

Centerviews

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Journalists see other side of U.S., Asia

by Lenore Magida

Six of them came from many countries and visited one. Six others came from one country and visited many. Both before and after their journeys, all 12 journalists selected as this year's Jefferson Fellows spent time at the East-West Center, learning about a multitude of issues affecting the Asia-Pacific region—and something about themselves and each other in the process.

It is both the nature and the responsibility of most good journalists to get around—to see places and meet people, to seek and absorb information and experience. This year's Jefferson Fellows certainly filled that bill, as even a brief sampling of their four-week travel itineraries shows: W. Rex Jory of *The Advertiser* in Adelaide, Australia, visited 17 U.S. cities—including points as varied as New Orleans and Beckley, West Virginia—while Bombay-based Sarosh Bana of the *Indian Express* made it to 13; Washington correspondent Liz Sly of the *Chicago Tribune* made a foray into Cambodia, while public television station manager Donn Rogosin of Charleston, West Virginia, delved into Nanjing, China, in search of further information for a documentary on Pearl Buck.

The Fellows embarked on their travels in early May after a month of seminars at the Center. They returned to the Center for one post-travel week of recapping a program that, in Jory's words, "exceeded the expectations of all of us." Added Criselda M. Cerdena, news editor of the *Manila Times*, "Some of us have already been talking about how to apply again."

Jory and Cerdena described their experiences at the annual Jefferson Fellows luncheon. Joining them in addressing the luncheon guests were Fellows Tom Walsh, business editor of the *Detroit Free Press*, and Brian Naylor, a reporter for National Public Radio in

Washington, D.C.

The observations of all four, along with comments from other Fellows who spoke during the luncheon's question-and-answer session, provided views from both "halves" of the Jefferson group: those who came from across the Pacific to visit Hawaii and the U.S. Mainland, and those who came from around the United States to visit Hawaii and Asia.

The former group spent about 10 days in Los Angeles and Washington, D.C., accompanied by Meg White of the Center's Institute of Culture and Communication, then embarked on individual travel before returning to Honolulu in early June. The U.S. Fellows toured Japan en masse, along with Robert B. Hewett, the then-curator of the Jefferson Fellowships. They then conducted their solo trips before reconvening in Hong Kong for a group tour in China.

Joining them in Hong Kong and China was John Schidlovsky, then journalist-in-residence at the Center who has since been named to succeed Hewett as EWC curator of journalistic programs and the Jefferson Fellowships. Until last December, Schidlovsky was Beijing bureau chief for the *Baltimore Sun*.

Though their itineraries differed, the Fellows seemed to have reached a unanimous conclusion: that an outstanding benefit of the program was its immersion into the reality of new places, giving fact-hungry journalists an opportunity to replace assumptions with first-hand information.

Jory, for example, had visited the United States before, but expected the worst this time: "You hear about things like violence, graffiti and drugs," he said, "but it was nowhere near as bad as I'd imagined." He said he found reason to be optimistic that the United

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The exhibit "The Dolls of Japan" dazzled a record number of visitors during a three-week stay at the Center in June. Above, a Hakata doll, made of clay, depicts a young mother gazing affectionately at her baby asleep in her arms. Story on p. 7.

Wanted: education that keeps pace with global realities

The following is excerpted from a keynote address delivered in Tokyo at the Phi Delta Kappa Research Conference on Global Education: Agenda for the 21st Century. The author heads the East-West Center's Consortium for Teaching Asia and the Pacific in the Schools project (CTAPS), a three-year program sponsored by the East-West Center and Castle & Cooke, Inc., in cooperation with the Hawaii State Department of Education and the Asia Society. He is the former director of the Stanford Program on International and Cross-Cultural Education (SPICE).

by David L. Grossman

Throughout the world there is a growing consensus on the need for global education. Why this growing consensus? The prologue to "The Carnegie Report on Education" summarizes one motivation quite clearly: "The world has become a more crowded, more interconnected, more volatile and more unstable place. If education cannot help students see beyond themselves and better understand the interdependent nature of our world,

each new generation will remain ignorant, and its capacity to live confidently and responsibly will be dangerously diminished."

In the United States, the motivation behind the movement toward policies increasing international education have been for the most part to serve the country's self-interest and to develop a competent citizenry. In fact, the rationale for global education often emphasizes the notion of increasing U.S. economic competitiveness. While I do not have the time to explore this notion fully, it is important to note because the motivation with which you approach global education has a significant impact on its content and approach. In the United States, at least at the policy level, there is little talk of humanitarian goals or cultural enrichment as motivation for international education.

In discussing the growing consensus on the need for global education, let me add a caveat or two. The first is that the world of school reform is one of fads and fancies in which this year's fad is a hazy memory the next year. There is a danger on the one hand that the

enthusiasm will create sound and fury but little action. There is also a danger of trivializing the movement. The world of school is too often one of scarce resources, conflicting demands, complex problems and band-aid solutions that seem to make the problems worse than they were when we started.

The second caveat is that if a consensus for global education exists, it is still in large part confined to professional or elite groups. Try to imagine for a moment a pair of angry parents confronting a principal with a demand for more or better global education. Imagine these parents saying, "Why doesn't my child have a better global perspective?" Not a very probable occurrence, you say. For a moment, put yourself into that principal's shoes. He or she might rightfully ask, "Just what is a global education, and why, among all the myriad demands on me and my school, should we do something about it?"

The question, "What is global education?" is a serious one and should be treated as such. The problem with talking about global education is that you have to both define and defend it. It

isn't like talking about mathematics education, science education or even social studies education—which you're rarely asked to defend, much less define.

Because the concept of global education is still relatively new, people naturally ask what it is. What is the specific content or subject matter that is particular to global education and distinguishes it from other fields of education? Unfortunately, the answer to this question is: there is none.

I can assure you that is not because of the intellectual inferiority or muddle-headedness of the people who are involved in global education—at least I hope so. Because the world system it attempts to analyze is still evolving, it's hard to pin down global education with a simple definition. Still, policymakers need definitions, and global education is no exception. I will offer you one concise definition. This is the state of Iowa's definition:

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Faculty first to sample business programs

by Grady Timmons

American businesses hire people to fill specific jobs while in Japan people are hired to be members of a team, says Eleanor Westney, an associate professor of management at the Massachusetts Institute of Technology's Sloan School of Management. Westney points out another difference between U.S. and Japanese companies: U.S. strategy revolves around managing key corporate assets; Japanese strategy revolves around managing know-how and future knowledge.

When a Japanese firm is experiencing financial difficulty, everyone in the company suffers, including management, says Loy Weston, a U.S. businessman who founded Kentucky Fried Chicken in Japan. In U.S. corporations everyone but management suffers. "It's like getting a haircut," says Weston. "U.S. corporations take a little off the sides and back but don't touch the top."

Westney and Weston were at the East-West Center in June to discuss and compare American and Asian business practices as part of a program on the implications of the Pacific Century for business school curriculum development and research. The week-long session, designed for business school faculty, was the first offering of the Center's new business programs.

Faculty members from nine states participated in the program, which featured presentations by Center staff and specialists from other institutions. Session topics included economic development and business development in Asia, technology strategies of Asia's newly industrialized economies, and the corporate cultures and business operations of Japan, South Korea, the Philippines, China and Southeast Asian nations.

According to David L. James, the former Honolulu and Chicago attorney who heads the business programs, the sessions provided extensive information about how business is conducted in



MIT's Eleanor Westney leads a discussion session on Japanese business practices.

Asia-Pacific countries with a strong emphasis on understanding cultures. For this reason, he said, readings, films, question-and-answer sessions and luncheon presentations often focused on cultural differences.

One participant, commenting on the importance of culture, noted that he typically conducts courses for "provincial Americans who have had very little exposure to Asia or anything international." When it comes to marketing, he said, Americans tend to have an attitude "that if it works here it should work over there....They totally ignore cultural factors."

An emphasis on providing useful and practical information was another priority of the programs, said James, and to help fill this need Kentucky Fried Chicken entrepreneur Weston provided advice on how to do business in Japan.

Weston noted that he went to Japan with \$160,000 and orders to get a Japanese joint-venture partner and start building Kentucky Fried Chicken outlets. He succeeded, he said, because he had a good product, a lot of patience, a commitment to the project and the willingness to stay and learn about Japan.

Weston said a lot of U.S. corporations fail in Japan because most do not make the effort to learn about the country and the culture. "Ask a U.S. corporate head to name a Japanese prefecture and he or she probably won't be able to," he said, noting that a prefecture is the equivalent of a U.S. state, something most American executives also don't know.

He said it's difficult for U.S. firms to penetrate the Japanese market when three out of four American businesspeople never finish their two-year con-

tracts. The commitment is not there, he said. Weston added that surveys of U.S. businesspeople in Japan have revealed what they consider to be the biggest impediment to their success—the inflexibility and lack of understanding of the U.S. home office.

A last piece of advice from Weston was this: If Japanese companies have learned one thing U.S. companies haven't, it is to value their employees. "Japanese companies know that if you take care of your people, the people will take care of the company," he said.

Weston was one of five luncheon speakers during the week. The others were Richard Halloran, former Asia correspondent for the *New York Times* and now director of Special Projects at the Center; David A. Heenan, president and CEO of Theo H. Davies & Co., Ltd.; Muthiah Alagappa, Center research associate and specialist on Southeast Asia; and Mary Bitterman, former director of the Center's Institute of Culture and Communication.

Professor Denis Fred Simon of Tufts University's Fletcher School of Law and Diplomacy led the program's faculty. Other faculty included Jun Yongwook, assistant professor of International Business Management and Policy at Chung-Ang University in Seoul; William A. Fischer, graduate professor of business administration at the University of North Carolina at Chapel Hill; Center Research Associate Bruce Koppel and Research Fellow Manuel Montes; Calvin Reynolds, senior vice president, Organization Resource Counselors, Inc., New York; and Alan Grapard, professor of Business Administration, University of California, Santa Barbara.

James said future programs for business people from Asia, the Pacific and the United States will cover such topics as negotiating and marketing in the region, managing for long-term success in Asian technology industries and establishing joint ventures. He said he was also planning a course specifically for Asian executives on investing in the United States and managing American workers.

Center to help host Fulbright association conference

Pacific Focus 1990 is the theme of the Thirteenth Annual Conference of the Fulbright Association, reflecting the original purpose of the Congressional legislation enacted 45 years ago under the auspices of United States Senator J. William Fulbright.

The still-active Senator will be on hand when the members and guests of the Fulbright Association hold their conference Oct. 5-7 at the Ilikai Hotel in Waikiki under sponsorship of the national organization and its Hawaii chapter, with the participation of the University of Hawaii and the East-West Center.

Invited speakers include U.S. House Speaker Tom Foley, U.S. Ambassador to Japan Michael Armacost, former Japanese Minister of Education Michio Nagai, Hawaii Governor John Waihee III, East-West Center President Victor Hao Li, University of Hawaii President Albert Simone and Fulbright Association President Richard Arndt.

Conferees will examine critical Pacific issues that contribute to regional understanding and affect global events, such as trade, the environment and education.

Education was the cornerstone of the Fulbright Program when it was initiated nearly a half century ago. Fulbright called it "our greatest hope...of changing our manner of thinking about the world, and therefore of changing the world itself."



Senator J. William Fulbright

Included in the two-day conference program is an art exhibit which will remain on view at the East-West Center.

In a message to the thousands of Fulbrighters around the world inviting them to the conference, Association President Arndt said:

"For the thirteenth time since the founding of the Fulbright Association, its members and friends will meet at the annual conference, this time away

from the U.S. mainland, to explore the meaning of growing cooperation in the Pacific Basin.

"The world is changing even faster than we thought possible. The era of *Glasnost* daily reminds us that Senator Fulbright was right all along: educational and cultural exchange, over time, lead to a deeper understanding. And that understanding is the foundation on which sounder structures of world peace are today being built.

"In this new world we face questions which could not have arisen a decade ago. Surely this conference will explore at least one of those questions: in an era where the very idea of the Nation State has been challenged, has regional cooperation already become more viable and more critical? If so, can we Fulbrighters, as part of our lifelong educational commitment to advancing the process of globalization, define a special role for ourselves and for the internationalist world view we share?"

The Fulbright Association is inviting all Center alumni to attend the conference. For more information on programs and local arrangements contact Wilhelm G. Solheim II, program chairman, Department of Anthropology, University of Hawaii, 2424 Maile Way, Honolulu, HI 96822, (808) 949-8994, FAX (808) 948-6345; or Barbara Peterson, chairwoman for steering committee and local arrangements, University of Hawaii, 1341 Laukahi St. Honolulu, HI 96821, (808) 845-9422.

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EDITOR: Grady Timmons
(phone 808/944-7194).

Designed by Russell Fujita.

THE EASTWEST CENTER is a public, nonprofit educational institution established in Hawaii in 1960 by the United States Congress with a mandate "to promote better relations and understanding among the nations of Asia, the Pacific, and the United States through cooperative study, training, and research."

Some 2,000 research fellows, graduate students and professionals in business and government each year work with the Center's international staff on major Asia-Pacific issues relating to population, economic and trade policies, resources and development, the environment, and culture and communication. Since 1960, more than 25,000 men and women from the region have participated in the Center's cooperative programs.

Principal funding for the Center comes from the United States Congress. Support also comes from more than 20 Asian and Pacific governments, as well as private agencies and corporations. The Center has an international board of governors. President Victor Hao Li came to the Center in 1981 after serving as Shelton Professor of International Legal Studies at Stanford University.

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North Korea: a look at life beyond the 38th parallel

Charles E. Morrison, coordinator of the East-West Center's International Relations Program, and Stephen Uhalley, Jr., professor of History at the University of Hawaii, visited North Korea for a week in May at the invitation of the Institute for Disarmament and Peace. They were the first U.S. academic visitors to North Korea in 1990, following a disruption of contacts after North Korea protested the annual U.S.-South Korean "Team Spirit" military exercises.

by Charles E. Morrison

A significant, perhaps dominant impression on a short-term foreign visitor to North Korea is the lavish use of resources devoted to the capital city of Pyongyang, also the birthplace of the nation's leader, Kim Il-sung. Pyongyang is built in monumental style, with tall apartment buildings, beautiful parks, grand museums and monuments, and cultural and sport complexes. Much of the construction is very recent, including the huge projects undertaken for last year's International Youth Festival, such as the 150,000-seat First of May stadium. North Korea is currently engaged in building 50,000 apartment units, many on an impressive new street on the west side of the city, and at least two large new hotels, one of them a steep-sided pyramidal structure of 105 stories.

At the same time, from the perspective of a visitor from the capitalist world, Pyongyang seems to have little "life." In contrast to New York, Tokyo, Shanghai or Seoul, Pyongyang is un-



President Kim Il-sung

Crowded, clean and orderly, a highly regulated administrative capital rather than an industrial or commercial city. The grandeur of the facilities, especially the hotels, seems out of proportion to the city or visiting population that might use them. We saw no large concentrations of people, except one night near the railway station. Automobile traffic is sparse, and there are no bicycles. There is no obvious polluting industry other than one power plant on the west side of the city, and there are very few neon lights.

Despite the light traffic, people always use the ubiquitous pedestrian crosswalks under major streets rather than jay-walking or even walking across the intersections at ground level. Most are well-dressed in western-style cloth-

ing, but a high proportion of the males wear military uniforms. At night a striking feature is that curtains appear never to be drawn; pictures of Kim Il-sung, the "Great Leader," and his son and heir-apparent, "Dear Leader" Kim Jong-il, are visible from many windows.

The city skyline is frequently featured in murals and in the printed material we saw, and is obviously a point of pride to the leadership. It seems to serve as a confirmation of the economic progress and a symbol of what Korea as a whole might someday aspire to. The tremendous investment and pride in this city, its importance to the leadership and its vulnerability in the event of a war, presumably would serve as a deterrent against any thought of initiating a 1950-style conventional attack against the South.

North Korea does not have the resources to give equivalent attention to the countryside. We traveled about 20 miles south to the West Sea Barrage and 100 miles north to Mt. Myohyang. Improved transportation, we were told, is a high priority, and the highways illustrate this need. With no banking on curves and uneven beds, vehicles must drive all over the road to avoid dips and bumps. Fortunately there is relatively little traffic, except for green military vehicles that in these areas mainly seemed used for transporting workers to the rice fields. May is a time of rice transplanting, and soldiers and students are obliged to help the peasants. In contrast to Pyongyang, the towns and cities we passed through had the appearance of industrial towns. Often

larger institutional, three or four story buildings lined the main road with smaller traditional buildings behind them.

Although our main purpose was to finalize arrangements for North Korean participation in the University of Hawaii and East-West Center-sponsored Asia-Pacific Dialogue program (which brings together policy analysts from throughout the region to discuss peace and security issues), our schedule also included formal exchanges of views and informal discussions. These sessions inevitably concentrated on issues in the Korean peninsula itself, the focal point of North Korean attention, rather than the broader world scene.

Several themes reappeared in many of our discussions. One of these was our hosts' great pride in the achievements of the Korean people and their belief in the doctrine of self-sufficiency. These themes were also reflected in displays at the Central History Museum, which began with parts of a skeleton dating from 600,000 years ago. This was discovered in North Korea, with no mention made of African origins of mankind. Chinese influences on Korean culture and technology were scarcely referred to. Korea Review, a small handbook given us, provides a sketch of the 1950-53 Korean War that fails to mention the intervention of the Chinese.

Our hosts also stressed their view that the Korean approach to socialism is

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Short story anthology explores the mysteries of India

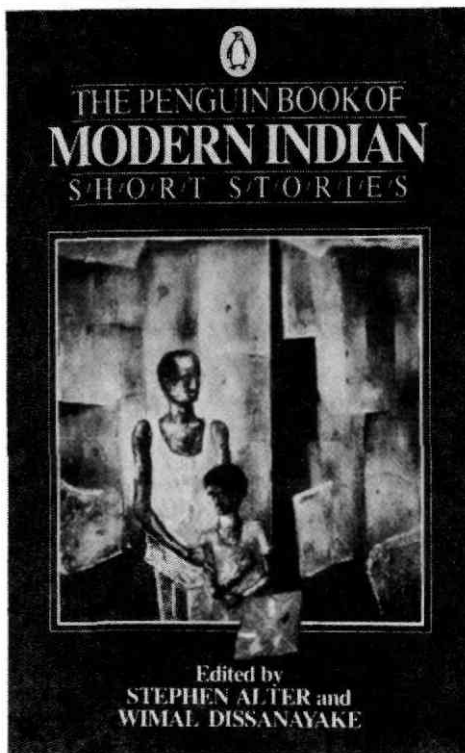
by Lenore Magida

India is one of those places that seem tremendously mysterious to those unfamiliar with it. But the marvelous trick is that India seems much more mysterious to the very people who know it best and love it most—to Indians themselves.

Fittingly, and not surprisingly, the entries in *The Penguin Book of Modern Indian Short Stories* (paperback, \$8.95) do not attempt to unravel mysteries. Rather, the editors—Wimal Dissanayake, a research associate in the East-West Center's Institute of Culture and Communications, and Stephen Alter, a writer and educator who was born and brought up in India and who served as the Center's writer-in-residence—have selected 18 stories whose authors generally present the mysteries, observe them, respect them. The "action" in these stories is large and small, wondrous and tragic, but in virtually every case the author benevolently lets it be.

This thread is quite constant even though the stories were produced over some 50 years and were originally written in eight regional languages, along with Hindi and English, by authors born as early as 1904 (the Bengali writer Premendra Mitra) and as late as 1949 (Devanuru Mahadeva, whose native language is Kannada). There are reasons for the commonality. As the editors point out in their introduction, many modern Indian short story writers have been influenced by their counterparts around the globe and across the decades, from Tolstoy through Hemingway up to an international array of present-day writers. They have also had the benefit of seeing each other's work translated on the page and interpreted in film.

But the most fundamental link between these writers is one that reaches back many centuries before Tolstoy: folk



culture. Its influence on the stories in this volume is as simple yet significant as a good folk tale. "Many of the selections in this anthology," note the editors, "employ narrative techniques and images which can only have come from a folk tradition."

Traditional culture is especially bountiful in India, given not only its ethnic, religious, linguistic and geographical diversity but also the pervasiveness of Hinduism, with its huge pantheon of gods and goddesses and its perception of life and afterlife. But the role of folk tradition in India is much the same as in many other cultures: it tries to make sense of earthly living by taking leaps and blurring distinctions between "real life" and everything else. So it is only

natural that the writers of these stories create in just a few pages worlds in which imagination becomes part of substance and the fantastic permeates the commonplace.

Take, for example, the first sentence in the first story in the anthology, "The Discovery of Telenapota" by Premendra Mitra: "When Saturn and Mars come together, you may also discover Telenapota." Mitra describes "your" strange journey to a ruined palace inhabited by sepulchral women, after which "you" awaken to a bout of malaria and a lifetime of uncertainty over whether Telenapota was a dream or reality. In "A Loss of Identity" by Tamil writer S. Mani "Mowni," the unnamed protagonist wanders around town, wonders about an unidentified visitor, finds himself on a train and then, inexplicably back in his room, doesn't get up in the morning when the milk woman knocks: "He lay as if immersed in the world of his dream, as if bemused with the thought that it might be an extension of someone else's dream."

But the stories are by no means concerned solely with the fantastic. These are, after all, "modern" stories, many by relatively young writers, and they take many intriguing looks at clashes between tradition and modernity, and between Indianness and what's outside. In "The Somersault" by Gopinath Mohanty, wrestler and pure-of-heart cement-bag hauler Jaga Palei becomes a media celebrity in the state of Orissa when he reaches the finals of the national wrestling championships, only to be booted back to obscurity when he loses the big match. Unperturbed, he goes right back to exercising and bag-hauling.

In Bharati Mukherjee's wryly titled "Nostalgia," Dr. Manny Patel is an migrant psychiatrist with an American wife and a prep-school son, but he knows he will "forever shuttle between

the old world and the new." He beds a beautiful and very willing Indian shop-girl in a New York hotel—and moments later is blackmailed by her and her older male accomplice. Alone in the hotel room, he vents his anger "like a villager." Then, feeling his life has been "spared somehow in spite of his brush with the deities," he heads complacently home in his Porsche.

One of the starkest contrasts between modernity and tradition appears in "A Devoted Son" by Anita Desai, one of the best-known writers in the anthology. A much-lauded, American-trained young doctor returns to live in his home village, where he uses all his up-to-date methods to care for his ailing father. The "care" merely makes the old man miserable and angry, but at the end he gets his way, "like some dire prophet, groaning, 'God is calling me—now let me go.'"

Desai's story has some of the loveliest turns of language in the book, as when the old man thinks of his contemptible daughter-in-law as a "smiling, hypocritical pudding in a rustling sari." But many of the other writers also offer gems. U.R. Anantha Murthy, for example, pulls the reader immediately into "The Sky and the Cat" with this first sentence about another old man: "Jayatheertha Acharya listened to Govindan Nair till nine in the night; then he slept; and, at five in the morning, making a sound as if being sawn into two, he died." Mahadevi Verma explains in a few poignant words how the title character in "Ghisa," a poor, out-cast boy, keeps his distance: "he never so much as let his shadow touch anyone".

The Penguin Book of Modern Indian Short Stories contains many gifts for the reader, whether one's interest is primarily in beautifully crafted writing or in glimpses of the many mysteries of India. It is a well-chosen, pleasing and moving anthology.

Last stand for the Penan in north Borneo

by Grady Timmons

Imagine a place where there are 700 different species of butterflies and more than 100 varieties of fruit, a place so old—180 million years—that it is home to a rare, indigenous people who reportedly do not have words for warfare or greed and are among the world's last true hunter-gatherers.

Now imagine that in just a decade this place could vanish—its people driven to near extinction.

Not a pretty scenario. Yet, according to environmentalist Thom Henley, it is one that may play itself out in Sarawak, Malaysia, if the destruction of the rain forest continues unabated.

Henley, director of the Rediscovery International Foundation, was a featured speaker at the WILD (Wilderness is the Last Dream) conference held at the East-West Center's Jefferson Hall in June.

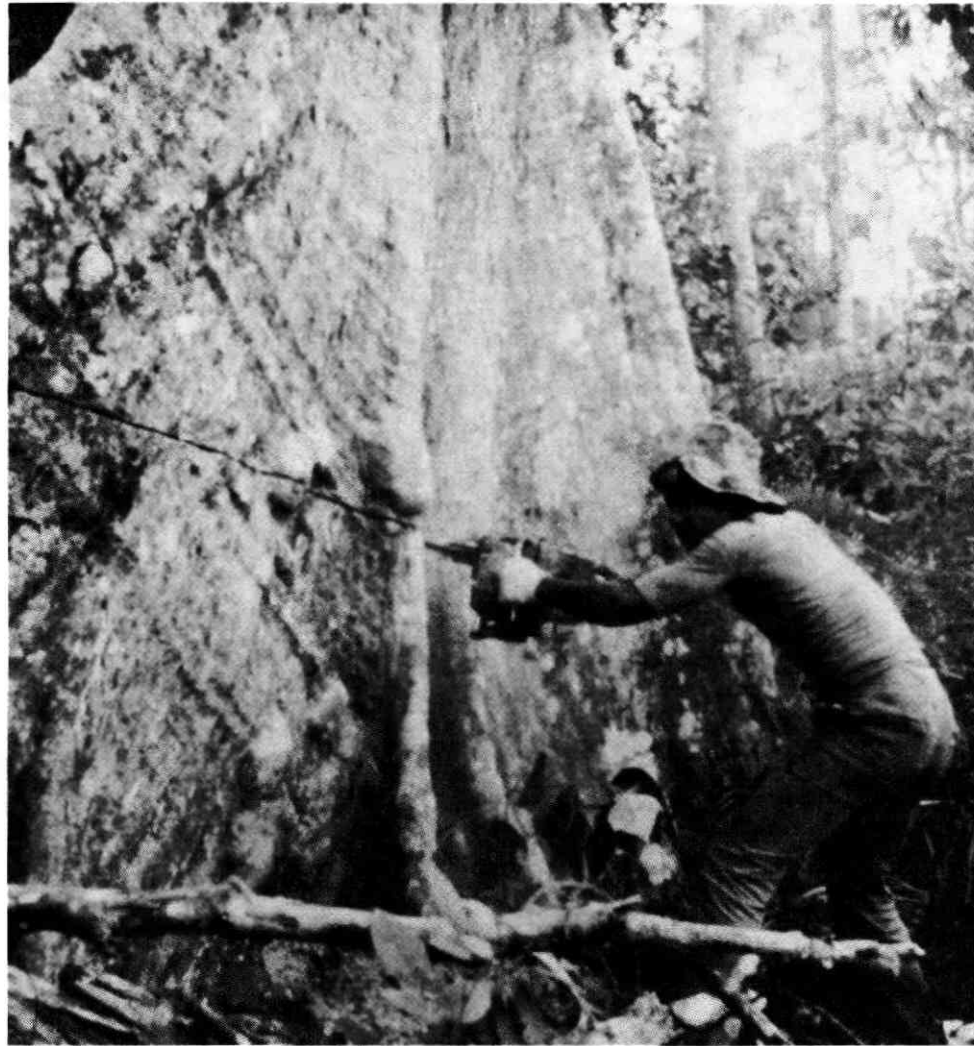
Organized by the Western Canada Wilderness Committee and Kumu Honua, an indigenous Hawaiian group, the conference brought together grass-root environmental organizations from 25 countries along with individual activists and artists in an effort to identify and map out for protection the world's remaining wilderness areas.

The presence of Hawaiians, North American Indians and other indigenous people added a cultural dimension to the conference—but more important it emphasized the fact that indigenous cultures are disappearing along with the wilderness areas they inhabit.

Nowhere is this more evident, says Henley, than in the Malaysian state of Sarawak—north Borneo—where the world's oldest rain forests and its native people, the Penan, are threatened with extinction.

Sarawak became a part of Malaysia when British rule ended in 1963, and its rain forests are now the world's richest source of tropical hardwood. Each day 10 acres of these forests are felled—the highest rate of destruction on earth, according to Henley. Prime logs are exported to Japan, where they are processed into plywood, cement forms, shipping crates and disposable chopsticks.

Henley says that 60 to 70 percent of the forest is already gone, and adds



A logger fells a massive tree in the rain forests of Southeast Asia.

that even a conservative estimate by the International Timber Trade Organization states that the remaining forest—outside of officially protected areas set aside by the Sarawak government—will be felled in just another 11 years.

The ongoing destruction in Sarawak is part of an alarming worldwide trend. A report in June from the World Resources Institute notes that 40 to 50 million acres of tropical forests are being eliminated each year—50 percent faster than earlier satellite photos indicated.

Because rain forests absorb heat as well as carbon dioxide and other pollutants released into the atmosphere, loss of forest cover is thought by scientists to be a major contributor to global

warming and climate change. Rain forests also house between 50 and 80 percent of the planet's species of plants and animals.

The rain forests in Southeast Asia are the oldest and richest on earth. Henley says 25 percent of all bird species found on earth are in Southeast Asia, and a recent Smithsonian-Princeton study in the lowlands of Malaysia "found 832 tree species within a plot of about two-tenths of a square mile—more than occur in all of the United States and Canada."

These species represent the biological wealth on which populations depend for food, clothing, medicine and shelter. One-quarter of all modern pharmaceuticals, for instance, are derived from wild

plants. Yet Henley says that less than 1 percent of all tropical forest plants have been scientifically tested for medicinal properties. By destroying the rain forests, he says, man is destroying potential future sources of medicine.

Equally senseless, in his estimation, is the plight of the Penan, who he places with the Mouti of Zaire and the Amazon's Maku as the only true hunter-gatherers left in the world.

Henley investigated the Penan for the Congressional Human Rights Foundation in Washington, D.C. He depicts them as a benign people whose subsistence is derived from roaming the rain forests in search of the meat from sago palms and wild animals. The Penan also eat 36 species of fish and are superb hunters—with a single breath through a blowpipe they can send poisoned darts 50 feet through the air to their targets. Yet, he says, they have no concept of greed or warfare. In addition, says Henley, the Penan have detailed property rights and an understanding of tropical forest medicines that goes far beyond the knowledge of Western science. This knowledge, which is based on 40,000 years of dependent harmony with nature, is endangered by the ongoing destruction of the rain forests.

Currently, the Penan number about 10,000. But their ranks are thinning, says Henley, because the government has placed them in relocation camps where they are depressed and disoriented and suffering from disease.

For its part, the Malaysian government says it is bringing the Penan into modern civilization and accuses Henley and other environmental activists of unrealistically portraying the Penan as noble savages. The government notes that Malaysia's agricultural economy is heavily dependent on natural resources and it resents the criticisms of cause-oriented citizens from industrialized nations.

Environmentalists, however, do not agree and are pressing for a moratorium on logging in Sarawak and a United Nations biosphere reserve for the Penan. Such a reserve would contain a core of wilderness surrounded by concentric circles of gradual human activity—from hunting to low-level agriculture to logging in zones farther out.

A scholar takes an inside look at the other Korea

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unique and should not be equated to Eastern European, Soviet or Chinese socialism. The fall of the communist regimes in Eastern Europe seems outwardly to have reinforced the Korean sense of nationalism and specialness. It was pointed out that North Korea, unlike the governments in Eastern Europe, never allowed foreign troops to be permanently based on its soil. Moreover, despite heavy Soviet pressure in the past to persuade North Korea to join the Soviet-led economic bloc, COMECON, Kim Il-sung refused.

National pride even extends to South Korea. North Koreans seemed to believe that whatever achievements had been made in the South reflect inherent Korean values and abilities rather than South Korea's system or willingness to take advantage of international trade. We were told several times that Japan, in particular, is fearful of Korean reunification because the Japanese know that a reunified Korea will be a powerful economic challenger.

Another theme is that North Korea is sincerely seeking peace and reunification, only to be rejected by foreign

countries, especially Japan, the United States and South Korea. Throughout history the Korean people are portrayed, with considerable justification, as the victims of foreign aggression from the various large countries around them.

One of our North Korean hosts said that the larger countries favor stability, not reunification. South Korean proposals for joint membership in the United Nations and "cross-recognition" (diplomatic relations of each Korea with the allies of the other), in his view, are formulas for preserving the division of the peninsula. We pointed out that the membership of East and West Germany in the United Nations and cross-recognition did not prevent German reunification, but our host did not regard this example as relevant. He suggested that the North and South should try to have a single U.N. seat, and if they could not agree on a position, they could always abstain from voting. In his view, a model is the U.N. seat held by the three Cambodian resistance forces.

Our North Korean hosts said that virtually everything could be sacrificed for reunification except their system. They acknowledged that most of the people in the South currently support the

South's economic system. Therefore, North Korea has proposed a confederation, based upon the preservation of the separate systems in North and South. South Korea has a similar proposal. Reunification questions, as well as questions of peace and cooperation will be discussed at the Asia-Pacific Dialogue meeting, with South and North Korean scholars bringing papers on each of these subjects.

The announcement, shortly after we left Pyongyang, that Mikhail Gorbachev would meet with South Korean President Roh Tae Woo was denounced by the North Koreans as furthering the division of the peninsula. On the other hand, North Korea seems very anxious to improve contacts with the United States. While we were in Pyongyang, the news broke that North Korea would return five sets of remains of American soldiers killed in the Korean War. Our hosts were gratified that eight U.S. Congressmen had decided to travel to the border village of Panmunjon to receive the remains. They were also excited by a proposal made by an American professor that the United States and North Korea exchange trade missions and expressed hope that it would be well received by the U.S. government.

They are anxious to upgrade the level of diplomatic exchange, currently being conducted at low levels in the two countries' embassies in Beijing. In the meantime academic dialogues, such as those sponsored by the East-West Center and the University of Hawaii, are being expanded.

The off-again, on-again nature of the North Korea-South Korea dialogue illustrates how difficult and complicated the issues between the two Koreas are. More than a million men in arms still face each other across the narrow peninsula, one of the most heavily militarized areas in the world today. As a security partner of South Korea with its own military forces in the peninsula, the United States is clearly involved. As neighboring large powers, China, the Soviet Union and Japan are keenly interested in peace and security issues in Korea. So are other countries in the Asia-Pacific region. We hope the Asia-Pacific Dialogue will play a constructive role in increasing the now very limited contacts between North Korea and the rest of the region and in promoting constructive and realistic discussions of means to reduce tensions and improve trade and travel across the tragically divided Korean peninsula.

China fouling its nest, say environmental scientists

by Richard A. Carpenter

China's environment, particularly surface and ground waters, is seriously contaminated with toxic industrial and municipal pollution and the outlook for cleaning it up is uncertain.

This was the message delivered personally to Premier Li Peng as the consensus report of a week-long workshop recently in Beijing. Fourteen foreign environmental scientists worked with 44 Chinese counterparts in assessing air and water pollution and hazardous chemical wastes. China is a large and diverse country where generalizations are not useful. The workshop, however, documented a persistent pattern of uncontrolled discharges, wasted materials and energy and resource-depleting exploitation. Rapid industrialization, intensified agriculture and densely populated, growing cities are degrading environmental quality that has been none too good in the past.

For example, over 1,000 drinking water wells in Liaoning Province have had to be abandoned because they are contaminated with hexavalent chromium leached from mining, smelting and industrial waste piles. The total suspended particle level in the air of northern cities is double the Chinese health standard for industrial areas during the winter—mostly from fly ash. Water resources are failing in north China and industrial pollutants spoil significant quantities for beneficial uses such as drinking and irrigation.

The current situation is exacerbated by the consequences of the Tiananmen Square massacre, such as the withdrawal of international development assistance agencies and foreign investors, additional strains in an already overheated economy, and a general depression of spirit, particularly among technocrats. Whether political stability actually exists is questionable although officials assert that "Eastern Europe will not happen here."

There are no citizens' environmental groups in China and one consequence

of June 4 is that there won't be soon. Any organization interested in the environment would necessarily be critical of some government practices and that is not tolerated.

For its part, the Chinese National Environmental Protection Agency might well wish for a constituency but the government would fear that any "greening" movement might become another counter-revolutionary force.

Citizens' complaints about stinking rivers and fishermen's stories of pollution-damaged catches are frequently reported in the press, however.

This was the context in which the United Nations Development Programme, the State Council for Science and Technology, and the Chinese National Environmental Protection Agency planned and convened the International Workshop on Environmental Pollution Control in China. I was appointed coordinator. The objective was to help set priorities for implementation of environmental protection and clean-up projects in China's Eighth Five-Year Plan (1991-95). Organizers agreed that the workshop should be truly collaborative and avoid mere expatriate commentary on Chinese presentations. Of course, the Chinese side (environmental officials from major ministries and five large cities) had the major responsibility for describing the problems and constraints on options for their solution. The lack of quantitative information on waste stream composition and health effects was frustrating. Do data not exist? Are they not available to foreigners? Often, only qualitative findings were possible. Otherwise, goodwill and hard work on the part of all participants produced a report that generally was agreed upon. The Chinese gave up their cherished after-lunch nap and Westerners worked well into the cocktail hour.

The results were substantial, resulting in recommendations that would be appropriate for meeting China's environmental problems yet highly cost-effective. For example, a series of pilot coal washing projects was recommended to reduce the sulfur and ash con-

tent, and better coal distribution measures were proposed. A "more rational" pricing policy for coal also was recommended because coal is now priced so low there is no incentive for efficient combustion that would limit emissions.

Two industrialized cities—Benxi and Taiyuan—also were suggested as the targets for a comprehensive study and demonstration of pollution prevention and control measures. For sulfur dioxide abatement, low capital cost, reliable technologies were recommended rather than attempting high removal efficiencies.

A priority effort in water pollution is to centralize the thousands of pulp and paper operations to plants of a minimum size that permits effective waste water treatment. In north China, where there is a water shortage, municipal and industrial waste water, if treated, could be valuable for non-potable uses such as irrigation.

For hazardous chemical wastes, collection from many small factories with centralized treatment would prevent contamination of surface and ground water.

At the end of the workshop, the entire group was asked to meet with Premier Li Peng in the Great Hall of the People to report findings and recommendations. Li Peng is familiar with China's environment, he reminded us, because he was chairman of the State Council Committee (an interministerial coordinating body) when he was vice premier. After our summary report, he gave an extemporaneous 45-minute lecture on governmental organization and regulations for dealing with environmental pollution.

The protection of the environment is one of only two National Principles (the other being family planning) and is guaranteed in the Chinese Constitution, Li said. After recounting some achievements (such as the "garden-like" grounds of a western Beijing steel mill, the collection of fines for polluting and their subsequent use for abatement equipment in the offending factory), and some disappointments (slow

replacement of primitive domestic coal burners for heating and cooking with gas; little progress in sewerage and sewage treatment plants), the premier addressed some of our suggestions.

China knows about prevention and abatement technology but cannot afford it, Li said. After all, the purpose of development is to bring economic benefits to the people. The West has an obligation to help China clean up, particularly in the matter of acquiring substitutes for chlorofluorocarbons (they are considering signing the Montreal Protocol to eliminate CFC use in order to protect the ozone layer in the atmosphere). Li recounted a Chinese fable about a goddess who mended a hole in the sky, and ended the meeting by stating that without the policies now in effect, pollution would be much worse.

The word "obligation" turned up frequently in our meetings. I challenged interpreters, contending perhaps it was too strong a word. They sometimes modified it to "responsibility." This expectation of assistance apparently was programmed into their preparation for the workshop as a party line.

The Chinese environmental officials felt the meeting with Premier Li would give them some additional clout when they took the recommendations back to their production-oriented bosses and the budget planners, who were notably absent from the workshop. The United Nations Development Programme plans a follow-up conference where the projects chosen by China for foreign assistance will be presented to the World Bank, Asian Development Banks and bilateral donors. There already is a considerable backlog of aid projects that have been postponed since Tiananmen. Environmental help is viewed by some as humanitarian in comparison with routine industrialization aid and may be more easily authorized by Western societies which still feel revulsion over the violation of human rights.

The author is a research associate in the East-West Center's Environment and Policy Institute.

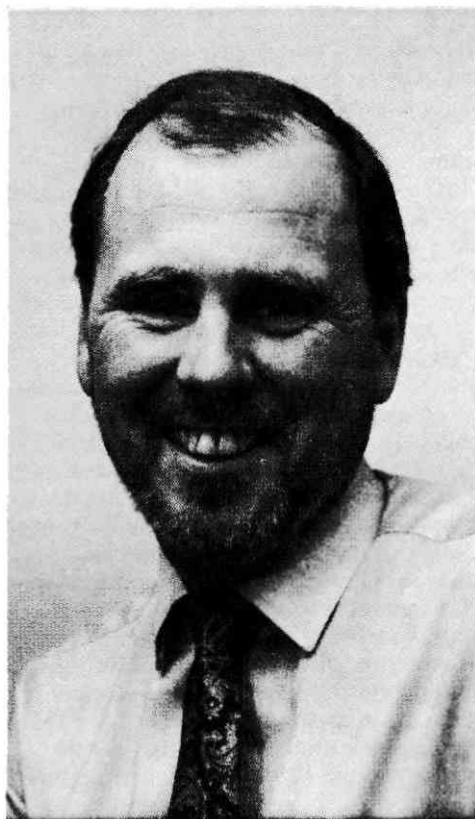
U.S., Asian journalists trade places, exchange views

continued from page 1

States is "going into the '90s developing a true multiracial society" but, on the other hand, he was "astonished and saddened by the increase in the number of homeless people and unemployed people."

Cerdena said her U.S. tour rid her of several "preconceived notions" about the country—namely that the people are "harsh and cold," that the landscape is "flat and monotonous" and that the entire population is well off. She said that although Americans are certainly affluent compared to Filipinos, her visits to homeless shelters in California gave her "a chance to see the other side." And both she and Jory were impressed with the diversity of the United States, a diversity reflected in Cerdena's choice of two "most lasting impressions": the Grand Canyon in Arizona and the trial of Imelda Marcos in New York.

Walsh and Naylor also spoke of an amalgam of impressions as they commented on the American journalists' visits to Japan and China. "Japan was very much the same and very much different than I thought it would be," Walsh said; he didn't see the "rancor over trade" that he had expected, but he was struck by the problem of labor shortages and the sense that "the system of loyalty to one company is chang-



Rex Jory of Australia

ing." Naylor said he found that "the Japanese are more knowledgeable about and concerned with U.S.-Japan relations than most Americans."

The American Fellows visited China

immediately before the one-year anniversary of the brutal crackdown on prodemocracy demonstrators in Beijing (Schidlovsky noted they were "the only group of foreign journalists given visas to China" at that time). Walsh said the tour from Shenzhen (just over the Hong Kong border) to Guangzhou to Beijing to Shanghai revealed "two distinctly different Chinas": the southern and coastal regions, where he found "a real buzz, real bustle" and the "listless" Beijing area. Naylor found "a cloud of political oppression that was palpable" in Beijing—evidenced in such ways as Beijing University students who avoided contact with the visiting foreigners—but nonetheless got the "overriding impression that if you remove the shackles, there's boundless energy. The country will come on like gangbusters."

Other American Fellows were impressed with the tremendous progress in Asia and with the changing perceptions of the United States. Liz Sly found Cambodians to be "desperate for attention from America. They would have shown me anything, done anything for me." Donn Rogosin said his visits to television stations in several Asian countries convinced him that American broadcasters are "very egocentric. It totally changed my perception of where world television is going, and it's important to be prepared."

As in years past, this year's Fellows were mid-career journalists in either

print or broadcast media. In addition to those mentioned above, they included Yoshiaki Ito, staff writer for *The Mainichi Shimbun* in Tokyo; James Kinsella, assistant foreign editor of the *San Jose Mercury News*; Lee Choon-Sam, staff writer for *The Chosun Ilbo* in Seoul; Pao Wan Lung of Hong Kong Cable Communications, Ltd., and Kirk Spitzer, defense writer with Gannett News Service in Washington, D.C.

The Fellows began their program in early April, spending their first four weeks at the East-West Center. Although they had some time to soak up the local sun and culture, mostly they were immersed in a rigorous series of seminars—55 in all—on a wide range of regional topics. Center President Victor Hao Li had a session with them, as did a number of EWC researchers.

Sunanda Datta-Ray, one of India's leading newspaper editors, met with the fellows during a visit to the Center. Other guest speakers came from the University of Hawaii and from the local media, business, governmental and military communities.

The Fellows were also their own guest speakers, with each one presenting a seminar on a topic drawn from his or her own work experience. For example, Walsh spoke on the American automobile industry, Naylor on D.C. Mayor Marion Barry's legal problems, Bana on political changes in India and Ito on the role of the press in Japan.

The world has changed but educational systems haven't

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"Global education is an approach to learning which promotes greater understanding of the world as an interconnected aggregate of human and natural systems. These systems operate within a single planetary life-support system on which the destiny of all humankind depends. The purpose of global education is to promote long-term human survival by developing greater respect for and cooperation with our fellow human beings and greater concern for the environment on which we depend."

Critics of global education sometimes complain of a certain vagueness in such formulations, and they ask if there isn't a hidden agenda behind the vagueness. But the problem is that global education refers to a historically and socially complex set of phenomena which, again, are not easily captured in simple definition. At the base of global education is a set of historical and social propositions which form a frame of analysis. These assumptions could be described in brief as follows:

- The contemporary world is characterized by a historically unprecedented international or global character. This more globalized human condition is the result of (a) the expansion of the West, beginning with the Age of Discovery, (b) the development of capitalism and (c) the development of modern science and technology.

- Students are becoming citizens within the context of this global era in human history and this calls for competencies which traditionally have not been emphasized by schools.

Let me elaborate on these assumptions: Lee Anderson has characterized this unprecedented global era as follows:

Historically, the era of separate regional histories has ended and an era of common global history has begun; geographically, the isolating effect of distance on human affairs has been progressively eroded by the evolution of global systems of transportation and communication; economically, local and national economies have been increasingly absorbed into a global economy; politically, the European centered nation state system has been transformed into a worldwide and organizationally heterogeneous global political system; sociologically, increasing interrelatedness between societies combined with increasing cultural congruence among societies is creating a common global culture coexisting somewhat uneasily with the traditional array of distinctive local, national and regional cultures.

The problem with our present educational systems is that they have not, by and large, adjusted to these new historical realities. This is not a statement of blame; it is a statement of an accelerated historical lag created by an unprecedented magnitude of change. Certain changes must take place in the content, in the methods and in the social context of education if schools are to become more effective agents of citizen education in a global age.

The task of changing schools is formidable, and should not be underestimated. Schools, perhaps more than most basic institutions, have a tremendous ability to weather storms, only to reemerge relatively unscathed from the chaos of reform. In fact, at best, schools can be said to accrue changes while holding to many basic traditions. A visit to most classrooms would reveal the teaching approach has not changed appreciably over the past 50 years. Teachers, for the most part, still talk from a position in front of the room to the children sitting in rows at tables or desks. No new technology has intruded behind the classroom door to be put

into regular use since the blackboard.

So the scope of the problem that a global education project faces in reforming what is taught in schools is enormous. Fortunately—due to a number of recent national studies and reports—we know a lot more about classrooms at a national level than we did a few years ago. Perhaps the most comprehensive study of schooling in the United States is represented by the work of Goodlad and his colleagues at UCLA, which was reported in the book, *A Place Called School*. Even though the data is now some ten years old, I would like to share some of his findings with you, and talk about their implications for global education. I apologize for this emphasis on U.S. data, but it is the most accessible to me.

Goodlad first looked at the stated goals of education in U.S. schools, and found a tremendous gap between the rhetoric of expectations and the daily realities of conducting our educational enterprise. Goodlad says that the United States has the most comprehensive

meant there was a tremendous range in the amount of time devoted to other subjects. For example, the average time devoted to social studies ranged from 23–60 minutes. Goodlad raised the issue of whether schools which hardly teach social studies are likely to do much in global education. And again national data tends to confirm this:

In a recent study of geographic knowledge in nine countries including the United States, young American adults, aged 18–24, knew the least about geography of any age group surveyed in any country, and one in seven U.S. adults could not locate the United States on a world map. Young adults in Japan ranked third among the nine nations surveyed behind Sweden and West Germany.

Let's turn to pedagogy. Goodlad observed 1,016 classrooms and found that in the course of a five-hour secondary school day, 2.5 hours are teacher-talk, within which students initiated discussion on the order of seven minutes. By the time the students reach the fourth

(a) International education must become part of the basic education of all our students; (b) more of our students must gain proficiency in foreign languages; (c) teachers must know more about international issues; (d) schools and teachers need to know of the wealth of resources and materials, besides standard textbooks, that are available for international education; (e) all college and university graduates must be knowledgeable about the broader world and conversant in another language; (f) business and community support of international education should be increased and (g) the business community must have access to international education, particularly information about export markets, trade regulations and overseas cultures.

But any policy needs implementation to be successful. We must recognize that developing schools and classrooms which incorporate global education is no easy task. For example, in the United States it has been estimated that less than 5 percent of all teachers have ever taken a course in subjects related to international studies.

In many countries one would expect that international education would be a national agenda with a strong role played by the national government. The Australian prime minister, for example, has set as a goal that the entire population of Australia be "Asia literate" by the year 2000. This national focus is not true in the United States or Canada. Over the past decade, states have been in the forefront of educational reform, with major efforts launched in New York, North Carolina, Florida, Arkansas, Minnesota, Michigan, New Jersey, California and elsewhere.

In closing, I would like to quote the goals of the California International Studies Program because they underline some of my earlier points about global education. The California program would like all high school graduates to have competency in the following areas.

Historical Context: an understanding of events that have shaped world and American societies, and a willingness to search for the antecedents of contemporary issues.

Multiple Perspectives: an ability and willingness to consider issues from the viewpoints of people whose cultures or value orientations are different from our own.

Conflict Management: an understanding of the nature of conflict, and approaches for managing it successfully.

Interdependent Systems: a knowledge of the interconnections between world regions, events, and peoples, and a tolerance for the ambiguities that result from such complexity.

Critical Thinking: an ability to think analytically about complex issues, to distinguish fact from opinion, and to recognize bias, advocacy and propaganda.

When this list is properly understood, global education addresses not just a specific course or content area, but rather a broad set of educational goals. These goals are worthwhile irrespective of their international relevance. Global education thus can be linked to any number of school improvement efforts. In fact, given my definition, global education must cross disciplinary and curricular boundaries to be successful. It also must cross organizational lines. Global education must demonstrate in its actions the kind of collaborative interdependence it advocates, or it risks hypocrisy.

Finally, I would like to underline the fact that there are no quick fixes in this business of educational reform. A long-term commitment is a necessity if we are to help students cope with the demands of the 21st century.

"In a recent study of geographic knowledge in nine countries, including the United States, one in seven U.S. adults, age 18–24, could not locate the United States on a world map."

sets of ideals and expectations for schooling of any nation in the world.

These goals fall into four areas: academics, citizenship, vocational and personal/individual development. There is an extraordinary rhetorical commitment to these goals. Thirty-seven states have elaborate statements about them. In a sample of 20,000 community members, 80 percent rated these goals very important or essential. One of the most interesting points: When asked to choose only one of these goals above all others, only 50 percent picked academics; 50 percent chose one of the other areas.

With all this rhetorical commitment, how do we determine what is important in schools? One way to determine what is important is to look at how we allocate teachers. In the Goodlad sample of secondary schools, 24 percent of the teachers were allocated to vocational education subjects, while 4 percent were allocated to foreign languages at the senior high school level and 2 percent at the junior high school level. This data on foreign language study is corroborated in national studies which report that only one in five American high school graduates take more than two years of a foreign language, and less than 3 percent of American high school graduates are proficient in a second language. Only 17 percent of U.S. public elementary schools offer any form of language instruction, and one out of five U.S. high schools offers no foreign languages at all.

Another way to determine what we value is to look at what we give time to. In elementary schools Goodlad found that 54 percent of the time was given to teaching English, language arts, reading and math—about 1.5 hours per day for reading language arts and 1 hour per day for math. There was little variation in the pattern. But a complicating finding was that there was significant variation in the length of overall instruction: ranging from 18.5 to 27 hours per week with no significant difference in the length of the day. This

grade, teaching methods settle down into an extremely didactic pattern. Study instruction was not an important variable. From a list of about 15 instructional techniques, Goodland found that 85 to 95 percent of what goes on in classrooms is teacher-talk and student answers to teacher-directed questions.

The crucial issue for Goodlad was not the length of the school day but the quality of the pedagogy in the course of that school day. To cultivate the kind of pedagogy that leads to interaction and indeed might even lead to passion. Virtually all of his research indicates that the tone of classrooms is flat, devoid of the hills and valleys of human emotion. No belly laughs, no abrasion, no joy, no harshness. A funny thing happens in the classroom, the richness of the human experience becomes homogenized. And when Goodlad asked students, of all the things that go on in class what do you like most? they replied, "Listening to my teacher." Student passivity seems to be at the center of the educational enterprise.

At the same time we find considerable evidence that in order to be successful in global education, students must engage in dialogue, and to put forth their beliefs to be challenged. A consistent finding is that the students who have the greatest knowledge and awareness of global education report that they are allowed to express opinions in class contrary to those of the teacher. This openness of the classroom climate seems to be an essential variable in the production of global perspectives and knowledge in students.

I have painted a picture that is rather bleak in some regards, and at the same time open to change. I can report substantial movement for change in the United States, at least at the policy level. In its report, "America in Transition: The International Frontier," the U.S. National Governor's Association calls for an ambitious agenda with seven objectives for improving international education:

'Dolls of Japan' exhibit touches a community chord

No one entering the East-West Center's lobby between June 12 and June 30, no matter how rushed or preoccupied, could miss the luminous gleam off to the right, in the Center's exhibit area. It came from "The Dolls of Japan," a collection that unexpectedly came the Center's way and dazzled a record number of visitors in its short stay.

The exhibit, more than 40 dolls spanning nearly a century of styles, had been left without a home when a planned trip to Africa was canceled. In April, the Japan Foundation—which commissioned the exhibit and organized its tour, and whose exhibit officer had visited the Center in January—contacted the Japanese Consulate in Honolulu. The consulate in turn called the Center to see if it could accommodate the exhibit until its next scheduled engagement on Guam.

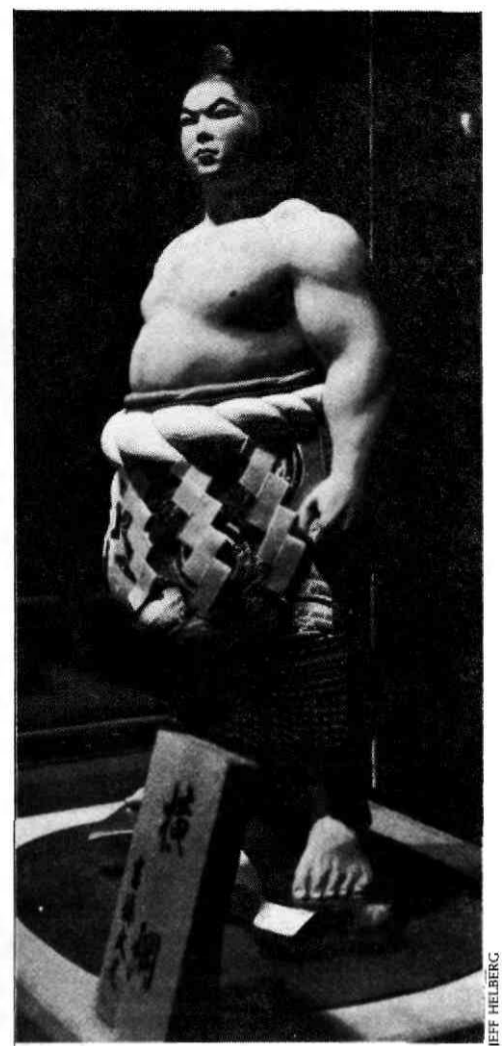
According to Jeannette "Benji" Bennington, an EWC consultant who coordinated the exhibit, most Center exhibits open only after planning of six months to two years, and the preferred length of stay is two months. This time, Bennington and her assistants had two months to plan for a three-week exhibit.

But the dolls were too special to pass up. Although two of them were old, most were created for the exhibit. Their purpose, as Tetsuro Kitamura explained in the brochure accompanying the exhibit, was to show various types of dolls that have various types of appeal: "as the embodiment of spirits to be worshipped, or as the companions of our childhood, or as a comfort to our souls—or perhaps a combination of the three." Bennington said the Japan Foundation described it as a "million-dollar project."

The exhibit included examples of different materials from which Japanese dolls have traditionally been made—wood, paper, cloth, clay—and various techniques for making them. They represented a number of reasons for which dolls are made in Japan—to mark Girl's Festival and Boy's Festival, to miniaturize characters and scenes from Kabuki and Noh drama, to recreate and display period costumes, or simply to depict—and delight—children. They ranged from the simple lines and painted designs of the wood-carved Kokeshi



At left, a doll depicting the hero of *Shibaraku*, one of the most celebrated plays in Japan's great traditional art of Kabuki theatre. At right, *Yokozuna*, a Hakata doll made of clay in the image of *Yokozuna*, a wrestler of the highest rank in the Japanese national sport of sumo.



dolls to the painstaking embroidery on the dolls of Kyoto. Most breathtaking was the seven-tier arrangement of lavishly attired dolls, tiny carved chests and other items for the Girl's Festival.

Faced with such a rich exhibit, Bennington tossed off the time problem. "We decided we would do it anyway because we felt it would be something the community would love," she said. "We thought it would be a draw and, boy, were we right."

Bennington estimates that almost 3,000 visitors came to the exhibit, nearly three times as high as the total average attendance at a two-month exhibit. For the first time, the Center kept the exhibit open on Saturdays, when it drew

"large groups—groups of three generations," she said.

"We thought the dolls themselves would attract, and the fact that they were Japanese would attract because of the large number of Japanese residents and visitors here," she said. Indeed, Japanese-language tour groups did come to see the dolls. And in one of several local senior-citizen groups who visited, said Bennington, was "a 100-year-old Japanese lady who wanted to see the Girl's Festival things."

The exhibit's guest book shows, however, that the dolls' appeal went well beyond the Japanese community. On nearly all of the book's 28 pages are signatures of visitors from neighbor is-

lands, mainland states, foreign countries. One page alone registers guests from Kona, Massachusetts, Michigan, New York, New Zealand and the Philippines, as well as many from around Oahu. Throughout the book, the words "beautiful" and "exquisite" appear many times in the comment column—and the word "neat" crops up several times in childish scrawl.

"It touched a chord," said Bennington. "It was unbelievable." She praised Center staff for helping to bring the exhibit to quick fruition, and the Friends of the East-West Center for training docents to help visitors.

Richard Leonard to occupy Marquette's Nieman chair

Richard H. Leonard, former senior fellow and editor-in-residence at the East-West Center, has been appointed to Marquette University's Lucius Nieman Chair in Journalism.

Leonard, who spent four decades at the *Milwaukee Journal* where he rose to editor and senior vice president, worked at the Center in 1987, 1988 and part of 1989.

He is a former chairman of the International Press Institute, a past national president of the Society of Professional Journalists and past chairman of the international communication committee of the American Society of Newspaper Editors.

In 1987, as editor-in-residence at the Center, Leonard prepared the booklet, "The Century of the Pacific: Will Americans Be Prepared For It?" which was distributed to over 4,000 journalists and other interested persons.

As a Center senior fellow in 1988 and 1989, he played a leading role in conducting the Jefferson Fellows program and the Pacific Basin News Development Seminar for senior editors

and publishers.

Since joining Marquette's faculty in 1989, Leonard has been teaching courses in reporting, editing and design, investigative journalism and urban journalism. He will continue to teach and pursue his research interests in international and urban journalism, while serving as a resource to students, faculty and colleagues.

The Nieman Chair, named after *Milwaukee Journal* Founder Lucius Nieman, was established in 1960 through a gift of Faye McBeath, Nieman's niece.

When the chair was established, McBeath said that she hoped the holder of it would "inspire future generations of Marquette students of journalism to set for themselves high standards of personal responsibility and goals of achievement in the interest of the community which they serve."

Leonard is the fourth person to hold the chair. He succeeds George E. Reedy, former press secretary to Lyndon Johnson.

Deadline established for women's journalism award

Applications are now being accepted for the Mary Morgan Hewett Award for Women in Journalism. The award was established in 1989 to recognize significant achievement by women journalists and to encourage excellence and continued contribution to the field of journalism consonant with the goals of the East-West Center.

Recognition may be given for outstanding reporting, feature writing, investigative work or significant leadership in the field. East-West Center participants, staff or alumni are eligible for the award which includes a plaque and a check for \$500.

Miriam Habib, women's editor of the *Pakistan Times*, was the first recipient of the award. Habib was a Jefferson Fellow at the Center in 1969.

The Mary Morgan Hewett Fund for Women in Journalism was established in 1982 as a memorial to Mary Morgan Hewett, a former news correspondent in Asia, the Middle East and Africa, who had a deep interest in the advancement of women in journalism.

She worked with her husband, Robert Hewett, as a foreign correspondent for the *Minneapolis Star & Tribune*

and Associated Cowles Publications before the couple came to Hawaii in 1967. Bob Hewett has long been associated with the Center, most recently as interim director the Institute of Culture and Communication. The Fund is administered by the Friends of the East-West Center.

Applications should include the following:

- a) A letter outlining significant and outstanding achievements of the individual in the field of journalism and why she merits the award;
- b) Specific writings or other materials in support of the nomination of applicant;
- c) A letter from an individual who is knowledgeable about the work of the nominee or applicant.

Nominations or applications with accompanying documents should be mailed no later than Oct. 15, 1990 to: Chair, Mary Morgan Hewett Fund Committee, Friends of the East-West Center, 1777 East West Road, Honolulu, Hawaii, 96848.

EWC Calendar

Calendar listings reflect events scheduled as of mid-July and represent only a portion of programmed Center activities. Since events are subject to change, please consult the East-West Center sponsor for details.

July 25-26. 1990 Panel Chairmen's Meeting. EWC. Panel will review progress on Circum-Pacific Map project and identify work areas for 1990-1991. Sponsored by RSI Minerals Policy Program and Circum-Pacific Council. EWC coordinator: Allen Clark.

July 28-29. Workshop on the Next Decade of Geoscience Research in East Asia. EWC. Leaders of Asia-Pacific mineral and energy research and government agencies will meet to define long-term research areas of mutual interest. Sponsored by RSI Minerals Policy Program and Circum-Pacific Council. EWC coordinator: Allen Clark.

July 28-August 18. Household Model for Economic and Social Studies (HOMES) Philippines Workshop. EWC. Prospective users identified by the National Economic and Development Authority (NEDA) will be trained in the use of HOMES and its adaptation to suit Philippine requirements in consumer expenditures, food, housing, health, education, labor, savings and income. Sponsored by PI, the Asian Development Bank and NEDA. EWC coordinator: Andrew Mason.

July 30-August 2. U.S.-Japan Issues. EWC. The conference will bring U.S. and Japan scholars together to discuss and present results of research on issues affecting the Japan-U.S. economic relationships. Sponsored by RSI Development Policy Program, University of Alabama and Chiba University, Japan. EWC coordinator: Michael Manson.

August 1-2. Agriculture and Trade in the Pacific: Towards the 21st Century. EWC. Symposium will bring together agricultural trade specialists to discuss economic developments in the Asia-Pacific region, agricultural policy and its relation to these developments, livestock products and grain trade, and other specific agricultural trade issues. Sponsored by IRP, the International Agricultural Trade Research Consortium and the University of Hawaii. EWC coordinator: Charles Morrison.

August 6-10. Workshop on Korea's Political Economy. EWC. Participants will provide critical review of proposals for future economic and social reform in Korea based upon studies of legal and institutional reforms from the past and present. Suggestions and comments will be incorporated into a final report which will be forwarded to the Korea Development Institute (KDI) for government planning purposes. Sponsored by PI and KDI. EWC coordinator: Yoon Hyung Kim.

August 6-12. Conference on Self and Symbolic Expression. Invited scholars from East and West analyze the philosophical and spiritual views on self and symbolic expressions—namely art, literature and films—that have evolved in major cultural traditions. EWC coordinator: Wimal Dissanayake.

August 11. The Future of Tonga. 8 p.m., Keoni Auditorium, Imin Center-Jefferson Hall. A performance of Tongan music and dance. Admission. For ticket information, please call 944-7666. EWC coordinator: William Feltz.

August 12-18. Development Finance in the Pacific Islands. Port Vila, Vanuatu. The workshop will be held as part of the Association of Development Financing Institutions in the Pacific (ADFIP) Annual Meeting. The objective is to review the findings and recommendations of PIDP's research relating to the region's development finance institutions and to present proposals for the establishment of a South Pacific Development Finance Facility under the auspice of ADFIP. Sponsored by PIDP and ADFIP. EWC coordinator: Andrew M. McGregor.

August 12-24. New Degree Student Awardees Orientation. EWC. Most 1990 EWC student awardees arrive on August 12 and the Center's orientation opening session will be on August 14. Sponsored by SAOG. EWC coordinator: James Moore.

August 17-18. CTAPS Leadership Team Workshop. Honolulu. One of a series of training workshops for 13 leadership teams representing Hawaii's public and private schools in CTAPS. Leadership teams are composed of educators who participated in CTAPS Summer Institute I (1988), II (1989) and III (1990). Sponsored by SAOG. EWC coordinator: David Grossman.

August 19-22. Asia-Pacific Dialogue. EWC. The purpose of the meeting is to promote peaceful resolution of conflict in the Asia-Pacific region through dialogue among representatives of conflicting parties and the major powers and will focus on conflicts in the Korean peninsula and Indochina. Sponsored by IRP and the Spark M. Matsunaga Institute for Peace. EWC coordinator: Charles Morrison.

August 22-24. EWC-Yomiuri Symposium. EWC. This is the second symposium on U.S.-Japan Relations in the 1990s. Participants will discuss the implications of global developments and national, political and social change on the U.S.-Japan relationship. Sponsored by IRP, Public Affairs and The Yomiuri Shimbun. EWC coordinators: Charles Morrison and Webster Nolan.

September 1990-May 1991. Chinese Journalist Trainee Seminar. Junior to mid-career Chinese journalists participate in a non-degree program of journalism training. The EWC seminar offers an overview of American media and society and news issues in the EWC region. Sponsored by ICC and UH Journalism Program. EWC coordinator: Paul Clark.

September 12-14. Long-Term Metal Demand Forecasting. EWC. Participants will review existing long-term forecasting methodologies and forecasts in order to develop a regionally acceptable methodology to a broad range of researchers. Sponsored by RSI Minerals Policy Program. EWC coordinator: Allen Clark.

September 17-21. Working Group on Analytical Approaches to Urban Environmental Issues. EWC. A group of experts in the field of urbanization and urban environment will meet to examine intensively and critically alternative conceptual approaches to the problem of urban environment; construct an integrated analytical framework for the study of urban environmental issues; and identify research priorities and suggest an agenda for an international seminar on urban environment in Asia-Pacific cities in July 1991. Sponsored by EAPI. EWC coordinator: Yok-shiu Lee.

September 17-October 26. Social Forestry Writing Workshop. EWC. A group of foresters who work with social forestry programs will meet to discuss their ideas and problems regarding those programs. Sponsored by EAPI. EWC coordinator: Jefferson Fox.

September 24-28. Adolescent Sexuality in Asia. EWC. Conference will focus on results from social science research in recent years on issues related to youth and particularly to adolescent sexuality in Asia. They will include senior investigators of large-scale projects examining adolescent sexuality on the basis of survey methodologies, researchers involved in smaller-scale, more focused or qualitative studies of the topic and experienced commentators drawn from research and/or policy organizations representing academic and practical perspectives on the issues. Sponsored by PI. EWC coordinator: Peter Xenos.

EAPI—Environment and Policy Institute; ICC—Institute of Culture and Communication; PIDP—Pacific Islands Development Program; PI—Population Institute; RSI—Resource Systems Institute; SAOG—Student Affairs and Open Grants; IRP—International Relations Program.

Contributions received from national governments included:

- \$149,000 from the Government of Australia for the Pacific Islands Development Program
- \$10,000 from the Government of Tonga for the Pacific Islands Development Program
- \$3,433.48 from the Government of Bangladesh

Contributions received by the East-West Center Foundation included:

- \$50,787.93 represents net proceeds from the sale of gift of securities from Laurance S. Rockefeller for the publication of *The Art of Mauna Kea*
- \$25,000 from Oceanic Properties, Inc. for the Consortium for Teaching Asia and the Pacific in the Schools Project (CTAPS)
- \$21,000 and ¥2,885,000 from U.S.-Japan Foundation for CTAPS (Yen amount transmitted directly for program use in Japan)
- \$15,000 from Alexander and Baldwin, Inc. for the European Communities Fellowship
- \$7,500 from Hawaii Pacific Rim Society for the printing and distribution of "Hawaii As An East-West Bridge," by A.A. Smyser
- \$1,000 from the J. Watumull Fund

The East-West Center Foundation has launched its first annual membership campaign in December to attract support from individuals for the Center. Individual contributions are recognized through the following donor clubs: Ambassadors Council (\$5,000 or more); Ambassadors (\$1,000-\$4,999); Diplomats (\$500-\$999); and Colleagues (\$100-\$499). Club members receive benefits including publications and invitations to special Center activities.

From April 20, 1990 to June 29, 1990, 16 individuals contributed a total of \$15,375 to the East-West Center Foundation's Annual Membership Campaign. Since the Campaign began, a total of \$86,745 has been received.

Contracts Grants Gifts

Contracts, grants and gifts received by the East-West Center from mid-April through mid-July were:

- \$63,000 from the Rockefeller Brothers Fund for the Committee on U.S.-Republic of Korea Relations. Principal investigator: Charles E. Morrison, International Relations Program.
- \$130,000 from the Korea Development Institute for Government, Financial Systems and Economic Development: A Comparative Study of Selected Asian and Latin American Countries. Principal investigator: Chung H. Lee, Resource Systems Institute.
- \$2,000 CAD (Approx. USD\$1,692) from the International Development Research Centre for the People's Initiative to Overcome Poverty project. Principal investigator: Richard Morse, Resource Systems Institute.
- \$1,500 from the United Nations for the Vietnamese Participation in the Fifth Regional Symposium of Southeast Asian Universities Agroecosystem Network. Principal investigator: A. Terry Rambo, Environment and Policy Institute.
- \$15,000 from the Martin Marietta Energy Systems, Inc. for the Western Hemisphere Energy Cooperation Study. Principal investigator: Fereidun Fesharaki, Resource Systems Institute.
- \$2,000 from The World Bank for the Effects of a New Mine Development on the Local Community in Papua New Guinea project. Principal investigator: Allen Clark, Resource Systems Institute.
- \$49,750 from the Ford Foundation for the Community Management of Government Forest Lands in South Asia project. Principal investigator: Jefferson Fox, Environment and Policy Institute.