

*Michigan State University  
and  
The University of the Ryukyus  
1951-1986*

*Presented to  
Michigan State University  
College of Agriculture  
Department of Agricultural Economics  
June 8, 2006*

*By  
Diane Broersma Wright on behalf of  
Dr. Karl Theodore Wright*





PHOTO NO. 490-20-A

August 5, 1963

A 1963 view of a part of the University of the Ryukyus' campus. Founded with American funds and guidance in 1950, it is the first institution of higher learning in Ryukyuan history. As of June 1963, its enrollment was 2,465. It is now supported largely through Ryukyuan Government funds while the U.S. continues to provide financial aid for enlargement of the physical plant.

(USCAR PHOTO)

NEGATIVE NO. 490-20-A DATE AUG-5-1963

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Office of the High Commissioner  
U. S. Civil Administration of the  
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Naha, Okinawa

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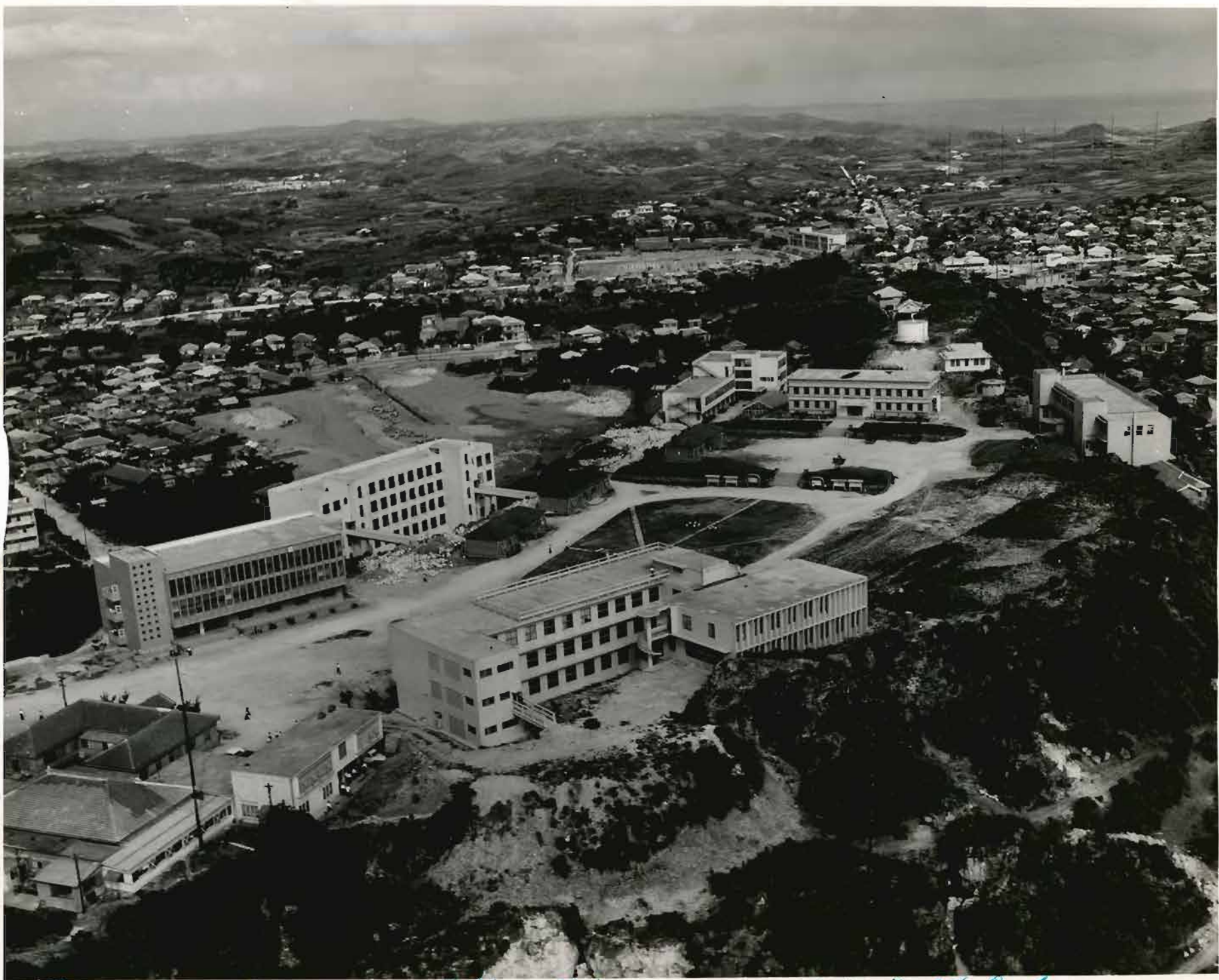
高等弁務官府  
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沖繩・那覇

*wright*



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AERIAL VIEW OF THE UNIVERSITY OF THE RYUKYUS AND  
NAHA CITY IN THE BACKGROUND.



1957

Looking north West -

University of the Ryukyus

A-231

Wright

Univ. of Kentucky (Looking  
no. 200)

Michigan State University and  
the University of Ryukyus  
An Experience in International Cooperation  
(1951-1986)

The University of Ryukyus opened its doors formally on May 22, 1950. Just one year later, five Michigan State University faculty members took up residence on Okinawa to help start the new University. The University of Ryukyus opened with a faculty of 44, and a student body of 562 enrolled in six departments: English, Education, Social Science, Natural Science, Agriculture, and Applied Arts. Michigan State University, founded in 1855, and the pioneer Land-Grant University in the United States, consisted of 14,996 students and faculty and 116 departments.

The new program was heralded on the front page of the MSU student newspaper as the creation of a sister relationship with the new University on Okinawa. It came into being as a result of the efforts of the American Council of Education selecting Michigan State as the university to assist the development of the new University of Ryukyus. The Council had been requested by the U.S. Department of Army, then the occupying force in the post World War II period, to select an American university that had the background, interest, and ability to carry forth a program of assistance to the new Ryukyuan university on behalf of American higher education.

When the five faculty members arrived in Naha, there were only one permanent and nine temporary buildings at the new University. The school was located on Shuri Hill, a location of great historical importance on Okinawa, and an area which had been heavily fortified during the recently ended war.



The first faculty members from Michigan State were drawn from academic backgrounds in public administration, agriculture, and business management. Over the years, other MSU advisors to the University of Ryukyus were drawn from fields of home economics, English, library management, the natural sciences, social science, and university administration.

The first years of the cooperative effort represented a period of assistance to a new university. The MSU faculty members assisted in developing curriculum and new courses, building a credible research program, and sending Okinawan faculty members for advanced degree training in the U.S. An important element of the program was the creation and strengthening of an effective English language training program, and a substantial library.

A number of American foundations made grants to the University of Ryukyus in support of the English language training program, the purchase of books, and training of library staff. But the vast majority of the funds used in support of this relationship in the early years came not from the Asia, Kellogg and Rockefeller Foundations, but instead from the Civil Administration which had been established on Okinawa by the United States Army.

The assistance relationship had already grown into a pattern of friendship and exchange by the time the formal MSU project at the University of Ryukyus was terminated on June 30, 1968. In the seventeen years of project life, 58 Michigan State University faculty members worked with Okinawans to build a strong university. From its modest beginning, the University had grown to four colleges with 28 departments, 219 faculty members, and almost 3,500 students.

Foreseeing the end of the contractual and financially supported relationship, Michigan State and the University of Ryukyus signed a cooperative agreement which encouraged exchange of faculty, students and library resources in 1962. Thus, in that year, the transition to a period of active exchange and mutually beneficial relations began. A number of MSU faculty and student groups attended programs at the University of Ryukyus, and Ryukyuan faculty members came to Michigan State as visiting professors.

As the formal program came to an end, the President of Michigan State University responded to requests from the faculty to continue relations with the University of Ryukyus, and allocated funds in support of the University of Ryukyus-Michigan State University exchange agreement. Thus, for several years after 1968, Ryukyuan faculty members taught in departments in Michigan State as Visiting Professors, financed by Michigan State University and individual MSU departments.

Inevitably, as the contract ended, and the attention of both universities turned in other directions, the cooperative activities and exchanges diminished. However, each year there have been a number of Okinawan students at Michigan State, there have been visitors in one direction or another, and a number of Okinawan scholars have resided in East Lansing.

The cooperative agreement was formally renewed in 1979 and provided primarily for student exchange. In 1985, the visit to East Lansing of the new President of the University of Ryukyus, Dr. Agarie, brought forth a group of the former program participants to renew the pattern of friendship which existed as a result of their serving on Okinawa at the University of the

Ryukyus. Similarly, the visit of President John DiBiaggio of Michigan State to the new University of Ryukyus campus on Okinawa in October, 1986, put in focus the longstanding cooperative relationship.

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The pages which follow include a number of factual materials related to the MSU-University of Ryukyus relationship. They also include reflections written for the occasion of President John DiBiaggio's visit by former MSU faculty members who participated in the program. These statements vary in style and in orientation, but in each case provide a personal recollection and suggest the tone and quality of the relationship when it existed in its most active form.

In a separate volume, Michigan State University is providing a selected collection of documents and published materials which to some extent characterize the pattern of cooperation which has existed. In the archives of the University in East Lansing, there are 11 cases of material which provide additional historical facts and details about the University of Ryukyus' development during the 1951-1968 period. Thus the materials provided in the second volume are only a small part of the total which exists in East Lansing, and is open to researchers upon request.

Ralph H. Smuckler  
Dean of International Studies and Programs  
Michigan State University  
October, 1986

RYUKYUS PROJECT PARTICIPANTS

<u>Name</u>	<u>Assignment</u>	<u>Year(s) Involved</u>
Roy J. Alexander	Education	1954-55
Ralph Barrett	English	1960-62
Ralph Belding	Microbiology	1964
Wilbur B. Brookover	Social Science	1962
Richard U. Byerrum	Natural Science	1962
Robert F. Carlson	Horticulture	1956-58
Eleanor Densmore	Home Economics	1952-53
Eugene deBenko	Librarian	1961-62
Roy Donahue	Soil Science	1966
Robin Drews	Social Science	1952-53
Jack C. Elliott	Botany-Plant Path.	1955-57
Forrest L. Erlandson	Chief of Party	1967
Richard C. Fell	Chief of Party	1959-61
Harold J. Foster	Agricultural Extension	1965-66
Guy H. Fox	Social Science	1951-52
William Gamble	Art	1964
Robert Geist	English	1964-66
Margaret Harris	Chief of Party	1955-58
Raymond N. Hatch	Chief of Party	1962-63
Russ Horwood	Agriculture	1951-52
Shigeo Imamura	English Language Center	1956, 58
Iwao Ishino	Chief of Party	1963-65
Ronald D. Jones	Education	1952-53
Dennis S. Karjala	Electrical Engineering	1966-1968
Alvin L. Kenworthy	Horticulture	1961
Faye Kinder	Foods and Nutrition	1958-60, 65
Horace King	Business Education	1951-52
Tom King	Chief of Party	1963-64
Bernard D. Kuhn	Chief of Party	1954-55
C. David Mead	Chief of Party	1955-57
Texton R. Miller	Vocational Education	1955-56
Paul Munsell	English Language	1966-1968
James Ney	English	1962-64
Ruth J. Peck	Home Economics	1953-55
Miller Perry	MSU Campus Coordinator	1962-68
Edward Pfau	Education	1951-53
Rowland R. Pierson	Student Affairs Advisor	1959-61
Jack Allan Prescott	Agriculture	1953-54
Frank S. Roop, Jr.	Mechanical Engineering	1964-66
John Shickluna	Soil Science	1967
Donald H. Skadden	Business	1965
Robert L. Slocum	Vocational Education	1959-61
Jack J. Stockton	Chief of Party	1965-67
Milo B. Tesar	Crop Science	1967
Allan Tucker	Science	1953-54, 57-58
Ernest J. Wheeler	Chief of Party	1953-54
Karl T. Wright	Chief of Party	1958-60

The Relationship Between MSU and The University of the Ryukyus  
July 1955 - July 1960

Karl T. Wright

I. An Unique Relationship

The cooperative project between Michigan State University and the University of the Ryukyus was a unique one in several respects. First of all, the U. of R. asked for advisory assistance from a "Land-Grant" U.S. university because they wanted their institution to be directed toward service to their people. It was also unique as it was asking for assistance from an institution of a different culture from that of theirs, which would affect the entire college program. In addition, it was a case of the victors in the war providing assistance to former enemies.

According to the contract between the U.S. Department of the Army, which was acting in response to a request by the Okinawans, "Michigan State University agreed to provide assistance in the development of the U. of R., particularly in the principles, concepts and methods of operation according to the "Land-Grant" philosophy of service to all the people. Under the terms of the contract, MSU was to provide four to six staff members, who would furnish guidance, advice and technical assistance to the U. of R. in (a) university administration, (b) curricula development, (c) establishment of instructional procedures and academic standards, (d) development of university research and extension, and (e) other guidance, research and instructional services. The MSU Advisory Group also was to furnish advice and technical assistance to the U.S. Civil Administrator of the Ryukyu Islands (USCAR) in connection with the activities and operation of the University."

In January 1951 the U.S. Department of the Army asked the American Council on Education to select an institution in the U.S. which would be willing to develop a program of assistance to the U. of R. Michigan State University was selected as it was a leading "Land-Grant" university. In the first year of the contract, advisory service was provided in five areas: agriculture, home economics, education, vocational education and social science. These areas varied over the 18 year period that MSU was there, as decided by the U. of R. Board of Trustees and the MSU Advisory Group.

II. The Okinawan Situation in 1951

For the 400 years prior to 1879, Okinawa had been an independent principality with kings ruling the island. From 1879 to 1945 it was a prefecture of Japan and was used partially to supply rice to Japan. Okinawa suffered very severely during the war when 95% of all buildings were destroyed during April - June 1945; and 65,000 Okinawans were killed. Practically all the primary and secondary schools were destroyed. As to a college, the Okinawans had asked Japan for the development of one, but this had not been done.

In 1946, the U.S. Congress established appropriations for the Ryukyu Islands in order to restore the economy. In 1949 the U.S. State Department announced intentions to keep military bases on Okinawa. In 1951 the Japanese/U.S. Peace Treaty was signed with the U.S. retaining authority over

Okinawa. In 1952 the Government of the Ryukyu Islands (GRI) was established with the three branches of government. Thus it is obvious that at that time the economy was in very bad shape with many people having only primitive living conditions.

The University of the Ryukyus was started in 1950 high on Shuri Hill above Naha—the site where for centuries the castle of the Sho Dynasty had stood and was the center of their culture. In May 1950 the University was formally opened with Genshu Asato appointed Acting President. At that time buildings consisted of a stone administration building and nine wooden classroom buildings. Teaching faculty numbered 28 with 562 students enrolled. Instruction was provided in six departments: English, Education, Social Science, Natural Science, Agriculture and Applied Arts. It was the hope of the University officials that many students would major in Education as there was a crying need for teachers in public schools, which were being rapidly constructed.

### III. The MSU Advisors

Five advisors were sent to Okinawa in the early part of 1951. By the end of my service there in June 1960 some 25 advisors had been sent there with the number at one time ranging from four to six. All were from the Michigan State faculty with the exception of two or three. To repeat, advisors were sent to provide guidance, advice and technical assistance to the faculty of the University of the Ryukyus based particularly on the principles and concepts of the "Land-Grant" college system.

As to subject matter, or area of study, there was an advisor there in Agriculture the longest—from the beginning in 1951 to June 1960, or 9 years. Home Economics was next in length of time with an advisor for 8 years, along with Vocational Education for the same number of years. Advisors were there six years in both Education and Science. An English advisor was there five years (by June 1960) with advisors there two years in Social Science, one year in Business Education and one year of the two-year period in Student Counseling. Additional areas were involved from the time I left in June 1960 to the conclusion of the project in 1968 (I do not have that record).

Advisors were there to provide advice, guidance and technical assistance to the U. of R. faculty. They were not sent to teach, although this was done in a few instances—through an interpreter as only Japanese was spoken by most faculty and practically all students. However, the advisor's activities frequently became broader, especially in the early years of the project, as indicated by Allan Tucker's article in volume XXVII No. 2 Feb. 1957 of the Journal of Higher Education (written after his first period there 1953-55). Tucker wrote that he "also became involved in some of the general problems of university administration—reorganization of the student registration system, the establishment of university regulations for graduation in requirements in all major areas, and supervision in the publishing of a university catalogue." He also took an active part in the planning of the new Science Building, for which ground was broken just as he left in 1955.

Incidentally, Tucker did some forecasting at the end of the above article where he wrote - "During the first five years of existence, the University has shown remarkable academic and physical growth. If past achievement is an indication for the future, we can expect that the University of the Ryukyus will soon take its place among the leading universities of the Far East." With much help from the Japanese government in the past 18 years, it is now one of the "Imperial Universities" of Japan.

President Asato of the University wrote to the Office of Civil Affairs in Washington while I was there saying that they attributed much of the progress of the University to the MSU advisory group's assistance.

Directors of the advisory group could be expected to have many diverse activities beyond those in their own particular field. The following quarterly report for the first quarter of 1960 by Wright indicates the situation at that time, for him as director.

While I was there we had advisors in English, Home Economics, Natural Science, Student Counseling, Vocational Education and myself in Agriculture. Each of us helped in curricula development, research and extension guidance, and possibly a little teaching of students or faculty and anything in addition to foster the development in our respective areas.

My activities as advisor fell in three categories: (1) General development of the university; (2) Coordinating the different activities of the Advisory Group; and (3) Advisor in Agriculture.

As an example of my activities, following are some of the things done in the first quarter of 1960:

I. General Development of the University. During this three month period I had 40 conferences with the President and Business Manager—and many others with the faculty members in their specific areas. Some of the subjects of the conferences with other offices were as follows:

1. Further development of the vocational education program.
2. Help set up a proposed MSU-UR instructional program for the improvement of English instruction for high school teachers.
3. Development of commencement plans.
4. Work on plans for an education laboratory school.
5. Selection of speakers for various programs.
6. Hiring of advanced degree students on the faculty (returning from U.S.).

7. Cooperation with a university in Japan in selected areas.
8. Obtaining 4,500 books from the U.S. Library of Congress.
9. Helped in the preparation of the university budget.
10. Helped in the preparation of requests for financial assistance from Foundations.
11. Met with and had conferences with 12-15 visitors to the university.

II. As Director of the Advisory Group

1. Wrote three articles on the University for publication in various papers.
2. Met 30-40 times with various individuals in the university and the Advisory Group.
3. Had many conferences with the Advisory Group members.
4. Made arrangements for two of the University faculty to study abroad for a year.
5. Gave consideration to future relationships between M.S.U. and the University for their advisory service needs.

III. Advisor in Agriculture:

1. Developed plans and promoted the participation of eight Agriculture faculty in the survey of an undeveloped island.
2. Promoted the selection of two faculty members to make a three week trip to Taiwan to study agriculture.
3. Gave four lectures to an Agriculture Economics class and helped the instructor in research studies.
4. Helped prepare and promote plans for a University research forestry experiment station.
5. Edited an Agriculture's Masters degree thesis.
6. Helped agriculture students get jobs in the military.
7. Helped get some spray materials from Dow Chemical to control dwarf bamboo.



IV. Home Economics Assistance: Since the Home Economics advisor left I did the following:

1. Helped get funds so the Home Economics head could make a ten day trip to Taiwan to study conditions there.
2. Helped a Home Economics staff member get aid for an education at a U.S. school.
3. Helped make plans to send 23 Home Economics students and deliver them to 23 American homes for a week's study of American customs and family relations.
4. Helped get funds for an Home Economics research project.

Faculty I Worked With Considerably at the University of Ryukyus During 1958-60

Dr. Genchu Asato - President (visited MSU)  
Chojun Maeshiro - Business Manager (visited MSU)  
Mike Matsuda - President's Secretary  
Dean Kunikichi Higoshi - Agriculture and Home Economics (visited MSU)  
Professor Shimicki Shimabukuro - (former dean of Agriculture)  
Dean Matsusuke Yonamine - Education (later president - visited MSU)  
Dean Semio Nakayama - Literature and Arts  
Dean Giichi Arakaki - Science and Engineering  
Seizen Nakasone - Librarian  
Kimiyo Onaga - Head of Home Economics (visited MSU)  
Nobuko Ishigake - Home Economics (two MSU degrees)  
Hiroko Sho - Home Economics (visited MSU)  
Todashigo Chinzei - Agriculture - soils  
Masao Miyagi - Agriculture - A.H.  
Hohye Oyama - Agriculture - Forestry  
Shimichi Ikehara - Agriculture - crops  
Shimichi Higa - Agriculture - Extension  
Zuiko Koza - Agriculture - Extension (studied at MSU 1958-59)  
Chuju Tomoyose - Agriculture - Horticulture (studied at MSU 1957-59)  
Shoko Yamasato - Agriculture - Economics (studied at MSU 1953-54)  
Toshio Akamine - Counseling Center (studied at MSU)

IV. Development of the University of the Ryukyus from 1950 to 1968\*

Buildings. Late in 1948 the site of the former Shuri Castel was chosen as the site for the University with the hope that it would become the center of culture. Construction began in mid-1949 and by April 1950 a stone administration building and nine wooden classroom buildings were ready for use. The University officially opened in May 1950.

\*1968 was the last year the MSU Advisory Group was there.

The wooden classroom buildings could not withstand the typhoons so concrete buildings were built as rapidly as could be financed. Some 12 major buildings were constructed from 1952 through 1968, besides the two men's dormitories and one women's dormitory. Advisors were usually asked to help in planning the buildings.

Cost of the buildings was provided about equally by the Government of the Ryukyu Islands (GRI) and the U.S. Government. GRI also provided the operating funds, so that overall, the U.S. supplied approximately 1/8 of the total funds. Incidentally, the University budget in 1968 was ten times that of 1954.

Before too long it became evident that the area on top of Shuri Hill under University control was inadequate so a much larger area a few miles north was purchased. With the help of the Japanese government a very imposing University of the Ryukyus campus and buildings have been developed since "reversion."

Faculty. Recruiting an Okinawan faculty for the University in 1950 presented problems, as prior to that time the highest institution of learning there was a normal school for training elementary school teachers, the program of which was about equivalent to two years of college. Beyond this point, study had to be carried out in Japan. Thus most available faculty members had obtained their bachelor's degree in Japan. Very few had studied beyond that level. There were two main problems--first more advanced training was desired than those available had, and secondly, those with degrees from Japan thought that the curricula and method of teaching should be like they received, under which there was little student participation in lecture discussion. Developing the western educational approach and particularly the "Land-Grant" system, took perseverance and tact, but most Okinawans were cooperative.

The teaching faculty numbered only 28 in 1950, but had increased to 167 by 1960 and 238 in 1968. Scholarship aid from the governments of the U.S., Japan, GRI and some American foundations helped in upgrading the enlarged staff, especially younger staff. By 1960, some 60, or 40%, of the teaching staff had been to the U.S., mainly MSU, for one year or more of college training. In addition, 32 had gone to Japan for study in the preceding 10 years. In 1960, 38 of the 167 teaching staff had master's degrees, and the University would not hire a person as an instructor (or higher) without that degree. This represented a very marked improvement in the faculty quality. This is where the MSU advisors were most effective and found the staff quite cooperative.

Academic Developments. The number of students enrolled was 562 in 1950, increasing to about 2,270 in 1960 and 3,580 in 1968. Enrollment was limited to the classroom space available. Students had to take a three-day entrance examination and usually the space available for new students was only about one-third of those taking the examination.

The number of graduates of the four-year course rose from 26 in 1953 to 471 in 1960 and 651 in 1968. The total number of graduates by 1968 was nearly 6,500. At this time about one-half were in the teaching profession.

The number of courses offered during the year increased from about 200, according to the 1951-52 mimeographed catalog, to I believe nearly 800 that were offered by the 26 departments in 1960. There were 11 areas leading to Bachelor degrees.

In addition to the regular teaching programs, the University Extension Division offered in-service training short courses for teachers. Annual enrollments in these programs approached 10,000 in the early years. Extension programs also were carried out in agriculture and home economics so the University was fulfilling the "Land-Grant" philosophy of being of service to a broad range of the people of the Ryukyus Islands.

In summary, not only was the physical plant developed rapidly in the 18 years, but the curricula greatly broadened and the quality and training of the faculty markedly enhanced, to offer a well-balanced education to more students. This development was noted by Gen. Gailey in 1960 when there on an inspection trip where he said "The growth of the University is one of the outstanding achievements of post-war Ryukyus." While the impact of the advisors is difficult to measure (not usually being in physical terms) the faculty were quick to give much credit to them and MSU.

#### V. The Effects of the Experience

As director of the group, this experience probably had a different effect on me than it would have on a person concerned with only one area.

It was challenging to help solve the many problems of a young developing university--this meant helping them develop as a "Land-Grant" institution and at the same time work with USCAR personnel, a few of whom were not very helpful.

At the same time it was a broadening experience working with the Ryukyans whose point of view and cultural background differed greatly from mine. It was an opportunity to make many friends.

It was also rewarding. To see problems solved and the University develop was very gratifying. This was a happy experience in that my outlook and background were greatly broadened. In the process, I made many friends.

There was only one drawback, not working in my Agricultural Economics area meant that I lost at least two years professionally--probably more. On the other hand, MSU students in my classes after returning benefited from my much broader experiences and background. MSU's reputation as an international institution also benefited from this program in helping a young university become a first class institution.

Casting modesty to the winds, I am ending with a copy of the farewell speech by Dean Higoshi, Dean of the Division of Agriculture, Home Economics and Engineering, to indicate in some measure how the faculty felt about my wife and I, and to a large extent the entire Advisory Group.

A Farewell Address to Dr. and Mrs. Karl T. Wright at  
Sayonara Party held on the 16th of June, 1960

"It is my greatest pleasure to have an opportunity to express gratitude, on behalf of the faculty members of the Division of Agriculture, Home Economics, and Engineering, for what Dr. and Mrs. Wright have done for us. Also, I, as sponsor of this party, am extremely happy to see a great turn out of faculty members here tonight.

Dr. and Mrs. Wright arrived in the Island in September 1958 and for twenty-two months since then, I have greatly been impressed by their amiable and amicable personalities.

Dr. Wright as refined scholar has made survey on, analyzed, and coordinated our accumulated data, and given us directions to which we ought to proceed. Furthermore, he has emphasized the necessity of better coordination between various facilities of the University of the Ryukyus and those of GRI (Government of the Ryukyu Islands) in order to accelerate the development of entire Ryukyus. To our great regret, however, we have yet been unable to reach the means whereby the above mentioned problem can be solved. It is our responsibility to perform what Dr. Wright has desired to be done.

In order to improve the facilities needed for better research, Dr. Wright has rendered us his energetic services in securing machines, automobiles, and other surpluses by negotiating with U.S. Military authorities. His efforts also has contributed to the betterment of undergraduate laboratory, training of staff members and management of farm experimental institute of the University. The participation of our staff members to the survey team on Iriomote Island would have not been realized without Dr. Wright's enthusiastic cooperation.

As for Mrs. Wright, realizing insufficient research expenses of faculty members, she has related this situation to various American women's organizations and has succeeded in obtaining a considerable amount of funds for research. Moreover, she has been instrumental in making it possible for students to have field trips in the various related areas within the military establishments and U.S. housing areas.

The contributions stated above cover only a fractional part of what Dr. and Mrs. Wright have done for us and for the Ryukyans as a whole. Throughout every work of Dr. and Mrs. Wright we have noticed the tremendous contribution done toward the promotion of mutual friendship between the Americans and the Ryukyuan people.

Though Dr. and Mrs. Wright will soon leave Okinawa, their images, we believe, will remain with us here on Okinawa.

May every moment of your life be filled with happiness. SAYONARA!"

Kunikichi Higoshi, Dean  
Division of Agriculture, Home Economics, and Engineering  
University of the Ryukyus  
Naha-city, Okinawa, Ryukyus

The Okinawa Project  
June 1956 - June 1958

Robert F. Carlson

The assignment was to assist and guide the agriculture faculty of the University of Ryukyus in the development of research and extension. Previous assignees, Ernest Wheeler and Bud Kuhn, had initiated some of this work, hence my focus was to develop the area of horticultural crop production. With the kind cooperation of President Asato and the late Dean of Agriculture Shimabukuro, steady progress was made in research and extension during this assignment period.

Among the agriculture faculty (about 15), Zuiko Koja, Mr. Chinzie, and the late Mr. Tomayosi, who were fluent in English, were of great help in organizing research and courses in extension and in getting "the message" across to the faculty, students and farmers throughout the Ryukyus Islands.

Some of the projects of note were to grow improved varieties of vegetables, the use of mineral fertilizers, and discourage the use of "night soil" to improve the health status of the people. We increased fruit set of pineapple by low concentration of phenolic compounds, and established strawberry culture. Suggestions were made to the forestry faculty in reforestation of the University Yona forest located in the northern part of Okinawa Island.

One of the most interesting projects, with the approval of the President and the Dean, was the building of a small greenhouse on the campus next to the agriculture building; apparently the first in the Ryukyus Islands. The purpose was to teach students to use their hands in soil preparation, in studying plant material, in setting up research plots, in data taking, etc. I recall in one of President John Hannah's visits, he posed the "catch" question—Why a greenhouse in a year-around warm climate? The "seed" grew, because after 25 years when we visited the "New Campus," greenhouses there were larger and better constructed.

In August of 1983 (25 years after our stay there), Mrs. Carlson and I returned to Shuri Hill to reminisce and observe the changes taken place on Okinawa. Going from the airport to the hotel in Naka, the growth was obvious, the lack of surface pollution in the streets was gratifying, and the sight of horticulture produce (safe for eating) in stores and markets certainly was a sign of progress.

On Shuri Hill, dismantling of the old campus buildings was well under way to make way for building a new shrine similar to the one destroyed by the war. (By the way, we were guided by our life-long friend, Zuiko Koja.) As we looked to the northeast from Shuri, we could see the new campus with its many well-planned buildings.

As we toured the new University of Ryukyus campus and visited laboratories, classrooms and surrounding field research, we got the feeling that this new campus is a continuation of work and study initiated on the Shuri campus by the assistance of many advisors from Michigan State

University. The close association with MSU lingers among the U of R faculty. This was observed as the faculty of agriculture hosted us to a dinner in a Naha club, and the president a dinner at one of the teahouses. It gave us a good feeling to be so generously welcomed back and to visit with many friends made during our stay in Okinawa.

Before returning, we spent one day visiting the vegetable production areas south of Naha. There we observed the culture of tomatoes, various forms of native beets (dikons), lettuce, winter greens and many other nutritious crops. A well-planned soil rotation system was set up to obtain maximum production from prime available land. The production of pineapple some distance north of Naha has become established to the point of being self sufficient in this crop with some export to the neighboring islands. We were told that all fruit and vegetable crops are now safe to eat which was not the case in the past.

The past may be prologue, but in our contact with the Ryukyus people and observing the progress made by them, we feel fortunate to have had the chance to work with them, not to mold them into an American way, but to assist them and teach them in research of practical significance in developing their own way of life.

MSU's Okinawa Connection in Brief  
September 1958 - October 1959

Fay Kinder

During the time I was in Okinawa—September, 1958—October, 1959, and again for three months in 1965--Karl Wright and Iwao Ishino were "Major Generals." The Okinawans whom I can name who were on the Home Economics staff while I was there were: Mrs. Onaga, Mrs. Sho, Nora Ishigaki, who subsequently married and came to the States. I can conjure up the faces but not the names of others.

I had great respect for the capabilities of the Okinawan Home Economics faculty. They did well with available resources. I believe that they knew how to cope at that time which was a difficult one for the Okinawan people.

Time has amply demonstrated that the Japanese are clever, creative, and highly intelligent. My presence there was probably less rewarding for them than it was for me. For me, the experience was great!

The MSU/University of the Ryukyus Project - Some Recollections  
July 1959 - June 1961

Rowland R. Pierson

I served as the Student Affairs Advisor with the MSU group from July, 1959 through June, 1961. Positive feelings about my tour of duty in Okinawa began immediately upon our arrival at Kadena Airbase. It was about 3:30 a.m., but even at that early hour we were welcomed by four or five members of the Dean of Students staff, Dr. and Mrs. Karl Wright and other MSU group members. This gesture introduced a caring attitude by both Okinawan and MSU colleagues that became very real over the ensuing two years.

Approximately one year before my arrival, Professor Giichi Arakaki, of the Physics Department, had been appointed as the first Dean of Students at the University of the Ryukyus. He had spent some time at Michigan State in advanced graduate study in this field and during this period he also gave special attention to learning about the MSU student affairs programs and activities. His feeling that further development of the student personnel point of view would be beneficial to the University of the Ryukyus was instrumental in the request for an advisor in this area. He and the others involved in the request apparently agreed that assisting his staff members in enhancing their understanding of student counseling principles and practices would provide a meaningful approach to the general objective.

I was very pleased with Dean Arakaki's receptiveness to the place of counseling services in his University, especially in view of some traditional reticence on the part of students to seek assistance with personal problems. I was more impressed, however, with the judgement he demonstrated in selecting his staff members. It was true that most had only limited formal training in counseling per se, but all clearly had an abundance of the kind of personal and attitudinal characteristics that are so essential in providing effective student personnel services.

THE STAFF AND THE RANGE OF THEIR RESPONSIBILITIES

Seiwa Nakamura	Section Chief (counselor)	Counseling Section
Keizo Matsumura	Section Chief (counselor)	Welfare Section
Shokei Nakamura	Adm. asst. (dormitory mgr.)	Welfare Section
Hiroshi Ishibashi	Adm. asst. (counselor)	Counseling Section
Masamitsu Tamashiro	Adm. asst. (counselor)	Counseling Section
Choken Yoshida	Physician	Welfare Section
Kenzo Nakasone	Clerk (asst. counselor)	Welfare Section
Choko Takayama	Clerk (asst. counselor)	Counseling Section
Seiko Vehara	Clerk (asst. counselor)	Welfare Section
Choken Amuro	Clerk (asst. counselor)	Counseling Section
Sumiko Fukazawa	Clerk (dietician)	Welfare Section
Kayoko Arakaki	Clerk (dietician)	Welfare Section
Kyoko Arakawa	Clerk (housemother)	Welfare Section
Fumiko Arakaki	Clerk (nurse)	Welfare Section
Shizuko Odo	Clerk (nurse)	Welfare Section



Professor Masamitsu Tamashiro, listed above, was quite prominent among my Okinawan colleagues. He had earned a Master's Degree in educational psychology at George Peabody College so not only was knowledgeable about counseling but was fluent in English and served as my chief interpreter. One week after arriving in Okinawa I attended a conference on student personnel affairs at International Christian University in Tokyo. Since I was completely unfamiliar with the Orient, Mr. Tamashiro's assistance with all aspects of participating in the meetings was a most welcome experience. His willing helpfulness with professional and personal concerns continued throughout the two years and I was pleased to learn later that he completed his doctoral degree at New York University.

After having established goals and procedures with Dean Arakaki and his staff, a very meaningful relationship developed with Dr. Toshio Akamine, Professor of Educational Psychology. Through his knowledge of counseling and student personnel affairs as practiced in American colleagues and universities and his understanding of Okinawan student and faculty feelings about such services, he provided invaluable guidance regarding approaches that likely would be most acceptable and effective in my advisory efforts. When, midway in my assignment, Dean Arakaki resigned his post as Dean of Students, the appointment of Dr. Akamine as his successor led to more formal working relationships with him as an esteemed Okinawan colleague.

Dr. Karl Wright was chief of party for our MSU group during my first year and Richard Fell the next year. Other MSU colleagues included Robert Geist, David Herson, Frank Roop, and Ralph Barrett, along with two or three MSU faculty members who were there for short periods. The rapport among us led to life-long friendships.

In consultations with Dean Arakaki it was agreed that the primary objective of assisting his staff in the further development of their understanding of student counseling principles and procedures would be accomplished most effectively through a series of seminars. Consequently, the central feature of my activities throughout the two years was a weekly two hour session in which a broad range of counseling issues was treated. These seminars did not, of course, provide the equivalent of a graduate level program in counseling, but the continued responsiveness of the staff members indicated good progress on their part and was an added pleasure in my work. Although not directed to the Dean of Students staff alone, a further counseling related activity was the teaching of a one semester, three credit course in "Introduction to Counseling" for the Education Division.

Counseling principles served as the philosophical background for efforts to improve the effectiveness of the full range of student personnel services. Implementation of this objective involved various approaches in addition to the seminars. In weekly conferences with the Dean, problems and developments were discussed and plans and proposals were analyzed jointly. Some issues extended beyond student personnel concerns to such matters as helping the faculty to also accept responsibilities for advisory and related student needs, and

developing closer relationships between the faculty and the Dean of Students staff. Attendance at staff meetings, scheduled individual interviews with each staff member, almost daily visits to the student affairs central office, and numerous social and informal contacts were among the activities that facilitated this goal.

Although no claim to personal responsibility is intended or could be substantiated, a number of developments emerged for which I had expressed support. These pertained both to student personnel affairs and to general relationships among administration, faculty and students. An early step was acceptance of the desirability of moving the personal counseling services away from the administrative and regulatory functions of the Dean of Students office by providing a separate room for counseling. During the 1959 winter vacation a three-day workshop on student activities and student-faculty relationships was held at the University's forestry camp. As a resource person and speaker this provided meaningful interactions with the student leaders, faculty representatives and the Dean's staff. Innovations in the Orientation program for new freshmen included the use of selected senior students to assist with registration and related activities. Services for women students were up-graded by the establishment of the first full-time resident housemother position. A number of revisions were made in the student inventory techniques and in the selection and use of various tests for counseling purposes.

Among new steps toward closer relationships between faculty, students and the Dean of Students staff were faculty receptions for graduating seniors and their parents at commencement time, holding an open house for faculty members at completion of the new girls' dormitory, invitations to the Dean of Students staff to attend certain student club meetings, Dean of Students staff members meetings with the parents of freshmen in their villages, and special certificates from the President to recognize completion of the seminars by the Dean of Students staff members.

From my perspective, the most important development at the University was indications of some progress toward greater acceptance by the faculty and administration of the role of professional counseling and related student personnel services in the life of the University. It is true that many of the steps which emerged from consultations with the President, Dean and key faculty members had not been acted upon by 1961. However, this assessment is based both upon reports of progress that came later and on recognition of moves that had taken place at the time. Some of this acceptance was attributable to recognition of the contributions of the Dean of Students staff in assisting the University in dealing constructively with concerns raised by inappropriate student behavior incident to participation in off-campus political activities.

My over-all impression of the project is that it served its purpose in a well organized, effective manner, but that by 1961 there were indications that the need for continued advisory services was beginning to decline. The University was growing in confidence and was beginning to feel that it should move ahead mainly on its own efforts. This observation was influenced in part

by the increasingly strong support at the time for reversion to Japan. The University faculty were not as overtly vocal about this as the general Okinawan public, but I sensed some positive feelings about the likely benefits to the University in becoming a part of the Japanese higher education system. Although I was not aware of negative feelings about the place that some continued affiliation with American universities might hold in the further development of the University of the Ryukyus, there seemed to be acceptance that closer formal relationships with Japanese universities would be welcome. Again, the project was eminently successful in its goal of assisting in the initial development of the University.

Service with the project was one of the highlights of my total experience. The assignment came at a time when I was casting about for a suitable sabbatical leave program, one that would provide both a change of setting and growth professionally. Although it was not recorded as a sabbatical, the project met these expectations in a most satisfying manner. The process of drawing upon my training and counseling practice to instruct and advise in a different culture was a demanding and rewarding professional endeavor. Among other benefits, it broadened my understanding of foreign students in my work upon returning to MSU. However, it was interesting to observe that even in view of differences in backgrounds, many of the personal problems and concerns of the University of the Ryukyus students were quite similar to those of students at MSU. Inferiority feelings, lack of confidence, unsatisfactory social adjustments, homesickness, difficult relationships with professors, suicidal thoughts, over-protective or uncaring parents, career planning uncertainty, and puzzling lack of satisfactory academic progress were among the common concerns. This suggests that some of the basic characteristics of college and university students might be true universally.

Finally, the opportunity to live in Okinawa and to travel in the Orient was a memorable personal happening for me and my family. We continue to feel privileged to have been able to learn first hand about Okinawan people, their way of life and about their country. Our two teenage children soon felt quite comfortable in their new school and related social activities and my wife and I are pleased to conclude that the fond memories they continue to express suggest that they were more observant of the Okinawan culture than we were aware of at the time. We thank Michigan State University for adding this significant chapter to our lives.

Vocational Education Advisor and Head of the Group (1960-61)  
Final Report 15 September 1959 - 16 July 1961

Richard C. Fell

1. General Objectives as Vocational Education Advisor

After completing a short orientation period in the Ryukyus, this advisor formulated the following goals or objectives:

- a. To assist in developing a program of Vocational Education that would be an integral part of the total educational program in the Ryukyus.
- b. To assist in training a nucleus of national leaders in Vocational Education at the University of the Ryukyus and at the Education Department of the Government of the Ryukyu Islands as well as develop effective relationships between both agencies.
- c. To assist in the development of a four year university teacher-training program including curriculum, physical facilities, equipment, and instructional materials.
- d. To assist in the development of teacher trainers for the University of the Ryukyus.
- e. To assist in training a nucleus of vocational teachers to teach at the secondary level.
- f. To assist in proposing and developing practical research programs in Vocational Education.
- g. To assist in planning necessary secondary education programs including curriculum, physical facilities, equipment, and instructional materials.
- h. To assist in bringing financial resources and public interest to this program.

2. Participating Units and Involvement

This advisor has made every effort to continuously bring all interested parties together to analyze the present and future needs of Vocational Education and to suggest approaches and methods to meet these needs. This has been done by taking the initiative to organize advisory committees, weekly seminars and individual conferences.

- a. This process has involved the following representatives:

President of the University of the Ryukyus  
Dean of Education and his staff—University of the Ryukyus  
Dean of Agriculture, Home Economics, and Engineering and his staff—University of the Ryukyus  
Business Manager—University of the Ryukyus  
Coordinator of Vocational Education—University of the Ryukyus

Director of Education—Office of the High Commissioner, Ryukyu Islands  
Director of Education—Government of the Ryukyu Islands  
Director of Secondary and Vocational Education and his staff—Government of the Ryukyu Islands -  
Secondary Principals and their teaching staffs—Government of the Ryukyu Islands  
Taiwan Vocational Consultants  
Representatives from the Technical Services of the U.S. Army  
Representatives from Civilian Personnel Training Office—USARYIS

b. Assisted in securing financial and other resources for Vocational Education from the following agencies:

The United States Government  
The Government of the Ryukyu Islands  
The Asia Foundation  
The Rockefeller Foundation  
Taiwan Provincial Normal University

3. Accomplishments in Vocational Education - 1959-1961

During the past two years, there has been much progress in Vocational Education. Following is a summary of what has been accomplished in this area in the Ryukyus. This advisor has assisted in the planning, development and execution of these programs.

- a. Forty-three senior high school vocational teachers received fifteen months of inservice training. Skill training in manipulation of machine tools and professional course work was included in this program.
- b. Forty-four junior high school teachers have received four months of inservice training in electrical, wood and metal trades. Half of this time has been devoted to developing shop skills and half to professional course work.
- c. A four year teacher-training program in Vocational-Technical Education was organized at the University of the Ryukyus. At the present time, there are forty-five students enrolled in this department.
- d. Twenty-two Principals have received six weeks of Vocational Orientation on the Philosophy and Principles of Vocational Education. Also, how Vocational Education should be included as an integral part of the total Educational Program.
- e. Four Vocational teacher-trainers have received fifteen months of training to prepare them for the University program.
- f. Nine vocational high schools have reorganized their programs and have received new equipment appropriate for their needs.

- g. Sixteen general academic high schools have reorganized their educational program and are now including several Industrial Arts Courses in their total program.
- h. Forty-two junior high schools, one in each school district, will have programs to teach "marketable" skills for those students who do not have an opportunity to go on to high school in the next two or three years. This program has been planned and scheduled as follows: Nine of these schools are having shops constructed at the present time and will receive equipment in the next fiscal year. The other thirty-three have been programed for the next two years.
- i. A cooperative engineering program between the University of the Ryukyus and the Technical Services of the U.S. Army was organized and is now in its second year of operation.
- j. An apprenticeship program for Ryukyans to learn a trade in the Technical Services of the U.S. Army has been proposed and accepted by the Office of the High Commissioner and Headquarters, United States Army, Pacific. Candidates for this program will be taken from the graduating classes of the Vocational High Schools.
- k. Certification laws for vocational teachers have been revised so that we can secure teachers having practical experience as well as educational preparation.
- l. The first occupational survey conducted by educators in the Ryukyus was recently completed. This survey included 438 industrial establishments employing 10 or more employees. This survey is being printed and will receive wide dissemination. The information obtained in this survey should be valuable for Vocational Guidance Workers as well as Educators in making realistic changes in their curriculum.

4. Future Plans and Needs in Vocational Education

- a. This advisor has made arrangements with the Asia Foundation to provide the necessary finances to send thirty high school teachers and university teacher-trainers to Taiwan for eight weeks of skill training during the months of July and August this year and thirty junior high school teachers next year for similar training. (These people will spend much of their time working in industrial establishments in Taiwan as we do not have equivalent training facilities in Okinawa).
- b. Asia Foundation has budgeted the necessary funds to bring one Taiwan teacher-trainer to the University of the Ryukyus for a period of ten months, beginning in September, to work with Mr. Sakihama, Coordinator of Vocational Education.

- c. This advisor has recommended to the Dean of International Programs, Michigan State University, that a Vocational Advisor be sent to the University of the Ryukyus for a period of one month during the next year to follow up on previous vocational efforts.
- d. The University of the Ryukyus will receive \$190,000 U.S. funds during this next fiscal year for vocational equipment. This advisor has prepared standardized lists of equipment to be purchased with these funds.
- e. The University of the Ryukyus should plan to continue inservice training classes for secondary vocational teachers. In addition, vocational teachers holding bachelor degrees should be sent to the U.S. for graduate training.

5. Activities as Head of the MSU Advisory Group

Activities as Head of the MSU Advisory Group are of two general types; a) those dealing with the problems and development of the University, in general, and b) those involving the programs and activities of the members of the Advisory Group.

- a. University Development - During the past year, I have tried to assist in the development of the University in the following manner:
  1. Whenever possible, I have encouraged President Asato, or his designated representative, to head up meetings with representatives of the Office of the High Commissioner in hopes that by doing this we would be able to build the image of the President and his staff as the leaders to deal with at the University. In addition, all members of our group have tried to encourage the development of interest in the University on the part of leaders in the total community.
  2. This advisor has been asked for and has given his assistance on many occasions to the administration on such things as budget and financial problems, additional training for faculty, assistance on construction problems, Foundation support, development of research and scholarship programs and various other efforts in the over-all development of the University.
  3. This advisor has met regularly with the High Commissioner and his representatives in the Office of the High Commissioner of the Ryukyu Islands to discuss the needs of the University and has received their full support in the development of the University.

## Addendum

### Vocational Education Co-workers

There were many people involved with Richard Fell in the Vocational Education program. Unfortunately, I am not able to name any except for Mr. Shuei Sakihama, Mr. Shinko Higa (GRI), and Mr. Kohagura (GRI). As Mr. Sakihama is still with the University of the Ryukyus, he could name others involved with the Vocational education program during the 1959-61 period.

### Overview

The two years Richard Fell spent on Okinawa were two of the most challenging, interesting and rewarding years of Dick's 37 year career in the field of Education.

Mrs. Richard Fell  
September, 1986



English Language Advisor - MSU Okinawa Project  
October 1960 - June 1962

Ralph P. Barrett

In October of 1960, it was my privilege to be appointed a member of the MSU Okinawan Project. I served as the English Language Advisor to the University of the Ryukyus through June of 1962. As the first full-time academic assignment of my career, it proved to be an invaluable professional experience, providing me with life-long lessons in intercultural cooperation and creative activity.

It was my aim to continue the work so ably begun by my predecessors, Professor David Mead and Professor Robert Geist. There were two general objectives: to assist the Administration of the English Department of the University of the Ryukyus in promoting and maintaining effective English language teaching at the University and also to serve as an advisor to groups and agencies other than the University when such service could be considered as contributing to the improvement of the overall English teaching at the University.

Some of the more significant activities that this advisor initiated or contributed to were the following:

1. Teaching advanced English conversation classes for University faculty and GARIOA scholarship students.
2. Teaching general English language classes for University faculty and staff for their personal and professional development.
3. Teaching English I (freshman English) classes as demonstration classes.
4. Contributing to the development of a seven-part diagnostic English language test for use in evaluating the English proficiency of University students in freshman English.
5. Devising a comprehensive plan for the administrative organization, staffing, building needs and potential services of an effective English Language Center at the University of the Ryukyus.
6. Working out an extensive plan for the remodeling of the University language laboratory and the improvement of lab materials.

Activities outside of the University were varied, including teaching American volunteer English teachers some methods of giving informal English lessons; assisting in the organization of an English program under the auspices of the U.S. Government Civilian Personnel Office for U.S. military (Ryukyuan) employees; serving as faculty advisor to the Stonegate Club; giving speeches to various student and American volunteer groups; and conducting observations of junior and senior high school English teaching with Mr. Seizo Oshiro, English Supervisor for the GRI Education Department. As a result of the latter activity, an in-service training program for high school teachers was planned as part of the GRI's efforts to upgrade English teaching on the island.

During the twenty-one months of my stay on Okinawa, I worked with many members of the University of the Ryukyus faculty and administration. Among those with whom I worked most closely in the area of staff and curriculum development were Professor Buntaro Taira, Chairman of the English Department, and his successor in this position, Dr. Genshu Asato, the former President of the University. In my daily work with test and materials development I was guided and assisted by Professors Hiroshi Yabiku, "Sam" Narita, Chotoku Higa, and many others. Also, I fondly remember taking Japanese lessons from Sunagawa, a young professor whom I first met some years before while we were both graduate students at the University of Michigan. I also remember some of my students who went on to become professors at the University, among them Professors Seiki Kyan, Naotada Kobamoto, and Toshio Kawata.

While serving as English Language Advisor on Okinawa, my impression was that important work was being accomplished by the MSU Advisory Group, especially in the areas of University organization and faculty development. This impression was confirmed twenty-two years later, when in 1984, it was my unique and gratifying experience to return for a visit to the University of the Ryukyus. Visiting Shuri, it was with sadness that I viewed the old campus, abandoned and overgrown with weeds. But this was soon forgotten in my excitement at seeing my former colleagues of a quarter-century past, as they conducted me around their beautiful new and modern campus. The physical layout of the University of the Ryukyus was impressive, certainly. However, I was most thrilled to see the development of an outstanding faculty. The young college graduates and Ph.D. candidates that the MSU Advisory Group had worked with over twenty-five years previously were now in positions of leadership and at the height of their academic careers: deans, department chairs, senior faculty, and directors of special programs—all of them remembered fondly as they were during the 1950s and 1960s, capable young professors that worked with the MSU Advisory Group.

I felt truly privileged then to have been a part of an MSU program that was helpful in the early growth of what has now become an outstanding and respected Japanese institution—the University of the Ryukyus.

Reminiscences of a Library Advisor  
1961 - 1962

Eugene deBenko

It was one morning in late May of 1961 that Dr. Richard E. Chapin, Director of Libraries at Michigan State University came to the Library lounge to have a cup of coffee. He told us that David W. Heron, MSU Library Advisor at the University of the Ryukyus (Ryudai) had resigned his position at that University in order to accept the Library directorship at the University of Nevada. Heron was to leave his post in Naha, Okinawa by the end of June 1961, about one month from then. Dr. Chapin then turned to me: "Would you like to go to Okinawa for about 9-10 months to complete Dave Heron's original assignment?" Surprised as I was, I asked for some time to think it over. "Well, you have ten minutes to decide," he replied and he surely meant it. After the coffee break was over, he looked at me for a reply and I told him, "If you want me to go, I'd be happy to work for the next nine or ten months in Okinawa." This is how my library advisory role at the University of the Ryukyus commenced. And I loved the challenge of the new assignment for it provided me with the first experience abroad which was later on of great advantage to me.

Since the Library of the Ryukyus served an institution that was (1961) less American in its tradition than it was Japanese, and more Okinawan than either, the first 2-3 months of my assignment concentrated, among other tasks, on the Library's services, resources, staff and physical facilities and their relation to the University's teaching and research programs.

The Library Advisory Program at the University of the Ryukyus was financed by a Rockefeller Foundation grant, although most of the logistics of this program were supported by the U.S. Department of the Army. The Program was designed to provide advisory service to the University President (then Dr. Genshu Asato), to the Dean of Education (then Professor Matsusuke Yonamine) and to the Library Director (then Professor Seizen Nakasone); to conduct in-service training for the professional library staff in various areas of library service such as reference, circulation control of library materials, streamlining of acquisition procedures, and cataloging and classification. In addition to having a lot to learn about the Ryukyus, its history, people, traditions and educational system, my mandate also included curriculum development for and teaching of library science courses through the College of Education, plus, preparing some library staff members for further studies in library science in Japan and in the United States.

One of the lasting features of the Library Advisory Program was that the Rockefeller Foundation grant made it possible for special studies in library science at Keio University in Tokyo for the following staff members:

- Mr. Keijin Taira, Deputy Director of the Library, studied personnel administration and financial management of university libraries.
- Mr. Yoshihiro Miyajima concentrated on cataloging and classification of Western language publications.
- Mr. Yasuyoshi Shinjo studied the organization and servicing of special library collections; that is, maps, microfilms, slides, phonorecords, tapes, etc.

- Mr. Atsuhiko Yamashiro devoted his time at Keio University's Library School to development of reference services.
- Mr. Hirotake Arai also devoted his studies to organization of reference services.
- Mr. Tsutomu Yamada concentrated upon classification and cataloging of Japanese and Chinese language publications.

Also funded through the Rockefeller Foundation grant, two members of the Library staff were able to complete degree programs in Library Science in the United States. Mr. Shigeo Oshiro studied at the University of Illinois in Champaign-Urbana where he was granted a Master's degree in Library Science in June 1961. Mr. Ishikawa studied at Western Michigan University in Kalamazoo, Michigan, and obtained his Master's degree in Library Science in 1964. Subsequently, Mr. Ishikawa completed a doctorate at George Peabody University in Nashville, Tennessee and at present time he is on the teaching faculty of the College of Education at the University of the Ryukyus. A friend and colleague who richly contributed to my efforts on this assignment was Shigekazu Oshiro. He obtained a M.A. degree at Temple University in Philadelphia, Pennsylvania in English as Second Language. Throughout my service at the University of the Ryukyus, Mr. Oshiro acted as my translator and interpreter, with much grace and competence.

My Ryukyuan assignment was short in time but rich in experience that I gained there. I returned to the United States with great affection and respect for my colleagues at the University of the Ryukyus and with admiration for the intelligent and hard working people of the islands. And now, 25 years after, I recall with great pleasure those busy but happy days of 1961/62 on Shuri Hill on the original campus of the University. For me, my assignment at Ryudai was a fruitful educational experience and I am grateful for having been delegated to serve there.

The 35 years of operation of the University of the Ryukyus is indeed a success story. Often under difficult circumstances the institution was able to achieve tremendous progress in providing quality education for leadership roles for thousands of Okinawan youth. At this occasion I take the opportunity to salute the past and present faculty, staff and students and wish them and the University further success.

Chief of Party - University of the Ryukyus  
July 1961 - January 1963

Raymond N. Hatch

The primary assignment consisted of two major parts. The first part was to continue the responsibilities of the on-site director of the project and the second aspect was to serve as advisor to the President of the University, Matsusuke Yonamine, his staff and Board of Directors headed by Ichiro Inamine, Chairman of the University Foundation.

All aspects of the project were significant to the development of the University but two seem to me to have been of unusual importance during this period of time. One of the primary objectives was to assist all University officials in their preparation for the eventual transfer of responsibility to the government of the Islands. My work was enhanced in this direction as the result of personal interviews with university administrators in Japan, including the President of the Imperial University in Tokyo. In addition, the staff on the MSU campus were able to obtain the consultative services of William Middlebrook, former Vice President for Business Affairs at the University of Minnesota. He spent several months on the project helping the staff of the University in the budget developmental process.

Another feature of our services during this time span was the role played by several members of the MSU staff in the planning and construction of three buildings on the campus. Two of these were to house the Engineering Departments which were to be given increased roles in the University program. Assistance to this work was provided by Frank Roop, Jr., the engineering consultant who spent a total of four years on this assignment.

The third building was constructed to provide a permanent facility for student services which had not been available up to this time. This was done in a most unique manner in that students, staff (both University of Ryukyus and MSU) and U.S. soldiers contributed directly to the construction process. The U.S. military provided the materials and various individuals from the groups noted above worked at digging, painting, etc., to complete the much needed facility. Dr. T. Akamine, Dean of Students of the University, was a prime mover of this development. Much interest was created by the sight of a Ph.D. with pick, shovel or paint brush in hand contributing directly to the construction.

Several other aspects of the work of the consultative staff should be mentioned even though they may not have been as dramatic as the two discussed above. The English Language Services were a significant part of the contributions of the staff for the entire span of the contract. Dr. Ralph Barrett and Dr. James Ney gave this phase of the work excellent leadership. Another important facet of the work of the group was the stress on the improvement of the Library. Dr. Eugene deBenko, Library consultant gave the entire staff leadership in obtaining materials and organizing a functional University service.

An unique service was provided the Islands by the obtaining of Dr. Henry Nakasonie from the University of Hawaii to serve the University staff of Agriculture in the development of a pineapple industry. His service provided an opportunity for the University and government officials to cooperate in the growth of this economic feature.

### In Retrospect

The twenty-five years that have elapsed since serving in the roles noted above have tended to color the experience but may have added somewhat to the objectivity of the review. Time has provided the writer with a better prospective of the significance of services rendered as well as an increased appreciation of the personal rewards gained from the contacts.

A look back over the activities and associations of the period reveals a growing admiration for the staff of the University of the Ryukyus as all members endeavored to fulfill their roles with integrity and pride. This was accomplished many times under trying circumstances. In summary, it was a fine personal experience and it is hoped that our efforts of assistance contributed to the development of the present University with status in the family of higher education in Japan.

The English Consultant - MSU Group USCAR  
At the University of the Ryukyus  
1962-1964

James W. Ney

During my tenure, Sam Narita, Seiki Kinjo, Chotoku Higa, Hiroshi Yabiku and Katsunobu Sunagawa were probably the closest Okinawan colleagues that I had. The first two left for Osaka and appointments there shortly after my term of service. Sunagawa became the director of the English Language Center in Shuri. The chief-of-party when I arrived was Ray Hatch. He left in June of 1963 leaving me to serve as acting chief-of-party until Iwao Ishino arrived in the fall of 1963.

When I arrived on Okinawa, there was a line item in the USCAR budget for \$70,000 to build an English Language Center there. The previous English consultant, R. P. Barrett, had been unable to pry the funds loose from the then High Commissioner, Lt. Gen. Paul W. Caraway. Having been raised by an ex-military father, I evidently possessed the characteristics necessary to sway the High Commissioner. The funds came loose and the Center was built. The sticking point in all the proposals was: "who is going to run the Center?" I put forward a plan to have an Okinawan running it, serving at the behest of the High Commissioner. This plan received his blessing. I then had the task of sketching in a design for the building—creating problems for the Okinawan architect by not leaving room for pipes—and of suggesting the first director, Katsunobu Sunagawa. The High Commissioner rewarded the Okinawans for their acquiescence by placing a Guttenberg Bible and an ancient copy of the Koran in the library of the Center. (This might have been expected since he had ordered a facsimile of John Hutchins' idea for the elementary schools, The Junior Great Books in English, which he felt should be re-written within the Ogden and Richards 500-word vocabulary. I remember being down in USCAR one day and being asked by the person in charge which word could be used for "lion," a word which was not in the five hundred. I told him, "why don't you try big yellow pussy cat?" He did not think that I was very funny.)

Probably, the second most significant project during my tenure was the attempt to introduce English into the elementary schools of the Ryukyu Islands in 1963. For this purpose, funds were secured for the production of a textbook, My First English Book, authored by the Okinawans, Narita and Yabiku, under the supervision of the English consultant. The project was largely implemented through the negotiations of Katsunobu Sunagawa with Government of the Ryukyu Islands officials, resulting in a total of ten classes being taught, two of them in the island of Miyako. This project also involved the introduction of the Junior Great Books into the elementary schools with the help of American volunteer teachers. It appears that the Junior Great Books program died shortly before this consultant's term expired; the fate of the project to bring English into the elementary schools is unknown to this consultant.

As I remember, the Okinawans considered the MSU personnel to be lobbying agents to obtain more money from Washington while the U.S. Civil Administration considered the MSU group to be its eyes and ears up in Shuri on the campus, watching for student unrest demonstrations. The fact that not much happened in

either direction is undoubtedly due to the skill of the MSU personnel there or the nature of the Okinawans—I'm not sure which. The most exciting event when I was on Okinawa was the strike against the American plywood company with a team of smoke-stack sitters blocking all work and keeping the labor division of USCAR busy. An event of less importance but still exciting was the attempt of Ray Hatch to play golf in condition three, before an approaching typhoon. Legend has it that he hit a ball forward into the wind; it landed behind him.

For me personally, the Okinawan experience was a great place to start a career. Not only did it give me an eye-opening approach to the "real world" but it gave me the opportunity to work side by side with top professional people in a number of fields from the University of the Ryukyus and Michigan State University faculty members.



Ryudai Reminiscences - Ryudai Project Campus Coordinator  
December 1962 - June 1968

Miller Perry

In looking back some twenty years, I have many pleasant memories of my six year association as a member of Michigan State University's project with the University of the Ryukyus (Ryudai). These reminiscences include visiting and conferring with: Ryudai academic and administrative leaders, the United States High Commissioner to the Ryukyus Islands, the Civil Administrator and the Education Division of the United States Civil Administrator to the Ryukyus (USCAR), and Michigan State faculty members, families and others who were the MSU Group at Ryudai and were carrying out the project's goals. These parties cooperated in assisting the University of the Ryukyus to develop along many of the lines of a land-grant institution.

Other fine memories include coordinator activities on campus. Some of these duties were: correspondence with the chief of party, and offices in the Department of the Army and in USCAR; recruiting and briefing new staff members; purchasing and shipping limited amounts of special educational equipment; and processing various papers and vouchers. As more Okinawan students were enrolled on campus and some Ryudai visiting professors were appointed to Michigan State, the scope of the coordinator's responsibilities correspondingly became greater.

RYUDAI

As campus coordinator in the 1960s, I was fortunate to visit four Ryudai Presidents—Presidents Matsusuke Yonemine, Sunichi Shimabukuro, Genshu Asato, and Sadoa Ikehara—each with a different academic discipline, and all contributing their leadership to incorporate some of the land-grant philosophy in the University of the Ryukyus, along with maintaining some of the procedures of a Japanese national university. No doubt they visualized better than their Michigan State friends that sometime in the future, the Ryukyus Islands would be returned to Japan and their university might then become a member of the Japanese national university system.

My annual ten day visits to the Ryukyu Islands were made in early December, and were interesting and informative since many of my conferences were with Ryudai leaders. The visit itinerary included meetings with the President, the Board of Directors, College Deans, other University Administrators, and tours through many campus buildings—all of which permitted one to have an excellent overview of the University. These frank conferences impressed me with the trust and friendship between Ryudai and our MSU group.

USCAR arranged several visits by senior Okinawan officials to the United States each year. Some of the schedules included University of the Ryukyus faculty and staff. Presidents Shimabukuro and Ikehara each lead one of these Okinawan groups to Michigan State University where meetings were arranged with MSU academic and administrative leaders. During these visits, MSU former members of the Ryudai project were most generous in welcoming and entertaining their Okinawan friends.

### HICOM

It was my good fortune to have known previously three of the officers who were appointed High Commissioner during the '60s. Calls on them permitted me to emphasize the excellent development of the University and to answer questions concerning the contract with Michigan State University. One of the High Commissioners, Lieutenant General Paul Carraway, visited Michigan State on his return trip to Okinawa after presenting his budget to the United States Congress. Visits with MSU leaders convinced him of the University's available support to achieve its Ryudai contract goals, and upon his return to Okinawa several changes were noted in our contract operations. For example, the program to orient Okinawan first year students coming to academic institutions in the United States was transferred from a west coast college to Michigan State where it was coordinated by the Asian Studies Center. The number of Okinawan students enrolled in Michigan State increased so that by 1967, there were 6 doctoral degree candidates, 4 masters degree and 7 undergraduate students on campus. Other increased activities in Okinawa no doubt will be mentioned in reminiscences by other members of the project.

### USCAR

The United States Civil Administrator, Ryukyus' Office of Education supervised the Department of the Army's contract which contained Michigan State's goals and operations with the University. The chief of that office was Mrs. Jean Fink during the '60s. She was an excellent administrator, was greatly interested in Ryudai, and quite cooperative to the MSU Project. Many of the programs developed by the chief of party and the campus coordinator, and cleared with the University, were usually approved by her office. The contract's budget was a factor in the extent and timing of initiating a program. Mrs. Fink also visited our campus while on a State-side leave, and has conferences with several MSU administrators and academic persons. This visit gave her a better understanding of MSU's capabilities to support the Ryudai project.

### MSU GROUP

During my Ryudai connection I had the opportunity to work with four dedicated chiefs of party--Dean Thomas King, and Professors Iwao Ishino, Jack Stockton, and Forrest Erlandson. Each represented a different academic discipline, and over the six years of their combined overseas assignments, they contributed greatly to the development of the University of the Ryukyus. They were the leaders of the project overseas, supervised the other members of the group, and were the project contact with the University, USCAR, and at times between the University and USCAR. Usually the group included three other regular (2 year) members and 2-3 short term (about 1 term) members. As I visited with them or sat in one of their classes, I realized that they were individually contributing to the improvement of a particular department or activity. This support continued in frequent contact with Ryudai professors, after returning to our campus.

### PROGRAMS

There were several programs which were planned to strengthen the Ryudai faculty. One arranged for Okinawan professors, who had earned their doctoral degrees in an American university, to be appointed for one to two years as a visiting professor in an MSU department. They were accompanied by their families, lived in Cherry Lane apartments, taught classes, and had an opportunity for additional reading and research in their discipline. Michigan State departments generously contributed half of their salary and the project funds allocated the balance. USCAR provided the transportation. About 6 Ryudai young faculty members participated in this program.

Another program permitted young Ryudai faculty members who had completed their masters degree at an American university, to return to the United States as a doctoral candidate. USRAR approved and funded this effort initially on a limited scale, but later gave it additional support. A third plan involved young faculty members who had earned their degrees in the States, to conduct courses in English to MSU students who spent part of a summer in Okinawa. Courses in Okinawan and Japanese History, Culture, Political Systems and Japanese Language were offered, and credits were transferable to Michigan State. The MSU chief of party was very much involved with the local logistics and USCAR helped with housing and other facilities.

Not all suggested ideas were implemented. It was thought that a practical research program would be beneficial for the faculty and Okinawa. The chief of party obtained the HICOM's approval and plans were made to have it follow some of the procedures of Michigan State's faculty research system. Budget limitations in USCAR, however, prevented its being carried out. It was also suggested to the Ryudai President and the Board of Directors that a few graduate classes, but not graduate programs, be established in some departments. This would give some of the younger faculty members with doctoral degrees from Japanese and American universities, an opportunity to instruct at a higher level of subject content and possibly work with graduate assistants. While the substance of the program was considered beneficial it was not thought that it should be adopted at the time.

Two major land-grant university concepts were not accepted by the University of the Ryukyus. One which started earlier in the project related to the role of the university in agricultural extension service. Many efforts were made to install the American land-grant system, but at best, the Japanese model continued with improved cooperation between the Government of the Ryukyu Islands and Ryudai. A second concept which was not adopted was to change the procedure of the faculty electing their president every two years. Many at Michigan State believed during a two-year Presidential term, that truly long range educational planning could not be best achieved. General Carraway and USCAR supported this change of a longer period for the president to serve, but the University did not agree to a shift from that Japanese educational procedure.

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In closing this rather lengthy reminiscence, full credit must be given to the core members of the project—the regular and short term faculty members and their families who initially went to Okinawa on Military Sea Transports and later on MATS planes. The MSU group entered a scene wherein a young university was started from the beginning, and despite the differences of language and culture, it daily contributed to the growth of the University. All completed their assignments both as to length and contribution, and brought back to Michigan State an understanding of international education which they continued in through their correspondence and work with former Ryudai colleagues and in help to Okinawans who came to our campus.

I would be remiss if I did not acknowledge the overall cooperation which our project received from Ryudai. The fact that several MSU faculty members agreed to serve there a second time gives proof of this excellent relationship.

My appointment to the project covered only the last third of its existence, and to me it was an interesting period in the growth of Ryudai. Agreements between the Governments of Japan and the United States started the return of the Ryukyus Islands to Japan, with a phasing out of American support to Okinawa in the summer of 1968, and the termination of the MSU project then became effective. The strong bonds and ties between our two universities continues and hopefully will remain so in the future. I feel that I had many wonderful friends at Ryudai and know that my activities as campus coordinator to the Ryudai project were enjoyable, at times somewhat stressful, and hopefully also productive.

History of Michigan State University Program on Okinawa  
1964 - 1965

William S. Gamble

Working on the Ryukyus Project has been a pivotal experience with long lasting benefits for me as an artist and art educator. However, it is difficult to separate this experience from the remainder of my 1964-65 sabbatical which was spent in Japan, supported by a Ford Foundation grant. Because art is produced out of the totality of the experience that the artist undergoes, he is more influenced professionally by a short term assignment to the Ryukyus than agricultural specialists or language specialists whose profession has a narrower focus. A week spent in Taiwan, as the result of my assignment to the Ryukyus, also had beneficial ramifications beyond what one might expect for such a short stay.

My interest in Japanese culture began as a freshman at the University of Washington in 1932, when I met a fellow student in Art, George Tsutakawa. This was reinforced by Oriental Studies courses taken at the university, including Japanese Language. Also Oriental art in the Seattle Art Museum had a strong influence on me. During the 1950-60s prior to my sabbatical, I was researching the influence of Japanese art on Western culture, and especially art in this country. Hence, I was well primed to be receptive to the experience that came my way. I had waited 32 years for this opportunity.

Now, twenty-two years after setting out on this venture, even though certain names of persons I met then are sometimes difficult to recall without a search, the general aura of the experience is still vivid to a surprising degree.

While in Okinawa I made several paintings of the Hinomaru Series. The idea for these pieces had come to me just before leaving East Lansing, and involved trying to capture the quiet but insistent power of the sun through use of color and equilibrium of dynamics in the composition. These were done in acrylics, a new medium to me then, purchased at one of the base stores, from Robert Plummer. From him I also purchased three modern Japanese woodcuts for the Kresge Art Gallery permanent collection. Within the last ten years Robert Plummer has been in East Lansing giving demonstrations on flower arrangement. So it goes.

During my week in Taiwan I met a number of the Fifth Moon group artists. In Taipei there was: Chen, Ting-Shih; Hu, Chi-Chung; and Liu, Kuo-Song. From Chen, a deaf-mute, I purchased a print called The Beginning of Zen. Hu moved with his family to Carmel, California in 1972 and has written to me since then. Liu has been a visiting professor at the University of Washington. Traveling to Taichung, and nearby Tunghai University, I met Chuang, Che and family. In 1966 he visited here while in this country on a travel grant. Since then he moved to Ann Arbor in 1973, and we have seen each other numerous times over the years. While in Taichung I also visited the National Museum, out in the country from there. Che's father, Chuang Yen, was Director of the Museum then. He was also a noted calligrapher. Through Che we were able to get an exhibition of Yen's work, which was shown at Kresge Art Center, November

21-December 16, 1979. This was sponsored by Michigan China Council, Asian Studies Center, and Kresge Art Gallery. A copy of the original artwork for the poster is included with this report.

I met Masayoshi Adaniya in East Lansing prior to going to Okinawa. He was traveling in this country on a grant and was introduced to me by Margaret Geist. He took two of my paintings, so that when I was in Naha he gave me six small watercolors. Adaniya was the leading artist of the University of Ryukyus art staff. He died suddenly in 1968. During the 1970s Professor Ashitomi, the younger member of their staff, came to study for a year at Pratt Institute of Art in New York City. On the way he stopped off in East Lansing, and I showed him around the campus. Professor Okifumi Komesu from the University of the Ryukyus got his Ph.D. in English from MSU. While he was here we were in contact. These are the persons who are from Naha and the U of R that I have had contact with excepting those higher officials who I have seen at receptions sponsored by International Studies.

In Japan I met numerous artists and other persons within the cultural stream that have been good contacts for lasting effects. I will especially note Sam Francis the American artist who I visited with twice in Tokyo. His influence can be detected in some of the work I have since produced.

Looking at the list of my works for the 1982 retrospective of my work at Kresge Art Gallery, N55 is Homage to Francis: Two, now in the collection of Albion College. Such paintings as Birch Blue (N73), and Solar Bloom #2 (N80) are typical of trends in my work starting in part from the above contact with Francis' work.

Other works on the list that resulted from my sabbatical and relate to Japan may be noted. Heian Shrine Four (N65) is inspired by the colorful Shinto shrine in Kyoto. Imperial Palace, One and Two (N69,70), inspired by a special gate and wall surrounding the Imperial Palace in Kyoto, are two paintings nearly 5 feet high and 16 feet long on canvas, that unroll like horizontal scrolls to be hung. The Nagare Series (N71,72,116) are based on the idea of rapid running water. Fan Series #Seven (N113) is representative of a group of 20 paintings which use another Japanese theme.

Finally, from photographs taken in Japan, Japanese Portrait (118-140) was organized showing 65 black and white photos on 23 framed panels. These are stored in a crate, and are available as an exhibition.

During my sabbatical many works were collected. On the list I have marked those from Okinawa and Taiwan. To the extent of funds available I purchased works in Japan for the Kresge Art Gallery permanent collection.

While in Japan, because I was doing research, I made it a point to keep a Journal. Ten pages in volume 1 of Japanese Journal were entered while in Okinawa; and pages 155-210 in Volume 2 cover time in Okinawa and Taiwan after my return from Japan. Letters sent to Margaret, my wife, and other letters to

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my children were saved to supplement these Japanese Journal entries. The Journals were done in blank ledger books of 300 pages each, size 10" x 7 3/4". Sketches were made of each work collected, and data about the piece entered. This entailed much work, but has been useful since. Excerpts from it were used for commentary in the Japanese Portrait exhibit.

Work stemming from my 1964-65 sabbatical still continues in retirement without abatement. This is true of both art production and writing projects. In summary, that was a banner year for me, and working on the Ryukyus Project has been very important to me in many ways.

Dr. Geist's Contributions to the University of the Ryukyus  
Comments by an Okinawan colleague about the work of the late  
Professor Robert Geist at the University of Ryukyus

While serving as Visiting Professor and Consultant in English at the University of the Ryukyus from 1957 to 1960 and again from 1964 to 1966, Dr. Geist accomplished so much and grasped the hearts of those who came to know him in person so completely that more than twenty years later we still talk about his works, his classes, and his person.

The benefit that the English Department of the University of the Ryukyus has received from Dr. Geist's wide range of activities is immeasurable. All his activities were full of stimulation and inspiration that were reflective of the spirit of his gentle and simple, yet noble person. If it takes a large measure to measure a large object, the writer of these lines fully realizes that he is not equipped with large enough a measure to measure accurately his activities ranging from teaching to advising. But he also realized that it is the responsibility of those beneficiaries of his contributions to record his works, that unfortunately this writer can do only incompletely.

So following are some of his activities and accomplishments that remain to be of great importance to the English Department of the University of the Ryukyus and that gave a new direction and force to the teaching of English in Okinawa in general.

1. Textbooks that Dr. Geist co-authored with faculty members of the English Department of the University of the Ryukyus:

English Pronunciation for Speakers of Japanese, University of the Ryukyus, 1959. Co-authors: Hiroshi Yabiku and Yoshimitsu Narita. Revised 1965.

English Sentences for Speakers of Japanese, University of the Ryukyus, 1959, 1960. Co-authors: Hiroshi Yabiku and Yoshimitsu Narita.

English Reader for Okinawan Students, Tuttle, Tokyo, 1961. Co-authors: Seiki Kinjo and Okifumi Komesu. (Based on Okinawan folk-tales).

Mimeographed texts used at the English Language Center at Shuri, Okinawa.

A Synthetic Approach to English, Eihosha, Tokyo, 1968. Authors: Genshu Asato, Chotoku Higa, Toshio Kawabata, Okifumi Komesu, Yoshimitsu Narita, Hiroshi Yabiku. (This textbook was published under the guidance and advice of Dr. Geist and became one of the most widely used college English textbooks in Japan for a long time.)

2. In-Service Teachers Training Program:

From the very first year that Dr. Geist assumed the function in MSU Advisory Group in 1957, he organized and implemented the In-Service Teachers Training Program twice a year, summer and winter, with a view to improving English teachers' command of English and their teaching technique. This program was all the more important because it provided English teachers with



much needed opportunities of training at the time when such opportunities were practically non-existent. Among the participants of the program there are some who learned to find their own ways into careers of college English teacher.

3. Advice to faculty members of the English Department:

Dr. Geist would generously spend time to give valuable advice to faculty members. Nurtured greatly by Dr. Geist, they, in turn, especially those young teachers, matured into established scholars themselves. Dr. Geist was instrumental in forging the organization of teaching of foreign languages at the University of the Ryukyus.

4. Classes taught:

History of English  
English Linguistics  
English Phonetics  
Advanced English Composition  
Freshmen English

5. Publication of English Journal of Students

Dr. Geist helped start the publication of the English Journal of Students. Without his guidance and time consuming assistance of refining students' manuscripts of English, the students of English at the University of the Ryukyus would not have been able to publish the Journal, which continues to be published today.

6. Installation of Language Laboratory

Dr. Geist played a valuable role in implementing the project of installing a language laboratory at the University of the Ryukyus. The Language Laboratory of the University of the Ryukyus was one of the few language laboratories in Japanese universities at that time and remained one of the most innovative laboratories for a long time.

7. Dr. Geist contributed a number of articles in various journals in Okinawa, and thereby not only helped keep high the standard of these journals, but provided the English teaching community of Okinawa with an irreplaceable stimulation and inspiration. The articles include:

"Current Linguistic Change" in a volume honoring Genshu Asato, formerly President of the University of the Ryukyus.

"Mark Twain and His Boy's Books," Ryudai Eibungaku, II (1958), 12-17.

"Thomas Hardy," Ryudai Eibungaku, III (1960), 3-12.

"On Teaching Composition," The English Teachers' Magazine (Tokyo), XV (August 1966), 28-30.

"A Catalog of Errors," English Teaching (Okinawa), II (1966), 5-12.

"On Reading English," English Teaching (Okinawa), II (1965), 6-11.

"Language Different from Writing," University (of the Ryukyus) Review, 19  
May 1965.

"English and World Understanding," Weekly Okinawa Times, 9 April, 1966.

Attachment: Newspaper item in Okinawa at time of Robert Geist's death.

Geist-Sensei (Mr./Dr. Geist) Seikikinja

Not very many people on Okinawa might know Geist-Sensei. He was never a mass-media celebrity, nor a historical figure mentioned in history textbooks, though he authored a number of textbooks. Geist-Sensei, however, is one of the unforgettable people to whom I shall be grateful all my life.

Professor Robert J. Geist, Ph.D. was a linguist who came to teach at the University of the Ryukyus, in two separate periods, from 1957 to 1966. Almost thirty years have elapsed since I had the opportunity of meeting him. The University, now immensely different as a full-fledged national institution, was under the U.S. military administration at that time. It was the U.S. Government that sent a group of advisors recruited from Michigan State University, in order to help in the administration and education at the University. Geist-Sensei came to Okinawa as a member of such advisory group.

Geist-Sensei always remained a scholar-teacher and friend toward us, though one can hardly assert that none of the advisory group ever lorded it over at the University. His "advices" went further than the U.S. military ever intended for the group to give. He was always kind to students; never missed an opportunity to encourage young teachers, just out of colleges themselves. Pronunciation of English for the Speakers of Japanese and English Readers for Okinawan Students were products of cooperation engineered by him. His residence was in a U.S. armed forces housing area, but it soon became a spot of friendship transcending the barriers of (literal) barbed wires. I am also certain that not a few Okinawese were entertained as guests at his lovely home in East Lansing, Michigan.

By living it out himself, Geist-Sensei taught us not only the joys of teaching but also the value of fellowship fostered on equal terms. He was utterly indifferent to "positions" and worldly fame. At the time of the U.S. occupation when Americans were sometimes seen swaggering about, Geist-Sensei never failed to make us feel the warmth of association between individual human beings. His warmth and humanity transcended the circumstances of the social and political realities. (It certainly obliterated the difference of the color of skin. I found myself forgetting a kind of guilty conscience which I used to feel whenever I came to have a close association with those who were on the side of occupation.

On April 1, 1985, Geist-Sensei closed the seventy-three years of his life in this world. All I can do now is to pray for the bliss of his soul.

Experiences with the MSU Okinawa Program  
January - May, 1965

Donald H. Skadden

I served one of the short-term assignments from January to May, 1965. At the time, I was on the faculty of the University of Illinois, and joined MSU as a Visiting Professor of Accounting. It was an outstanding experience, the memories of which I shall always cherish. Some of my principal activities were:

- Taught a course in Managerial Controls for which MSU granted graduate credit. It was the first graduate course offered through the MSU program. It was a case course, utilizing a textbook plus many Harvard cases. We had an enrollment in excess of thirty, although we required at least one year of university work in the USA as a prerequisite. There were three or four from the faculties of the two Okinawan universities, and the others came from the banks, utilities and other businesses of the island. The only CPA in Okinawa at the time enrolled in the course.

- Served as a Curriculum Consultant for the accounting and business faculties of the University of the Ryukyus.

- When the U.S. Department of Education office in Naha learned that I was on the island, they asked me to assist in the planning for the establishment of two or three post high school commercial schools to reach secretarial skills and commercial subjects. As part of this project I spent several days at the East-West Center at the University of Hawaii on my way home in May to arrange a program for potential teachers in the commercial schools to go to the East-West Center for training.

In addition to this being a delightful personal experience, I came away with the strong feeling that we had accomplished a great deal for the benefit of the University of the Ryukyus and the Okinawan people.

MSU Program on Okinawa  
September 1966 - 1968

Dennis S. Karjala - Electrical Engineering

I was at Ryudai from 1966-1968, a member of the last group to serve in the MSU Program on Okinawa.

The College of Engineering was established at Ryudai, as I understand it, in the late 1950s, and although Frank Roop had served two 2-year terms as a visitor in mechanical engineering, by 1966 Miller Perry was looking for an electrical engineer to go over. Apparently no one on the electrical engineering faculty was able to make a commitment, because Moppy looked outside MSU for a suitable candidate. I was just finishing a year of post-doctoral research at Illinois and saw Moppy's letter seeking an electrical engineer who could join the MSU faculty and go to Okinawa for 2 years. That sounded interesting to me so I applied for the job, and against heavy competition (I believe I was the only candidate!), got the assignment. As a result, I was one of the few participants in the Program who was not affiliated with MSU prior to participation. (And, as things turned out, I remained at MSU for only one year after my visit ended).

Some may question whether any long-term effect of my participation in the Program is perceivable either at MSU or at Ryudai, but it has certainly made a vast difference in my life both personally and professionally--a difference that seems certain to continue until the end. Undoubtedly the most important reason is that I met and married my wife, the former Yoko Ishigaki, while participating in the Program. Yoko returned to Okinawa after 5-1/2 years of graduate study and training in the United States about the same time that I arrived to begin my tour. We met shortly thereafter and were married after I had been in Okinawa for a year. Ryudai President Ikehara, who during the first year of my visit had been Dean of the college that included the engineering departments, served as our "nakooko" (go-between), and it is always a pleasure to see him and his wife on our returns to Okinawa.

I was young, naive, and single in May or so of 1966 when it became firmly established that I would go off to Okinawa for 2 years, so when I found that people in Okinawa spoke Japanese, I immediately hired as my personal tutor the Japanese graduate student at Illinois who taught the basic Japanese courses. Little did I realize that 20 years later, after seemingly endless study and many more trips to Japan, I would still be flailing away at it, fluency remaining ever elusive. Still, progress was rapid at the beginning stages, and I believe that my efforts at learning the language helped me assimilate into university and departmental life much better than I could have done without it. I have returned to Okinawa and Ryudai often over the years since the Program ended, and while my professional affiliations are now solely related to law teaching and research, my many friends in both electrical and mechanical engineering at Ryudai continue to welcome me warmly whenever I return. (Both electrical and mechanical engineering were housed in the same building at the old campus and were sufficiently small in those days that all social activities involved both departments). In fact, two of my students from the days of the Program are now full time members of the faculty.

I arrived in September of 1966 after several confusing days of delay caused by the Miyako Typhoon. Jack Stockton was the head of our group (on his second

year as I arrived), and Paul Munsell arrived along with me, also for a 2-year term. Lee Erlandson came the following summer to take the baton from Jack as group head, but destined, unfortunately, to remain only 9 months as funding for the Program was suddenly cut off midway through his term (but almost at the end of Paul's and mine). Appearing for shorter terms while we were there were Jack Shikluna, Mike Tesar and Roy Donahue.

As Miller Perry described my job assignment to me, the purpose of my visit was to assist in teaching and to advise on teaching methods, curriculum development, and equipment purchases. My understanding is that these were the general goals of the Program from its inception. In fact, however, I arrived after the Program had been in operation for 15 years, by which time Ryudai had already established itself as a fine academic institution with its own goals, customs, and inertias. This was even true for electrical and mechanical engineering, which were then among the newest departments at Ryudai; the older departments were probably even more established in their ways by that time. Although others in my group may have felt differently, I regarded my "advising" function as one of making my availability clear and giving advice when it was requested of me (which was rare). Otherwise, I simply did such teaching as I was assigned and participated in departmental activities more as I would as a visiting professor anywhere than as some sort of special advisor to a new university.

My teaching involved courses in basic and advanced electromagnetic field theory, and I think they were reasonably successful. I was assisted during my first year by Professor Toru Ishikawa, who translated for me, and Professor Seiki Kyan who was a great help generally. By the second year, I attempted to lecture directly in Japanese, which is less difficult than it sounds because of the common use in both languages of the same mathematical symbolism. (Perhaps it would be more accurate to say that I wrote out most of my lecture on the blackboard in English, which the students could read, and translated it into pidgin Japanese to prevent the "lecture" from falling to pantomime.) On my most recent visit to Ryudai in January of 1986, former students showed me their carefully maintained notes from my lectures, which pleased me immensely, needless to say.

At the request of my colleagues, I also ran for a good portion of my first year an informal seminar, in which we read a paper or article in English on some subject of general engineering interest. We conducted these in English so that they could get some practice speaking and hearing and at the same time pick up vocabulary important to their work. This seminar was typical of others of this type in which I have participated, where interest is very high in general but gradually ceases to manifest itself in regular preparation and attendance. So, slowly, people began to drop out over the months and eventually this project died.

I was also most interested in helping Ryudai engineering students obtain graduate fellowships from USCAR for study in America. This fellowship program was, in my opinion, one of the best things USCAR did for Okinawa in its 27-year

reign, as hundreds of Okinawan students got master's or doctor's degrees under it, at the same time getting a much better command of English than their average counterpart from mainland Japan. Unfortunately, although USCAR wanted desperately to send engineering students, few of Ryudai's could get over the first hurdle, which took the form of the TOEFL test. Consequently, my wife and I spent two semesters having my students to our house once a week for English conversation practice. We would try to get other native speakers to join us in an informal party setting, the theory being that the normally shy students might feel more willing to talk (and therefore practice) if they had a few beers while playing party games or singing American folk music. We did have a number of good parties, which my students still remember, but to my knowledge none of them ever succeeded in getting one of the fellowships.

As for my overall impressions of the project, my perspective is limited to what could be seen at the very end and must be accepted with that qualification. It appeared to me even before I left for Okinawa that the Program had by that time probably outlived its original purpose of assisting a new university get up and going. That appearance was confirmed upon my arrival, and although I was disappointed at its sudden cancellation in 1968, I was not too surprised. I say "disappointed" because the cancellation abruptly terminated essentially all interaction between Ryudai and MSU, which I regard as a loss for both schools. The problem for Ryudai was exacerbated by reversion in 1972, which cut off the flow of Okinawan scholars to America and, over the years, has significantly reduced Ryudai's advantage relative to other national universities in Japan in having a substantial portion of its faculty highly competent in English and international in outlook. As I understand things, most young faculty members today, while brighter and more talented than ever, are more in the traditional Japanese grain.

I think that had Ryudai and MSU recognized earlier the changes in relationship between the two institutions that were demanded by Ryudai's maturity, the Program could possibly have been modified to reflect a more equal exchange of scholars that would have been sustainable at least during USCAR's presence and maybe even beyond. In fact, when rumors of the Program's demise began circulating, my wife and I, in consultation with Ryudai President Ikehara, sent a carefully drafted letter to the Civil Administrator (whose name I believe was Stanley Carpenter) seeking an extension of the Program until such a new relationship could be formally worked out. (I admit that we did not consult with MSU people about this, although I feel certain we must have discussed it with Lee Erlandson). However, by this time it was too late to ward off the opposition to the Program of USCAR Education Department Director Warner.

Consequently, the relationship between MSU and Ryudai never really flowered into the type of exchange program that I should think both institutions would welcome today if one could be developed. Japan in general is an interesting and obviously important country whose customs, traditions, and thought processes remain only dimly understood by the bulk of American, including American scholars. Ryudai is now a major national university of Japan.

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Failing to maintain the contact that continued for 17 years under the Program strikes me as a significant loss for MSU. But it was equally a loss for Ryudai because, notwithstanding its spectacular new campus and facilities and the increasingly high quality of its faculty and student body, its most important contact with the outside world and its best opportunity to maintain its relative advantage compared to other Japanese universities (internationalization) disappeared with the termination of the Program and the MSU relationship.

It surely does not lie in my mouth to complain, however, for I personally have benefited from my participation in the Program beyond measure. Not only have I maintained personal contacts with Okinawa through my wife's family, but after switching into law (I left MSU in 1969 to attend law school and have been on the law faculty at Arizona State since 1978) I have developed deep and lifelong professional relationships with many Japanese legal scholars. I have spent a year as a Fulbright lecturer at the University of Hokkaido in Sapporo (during which I was invited to present two seminars to the America Research Group at Ryudai), and I recently spent a sabbatical year as a Japan Foundation Fellow at the Tokyo University Faculty of Law. In my visits to Okinawa, I have met and become close personal and professional friends with many members of the Ryudai Faculty of Law. None of this would have occurred but for Miller Perry's letter seeking an electrical engineer to go to Okinawa way back in 1966!