



Walter F. Mondale

モンデール駐日アメリカ合衆国大使 講演会

Speech by Walter F. Mondale, U. S. Ambassador to Japan, at Aoyama Gakuin University.

Walter F. Mondale was sworn in as the U. S. Ambassador to Japan on August 13, 1993. A native of Minnesota, Ambassador Mondale earned both undergraduate and law degrees from the University of Minnesota.

From 1960 to 1964, Ambassador Mondale was the Minnesota State Attorney General. He then served in the U. S. Senate from 1964 until his election in 1976 as the Vice President of the United States. He served with President Jimmy Carter until January 1981.

In 1984, Ambassador Mondale was the Democratic Party's candidate for President of the United States. Following that election, he practiced law, taught, traveled internationally and served as a director of both non-profit and corporate boards.

Ambassador Mondale has written many articles on national and international affairs, and he is the author of the book, *The Accountability of Power : Toward a Responsible Presidency*.

Ambassador Mondale is married to Joan Adams Mondale. They have two sons and a daughter, as well as three grandchildren.

ウォルター・F・モンデール駐日アメリカ合衆国大使略歴

ウォルター・F・モンデールは、1993年8月13日、駐日アメリカ合衆国大使に就任した。

モンデール大使はミネソタ州出身で、ミネソタ大学で学士号と法律学位を取得した。1960年より64年までミネソタ州検事総長を務めたのち、1964年より76年まで連邦上院議員を務めた。同年、副大統領に選出され、1981年1月までジミー・カーター大統領の下で副大統領を務めた。

1984年には民主党の大統領候補に指名され、大統領選挙後は、弁護士業と教職に携わる一方、世界各国を旅行し、営利、非営利団体の理事を務めた。

国内、国際問題に関して多くの論文を著しており、『権力の責任—責任ある大統領職に向けて』と題する著書がある。

ジョーン・アダムス夫人との間に2男1女がおり、孫も3人いる。



と き 1996年12月4日(水) 10時30分～11時30分

Date : 10:30a.m-11:30a.m., December 4th, 1996

ところ 青山学院大学総合研究所ビル12階国際会議場

Place : International Conference Room, Sogokenkyujo Building, Aoyama Gakuin University

主 催 青山学院大学
Aoyama Gakuin University

後 援 アメリカ大使館
Supported by Embassy of the United States of America

ようこそ モンデール大使
—日米関係について—

総合司会 寺 谷 弘 壬
(青山学院大学国際交流センター所長)

プログラム

開会挨拶

國 岡 昭 夫 (青山学院大学学長)

講 演

モンデール大使

学生との質疑応答

記念品贈呈

羽 坂 勇 司 (青山学院理事長)

感謝の辞

深 町 正 信 (青山学院院長)

Speech on U. S.-Japan Relations by
Walter F. Mondale, U. S. Ambassador to Japan.

Moderator

Hiromi Teratani (Director of International Exchange Center of
Aoyama Gakuin University)

Program

Opening Remarks

Akio Kunioka (President of Aoyama Gakuin University)

Speech

Ambassador Walter F. Mondale

Question and Answers with Students

Expression of Gratitude

Yuji Hasaka (Chairman of the Board of Trustees of Aoyama
Gakuin)

Closing Remarks

Masanobu Fukamachi (Chancellor of Aoyama Gakuin)

AOYAMA GAKUIN
DECEMBER 4, 1996

THANK YOU PROFESSOR TERATANI (te-rah-tahnee) FOR THAT WARM INTRODUCTION. CHAIRMAN HASAKA (hah-sahkah), CHANCELLOR FUKAMACHI (fookah-mah-chee), PRESIDENT KUNIOKA (koo-nee-oh-kah), VICE PRESIDENT KAMO (kah-moe), STUDENTS, FACULTY AND STAFF OF AOYAMA GAKUIN (ah-oh-yah-mah ga-ku-een), THANK YOU FOR INVITING ME THIS MORNING.

I AM VERY PLEASED TO BE WITH YOU. I HAVE COME FOR TWO REASONS: FIRST, TO EXPRESS MY APOLOGIES FOR THE FACT THAT PRESIDENT CLINTON FOUND IT NECESSARY TO CANCEL HIS VISIT TO YOUR UNIVERSITY, AND SECONDLY, TO TALK ABOUT THE CRUCIAL NEED FOR GREATER UNDERSTANDING ABOUT OUR VERY DIFFERENT SOCIETIES BETWEEN YOUR CITIZENS AND MINE.

I KNOW HOW DISAPPOINTED YOU WERE WHEN PRESIDENT CLINTON WAS FORCED TO CANCEL HIS APPEARANCE HERE A YEAR AGO. I HAD A TALK WITH PRESIDENT CLINTON IN MANILA THE OTHER DAY AND HE ASKED ME TO PERSONALLY EXPRESS HIS REGRETS TO ALL OF YOU. HE REALLY WANTED TO BE WITH YOU AND HE KNEW OF ALL THE EFFORTS YOU PUT FORTH TO

MAKE HIS VISIT SUCCESSFUL. AS THE FIRST AMERICAN PRESIDENT TO HAVE STUDIED ABROAD, HE RECOGNIZES THE KEY ROLE THAT CITIZENS WITH INTERNATIONAL EXPERIENCE PLAY IN BUILDING BRIDGES BETWEEN CULTURES.

THAT IS WHAT I WOULD LIKE TO SPEAK ABOUT TODAY -- HUMAN BRIDGES OF UNDERSTANDING BETWEEN OUR VERY DIFFERENT NATIONS. LAST APRIL, PRESIDENT CLINTON AND PRIME MINISTER HASHIMOTO RECOGNIZED IN THEIR JOINT COMMUNIQUE THAT PEOPLE-TO-PEOPLE EXCHANGES, ESPECIALLY STUDENT EXCHANGES, HAVE DRAWN OUR TWO COUNTRIES CLOSER. THEY ALSO TOOK CONCRETE STEPS TO INCREASE THESE EXCHANGES.

EDUCATION IS MAGIC. IT ENABLES PEOPLE TO ACHIEVE THEIR DREAMS. I HAVE FOUND THROUGH MY YEARS IN PUBLIC SERVICE THAT EDUCATION IS THE ONE THING THAT ALWAYS RETURNS MORE THAN WE PUT INTO IT. EDUCATION IS THE ONE THING THAN NEVER DISAPPOINTS US.

AMERICANS ALSO HAVE GREAT FAITH IN THE IMPORTANCE OF EDUCATION AND OF EQUAL EDUCATIONAL OPPORTUNITY. OUR NATION, BASED AS IT IS, UPON THE PRINCIPLE OF INDIVIDUAL RIGHTS,

OPPORTUNITY AND RESPONSIBILITY, HAS FROM ITS BEGINNING PLACED ENORMOUS EMPHASIS ON THE NEED FOR GOOD EDUCATION. IT IS THE VERY FOUNDATION OF AMERICA.

IN 1640, THE MASSACHUSETTS BAY COLONY RULED THAT EVERY COMMUNITY OF TEN OR MORE HOUSEHOLDS MUST ESTABLISH A "COMMON" OR PUBLIC SCHOOL, WHICH MEANT SETTING ASIDE LAND, BUILDING THE SCHOOL HOUSE AND HIRING A TEACHER. THE NORTHWEST ORDINANCE, WHICH BEGAN ~~THE~~ *OUR NATIONS* WESTWARD MARCH ~~OF THE UNITED STATES~~, REQUIRED THAT IN EACH TOWNSHIP, LAND MUST BE SET ASIDE FOR A SCHOOL. UNDER PRESIDENT LINCOLN, THE MORRILL LAND GRANT ACT BECAME LAW AND FROM IT GREW THE MAGNIFICENT SYSTEM OF LAND GRANT UNIVERSITIES WHICH INCLUDES MY OWN UNIVERSITY OF MINNESOTA.

OUR NATIONAL COMMITMENT TO GOOD EDUCATION WAS SOON REFLECTED IN THE WORK OF AMERICAN MISSIONARIES. AS YOU KNOW, DORA ~~E.~~ SCHOONMAKER (skoon-maker), CAME TO JAPAN IN 1874 AS A 23-YEAR-OLD AMERICAN SCHOOLTEACHER AND STARTED A SMALL CHRISTIAN SCHOOL. SHE TOOK THE FIRST STEPS THAT LED TO THE CREATION OF YOUR UNIVERSITY. SINCE I AM THE SON OF A RURAL

METHODIST MINISTER, I TAKE SOME PRIDE IN OBSERVING THAT SHE WAS A METHODIST.

AFTER THE WAR, SENATOR FULBRIGHT PERSUADED THE U.S. CONGRESS TO PASS LEGISLATION STIPULATING THAT THE PROCEEDS FROM THE SALE OF SURPLUS U.S. MILITARY EQUIPMENT WOULD BE USED TO FUND STUDY ABROAD FOR AMERICANS AND SCHOLARSHIPS FOR FOREIGN STUDENTS IN THE U.S. THIS PROVED SO POPULAR THAT WHEN THE FUNDS FROM THE SALE OF MILITARY EQUIPMENT RAN OUT, CONGRESS GAVE THIS PRESTIGIOUS PROGRAM AN ANNUAL APPROPRIATION. THE PROGRAM IS NOW IN ITS 50TH YEAR. OVER 25 ADMINISTRATORS AND FACULTY AT AOYAMA GAKUIN ARE FULBRIGHT ALUMNI, INCLUDING VICE PRESIDENT KAMO (kah-moe) AND PROFESSOR TERATANI (te-rah-tahnee).

THE UNDERLYING PURPOSE OF AMERICA'S WELL-ESTABLISHED TRADITION OF PROMOTING EXCHANGE BETWEEN NATIONS IS SIMPLE: TO HELP US UNDERSTAND EACH OTHER BETTER SO THAT WE CAN WORK TOGETHER. THE CHALLENGES OF THE NEXT CENTURY DEMAND THAT WE RECOGNIZE THE *GROWING* IMPORTANCE OF EDUCATIONAL EXCHANGE. GIVEN THE CRITICAL AND GLOBAL NATURE OF THE U.S.-JAPAN RELATIONSHIP, WE MUST DO EVEN MORE TO PREPARE

OUR YOUNG PEOPLE -- OUR FUTURE LEADERS -- TO UNDERSTAND EACH OTHER.

THIS IS THE SINGLE MOST IMPORTANT THING WE DO TOGETHER. PEOPLE LIKE ME -- POLITICIANS, AMBASSADORS, BUSINESS LEADERS -- MUST WORK WITH WHAT NOW EXISTS. IN A SENSE OUR POWER IS LIMITED TO MOVING THE FURNITURE AROUND THE DECK; WE CAN DO LITTLE TO CHANGE THE DIRECTION OF THE SHIP. BUT YOU -- THE STUDENTS HERE TODAY -- CAN CHANGE DIRECTION. YOU CAN TRULY IMPROVE JAPAN AND STRENGTHEN THE BONDS BETWEEN OUR TWO NATIONS.

YOU ARE YOUNG, BRIGHT AND STRONG. YOUR MINDS ARE LIKE SPONGES. YOU CAN PICK UP ANOTHER LANGUAGE WITH EASE. YOU ARE STILL HONEST AND FLEXIBLE ENOUGH TO LISTEN AND CHANGE. BUT TO REALLY DO IT YOU MUST MAKE GREAT EFFORTS. LANGUAGE ALONE IS NOT ENOUGH. OUR CULTURES ARE SO DIFFERENT -- WHAT WE BELIEVE, HOW WE MAKE DECISIONS, HOW WE DEAL WITH ONE ANOTHER -- THAT ONLY BY REALLY TRYING WILL YOU FINALLY BECOME ABLE TO BRIDGE THOSE DIFFERENCES AND THEN BUILD SOMETHING NEW AND BETTER.

WHEN I ARRIVED IN JAPAN, I FACED STACKS OF BRIEFING MATERIALS; I READ SO MUCH THAT EVEN MY EYE DOCTOR BEGAN TO MAKE MORE MONEY. BUT ONE SET OF STATISTICS REALLY CAUGHT MY EYE: THE NUMBER OF AMERICANS STUDYING IN JAPAN WAS LESS THAN 2,000 WHILE THE NUMBER OF JAPANESE STUDYING IN AMERICA WAS OVER 45,000. I AM VERY GLAD THAT JAPANESE STUDENTS NOW REPRESENT THE LARGEST GROUP OF FOREIGN STUDENTS IN THE UNITED STATES.

I WISH WE HAD DOUBLE THAT NUMBER, AND I HOPE THAT MANY OF YOU HAVE THE OPPORTUNITY TO STUDY IN MY COUNTRY. BUT WHEN I LOOKED AT THE NUMBER OF AMERICAN STUDENTS IN JAPAN, IT CONCERNED ME THAT THERE WERE SO FEW. I STRONGLY BELIEVE THAT AMERICA NEEDS MANY, MANY MORE CITIZENS WHO ARE KNOWLEDGEABLE ABOUT JAPAN, ITS HISTORY, ITS SOCIETY, AND ITS LANGUAGE.

THANKS IN GREAT PART TO THE EXCELLENT EFFORTS OF THE JAPANESE GOVERNMENT, THERE ARE NOW MORE OPPORTUNITIES FOR YOUNG AMERICANS TO COME TO JAPAN THAN EVER BEFORE. THE TWO-YEAR OLD "SHORT-TERM STUDENT EXCHANGE PROMOTION PROGRAM" HAS PROVIDED SCHOLARSHIPS

FOR CLOSE TO 2,000 FOREIGN STUDENTS, INCLUDING OVER 550 AMERICANS. I WAS PLEASED TO HEAR THAT AOYAMA GAKUIN (ah-oh-yah-mah ga-ku-een) HAS BENEFITED FROM THESE SCHOLARSHIPS.

FOLLOWING THE OUTSTANDING EXAMPLES OF "JUNIOR YEAR ABROAD" PROGRAMS AT A NUMBER OF JAPANESE PRIVATE UNIVERSITIES, THE MINISTRY OF EDUCATION HAS ALSO ENCOURAGED JAPANESE NATIONAL UNIVERSITIES TO DEVELOP SHORT-TERM STUDY PROGRAMS WITH CLASSES IN ENGLISH FOR FOREIGN UNDERGRADUATES. I VISITED THE FIRST OF THESE PROGRAMS AT KYUSHU UNIVERSITY, AND WAS IMPRESSED WITH THE ENTHUSIASM OF BOTH THE STUDENTS AND UNIVERSITY ADMINISTRATION. THERE ARE NOW SIMILAR PROGRAMS AT ELEVEN NATIONAL UNIVERSITIES. SINCE BOTH THE SHORT-TERM SCHOLARSHIPS AND THE NEW JUNIOR YEAR ABROAD PROGRAMS ARE BASED ON RECIPROCAL EXCHANGE AGREEMENTS, JAPANESE STUDENTS WILL ALSO BENEFIT GREATLY.

I APPLAUD THE MINISTRY OF JUSTICE'S RECENT DECISION TO ALLOW FOREIGN STUDENTS TO QUALIFY FOR STUDENT VISAS WITHOUT THE BURDEN OF HAVING TO FIND A JAPANESE FINANCIAL GUARANTOR. THIS WILL CERTAINLY MAKE IT EASIER FOR FOREIGN

STUDENTS TO COME TO JAPAN. I WAS PLEASED TO HEAR THAT THE MINISTRY IS CONSIDERING EXTENDING THE NEW REGULATIONS TO COVER CULTURAL VISAS AS WELL; THERE ARE MANY AMERICANS STUDYING AT OUR FINE BRANCH CAMPUSES ON CULTURAL VISAS WHO WOULD BENEFIT, AS WOULD MANY AMERICANS ON INDEPENDENT PROGRAMS.

IN ADDITION TO SUPPORTING EXCHANGES OF UNDERGRADUATE STUDENTS, THE JAPANESE GOVERNMENT IS ALSO CREATING OPPORTUNITIES FOR MORE AMERICAN HIGH SCHOOL STUDENTS, TEACHERS, RESEARCHERS AND ARTISTS TO COME TO JAPAN. OUR EMBASSY WORKED CLOSELY WITH THE MINISTRIES OF EDUCATION AND FOREIGN AFFAIRS IN DESIGNING THE JAPAN AMERICA FRIENDSHIP SCHOLARS PROGRAM FOR HIGH SCHOOL STUDENTS WHO HAVE EXCELLED IN JAPANESE LANGUAGE STUDY. I HAD THE PLEASURE OF MEETING THE FIRST GROUP OF 100 YOUNG SCHOLARS LAST SUMMER. WE ARE ALSO WORKING TOGETHER ON THE FULBRIGHT MEMORIAL FUND, MARKING THE 50TH ANNIVERSARY OF THAT PROGRAM, WHICH COULD BRING UP TO FIVE THOUSAND AMERICAN ELEMENTARY AND SECONDARY SCHOOL TEACHERS AND ADMINISTRATORS TO JAPAN OVER THE NEXT FIVE YEARS.

I CAN'T TALK ABOUT THE BENEFITS OF EXCHANGE WITHOUT SINGLING OUT THE JET PROGRAM. YOUNG PEOPLE FROM EIGHTEEN COUNTRIES CURRENTLY PARTICIPATE IN THE PROGRAM, INCLUDING OVER 2,500 AMERICANS. THE PROGRAM WAS INITIALLY STARTED TO IMPROVE THE TEACHING OF ENGLISH IN JAPAN WHILE AT THE SAME TIME ACQUAINTING JAPANESE YOUTH WITH FOREIGN NATIONALITIES; BUT IT HAS ALSO HAD THE TREMENDOUS EFFECT OF STRENGTHENING AMERICANS' KNOWLEDGE OF JAPAN. MANY OF THE NEW GENERATION OF "JAPAN EXPERTS" IN THE UNITED STATES ARE ALUMNI OF THE JET PROGRAM.

I ALSO ADMIRE THE EFFORTS OF THE MANY FINE NON-PROFIT ORGANIZATIONS (NPO) WHICH FOR YEARS HAVE WORKED TO BRING OUR TWO COUNTRIES CLOSER TOGETHER THROUGH EDUCATIONAL EXCHANGE. I AM ENCOURAGED BY A GROWING RECOGNITION OF THE EFFECTIVENESS OF NPOS, AND I LOOK FORWARD TO A TIME WHEN A RESTRUCTURING OF LEGAL AND TAX STATUS FOR NPOS IN JAPAN WILL ENABLE THEM TO EXPAND THE SCOPE OF THEIR ACTIVITIES.

THE CORPORATE COMMUNITY ALSO DESERVES RECOGNITION. I HAVE MET WITH MANY TEACHERS AND STUDENTS, BOTH JAPANESE AND AMERICAN,

PARTICIPATING IN EXCHANGE PROGRAMS FUNDED THROUGH GENEROUS CORPORATE DONATIONS. CORPORATIONS ARE BOTH BENEFACTORS AND BENEFICIARIES WHEN THEY CONTRIBUTE TO THESE PROGRAMS, SINCE MANY OF THOSE FUTURE LEADERS WILL ALSO JOIN CORPORATE STAFFS. EXECUTIVES WITH FORESIGHT KNOW THE IMPORTANCE OF INTERNATIONAL AWARENESS IN THEIR WORKFORCE. I WOULD ALSO LIKE TO THANK THE MANY CORPORATIONS WHICH HAVE GENEROUSLY OPENED THEIR DOORS TO YOUNG INTERNS. I ENCOURAGE MORE TO DO SO, SINCE EXPOSURE TO AN INTERNATIONAL WORKPLACE BENEFITS BOTH THE INTERNS AND THEIR CO-WORKERS.]

IT IS DIFFICULT TO OVER-EMPHASIZE HOW IMPORTANT I THINK THESE PROGRAMS ARE -- *BECAUSE* INTERNATIONAL EXPERIENCE IS MORE AND MORE CRUCIAL IN OUR LIVES. SOME OF THE VERY TALENTED PEOPLE ON MY STAFF AT THE EMBASSY ARE EXPERT IN THE LANGUAGE AND CULTURE OF JAPAN BECAUSE THEY WERE EXPOSED TO THIS COUNTRY AND ITS PEOPLE AT AN EARLY AGE. THEY HAVE ACQUIRED AN UNDERSTANDING OF HOW TO WORK WITH THEIR JAPANESE COUNTERPARTS. I WOULD ADD THAT MANY OF OUR TALENTED JAPANESE STAFF ARE GRADUATES OF THIS FINE UNIVERSITY.

IN SPITE OF THE MANY WONDERFUL OPPORTUNITIES FOR OVERSEAS STUDY, HOWEVER, THE SIGNIFICANCE OF THE U.S.-JAPAN RELATIONSHIP TO AMERICAN INTERESTS IN ECONOMICS AND TRADE, IN SECURITY, AND IN WORKING TOGETHER IN A BROAD GLOBAL PARTNERSHIP, IS NOT YET MATCHED BY A SUFFICIENT UNDERSTANDING OF THE MANY FACETS OF JAPAN. WE STILL DON'T HAVE ENOUGH SCHOLARS ON JAPAN NOR ENOUGH STUDENTS STUDYING HERE OR SPECIALIZING IN JAPAN STUDIES AT UNIVERSITIES BACK HOME. WE ~~HAVE TO~~^{MUST} DO OUR PART IN THE UNITED STATES TO ENCOURAGE OUR YOUNG PEOPLE TO STUDY ABOUT JAPAN. I AM SURE THAT MY SUCCESSOR WILL FIND THIS CONTINUING "UNDERSTANDING GAP" A WORTHY CHALLENGE -- AND I CERTAINLY INTEND TO CONTINUE PROMOTING AN ACTIVE U.S.-JAPAN EXCHANGE AFTER I RETURN TO THE UNITED STATES.

OUR BEST UNIVERSITIES IN AMERICA ARE REALLY INTERNATIONAL IN NATURE, WITH VERY LARGE NUMBERS OF FOREIGN STUDENTS -- ALMOST HALF A MILLION IN THE U.S. NOW -- AND WITH LARGE NUMBERS OF FACULTY FROM AROUND THE WORLD. I BELIEVE JAPAN MUST WORK ON BOTH CONCERNS: MORE FOREIGN STUDENTS AND MORE FOREIGN FACULTY. JAPANESE UNIVERSITIES WILL BENEFIT

FROM HAVING AN INCREASED INTERNATIONAL FACULTY -- THEIR PRESENCE ON THE CAMPUS NOT ONLY IMPROVES THE QUALITY OF TEACHING AND ACADEMIC RESEARCH, BUT ALSO HELPS DEVELOP THE INTERNATIONAL COMMUNICATION SKILLS SO VITAL IN THE MODERN WORLD. AS JAPAN EVALUATES AND RESTRUCTURES ITS UNIVERSITY SYSTEM, I HOPE THAT UNIVERSITY ADMINISTRATORS AND GOVERNMENT OFFICIALS WILL MAKE A COMMITMENT TO INCREASING THE NUMBERS OF FOREIGN FACULTY AS FULL-FLEDGED, PERMANENT STAFF.

AS YOU BRING MORE FOREIGN STUDENTS TO JAPAN, I HOPE YOU WILL ALSO CONSIDER A FEW SUGGESTIONS. FIRST OF ALL, LET THOSE FOREIGN STUDENTS LIVE AMONG YOU; THEY ARE NOT DANGEROUS. *THEY ARE OFTEN LONESOME & NEED FRIENDS* IN FACT, MOST OF THEM ARE VERY NICE PEOPLE. AT MINNESOTA STATE UNIVERSITY'S PROGRAM IN AKITA, *FOR EXAMPLE,* I SAW THE MANY BENEFITS OF HAVING JAPANESE AND AMERICANS PAIRED AS ROOMMATES. DON'T LET THEM ISOLATE THEMSELVES WITH FELLOW GAIJIN. MAKE THEM SPEAK JAPANESE EVEN IF IT IS AWFUL. SPEAK ENGLISH WITH THEM EVEN IF YOU ARE HESITANT AND UNSURE. TEACH EACH OTHER AND BECOME FRIENDS. THAT WILL BE THE BEST AND MOST ENDURING PART OF YOUR EDUCATION.

DURING MY STAY HERE, OUR LEADERS HAVE HAD TO COPE WITH MANY DIFFICULT AND CONTENTIOUS ISSUES LIKE TRADE, SECURITY, OKINAWA BASING PROBLEMS, AND MUCH MORE. WE ARE TWO INDEPENDENT DEMOCRACIES AND WE WILL ALWAYS HAVE DIFFERENCES. THAT IS TO BE EXPECTED. THE QUESTION IS WHETHER WE KNOW HOW TO BRIDGE OUR DIFFERENCES AND THUS WORK TOGETHER TO INCREASE PROSPERITY, PEACE AND HUMAN UNDERSTANDING.

BEFORE I CAME TO JAPAN I SAID SOMETHING THAT I BELIEVE EVEN MORE NOW THAN WHEN I SAID IT: "EACH OF US HAS A STAKE IN A WORLD THAT IS SAFER, FREER, HEALTHIER PLACE FOR THE PEOPLE OF ALL NATIONS. AND IF THE UNITED STATES AND JAPAN CAN WORK TOGETHER THEN PRACTICALLY EVERY PROBLEM IN THE WORLD WILL GET BETTER OR, AT LEAST, BECOME MUCH EASIER TO HANDLE. BUT IF OUR RELATIONSHIP DETERIORATES, THEN EVERY ONE OF THESE PROBLEMS WILL GET WORSE OR BECOME THAT MUCH HARDER, OR EVEN IMPOSSIBLE TO SOLVE."

HOW JAPAN AND THE UNITED STATES LEARN TO DEAL WITH EACH OTHER IS IN MANY WAYS THE MOST IMPORTANT QUESTION IN THE WORLD BECAUSE OF THE

VAST IMPORTANCE OF OUR TWO PROSPEROUS AND
DYNAMIC SOCIETIES. THIS WILL BE ^{EVEN MORE} ~~AS~~ TRUE IN YOUR
LIFETIME ~~AS~~ IT HAS BEEN IN MINE.

THANK YOU

I FEEL THAT WE HAVE DEALT WITH THE MANY
ISSUES THAT FACE US HONESTLY AND EFFECTIVELY,
AS A RESULT OF THE GOOD WORKING RELATIONSHIPS
BETWEEN OUR GOVERNMENT OFFICIALS, BUSINESS
PEOPLE, ACADEMICS, AND CITIZENS AT LARGE.
PEOPLE ARE WHAT PULL US TOGETHER. PEOPLE ARE
WHY THIS RELATIONSHIP REMAINS STRONG. MANY OF
THESE PEOPLE, AMERICANS AND JAPANESE, WHO
WORK DAILY TO STRENGTHEN OUR RELATIONS HAD AN
OPPORTUNITY TO STUDY IN THE OTHER COUNTRY
WHEN THEY WERE YOUNGER, AND I THINK WE ALL
AGREE THAT EXPANDING THIS POOL OF EXPERIENCE IS
VITAL TO BOTH COUNTRIES.

IN CLOSING, LET ME AGAIN REFER TO MY
CONVERSATION WITH PRESIDENT CLINTON IN MANILA.
HE ASKED THAT I CHALLENGE YOU -- WHILE YOU ARE
PURSUING YOUR EDUCATION -- TO KEEP IN MIND THE
PRACTICAL GOAL OF EFFECTIVE INTERNATIONAL ^{EDUCATION}
^{AND} COMMUNICATION. THE PACIFIC CENTURY IS UPON US,
AND THE U.S.-JAPAN RELATIONSHIP IS AT ITS CORE. I
AM CONVINCED THAT AMERICA'S RELATIONSHIP WITH
JAPAN WILL SHAPE THE FUTURE OF THE REGION, AND

INDEED, THE WORLD. WE MUST GIVE OUR YOUTH THE OPPORTUNITY TO EXPERIENCE EACH OTHER'S SOCIETY AS AN INVESTMENT IN OUR COMMON FUTURE. AND ABOVE ALL, AS THE YOUNG PEOPLE WHO WILL MAKE THE DIFFERENCE, YOU MUST SEIZE THIS OPPORTUNITY NOT JUST FOR YOURSELVES BUT FOR THE GOOD OF ALL HUMANKIND.

THANK YOU AND SAYONARA.



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