JAPANESE PSYCHOLOGIST ADDS NEW DIMENSION TO PALM

by DAVID HOLLEY

The students at Japanese PALM (Program for Advanced Language Maintenance) expected the visiting professor to talk about his research in psychology. But as he opened an atlas to a map of Hiroshima, he said, "I have a personal experience I want to talk about."

On the morning of August 6, 1945, Morikawa's mother had helped him make the trip to junior high school, as she did every morning, for his legs had been crippled since his birth, and although he could limp along slowly on his own, it was hard for him to make the trip alone. He had said goodbye to her and gone in for classes when, at 8:15 a.m., the bomb exploded.

His friends died in the rubble and the fire; but somehow he pulled himself free. Through the streets of the broken city, he walked the several miles to his home, at one point swimming across a river where the bridge was gone.

Telling his story, Morikawa hid the pain behind a mask of smiles and laughter, as the Japanese often do. But he could not smile as he told his silent listeners that his mother, caught in the open while crossing an athletic field and burned by the flash, died three months later.

Morikawa's openness and sincerity made a deep impression on the students who heard him speak. The students must have made an impression on him too, for he soon became an active member of the PALM group.

"I come because I want to know where Americans and Japanese are different," he says. "That's what I'm most interested in. When we're talking, that kind of thing comes out bit by bit... I can study psychology in Japan as well as here. More than that, I want to understand how Americans think about things."

Born prematurely in Hamada City, Shimane Prefecture, on May 6, 1931, Morikawa has overcome difficulties all his life. He nearly died at birth. When he was about a year old and had not yet begun to crawl, his parents realized his legs were paralyzed.

While Morikawa was still a baby, his father, an officer in the Japanese army, received a transfer to Tokyo. It was a fortunate move for it made possible Morikawa's attendance at Komei Elementary School, a school for handicapped children. It was the only one of its kind in Japan at the time.

See PROFESSOR MORIKAWA, page 2.

WISDOM FROM THE DIRECTOR'S DESK

by PETER DUUS

When Lao-tzu saw Confucius off after their legendary meeting, he remarked, "I've heard it said that the man of wealth and power makes parting gifts of money, and that the good man makes parting gifts of words." While we would prefer to act like the wealthy and powerful, the Center will continue this year to send you "parting gifts of words" by way of the Alumni Newsletter.

The Center is a bit more crowded than usual. Fifteen first-year students entered the M.A. program this year, and together with the five second-year students, they make the largest M.A. group we have had in recent years. We also have an increasing number of undergraduates frequenting this Center. Some are co-terminal B.A.-M.A. students, and are enrolled in the East Asian Studies undergraduate major, newly instituted last year. It is gratifying to see that interest in East Asian studies continues unabated despite the increasing concern among students about career opportunities and job security.

See CENTER NEWS, page 2.
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Morikawa wished to study philosophy. However, as he put it, "If you study something like philosophy, you can't (earn money to eat)." His father bitterly opposed the idea of studying philosophy, so he chose psychology as "a compromise between science and philosophy." Despite continued family displeasure with his refusal to study science or economics, he persisted, receiving his Ph.D. in psychology from Waseda in 1968, and having already joined its faculty.

This year, Morikawa got a chance to come to Stanford. He came because it is an important center for studying psychology and "because everyone said, 'It's a good place.'" But his wife, Yuriko, and two daughters, Naoko, 10, and Tomoko, 9, are in Japan while he's at Stanford. He cooks his own meals here, but finds it troublesome sometimes, and commented, "In Japan, I sit and Food is served—Isn't that nice!"

One day in early November, Morikawa sat and talked with students from noon, when Japanese PALM began, until past 5:00. Dressed informally, tieless in a blue suit jacket and gray suit slacks—he always wears suits in Japan but that's too formal for Stanford, and he says he doesn't have blue jeans—Morikawa scratched his head with one hand and gestured with the other, a smile coming easily to his face as, soft-spoken but confident, he shared his opinions with the others in the group.

This five-hour discussion began on the question of whether, when people from two cultures mix, it's possible that any of the individuals can learn to completely understand the other culture. One student said this was possible and others strongly disagreed. The conversation raveled on to topics such as whether Japanese people can understand foreigners' non-verbal communication, the question of "burakumin"—the low-caste group still discriminated against in Japanese society, classical Japanese literature, and research into the pronunciation of ancient Chinese.

For the students, such a long, free-wheeling conversation reinforces some of the benefits of being in Japan. As for Morikawa, his attitude is perhaps shown by his comment, "Coming to America, I didn't expect to be able to have this kind of conversation!"

Continued from Page 1.

CENTER FOR EAST ASIAN STUDIES NEWS

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There are also a number of old "new faces" among the staff. Lisa Oyama has acquired a new desk and office slightly to the east of her old haunts. She has been named Center Assistant Director and will pursue her duties while studying as a part-time student in the M.A. program. She has been replaced by Helen Keller, a 1975 graduate of the M.A. program who previously has worked with BAYCEP and the local school districts. Connie Chin continues, as she did last year, to work part-time at the Center and to edit the Newsletter.

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EDITOR'S NOTE: Peter Duus, Professor of Modern Japanese History, became Director of the Center for East Asian Studies in September.
Pages 3-8 alumni list with mailing addresses removed by request.
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Andy, from the Asian Languages Department, and Carl, a Master's candidate in East Asian Studies, acted as interpreters for the Chinese soccer team Oct. 3 to Oct. 18. Andy also interpreted for a delegation on Higher Education, all college administrators, Nov. 19-Nov. 29.


"The team had never played on artificial turf," reported Carl, "so they went to Annapolis to try it out. They ate at a mess hall with 4,000 cadets, at the same table with students who were studying Chinese at Annapolis, and the school's soccer team."

In New York, the Chinese played the Cosmos, who presented each member of the team with an automatic camera. "They snapped away constantly like Japanese tourists after that," reported Carl. "The favorite background was tall buildings."

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"Although it was their first time to visit the U.S.," Carl said, "they are a very well-traveled team. They've been to Latin America, Africa, and other Asian countries." The Chinese recognized many of their more famous opponents from films they'd used in China to study soccer tactics.

Carl and Andy both acted as cultural interpreters on the trip. "Usually one of us would interpret for the speaker, while the other stood in the middle of the group and answered questions," Andy explained. During official functions, they took turns translating speeches from English into Chinese. The Chinese interpreters handled translations from Chinese into English. For the soccer team, Carl stayed with the team on the field and in the locker room, while Andy helped out in the press box. Both interpreted at the press conferences following games.

"It was difficult for even the big newspapers to get Chinese names right," Carl said. "The Washington Post reported the team was from the R.O.C."

The delegation on Higher Education was interested mainly in how higher education in the United States is carried out, how it is funded, and its relationship to industry, Andy reported.

Andy accompanied the delegation during the California part of the tour, to Berkeley, Stanford, San Diego, and Los Angeles.

About half the group had taken degrees in the United States in the 1920's and 30's, and spoke English, Andy added. So he stayed close to those members who did not speak English, doing simultaneous interpreting for them. He was also called upon to interpret at official functions.

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Since the Higher Education delegation was made up of scientists-administrators, they visited SLAC, the main center, and Jasper Ridge at Stanford. They met faculty and administrators, who explained how students were recruited, how the school was funded, budgeting, how foundations work, how professors get grants, etc. To see in practice the relationship between higher education and industry, the delegation saw Stanford's videocassette teaching project in the Engineering School, which brings academic courses to people working in electronics firms.

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CONNIE CHIN
PROFESSOR JAMES J.Y. LIU RECEIVES N.E.H. GRANT FOR INDEPENDENT STUDY

James J.Y. Liu, Professor of Chinese at Stanford University, recently received a National Endowment for the Humanities Fellowship for Independent Study.

He will use the fellowship when on sabbatical next year to undertake a project on a critical approach to traditional Chinese poetry.

Professor Liu is the author of several well-known texts on Chinese poetry and literary criticism, including The Poetry of Li Shang-yu, Major Lyricists of the Northern Sung, and Chinese Theories of Literature.

"I plan to work out a critical approach to traditional Chinese poetry with the Western reader in mind," Liu said. There are different problems involved in teaching Western students about Chinese poetry than in teaching Chinese students, he added.

Liu said little theoretical work had been done on interpreting a text written in one language in terms of another language, although some of the most influential books in the world (the Bible, Mencius, Marx, Freud, Mao) have had their impact from translations.

The second problem Liu plans to tackle is critical evaluation of traditional Chinese poetry. By what criteria should the texts be evaluated, he asks: by the standards of the time they were written, by the standards of modern Chinese, by standards of modern English criticism? His research should culminate in a book on these two problems.

RESEARCH PUBLISHED BY ALUMNI

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