



**N**innaji, located an approximate 20-minute walk from Ritsumeikan University's Kinugasa Campus, is one of the oldest temples in Kyoto. The temple was founded in 888 and was designated as a World Heritage Site by UNESCO in 1994. The oldest surviving buildings date back to the 17th century and are found in the northern half of the temple grounds, which is comprised of a large courtyard with buildings that include the main hall, five-story pagoda, and a scripture house. The Edo period garden and the

In 1340, poet and Zen monk Yoshida Kenko (1283-1350) wrote *Essays in Idleness*, a collection of 243 essays that advocate the ideals of humility and simplicity within daily life. One of his more famous essays is a story called "Drunkenness," set in Ninnaji. In the story, Ninnaji priests are celebrating a young



## Ninnaji Historical Highlights a cultural treasure of Kyoto



gates that rise above the rest of the temple are also popular attractions.

Ninnaji is an important pilgrimage site for followers of the Shingon sect of Buddhism. In mountains north of the temple, pilgrims follow a scaled-down version of the 88-temple circuit located on the island of Shikoku. While this version of the pilgrimage takes only two hours to complete, as opposed to the estimated two months it takes to walk around the circumference of Shikoku, the pilgrim is said to experience the same amount of enlightenment.

acolyte who is about to enter the priesthood. The acolyte becomes drunk and puts an iron pot over his head, tightly covering his ears and nose. At first, the priests enjoy this amusement and dance happily, but when the acolyte tries to remove the pot they find out it is stuck. After all reasonable methods of removing the pot fail, the priests resort to pulling off the acolyte's ears and nose along with the pot. The acolyte survives the incident, but suffers great pain and humiliation. This story demonstrates that Zen philosophy discourages overindulgence.



*Ritsumeikan University's strong sports teams have produced a number of professional athletes who are active not only within Japan but also overseas. This section introduces an RU alumni and a current RU student who are enjoying prominent athletic careers in the United States.*

### Ohka Tomokazu

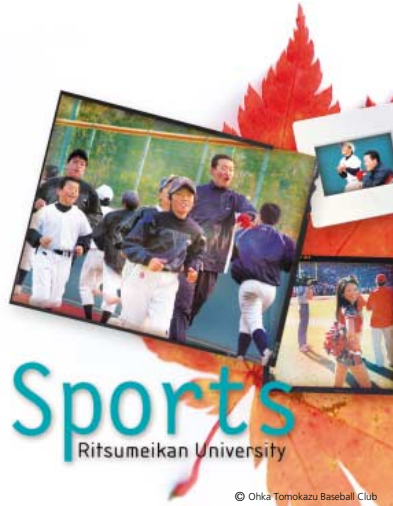


Current RU student Ohka Tomokazu is the starting pitcher for Major League Baseball's Milwaukee Brewers and has previously played with the Boston Red Sox, Montreal Expos, and Washington Nationals. He was unable to play most of last year's season due to injury, but made a strong comeback this season by pitching eleven winning games. Mr. Ohka's activities extend beyond the playing field to the local community. He has formed a baseball team for junior high school students in Kusatsu City, Shiga Prefecture and holds baseball training workshops for children to inspire future athletes. Since 2003, Mr. Ohka has been enrolled as an adult student in the College of Business Administration and takes classes during the off season.

### Kojima Tomoko



Former RU cheerleading squad captain Kojima Tomoko graduated from the College of Economics in 2000. After graduation, she worked in the Kansai region for three years while continuing to hone her cheerleading skills by cheering for the Matsushita Electric Works American football team IMPULSE. In 2003, Ms. Kojima quit her job and moved to the US to pursue her long-time dream of becoming a professional cheerleader. She signed with the Tampa Bay Buccaneers of the National Football League in the same year and has been with the Buccaneers since. Ms. Kojima trains hard year round to maintain her cheerleading skills, as yearly auditions are necessary to secure a spot on the NFL team.



© Ohka Tomokazu Baseball Club

# 互命館

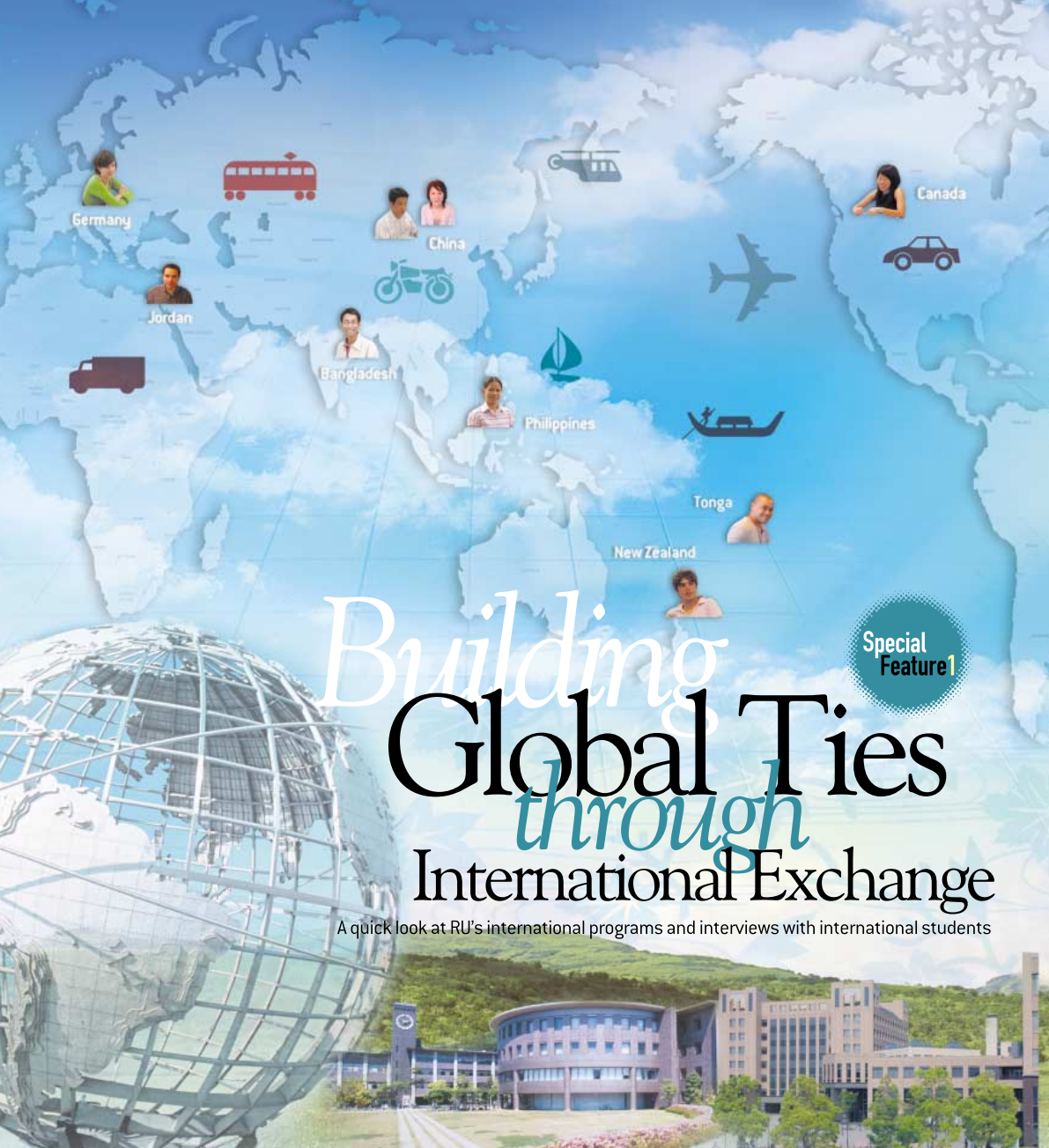
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# Building Global Ties through International Exchange

Special Feature 1

A quick look at RU's international programs and interviews with international students

RITSUMEIKAN UNIVERSITY  
NEWSLETTER FALL 2005

## 立命館

The word *ritsumei* comes from a passage in the *Jinjin* chapter of the *Discourses of Mencius*. This passage states, "Some die young, as some live long lives. This is decided by fate. Therefore, one's duty consists of cultivating one's mind during this mortal span and thereby establishing one's destiny." Thus, *Ritsumeikan* means "the place to establish one's destiny."

### Cover Picture



The cover picture, from the *ukiyo-e* collection of Ritsumeikan University's Art Research Center, is one side of a two-piece print depicting a scene from the kabuki play entitled *Koigoromo Iwakura Sogen*. In the print, actor Arashi Wakano, who specialized in female roles, is shown in the role of Koto-ori Hime. The right half of the print depicts the actor Jitsukawa Enjaku as the male lead Iwakura Sogen.

### Organization of Ritsumeikan

The Ritsumeikan Trust is the legal entity that operates the entire Ritsumeikan Academy, which is comprised of Ritsumeikan University, Ritsumeikan Asia Pacific University, and the affiliate secondary schools. In this publication, "Ritsumeikan" is used to refer to the Ritsumeikan Academy, while *RU* and *APU* refer to Ritsumeikan University and Ritsumeikan Asia Pacific University, respectively.

### Order of Names

In this publication, the name order for personal names preserves the original order of the nationality in question. For example, Japanese, Chinese, and Korean names are presented in the *surname/given name* order, while the *given name/surname* order is used for people from Western countries.

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The Ritsumeikan Trust has combined two different approaches toward internationalizing its higher education initiatives in Japan. On the one hand, in 2000 it created a whole new institution, Ritsumeikan Asia Pacific University (APU), as a highly internationalized entity with more than 1,800 (roughly 42 percent) members of its 4,400-plus student body drawn from 75 different countries and areas outside of Japan, roughly half of its faculty non-Japanese, and most courses offered both in English and Japanese. APU thus stands as one of the most internationalized universities in Japan.

On the other hand, Ritsumeikan University (RU), the sole university of the Ritsumeikan Trust during the first 100 years of its existence since its founding in 1900, had retained a heavily domestic orientation until the mid-1980s. In the course of the past 20 years, however, RU emerged from relative obscurity in the realm of international higher education to place itself firmly on the global map as a destination for an increasing number of international students as well as a major source of outbound international student mobility. For a large institution of more than 34,000 students, with organizational structures and practices rooted in 100 years of history, such changes have not come easily, but the ongoing innovations have palpably internationalized RU and promise to bring more changes in the semesters to come.

This issue of our newsletter highlights the major programs and learning/research opportunities currently offered at RU, especially for incoming international students and scholars, combined with interviews with some of our international students. The programs featured here range from undergraduate to postgraduate levels, degree programs to certificate and other non-degree programs, and Japanese language programs or Japanese-language-based programs to non-language programs and courses taught entirely in English. Through these and other programs forthcoming, Ritsumeikan University looks forward to serving the needs of its international students and scholars, and, in so doing, evolve further as an international institution of higher learning.



Executive Director of  
the Center for  
International Education  
Professor Hara Yoichi



## Programs for International Students at Ritsumeikan University

### Undergraduate Programs

- **Study in Kyoto Program (SKP)**  
1-2 semester study abroad program focusing on Japanese language and cultural studies; approximately 80 participants per year. Students enter in one of two tracks—the Intensive Japanese Language Track or the Japan and World Perspectives Track (JWP). Students in the intensive Japanese track take Japanese language classes and those with advanced Japanese language proficiency may also take regular university classes. JWP students study beginners-level Japanese while taking subject courses with Japanese students in English. All students participate in workshops in traditional Japanese culture.
- **Ritsumeikan Summer Japanese Program (RSJP)**  
4 week summer program run by the Center for Language Acquisition (CLA) that provides a comprehensive introduction to Japanese language and culture.
- **CLA Japanese Language Programs**  
Specialized Japanese language study programs facilitated by the Center for Language Acquisition, catering to the specific needs of partner institutions and other parties.
- **UBC Co-op Program**  
Cooperative education experience in a Japanese organization; offered to University of British Columbia (Canada) students via RU.
- **Dual Undergraduate Degree Programs (DUDP)**  
Students study for approximately 2 years at each university and receive bachelor's degrees from both universities upon graduation. Jointly offered with: American University (United States) Sookmyung Women's University (Republic of Korea)

### Graduate Programs

- **Graduate Degree Programs Offered in English**
  1. Master's/Doctoral Programs in International Technology & Management  
Graduate School of Science and Engineering
  2. **Global Cooperation Program (M.A.)**  
Graduate School of International Relations
  3. Master's Program in Economic Development  
Graduate School of Economics
  4. M.A. in Regional Policy and Planning  
Graduate School of Policy Science
- **Dual Master's Degree Program (DMDP)**  
Students study for approximately 1 year at each university and receive master's degrees from both universities upon graduation. Jointly offered with: American University (United States)



Institute of Social Studies (Netherlands)  
University of Granada (Spain)

### Non-degree Courses Offered in English

Graduate School of Core Ethics and Frontier Sciences  
Graduate School of Language Education and Information Science  
International Advanced Studies Program

### Visiting Fellows and other visiting researchers and academics

Accepted on a case-by-case basis, RU is especially willing to accommodate PhD students and other academics from partner institutions.

### Special Scholarship Programs

Students from qualifying countries/professions may be eligible for special scholarships to RU.

1. Japanese Grant Aid for Human Resource Development Scholarship (JDS)
2. Inter-American Development Bank (IADB) Scholarship Program
3. Asian Development Bank-Japan Scholarship Program (ADB-JSP)
4. Japan-International Monetary Fund (IMF) Scholarship Program for Asia

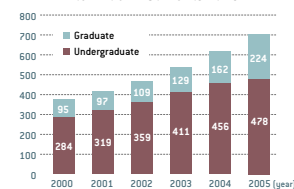
\*RU is also exploring the possibilities of various forms of staff exchanges.

### Ritsumeikan University International Students (as of May 1, 2005)

Region	Degree Students		Non-degree Students
	Undergraduate	Graduate	
Asia	476	215	31
Europe	1	3	16
North America	1	2	18
Africa	0	2	0
Oceania	0	2	3
<b>Total</b>	<b>478</b>	<b>224</b>	<b>68</b>

\*There are currently 1,665 undergraduate students and 167 graduate students from 75 countries and regions enrolled at RU's sister university APU. (as of May 2005)

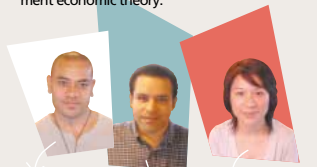
### International Students at RU





## GCP Student Interview

The Global Cooperation Program (GCP) in the Graduate School of International Relations provides a broad interdisciplinary perspective for international cooperation in the areas of macro, micro, and development economic theory.



T. Suka Mangisi  
TONGA  
Sa Fengming (Fion)  
CHINA  
Jaafar Badran  
JORDAN

1. Why did you decide to go to graduate school in Japan?
2. What is your research focus in GCP?
3. Were you surprised by the cultural differences you encountered in Japan?
4. What are your plans for the future?
5. What do you enjoy most about studying here?

A

Suka

1 I work in my country's foreign ministry and, as of last year, there has been a shift of focus in our foreign policy emphasis toward Asia. I wanted to be the first in my office to undertake graduate studies in the Asian region and GCP seemed to fit in well with my research interests.

2 In my research, I'm looking to expand on a meaningful definition of the relationship between Tonga and East Asia, particularly China and Japan. I'm focusing on China and Japan's third world foreign policy. In the end, my research will hopefully facilitate how these three countries conduct their foreign relations.

3 The peculiarities are what make it interesting to live in. Even the things that bug me or irritate me are interesting. I like to sit back and think, "Why does this happen?" This place has grown on me.

4 If there is the possibility to study until I complete my PhD, I would like to go for that after I finish my master's. Then, I want to go back to my ministry as a specialist in East Asian foreign policy.

5 Coming here is like learning new things everyday. Officially, I'm here to do my master's, but actually I'm learning more about life as well.

Jaafar

1 I was an undergraduate student at APU and doing my undergraduate degree in Japan was such a valuable experience for me that I found myself naturally going toward the decision to continue my studies at RU. I have a dream of working for an international organization and I thought going to graduate school would be a key step toward that. The Global Cooperation Program was specifically the type of program I was looking for.

2 My thesis focuses on peace and conflict resolution and is titled, "Prospects for Peace in the Israeli-Palestinian Conflict." It is a very challenging issue, but I find it very interesting. I believe that peace is not a "utopian dream." What I'm focusing on exactly is analyzing the main concepts that underlie most conflicts, which are interests, needs, and values.

3 I found many things in Japan that didn't exist in my own cul-

The Study in Kyoto Program (SKP) brings together students from around the world who share an interest in Japan. The curriculum includes a range of Japanese language and Japan studies courses, as well as specialized courses in the traditional arts. More than 80 students, many from RU's partner institutions, participate in this program.

*What made you interested in studying in Japan?*

**Chris:** I'd always been interested in studying in Japan, seeing that I'm half Japanese. And it seemed like a natural progression to come here to understand more about where I'm from. I chose this program because Kyoto is so famous for being such a beautiful place and for having so much history. I thought that immersing myself in that kind of environment would really be enriching for me.

**Hidy:** I have always been interested in studying abroad and seeing other places. I've also always been interested in Japanese culture and that's why I chose Japan. I chose Kyoto because of its history and old temples.

**Wenming:** I was studying Japanese at my university in China, so the best chance for me to improve my Japanese was to go to Japan. Japanese friends told me that RU was a very good university, so I chose it.

**Sonja:** Well, after graduating from high school, I came to Japan for the first time on a working holiday visa. I wanted to come back and live in Japan again to improve my Japanese and also experience Japanese student life. And because my major is Arabic Studies, I wanted to learn about Japanese oriental studies—how Japanese people research about the Middle East.

**Chris:** I think for me it is one of those life experiences that you need. You get a lot out of it and at the same time you grow up a lot. The thing that I didn't realize before I came here was how much it broadens your perspective on other people and different cultures. It's not just understanding the Japanese culture, but really getting to understand other people's ideas at the same time.

**Hidy:** I wanted to come here to experience the real Japanese culture and student life here. And I also wanted to experience living and studying in a foreign country.

ture, some of which surprised me in a negative way, such as the idea of onsen (hot springs), where people bathe together without any clothes, or the uncensored manga. However, I like many things about Japanese culture, including the way people show respect to each other when they speak and bow, and the way the customer is respectfully treated while shopping.

4 My dream is to work in an international organization, specifically UNESCO. In order to work for UNESCO in the future, I'd like to build my career by working for an NGO in Japan for a few years.

5 The environment here is great and living in Kyoto is fantastic. As for the program itself, it is a more professional program than the one I had as an undergraduate. Studying here at RU makes me feel a step closer to achieving my goals.

Fion

1 I had been working as a marketing manager in a multinational corporation in Guangzhou, near Hong Kong. Working in a multicultural environment made me want to understand more about foreign affairs and I wanted to go back to school to do some research.

## Group Discussion with

Chris Suzuki  
Victoria University of Wellington  
Majors: Japanese, Money and Finance, Economics

NEW ZEALAND

GERMANY

Sonja Ganseforth  
Leipzig University  
Major: Arab Studies  
Minors: Japanology, German as a Foreign Language



**Wenming:** Before I came here, I thought that it would be an opportunity to improve my Japanese, but now I've realized that it is also an opportunity to make many foreign friends and have a multicultural experience.

*Has your Japanese improved during your first few months here?*

**Hidy:** When I first came to Kyoto, I couldn't talk to anybody and I'd get lost, but at least now, if I got lost, I'd be able to find my way home again!

**Wenming:** Living in Japan, I have the chance to learn Japanese many different ways, such as by watching TV or surfing the internet. And I have classes with normal Japanese college students, so just hearing how they express themselves in class is helpful to me.

**Sonja:** My main problem in studying Japanese is reading and I did improve my reading a bit, but I need to study more. It doesn't work to just be in Japan; you don't improve your reading just by being here.

**Chris:** That's probably right. You think you come to Japan and you're going to have Japanese around you all the time, but it's up to the individual to decide how much they're going to put into it—how much they're going to really immerse themselves to get as much as they can out of the experience.

Also, my husband got transferred to Japan, so I had a good opportunity to leave my company to come here.

2 I focus on international trade, particularly on Sino-Japanese bilateral relations. I wanted to study something related to the business side of international relations. I'm writing my thesis on economic relations, especially trade issues between China and Japan.

3 In Japan, a high standard for quality is implemented by everyone. The Japanese people are very orderly entering and exiting and never jump the queue. I respect this order in the society. So far, I have only seen the positive sides of this.

4 If we go back to China, I would like to work for an international corporation again. If we move to the US, I might start a PhD program.

5 The longer I stay here, the better I like the school. The name of the school carries a very important meaning in Chinese. It means that as a person you have to set goals for your life and at this school you can fulfill them. I like that philosophy. This program has broadened my perspectives.

## Study in Kyoto Program Students

Chen Wenming  
Shenzhen University  
Major: Japanese

CHINA

CANADA

Hidy Chow  
University of British Columbia  
Major: Computer Science

**Hidy:** I found that making Japanese friends actually really helped improve my Japanese. At the same time, I also learned more about the culture.

*What are your goals for your last semester here?*

**Hidy:** I want to speak as much Japanese as possible and travel around and see more of Japan.

**Chris:** For me, being in the SKP language courses last semester really helped with my Japanese and I feel that I did improve going through that. And now I'm taking normal classes. I feel like I've got a bit more motivation to really knuckle down, because it is really hard. I want to really study hard and make the most out of it.

**Sonja:** I want to study and learn a lot. I guess this might be the time that my Japanese is at a peak point, because after this I'm going to Syria to improve my Arabic. There are also still a lot of places I want to visit.

**Wenming:** I just want to enjoy life in Japan. Before I came to Japan, one of my professors told me to enjoy my life in Japan, so I want to cherish the rest of the four months left here.

**Chris:** I told myself before I came to Japan, that whatever happens, I don't want to regret anything. I want to go back to New Zealand taking as much out of this as possible.

*What are your plans for the future?*

**Wenming:** I want to be a Chinese-Japanese translator in the future.

**Chris:** When I get back to New Zealand, I've got a year and a half left of university. I do think that I would like to

come back to Japan, but that depends on getting a job in my other major field, which is economics.

**Hidy:** After this, I'm planning to begin an internship in a computer-related field next semester through the UBC Co-op Program. Then I'll go back to Canada. I hope to come back in the future and live here for awhile and maybe try to get a job related to computers where I can use Japanese.

**Sonja:** As I said, I'll go to Syria for half a year and maybe some other countries. And then I'll go back to Germany and finish my studies. I can imagine living in Japan for a couple of years, but I think I want to live in Europe eventually.

*Going into your second semester here, do you have any advice for the students who just began the program this fall?*

**Sonja:** Don't hang out just with your own language group or cultural group.

**Chris:** Get out of your comfort zone.

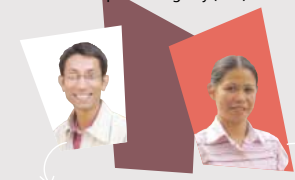
**Hidy:** Speak more Japanese. Make Japanese friends. Go lots of places.

**Wenming:** Just enjoy your life in Japan.



## JDS Student Interview

There are 64 international students studying at RU through the Japanese Grant Aid for Human Resource Development Scholarship (JDS), sponsored by the Japan International Cooperation Agency (JICA).



Muhammad Sajjadur Rahim (Sajid)  
BANGLADESH  
Sajid studies information science and systems engineering in the Graduate School of Science and Engineering.  
Wyleen San Miguel Gonzales  
PHILIPPINES  
Wyleen studies regional planning and policy in the Graduate School of Policy Science.

1. Why did you decide to go to graduate school in Japan?
2. Were you surprised by the cultural differences you encountered in Japan?
3. Can you explain your research project?
4. What are your plans for the future?
5. What do you enjoy most about studying here?

A

Sajid

1 Since my specialty is in technology—especially information and computer science—it was a very good option for

me to come to Japan for my master's study. I'm very glad that due to the JDS Program I got a scholarship to study at a Japanese university. I selected RU because I liked the campus and I am very happy here.

2 I was surprised by the onsen (hot springs), because in my country it would be unacceptable to bathe with other people without clothes on. Another thing is almost all Japanese food is sweet. Bangladesh has spicy foods and I had to spend time to get adjusted to Japanese food.

3 My lab's research field is antenna technology and I am working on designing an antenna for digital TV reception. This antenna will be embedded in notebook computers, so you will be able to receive digital TV signals and watch digital TV programs on your notebook computer. It is a portable antenna the size of an A4 sheet of paper that will be embedded into the back of the display of the computer. The research is going very well. I think I have completed about 25% of the project.

4 Before I came here, I was a lecturer in the Department of Information and Communication Technology at the University of Rajshahi and when I return, I will become an assistant professor in the same department. When I go back to Bangladesh, I want to tell other people about Japan and encourage my students and colleagues to join the JDS Program and to visit Japan.

5 The most valuable thing is that I've learned different aspects about the Japanese people and the Japanese culture. For example, the people are very much time conscious. If they say the meeting will start at 9:00, it will start at 9:00, or maybe everybody will come two minutes earlier. The postal service and train service are very efficient. And Japanese people are very hard-working and very sincere—they try to do their jobs as best as possible.

Read the full-version interviews online:  
<http://www.ritsumei.ac.jp/eng/newsletter/index.shtml>



# SCIENCE OF

# ILLUSION

Special Feature 2

Kitaoka Akiyoshi, an associate professor in the College of Letters' Department of Psychology, is one of the only scholars in Japan actively researching the science of visual illusions.

Professor Kitaoka defines an illusion as a "misperception of a real object," adding that defining what is "real" is a difficult task that depends on recognition and epistemology. An illusion is formed when the perceived characteristics of the object differ from the physical characteristics.

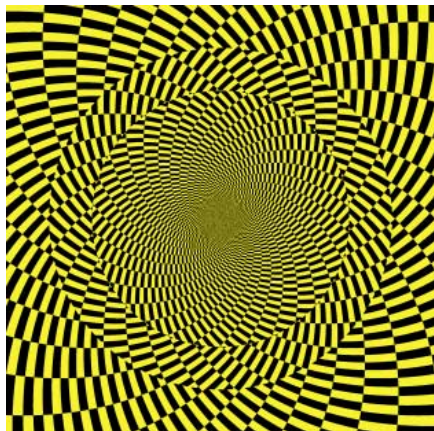
Professor Kitaoka first started studying visual illusions when working at the Tokyo Metropolitan Institute for Neuroscience, before coming to RU. He currently researches geometrical, color, lightness, and motion illusions and visual completion, and has become a prominent expert in the field, publishing a wide range of articles on the subject as well as the popular books *Trick Eyes*, *Trick Eyes 2*, *Trick Eyes Graphics*, and the *Handbook of the Science of Illusion*.

According to Professor Kitaoka, illusion studies began in the 19th century and many illusions were discovered in the late-19th and early-20th centuries. After many years of abundant research devoted to visual illusions, the study of illusions declined dramatically in the 1980s and early 90s. However, illusion studies have been revived recently due to the advancement of information technologies, including useful computer software and advanced printing technology, which allow more complex and precise illusions to be designed. Because recent drawing software offers the use of grey scale and gradation, as well as the ability to use many colors simultaneously, many new visual illusions are currently being discovered.

To create his illusions, Professor Kitaoka uses graphic design software such as CorelDRAW, Adobe Illustrator, and the drawing software included in Microsoft Word, in addition to making use of programming languages like Borland Delphi (Pascal). While many people find his illusions beautiful, he considers the illusion designs not art, but the results of scientific experiments. All of the images set out to test hypotheses that serve to advance his study of illusions and their applications for other visual functions. The goal of his research is to test visual mechanisms through visual illusions.

In a study to discover why some people see illusions while others do not, Professor Kitaoka found a statistically significant correlation between age and the illusion magnitude, when using his popular "Rotating Snakes" illusion image. The issue of why an older person perceives less illusion magnitude than a younger person is currently under study by his collaborators, but he hypothesizes that it has to do with involuntary eye movement and that measuring eye movement will lead to an answer to the question.

Professor Kitaoka participates in the Vision Sciences Society (VSS), based in Florida, and the European Conference on Visual Perception (ECVP). He also collaborates with international colleagues, including Italian illusion scholar Professor Baingio Pinna of the University of Sassari, with whom he has published several papers. In addition, because his research approaches illusions from a phenomenological level, rather than a mechanical level, he often also works closely with psychophysicists within Japan, such as Professor Kuriki Ichiro at the NTT Communication Science Laboratories, Professor Ashida Hiroshi at Kyoto University, and Professor Murakami Ikuya at the University of Tokyo, whose works help to explain illusions with modeling studies. He would like to encourage fans of his work to try creating their own illusions because it is an enjoyable science that blurs the boundaries between psychology and art.

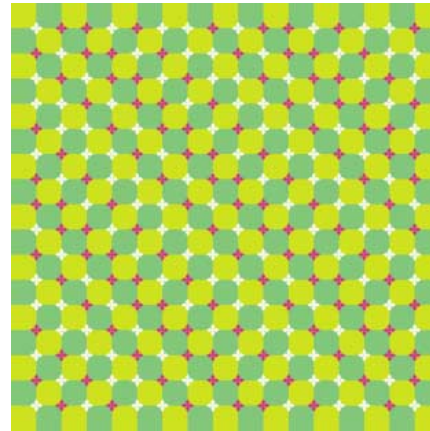
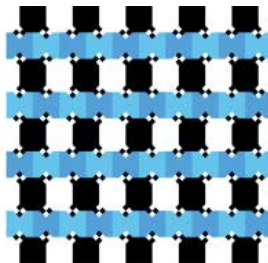


## TIGER

Look at the center of the image while moving the paper closer and farther away from your eyes. The rings will appear to rotate.

## WATERWAYS

The waterways are actually horizontal, but appear to tilt alternately. In addition, the water appears to oscillate horizontally.



## PRIMROSE FIELD

This checkered background consists of squares, but the shape appears to wave. This illusion demonstrates a large amount of anomalous waving motion.

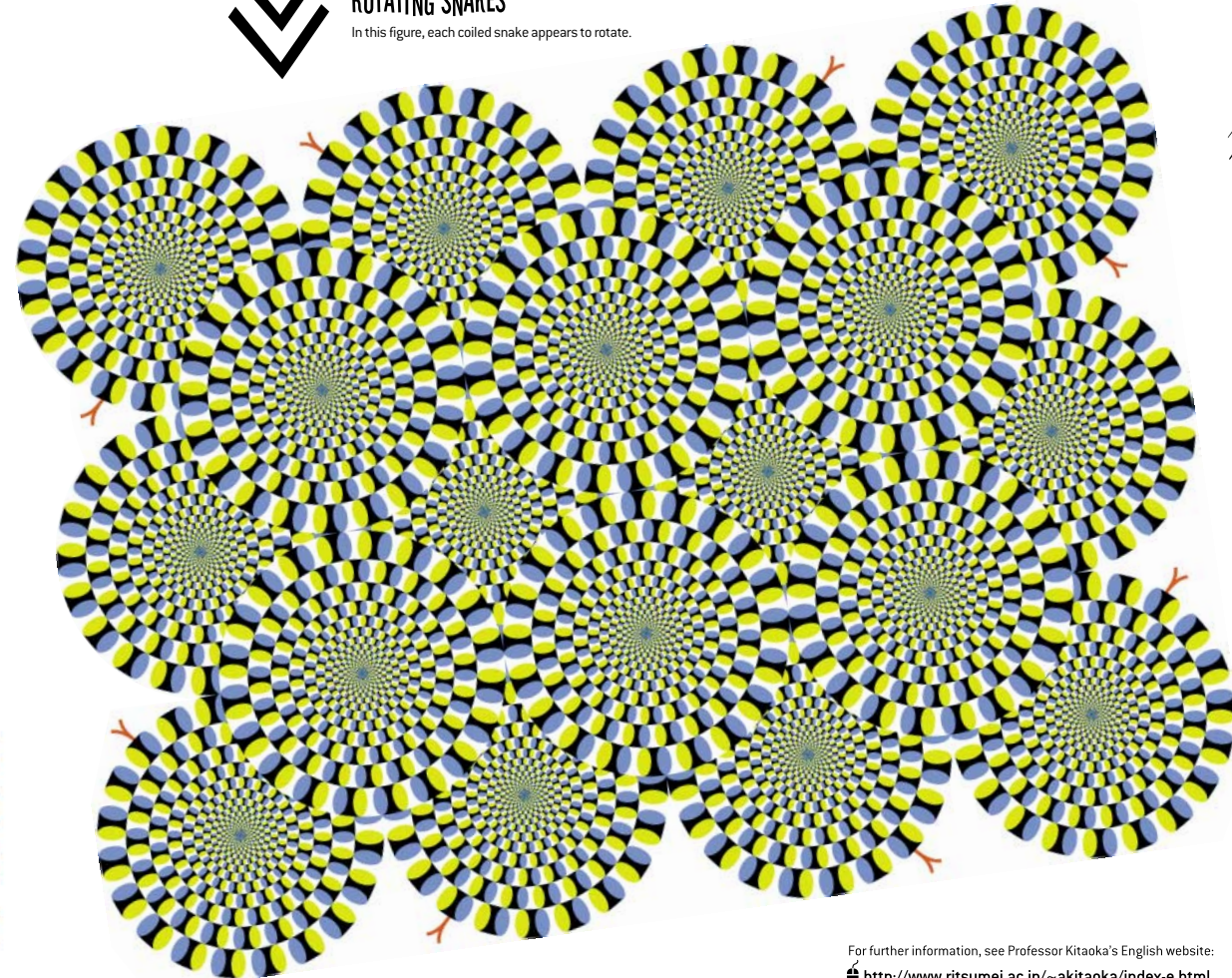
## BUTTONS

After looking at this figure for a few moments, each vertical row of buttons appears to move up and down, as if riding a wave.



## ROTATING SNAKES

In this figure, each coiled snake appears to rotate.







# Improving Living Conditions for Sri Lankan Plantation Communities

Sri Lanka's plantation sector is comprised of 280,000 workers and their families who live mainly on mountain slope plantations located in remote areas of the country. Most plantation workers are descendants of Tamils, who were brought to Sri Lanka from India as laborers during the British Colonial period in the 19th century. Many of them are socially marginalized and have inadequate access to social services such as education and hospitals. Although the Sri Lankan government has placed a high priority on the development of the plantation industry and an export economy in order to revitalize the Sri Lankan economy, social services for plantation residents and overall improvements to basic living conditions on plantations have lagged behind the government's support for the plantation industry. Thus, to improve the socio-economic status of plantation communities, the Sri Lankan government has implemented various projects in cooperation with the Japan Bank for International Cooperation (JBIC) and the Asian Development Bank (ADB).

In order to gain new insights and ideas as to how to improve the conditions of the resident plantation workers, JBIC announced a call for proposals within Japan and selected RU to conduct a pilot study in cooperation with Tools For Self Reliance JAPAN (TFSR), an NGO based in Nagoya. TFSR Japan, which was founded by APU President and Vice Chancellor of the Ritsumeikan Trust, Professor Monte Cassim, has been working with the poor in rural areas of Sri Lanka for the past ten years, primarily in the implementation of safe drinking water and stable supplies of electricity.

Small-scale technologies form the basis of RU's pilot study, which is led by Professor Nakajima Jun of the College of Science and Engineering. Because large-scale technology projects typically introduced by JBIC (including the building of roads, dams, and hydro-generator systems) require exorbitant amounts of both time and money, the pilot study introduced small-scale infrastructure technology to improve living conditions through the introduction of stable electricity and safe drinking water supply systems combined with community-building initiatives designed to increase motivation among the resident plantation workers.

Preparatory surveys conducted in March established a framework for the implementation of a community mobilization effort and the following pilot study objectives were defined: 1) Conduct a survey to determine the suitability of the proposed technology and facilities to the project site; 2) Promote organization of the community to encourage community empowerment; 3) Hold training workshops on technology transfer as well as on installation, operation, and maintenance of the facilities. The second and third objec-

tives were deemed integral to the success of the technology transfer because the resident plantation workers lacked leadership skills and a cohesive community, both liabilities to successfully maintaining the technology. Professor Nakajima feels that nurturing a common goal within the community, such as the maintenance of the introduced technology, was necessary to motivate the formation of a strong community.

The pilot study was conducted in two tea plantation villages in the highlands of Sri Lanka. In July, the foundation work for installing simple hydroelectric generators in the village of Taprobane and improved rainwater collection tanks in the village of Binoya began with the participation of the residents. Training workshops were implemented to transfer the specialized technology to technicians in Sri Lanka first and then plantation residents were trained in maintenance techniques. From the end of July to mid-August, experts in electricity, plastering, and charcoal were dispatched to the project sites to assist with the installation and technical transfer, and training workshops covered the installation and maintenance of the generators and rainwater collection tanks as well as plastering techniques and the manufacturing of coconut shell charcoal and charcoal water filters.

Gender perspectives that benefit both women and men have been incorporated into all aspects of the pilot project and gender training workshops were conducted in both May and August to help encourage a more even balance of labor and power among plantation residents. While significant changes to the plantation workers attitudes and thought patterns regarding gender will need to develop over many years, including gender training in the pilot study was important because the same methodology may be applied in future JBIC development initiatives.

RU students have played a large role in the pilot study research. Both undergraduate and graduate students have assisted in the investigation process of the study as well as in checking the water quality of the charcoal water filters and leading workshops in the plantation villages. Participating in the pilot study has been a valuable experience for students who are considering future careers in development or policy planning.

The pilot study team will report their findings to JBIC at the end of this year and intends to recommend the development of a technology transfer center for social research and technology that can continue the work of the study pilot in the plantation villages. Beyond the implications for JBIC, the results of the pilot study will also influence future educational and research developments at RU.



College of Science and Engineering  
Professor Nakajima Jun



Special Feature 3

# International Service and Cooperation

## International Symposium on Indian Ocean Tsunami Disaster Reconstruction Assistance

The Ritsumeikan Academy established the *Ritsumeikan Headquarters for Indian Ocean Tsunami Disaster Aid* on January 1st, 2005, following the devastating Indian Ocean earthquake and the tsunami disaster that struck on December 26th, 2004. The headquarters is directly involved in elementary school reconstruction and human resources development assistance in the affected areas. Now, approaching the one-year anniversary of the tsunami disaster, the Ritsumeikan Academy is hosting an international symposium titled "What Must Universities Do in the Event of Disaster? Roles and Responsibilities," to take place from December 7th through 9th, 2005.

The seminar, which will be held at Kinugasa Campus in Kyoto, will examine university social responsibilities in regard to disaster recovery assistance and the long-term safety and security of regions affected by a disaster. The Ritsumeikan Academy is aware of the necessity of the university, as an educational and research institution, to contribute to educational development and the cultivation of human resources. With the cooperation of Ritsumeikan Academy partner institutions and organizations involved in disaster recovery and prevention efforts, such as the Japanese Red Cross Society, UNESCO, and the World Bank Institute, this symposium will explore the roles and responsibilities of the university in the event of disaster, from a variety of perspectives through three sessions and two or three special sessions.

The following universities have been invited to participate in the international seminar:

### Partner Institutions from Regions Affected by the Tsunami

- Sri Lanka** University of Colombo
  - Bangladesh** University of Dhaka
  - India** Jawaharlal Nehru University, University of Delhi, University of Madras, University of Pune
  - Thailand** Thammasat University, Siam University, National Institute of Development Administration (NIDA), Chulalongkorn University (Partnership with the Faculty of Science and Engineering)
  - Indonesia** University of Indonesia, Gadjah Mada University, Andalas University, Institut Teknologi Bandung, Trisakti University, Universitas Negeri Surabaya
  - Malaysia** University of Malaya
  - Kenya** Jomo Kenyatta University of Agriculture and Technology
- Non-Partner Institutions**
- Sri Lanka** University of Moratuwa
  - Indonesia** Universitas Sjah Kuala

Student Interview



### Sugime Yusaku Student Researcher



Sugime Yusaku, a 3rd year undergraduate student in the College of Policy Science, participated in a twelve day research trip to the plantation villages in Sri Lanka in August 2005. Yusaku is a member of the Life Cycle Assessment (LCA) Project within Ritsumeikan University's Discover Research Laboratory (DRL). The LCA Project aims to comprehensively assess the environmental impact of the life cycle of manufactured goods while encouraging environmentally-friendly production for small and medium enterprises.

#### How did you become involved in this project?

Professor Monte Cassim [Vice Chancellor of the Ritsumeikan Trust and President of APU] wanted to find a way to directly involve students in this development project, so Mr. Fujiyama Ichiro, the manager of the DRL, asked the LCA team members to conduct research at the tea plantations in Sri Lanka. It was a good experience for us to participate in an overseas research project.

#### What kind of research did you do at the plantations?

We were researching the effect of installing the small-scale hydropower generation systems in the plantations and trying to measure the plantation residents' life improvement by comparing their standard of living before and after the generators were installed. Before, they had to carry their car batteries from their plantation villages to nearest town for recharging. It took a lot of hard work and also had a high financial cost. We interviewed the plantation workers about how many times they recharged their batteries and also about their use of kerosene lamps to determine how much of their income they were putting toward these necessities.

#### What were your impressions of the situation in the plantations?

In the village of Taprobane, there are now two micro-electric systems with a total voltage of 60 watts. These systems allow the plantation residents to recharge car batteries on site, eliminating the need to carry them to town. There are 104 households and an estimated 60% currently own car batteries. Because charging the car batteries has become more convenient, probably most of the households will use car batteries soon. About 40-50% of the car batteries are able to run at the same time now, so some measures will have to be taken to evenly distribute the electricity. Standard electric service would be ideal, but for our project, providing the plantation with micro-electricity [through the small-scale hydropower generation systems] is the first step. It will improve the people's lives a little.

#### What did you learn from this experience?

The staff of TFSR [Tools for Self Reliance] has been working in Sri Lanka for more than ten years. They are very knowledgeable about Sri Lanka and I learned a lot of things from them. I feel very blessed to have had the chance to work with them. One of the other researchers from RU, Yamaura Kenji, a student in the Graduate School of Policy Science, told me that we have to remember that the people in the plantations answer our questions and provide us with information out of the goodness of their hearts. So we have to make sure that we interview them carefully and with respect. It is a lot of responsibility and his words made a big impression on me.

In March 2005, Ritsumeikan University undertook a one-year pilot study for the Japan Bank for International Cooperation [JBIC] to investigate the feasibility of on-site small-scale technologies for the improvement of living conditions of resident plantation workers in Sri Lanka. Approaching the end of the research project, the pilot study team has generated results that will be used by JBIC and the government of Sri Lanka to improve the conditions of the plantations in the near future.



# RU News Topics

Ritsumeikan University

## Commemoration Ceremony and Forum on Germany's Social Security System

RU News Topics 1



Exhibition on the history of the German social security system, held at RU's Kyoto Museum for World Peace

On August 24th, a special commemoration ceremony and forum entitled *With the Future in Mind—A History of Social Security in Germany* was held at Kinugasa Campus. The event was sponsored by the German Federal Ministry of Health and Social Security and Ritsumeikan University.

At the commemoration ceremony, Dr. Klaus Theo Schröder, State Secretary of the Ministry of Health and Social Security, described the history of the German social security system, which began in the Bismarck Era, and the current social security policies that address an aging population. In the forum that followed the ceremony, panelists from both Germany and Japan engaged in a frank debate on the theme of "The Path for Social Security in the 21st Century." Because the future of social security is currently a topic of much debate in Japan, the auditorium was filled with people listening intently to the panelists' discussion.

RU's Kyoto Museum for World Peace hosted an exhibition on the history of the German social security system from August 20th to September 18th. The exhibition explained German social history, including the themes of "child labor," "immigration," and "the social situation of women," through various pictures and documents. Both the commemoration ceremony and forum and the exhibition were part of the one year event, *Germany in Japan 2005/2006*, which aims to strengthen the relationship between Germany and Japan through a variety of special events hosted throughout the country.



## Fostering Cooperation with Japanese Corporations

RU News Topics 2

Ritsumeikan University places great importance on contributing to society through cooperation with businesses. On August 1st, RU signed an agreement with the Nichicon Corporation, a manufacturing company with headquarters in Kyoto, to begin a joint research and education program. As outlined in the agreement, the two pillars of the program are "research and development" and "human resource training." The program aims to strengthen education and research in the fields of material science and power electronics at Ritsumeikan University as well as to develop new products and train high-tech specialists at Nichicon.

This program will be managed by a committee made up of members from both RU and Nichicon. In addition, the Nichicon Research Laboratory will be built at RU's Bivako-Kusatsu Campus and serve as a base for the program's activities.



RU signs cooperation agreement with Nichicon

In another cooperative venture, RU and the Omron Corporation, a Kyoto-based company that makes automation components and systems, signed an agreement to jointly sponsor a "Legal Education Co-op Practicum" beginning on Thursday, September 8th. This cooperative education program is part of an RU business program initiative aimed at developing individuals with a strong acumen for corporate legal affairs.



Press conference for the establishment of a co-op program with Omron

Beyond the scope of an internship, cooperative education, or co-op, offers students a long-term (approximately three to six months) practical work experience in a corporate environment that directly relates to their specialty field within their university studies. Four students in the Graduate School of Law will be chosen to participate in this program. While gaining expertise from Omron employees as well as their law school professors, the students will experience state of the art of business law in practice within a wide range of corporate disciplines and, over a span of four months, conduct research

projects both within Omron and the Graduate School of Law.

## NFL Athlete Training Course Established at RU

RU News Topics 3



NFL Athlete Training Course established at RU

Ritsumeikan University and the National Football League (NFL), the professional football league in the United States, have decided to jointly establish the *NFL Athlete Training Course* in order to train Japanese athletes to become NFL football players.

This program is a part of the athlete scouting and training initiative known as the *National Player Development (NPD)* program that began in Japan last fall. Under the terms of the program, Ritsumeikan University will recruit two athletes each year who have the potential to become future NFL players. In addition to the standard coursework, these two students will have the opportunity to participate in language development programs and overseas training programs. While honing their skills and developing their physical strength as members of the RU American football team, the Panthers, the selected students will participate in the NFL football camp in Europe and test their strength as football players.

Ritsumeikan University and the NFL have initiated a variety of joint programs since signing a cooperation agreement in 2001.

## Dual Undergraduate Degree Program Agreement with Sookmyung Women's University

RU News Topics 4

On October 11th, Ritsumeikan University and Sookmyung Women's University, Republic of Korea, established an agreement for a Dual Undergraduate Degree Program in a signing ceremony held at Kinugasa Campus. The Dual Undergraduate Degree Program (DUDP), in its current form, allows up to ten selected students each year from Sookmyung Women's University to earn undergraduate degrees from both schools upon completing four years of study, including spending their second and third years at RU. For RU, this is the second DUDP agreement after the 1993 agreement with American University, in Washington, DC.

Since 2003, RU and Sookmyung Women's University have participated in student exchange and other cooperative programs. This agreement marks the first dual degree program between institutions of higher education in the Republic of Korea and Japan.

RU has Dual Master's Degree Program (DMDP) agreements with American University, the University of Grenada in Spain, and the Institute of Social Studies in the Netherlands.



Signing ceremony for DUDP agreement with Sookmyung Women's University

# APU News Topics

Ritsumeikan Asia Pacific University

## 2005 Degree Conferral and Entrance Ceremonies

APU News Topics 1



Fall Semester Degree Conferral Ceremony and Entrance Ceremony held at APU in September

On Friday, September 16th, the APU Degree Conferral Ceremony was held at Millennium Hall before a capacity crowd of 800 graduates, family members, and current students. A total of 288 students (240 undergraduate and 48 graduate students) from fifty different countries and regions, including Japan, graduated from APU this fall.

At the ceremony, undergraduate student representative Natali Chigogidze (College of Asia Pacific Studies), from Georgia, addressed the audience, saying, "At APU there is a multitude of students from different countries who hail from diverse cultures and backgrounds. It is a place where one learns common values and mutual understanding. However, the most outstanding aspect is the chance APU offers to make friends with unique students from around the world. After our graduation, we will each walk our own road; however, wherever we go, the APU spirit will remain alive within all of us. To everyone, I ask that you treasure this spirit."

As APU bade farewell to its graduates, it also had occasion to welcome 353 new fall semester students at the 2005 Fall Entrance Ceremony held in the Millennium Hall on Wednesday, September 21st. The 279 undergraduates (38 domestic and 241 international students) and 74 graduate students hail from 42 different countries and regions. New students from Argentina, Bahrain, Tanzania, and Switzerland represent their respective countries at APU for the first time.

The ceremony commenced with welcoming addresses and words of encouragement from APU President Monte Cassim and the Ritsumeikan Academy's Chancellor Nagata Toyo Ormi. The hopes of the new students were evident on their faces as they listened to these messages.

The ceremony was attended by high school principals from China, Thailand, and other nations. Also in attendance were chancellors' representatives from Mongolian universities and Mongolian high school principals, and the Governor of Darhan Prefecture (home to Mongolia's second largest city), along with a number of other city council members.

New student representative Hara Yusuke (College of Asia Pacific Studies) from Japan, stirred the audience with his experiences at the Choir Olympics held in Germany and offered the following message to the incoming class, "For me, I want to study together, encourage and cooperate with others here at APU. I would like to learn to accept language, cultural, and value differences and try to discover with my own eyes and experience first hand what is necessary to achieve international peace."

As a finale to the entrance ceremony, current APU students introduced their club activities and led the audience in a rousing cheer of *WE CAN DO IT!*

## Strong Performances from the APU Women's Athletic Team

APU News Topics 2



APU runners take the lead at the Kyushu Road Race

APU Women's Athletic Team member Mary Wanjohi Wangari (1st year, College of Asia Pacific Studies), from Kenya, won the 5,000 meter race of the 74th All-Japan Emperor's Trophy Intercollegiate Athletic Championships. The event was held from July 1st to 3rd at the National Stadium in Tokyo.

Representing APU in her first national competition, Mary steeled herself with great poise as she took to the field with 47 other top runners from around Japan. From the start, Mary joined the lead group, which set a furious pace for the entirety of the race. She maintained her energy reserves for the last lap, where she broke away from the rest of the group and crossed the finish line with her personal best time of 15:56.34 to capture the championship title. Her teammate Mary Wachuka Mwangi (1st year, College of Asia Pacific Studies), also from Kenya, finished 8th in the 1,500 meter race on the same day.

On Friday, September 2nd, the APU Women's Athletic Team competed in the 13th Kyushu Intercollegiate Road Race held at Umi-no-Nakamichi Seaside Park in Fukuoka City. While APU placed second overall (5 seconds behind Fukuoka University), Mary Mwangi finished in first place, well ahead of the rest of the runners with a time of 16:50. Mary Wangari was unable to run in the race.

The Kyushu Intercollegiate Road Race is the qualifying competition for the All-Nippon Ekiden Women's Road Race, which will be held on November 27th in Sendai. APU will participate in the national relay race for the fifth consecutive year.

## APU MBA Seminar in Tokyo

APU News Topics 3



APU MBA Seminar held in Tokyo

The APU MBA Seminar was held at Academy Hills in Roppongi, Tokyo on September 30th. The seminar offered lectures and discussions by current APU teaching staff as well as other prominent guest speakers on the advantages of having a Master's of Business Administration (MBA) and was targeted at people living in the Tokyo area who are interested in graduate-level business education. The lectures and panel discussion were all held in English, which is the language used to teach all the classes of the APU MBA program. Approximately thirty people attended this seminar, including entrepreneurs, corporate managers and employees, and academic staff and students from other educational institutions.

The seminar began with a keynote lecture by Saito Kiyomi, CEO of J Bond Corporation, whose Japanese translation of Jack Welch's *WINNING* recently became a best seller in Japan. She spoke of her experience of obtaining an MBA from Harvard Business School as one of the school's first female Japanese students, along with other aspects of her experience in the business world. Ms. Saito's lecture was followed by a panel discussion by APU visiting professors Shima Yoshio and Tsunoda Ajiro and APU professors Nagai Shusai and Kuhara Masaharu. Their discussion provided a detailed account of their experiences teaching APU's MBA students who come from more than twenty different countries and regions in the world, further highlighting the uniqueness of the APU MBA program.

APU part-time lecturer Rochelle Kopp, Managing Principal, North America of Japan Intercultural Consulting and author of *The Rice-Paper Ceiling: Breaking through Japanese Corporate Culture* also spoke at the seminar. Ms. Kopp's lecture, "Cross Cultural Understanding in Asian Business," gave the audience many interesting examples and useful tips on dealing with cross-cultural business relationships—a topic highly relevant to APU's multicultural community.

Finally, Professor Ronald Patten, dean of the Graduate School of Management, summed up the key messages in the various segments of the seminar, emphasizing the trend of globalization in today's society. "The MBA program at APU gives students the opportunity to build lifelong professional and personal relationship; it represents the foundation of a global network," concluded Dean Patten.

The various topics covered in this seminar enabled the participants to gain an in-depth understanding of the advantages of the APU MBA program, and provided valuable advice on the importance of graduate-level business education.

