropolitan Board of Education, Oita Prefectural Board of Education, and the National Association of High School Principals.

There were 1,378 applications, including essays, tanka and haiku. The Grand Prize Winner was Nakayama Yu, 2nd grader, Kochi-Otemae High School, with the title, "Report by Heisei Tosa Kaien-tai—Japan as a Country in Asia."

Excellent prizes went to 5 high school students from Gunma, Kyoto, Fukuoka, and Oita (2); with Fine Work prizes to 10 students from various prefectures, including Kanagawa and Okinawa. Thirty other works by students from various high schools, including Hokkaido and Kagoshima, were also accepted by the competition. School Awards were given to Ritsumeikan Uji High School, Saeki-Gakujo High School in Oita and Omiya High School in Miyazaki.

The judging committee included Dr. Sakamoto, President Designate of Ritsumeikan Asia Pacific University (Vice President of Ritsumeikan University, Professor of Faculty of Economics); Mr. Furuta Atsuya, baseball player (graduated from economics department of Ritsumeikan University in 1988); Ms. Kobayashi Ayako, actress (graduated from the department of literature of Ritsumeikan University in 1995).



Construction Progress



The construction of Ritsumeikan Asia Pacific University has progressed smoothly since the ground-breaking ceremony in August 1998, with 20% of the construction completed as of the end of March 1999. Foundation work and frame building for the 1st to 3rd floors are under construction. A framing completion ceremony is scheduled for July 1999.

Total earth work comprises about 1.78 million m², with only several thousand square meters remaining to be completed. As to preparation work in general, about 85% has been completed. Underground piping work for sewerage, waste water and electrical wires, slope fortification, and tree planting have been in progress.

Construction work in the vicinity of the university has also progressed well. The construction of new prefectural roads along the university site, including six bridges, has emerged into almost full view. It has been reported that the roads will be open to ordinary traffic by the end of this year. The establishment of university infrastructure, including gas, electricity (high voltage steel tower construction), telephone wires, is also proceeding.

With 500 - 600 workers a day engaged in construction, the site of Ritsumeikan Asia Pacific University has become more active, with safety first. The University is scheduled for completion by the end of December 1999.





(from left) Dr. Sakamoto, President Designate; Prof. Nguyen Minh Hien; Dr. Onami, ex-President

Prof. Nguyen Minh Hien, Vietnamese Minister of Education and Training, Awarded Honorary Doctorate

Prof. Hien, Minister of Education and Training in Vietnam was awarded an honorary doctorate of Ritsumeikan University on Monday, December 21, 1998. Prof. Hien has contributed to industrial development, globalization of high school education, and international promotion of educational institutions in the Asia Pacific region since his appointment as President of Hanoi Institute of Technology.

Ritsumeikan University and Vietnamese Education and Training Ministry have enjoyed very friendly relations since the conclusion of an exchange agreement in February 1998. The two are cooperating more closely than ever in APU's recruiting of Vietnamese students, progressing toward the APU opening in April 2000.

Agreement Exchange Ceremony with Dongbei University of Finance and Economics, China

On Sunday, February 21, 1999, a ceremony was held in Dalian, China, for exchanging copies of an agreement with Dongbei University of Finance and Economics. Attending were President Yu Yang, Vice President Qiu Dong, and others from Dongbei University of Finance and Economics; and Dr. Jido Yuji, Vice President Designate of Ritsumeikan Asia Pacific University (Executive Trustee, Professor of Faculty of Policy Science, Ritsumeikan University), Dr. Nakagami Ken'ichi, Director of APU Planning Committee (Professor of Faculty of Policy Science, Ritsumeikan University), and Prof. Cao Ruilin. Dongbei University, one of the most prestigious in China, was founded in 1952; comprising 12 departments mainly related to economics and management, the university has 12,000 students. Over the last six years, research exchange has been conducted between the two universities. Based on the agreement, participants discussed further exchange between professors, students, and researchers. The president of Dongbei University of Finance and Economics offered his cooperation, and also expressed his expectations. A dinner party was held in the evening, under the auspices of Mr. Xia Deren, former Vice Mayor of Dalian. The City of Dalian is one of the most noteworthy cities in China, both economically and environmentally, and has very close relations with Japan. It is hoped that the agreement will further promote exchange activities.

携手合作 共同发展
东财大与日本立命馆大学“联姻”

本报讯(记者孙晓光)2月21日上午,东北财经大学党委书记于祥与来访的日本立命馆大学常务理事藤田治互相交换了友好合作协议书,这标志着两所高校的合作关系将揭开新的篇章。

立命馆大学是日本著名的私立大学,它的教学、科研在国内及海外均处于领先地位。为加强两校之间的友好关系,促进两校在高等教育领域的国际化,东北财经大学与立命馆大学在交往六年的基础上正式建立了友好学校关系。双方今后将在交换教员、学生、共同研究、共同举办研讨会或学术会议、文化交流等方面广泛合作。东北财经大学党委书记于祥说,我们合作的最终目的是将两所大学共同推向国际,这对于两所学校、两个国家的教育、人才培养均具有重大意义。

Dalian Daily dated February 22, 1999 (1st edition)

Waiting for Contact from Inside and Outside of Japan

Planning Division for Ritsumeikan Asia Pacific University is calling for students strongly interested in APU to become an APU mate.

The Division has made efforts to establish a network of students who: are interested in the Asia Pacific region; wish to obtain information on APU's activities toward its opening in April 2000; or wish to join in the process of forming a new university and reflect their own opinion. Five thousand "mates" have been registered thus far. Registration from abroad has also commenced.

Application can be made either by letter, postcard, telephone, and e-mail; after registration, "mates" will periodically receive the latest information on APU. Those who live abroad and are interested in APU, or who want to study at APU, can access the APU site on the Internet to obtain information. All questions are welcomed. We look forward to hearing from you.

Address: Planning Division for Ritsumeikan Asia Pacific University
Ritsumeikan University
56-1, Tojiin Kitamachi, Kita-ku, Kyoto 603-8577, Japan

URL: <http://www.apu.ritsumeikan.ac.jp/>

E-mail and telephone:

From outside Japan: ml-apu4u@ml.ritsumeikan.ac.jp Tel: +81-75-465-8370

In Japan: ml-info-apu@ml.ritsumeikan.ac.jp Tel: 075-465-7860

おすきにぜひ参加ください。お待ちしています。

APUメイト

YES: NO 大学へ進学したいと思っている。
YES: NO 海外旅行の経験がある。
YES: NO 英語の勉強が好きだ。
YES: NO 世界中の人たちと仲良くになりたい。
YES: NO 将来は世界を舞台に活躍してみたい。

YESが3つ以上あった人は、いよいよAPUメイトに。

STEP1 → STEP2 → STEP3

APUメイトに入会する → APUの最新情報をキャッチ → APUCAにサインアップ

APUへのアクセスは、APUメイトから。
最新の海外情報やAPUの最新情報をキャッチ。
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