

INTERNATIONAL STUDENT EXCHANGE PROGRAM AT HITOTSUBASHI UNIVERSITY: POLICY AND PERSPECTIVE*

MAKIKO HANAMI

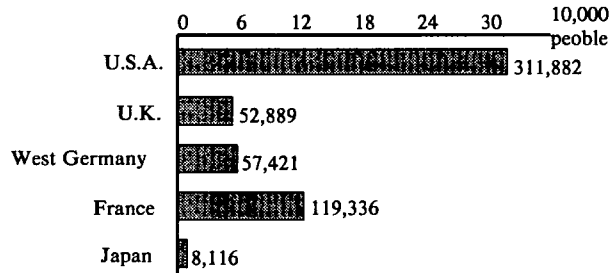
In a world brought closer together through faxes, E-mail and the World Wide Web, the need for cross-cultural learning and understanding is as important as ever. One step in this direction is to send students to overseas universities not only to get an education but to experience the life, thoughts and opinions of those of another culture. Japan has understood the benefits of doing just this and has been willing to send their own abroad to study. Until recently, however, this has been a lopsided, one-way exchange. Fortunately, in 1983, the Japanese government launched the so-called "100,000 International Students Plan" to increase the number of international students studying in Japan to a size proper for a developed country with prominent economic power in the world to remedy the situation. This article will take up Japan's current situation of international students and discuss the inherent difficulties in student exchange, specifically short-term exchange, by offering Hitotsubashi's perspective, in an attempt to provide greater insight before university policies can be made in haste.

I. *Student Exchange Programs with Overseas Universities in Japan*

The 100,000 International Student Plan aims to increase international students to 50,000 by the mid-1990's equaling West Germany and U.K. levels of 1982 and to 100,000 by the year 2000 thereby reaching the numbers posted by France in 1982 (See Figure 1). Thus far, the implementation of the plan has been numerically successful (Figure 2). However, the international students under this plan are primarily comprised of matriculated students whose intent is to obtain graduate or undergraduate degrees. To achieve their goals, they are, in principle, required to take classes and write their theses in Japanese. As might be expected, those whose native language incorporates Kanji (Chinese characters) have a greater advantage in acquiring the necessary level of Japanese language proficiency to receive an advanced education in a limited period of time. Not surprisingly, the overwhelming majority of degree students in Japan are from countries where Chinese characters are a part of daily life, not to mention. (See Table 1) As a result, despite the dramatic increase in the total number of foreign students in Japan, a regional breakdown of the statistics reveals that there are still serious imbalances between the numbers of out-going and in-coming international students with

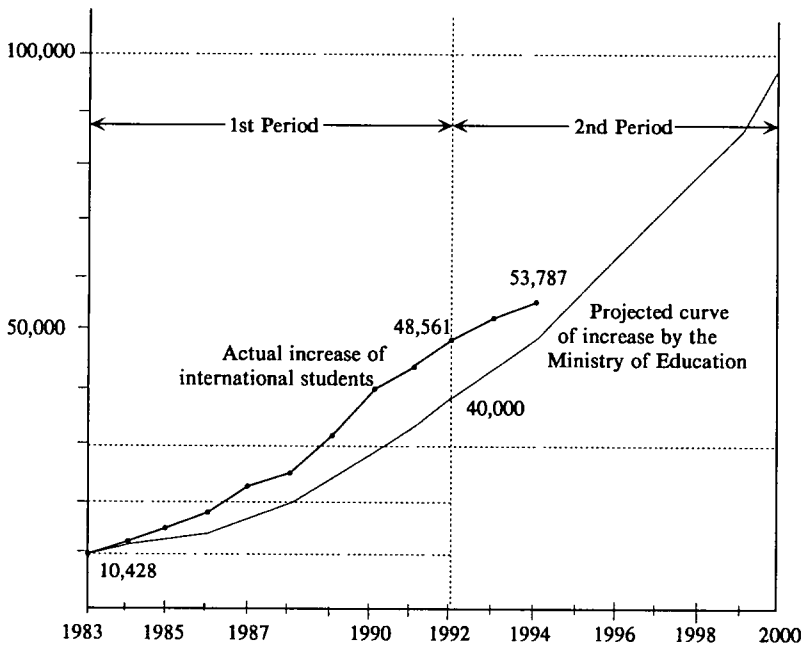
* This is a revision of a Japanese article in a special edition of *Ikkyo Ronso*, a monthly journal published by Hitotsubashi University. The article is based on a variety of comments and opinions expressed through ongoing discussions with members of Hitotsubashi University, colleagues at other universities in Japan and overseas. The positions stated in this article are still in the developing stage and are not necessarily the official policy of Hitotsubashi University.

FIGURE 1. NUMBERS OF INTERNATIONAL STUDENTS BY COUNTRY IN 1982



Source: 21 Seiki eno ryugakusei seisaku nikansuru teigen (Proposal on International Student Policy towards the 21st Century). Ministry of Education, 1983.

FIGURE 2. PROGRESS OF THE 100,000 INTERNATIONAL STUDENTS PLAN



Source: Ryugakujimu Kenkyukai (ed.). Ryugaku Koryu Shitsumu Hondobukku (Handbook of International Student Exchange for Administrators) 1995.

certain regions. In other words, while the 100,000 Foreign Students Plan owes its success to the influx of students from East Asian countries such as China, Korea and Taiwan, the long-term surplus of Japanese students studying in North America and western Europe has not yet changed. (See Table 2) This would suggest that while students from certain Asian countries

find a Japanese degree desirable, students from Western Europe and the United States see no merit in acquiring one.

While students from the west refuse to invest in Japanese education for the long term, there is a degree of interest to garner benefits from Japanese universities. Consequently, Japan has recently confronted a new demand from that sector of the international community: The development of short-term study abroad programs at Japanese universities. The demand first came from Australia, the country that has promoted vigorously for the past few years educational exchange with Asian countries under its University Mobility in Asia and the Pacific (UMAP) program. More recently, fervent demands for a short term program have come from the United States where an imbalance between the numbers of Japanese and U.S. students studying in each other's country has caught the attention of policy makers in a way resembling the trade deficit between the two countries. To address this demand, the Ministry of Education has taken steps such as allocating funds for new faculty positions at national universities and providing scholarships to support short-term study abroad programs, an integral element of the 100,000 International Students Plan.

Before the implementation of the Ministry's new policy, only a limited number of Japanese universities--mostly private institutions--had programs accepting non-degree students from overseas. These universities normally placed foreign students into special programs separate from the regular curriculum of courses at the university. In general, public universities and the majority of private universities did not have any particular program for short-term, non-degree foreign students. When the need arose, such as in the case of placement of Monbusho scholarship recipients, universities applied existing regulations usually by granting them status as one-year special students or auditors. Under these circumstances, the foreign students were at best treated as "guests," with few institutional measures addressing the educational needs they deserved. However, if the Ministry plans to accept at least 5,000 exchange students by the beginning of the next century, it will be necessary to establish new policies regarding their admission and develop appropriate educational programs for them. Unfortunately, while the Ministry makes new policy, it is the university which must make adjustments to implement it. Up until now, universities did not need to adjust to the needs

TABLE 1. NUMBERS OF INTERNATIONAL STUDENTS BY COUNTRY OF ORIGIN (1993)

| Country | Number of International Students |
|-------------|----------------------------------|
| China | 21,801 |
| Korea | 12,947 |
| Taiwan | 6,207 |
| Malaysia | 2,105 |
| Indonesia | 1,206 |
| U.S.A. | 1,192 |
| Thailand | 992 |
| Bangladesh | 581 |
| Philippines | 528 |
| Hong Kong | 520 |
| Other | 4,326 |
| Total | 52,405 |

Source: Wagakuni no ryugakuseido no gaiyo (Outline of International Student Program in Japan). The Ministry of Education. 1994.

TABLE 2. DESTINATION OF JAPANESE STUDENTS ABROAD

| Destination | Number of Japanese Students |
|-------------|-----------------------------|
| U.S.A. | 42,843 (1992) |
| China | 5,055 (1992) |
| U.K. | 1,870 (1991) |
| Germany | 1,236 (1991) |
| France | 1,100 (1992) |
| Canada | 772 (1992) |
| Australia | 512 (1992) |
| Egypt | 471 (1992) |
| Korea | 400 (1993) |
| Austria | 245 (1992) |
| Other | 641 |
| Total | 55,145 |

Source: UNESCO. 1994.

of international students, since most of them were matriculated.

As a rule, matriculated international students are expected to fulfill the same university requirements for a degree as those of Japanese students. The university may provide supplementary courses to make up for any deficiency in Japanese language and core studies, as well as special services for international students to overcome any problems in adjusting to a different environment and culture, but beyond these offerings, they are treated the same as their Japanese counterparts. Consequently, even though there was a drastic increase in the number of foreign students, universities were able to maintain their current policies with no fundamental change in academic curricula and their educational structures. The burden of adjustment has been mainly on the international students, and not the institution. As such, universities have supported the 100,000 International Students Plan on the principle of matriculating those with cultural/academic backgrounds most adjustable to the Japanese university system.

In contrast, non-matriculated exchange students have their own distinctive needs and demands, a result of dual affiliation. In principle, they are students who allocate a year (or a semester) from their program at their home university for the purpose of studying at a host university in Japan. The Junior Year Study Abroad Program at American universities is the prototype. Ideal conditions for a successful program are, one, compatible academic years where the home university corresponds with that of the host university and, two, the transferable credits earned at the host university in partial fulfillment of graduation requirements at the home university. When these conditions mutually exist at the home and host universities, students are able to complete their degree programs under normal circumstances. However, this is not easy for most Japanese universities where programs and systems responding only to domestic cultures and needs have been developed over many years since the Meiji Restoration. To offer compatible conditions, they would have to go through major systemic reform. One solution to this problem is to create a special course designed to address foreign students' needs as already introduced by some private universities. However, an educational program developed exclusively for foreign students are not always favored by the students themselves. Interactive opportunities with Japanese students in class are often part of

their expectation for meaningful campus life in Japan. At their home universities, as they well know, international students are not separated from the rest of the student body particularly in course enrollment. In this way the university offers any given student the best possible education available on campus. Therefore, it is highly likely that a not insignificant number of exchange students at Japanese universities will complain about their segregation.

Clearly, if Japanese universities intend to increase the number of exchange students according to projections by the Ministry of Education, then they cannot avoid a reconsideration of its curriculum and other aspects of the university system to successfully implement an efficient international student exchange program. In this respect, the flexibility of the university system will be an important criterion for its internationalization as an educational institution.

II. *Non-degree Student Exchange Program At Hitotsubashi University*

In 1987, Hitotsubashi University started a study abroad scholarship program for Hitotsubashi students thanks to funds donated by its alumni association. The program consists of a six-week summer language study trip at universities overseas for sophomores and a one-year study abroad for juniors, seniors and graduate students. More than 200 Hitotsubashi students have benefited from this program thus far and they have studied at more than sixty universities in Asia, Africa, Australia, North and South Americas, and Europe.

The acceptance of one-year non-degree students from overseas universities has also begun in earnest following the expansion of the study abroad program for Hitotsubashi students. In the 1980's, there was only one university with which Hitotsubashi had established a student exchange agreement. As of 1995, the number of such universities has increased to ten (Table 3). Hitotsubashi and these universities have agreed to exchange two students every year. The advantages of establishing a formal agreement are: 1) exchange students are entitled to tuition waivers from the host university; 2) their applications are processed through the home university, and 3) they are often given priority in receiving campus housing, scholarships and other assistance making their lives in the host countries easier and more comfortable.

TABLE 3. INTERNATIONAL STUDENT EXCHANGE AGREEMENTS BY UNIVERSITY

| Institution | Country | Date of Agreement | |
|--------------------------------------|-----------|-------------------|------|
| Cologne University | Germany | November | 1987 |
| Australian National University | Australia | February | 1992 |
| Ecole des Hautes Etudes Commerciales | France | March | 1993 |
| Erasmus University Rotterdam | Holland | February | 1994 |
| Hong Kong University | Hong Kong | February | 1994 |
| University of Birmingham | U.K. | March | 1994 |
| University of Melbourne | Australia | March | 1994 |
| McGill University | Canada | May | 1994 |
| University of Pennsylvania | U.S.A. | September | 1994 |
| University of Queensland | Australia | July | 1994 |

The Hitotsubashi scholarship program mentioned above is currently extended to students from those ten universities with exchange agreements.

Besides these ten official student exchange agreements, Hitotsubashi acknowledges a number of student exchanges based on other official and unofficial conditions. As of March 1995 Hitotsubashi has concluded faculty-level academic exchange agreements--which typically include provisions for the possibility of student exchange--with 40 overseas universities, including the 10 universities which have taken the further step of concluding official student exchange agreements. Exchange students between universities with only academic exchange agreements are not entitled to tuition waivers; however, in terms of priority for the other two privileges--application through the home university and campus housing-- they are usually placed next in line. Hitotsubashi also gives consideration to universities which have accepted its students in the past although without any formal exchange agreement. While Hitotsubashi does not exchange students with these universities on a regular basis, occasional requests to accept their students with non-degree status are rarely turned down. In addition, it is not uncommon for students of universities with which Hitotsubashi has had no student exchange in the past nor any sort of agreement to apply to Hitotsubashi as a short-term non-degree student through faculty members who have been personally associated with their home universities or with their faculty members. Such applications are also given serious consideration and admission is normally granted to qualified students. Although accepted on an informal basis, these students are also defined at Hitotsubashi as exchange students. Since all of Hitotsubashi's formal exchange agreements with overseas universities originated in personal relationships cultivated by internationally active faculty members, it is likely that future agreements will develop from this pool of academic associations. Currently, due to these international relations, the total of exchange students studying at Hitotsubashi has already reached 30 as of May 1, 1995. (Note that this does not include research students on Monbusho or foreign government scholarships and the Monbusho Trainees on Japanese Language and Culture who are also one-year non-degree students at Hitotsubashi, but not tied to some kind of agreement between universities.)

Exchange students at Hitotsubashi University become members of the main student body and are not treated differently from matriculated students. The university does not offer a program exclusively for international students with the exception of a supplementary Japanese language program on intermediate and advanced levels. Along with the increase of international students, Hitotsubashi has developed a policy that offers all international students the benefits of studying at the "university of social sciences" and its small-group education system. This means that all international students, as with their Japanese counterparts, must be affiliated with one of the seminars or *zemi*--an abbreviation of the German pronunciation of "seminar" on which the Japanese model is based--according to their major subject, for intensive academic training under the guidance of one professor. The *zemi* is a yearlong course and taken consecutively in the junior and senior years. Students study under the one professor who acts as an academic advisor and mentor, as well as instructor. International students eligible to take advantage of this system must have an academic focus within the social sciences and Japanese language proficiency at the intermediate level or above. (The university specifically advises that applicants qualify for Level 2 in the Japanese Language Proficiency Test offered by the Association for International Education, Japan.)

The *zemi* goes beyond academic instruction; it often develops into a closely-knit, communal group for social life in Japan. Indeed, the concept that a *zemi* is a place for personality development, as well as academic training, has been a tradition over the generations. During the *zemi* application period, the campus is filled with serious students seeking membership with the *zemi* of their choice from among more than 170 *zemi* for undergraduates. A *zemi* is normally comprised of ten to twenty students. Some exceptionally popular *zemi* may hold 25 students. Besides their academic work, *zemi* members (*zemiten*, from the German, "seminaristen") spend time together for a variety of on- and off-campus activities including parties, sporting events and trips. Many of the *zemi* go on off-campus intensive study retreats for several days every year. Recently, an increasing number of *zemi* conducts a study tour abroad as well. Academic advisors provide their students with consultation and advice for their course after graduation and often plays a key role in job placement as well.

Zemi students are instrumental in assisting newly arrived international students with finding off-campus housing, completing paper work with university administration, the city hall and a bank and familiarizing them to life on and off campus. The tutorial system subsidized by the Ministry of Education for first-year international students is also utilized within the *zemi*. A fellow student-tutor accompanies the designated international student to lecture classes and *zemi* sessions to help him/her understand the lectures and discussions, provide tutorial sessions for language facility and assist in preparing class assignments.

The *zemi* system provides international and Japanese students opportunities to interact with each other. It has been positively evaluated by the majority of exchange students who studied at Hitotsubashi. One exchange student from Australia reported to a professor, who visited Hitotsubashi from her home university, how lucky she was to be given the opportunity to study in a *zemi* with Japanese students, in contrast to a friend who was placed in a university where exchange students enter a special program separate from the Japanese student body. (It should be noted that a few students have experienced difficulty in adapting to the *zemi* system. One French student claimed that it was unbearable for a Frenchman with a strong sense of individualism to share activities constantly with the same group of people.)

The principle of incorporating international students into the mainstream of education at Hitotsubashi was reaffirmed in 1993 in an evaluation and proposal regarding the development of student exchange at Hitotsubashi published by its Committee on International Student Exchange. The proposal also includes, based on a review of current international student education at Hitotsubashi, a new proportionate acceptance plan of matriculated/non-matriculated, graduate/undergraduate international students by the year 2,000. According to this plan, Hitotsubashi will increase the number of student exchange agreements from the current ten to twenty and eventually accept 40 exchange students every year.

Hitotsubashi University has begun the process of providing Japanese students with opportunities to experience life and education abroad and, in return, to incorporate exchange students into its traditional system of education one step ahead of other national universities. Hitotsubashi's commitment to education based on advanced courses in social sciences which it has offered to its Japanese students since its foundation and is now extended to international students. Further, expectations of the positive impact of international students on the campus and in classes has compelled the university to continue to accept them. Nonetheless, after several years of its implementation, it is clear that a few issues remain, hampering further development of the program.

III. *Impediments of Incompatibility: Language and Credits*

Of the ten universities that Hitotsubashi has formalized student exchange agreements, four are in Europe, three in Australia, two in North America and only one in Asia. Although Hitotsubashi seeks to attain regional balance in the process of increasing the number of agreements, it is often hindered by problems.

The essential condition for formalizing a student exchange agreement is that the universities will be able to "exchange" the same number of qualified students under prescribed conditions every year. Under the current system, the students' language proficiency is often the most crucial element of their qualifications. For in-coming exchange students, it is proficiency in Japanese; for those out-going from Hitotsubashi to overseas universities, it is either German, French, Chinese or Russian, if not English. In the past, Hitotsubashi has declined a few exchange agreements offered by reputable overseas universities simply because the language of instruction at the other university was not even taught at Hitotsubashi. Further, experience has demonstrated that even if there is a body of students who have acquired a good command of a particular language every year, a low number of students who major in a field appropriate for study at the host university can be a major obstacle for annual exchange.

In this respect, the three Australian universities have manifested few problems in sending a steady stream of qualified students. Since the country officially abandoned the "White Australia Policy" and instead adopted a policy seeking membership among Asian countries, many intermediate schools, high schools and universities have focused on Japanese as a major foreign language. As a result, the three universities with exchange agreements with Hitotsubashi maintain student populations with a good command of Japanese. Australian exchange students at Hitotsubashi as a group have demonstrated the best overall proficiency in Japanese and adaptability to Japan.

The European universities with which Hitotsubashi has student exchange agreements, or their countries, have not launched a similar language training programs. Their programs seem to be rather specialized, yet effectively produce small groups of focused, qualified students for exchange. These universities have also continued to fulfill the terms of the agreements without any serious problems, although the Japanese proficiency levels of the exchange students from these universities have varied from "excellent" to "slightly problematic."

In contrast, Hitotsubashi has experienced the greatest difficulties with American universities in negotiating exchange agreements and implementing their terms. Although American universities are the most popular destinations for Hitotsubashi students, the continuous efforts by Hitotsubashi faculty toward establishing relationships for student exchange has produced so far only one formal agreement, that with the University of Pennsylvania.

Hitotsubashi has exchanged students with the University of California at Berkeley (UCB) for a number of years, but this has been based solely on an academic exchange agreement on a departmental level. Unfortunately, the exchange is characterized by the imbalance of students exchanged: the number of Hitotsubashi students to UCB easily exceeds that of UCB students to Hitotsubashi. The majority of UCB students to Hitotsubashi has been Asian Americans, mostly those with exposure in one way or another to Japanese language or

Chinese characters at home suggesting that the greatest impediment for American students is their lack of Japanese language proficiency. University of Pennsylvania has also repeatedly expressed the concern that they might not be able to send qualified students according to Hitotsubashi standards every year, although they have agreed on formalizing the exchange.

In due course, both universities have recently requested that Hitotsubashi accept four students (to Hitotsubashi's two) for the next exchange term. The requests are founded on the idea that Hitotsubashi should correct the imbalances of the past as much as possible, and minimize any possible future imbalance. The reason why these two universities were suddenly able to send qualified candidates for exchange can be explained by the increase of long-term Japanese residents in the United States. The applicants were all Japanese, born in Japan, and, with one exception, received their education since the elementary level in the United States, and still maintain, again with one exception, Japanese citizenship. The probability that the two universities will have more such applicants regularly seems high since the overall Japanese population in the States will not soon decrease, if not in fact increase. In any event, the desirable parity may be maintained at least superficially with the emergence of this new type of candidate. However, I doubt that this will be an acceptable permanent solution for the imbalance, for it distorts the spirit of an exchange system that seeks to bring together disparate cultures through representatives that reflect the ethnic/cultural makeup of their societies.

The reason why the two universities have difficulty in regularly sending qualified exchange students to Hitotsubashi can not be blamed on their respective Japanese language program. Indeed, each university offers a highly regarded program from beginner to advanced levels, including intensive summer sessions under native and American instructors. Further, students may double-major in a social science field and Japanese under their curriculum, and so there should be no reason for the student to be unprepared. In a contradictory sense, the problem lies in Hitotsubashi's international reputation as a top business school in Japan. Rather than the university itself, its business school actively seeks to establish a student exchange relationship with Hitotsubashi. However, students at these business schools work toward their degrees under rigidly structured programs with greater demands on their time than in other fields of the social sciences. For them, to take Japanese language courses up to the intermediate level in addition to fulfilling the requirements of the business program is a considerable burden. Those who can handle such a double commitment must possess strong motivation and determination. The first two exchange students from Wharton School since the conclusion of the agreement were such, but they were considered "exceptional" according to faculty members. A personal communication with the undergraduate program director at Wharton School revealed that the cross-cultural experience has come to be recognized only recently as an important element of the training at business schools. Most of the American business students, however, are still reluctant to carry the "extra burden," unaware of the benefits they will gain in their future careers.

At this point, however, it is clear that, should Hitotsubashi continue its language requirement, it will be difficult to maintain an exchange program with American universities through their business schools. It must be said that the business schools are encouraging their students to engage in foreign language classes and cross-cultural studies. Notably, the Japanese language program at UCB started offering separate courses for business majors since the fall of 1993. This is almost revolutionary for the Japanese language program at UCB

which has traditionally leaned toward literature. The international program director of the Haas Business School is satisfied with the success of the new language program and is hopeful that they will soon have more qualified candidates for exchange with Hitotsubashi. Nonetheless, it will take some time before they can produce qualified students on a regular basis.

Another concern for American business students is the credit transfer system, a matter that has yet to be properly resolved between the universities. As mentioned above, when a system such as the "Junior Year Study Abroad" functions perfectly, students will not lose time in their progress toward their degrees due to overseas studies because credits earned at the host university would be simply transferred to the home university. However, Hitotsubashi University and each of its exchange universities have yet to resolve their differences. Under the current exchange system, Hitotsubashi students who apply for the study abroad program do not expect to graduate within four years, for they do not rely on credits earned at their host universities for graduation. Some credits may be transferred, if they submit convincing written proof that the course contents are equivalent to those offered at Hitotsubashi. Nonetheless, returnees typically postpone their graduation at least one year. There is no detailed information available on the extent to which credits international students received from Hitotsubashi have been actually transferred to their home universities. In my experience, the students who were most seriously concerned with the transferability of credits were primarily from North America.

One more point of concern for the business schools is the amount of time invested in overseas study. The heavy course load of business majors detracts interest not only from studying language, but from leaving campus to study abroad, particularly in light of the question of credit transferability. One solution for the "busy" business-major students proposed by American business schools is a semester exchange program instead of a one year exchange. However, the faculty of Hitotsubashi objected on the grounds that sufficient educational merit cannot be expected in only one semester, and the cost of adjustment to a new environment, administrative work, and other concerns could not justify a single semester's worth of education. Further, the idea of a one semester program is not plausible at Hitotsubashi where space in campus student housing is far too limited. Besides, it is not Hitotsubashi's intention to limit student exchange to business schools. The university must engage more vigorously in a variety of activities to provide other faculties and departments with information on the educational quality and exchange program Hitotsubashi has to offer.

The above has discussed the current situation of the Hitotsubashi international student exchange program. In the final section, I will discuss internationalizing Hitotsubashi itself through the incorporation of a non-degree student exchange program in view of the demands of society in general and American universities in particular.

IV. *CULCON's Recommendation Vs. Hitotsubashi's Current Position*

Currently, some specific measures have been introduced on the national level to increase opportunities for U.S. students to study in Japan in an attempt to correct the long-term imbalance mentioned earlier. One is the scholarships offered by the Association for International Education, Japan (AIEJ) to students from Asia and the Pacific Rim attending

national, public and private universities in Japan, through exchange agreement. The second, and the target of discussion here, is the development of short-term programs at leading national universities. The programs at the College of Liberal Arts of Tokyo University, Tsukuba University and Kyushu University offer lecture courses taught in English and Japanese language courses. As such, the programs are willing to accept international students with little knowledge of Japanese and educate them in English (except in Japanese language classes). These are, in principle, separate programs isolating the students from the rest of the campus population, a problem touched upon earlier. The AIKOM Program at Tokyo University addresses this problem by allowing those with sufficient Japanese proficiency to enroll in other courses available on campus and a limited number of Japanese students with permission to take AIKOM courses.

Hitotsubashi University has been requested by the American delegation of the Japan-United States Conference on Cultural and Educational Interchange (CULCON) to develop a similar program in the near future particularly for business majors, but there are problems to overcome first. Tokyo, Tsukuba and Kyushu did not have previously a structured program of any kind to accept international students under agreements between universities before they created their present programs. Effectively, they were able to develop their present programs from scratch without having to consider the effects it may have on existing exchange agreements and its resulting problems. This is the first major difference between Hitotsubashi and these three universities. Hitotsubashi has its own exchange program, and has been implementing it before exchange programs even became an issue between the two countries. Should Hitotsubashi decide to develop a new program according to CULCON recommendations, it cannot ignore the existing program particularly since the two programs are distinctly different in principle.

The second major difference is that these three universities are large institutions with an enrollment of over 20,000 students with extensive academic fields from the natural sciences to the humanities. In contrast, Hitotsubashi has an enrollment of only 5,000 including students of graduate courses in four faculties (commerce, economics, law and social studies) with a correspondingly smaller faculty of instructors. The development of a new program is more easily facilitated with a greater pool of educational resources, something that Hitotsubashi, a highly specialized social sciences institute, does not possess.

The current program at Hitotsubashi was produced utilizing the available resources at Hitotsubashi. The request from the U.S. for a special program for business majors may appear to suit perfectly the particular characteristic of Hitotsubashi. But a program strictly for business majors must necessarily be created and maintained primarily through the resources of the Faculty of Commerce. However, this is an unfair burden for one faculty of a relatively small university, particularly when already in progress are several other new projects to enhance specialized graduate courses responding to the real demands of the domestic and international business circles. Further, Hitotsubashi University has discontinued the practice that allowed each faculty to conclude its own independent exchange agreement with its counterpart department/faculty at an overseas university. The new policy is to conclude agreements on the university level covering all four faculties signed by the Dean of Students instead of a faculty dean. Hitotsubashi believes that it is more beneficial to both universities not to limit the program to one or two faculties. A program designed to one particular field is difficult to maintain by a single section of an organization of limited resources. For Hitotsubashi, at

least for now, a program that can be supported by all four faculties is most realistic.

Another consideration is Hitotsubashi's policy of offering the same quality education at advanced levels to non-degree students as it does to its matriculated students. The non-degree international student program at Hitotsubashi does not aim solely at providing introductory (or liberal arts) levels of instruction on Japanese society, economics and industry, something that can be offered by universities with a rich program in the liberal arts (or at the exchange students home university, for that matter). Hitotsubashi urges its exchange students to participate in advanced seminars in the social sciences along with matriculated students in order to get the best education the university has to offer, as well as experience the educational process in Japan.

Clearly, however, advanced seminars at Hitotsubashi demand a high degree of proficiency in Japanese. And this is one of the pointed critiques in a memorandum by a CULCON working group on model curricula. Specifically, the current Hitotsubashi student exchange program severely limits the number of qualified participants because of its language requirement. Their suggestion: Offer courses in English. In order to respond, Hitotsubashi would need to secure faculty members who can give lectures and conduct seminars for advanced courses in English. Hitotsubashi employs a few internationally active faculty members fluent in English. However, to increase their teaching load or sacrifice their regular courses in Japanese for a new special program is not plausible. Some of the younger faculty members trained at overseas graduate schools can be expected to take some of the responsibility, but the rest of the university must secure staff from other sources. Expanding visiting faculty from overseas is one way to fill positions. Another point: Should Hitotsubashi decide to offer a number of courses in English, they must not be limited to non-degree international students. The courses should be open to Japanese students and matriculated international students so that they too can benefit from them. Unfortunately, the English proficiency level of most of the matriculated students is not good enough to participate in advanced courses conducted in English. Necessary is a reconsideration of English language instruction--currently based on impractical methods used by instructors of literature--as a foundation for education in the social sciences. Consequently, time will be needed to build an extensive base for bilingualism over the campus in order to maximize the benefits of courses conducted in English.

Finally, even if courses are offered in English, the university should carefully consider any relaxation of the current Japanese language requirement for applicants of the non-degree international program. Ideally, a student wanting to study in Japan would come because he/she is motivated by an interest in the host country, not on a whim. Further, a student who has made no serious investment in Japanese language, history or culture may be unwilling or unable to adapt to a society that could prove to be too "different" for the individual. It is risky to invite such students unless the university is ready to provide professional care for severe maladjustment cases by employing a fully competent staff including bilingual crosscultural counselors.

There remains, however, one final and very significant aspect regarding the implementation of any new program at a national university: The whole budget is provided by the national government. What this means is that any new policy, position or program must be approved first by the Ministry of Education. However, since the beginning of the 100,000 International Student Plan the Ministry has demonstrated time and again that it rarely

approves programs unique to a particular university. Hitotsubashi University recently gave in to the conditions of the Ministry's proviso for creating an "international student center" on the campus of a major national university. The sticking point for Hitotsubashi is the provision of introductory-level language instruction, presumably, to teach international students under the Monbusho scholarship with little or no facility in Japanese. This is not compatible with Hitotsubashi's policy. Hitotsubashi designed a framework for its own international student exchange center and submitted a budget plan to the Ministry, but the original plan was flatly refused simply because it differed from the Ministry's model. I fear that, if the Ministry continues with this policy of uniformity, Hitotsubashi will suffer from the results of wasted time and energy in its pursuit of the most appropriate program for Hitotsubashi and frustration among the concerned university members.

The bottom line is that any new exchange student program acceptable by the Ministry of Education for financial support must be based on instruction conducted in English. This, clearly, does not fit the principles that Hitotsubashi has established. Can Hitotsubashi find a way to pursue its own way? Or should it again compromise with the Ministry? A possible key to this dilemma is a clear demonstration of understanding and support from other national universities and the international community.

HITOTSUBASHI UNIVERSITY

REFERENCES

- Abroad in Komaba 1995-1996. (Brochure published by the University of Tokyo, Komaba).
Hanami, Makiko. 1995. "Tanki ryuugakuseido no shinkyokumen (The new phases of short-term study abroad program in Japan)." *Ikkyo Ronso* Vol.114, no.4: 753-763.
International Student Exchange Committee. 1993. Hitotsubashi daigaku niokeru gaikokujin ryugakusei ukeireno genjo to teigen (The current situation of the acceptance of international students at Hitotsubashi University and proposal for the future). Hitotsubashi University.
Junior Year at Tsukuba Program 1995-1996. (Brochure published by the University of Tsukuba, Tsukuba Science City, Japan).
Liaison Group for International Educational Exchange. 1992. Japan-United States Academic Exchange * Trends, opportunities and barriers. (A Report to CULCON on a Survey of Academic Exchanges).
Memorandum from U.S. Members of the Joint Planning Group for the FIPSE-funded Curriculum Abroad Project (May 4, 1995).