

## Ritsumeikan Asia Pacific University



September 1999 **vol.6**

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A JOURNAL REPORTING PROGRESS OF RITSUMEIKAN ASIA PACIFIC UNIVERSITY

### Message from Dr. FUNABASHI Yoichi

## "The Intellectual Fusion of the Asia-Pacific"



The birth of Ritsumeikan Asia Pacific University is a large-scale undertaking worthy of Japan and the Asia-Pacific Region at the dawn of the 21st Century.

While we are witnessing the region's gradual economic unification, we must also strive for intellectual synthesis. By learning from each other and respecting our mutual history, languages, societies, and customs, we can deepen the dialogue between people and build a trusting relationship. For this purpose, the university will be an "incubator" from which various kinds of intellectual fusion will be born.

船谷 裕一

profile FUNABASHI, Yoichi

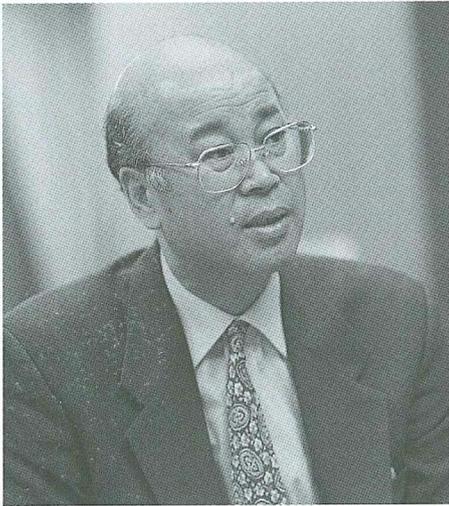
Editor of Asahi Shimbun Publishing Co. Served as general head of American Bureau, Beijing correspondent, and Washington correspondent of the Asahi Shimbun. Now writes the column "Japan@World" for the Asahi every Thursday and a serial article, "Briefing on the World by FUNABASHI Yoichi," for the Weekly Asahi. His books include "Inside—A Report on China" (awarded Suntory Literature Prize), "Currency in a Cutthroat Competition" (awarded YOSHINO Sakuzo Prize), "Asia-Pacific Fusion—Japan and APEC" (awarded Grand Prize, Asia-Pacific Award), and "Drifting in Alliance" (awarded Shincho Literature Prize). Obtained a LL.D. at Keio University in 1992. A member of the "Blueprint for Japan in the 21st Century" Discussion Group, a private advisory body under the Prime Minister OBUCHI.

## OGATA Masakatsu

小方 昌勝

*Professor of the Faculty of Business Administration,  
Ritsumeikan University*

Worked for Japan National Tourist Organization as head of tourism promotional office in Frankfurt and Paris and later as director. Served as examiner for the second-stage of the governmental tour guide examination (in English and German). Consecutively served as vice-president of East Asia Tourist Organization, Pacific and Asia Tourist Organization, and other posts.



—We are pleased to have the presence of Professor OGATA Masakatsu of the Faculty of Business Administration, Ritsumeikan University. Today, we would like to ask him about tourism development in the Asia-Pacific Region. First of all, how do you see the Asia-Pacific Region?

**OGATA** Hundreds of years ago, the center of the world economy moved from the Mediterranean to the Atlantic. Now, it is shifting from the Atlantic toward the Pacific. Until 1997 when an economic crisis hit the Asian region, many institutions and futurologists had predicted that the 21st century would be the century for the Asia-Pacific Region. All of a sudden, however, once the Asian economy, which is supposed to play the core role for the region, started deteriorating, a pessimistic view of the future of the Asia-Pacific region, especially Asia, came to prevail. But, present-day Asia is no longer what the region used to be under the colonial rule of the Western powers. The region has successfully transformed into a dynamic and powerful region with enough strength not only to control other regions but to be able to meet world expectations. I firmly believe that fulfilling the region's potential is inevitable in the 21st century.

I believe in the potential of the Asian region from seven viewpoints. First, the area of the Asia-Pacific Region occupies almost half of the world. Second, the population of the region accounts for about two-thirds of the world population. Third, the total trade in

# The Asia-Pacific Region in the 21st Century

goods and services in the Asia-Pacific Region accounts for more than 40% of world trade in both imports and exports. In addition, it is expected that trade in the coming century will steadily expand. Fourth, the trading share within the region is almost 70% and stronger mutual dependency in the region will allow further improvement in the Asian economy. Fifth, information, services, electronics and various other advanced technologies, which will play an important role in 21st century society, are beginning to take a firm hold in many countries in the Asia-Pacific Region. Sixth, Asian countries, which were once lagging behind, have generally achieved economic growth. Their living and educational standards have reached a level as high as other regions, leading to the development of an enormous consumer population mainly consisting of the powerful middle class. Seventh, according to projections by the International Air Transport Association, the number of passengers of Asian air routes will increase 7% each year until 2010, at which time more than half of all passengers worldwide will be flying Asian routes.

As mentioned above, the region has enormous potential power in terms of geography, population and economy. Some of the major Asian countries have already started recovering from the economic crisis and it is certain that the region will be able to establish its position as the most influential region in the world by the beginning of the next century, overcoming what can be termed "a temporary impasse."

—How much power do you think the tourism industry has gained in the Asia-Pacific Region?

**OGATA** According to "Tourism 2020 Vision" released by the WTO, the number of visitors for sightseeing in the Asia-Pacific Region will surpass that of the U.S. in 2010 and is

expected to reach 416 million (about 27% of the total of the world) in 2020, following that of Europe (717 million). It is certain that tourism will be an important industry, socially and economically, in the region in the 21st century.

In the Asia-Pacific Region, expansion of economic activities, improvement of income and living standards, and progress of the industrial structure enabled curtailment of working hours and an increase in spare time. People's values shifted towards enjoying their free time, leading to an increase of "traveling" as a leisure activity. Expansion of motorization, improvement of surface transportation networks, and development of air transportation (jets, large airplanes, etc.) made it possible to travel long distances in a shorter time. Furthermore, progress in communication methods due to technological development enabled prompt, certain, and inexpensive dissemination of travel information, advertisement of sightseeing tours, reservation, and arrangements.

Sightseeing tours, which only those in a limited stratum of society were able to enjoy in the past because of expense and limited spare time, have been popularized along with the improvement in the social environment. Thus, many people in the Asia-Pacific Region have become able to travel internationally. Especially after the deregulation of trips abroad by the governments of Japan (1964), Taiwan (1979), and Korea (1989), Asian countries have become a promising source of tourists, which has raised expectations and made a great impact on the global tourism market.

—How should we assess Asia-Pacific tourism in the 21st century?

**OGATA** The trend of Asia-Pacific tourism toward the 21st century can be roughly characterized by the following three currents. First, a current from mass tourism to

# Region and Tourism



alternative tourism: released from the dark history of colonization after becoming independent after World War II, countries in the Asia-Pacific Region began to eye the tourism business, which does not require an overwhelming amount of investment and is highly effective economically. Their promotion of mass tourism, however, eventually made them face a loss of nature and cultural assets. In the 1990s, responding to a global movement to tackle environment problems, people's attention has been drawn to alternative tourism, which includes ecotourism, adventure tourism, and ethnic tourism that allow optimum use of the tourism resources of the Asia-Pacific Region. Alternative tourism, a new form of tourism, is greatly expected to contribute to promoting tourism in future.

The second current is an increase in exchanges in the region over exchanges with outside of the region. Tourists to the Asia-Pacific Region used to come mainly from advanced countries such as European nations and the U.S. Due to factors such as revitalization of economic activities, improvement of living and educational standards, changes in people's values, and higher mutual dependency in the Asia-Pacific Region which allowed rapid growth of business and sightseeing trips within the region, the flow of tourists within the region in 1997 accounted for as high as about 70% of all tourist exchanges. Considering the potential development and maturity in the future for the region, this tendency is likely to grow all the more.

The third current is the use of electronic technologies. In Asia, in a transition from expanding growth to reform, the information communications field has been developing at as high a speed as in America and Oceania thanks to the development of electronic technology. The Information Highway and high-speed communications networks, which are expected to develop rapidly, will be fully

used in the tourism industry.

—**Lastly, tell us a little bit more about what should be focused on in the field of Asia-Pacific tourism?**

**OGATA** The first point is the environment. Since the United Nation Conference on Environment and Development in 1992, environmental problems, including global warming, deforestation, and ocean contamination, have been dealt with from a global standpoint and the concept of "sustainable development" was introduced. In the tourist industry, studies on "sustainable tourism" such as ecotourism have been conducted. Outcomes obtained from the studies, including definition and ethical codes for sustainable tourism and measures to take to achieve such tours, are being presented to the public. In the Asia-Pacific Region, which is abundant in natural resources and cultural heritage, a demand for tourism concerned with environmental conservation is expected to increase.

The second point is use of information technology. Information systems, centering on multi-media such as the Internet, are exerting a great influence on the tourist industry as they are on other industries. It is imperative to take advantage of these systems in various aspects of the tourist industry, including information dissemination, reservation, and fare adjustment.

The third point is Chinese society. Chinese power cannot be ignored in the future development of the Asia-Pacific Region. The number of Chinese living around the world outside of China is 57 million (53 million in Asia only) and it is said that their property totals 200 to 300 billion dollars. They are deeply involved in economic activities in major Asian nations. The Chinese network

itself forms a huge market.

The fourth point is religion. In the Asia-Pacific Region, there are primitive and ancestor cults, three major religions (Buddhism, Islam and Christianity), and a variety of other religions such as Confucianism and Taoism. Social life and ideology are deeply influenced by religion, forming an attractive atmosphere in the region and adding exoticism to a trip, in a broader sense. Religious tours, including a pilgrimage and a visit to religious cultural assets and heritage sites, are very appealing because of their diversity.

The fifth point is the aging of society. According to the United Nation's long-term projections, the world population in 2025 will be 8 billion, 10% of which (800 million) will be 65 years or older, and in 2050 this number will increase to 1.4 billion, accounting for 15% of the total population. The aged, relatively free and affluent, are regarded as a promising target in tourism (senior tourism) in the coming century.

—**Thank you very much for sharing your valuable opinions on the trends of tourism, one of the primary industries in the Asia-Pacific Region in the 21st century.**

# Sixth Annual Japanese Speech Contest

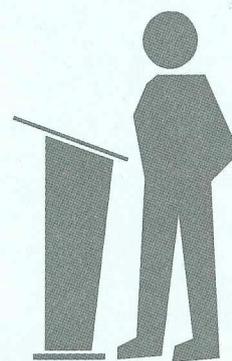
## Sixth Annual Japanese Speech Contest for Secondary School Students

The Sixth Annual Japanese Speech Contest for Secondary School Students was held at Mills High School, about a 10 minute drive from San Francisco Airport, on Saturday, May 1, under the auspices of the California Association of Japanese Language Teachers. APU attended the contest for the first time.

The contestants were about 135 students, who study Japanese at junior and senior high schools in California, including not only Japanese Americans but various races ranging from Chinese to European Americans. The contest was a great success, attended by 160 - 170 people including students' parents and Japanese teachers who accompanied the contestants.

Levels were divided into 4 steps from I to IV. The highest level IV was for senior high school students who have studied Japanese for 3 years. After a 10 minute speech on various themes, such as "My Dream" and "My Hero," examiners asked each student questions on his/her speech. Some students said they wanted to study in Japan. We were amazed by Americans' deep interest in Japan and the high quality of language and cultural education, especially in California where many high-tech companies have their offices, as evidenced by Silicon Valley.

APU gave all the participants an APU pen as a memento and introductory brochures. We received about 20 inquiries on APU from teachers and students at the contest venue as well as by mail after we returned to Japan. These inquiries made us confident that the PR activity was effective and that it is important to disseminate information on APU through activities as we did this time.



in San Francisco

## REACHING OUT TO INTERNATIONAL STUDENTS

### [ Vietnam ]

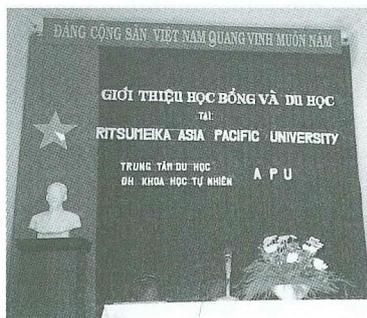
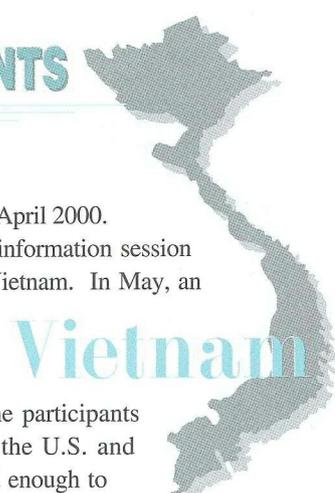
In Vietnam we have started a full-scale campaign, preparing for the APU opening in April 2000.

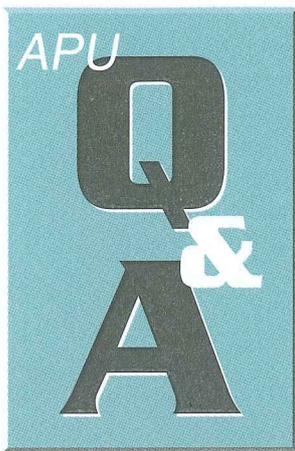
Last April, we put articles in various Vietnamese newspapers about APU and our information session held in Vietnam, with the aim of recruiting highly motivated students from throughout Vietnam. In May, an information session was held in Hanoi, Ho Chi Minh City, and Hue, by professors of Ritsumeikan University, with more than 400 participants. At each venue, participants' interest in Japan was extremely high and they were responsive to our presentation.

Although images of Japan in people's minds varied from person to person, most of the participants shared respectful images of Japan, such as "economic power well compatible with the U.S. and European nations," and "country with successfully completed globalization and advanced enough to comply with the coming age of global-scale exchange and distribution." In reality having a mountain of problems to solve in Japan, we would like to appreciate their favorable views toward our country with modesty and solemnity. Encouraged by them, we are determined to further promote our information campaign.

After the sessions, APU has received many inquiries from students in Vietnam.

Various obstacles, such as raising money for tuition, stand in their way. We are, however, determined to make every effort to help their enthusiasm bear fruit.





## Academic curricula

### Q1 What kind of degrees will be obtained from APU?

**A1:** The College of Asia-Pacific Studies offers a Bachelor of Social Science (B.S.S.) degree and the College of Asia-Pacific Management offers a Bachelor of Business Administration (B.B.A.) degree.

### Q2 Is it possible for a foreign student to leave Japan to study in another country for a year, while studying at APU?

**A2:** Yes. Both Japanese and foreign students of APU are eligible to participate in a study abroad program. Countries and areas we are considering as destinations of the study abroad program include China, Taiwan, Korea, Indonesia, Malaysia, Thailand, Vietnam, the Philippines, Singapore, India, Sri Lanka, Australia, New Zealand, America, Canada, and England.

### Q3 Is it possible to obtain a Master of Tourism in Asian Region and other master's degrees at APU?

**A3:** In April 2000, two colleges, Asia-Pacific Studies and Asia-Pacific Management, will open with degrees offered as mentioned above. When our graduate school opens in 2003, a master's degree can be obtained. A curriculum is now under consideration to offer APU undergraduates a 3-year bachelor's program, in order to proceed to graduate school earlier.

### Q4 I have heard that lectures will be given both in English and Japanese. I wonder if I can follow classes given in a language other than my standard language registered at the time of enrollment?

**A4:** Classes in Foundation Subjects are generally given both in Japanese and English for the first and second year students. While taking classes given in the language upon which admission was based, the first and second year students learn the other language (Japanese for those who register on English basis, English for those who register on Japanese basis). Therefore, the second year students in their latter semester and those in the third or fourth years will be able to understand classes or join discussions in the classes both in English and Japanese.

### Q5 Is it possible to experience an internship while at university?

**A5:** Yes. APU will provide students with opportunities for working experience at companies, local governments, NGOs, and NPOs.

### Q6 Students are concerned about what path to take after graduation. What support does APU offer students in choosing courses and/or careers?

**A6:** APU will give students proper advice on which courses should be chosen and/or how to study, according to each student's academic goal and career goal. Based on a "career chart," filled in with student's academic performance and other activities and a counselor's advice, systematic support will be provided to students to meet individual situations and hopes. In addition to regular classes, special lectures useful for future careers or to obtain various licenses will be provided.

### Q7 I understand that APU encourages students to use PCs and the Internet for study. Can a student with no knowledge about PCs follow classes?

**A7:** In the 21st century, people will be required to use PCs and the Internet without any difficulties. Thus, it is APU's objective that students with no knowledge of PCs will be able to submit their reports or make a presentation by using a PC, make full use of e-mail and the Internet, and do some simple programming. Therefore, lectures on how to use a PC and individual training will be provided during the orientation, and all students are encouraged to complete courses of "Introduction to Information Science" and "Information Processing I."

### Q8 Is an APU student allowed to take classes at Ritsumeikan University?

**A8:** It is preparing a system under which APU students are allowed to take classes at Ritsumeikan University also operated by the Ritsumeikan Trust. A distance lecture system that enables students at APU to take a class of Ritsumeikan University by using the information network will also be introduced.

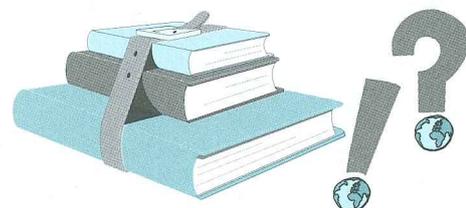
## Student life

### Q1 Can a foreign student experience a home-stay while studying at university?

**A1:** Oita Prefecture and private international exchange organizations are arranging to secure host families and preparing to establish home visit and/or foster parent systems.

### Q2 Huge economic differences between my country and Japan make me uneasy about tuition and living expenses. Is it possible to work part-time after entering university?

**A2:** Foreign students in Japan are legally allowed to work part-time 28 hours or less per week. APU is coordinating with related organizations, including seeking job offers.



# Features of the APU Educational System and Progress Report

APU is now advancing into its final stage to establish its curricula and educational system toward the opening in April 2000. The following are its features.

## 1. CURRICULA

### College of Asia-Pacific Studies

"Cities and Environment," "Tourism," and "Information Media," three major fields important to development of the Asia-Pacific Region, will be concentrations offered in the college. Dynamism and diversity of the region's development will be studied from the viewpoints of exchange and network, based on sociology and international sociology.

Themes to be dealt with in "Cities and Environment" include urban and rural areas in the Asia-Pacific Region, environmental problems in the Asia-Pacific Region, environmental policy, and ecobusiness; in "Tourism," hospitality management, travel industry, and ecotourism; in "Information Media," modern films, information media, and information networking.

### College of Asia-Pacific Management

Characteristics of business management in the Asia-Pacific Region will be studied based on management and international management studies. After thoroughly mastering basic concepts of business administration and accounting, students proceed to specialized areas such as finance and accounting; production, marketing, and human resource management.

Details of management in the Asia-Pacific Region will be studied from a variety of aspects, while understanding features of companies actively doing business in the Asia-Pacific Region including Southeast Asia and Western Asia; characteristics and problems of company administration in the Asia-Pacific Region, including financial markets in Asia, investment strategies, and human resource development.

## 2. FEATURES OF APU EDUCATIONAL SYSTEM

### ■ Dual language education in Japanese and English

Foundation education subjects for the first and second year students will be conducted both in Japanese and English.

Many major subjects for the second or higher year students will also be conducted in both languages. For example, the first and second year Japanese students take language subjects to learn English, while taking other lectures in Japanese. The third and fourth year students are required to take major subjects in English so that they can acquire English proficiency high enough to be competent in the international business and academic worlds.

### ■ Practical learning supported by seminar classes

Each college offers seminar classes, which have a limited number of students, for each year. A seminar aims to help students to learn how to put what they have learned to practical use and how to solve problems. Students also develop abilities to research and make presentations through research,

presentation, and discussion. The college encourages students to send their academic results to the world through media such as the Internet, so that they can always be well aware of the importance of information dissemination.

### ■ Learning opportunities through the APU network

The Ritsumeikan Trust, the parent body of APU, has an agreement with more than 80 universities and institutions in 23 countries and areas around the world (as of August 1, 1999). APU will promote study abroad programs with these universities and institutions and exchange programs with Ritsumeikan University. APU will also promote an array of educational activities taking advantage of its extensive network; lectures by members of the advisory committee, an organization supporting APU, and by prominent people in various fields such as an Academic Advisor; cooperative programs such as internships with companies, local governments, and international institutions.

## 3. TEXTBOOKS AND OTHER REFERENCES

APU is compiling "Survival Japanese," a text for foreign students to learn Japanese before starting school life; "Understanding the Asia-Pacific Region," a text for a compulsory first-year course; and "Study Guide."

"**Survival Japanese**," contains a minimum of selected Japanese expressions required for a foreign student, from immigration, money exchange, and transfer from an airport to APU, to various scenes of life in Japan. Accompanied with a tape of model conversations, the book helps students learn Japanese by themselves and is useful as soon as they arrive at the airport in Japan. The book will be sent to a student with the notification of admission approval.

"**Understanding the Asia-Pacific Region**," written by APU faculty members in Japanese and English, contains important subjects related to the Asia-Pacific Region, with commentaries, learning points, possible questions, points to be discussed, key words, and references. Themes relating to the College of Asia-Pacific Studies include: languages and cultures of the Asia-Pacific Region, the Asia-Pacific Region and Japanese society,

ecology, ethnicity, human rights, urban areas and environment, information media, and tourism; and those relating to the College of Asia-Pacific Management cover: economics in the Asia-Pacific Region, industry in the Asia-Pacific Region, the textile industry in the Asia-Pacific Region, markets in Islamic society, development of Japanese companies, financial market in Asia, ASEAN's accounting network, marketing in the Asia-Pacific Region, and future of Japanese-style management.

"**Study Guide**" aims to help students make a study plan useful for career development. How to start studying and set a goal, each year's goals and details of what they learn, and career development and selection are explained, based on the APU curricula and educational system. In order to help students correctly and fully follow classes, the guidebook explains the objectives and procedures of language and specialized classes; introduces the concept of "brainstorming"; and gives advice on how to read references, collect information, write resumes, and participate in discussion.

## Opening of APU Brings a New Wind to Beppu and Oita Prefecture Unveiling of "Proposal from APU"

The fiscal 1999 general assembly of the Ritsumeikan Asia Pacific University (hereinafter called APU) Association of Supporters (President: Mr. TSUSUE Takehisa, Chairman of Beppu Chamber of Commerce and Industry) was held on Sunday, June 6. The APU Association of Supporters was established in February 1996, aiming at improving the educational and cultural standards and contributing to the development of industry and economy through promotion of APU's opening. The Association consists of 48 organizations including economic organizations and companies and 14 prefectural-level groups, supporting APU's objectives.

Following the general assembly, related events (hosted by APU Association of Supporters and the Ritsumeikan Trust) were held, with 350 participants including citizens and those related to education. First, Association Chairman TSUSUE Takehisa, Governor HIRAMATSU Morihiko of Oita Prefecture, and Mayor INOUE Nobuyuki of Beppu City said a few words on their expectations for APU. Then, Mr. SAKAMOTO Kazuichi, APU President Designate, explained the APU outline and historical and social meaning of its opening and unveiled "Proposal from APU," presenting APU's concept of how to contribute to Beppu City, Oita Prefecture.

### What is "Proposal from APU"?

It is made up of the following three main goals:  
I) **Human Resources:** Playing a leading role in fostering human resources toward the age of the Asia-Pacific Region to contribute to international society

II) **Community Development:** Supporting the development of a city with world class academic achievements, culture, tourism, and industries

III) **People's Network:** Encouraging students to build networks linking Beppu, Oita to the world

#### ◆ Human Resources

- ① Contributing to the promotion of local education, accepting many high school students in Oita
- ② Fostering people with international minds adaptable to the 21st century
- ③ Supporting children and young people to grow up
- ④ Offering APU facilities for public use for continued education, cultural and sports activities.

#### ◆ Community Development

- ① Help build an "international student city," where citizens' lives are inspired by students' young energy
- ② Promoting building an international academic and tourist city, taking advantage

- of APU's educational and research resources
- ③ Cooperating with the city to build an attractive city where young people would choose to settle down, creating an "incubator" space to foster people to lead local industries

#### ◆ People's Network

- ① Helping Oita Prefecture and Beppu City construct various networks, serving as an information dispatch center to the Asia-Pacific Region
- ② Creating a campus where citizens feel free to visit and enjoy a sense of fulfillment, providing opportunities for international exchange
- ③ Making Beppu, Oita, "the second hometown" to students from foreign countries, giving them opportunities to interact with citizens
- ④ Using networks with other universities in Japan and abroad to invigorate Beppu and Oita

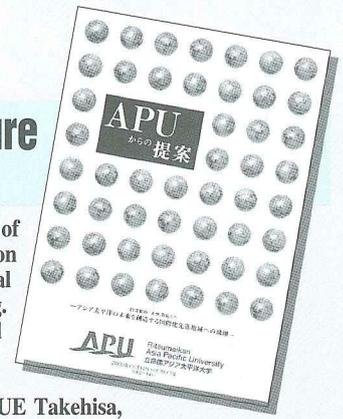
After the presentation of the proposal, lectures were held under the theme of "University City is Interesting— Good Relationship between a University and the Region" by Mr. ISHIDA Takashi, Bureau Chief of Kusatsu Chamber of Commerce and Industry, and Mr. KUROKAWA Yoshitami, the former Chairman of Social Education of

Kusatsu City. They talked about the Biwako-Kusatsu campus of Ritsumeikan University opened in 1994, sharing their valuable experience which would be useful to APU, including exchange between citizens and a university and a university's contribution to local revitalization.

In conclusion, Mr. KAWAMOTO Hachiro, chairman of the Board of Trustees, expressed his gratitude and announced that *the 130th Anniversary of Ritsumeikan Foundation/ Centennial Anniversary of the Ritsumeikan Trust Foundation, APU Opening Ceremony, and National Conference of Ritsumeikan Alumni Association*, will be held concurrently on May 21 - 22, 2000 in Beppu, Oita. He appealed to the participants to join the APU foundation, devoting their passion to realize this magnificent project. He closed the assembly, saying that he would further promote exchanges of opinion with citizens on APU's suggestions to make them more concrete and fruitful.

Ms. KOBAYASHI Ayako, an actress, and Ms. UCHIDA Mizuki, a radio personality (both are graduates of Ritsumeikan University), serving as moderators and making a perfect pair, added grace to the assembly.

After the event, a session targeting senior high school students and their parents to introduce APU's attractive points was held, with about 50 participants.



## APU Framework-raising Ceremony

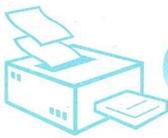
The APU Framework-raising Ceremony was held on Saturday, July 10, on the campus at Jyumonjibaru, Beppu, under a clear sky, with about 130 participants including those from the Ritsumeikan Trust, Oita Prefecture, Beppu City, design and construction companies, and local parties concerned.

The framework-raising ceremony is a ceremony held to pray for the safety of the construction when a steel beam, the last beam of a building, is installed. With the last beam installed, all the framework of all the APU buildings were completed. The last beam, 8 meters long and weighing 630 kg, was lifted up by a mid-sized crane to the top of the administration building with five stories above ground and one below while the university song was being played. The scene was wonderful enough to allow participants conjure up the dynamic launch of APU. Following the ceremony, Chairman KAWAMOTO Hachiro expressed his gratitude to those concerned on behalf of the Ritsumeikan Trust. Oita Governor HIRAMATSU Morihiko, Beppu Mayor INOUE Nobuyuki and other guests offered their congratulations or said a few words on the occasion. Responding to their addresses, Mr. SAKAMOTO Kazuichi, APU President Designate, concluded that he would like to make every effort to meet their expectations, providing high-level education on the campus to foster brilliant young students, while promoting preparation for accepting Japanese and foreign students and exchange programs with local people, toward the APU opening in April 2000.

The ceremony was broadcast on the local media such as TV and newspapers and it seemed that expectations for APU would be increasingly raised.



Nishinippon Shimbun dated July 12, 1999



## International Conference on Global Education

International Conference on Global Education was held at B-CON Plaza in Beppu, Oita, on July 24(Sat.) - 26(Mon.), 1999. The conference, one of the events held prior to the APU opening, aimed to review formation of international networks linking to overseas educational/research institutions. There were 29 participants, including Mr. YUSHITA, former Ambassador to the Philippines, Dr. Supachai YAVAPRABHAS, Secretary-General of ASEAN University Network, and researchers from 15 universities and institutions in Japan, the U.S., China, Korea, and the Philippines.

In Session 1, which was open to citizens of Beppu City and Oita Prefecture, participants gave presentations and discussed the theme of "Inter-University Networking Construction and Globalization of Local Communities." In Sessions 2 - 4, reports were made on the topics of "Human Resource Development and University Networks in the Asia Pacific Region," "Exchange Programs," and "University Consortium for Asia-Pacific Studies," respectively. Active discussions were held on various subjects such as educational methods with international viewpoints and exchange among education and research institutions.



Konnichi Shimbun dated July 26, 1999

## APU Tour Organized for 12th Graders

Courtesy Visit to Governor HIRAMATSU of Oita Prefecture and Mayor INOUE of Beppu City

A tour of APU for 12th graders of Ritsumeikan Senior High School, Ritsumeikan Uji High School, and Ritsumeikan Keisho High School was held on June 20 and 21.

The number of participants was 20, including 12th graders who wish to enter APU, teachers in charge of APU, and university staff members. The tour was organized to offer students an opportunity to visit APU and let them imagine their school life starting next spring. APU also hopes that they will later convey APU's features to others.

The tour participants were guided around the campus by the University's staff members and had a chance to step inside the AP House, still under construction. Governor HIRAMATSU and Mayor INOUE expressed their expectations for APU when the participants visited them. Thus, the students were able to enjoy the local atmosphere earlier than other students. After promising to reunite at an open campus day, they went back home to Kyoto and Hokkaido. It seems that all the students increased their confidence in APU.

Their visit was given prominent coverage in the local press, including various newspapers and on NHK's local news program in the morning.



Nishinippon Shimbun dated June 22, 1999

## Model Room Completed at AP House

A model single room was completed on the first floor of AP House (students' dorm) in the middle of May.

In the room, furniture including a desk, chair, bookshelf, closet, and bed are installed. Those who visited the room, such as prefectural and municipal officials, the Director of the Foreign Students Department of the Ministry of Education, and students of Ritsumeikan University Senior High Schools gave favorable comments, saying it is easy to imagine, standing in the room, what life at APU and AP House would be like.

AP House, a residential facility for students around the world, aims to give them opportunities to deepen mutual understanding among different cultures and grow together through daily life. It has 426 single rooms and is also equipped with facilities required for holding overnight seminars. Most freshmen who apply to live in the AP House will be able to start their school life in the AP House from the middle of March 2000.

