

stanford east asian studies ALUMNI NEWS

校友通訊

East Asian Studies Graduates

SURVEY SHOWS MOST HAPPY WITH JOBS

Although 88% of Stanford Ph.D.'s specializing in East Asia report that their jobs satisfactorily utilize their professional competence, they are almost unanimous in the opinion that job opportunities in the field are at a low ebb.

That is the response of 55 Stanford graduates who completed a survey about employment and job prospects sent out by the Stanford Center for East Asian Studies in the fall of 1975.

About 140 Ph.D. dissertations relating to East Asia have been written at Stanford since 1954. Some of these dissertations have dealt with East Asia only peripherally; a few have studied Asian-American communities. In August

and early September of 1975, questionnaires were sent to about 130 of these Ph.D. graduates. By the end of autumn quarter, about 50 of these had completed and returned the questionnaire. Six acknowledged receipt of the questionnaire but didn't answer it.

This survey has several obvious biases. Of those returning the survey, only one person seems to be unemployed, and only a few are unhappy with their jobs. But at the same time, very few of the graduates who hold tenured teaching positions at major universities responded to the survey.

WHY A NEWSLETTER?

It seems that "communication" is the keyword of our age and so we are starting this alumnae NEWSLETTER for the East Asian community at Stanford in the belief that it may be of benefit both to the students and graduates who have gone forth as well as to the faculty and students who still remain. The NEWSLETTER is meant to keep you posted on what is happening here so that you will feel comfortable about dropping in whenever you have the opportunity.

There are a number of new and interesting programs at Stanford which may have started up since your days here. We would also like to be able to include news of the Stanford alumnae so your friends can keep posted on what is happening to you. Feedback is obviously important, and in that connection, we are including results of a survey of graduates to which we hope you will respond.

We at the Center would also be willing to pass on to appropriate persons tips you may have concerning positions or employment opportunities. Suggestions for improvement of the NEWSLETTER, what other kinds of news should be included or just comments and news are welcome.

Albert E. Dien
Director

TRAINING UTILIZED?

One goal of the survey was to establish how Stanford East Asian Studies graduates have utilized their training.

Forty-eight of the 55 respondents wrote that their jobs satisfactorily utilized their professional competence, but some complained of lack of time, opportunities, and facilities for research. A few qualified their answers:

"The jobs have fully used my competence as a social scientist and as an anthropologist. But my background in the China field has only been of incidental value."

"My job has utilized my professional competence as a teacher of Chinese but not that acquired as a Sinologist."

"Two-thirds of my program previously was teaching European history. My present job has more satisfactorily utilized my professional competence although it still leaves something to be desired."

The graduates who were dissatisfied mentioned some of the following reasons:

"I have been teaching mostly at an elementary level, so I feel I have not been able to concentrate on my areas of specialization." (Asian Languages Ph.D.)

"Poor students. Courses are too elementary and too general. There are no opportunities for research. No East Asian Studies focus." (Ph.D., History)

"Although I was not trained to be a language teacher, that was what I was. I am competent to teach the language but my learning it was to use it as a tool in research--not as an end in itself. My skill with modern

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EAST ASIAN STUDIES PhDs SURVEYED

and classical Chinese enabled me to get a one-year job." (Asian Languages Ph.D.)

"My present position is one that could be performed by a bright junior high school student with a month's training on the job. No professional competence is required." (Ph.D., Asian Languages)

EAST ASIAN FOCUS?

The specialists were asked, "To what degree are your teaching, research and other professional activities concerned with an East Asian area competence (as opposed to disciplinary matters)? All but one Asian Languages graduate responded that 90-100% of their work was related to area competence. History graduates (except for two administrators) spent half or more of their teaching time on East Asian courses and several did all of their research in the field; all but one political scientist did 90-100% of their research on East Asia but had less success in teaching courses in the field (20-66%). Anthropologists spent 30-80% of their teaching time on East Asia and 0-100% of their research there; Education graduates in general did not use their East Asian background directly in their work.

Although most respondents felt that the Ph.D. program met their goals, there were a few criticisms directed at their academic preparation. One complained of little interdisciplinary cross-fertilization; language training was considered inadequate by a few; and one person thought that there was little preparation for teaching offered at Stanford. A history graduate said that his department operated in far too ad hoc a manner. "It should include more work in social science, particularly theory, statistics, and anthropology as well as history."

ROLE OF THE M.A.

Most of the respondents received an M.A. only as a step towards the Ph.D. One professor who earned an M.A. in East Asian studies thought it very useful:

"It provided me with an opportunity to see if I wanted to specialize in Asian Studies, gave me an opportunity for intensive study in a single area of interest (Asian art), and got me started on language study. I have found this experience extremely valuable in that the Ph.D. program required me to spread out at the expense of the specialization possible in the M.A. program."

The function of the M.A. program was seen in general terms by some respondents, "in the intrinsic value of knowledge, value of informed public", and as "an integral part of a liberal arts offering."

Some professors thought the M.A. graduates could go into non-academic professions, i.e. secondary education, journalism, government, and business. "I think the Stanford M.A. program is precisely the direction Asian Studies should be going at the moment," said one respondent. "I see job futures in community colleges and at the secondary level for the foreseeable future rather than at the college level. If we can get good teaching at those lower levels, 'higher education' enrollments will begin to take care of themselves."

One very experienced professor was more hard-nosed about prospects for M.A. graduates in East Asian Studies: "The benefits have yet to be sold to business, in my experience. They prefer technically trained. It is of dwindling usefulness as an entry degree for secondary and junior college teaching. Established teachers occasionally want this kind of program, if it can be arranged on a part-time basis. The inter-disciplinary focus makes for flaws as a terminal degree."

EMPLOYMENT

There was near-consensus that the job market for scholars of East Asia is not growing. In fact, many argue that the market is rapidly shrinking. Thus, one Stanford graduate discourages good students from considering graduate work in East Asian Studies because he does not think that they will be able to fulfill their expectations for academic careers. Another Stanford Ph.D. graduate, now teaching at a state university in California, has described the situation at her institution:

"Since the end of the boom in 1970, my own institution has actually terminated three positions in Asian Studies (in political science, anthropology, and economics), and there are no plans to replace these specialists. In general curriculum priorities and

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If you would like to fill out the East Asian Studies Graduate Survey and did not receive one, let us know. We'd like to hear your opinions. The address is Center for East Asian Studies, Building 600-T, Stanford University, Stanford, California, 94305.

STANFORD STUDENT WINS JAPANESE CONTEST

A Stanford graduate student in East Asian Studies was last year's winner of the 17th International Speech Contest in Japanese held in Tokyo. Catherine Lewis, a third-year graduate student in the psychology department,

BAYCEP REACHES OUT; TEACHES KIDS ABOUT CHINA

The Bay Area China Education Project uses teacher workshops and short courses, development of curriculum units and resource materials on China in its goal of reaching out from the university to elementary and secondary schools.

BAYCEP, which has become a national model for programs of its type, offered a seven-session workshop last year, "You Can't Grow Rice on a Blackboard: A Teaching Workshop on Today's China", for Oakland Unified School District, and an intensive residential workshop for teachers in the Bay Area on "People, Politics & Pandas: China in the Classroom."

Since its inception in 1973, BAYCEP has developed resource materials on China for use in the classroom. These include a teaching unit to accompany the 1972 CBS film documentary, "Misunderstanding China"; a unit on the Chinese language, "Demystifying the Chinese Language"; one on "Calligraphy"; on family life, "All in the Family"; and one on sports and recreation, called "Friendship First, Competition Second".

The Project also has a resource library for teachers which includes films, filmstrips, sets of recommended books and units, simulation games, slide and cassette sets, which may be borrowed by teachers.

Current graduate students and recent graduates work with BAYCEP as Project Associates, who consult with teachers about resource materials on China and provide an active link between the university communities and the schools. This year's associates are Thelma Davis, M.A. in Asian Studies, New York University and Ph.D. candidate in Education at Stanford; Helen P. Keller, M.A. in Asian Studies and M.A. in Education at Stanford; Minette Kwok, B.A. in Chinese Studies at Berkeley; and Dorothy Sun, M.A. in Asian Studies at Berkeley (in progress). Dave Grossman of the Education Department, who has an M.A. and an M.A.T. from Harvard and a Ph.D. in Education from Stanford, is the Director.

In 1975-76, BAYCEP served over 300 teachers in 10 school districts in Northern California.

Its offices are in the School of Education at Stanford, P.O. Box 2373, and the Center for Chinese Studies at Berkeley, 8 Barrows Hall.

flew to Tokyo last June as the American representative to the 17th International Speech Contest after capturing first prize at a U.S. contest held in San Francisco under the auspices of the Japanese Speaking Society of America.

Selecting as her topic, "The Japanese People's Attitude Toward Japanese-Speaking Foreigners," Cathy began by recounting a personal experience. Her first speech in Japanese was before a group of students and teachers at a high school in Tokyo. She intended to say that everyone in the world is alike, "Sekai no ningen wa minna onaji desu." What she said instead was, "Sekai no ninjin wa . . ." which translates as "All of the world's carrots are the same." Everyone of course laughed, so she was surprised when a number of teachers approached her after the speech to compliment her. Had she been less familiar with Japanese culture she might have thought that they were ridiculing her because of the people-carrots error.

Using this personal experience as an example, Cathy then expressed concern about the Japanese people's proclivity toward praising foreigners ("Nihongo ga ojouzu desu nee . . ." "Your Japanese is very good.") regardless of the errors they make or how little they may actually know. In some cases even foreigners with absolutely no knowledge of Japanese are praised effusively. While it is only natural for the Japanese to be pleased with foreigners who can speak even a few phrases, one does not find the same kind of appreciation in other countries.

Cathy suggested two reasons for the Japanese reaction to Japanese-speaking foreigners. One, stemming from feelings of inferiority, is the belief that the Japanese, and not foreigners, are supposed to learn other languages. A second reason is that the Japanese seem to think that their culture, and therefore their language, are incomprehensible to foreigners. Any bit of Japanese that a foreigner can speak, therefore, is praise-worthy.

For some individuals, praise has a positive effect and spurs them on to learn more. For others, however, undue praise may produce a false sense of security and ease with the language or it may make them distrust anything the Japanese say. The potential for cultural misunderstanding is thus great and more caution may be desirable.

Cathy first went to Japan when she was 16 as an American Field Service Exchange student. After graduating from Harvard in 1972, she entered Stanford's psychology department and is presently studying social development in children. Also interested in the women's movement in Japanese society, Cathy has interviewed consumer advocate leaders and researched the history of this particular group in the context of the rise of women's liberation in Japan.

Lisa Oyama

EAST ASIAN GRADS ANSWER SURVEY

so power over appointments are to be re-centralized to the administrative level. Our administrators consider Asian area specialists an exotic breed, of use mainly to dress up the (declining) undergraduate liberal arts program

"Their priorities are set by enrollments and bias toward career education as the function of mass institutions of higher learning. When considering a candidate in humanities or social sciences they are impressed by evidence of teaching and put off by overspecialization, especially in areas that appear to have little student appeal. Although I disagree with their educational philosophy, I do have to concede that contemporary programs on East Asia . . . do not really prepare students for the job realities"

HOW TO GET A JOB

Stanford Ph.D.'s in East Asian Studies offer the following advice. Getting a good job seems to involve:

1. Having great luck and being damn smart;
2. An excellent and innovative Ph.D. dissertation plus knowledge of many topics not related to the dissertation and the broadest possible disciplinary training;
3. Excellent relations and connections with senior scholars at Stanford and -- hopefully -- at other institutions as well (presentations at professional conferences, impressive publications, research at Rand and other such institutions, and contacts from undergraduate days have enabled graduates to get the "outside connections");
4. Good publications and hopefully teaching experience and field research.

ADVICE AND COMMENTS FROM GRADUATES

For Anthropologists:

One respondent claims that the following skills have helped him to get jobs: a broad range of interests and training; ethnographic skills; statistical skills; skills in linguistics; field work experience; policy orientation in scientific work.

Another said, "My competency in my field has been increased by (1) Peace Corps living/working experience for two years in Malaysia prior to beginning graduate school . . . and (2) the Stanford M.A. program in East Asian Studies, valuable for its language training and simply for the extra time I had in course work as compared with some students."

For Political Scientists:

Get a non-Asian regional supplement.
" . . . utilize 'old boy' contacts extensively. Get into the job market quickly. Choose first job carefully.
THE REAL CONSTRICTION IN THE JOB MARKET IS THE DRASTICALLY DECLINING MOBILITY OPPORTUNITIES FOR THOSE WHO ALREADY HAVE JOBS."

". . . I think we need to be somewhat brutal about the state of affairs and simply not train as many scholars as we have in the past."

"Add skills in math, statistics, and computer science to a broad and deep disciplinary as well as area competence."

"Develop competence to cover courses in various subjects in the discipline--i.e., American Government, International Relations, etc., etc."

For Students of Asian Languages:

Respondents argue that the following skills and experiences are necessary: ability to speak the language fluently with an excellent, standard accent; long residence abroad in areas where the language is used; publications--including translations.

"Get more experience abroad and become fluent speakers of the target languages."

"Actually I have found that the 'professional competence' I have obtained has been a barrier to getting jobs rather than a help. Total concentration on acquiring a narrow range of knowledge precluded my developing any practical skills. Four months on State Unemployment makes one aware of just how useless this so-called 'professional competence' is."

For Historians:

Useful skills are expertise in the field of the history of science (one respondent claims that this is a new fad); expertise in several fields and several geographic areas (because small schools demand great flexibility); native command of East Asian languages.

"I would suggest emphasis on acquiring genuine competence in at least two broad areas . . . As part of their training graduate students should be expected to spend some time planning courses that they would like to teach. They should also be encouraged to present formal lectures--with the present surplus of candidates more and more schools are asking candidates to present lectures."

"Learn to work in isolation from other East Asian specialists, to sustain oneself in the absence of scholarly interaction on East Asian matters."

"Although summer language training is great, in fact, unbeatable, students could profit from a summer of experience in a line (government, business, journalism) close to their job interests."

"There are two skills which help people get jobs . . . 1. the ability to establish dependable 'contacts' among prominent senior scholars who teach at 'prestigious' institutions and 2. the ability to persuade people that you are professionally competent . . . 1. always seems to take precedence over 2. during the early years of an academic career."

BOOKS PUBLISHED BY E.A.S. FACULTY

If readers are interested, we will have a column in every newsletter about recent publications by alumni and East Asian Studies faculty.

The following books were published last year by Stanford professors in our field:

Lawrence J. Lau, Economics, A Bibliography of Econometric Models of Developing Countries, co-author, United Nations Industrial Development Organization.

William Lyell, Asian Languages, Lu Hsun's Vision of Reality, University of California Press, Berkeley.

Jeffrey Mass, History, The Age of the Samurai: Readings in Japanese Feudalism, Stanford University Press.

G. William Skinner, Anthropology, editor, The City In Late Imperial China, Stanford University Press.

Franklin Weinstein, Political Science, Indonesian Foreign Policy and the Dilemma of Dependence: From Sukarno to Soeharto, Cornell University Press.

Peter Duus, History, The Rise of Modern Japan, Houghton Mifflin Company, to be published next year.

Kao Kung-yi, Asian Languages, The Semantics and Syntax of Classical Chinese, the Studia Linguistica et Philologica Series, Anma Libri, USA, to be published.

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GRADS SURVEYED

BETTER FOR SOME?

Are employment opportunities better for women and minorities than for others? Many white males seemed to think so, but the minorities and women did not.

"Married women, with limited geographical mobility, are doing poorly in a tight market," wrote one female respondent.

"Disproportionate numbers of jobs reported as filled by women by campus affirmative action officers are part-time or temporary."

One Asian Ph.D. wrote, "In every case where I was turned down, the appointee was always an American (maybe they are the minority in the eyes of Chinese history.)"

Most respondents did not know what job opportunities in Asian-American Studies might be. One person labeled it "a boomlet since 1970" but warned, "these programs are often financed on 'soft money' and are unusually vulnerable to enrollment shifts and sometimes political pressures. Not reliable as sources of permanent jobs unless there are joint appointments or retreat rights as a possibility."

PROSPECTIVE

As dismal as the job prospects look to new Ph.D.'s in East Asian fields, some of the older professors maintain a more optimistic perspective. One, who obtained his Ph.D. in 1957, wrote, "When I was doing my work at Stanford, the job situation was wretched. I worked for a year at an utterly boring government job; I hung on overseas as long as I could stretch my Fulbright money; I worked in garages fixing cars. My professors wrote letter after letter for me and worried over me, for which I remain grateful to this day. Finally I got a teaching job in Western history, then several years later I got the chance to start doing something in East Asia. Then, ironically, after I had settled in here and also gotten into middle age, East Asian Studies boomed sky high. People who had never met me were calling from California with job offers. And so it went from one extreme to the other. Some people hit it lucky while others do not. To those who do not I would suggest flexibility, patience and the ability to face hard times, that is, the ability to get by with little money, the ability to accept responsibility for getting into a field where job opportunities will always be relatively limited rather than blaming society or government for the scarcity of jobs."

CENTER HAS NEW STAFF

Alumni dropping by the CEAS "trailer" will notice new faces on the staff. Prof. Albert E. Dien of Asian Languages has succeeded Victor Li of the Law School as Director of the Center. Peter Duus of the History Department will assume the directorship beginning in the autumn of this year.

Terry Lautz of the History Department (China) has been Assistant Director of the Center since last fall. Prior to Terry's appointment, Bill Joseph of Political Science (China) worked with Victor Li as Assistant Director.

Office assistants Terry Chay and Elsie Young are no longer at the Center. Terry is with another organization and Elsie now works at the Boy's Town Center on campus. Their replacements are Lisa Oyama and Connie Chin.

As Assistant Director of the Stanford-Berkeley Joint Center, Tony Namkung has offices both at Berkeley and at Stanford at CEAS. Barbara Fairlie of Asian Languages and Rebecca Kenary, a Stanford undergraduate, assist him. Albert Dien is Co-director of the Joint Center with John Jamieson of Berkeley.

U.S.-CHINA RELATIONS PROGRAM SPONSORS RESEARCH, TEACHING

Stanford's US-China Relations Program was inaugurated in January of 1975, under the Center for Research in International Studies, with Professors John W. Lewis and Victor Li as Co-Chairmen and Dr. Douglas Murray as full-time Director.

The Program has two principal purposes: 1) fostering scholarly exchange and communications with China; 2) developing interdisciplinary research and teaching on aspects of US relations with the PRC. The Program also conducts and assists community education activities. Initial support came through a one-year grant from the Johnson Foundation (Racine, Wisconsin) and a three-year grant from the Rockefeller Foundation. Further support has been obtained from the Rockefeller Brothers Fund, the Henry Luce Foundation, and through research contracts with the US Office of Education and the Department of State's Office of External Research. In addition to Dr. Murray, the staff includes Research Associates Thomas Fingar, a political scientist, and Genevieve Dean, a specialist on China's science and technology; the Program's secretary is Linda Shum.

To help in planning exchange activities in their field, a small "Science and Technology Policy Group" meets periodically; composed of leading scholars in physics, chemistry, biology, and engineering from Stanford and several other institutions, it includes many who have visited the PRC in recent years.

The Program provides advice and assistance to local faculty interested in exchange possibilities, and has helped in hosting several PRC scientific groups -- most notably conducting a half-day seminar with China's Scientific and Technical Association delegation in October of 1975. Arrangements were made for an 18-member delegation of Stanford officers, faculty, and alumni to tour eastern China in October of 1976; led by Provost William F. Miller, the group included Professor Harry Harding (Political Science) and Dr. Murray.

Major current projects are the preparation of a text-book for teaching scientific and technical Chinese, designed for those already having a basic grounding in the language and authored principally by Professor of Chinese Kao Kung-yi; a five-member study of the interplay of China's domestic politics and foreign policy; and a multi-stage project on China's energy policies and resource development, inaugurated with a small seminar at Stanford last June. A report of the 1976 seminar has been published and is available

for \$2.00. Another report, covering the 1974 Water Resource Delegation's visit to China prepared by Prof. James Nickum of San Jose State, will soon be issued, and several other professional visit accounts will be published later in the year. The Program has also prepared a list of the 100 principal Research Institutes in the PRC, available on request.

An undergraduate seminar on US-China relations is again being offered in the Department of Political Science with cooperation from the Program. Taught this quarter by Harry Harding and Douglas Murray as a simulation of US-PRC negotiations to normalize relations, it involves "Chinese" and "American" student teams who plan their respective policies, are questioned in "hearings" before their separate governments, and then engage in three weeks of direct negotiations. Other interdisciplinary courses are contemplated for future years. In cooperation with the Center for East Asian Studies, the Program has also sponsored several day-long "community seminars" on aspects of US-China relations for local alumni and community friends; the next is planned for early June.

Further information can be obtained from the US-China Relations Program, Building 160, Room 162-J, Stanford 94305; (415) 497-3150.

The Center for East Asian Studies sponsors a Program for Advanced Language Maintenance for speakers of Japanese and Chinese.

Twice a week groups of advanced language students, most of whom have lived in China or Japan, meet to practice their respective languages.

The Japanese PALM is led by Seiichiro Takagi, a Ph.D. candidate in Political Science, and Yuri Kondo, a graduate student in Anthropology.

Chinese Program for Advanced Language Maintenance is led by Elsie Young, a Stanford staff member (formerly at the Center), who is a native of China, and Carl Crook, an M.A. student in East Asian Studies who grew up in Peking.

In PALM meetings, the students may give extemporaneous talks on facets of Japanese or Chinese culture, listen to outside speakers, role play, or informally discuss politics and current events. Japanese PALM has innovated by using videotape facilities made available by the School of Education. Once every two weeks they view television programs from Japan, usually soap operas.

JOINT CENTER ESTABLISHED WITH BERKELEY

In 1973-74, the East Asian programs of Stanford University and the University of California at Berkeley established a joint East Asian center with funds provided by the U.S. Office of Education under the Title VI centers program of the National Defense Education Act. The purposes of forming this center were, and continue to be, the following:

1) To strengthen each other's research, instructional, and library maintenance and acquisitions programs;

2) To achieve economies of scale whenever possible in the face of a substantial withdrawal of extramural funding;

3) To act collectively as a major regional resource center in East Asian studies for the metropolitan area surrounding San Francisco Bay; and,

4) To seek ways to expand the East Asian content of each university's professional school and undergraduate curricula.

It has not been easy to link in meaningful and productive fashion the operations of two major programs that have for decades been accustomed to act independently and that are separated by a distance of fifty miles. Both groups have, however, invested sincere effort and a great deal of good will in this cooperative venture. We have not in this brief time solved all of the problems involved, but we have made significant and promising progress on a scale sufficient in our estimation to warrant continued efforts on both of our parts to develop still further a number of promising beginnings.

An agreement concluded some years ago by the two universities concerned allows graduate students at one university to take graduate courses at the other. An impressively large number of East Asian studies students have taken advantage of this opportunity, thereby enriching significantly the quality and variety of their training. This year two East Asian faculty, one at each university, will be teaching each other's courses, allowing students, both graduate and undergraduate, greater exposure to differences in teaching approaches and content. Discussions are underway regarding overall coordination of the East Asian offerings of two departments. The establishment of bus service four times daily this spring will make it possible for the first time to overcome the problem of distance and accessibility.

Faculty at both universities have worked out an agreement regarding use of each other's library collection that accords to the faculty,

staff, and students of one institution the same privileges as those enjoyed by their counterparts at the other. A preliminary survey of the degree of overlap in acquisitions has been completed, paving the way for further discussion concerning joint acquisitions policies. In this respect, the strengths of each collection -- the humanities and traditional period for Berkeley and the modern social and political fields for Hoover -- complement each other well, making the combined resources of the two collections the single largest East Asian library in the West outside of the Library of Congress.

Efforts are just beginning to apply to external sources for funding of joint research projects involving East Asian faculty from both sides. Through the unusually large number of joint conferences, seminars, workshops, and colloquia that the Joint Center has sponsored in a number of scholarly fields, faculty and students with similar interests have been able to interact frequently and productively. Our hope is that out of this kind of intellectual exchange will come proposals for research projects conducted jointly. One such project -- the compilation of a Japanese language text utilizing videotapes of Japanese television programs -- is underway. Others in non-language areas are expected to follow.

The two East Asian programs have also provided area-related assistance and resources to groups outside the two universities including two- and four-year colleges and universities in the Bay Area, elementary and secondary schools, the business community, as well as the community at large. Through jointly-sponsored conferences for businessmen, institutes for high school teachers, and a recently established regional resource center for the collection, production, and distribution of undergraduate-level teaching materials, we have sought to be responsive to the needs of these groups.

The Stanford-Berkeley Joint East Asia Language and Area Center is administered by a Director, Co-Director, and Assistant Director, with the administration shifting between universities every three years. During the period 1973-76, Albert E. Dien of the Department of Asian Languages served as Director, while John C. Jamieson of the Department of Oriental Languages at Berkeley acted as Co-Director. With the administration now at Berkeley, these roles are reversed. K. Anthony Namkung has served as Assistant Director and liaison between the two programs. A Joint Policy Board meets occasionally to review programs and lend advice.

Ward Gets Japan Prize

Professor Robert Ward, Stanford political scientist, shared the 1976 Japan Foundation Award with Prof. John Whitney Hall, Yale Historian.

The awards, of five million yen each, were presented for the men's contributions to educational and cultural relations abroad.

Ward directs the Center for Research in International Studies at Stanford. For many years he has worked to secure passage of the Japan-American Friendship Act, which will provide \$30 million for educational and cultural exchanges between the two countries.

Hall heads the Yale History Department and will be chairman of the Japan-American Friendship Commission, created by the Act.

Ward is chairman of the U.S. advisory committee for the Japan Foundation. A former president of both the American Political Science Association and the Association for Asian Studies, he is the author of several books on Japanese politics. These include Japan's Political System, Village Japan, Political Modernization in Japan and Turkey, and Studying Politics Abroad.

He is also a fellow of the American Philosophical Society and of the American

Academy of Arts and Sciences.

Previous American recipients of the Japan Foundation award include Edwin Reischauer, former U.S. ambassador to Japan, and Sen. William Fulbright, former head of the Foreign Relations Committee. In 1973 the foundation gave \$1 million each to 10 major American universities, including Stanford, for Japanese study programs.



The Japan Foundation has recently established a Japanese Studies Center for visitors traveling to Japan for study and research.

The Center office provides research counselling, sponsors seminars and lectures, collects materials and information on Japanese studies, maintains a small library, and publishes a newsletter.

The new office is located in the Inoue Akasaka Building, 6-8, Akasaka 1-chome, Minato-ku, Tokyo 107, several blocks away from the main offices of the Japan Foundation. The telephone number is 586-4723.

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