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Subseries: Chron File, 1989-1993

OA/ID Number: 13597
Folder ID Number: 13597-011

Folder Title:
Japanese & U.S. Students - Kyoto 1/7/92 [OA 6095]

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this nation. You've knocked down trade bar-
riers, opened markets, and your nation's
economy has prospered. With each election
your country holds, at least three this year,
free ideas and opinions flourish. Under your
leadership, at long last South Korea took its
rightful place in the United Nations.

So, Mr. President, with many thanks for
a visit that we will long cherish and long re-
member, I raise my glass and ask all of you
to join me, a glass to peace and unification
for Korea, to your leadership of the Republic
of Korea, to peace and prosperity, to the
wonderful people of this land that we treas-
ure as true friends. To you, sir, Mrs. Roh.
And thank you all for a magnificent time. To
your health, sir.

*Note: The President spoke at 7:30 p.m. at
the Blue House in Seoul.*

Remarks to Japanese and American Students in Kyoto January 7, 1992

Thank you all very much. Why don't you
all please be seated? [Laughter] Let me just
say what a pleasure it is to be here with our
very able Ambassador in Tokyo, Mike
Armocost, who is doing a superb job. He's
one of the great career Ambassadors of our
service, and he's in a difficult and an impor-
tant post, and he is doing an outstanding job.
And I'm very pleased that he's here with us
today.

I want to also say how pleased I am to
be here with the former Prime Minister,
Toshiki Kaifu. When he was Prime Minister
and I was President, we worked very closely
together on a lot of matters relating to world
peace, better understanding between Japan
and the United States. He was frank, he was
straightforward, he was friendly to our great
country, and I can tell you, I will never forget
his many courtesies to me, and I will never
forget what he did to strengthen the relation-
ship between these two great countries,
Japan and the United States. So, Toshiki,
thank you sir, for all you've done.

And it's a great pleasure to have this first
day of our trip to visit these ancient centers

and shrines of really the Japanese soul and
the Japanese nation, Kyoto and, later this
afternoon, Kashihara in Nara Prefecture. But
I come as a friend. I come with some ideas
that we're going to be discussing with the
Government in Tokyo starting tomorrow, and
I also bring an open interest in learning a
lot more about this great country.

I want to take note of the achievements
of three mayors: Mayor Kumakura, Mayor
Aoki, and Mayor Kudo, over here. These
guys, they're from small towns in rural Japan,
and these mayors have been instrumental in
the establishment of branch campuses of
American universities. And I really firmly be-
lieve, and you all are better equipped to
speak to it than I, that these grassroots ex-
changes pay important benefits to both our
countries. So, thank you very, very much, sir,
all three of you, for what you're doing.

Let me just say to the students, this is kind
of what we call in the trade a "cameo appear-
ance," you're in here and you're out of here
in a hurry. But to the students of the Stanford
Center, of the Associated Kyoto, well, one
or two here—[laughter]—and the Kyoto pro-
gram students at Doshisha University—
[laughter]—how many are there? When I
click all these things off, it would be fun to
see. University of Michigan, how many
there? [Applause] And how about the
Aggies? Texas A&M? Small, but vocal contin-
gent over here.

Incidentally, what the former Prime Min-
ister was referring to is that each President,
as you all know, Americans know, when he
gets out of office, has a library, archives for
the papers, and mine is going to be in my
home State, but at Texas A&M, and I'm look-
ing forward to that very, very much, not too
soon. [Laughter]

Let me just click off, for some of the jour-
nalists with us today, some things that I know
you all know. About 2,000 American students
now attend undergraduate and graduate pro-
grams in Japan. Many more Japanese stu-
dents take part in comparable programs back
in the U.S. And more than 1,000 Americans
now teach in Japanese schools. And I hope
that we will continue to do everything that
we can to promote greater and greater par-
ticipation in these important exchanges in the
years to come.

They open up, in my view, new intellectual and cultural horizons, and these experiences really, I think, turn an awful lot of participants into the great leaders of our country, and both countries I might say. Look at today's Prime Minister of Japan, Prime Minister Miyazawa. When he was a university student, some may not know this, he took part in the sixth Japan-America student conference at the University of Southern California.

I also want to single out once again Prime Minister Kaifu. Toshiki's first travel to the United States was through the U.S. Information Agency's International Visitors Program. And then, as Minister of Education and later as Prime Minister, he made great efforts to promote educational and executive exchanges that really do foster understanding between our two countries. Another leader who recognized the value of exchanges was my friend the late Minister Abe, Foreign Minister of Japan, who passed away. But the Global Partnership Fund, which he was so instrumental in organizing, carries on his good work today in supporting these student exchanges.

So in all, they are an aspect of the major purpose of this visit to Japan, namely to open and expand opportunities for interchange between our countries. And I want the people of our countries to have a far better understanding of one another. We need more Americans who can speak Japanese and who understand the workings of the Japanese marketplace.

I want to increase access for American goods and services in these Japanese markets. Open markets, like student exchanges, yield a bounty for all who participate: They help each other better understand. Open markets lift the technical progress to new heights, and they raise everybody's standards and benefit consumers, as a matter of fact, through the expanse of the global marketplace.

I've been saying this as I've traveled on this trip through Asia, but I am strongly convinced—I'm sure there are some economic majors out here—I am strongly convinced that free and open commerce is not a zero-sum game. Free trade on a level playing field

countries. So, the challenge of global competition can be driving our efforts for educational reform.

I don't know whether it's caught up with you all here, but we have a nationwide program called America 2000, has people from both sides of the aisle, Democrats and Republicans, from Governors in all States, helped me set the six major educational goals. American educational leaders and experts look to Japan for some examples as to how we can improve our schools.

David Kearns, I don't know if that name rings a bell. He's our number two at the Department of Education. But he visited Japan many, many times to examine Japanese quality products, first when he was the chairman and chief executive officer of one of our great companies, Xerox. He came back with a lot of ideas that he's now trying to help us implement there at the Department. American education experts attach importance to the fact that Japanese parents, more than in our country, are active in the children's schools and demand better performance. So, we're trying to find ways to increase parental interest.

And if I might say a pleasant word of my bride of 47 years as of yesterday, newlyweds we are, I think what Barbara is trying to do in terms of getting kids and getting families to read to their kids and kids to read to one another and adult education all adds into this program which we call America 2000. Next spring, actually, we're going to hold a meeting of the education ministers of the APEC, the Asia Pacific Economic Cooperation group. And it's going to bring together the total experiences of 15 member societies to raise our common educational standards and to draw the most from our precious resource, the imagination and the energy of our people.

So, student exchanges reach beyond the technical and the expert level. They enrich the individual spirit, and they nourish the cultures of communities and nations. So, we need them. And while we need them to promote efficiency in markets and institutions, we simply must not neglect exchanges in the humanities, in history, fine arts, philosophy, the study of religion, languages, and lit-

Octavio Paz, the 1991 literature, put it well: "human beings forget themselves." So, those of the liberal arts, you have to be proud of the work you do if you don't believe it, Paz, winner of the Nobel Prize.

But look, I do honor your spirit of scholarship if you get a little lonely; keep it in the big picture with the crying need for the crying need for people to help each other better, you know, it's important just being here understanding the culture. In my view, you're doing something important.

I will simply conclude my comment on my job opportunity. I can't think of a more important part of the history of this country, to the United States. Now, you know, things were just a couple of years ago; look at Eastern Europe in the Middle East that we used to talk to each other; the Soviet Union that we lived in for two or three years; we wondered whether we were some kind of a nuclear power going to bed scared in other countries all around that's changing, and it's different.

And so, it is a very important and economic, the they call superpower. We do use our ingenuity well-represented by technology to help people around the world; to raise the level of our own people by, as you know, opening markets and having more vibrant.

So, it's a wonderful thing these battles and actions that will always be with us of the United States "name appearance".

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Octavio Paz, the 1990 Nobel laureate for literature, put it well when he wrote, "If human beings forget poetry, they will forget themselves." So, those of you all involved in the liberal arts, you have nothing to do but be proud of the work you're engaged in. And if you don't believe it, just ask old Octavio Paz, winner of the Nobel Prize. [Laughter]

But look, I do honor you, salute you for your spirit of scholarship and adventure. And if you get a little lonely from time to time, keep it in the big perspective. As I see it, with the crying need for better education, the crying need for people to understand each other better, you are doing something important just being here, just working, just understanding the culture of this great country. In my view, you're really doing something important.

I will simply conclude by this broad comment on my job opportunities, my own, that is. I can't think of a more exciting time in the history of this country, in the recent history of this country, to be President of the United States. Now, you go back to where things were just a couple of years ago as you look at Eastern Europe; you look at parties in the Middle East that weren't even willing to talk to each other; you look at the Soviet Union that we lived in fear of when you all were two or three years younger. You wondered whether we were going to evolve into some kind of a nuclear holocaust. Little kids going to bed scared in our country and in other countries all around the world. And that's changing, and it's changing for the better.

And so, it is a very exciting time to represent the only, I guess in terms of both military and economic, the only remaining, what they call superpower. But what we want to do is use our ingenuity and use our energies, well-represented by this group here today, to help people around the world; to assure the peace; to raise the standards of living for our own people by, as I said earlier on, opening markets and having our economy much more vibrant.

So, it's a wonderful time to be fighting these battles and accepting these challenges that will always be with whoever is President of the United States. This, as I say, is a "cameo appearance"; it's a quick drop-by.

But looking around here, I can get a little sense of enthusiasm that occupies this crowd. And I really wanted to wish you a very, very happy new year. And may God bless you in your important work.

Thank you all very, very much.

Note: The President spoke at 2:29 p.m. in the Cosmos Ballroom at the Miyako Hotel. A tape was not available for verification of the content of these remarks.

Remarks at the Opening of Toys-R-Us in Kashihara, Japan January 7, 1992

Thank you all very, very much, all of you. And may I first thank Governor Kakimoto and Mayor Miura for their gracious hospitality and say to all of you that it really is, for Barbara and me, a deep honor to visit this ancient and venerable city of Kashihara right here in Japan.

And may I thank Minister Watanabe for being here. His ministry did so much to change the great retail store law, and I am personally very grateful to him for taking the time to be with us today.

And Mr. Charles Lazarus, thank you, sir, for your introduction. It's a pleasure being at your side and sharing your joy in the successful opening of Toys-R-Us. When our grandchildren heard about this trip to the Far East, they figured the highlight would be today, stopping at Toys-R-Us. And I'll just have to tell them I couldn't buy them anything because Barbara has cut my *kozukai*, my allowance, that is. [Laughter]

What we see here today is success for Japanese consumers as well as for ourselves in the effort to eliminate a major barrier in the Japanese distribution system. For years, American retailers have sought to compete in the Japanese market. And after all, Japan has the second largest economy in the world, and its consumers are increasingly demanding wider choices for themselves and their families, lower prices, and certainly uncompromising quality.

But American companies before weren't making any headway because the regulations,

THE WHITE HOUSE

WASHINGTON

December 20, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVE DEMAREST
TONY SNOW

FROM: JOSEPH P. DUGGAN *JPD*

SUBJECT: REMARKS TO JAPANESE AND AMERICAN STUDENTS

On Tuesday, January 7th, at 2:10 p.m., you will deliver brief remarks (approximately 4 minutes/cards) to a group of Japanese and American students at the Kyoto Imperial Palace. Your remarks praise the programs represented at the event, and stress the importance of cultural and educational exchange.

(Duggan/Grossman)
December 23, 1991
Draft Four
Students

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
OMIYA PALACE
KYOTO, JAPAN
TUESDAY, JANUARY 7, 1992
2:10 P.M

[Acknowledgments]

It is a great pleasure to be with you students from Japan and the United States. To the students of the Stanford Center, the Associated Kyoto Program students at Doshisha University, and other institutions represented here: I am proud of your work. I want to commend and encourage all efforts such as yours in international student exchange.

Over a thousand American students now attend undergraduate and graduate programs in Japan. Many more Japanese students take part in comparable programs in the United States. More than a thousand Americans now teach in Japanese schools. I hope all of you will do everything you can to promote greater and greater participation in exchanges in years to come.

Student exchanges open new intellectual and cultural horizons for young men and women -- and these experiences help shape young people into leaders. For an example of this, we need look no farther than to Prime Minister Miyazawa. When he was a university student, he took part in the Sixth Japan-America Student Conference at the University of Southern California.

I want to pay tribute also to my good friend, former Prime Minister Kaifu, who is with us today. First as Minister of

Education and later as Prime Minister, he has made tremendous efforts to promote educational and executive exchanges that foster understanding between Japan and the United States. Another leader who recognized the value of exchanges was my friend, the late Foreign Minister of Japan, Shintaro Abe. The Global Partnership Fund, which he was so instrumental in organizing, carries on his good work today in supporting student exchanges.

Like trade in goods and services, student exchanges yield a bounty for all who participate. They help each side better understand one another's markets. Exchanges lift technical progress to new heights, raising everyone's standards and benefitting consumers throughout the expanse of the global marketplace. Educational exchanges are fully in the spirit of the major purpose of my visit to Japan: namely, to open and expand markets for American goods and services. Like educational exchanges, commerce that is open and fair is not a zero-sum game. Free trade on a level playing field creates jobs and lifts standards of living in both our countries. \\\

My Administration is seeking to make revolutionary improvements in American education in an effort we call America 2000. American educational leaders and experts look to Japan for some examples of how to improve our schools. Our Deputy Secretary of Education, David Kearns, visited Japan many times to examine Japanese quality programs firsthand when he was chairman of Xerox Corporation. American education experts attach

importance to the fact that Japanese parents, more than their American counterparts, criticize their children's schools and demand better performance both from the schools and the children themselves.

Student exchanges, of course, reach beyond the technical and expert levels. They enrich the individual spirit and nourish the cultures of communities and nations. While we need exchanges that promote efficiency in markets and institutions, we must not neglect exchanges in the humanities -- in history, the fine arts, philosophy, the study of religion, and in languages and literature. Octavio Paz, the 1990 Nobel Prize winner for literature, put it well when he wrote, "If human beings forget poetry, they will forget themselves."

I honor all of you for your spirit of scholarship and adventure. As the great dramatist Zeami [zay-AH-mee] put it: "May you always be as fresh in your outlook as when you are young."

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(Duggan/Grossman)
December 23, 1991
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WHITE HOUSE STAFFING MEMORANDUM

DATE: 1/2/92 ACTION/CONCURRENCE/COMMENT DUE BY: -----

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
OMIYA PALACE, KYOTO, JAPAN
SUBJECT: TUESDAY, JANUARY 7, 1992

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HOLIDAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

TOKYO

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SUN 05 JAN 92 03:49

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WASHINGTON

December 20, 1991

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Over a thousand American students now attend undergraduate and graduate programs in Japan. Many more Japanese students take part in comparable programs in the United States. More than a thousand Americans now teach in Japanese schools. I hope all of you will do everything you can to promote greater and greater participation in exchanges in years to come.

Student exchanges open new intellectual and cultural horizons for young men and women -- and these experiences help shape young people into leaders. For an example of this, we need look no farther than to Prime Minister Miyazawa. When he was a university student, he took part in the Sixth Japan-America Student Conference at the University of Southern California.

I want to pay tribute also to my good friend, former Prime Minister Kaifu, who is with us today. First as Minister of

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Education and later as Prime Minister, he has made tremendous efforts to promote educational and executive exchanges that foster understanding between Japan and the United States. Another leader who recognized the value of exchanges was my friend, the late Foreign Minister of Japan, Shintaro Abe. The Global Partnership Fund, which he was so instrumental in organizing, carries on his good work today in supporting student exchanges.

Like trade in goods and services, student exchanges yield a bounty for all who participate. They help each side better understand one another's markets. Exchanges lift technical progress to new heights, raising everyone's standards and benefitting consumers throughout the expanse of the global marketplace. Educational exchanges are fully in the spirit of the major purpose of my visit to Japan: namely, to open and expand markets for American goods and services. Like educational exchanges, commerce that is open and fair is not a zero-sum game. Free trade on a level playing field creates jobs and lifts standards of living in both our countries. \ \

My Administration is seeking to make revolutionary improvements in American education in an effort we call America 2000. American educational leaders and experts look to Japan for some examples of how to improve our schools. Our Deputy Secretary of Education, David Kearns, visited Japan many times to examine Japanese quality programs firsthand when he was chairman of Xerox Corporation. American education experts attach

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importance to the fact that Japanese parents, more than their American counterparts, criticize their children's schools and demand better performance both from the schools and the children themselves.

Student exchanges, of course, reach beyond the technical and expert levels. They enrich the individual spirit and nourish the cultures of communities and nations. While we need exchanges that promote efficiency in markets and institutions, we must not neglect exchanges in the humanities -- in history, the fine arts, philosophy, the study of religion, and in languages and literature. Octavio Paz, the 1990 Nobel Prize winner for literature, put it well when he wrote, "If human beings forget poetry, they will forget themselves."

I honor all of you for your spirit of scholarship and adventure. As the great dramatist Zeami [zay-AH-mee] put it: "May you always be as fresh in your outlook as when you are young."

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WHITE HOUSE STAFFING MEMORANDUM

DATE: December 18, 1991 ACTION/CONCURRENCE/COMMENT DUE BY: 4:00 P.M., THURS., 12/19

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
OMIYA PALACE -- KYOTO, JAPAN

SUBJECT: _____

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE <i>NIC</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT <i>bootleg</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH <i>NIC</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1. GRAY <i>NIC</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 P.M., THURSDAY, DECEMBER 19, with a copy to this office. Thank you.

RESPONSE:

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

(Duggan/Grossman)
December 18, 1991
Draft Two
Students

31 DEC 18 P4: 37

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
OMIYA PALACE
KYOTO, JAPAN
[date]
[time]

[Acknowledgments]

It is a great pleasure to be with you students from Japan and the United States. To the students, professors, and administrators with Doshisha University, the Stanford Japan Center, Japan English Teaching Program and other institutions represented here: I am proud of your work. I want to commend and encourage all efforts such as yours in international student exchange.

About two thousand American students now attend undergraduate and graduate programs in Japan. Many Japanese students take part in comparable programs in the United States. More than a thousand Americans now teach in Japanese schools through the Japan English Teaching Program. I hope all of you will do everything you can to promote greater and greater participation in such exchanges in years to come.

Student exchanges open new intellectual and cultural horizons for young men and women -- and these experiences help shape young people into leaders. For an example of this, we need look no farther than to Prime Minister Miyazawa. When he was your age, he was an exchange student in the United States.

Another leader who recognized the value of exchanges was my friend, the late Foreign Minister of Japan, Shintaro Abe. The Global Partnership Fund, which he was so instrumental in organizing, carries on his good work today in supporting student exchanges.

Like trade in goods and services, student exchanges yield a bounty for all who participate. They help each side better understand one another's markets. Exchanges lift technical progress to new heights, raising everyone's standards and benefitting consumers throughout the expanse of the global marketplace.

But more than this, exchanges can enrich the individual spirit and nourish the cultures of communities and nations. While we need exchanges that promote efficiency in the market, we must not neglect exchanges in the humanities -- in history, the fine arts, philosophy, the study of religion, and in languages and literature. Octavio Paz, the 1990 Nobel Prize winner for literature, put it well when he wrote, "If human beings forget poetry, they will forget themselves."

I honor all of you for your spirit of scholarship and adventure. As the great dramatist Zeami [zay-AH-mee] put it: "May you always be as fresh in your outlook as when you are young."

#

9255

WHITE HOUSE STAFFING MEMORANDUM

11 DEC 20 P5:40

DATE: December 18, 1991 ACTION/CONCURRENCE/COMMENT DUE BY: 4:00 P.M., THURS., 12/19

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
 OMIYA PALACE -- KYOTO, JAPAN

SUBJECT: _____

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

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RESPONSE:

December 20, 1991

NSC concurs with changes as noted.

Brent Scowcroft
 Brent Scowcroft

cc: Phillip Brady

PHILLIP D. BRADY
 Assistant to the President
 and Staff Secretary
 Ext. 2702

(Duggan/Grossman)
December 18, 1991
Draft Two
Students

31 DEC 18 P4: 37

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[date]
[time]

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Won't be
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Will
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will be
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Something about
Kaifu - he'll
be there

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#



Date: 12/20/91

FACSIMILE COVER PAGE

TO

Name: Ms. Jannifer Grossman

Location: The White House

Telephone Number: () 456-7750 FAX Equipment Number: () 456-6218

FROM

Name: Hisao MATSUMOTO

Location: The Library of Congress

Telephone Number: () 707-5431 FAX Equipment Number: () 707-1724

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1 of 13 pages

ARTICLES*Pick a Kaifu quote*

YOMIURI (Page 3) (Full)

July 9, 1991

*for Omiya*Gist and Major Points of Argument of Prime Minister's Statements; Summit

A gist and the major points of argument of Prime Minister KAIFU's statements at the London Summit will be as follows:

Gist of Statements

[Support for USSR] Interest in the proper way of economic reform in the USSR, which is facing difficulties, is internationally increasing.

The Japanese Government has persistently supported the correct direction of perestroyka (reform). As for technical support and support from a humanitarian viewpoint, which have been carried out in a positive way, other Summit-participant nations ought to carry them out in a positive way, too.

Joining debates on the actual situation of the Soviet economy, the direction of its economic reform, etc., we ought to make a comprehensive judgment from the following three viewpoints: (1) An economic viewpoint, such as efficiency for promoting economic reform; (2) a political viewpoint, such as domestic democratization; and (3) international relations, such as global-scale application of its New Thinking diplomacy, etc.

[Uruguay Round] We will re-confirm that having it end successfully is the top priority task in the international economic field, and Summit-participant nations' top leaders will agree to continuously make efforts in the direction of reaching a settlement within this year.

For this, aiming at actual progress by the summer in the fields of agriculture, services and market access, we will support the efforts for negotiations which are now being made. On that occasion, the inclining toward closed regionalism will be avoided.

Our country will make utmost efforts so that consideration to food security and its position as an importer nation will appropriately be reflected.

Major Points of Argument[Political Problems]

Themes = the strengthening of international order and the building of a global partnership

Major subjects: (1) the USSR; (2) international order; and (3) arms control

[Economic Problems]

Major subjects: (1) macro-economic policies; (2) trade; (3) energy; (4) Central/East Europe; (5) developing countries; (6) the environment; and (7) drugs.

EDITORIAL

NIHON KEIZAI (Page 2) (Full)

July 13, 1991

Delicate Gap between George and Toshiki

The Japan-US Summit Talks, which were held in order for them to fall in line with each other in the direction of the Advanced Nations Summit Conference (London Summit), have left a delicate gap behind over how to construct a post-Cold War system. The Japanese and US approaches are at cross-purposes as to support for the USSR, which support is a pillar for a new international economic order, and the General Agreement on Tariffs and Trade multilateral trade negotiations (GATT Uruguay Round).

At a joint press conference after the Talks, President BUSH called Prime Minister KAIFU "Toshiki" and said, "We have a common basis and purpose, although there are gaps." Prime Minister KAIFU stopped calling him "George," but replied "I want to promote basking (deepening of mutual understanding) rather than bashing, heading toward a common direction." The two top leaders mutually confirmed co-operation between the two countries.

However, differences are seen in their responses to support for the USSR, which support is a task of the Summit. There is the commonness of being cautious on large-scale monetary support. The countries participating in the Summit, including the various European Continental countries of Germany, France and Italy, are in agreement on the judgment that the USSR itself's tackling reform through self-help efforts is a big premise for that. Even if the Western side puts huge amounts of capital in it at the present stage, it will not lead to reform; on the contrary, there is a sense of guardedness that it will lead to a military build-up.

The problem is a difference in a perception of the times as to how to bring over the USSR, which is aiming at market-economy-ization, to a new international economy system. It is also a difference in the way of grasping the historical meaning of the USSR's market-economy-ization.

It is viewed that the US will think about support for the USSR by stages, with an eye to the trends of post-Cold War disarmament and changes from military demand to private demand. There are also moves, such as the granting of credit guarantees accompanying grain exports, co-operation in the development of energy, etc. It is guarded against detaining the USSR in a Greater Europe led by Germany and France, and it is aware of leadership rights within a new framework.

It is becoming difficult for Japan, which embraces the Northern Islands problem, to see the future of a new international system, including the USSR. As to support for the USSR, its posture of "being opposed to monetary support" tends to show first. Then, in what direction will it have the USSR adapt itself to international economic society and construct a post-Cold War system?; it is forestalled.

The gap at the Uruguay Round is big. President BUSH calls for Japan's taking the lead as to the opening up of its rice market, thus leading the negotiations as a whole to success. Prime Minister KAIFU is taking a position where he wants to settle the rice problem within the Uruguay Round. He has not changed the posture of its being linked with a reduction of the protection of agriculture by the US and the European Community (EC).

What we must consider is the role of economic big powers in the age of the post-Cold War economy. Economic big powers must extricate themselves from self-first-ism. It is not necessary for Japan to play the role of a cash dispenser (CD), but it is probably its natural role to make the most of its economic power spontaneously in creating a new framework, thus sharing the burdens.

At the historic Summit with the participation of Soviet President GORBACHEV, Prime Minister KAIFU, in the first place, ought to emphasize how (Japan) will contribute to a new international system, instead of being afraid of becoming isolated as to support for the USSR or being afraid of making a concession as to rice. The delicate gaps between George and Toshiki teach us the importance thereof.

YK/1223t

TOKYO SHIMBUN (Page 2) (Full)

Eve., July 16, 1991

Gist of Prime Minister KAIFU's Statements at Outset of Summit

(London, July 15, Kyodo) A gist of Prime Minister KAIFU's statements at the outset of the top leaders' talks at the Summit Conference is as follows:

I wish to speak, narrowing the focus to the following four points.

Importance of the Success of the Uruguay Round: It is important for the prevention of protectionist pressure, for the maintenance and strengthening of the multilateral open trade structure, and also for the promoting of the further integration of the developing nations and the East European nations into the world economy. Still further, it is also indispensable for preventing trade problems from becoming political problems and for the protecting of the foundation of international partnership. Package results, which have actual substance, ought to be formulated during this year, without fail, this time.

I also wish to touch briefly on regional integration. We hope that, together with the integration of the EC and the US-Canada Free Trade Agreement, it will make meaningful contributions to the world economy as a whole, through the promotion of structural adjustment and the expansion of trade.

However, it is also a fact that, toward this trend toward regional integration, there is strong anxiety among nations outside the region. I understand that, in the background of the East Asia Economic Group (EAEG) concept, too, there is this kind of anxiety. We want the various nations, pushing regional integration, to constantly keep this grave anxiety among the countries outside the region in mind and to operate their external economic policies in a form which will be in accord with the multilateral open trade structure. I wish to emphasize again the importance of the success of the Uruguay Round (new multilateral trade negotiations), even from this viewpoint.

Soviet Problem: Japan has been constantly supporting the basic direction of perestroika (reform), and even up until now, it has been carrying out positive, effective and proper support so that the Soviet Union's reform in a correct direction will succeed.

Japan further hopes strongly that the Soviet Union will show its unshakable determination for a drastic economic reform and concrete plans to lead it to success, and we also wish to check seriously into what the nations of the West can do in co-operation with each other. From this viewpoint, we appreciate that an opportunity has been arranged for talks with President GORBACHEV.

I wish to emphasize that the ultimate purpose of support for the Soviet Union is to change the Soviet Union into a constructive partner which can co-operate with us in a new international political and economic order.

Consequently, our purpose must be to support the present Soviet Union's becoming reborn as a Soviet Union which will shift to a market-economy system and become a constructive member in the world economic system, and a Soviet Union which will fulfill its role as a partner which will co-operate in our efforts in the pursuit of world peace and stability. It is for this reason that the attainment of economic conditions for a full-scale reform and the realization of a political context become important.

In connection with this, the problems of the three Baltic States, the human rights problem, the building of sound relations between the Union and the Republics, still greater democratization within the Soviet Union, etc., for example, are also important. At the same time, I also believe that the ways of thinking of the various Summit nations are basically in agreement on the importance of the global application of New Thinking diplomacy. The problem of support for Cuba and Afghanistan still remains.

It is our hope that the Soviet Union's New Thinking diplomacy will be shown in the Asia/Pacific region by actual implementation. So far, however, neither the Soviet Union's military setup nor its diplomatic policies have shown such conspicuous changes as seen in Europe.

I believe that whether there will or will not appear a serious posture for the realization of a true normalization of relations with Japan, through the settlement of the Northern Territory problem, is a matter of our common concern, as a testing stone of whether the Soviet Union has, or does not have, the intention to globally apply its New Thinking diplomacy. From this viewpoint, President GORBACHEV's visit to Japan was one occasion for forecasting the future moves of the Soviet Union.

The visit itself did not bring about any breakthrough at all on this point, but the realizing of a true normalization of Japan-Soviet relations, under the way of thinking of developing the relationship between the two countries by an "expanded balance," which was agreed upon on that occasion, will make possible full-scale support for the Soviet Union, in the above-mentioned meaning. The various Summit nations' full understanding and support in regard to the realization of a truly leap-forward improvement of Japan-Soviet relations in this kind of direction will make possible the rebirth of the Soviet Union in a desirable way, which is our common goal.

Moves in the Asia/Pacific Region: The dynamic economic growth, centering on the Asian Nations Group (DAES) and ASEAN, which have vitality in this region, is a valuable contribution to the development of world trade and the world economy. The efforts of the various Asian nations, which are attaining rapid economic growth, and their achievements ought to be correctly appreciated and strong support ought to be given to them.

In regard to democratization, too, it is proceeding in Mongolia, Bangladesh and Nepal. However, support continues to be important. Especially in regard to Mongolia, it is necessary to carry out urgent and large-scale international support.

Also, it is extremely important for the stability and prosperity of this reason that China pushes its reform/opening-of-the-door policy and that it develops in a stable way. Recently, China's leaders are showing an attitude of attaching importance to political reform, and we wish to continue to encourage and stimulate this kind of reform and China's positive role in international society. With this in mind, I also intend to work still further on it, visiting China myself in the near future.

There have also appeared such moves as the normalization of Sino-Soviet relations, the establishment of diplomatic relations between the ROK and the Soviet Union, etc. There are also starting to appear changes heading in the direction of the easing of tension on the Korean Peninsula and in Cambodia.

However, the moves for the easing of tension on the Korean Peninsula still continue to be sluggish, and there is also concern in regard to the nuclear development of the Democratic People's Republic of Korea (North Korea). In Cambodia, too, prospects have not yet been obtained for the attainment of reconciliation.

For the stabilizing of the Asia/Pacific region, it is vitally important to make efforts for the settling of these disputes and confrontations, and to strengthen dialogues and co-operative relations by each area.

Arms Control and Disarmament Problem: Our country, which firmly maintains its Three Non-Nuclear Principles and which does not export weapons, in actual substance, based on its strict policy concerning weapons exports, harbors big interest in the strengthening of the already-existing structure concerning mass-destruction weapons and in the introduction of restrictions on the transfer of conventional weapons.

As for the regulating of the transfer of conventional weapons, the first thing is to heighten the interest of international society, and from that viewpoint, our country held the International Disarmament Conference in Kyoto, together with the UN.

On the other hand, the handling of the weapons-transfer problem is difficult, and to start from giving transparency to weapons transactions will be realistic. From this viewpoint, our country is advocating a system of reporting to the UN.

Lastly, our country clarified earlier the policy of taking into consideration, in addition to the state of democratization in the object nations, etc., the trends of military expenditures, the trends of the development, manufacture, etc., of mass-destruction weapons, and the trends of the imports and exports of weapons, when checking into the granting of Official Development Aid (ODA).

KH/1292t

MAINICHI (Page 11) (Full)

July 18, 1991

Gist of Prime Minister KAIFU's Press Conference

(London, July 17, Mainichi Shimbun Reporters Team) A gist of Prime Minister KAIFU's press conference with Japanese and foreign reporters from a little past noon on the 17th (night of the same day, Japan time) is as follows:

Prime Minister KAIFU: The Summit this time was extremely meaningful and constructive. Overcoming the ordeal of the Iraqi invasion of Kuwait since last year's Houston Summit, there were several meaningful results for the further strengthening of the building of a new world order.

First, the various nations showed a strong will for a positive settlement of the new multilateral trade negotiations (Uruguay Round). The maintaining and strengthening of policy co-operation for the world economy were confirmed.

Also, on a UN registry system for conventional weapons, which I have been calling for, British Prime Minister MAJOR also shared the same view, and agreement was reached. As the one and only participant nation from Asia, our country drew the interest of the world to the problems of the Asian region, and I am satisfied that it was reflected in the Political Declaration and the Economic Declaration. Today, as a new Summit partner, we recognized the Soviet Union as a country which has the same systems.

There will be a meeting (of the top leaders of the various nations) with President GORBACHEV from now, and we wish to open a new vista for co-operative relations with the Soviet Union. This London is the place which gave birth to, fostered, and realized the flowering of modern democracy and the market economy, and I bless from the bottom of my heart the fact that the Summit, seeking a new world order, achieved great success, here.

-- The Economic Declaration mentions intervention at the highest level, together with the settlement of the Uruguay Round during this year. How will you respond to rice?

Prime Minister: The problems at the Uruguay Round are not limited to the rice problem alone. There is the fact that our country is the world's top food-importing country, and that its self-supply rate, on a calorie base, is 48 percent. The people have interest in the safeness of foodstuffs. However, the success of the Uruguay Round is the common problem of the various nations, and I have instructed (the Cabinet members) (to have) a common perception at the forum of negotiations. We intend to make efforts, in a positive way, in the direction of success.

-- Do the leaders of the G7 think that economic growth can be sustained in the future, too? Also, is Japan satisfied with the yen-dollar level?

Prime Minister: As stated in the Economic Declaration, there are various differences among the various nations, but comprehensively speaking, we are agreed on the point of further policy co-operation and for making efforts for the sustained stability and the vitalization of the economy. This point is set forth in the Economic Declaration, too. What must not be forgotten is the stabilization of commodity prices. As for the yen-dollar relationship, I will refrain from making statements here based on predictions and surmises.

-- In regard to disarmament/arms control and New Thinking diplomacy, I think that Japan's assertions have been incorporated, to a considerable extent. What are your comments on that point?

Prime Minister: In order to make a new world order shipshape, peace and prosperity are important. For that purpose, I think that it is important to make transparent the transfer of mass-destruction weapons, for example, and especially the transfer of conventional weapons. At the same time, the top leaders of the various nations showed understanding for diverting the money for armaments to civilian needs, and I am very satisfied.

-- The Economic Declaration mentions the expansion of trade with East Europe. Does Japan have an organ or plans for expanding trade with East Europe?

Prime Minister: It has already been decided that Japan will also support the promotion of the democratization of various East European nations and their economic prosperity. I met with the top leaders of East European nations last year, and talks are being continued on the expansion of trade and investments from Japan. They were also earnestly discussed among the top leaders at the Summit, too, and that direction has been shown.

-- What was your impression of President GORBACHEV at the time you met him?

Prime Minister: I had already met him in Tokyo in the middle of April. Therefore, the talks proceeded smoothly from the very beginning, and it was a good atmosphere. As for bilateral relations, we will move forward, following the principle of an expanded balance, in accordance with the Joint Declaration in Tokyo. We confirmed the basis that it is primarily important to accelerate the preparatory work for the settling of the territorial problem and for the concluding of a peace treaty. I also said that I wanted him to carry out economic reform boldly and thoroughgoingly. As for New Thinking diplomacy, I told him frankly that it ought to be spread also to the Asia-Pacific region.

-- Does Japan support the British Prime Minister's GATT proposal?

Prime Minister: As for a G7 meeting, it was confirmed that the next meeting will be held in Munich next year. As for the Uruguay Round, all the participants attached importance to this and agreed this time to make efforts for its settlement. I think that the next step will be in the arena of the Uruguay Round meeting.

-- At your talks with President GORBACHEV, did you touch upon support from Japan?

Prime Minister: 15 agreements have already been concluded, in accordance with the spirit of the Joint Statement. In regard to technical co-operation, too, giving thought to a shift from the munitions industry to civilian industry, a survey mission has already been dispatched jointly with the US. We have also decided on the dispatch of survey missions on the distribution structure and nuclear power generation.

-- Have you reached a final agreement on the joint declaration with the EC?

Prime Minister: An agreement in general outline on a joint declaration with the EC was reached at the Summit Talks with EC Commission President DELORS, at Japan's initiative, but there are still points which have not yet been fully worked out, and they are now being worked out on the administrative level. We will make efforts so that it can be announced at the summit talks, on the occasion of my visit to the Netherlands, the chairman nation, on the 18th.

-- It is said that Japan's posture toward support for the Soviet Union is slightly different in tone from other nations. Did the difference become manifest at the various talks?

Prime Minister: Apart from whether it is slightly different in tone or not, I have heard all the reports of the meetings of the sherpas (personal representatives), and there is no difference. In my talks with the top leaders, I do not feel that Japan alone is different as to the items of agreement. I want it (TN: USSR) to become a country with which we can discuss political problems, as a nation which has the same intentions and mechanisms, in a world order, and for this purpose, we want its perestroyka to succeed. Our conclusion is that, for this purpose, we will do our very best to carry out as much technical co-operation as possible.

-- Japan fulfilled an important role in the Gulf crisis, but does it intend to use its power of influence also in the future, and devote efforts for the settlement of the Palestinian problem?

Prime Minister: Japan's basic way of thinking is that, for a fundamental settlement of the Middle East problem, a lasting and comprehensive reconciliation must be attained.

Recently, an international conference on Middle East reconciliation was planned, at America's initiative. This is now moving forward, step by step, overcoming various obstacles.

-- Under what situation will Japan offer economic aid to the Soviet Union? Especially, what do you think about a ruble stabilization fund?

Prime Minister: For the reform of the Soviet Union, a drastic reform is needed. We support a shift to the market economy. There is also the problem of the political mechanism. How can their settlement be coped with, in the context of the Soviet Union's self-help efforts? By learning (from the Soviet Union) its determination and method, Japan will co-operate.

-- In addition to the G7, the Soviet Union is now about to be added to the Summit. (Of the 8 nations), five are European nations, and does this not lack balance? What will Japan do in order to make Asia's voice louder?

Prime Minister: I take it that the Summit is the G7, to the last. The market economy democracies gathered together, and it was started for the stabilization of the world. However, it is not that it became a G8 this time. How can things be tackled with 7 plus 1? I cannot say anything definite about the future, but in regard to Asia, too, there are problems which cannot be governed by East-West relations alone, such as the China problem and the problem of the developing nations.

-- Were there no differences in views among the G7 leaders in regard to assistance to the Soviet Union? Because of the existence of the territorial problem, did Japan show some difference in views?

Prime Minister: There is no difference at all among the members of the G7 on the point of giving as much technical support as possible in order to support the Soviet Union's perestroyka. With the present structure and present mechanism remaining as they are, financing support, even if were given, will probably not be effective. How will conditions, which will make this possible, be created? We agreed to decide on how to cope with it, from now on, while hearing reports from such international organs as the World Bank, the Bank for European Bank for Reconstruction and Development, OECD, etc., concerning technical support for the Soviet Union.

ARTICLES

MAINICHI (Page 3) (Full)

August 13, 1991

Gist of Prime Minister's Press Conference

(Beijing Branch Office, Aug. 12) The following is a gist of the conference which Prime Minister KAIFU held with Japanese and foreign newspapermen on the 12th:

Prime Minister KAIFU: I held talks, considering that if, at this time when the world is seeking and groping for a new order, frank talks are held as to what kind of a thing Japan and China, which are both important in Asia, can do into the future, in order to establish world peace, it will be extremely important not only for the stability of the region but also for the stability and peace of the world.

Next year marks a commemorative year, that is, the 20th anniversary of the normalization of diplomatic relations between Japan and China. I would like to regard it as an important opportunity for developing Japan-China relations further. I think that my original aims have been attained through my visit to China this time.

-- Is the Japanese Government scheduled to recommend to the Emperor to visit China?

Prime Minister: Yesterday, I received a statement of invitation also from Premier LI Peng, to this effect: "I hope from the bottom of my heart that a visit to China by the Emperor will be realized." With regard to the receiving of such a statement, I frankly expressed my gratitude to Premier LI Peng, and at the same time, I also transmitted that studies will be carried out with very great caution.

-- In the midst of international relations, how will you position Japan-China relations in the future?

Prime Minister: Japan and China are important nations in Asia. I think that from the standpoint of Japan and China, the securing of peace and stability in the Asian region is an important problem, in which the two countries must join hands and conduct consultations in real earnest. It is based on such a way of thinking that at the Summit (Advanced Nations Summit Conference), I strongly emphasized Asian problems, and also that from my own standpoint, I asserted that China must not be isolated from international society. At the same time, we will have China have a big status, responsibility, and role as one of the five permanent members of the UN Security Council; therefore, I have always expressed the feeling that (the two countries) must do their best for the sake of the world through talks.

-- The Japanese Government has announced to the effect that when deciding on development aid to developing countries, it will check into items, including the military expenditures of the country, its exports or imports of weapons, human rights, etc. However, what measures will it concretely take, in order to settle any dispute in the world or to prevent the occurrence thereof?

Prime Minister: It will be desirable for developing countries to fully use the budget funds, able personnel, and resources which they have, for the stabilization of their peoples' livelihood and also for the development of their respective economies. Our stand is that in order to have the situation head in such a desirable direction, we will pay attention also to the moves of the military expenditures of the aid-receiving countries.

From the viewpoint that it is not a good thing to develop or produce weapons of mass destruction, such as nuclear weapons, and that international disputes ought not be encouraged, it is important for us to pay attention to the moves of the exports or imports of weapons by the aid-receiving countries. While giving thought to the promotion of the democratization of the aid-receiving countries, their efforts for the introduction of a market-type economy, the guaranteeing of fundamental human rights and of freedom, etc., we will consider various things at the time of the earmarking of ODA (Official Development Aid).

-- As regards Japan's draft resolution, which will be submitted to the UNGA session this autumn, will consideration be given to it, while intertwining it with ODA?

Prime Minister: In connection with the problem of the draft resolution to the UN, what was at the bottom of my thought is that when looking back upon the Gulf crisis, in order to prevent the occurrence of a regional dispute, it is important to make efforts to prevent the building up of any country which has military power which sticks out, in the region. It is also important for the respective countries to have such military power as will not exceed the minimum necessary limit for national defense. Therefore, in the belief that the first step toward prevention will be to enhance the UN functions and to establish a system for submitting reports to the UN in connection with the problem of transfer of conventional weapons, I stated that also at the Summit, which was held some time ago. I have a positive intention, to the effect that I want to have this resolution adopted at the UN by all means, while conducting discussions with the nations concerned.

-- At the talks, Premier LI Peng stated, "Human rights also ought to be something suitable for the situation in China." How will you fill this gap?

Prime Minister: In connection with the human rights problem, I myself strongly said to Premier LI Peng that the Summit is also strongly interested in it, and that even in order to enhance the international status of China, it will be necessary for us to explain the problems of democracy and human rights to other nations of the world in an easier-to-understand way and to carry them out, though there may also be China's way of doing things. It is true that Premier LI Peng used the expression "suitable for the situation in the country," but I welcome the point that at the talks, he expressed the stand that he "is ready to hold talks with international society, in regard to the human rights problem." Also, with regard to the problem of human rights, I want to consider how China will be able to have it advance through future talks, under its reform/open-door policy.

-- As for China-Japan trade, the total amount of Japan's direct investments for FY1990 remained on the level of \$438 million. Compared with the level for the preceding year, the monetary amount decreased by 20.3%, though the number of project items increased. How does the Japanese Government intend to urge direct investments?

Prime Minister: During the past 19 years, trade between the two countries has increased sharply by 20 times. With respect to the investment problem, the monetary amount has decreased by 20%, but the number of instances has rather increased by 30%. In regard to trade with China, I hope for the expansion of investments. We have requested the Chinese side to make efforts to consolidate the environment on the occasion of private circles' making investments. It is hoped that it will make still greater efforts. Japanese enterprises have great expectations on China in the field of investments.

-- How do you think Western nations can urge China to attach importance to the human rights problem? Don't you think that there is the possibility that your laying of a wreath at the Monument to the People's Heroes the other day has caused the Chinese people to misunderstand that the Japanese Government is supporting the Incident of June 4, 1989?

Prime Minister: In connection with the problem of human rights, I frankly transmitted to Premier LI Peng that it still attracted strong attention and interest also at the Summit. I strongly requested that in a form which can be easily understood by international society, efforts be made also as to the problems of democracy and human rights, along with the reform/open-door policy line. As regards my laying of a wreath, I paid my respects, from the standpoint of international etiquette.

-- With regard to the proposed system for reporting the transfer of conventional weapons to the UN, you, at your talks with Premier LI Peng and General Secretary JIANG Zemin, sought their understanding and co-operation. It is said, however, that the Chinese side's reactions were not necessarily positive.

Prime Minister: I received the reply that they highly appreciate the basic way of thinking. However, as regards the concrete implementation thereof, they stated that there are still various problems which they want to check into. This shows China's more forward-looking way of thinking, with an eye to arms control/disarmament. If it cannot be carried out in a positive way, what is the cause? While listening to views from our side, we want to make efforts with sincerity, so that this draft resolution will be adopted at the UNGA session to be held this autumn.

NMi/1816t

WHITE HOUSE STAFFING MEMORANDUM

01 DEC 20 A7:58

DATE: December 18, 1991 ACTION/CONCURRENCE/COMMENT DUE BY: 4:00 P.M., THURS., 12/19

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
 OMIYA PALACE -- KYOTO, JAPAN

SUBJECT: _____

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
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BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 P.M., THURSDAY, DECEMBER 19, with a copy to this office. Thank you.

RESPONSE:

*See memorandum and general comments from Education. Thanks.
 EL
 Elizabeth Luttig
 12/19/91*

PHILLIP D. BRADY
 Assistant to the President
 and Staff Secretary
 Ext. 2702

31 DEC 18 P4:37

(Duggan/Grossman)
December 18, 1991
Draft Two
Students

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
OMIYA PALACE
KYOTO, JAPAN
[date]
[time]

[Acknowledgments]

It is a great pleasure to be with you students from Japan and the United States. To the students, professors, and administrators with Doshisha University, the Stanford Japan Center, Japan English Teaching Program and other institutions represented here: I am proud of your work. I want to commend and encourage all efforts such as yours in international student exchange.

About two thousand American students now attend undergraduate and graduate programs in Japan. Many Japanese students take part in comparable programs in the United States. More than a thousand Americans now teach in Japanese schools through the Japan English Teaching Program. I hope all of you will do everything you can to promote greater and greater participation in such exchanges in years to come.

Student exchanges open new intellectual and cultural horizons for young men and women -- and these experiences help shape young people into leaders. For an example of this, we need look no farther than to Prime Minister Miyazawa. When he was your age, he was an exchange student in the United States.

Another leader who recognized the value of exchanges was my friend, the late Foreign Minister of Japan, Shintaro Abe. The Global Partnership Fund, which he was so instrumental in organizing, carries on his good work today in supporting student exchanges.

Like trade in goods and services, student exchanges yield a bounty for all who participate. They help each side better understand one another's markets. Exchanges lift technical progress to new heights, raising everyone's standards and benefitting consumers throughout the expanse of the global marketplace.

But more than this, exchanges can enrich the individual spirit and nourish the cultures of communities and nations. While we need exchanges that promote efficiency in the market, we must not neglect exchanges in the humanities -- in history, the fine arts, philosophy, the study of religion, and in languages and literature. Octavio Paz, the 1990 Nobel Prize winner for literature, put it well when he wrote, "If human beings forget poetry, they will forget themselves."

I honor all of you for your spirit of scholarship and adventure. As the great dramatist Zeami [zay-AH-mee] put it: "May you always be as fresh in your outlook as when you are young."

#



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

December 19, 1991

MEMORANDUM FOR ELIZABETH LUTTIG

FROM:

JA LESLYE ARSHT *ARSHT*

SUBJECT:

Comments on Presidential Remarks

Here are initial comments to the President's remarks for Japan, but they also apply to remarks for Australia, though, we may have additional comments on Australia.

Generally speaking, the Japan talking points are fine, but in both talks, there should be an explicit reference to AMERICA 2000. In addition, you might want to use an example of at least one prominent American who spent time studying in Japan. One example would be David Kearns who made 37 trips to Japan during his tenure at Xerox to learn how to make Xerox Corporation more competitive.

I am attaching some briefing papers that reference efforts in Japan and Australia that parallel AMERICA 2000. Particularly in the Australia remarks our parallel efforts should be tied to the 6 national education goals.

As I indicated, we may have further, more specific edits on the Australia talk, but all the comments are not in yet.

General Comments from Education

OVERVIEW

The Pacific Rim visits offer an opportunity to view four countries and one U.S. State with very different cultures and educational systems, yet also present opportunities to explore education issues of common concern.

Australia and Japan are both high-income, industrialized nations, yet Japanese schools are governed by a central Ministry of Education, while Australian schooling (like our own) has traditionally been characterized by decentralization. Korea's economic growth over the past twenty years has been almost unsurpassed, and development of an educational system to support an economy based on manufacture of high technology exports has presented an extraordinary challenge. [Indonesia is one of the world's most populous countries, with a population—almost three-quarters of which lives in rural areas—larger than Brazil's on less than one-quarter the land area.]* Hawaii, with its multicultural heritage and unusual state-owned and operated education system is quite unique within the United States.

Some of the areas offering greatest promise for exploration and cooperation include:

Establishing World Class Standards. Japanese and Korean students are among the world's star performers on international comparisons of education achievement, particularly in the areas of mathematics and science. Both systems feature curriculum standards set at the national level. Australia, despite its traditional decentralization, is in the process of developing curriculum standards (initially in mathematics), as well as setting national goals. [Indonesia is in the process of carrying out an ambitious reform of national curriculum, with a critical role played by the Education Ministry's research and development arm.]*

- o **The National Council on Educational Standards and Testing could participate in a partnership with counterpart organizations in these countries as well as to observe their processes of setting standards.** Such an activity would help to define what students need to know and be able to do in any participating country, as well as contribute to the development of World Class Standards in the United States. Variations in the process of setting standards could be studied (for example, the Australian model of standards setting which begins with comparison of existing standards set by the various states offers a contrast to a process which begins at the national level).
- o **Such a partnership might actually lead to joint development of new, internationally valid World Class Standards, to be implemented both in new model schools in several countries (following the International Baccalaureate model, for example), or within existing schools as they change curriculum to prepare students for an increasingly interdependent world in the 21st century.**

Establishing World Class Schools. The trip offers both the visitors and host countries an opportunity to learn from the ways that other countries have structured their schools.

- o **Other countries, especially Japan, may wish to establish their own version of the New American Schools Development Corporation to mobilize private sector cooperation in support of educational innovation.** Partnerships might be formed between national development corporations to exchange ideas and designs.

*Note: Itinerary originally included Indonesia; later Singapore substituted.

- o **U.S. design teams could visit highly successful schools, in these Pacific Rim countries, both to learn the keys to their success and to contribute some of the best educational expertise in the United States to school reform efforts in other countries. Of special interest are:**
 - **The organization of mathematics and science instruction;**
 - **Extension of opportunities to learn (longer school days, weeks, and shorter vacations, as well as afterschool instruction and exam preparation are common in Japan and Korea);**
 - **Technology. Training teachers to successfully utilize new technology in the classroom is an interest of all involved countries.**
 - **School-based management. Several of the more centralized systems, recognizing the limitations of rigid centralization, are experimenting with decentralization. In Hawaii, Project Ke Au Hou is designed to allow decision making to occur at the school level, and hold schools accountable for learning.**

Curriculum Content, Instructional Practice, and Textbook Analysis. Research indicates that Asian classrooms are relatively interruption-free and well-disciplined; teachers in this supportive environment tend to be highly successful in presenting well thought-out, self-contained lessons. Furthermore, the cooperative social ethic reflected in such practices as children's shared responsibility for maintaining order and keeping classrooms clean is exemplary. At the same time, several Asian school systems are struggling with ways to increase student opportunities for creative, independent thinking. Suggested actions include:

- o **The exchange of lead teachers to observe instructional practice, lesson development, and methods of classroom management would benefit all parties.**
- o **Comparative analysis of textbooks would offer a fascinating and effective way of comparing the content of education in curriculum areas like mathematics, science, and world history.**

Assessment. Japan and Korea have high-stakes testing, and all four countries (Japan, Korea, Australia, and Indonesia) have been recent participants in international assessments. Indonesia is developing a national testing program in all required subjects.

- o **Visitors could examine the extent to which a national testing system can be flexible enough to accommodate local differences in curriculum content and local interests. (This is particularly relevant to the initiative of some U.S. states to form clusters for the purpose of test development.)**
- o **The process of linking high-stakes tests and curriculum can be studied, as well as the possible existence of performance or competency-based examinations.**
- o **In general, the implications of high-stakes tests, national testing, and international comparisons (including positive apparent outcomes like high achievement on the exams, as well as the negative outcomes -- Japan and Korea's famous "exam hell" phenomenon) are areas of common concern.**

Links between Education and Employment. Explicit coordination of education and employment at the federal level, as well as skills centers funded jointly by government and industry in Australia are areas of high interest for implementation of Strategy 3 of AMERICA 2000. Strong emphasis on

high-school-level preparation for work and strong links to employers are characteristic of Korea's vocational high schools.

- o Visits to an Australian skills center and a vocational high school in Korea are recommended.
- o Given the increasingly interdependent nature of the international economy, a project to develop international skill standards for particular kinds of employment might be possible.

Choice. Public funding of private schools is characteristic of Australia, where twenty-five percent of the school population attends private schools, which nevertheless receive public funding. This high-level visit offers an opportunity to see a national public-private choice system in action.

Parent and Community Involvement. School-industry and school-university partnerships are common in Korea, Hawaii, Japan, Australia. Provision of educational services to entire families is being tried in Hawaii.

Inclusion of all Students. Efforts to promote educational equity by providing quality educational opportunities for the handicapped, economically disadvantaged, and those marginalized by ethnic or linguistic status -- all within the context of schools which serve all children -- are hallmarks of the U.S. system. Such experience may be of significant value to the Asian countries included in this visit.

AUSTRALIA

Background

Similarities between Australia and the United States in the structure of education and the current national strategies for education are striking. As in the U.S., Australia has a decentralized State system of education in which States determine the organization and content of elementary and secondary education. In addition, both countries are undergoing parallel national efforts for education excellence and are facing similar challenges and issues. However one significant difference is the relationship between the federal government and private schools. In Australia, private schools are funded partly from public funds.

Both countries have similar concerns about the performance of their students. In the 1983 IEA study of science achievement, Australian fourth graders were ranked ninth out of 15 countries (the U.S. was ranked tenth); Australian eighth graders ranked tenth out of 17 countries (the U.S. was ranked fourteenth).

Common Areas of Interest

- o National Goals and World Class Standards. Australia has recently set national goals for schooling as a result of a collaborative effort between the Commonwealth and the States. In addition, a national curriculum framework for mathematics education has been developed in which Australia undertook an exhaustive process of looking for commonalities among State mathematics curricula. The U.S. drive for world class standards could benefit by looking at the Australia process. The Curriculum Corporation, jointly owned by the Commonwealth and the States, has been established to assist in the development of curriculum frameworks.
- o National assessment and Accountability. Australia has started a national discussion on a common approach to assessment. Similar to the U.S., the Commonwealth is focusing on the outcomes of schooling and is looking to develop better indicators of national progress in educational achievement. Australia has just released their first annual national report on schooling.
- o Skills centers. Australia has taken steps to strengthen links between schools, employers, and trade unions by establishing skills centers. Jointly funded by the government and industry, these centers are being developed in a range of key industries to coordinate and provide training. These centers could serve as models for the skills centers proposed in Strategy 3 of AMERICA 2000.
- o Choice. About one-fourth of elementary and secondary school students attend private schools in Australia. School choice plays an important role in meeting the needs of this diverse racial and ethnic student population. The U.S. could learn important lessons on how choice can operate successfully on a national scale.

The Consortium for Policy Research in Education (Rutgers University), funded by the Office of Educational Research and Improvement, plans to hold a meeting of the U.S./Australia Education Policy Project in early January 1992. The meeting will focus on "National Goals, National Curriculum, and National Assessment: Federal System Policies and Politics." Senior officials,

including the Minister for Employment, Education and Training, from the Australian government will be invited to participate.

THE WHITE HOUSE
WASHINGTON

01 DEC 20 11:44

December 19, 1991

MEMORANDUM FOR TONY SNOW

FROM: ROGER B. PORTER *RBP*

SUBJECT: Presidential Remarks: Japanese and U.S. Students

We have reviewed the attached remarks and have noted one suggested change on the first page of the draft.

Please let us know if you have any questions or if we may help in any other way.

cc: Phillip D. Brady

JMH
-BN

WHITE HOUSE STAFFING MEMORANDUM

DATE: December 18, 1991 ACTION/CONCURRENCE/COMMENT DUE BY: 4:00 P.M., THURS., 12/19

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
OMIYA PALACE -- KYOTO, JAPAN

SUBJECT: _____

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PETERSMEYER	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER →	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BRADY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>PORTER ROSE</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>SNOW</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 P.M., THURSDAY, DECEMBER 19, with a copy to this office. Thank you.

RESPONSE:

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

(Duggan/Grossman)
December 18, 1991
Draft Two
Students

31 DEC 18 P4: 37

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
OMIYA PALACE
KYOTO, JAPAN
[date]
[time]

[Acknowledgments]

It is a great pleasure to be with you students from Japan and the United States. To the students, professors, and administrators with Doshisha University, the Stanford Japan Center, Japan English Teaching Program and other institutions represented here: I am proud of your work. I want to commend and encourage all efforts such as yours in international student exchange.

About two thousand American students now attend undergraduate and graduate programs in Japan. Many Japanese students take part in comparable programs in the United States. More than a thousand Americans now teach in Japanese schools through the Japan English Teaching Program. I hope all of you will do everything you can to promote greater ~~and greater~~ participation in such exchanges in years to come.

Student exchanges open new intellectual and cultural horizons for young men and women -- and these experiences help shape young people into leaders. For an example of this, we need look no farther than to Prime Minister Miyazawa. When he was your age, he was an exchange student in the United States.

Another leader who recognized the value of exchanges was my friend, the late Foreign Minister of Japan, Shintaro Abe. The Global Partnership Fund, which he was so instrumental in organizing, carries on his good work today in supporting student exchanges.

Like trade in goods and services, student exchanges yield a bounty for all who participate. They help each side better understand one another's markets. Exchanges lift technical progress to new heights, raising everyone's standards and benefitting consumers throughout the expanse of the global marketplace.

But more than this, exchanges can enrich the individual spirit and nourish the cultures of communities and nations. While we need exchanges that promote efficiency in the market, we must not neglect exchanges in the humanities -- in history, the fine arts, philosophy, the study of religion, and in languages and literature. Octavio Paz, the 1990 Nobel Prize winner for literature, put it well when he wrote, "If human beings forget poetry, they will forget themselves."

I honor all of you for your spirit of scholarship and adventure. As the great dramatist Zeami [zay-AH-mee] put it: "May you always be as fresh in your outlook as when you are young."

#

WHITE HOUSE STAFFING MEMORANDUM

31 DEC 20 A 7:59

DATE: December 18, 1991 ACTION/CONCURRENCE/COMMENT DUE BY: 4:00 P.M., THURS., 12/19

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
OMIYA PALACE -- KYOTO, JAPAN

SUBJECT: _____

	ACTION	FYI		ACTION	FYI
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SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 P.M., THURSDAY, DECEMBER 19, with a copy to this office. Thank you.

RESPONSE:

No comment

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

31 DEC 18 P4: 37

(Duggan/Grossman)
December 18, 1991
Draft Two
Students

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
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#

THE WHITE HOUSE

WASHINGTON

91 DEC 19 P4: 41

December 19, 1991

MEMORANDUM FOR TONY SNOW

FROM: RONALD E. VONLEMBKE ~~1/1~~
ASSISTANT COUNSEL TO THE PRESIDENT

SUBJECT: Presidential Remarks: Japanese and U.S. Students,
Omiya Palace -- Kyoto, Japan

Pursuant to Phillip Brady's request, Counsel's Office has reviewed the above-referenced matter. We have no objection to the proposed presidential remarks.

cc: Phillip D. Brady

WHITE HOUSE STAFFING MEMORANDUM

DATE: December 18, 1991 ACTION/CONCURRENCE/COMMENT DUE BY: 4:00 P.M., THURS., 12/19

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS

OMIYA PALACE -- KYOTO, JAPAN

SUBJECT: _____

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HORNER	<input type="checkbox"/>	<input type="checkbox"/>
SKINNER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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BROMLEY	<input type="checkbox"/>	<input type="checkbox"/>	SMITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PORTER ROSE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	FINDLAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SNOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward your comments directly to Tony Snow, Rm. 122, x2930, no later than 4:00 P.M., THURSDAY, DECEMBER 19, with a copy to this office. Thank you.

RESPONSE:

OK

PT SR SR

91 DEC 19 2:58

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary
Ext. 2702

31 DEC 18 P4:37

(Duggan/Grossman)
December 18, 1991
Draft Two
Students

PRESIDENTIAL REMARKS: JAPANESE AND U.S. STUDENTS
OMIYA PALACE
KYOTO, JAPAN
[date]
[time]

[Acknowledgments]

It is a great pleasure to be with you students from Japan and the United States. To the students, professors, and administrators with Doshisha University, the Stanford Japan Center, Japan English Teaching Program and other institutions represented here: I am proud of your work. I want to commend and encourage all efforts such as yours in international student exchange.

About two thousand American students now attend undergraduate and graduate programs in Japan. Many Japanese students take part in comparable programs in the United States. More than a thousand Americans now teach in Japanese schools through the Japan English Teaching Program. I hope all of you will do everything you can to promote greater and greater participation in such exchanges in years to come.

Student exchanges open new intellectual and cultural horizons for young men and women -- and these experiences help shape young people into leaders. For an example of this, we need look no farther than to Prime Minister Miyazawa. When he was your age, he was an exchange student in the United States.

Another leader who recognized the value of exchanges was my friend, the late Foreign Minister of Japan, Shintaro Abe. The Global Partnership Fund, which he was so instrumental in organizing, carries on his good work today in supporting student exchanges.

Like trade in goods and services, student exchanges yield a bounty for all who participate. They help each side better understand one another's markets. Exchanges lift technical progress to new heights, raising everyone's standards and benefitting consumers throughout the expanse of the global marketplace.

But more than this, exchanges can enrich the individual spirit and nourish the cultures of communities and nations. While we need exchanges that promote efficiency in the market, we must not neglect exchanges in the humanities -- in history, the fine arts, philosophy, the study of religion, and in languages and literature. Octavio Paz, the 1990 Nobel Prize winner for literature, put it well when he wrote, "If human beings forget poetry, they will forget themselves."

I honor all of you for your spirit of scholarship and adventure. As the great dramatist Zeami [zay-AH-mee] put it: "May you always be as fresh in your outlook as when you are young."

Conclusion

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(Duggan/Grossman)
December 18, 1991
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