Background

According to the 1993 report of the University Self-study Committee, the biggest crisis confronting ICU was the lack of a vision for the future. Consciousness among ICU staff members was seen as being diffuse, and there was little agreement on a vision concerning the University's future objectives.

The recommendations of the Self-study Committee's report were accepted, and that autumn the University Comprehensive Planning Committee was organized to set about the task of reforming the University. Three subcommittees were also established, one of which was the 21st Century ICU Forum. The other two were the Subcommitte for Academic Reform and the Subcommitte for Financial Improvement. The 21st Century ICU Forum was chaired by ICU Trustee Kumiko Nose, who was a member of ICU’s first graduating class. Committee members selected from within the University were mainly younger educational staff members who could still take an active role in ICU’s activities in the 21st century, and several alumni were also asked to serve as members. In accordance with the recommendations of the Self-study Committee, the committee began its task of pursuing the form which ICU should take in the future and stimulating open dialogue on the question among the largest possible number of ICU community members. Although it was functioning for a relatively short period of time, the committee pursued its activities energetically and succeeded in collecting quite a wide range of opinions. I am very grateful for the dedicated efforts of all the members of the 21st Century ICU Forum.

I think the issues emphasized in the 21st Century ICU Forum report have already been very helpful in considering academic plans from the mid- and long-term perspectives, and that point has been mentioned in the report of the University Comprehensive Planning Committee. However, we do not yet seem to have focused completely on the question of our image of ICU for the future, and in that sense I believe that the work of this committee must be continued in some form or other. For that reason, I think that it is essential to have the 21st Century ICU Forum report read by as many ICU related people as possible, so that they may gain a deeper understanding of the problems facing us and, through intensive discussions, try to agree upon a set of common ideals for ICU’s future. This booklet is being provided in the hopes of achieving that purpose.

It is my earnest desire that those who read this report will think carefully about ICU’s future and take every opportunity to participate in the discussions on this issue, in order make their own contribution to the work of deciding on the most appropriate form for ICU to take as a university in the 21st century.

May 24, 1995
Kunio Oguchi, President,
International Christian University

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I. Introduction

This is a report of the 21st Century ICU Forum, established in January 1994 by the ICU Board of Trustees. We hope the report will form the basis for considering the future of ICU by the Board of Trustees and all other interested persons both within and outside of ICU.

The Board of Trustees has given serious consideration to the proposals for reform made in the report of the University Self-study Committee presented in May 1993, and has decided to address the problem of reform, establishing the University Comprehensive Planning Committee, chaired by the Chairman of the Board of Trustees, with three subcommittees: the 21st Century ICU Forum, the Subcommittee for Financial Improvement and the Subcommittee for Academic Reform. The 21st Century ICU Forum was established in January 1994, with the understanding that the long-term vision and direction of ICU needed to be clarified, looking ahead to the 21st century. The committee has held 17 meetings, and its wide range of activities has included the gathering of opinions from faculty, students, members of the alumni and other informed individuals at open meetings. We have also provided the faculty, students and alumni with the opportunity to submit their opinions in written form and have received many responses.

The reason for the establishment of this committee was included together with the proposals offered in the report of the University Self-study Committee: "What is most fundamental for the future of ICU is, first, a commonly shared 'vision,' and second, an 'overall plan' derived from that shared vision. This is not the task of the president or the Faculty Meeting alone. The most important task of the Board of Trustees, which is the constituting organ of ICU, is to present plans for the future of ICU. By doing this they can give substance to their organizational function. The more the times call for retrenchment, the bolder the plan necessary, and not just maintenance of the status quo. As stated in the report by a member of the Board, outstanding ideas are usually not born from the analysis of the status quo. It should be recalled that ICU was created from a single vision. In order to formulate a plan for the future based upon the mission of ICU, the 21st Century ICU Forum should be established under the auspices of the Board, to incorporate the aggregate wisdom of the Board, the ICU faculty, and the alumni."

The task confronting this committee is to try to envision a desirable future for ICU and to find a base for the realization of those future plans from a long-term perspective. This committee regards the mission of ICU in the 21st century to be the pursuit of a totally new ideal through free and open discussion, and the education of young people who are able to give shape to and undertake the attainment of this ideal in society. In order to achieve this goal, the new ideal should be proclaimed to the rest of the world, and outstanding students and faculty and staff members who embrace it should be sought. The creation of a base for the realization of this ideal requires high-level scholarship that is open to all the world and the creation of an educational community. Although the degree of specialization and technicalization in research and education will continue to increase in the future,
ICU should not be too easy to conform to this trend and respond to society's general expectations and requirements of a university. Instead, we should seek to gain a deeper understanding of those needs by providing a comprehensive liberal arts education. The committee believes that this will facilitate the clarification of ICU's "raison d'être" for the 21st century.

II. The Basic Stance of this Committee in Compiling this Report

"Closing their eyes to the past will make them blind in the present."

Former FRG President Richard von Weizsacker

The understanding of this committee concerning the founding ideals of ICU is as follows. The development of a university's philosophy can be said to be both a positive and negative reflection of the spirit of the times. The strength of that philosophy will make all the difference between a situation in which we stand with hands outspread toward a ray of light from the darkness of misery and agony and one in which, given a defined set of social values, we seek to resolve situations in the present with an eye to addressing changes expected in the future. The committee has taken the common awareness of crisis among ICU members evoked by the report of the University Self-study Committee as its starting point. In this regard, although the task of this committee is to reformulate the University's philosophy for the 21st century, it must also look back to the time of the establishment of ICU. This understanding of our mission arises from the belief that "a new stage in history in the promised land" can only be opened by accepting the past.

The committee considered it necessary to reaffirm the possibilities and the significance of liberal arts education at this stage in history, and to effect a deeper understanding of its purpose. The fundamental stance which has served as the basis for the proposals this committee has made is that the spirit of international mutual understanding, which makes respect for diversity possible, and the realization of Christian ideals through a liberal arts education, will be even more important as we look ahead to the future.

Respect for free discussion of ideas as mentioned above is not something we can hope for unless there is respect for the independence and diversity of individuals. What makes this possible is a comprehensive liberal arts education, which is the common ideal of the members of this committee. The understanding of this committee is that liberal arts education is a method of scholarly inquiry that is not confined to a specialized academic field, but attempts to make full and practical application of intellectual endeavor into a variety of academic areas; moreover, it involves the acquisition of basic academic skills. This self-limiting stance in the pursuit of truth should guarantee freedom from bias in academic pursuits. Thus, we hope it will be understood that the "concrete proposals" in this report have been made based on a position from which we could survey the possibilities and make adequate allowance for diversity.
There is, of course, a certain importance to what society may think of ICU. But it is not at all clear whether public opinion will follow along the same lines as the founding philosophy of ICU. This committee believes that that social valuation of ICU and its maintenance should not be taken as the starting point for consideration of ICU's future. If a serious effort is to be made to reformulate ICU's philosophy for the 21st century, we should set out with an adventurous spirit, embracing both hope and apprehension, even disregarding society's appraisal, as was the case at the time of the University's foundation. We will not reach a new continent by remaining safely on land.

The committee values the many opinions, proposals and criticisms offered as we have addressed the task of reevaluation and reformulation of ICU's philosophy, and is extremely grateful for the enthusiastic encouragement it has received. The intense interest shown and the time taken by people who are very busy to communicate their opinions to us are an indication of the degree of social responsibility being assumed by ICU as we enter the 21st century. It is not possible to include all the opinions received in this report, but we would like to express our sincere gratitude to all those who took the time to share their ideas with us.

II. Reevaluation of the Founding Ideals of ICU

"ICU, a university of tomorrow."

ICU was established in the period of chaos following the second world war at the initiative of Christians mostly from Japan and North America. It is difficult to imagine today the actual situation at the time of the University's foundation, but it should be understood that deep regret over the tragic war and a desire for peace underlay it all. There was serious reflection concerning the fact that the unstoppable conflict was engendered by an absence of international understanding and that no organizational resistance arose to combat the militaristic trend in society because of a lack of responsible individuals. This led some to advocate a philosophy of higher education based on Christian ideals that would be open to all the world as one means to secure the reconstruction of defeated Japan. The process leading to the realization of this ideal in such a short period of time was supported by many people, primarily in Japan and the U.S., and can be regarded as the work of God, choosing the right time in history to put such an ideal into effect. The first president Hachiro Yuasa reiterated whenever he had the opportunity the idea that ICU was to be a university of tomorrow, trying to meet the challenges of the real world everyday and adopting a posture of continuous pursuit of perfection as a university. Those involved with ICU at the time of its foundation must have been attracted to the University for its incomplete quality, always evoking a spirit of adventure and fresh hope as it looked towards an unknown world. What is required of ICU now as it looks ahead to the 21st century is this common enthusiasm for adventure.

At the time of the foundation of ICU, the central concept was the establishment of a new type of graduate school, but the actual product was a four-year liberal arts college. The basic thinking behind
the various concepts for ICU was that it should be an institution of higher education with a first-class academic grounding, a strong consciousness of its international character and the spirit of Christianity as the foundation for academic research. The hope at that time of educating youth to support Japan and the world and to indicate the direction which our progress should take, and of having the efforts of all concerned with ICU devoted to realizing this objective and creating something from nothing, is apparent here. Without this spirit, the participation of Dr. Emile Brunner for example would be inexplicable. Dr. Brunner chose to relinquish his responsibilities and his reputation as a leading theologian in the West and travel far from Switzerland to join the unknown and as yet unformed ICU. We can feel the enthusiasm of that time, over and above that of the individuals who actually participated in the undertaking, and a hope for peace that was characteristic of that era.

There seem to have been many interpretations of the interrelationship between the "I," "C" and "U" of ICU. Our committee regards these three elements of ICU as having meaning not by themselves but through their mutual relationships, forming meaning in unity. The meaning is clear from what has been stated before: to realize international mutual understanding and the spirit of Christianity through the highest quality academic training and research. In concrete terms, this implies comprehensive liberal arts education. Looking at it from another perspective, we may say that the general ideal of providing a first-class liberal arts education has been embraced and is also supported by international and Christian ideals, and this indicates the unique character of ICU.

However, today, half a century after the foundation of ICU, the environment surrounding the University has changed greatly. The report of the University Self-study Committee points out that "a situation in which the commonly shared vision had deteriorated, the direction in which we should proceed was unclear and there was concern for a loss of vigor in the University" had already existed for a long time.

What should not be forgotten here is that questions raised in the campus strife that occurred quite some time ago also had to do with the question of whether the sincere interest in the pursuit of truth that existed at the time of ICU's foundation had been lost. The questions raised at that time cannot be said to have been answered as yet. It is important to note that a responsible stocktaking and summing up of the period of discord has not yet been completed by the University. Full consideration of the problem by this committee was not possible, but we would like to point out the necessity for recapitulation of the events of that time and offer some basic perspectives.

The period of campus strife, which lasted several years, with 1969 as its peak, involved protest movements by young people who were primarily students criticizing existing systems, occurring not only in Japan but all over the world. ICU did not escape this social upheaval, experiencing serious confrontations. As concerns the problems experienced at that time, there should be serious reflection over the fact that ICU seemed to be unable to resist and to be swept away by the tide of unrest. On the other hand, we should not overlook the fact that it was precisely because of ICU's high ideals and
its small size that the occurrence of disputes that were considerably more vehement than those experienced by other universities could not be avoided. This may be the fate that ICU has to bear. And it calls for reconsideration when we are looking back at the past. The committee believes that disputes were more severe where the questions regarding philosophy were more intense, and it can be said that a subjective sincerity existed therein. But at the same time, we should be mindful of the ever-present danger that high ideals may be fraudulently displaced by the personal opinions of the constituent members of the university organization.

What we learn from a reevaluation of the upheaval is, first of all, that ICU should carefully analyze the problems of the times and develop an awareness of the essence of those problems, and avoid being swept away. Secondly, it should understand its uniqueness as a responsibility and try not to fall into the trap of self-justification. Moreover, ICU should accept this difficult role with a new, distinct feeling of self-awareness.

The aim of this committee in reconsidering the founding philosophy of ICU is to gain an understanding of the University’s superior but complex character, which will only be realized through unceasing effort that is focused on tomorrow. It is necessary that we recapture the spirit of the people who, relinquishing everything, participated in an adventure 50 years ago, when information could not be obtained in an instant and transportation was not as convenient as today, to build a single community with a faculty and staff of many different nationalities. At this moment, with the 21st century before us, the reaffirmation by those concerned with ICU of this selfless spirit focused on high ideals will be an absolute requirement for the pursuit, creation and common recognition of a new ideal.

IV. The Essence and Possibilities of Liberal Arts Education

"Education to nurture people to serve God and mankind."

What was regarded as most important by this committee in examining liberal arts education as the main concern of this report, is that the philosophy behind liberal arts education is integrally related to historical reality. In Europe, where the present university system was founded, and in the United States, whence the founding philosophy of ICU derives in large measure, the ideas behind liberal arts education developed independently, each with a separate tradition and process of evolution that should not be overlooked. It is of decisive importance for us to go back to the origins of the force that shaped history, which can be said to be the undertaking carried out by ICU just after Japan’s defeat in the war.

Looking back over the history of liberal arts, we find that the concept originated with the Greek idea of respect for insight into human nature and the conventions of cultural activities and of giving knowledge and training to children according to a certain ideal of personal development. This included the notion of emphasizing the ability to synthesize knowledge. And this became the living
force that shaped history after it was taken over by the Christian world in medieval Europe. The Renaissance, which represents the rediscovery of humanity and the beginning of modern times, could not have occurred without this tradition of Christian humanism. The North American institutions on which ICU was modeled, such as Princeton University and Amherst College in the United States, also aimed from the time of their foundation at offering a comprehensive education in the humanities together with a theological education to train ministers.

What has been stated above is not meant to imply that the idea of liberal arts was always at the center of education and culture and respected as such. Francis Bacon, who criticized the Aristotelian academic system in the 17th century and paved the way for modern positive scholarship, severely criticized the trend that then prevailed of neglecting liberal arts. "I am amazed at the fact that, although there are numerous prominent institutions of learning in Europe, all specialize in specific fields and cannot spare any time for liberal arts." (Progress in Learning, vol. 2.) Bacon went on to compare the relationship between basic knowledge and specialized fields with that of the roots and branches of a tree. "To make the tree bear more fruit, it is useless to care for the branches; only fertilizing the roots will produce any results." What is clearly asserted here is that liberal arts education means creating new scholarship and culture by getting a critical grasp of the trends of the times and returning to the roots of scholarly study.

The committee’s understanding of liberal arts education based on the foregoing considerations can be summarized in the following five points.

1) Returning to the basics in scholarly and educational activities.

The chief purpose of liberal arts education is not to offer breadth at the expense of depth but to provide a thorough grounding in the basics, which will then lead to broader knowledge. Learning to examine matters to their very roots will train students to examine things critically and enable them to make independent and comprehensive judgments. The spirit of liberal arts education lies in not neglecting the basics.

2) Liberal arts education should in principle be applicable to any academic field.

Liberal arts education does not train one in any specific field. It is a willingness to acquire the attitude required for scholarly pursuits and the essential elements of the theory of individual scholarship, a method for identifying a problem and a question of one’s stance on education. We have stated that liberal arts education was a force that shaped history, but it has also changed along with developments in history. For this reason too, it is essential that students acquire the academic attitude that prompts one to delve deeply into the knowledge and methodology appropriate to the academic fields that will open up a new era.

3) Liberal arts will not simply go along with the trend towards specialization and fractionalization in academics but instead will provide the basis for criticism of and resistance to that trend.

The basic ability to develop specialized research from within will not be such that it will only be
useful in a specific, specialized field in the manner of ready-made technical skills. Rather, concentration on the basics will produce wide-ranging interest and a desire to become actively involved in whatever field of learning presents itself. This self-limiting aspect will help to nurture individual humility in the pursuit of truth as well as respect for humanity.

4) Liberal arts education will emancipate the individual student from biased thinking and will make possible the establishment of a free personality.

This point is very important when liberal arts education is actually being implemented. An environment that allows for learning in small numbers must be provided in order to ensure the success of this type of education, which aims at the formation of an independent personality through questioning of the fundamentals of knowledge, since interpersonal relationships are indispensable for that purpose.

5) An important objective of liberal arts education is to cultivate responsibility and the power of execution for active involvement in real social problems.

Liberal arts education is often discussed in contrast with specialized education and has the general image of concentrating on the acquisition of the fundamentals of pure scholarship without any contact with society. This point is valid insofar as liberal arts education focuses on obtaining knowledge that is not immediately useful after one goes out into society, but it should not be misinterpreted as an "ivory tower" lacking any relationship to society. Liberal arts education trains people to penetrate problems hidden from general view in society, from an unbiased perspective. In this sense, it is hoped that those receiving a liberal arts education from ICU will take an active interest in society and work to the utmost of their ability.

If the five points above are taken in interrelation to one another, liberal arts education should work as the roots of trees with many flowers and fruits, as conceptualized by Bacon.

This basic understanding of the content and objectives of liberal arts education can be summed up as follows.

1) Attaining basic knowledge and understanding of a broad area of study
2) Cultivation of critical thinking ability
3) Mastering techniques to obtain knowledge and make progress in understanding.
   a. Methods for collecting materials for study and information
   b. Methods for data analysis
   c. Quantitative analytical methods
   d. Foreign language competency
   e. Power of presentation and persuasion
   f. Experimental methods in the natural sciences
   g. Computer literacy
   h. Training in creativity and expression
4) Appreciation of and critical ability in the arts.
5) Understanding and judgment concerning religion and social responsibility.
6) Enhancing knowledge and understanding by applying the above to a specific field, and learning the techniques necessary to work in that field.

V. The Perception of the 21st Century and ICU's Response

"A university that trains students to criticize, create, and serve."

This committee arrived at a recognition of the importance of the real meaning and possibilities of liberal arts education by studying its history. Liberal arts education provides a solid base for the intellectual training of students studying at ICU and makes for an independent individual who thinks critically and is motivated to participate actively in society. Is this essential understanding out of date and unsuitable for future purposes when looking ahead to the 21st century? Aren't we arriving at that stage in history when time can no longer be spared to go back to our origins?

The following is a summary of what the committee expects the 21st century to be like and the sort of people who will be required.

1) The importance of creative people who are able to offer new values free from existing ways of thinking will increase, at a time when the direction in which the world is moving is hard to foretell and the degree of chaos and uncertainty is on the rise.
2) As globalization progresses, it will be necessary to be able to understand and respect differences in ethnicity, culture, religion, and values as they are, and also to have the desire and will to solve conflicts arising from these differences.
3) As academic specialization accelerates, it will be important to refrain from following this trend and instead to exercise critical and synthetic powers of judgment concerning it, by endeavoring to recover our original position on research.
4) It will be an urgent task to preserve the precious natural environment so that people may continue to be able to live on the earth, where the effects of accelerated scientific and technological development will have extended to every corner of the world.
5) It will not be possible to cope with the new world with the existing distinction between natural sciences and the humanities. Those majoring in the natural sciences will need to have an understanding of the basics of the social sciences and the arts, and vice versa.
6) The trend towards ethnic strife observed all over the world has the potential to escalate in Japan as well, so that sincere interest concerning the cultures of other countries and efforts to communicate the traditions and culture of Japan to the rest of the world will be necessary.
7) While the calls for humanism will grow more intense, interest in religion will deteriorate, and at the same time curiosity about mystical and supernatural teachings will increase, as a reflection of the anxiety of the times. At such a time, values that contribute to the formation of responsible
individuals and enhances the personality will become most important.

8) To respond to the lifelong intellectual curiosity of adults in general and of middle-aged and elderly people, there will be an even greater need than at present to welcome such persons into institutions of higher education.

With this picture of the years ahead, we realize that the educational problems facing ICU will not be easy to solve. In many places around the world, experimental attempts are being made to discover what form higher education should take in the 21st century, such as the rationalization of the University Accreditation Standards in Japan. However, with the future remaining unpredictable and diverse, there is no magic wand to solve all problems. Moreover, measures that apply directly to each of the problems should not be considered. This sort of solution can only accelerate university expansion and fractionalization of academic training, and the integrity of the university would be lost, while individual personality and high ideals would perish. For this reason, we believe that the aggregate power of the university should be concentrated in a single viewpoint. As has been stated previously, this may be done by going back to the starting point which we understand to be a force that shaped history. If we think about the matter in terms of the problem of academic specialization, we are neither following the trend towards specialization nor turning our back on it, but are simply returning to the origins of our original research posture. The central task of liberal arts education is to nurture the ability to make comprehensive critical judgments with regard to this trend towards specialization. This committee has arrived at the conclusion that the path which ICU should take into the 21st century is that of full realization of genuine liberal arts education, which will lead the way into the new age.

The Path to the New Era

Liberal arts education at ICU differs from the programs of the universities that were newly established after the Second World War, which separated general education from specialized education. It can be understood to have anticipated the rationalization carried out by the University Deliberative Council in implementing a four-year, integrated educational program. However, in the reforms underway at many universities in Japan, liberal arts education has not been actively adopted. The actual result has been less emphasis on general education as compared with specialized education. In the face of such a trend, ICU, as has been stated previously, should attach more importance to building a solid foundation, and to possibilities for development of original research on a long-term basis, and not focus on the assimilation, introduction or application of the very latest research. Resisting the trend of the times will present difficulties, but, as Bacon asserted, the essence of learning lies in following that path, and therefore its potential should be pursued once again by returning to the founding principles of ICU.
What It Really Means To Be "International"

From the University's name it is clear that ICU is not a university in Japan intended only for Japanese nationals. Our vision for ICU in the 21st century cannot be developed without reaffirmation of this fact. It will only diminish ICU's ideals to understand the word "international" as referring to contributing to the so-called "internationalization" of Japan or to producing capable people to render service for the reformation of Japanese society.

Our perception of the world of the 21st century has been presented here, but ICU must continue its adventure, striving for the realization of its ideals in its own academic community, through day-to-day experiments to seek the most desirable form of internationalism. ICU itself should be able to offer the essential model of internationalism. Christianity would provide a model for the pursuit of true internationalism through understanding of the idea that all people are equal, responsible and valuable before God. Placing liberal arts education at the core of our vision for the 21st century is deemed to be the most appropriate approach for the realization of the above objectives.

Forging a Responsible Character through Christianity

The University Board of Trustees has placed great emphasis on the "Christian Code" and has established a committee to consider this policy from the point of view of the University as an academic institution. Opinion has been divided among members of this committee concerning the propriety of the "C-code," and therefore we have not arrived at any conclusion, but the importance of Christian philosophy in both education and research has been fully recognized. In that regards, the committee respects the spirit reflected in the Final Report of the Committee for the Study of ICU's Christian Ideals. Reverence for God as the Supreme Being empowers one to criticize matters, meanings and values other than God and make them completely relative. This kind of self-criticism helps to build an independent and responsible character, which accepts relativity in culture and academics and respects others and other cultures, showing modesty in the face of truth; and also facilitates the formation of an academic community consisting of independent individuals.

In this manner, liberal arts education forms a solid basis for the promotion of independent, specialized education, and affords freedom, whether one is involved in society, specialized research or service. We would hope that the ICU alumni would have diverse personalities and demonstrate the ability to work from the foundations of society and history and with a long-term perspective. ICU can only really show its dedication to our founding ideals by fully realizing the foregoing goals.

The ICU College of Liberal Arts Bulletin, which we have with us today, states the following: "The College of Liberal Arts aims to offer the following kind of education. In the pursuit of truth, only God should have an absolute value, and thus any kind of theory or mode of thinking should be the object of free and dispassionate research, with an open-mindedness towards other academic fields and other cultures, and with synthetic powers of judgment and creativity of thought. Moreover, we
should provide an education to motivate active involvement in and contribution to the formation of a new society, for the purpose of affirming the dignity of humankind and realizing social justice." We can see herein the aspirations of the ICU College of Liberal Arts and its hopes for tomorrow. ICU hopes, through the education provided by the College of Liberal Arts, to send out into the world persons nurtured by the spirit of Christianity and ready to take an active role in international society as independent individuals.

VI. "Liberal Arts Education" as the Philosophy of ICU

"A university open to all the world, pursuing authentic, high-quality liberal arts education."

The essence of liberal arts education lies in consolidating a base for scholarly research. The results must have some connection with the interests of all people currently living in the world. The true value of this kind of education is demonstrated much more strongly by the fact that it enables students to acquire an open, international cast of mind and respect for diverse cultural and human values and is based upon the spirit of Christianity. In this way, ICU hopes to continue to provide a place where enthusiasm and joy in research and education can be had, through personal interaction between faculty and students.

The character of ICU can be said to be that of "a university open to all the world pursuing authentic, high-quality liberal arts education." This implies a spirit of inquiry into the path which should be followed, by seeking out faculty and students who embrace this ideal from all over the world and actively taking up the question of what form the world of tomorrow should take.

The pursuit of this sort of liberal arts education does not run counter to the idea of demonstrating ICU's distinctive qualities in education and research and opening up exciting new fields. If we consider the ideals and traditions of ICU, some related fields in which the University's distinctive characteristics can be more strongly reflected are the following interdisciplinary subjects.

a. Intercultural studies focusing on Japan studies
b. Research on religions and values, with a focus on Christianity
c. Peace studies
d. Research for achieving understanding of other cultures and social structures and regional studies on a variety of areas
e. Research in the related fields of nature, environment and ethics
f. Comprehensive research on international economic and political cooperation

Looking ahead to the future, with the pursuit of liberal arts education as our basic means of access to the 21st century, examination and reform of many aspects of ICU will clearly be necessary. The basic direction chosen after consideration of the many issues presenting themselves to this committee will be summed up below, and some concrete proposals discussed by the committee will follow in section VII.
Reconsideration of the College and Division Organization

The present organization of ICU is that of a four-year liberal arts college with six divisions and a graduate school with four divisions. Much energy has been spent in building a system of cooperation between schools and divisions in order that they may embrace the same ideals and for the purpose of solving concrete problems, and this situation needs to be improved promptly. Issues such as Graduate School programs are being discussed by other committees, but from a long-term perspective, the following three points are regarded by this committee as important as we reevaluate the present organization.

1. The University as a whole should follow through on its basic policy of offering a liberal arts education.
2. This basic policy should be linked to an interdisciplinary education and research environment, in which ICU's distinctive characteristics will flourish, and an environment that is open to society.
3. The features that ICU Graduate School wishes to emphasize should be clearly established. Although Graduate School programs require rigor in the pursuit of specialized research, the Graduate School should not simply follow its own path. Its relationship to the academic program of the College of Liberal Arts should be given greater emphasis and thus be made more effective.

Graduate School

The original plan called for three graduate schools, and the school at present consists of four divisions. There may be many reasons for the establishment of a division which was not in the initial scheme, but it will not be appropriate to view such a move as a product of mere chance, owing to circumstances of the other divisions, or as resulting from the absence of a definite plan. It would probably reflects the fact that a superior liberal arts education must be supported by first-class research. To achieve this goal in the difficult context of Japanese society, especially given the unique character of a Japanese university, ICU had to make certain adjustments. Without an existing tradition of liberal arts education, there was inadequate understanding of the purpose of the College of Liberal Arts, and there were no graduate schools to accept its graduates. Another factor was that, in a small-scale university graduate school, the graduate students have a considerable influence on students in the liberal arts college.

The committee did not have sufficient time to conduct full deliberations regarding the Graduate School. However, the committee did attach importance to the continued support of the superior characteristics of liberal arts education, that is, of the critical minds of the faculty and the quality of the students, in higher specialized fields and the pursuit of scholarship. It is our hope that a plan for the Graduate School will be conceived, which provides for the scale and characteristics appropriate to ICU, with the clear objective of producing graduates who have attained an international level of
competence in the areas of both practical ability and academic research.

Realization of Internationalism

In order to pursue and practice liberal arts education on a level suitable to ICU, it is absolutely necessary that we put the greatest effort into attracting outstanding faculty and students from all over the world, and have them conduct research, educate and be educated to their satisfaction. It will be important that "Japanese leadership," in both terms of quality and quantity, not be taken for granted in the administration of the school nor in the composition of the faculty and the student body.

As concerns the use of English and Japanese, we must strengthen English language skills among the Japanese. To begin with, it is meaningless to emphasize English for foreign language study and aim at achieving bilingualism if only a few courses are offered in English. The fact that English and Japanese are used on campus is precisely because of the supposition that an international society exists here. It is also important that ample opportunity be given to students to acquire languages other than English and Japanese.

When we say that ICU is open and connected to all the world, we do not have in mind any specific country, area or group, but it is natural to have certain areas of emphasis, as an expression of the actual world view of the University. Looking at ICU's present situation, more emphasis should be given to developing nations and to countries other than those representing western culture.

Complete Bilingualism

Though it is not quite perfect, an international academic community has been formed here, with bilingualism as its foundation. However, the positive meaning of this policy was to become clear only through its involvement with the ideals of liberal arts education. That is to say, by learning a foreign language, new possibilities in cognition, action and relationships with others are opened up. It also enables one to gain a deeper understanding of other cultures and to grasp the distinctive characteristics and possibilities as well as the limitations of one's own language and culture. The study of foreign languages in the context of liberal arts education will not be meaningful unless the rich content of a given language is absorbed and transmitted. This perspective must be emphasized not only with respect to English and Japanese but for other languages as well, in order to give greater substance to ICU's international character.

Campus Community

The ideal of constructing a unified ethos by having students and faculty living together on the same campus, and not just coming together for classes, had a strong impact on post-war Japanese society. Many graduates have pointed out the importance of the access to open intellectual space for free debate and criticism that they enjoyed while living on campus. This living experience was
significant in that it gave students a concrete understanding of the real nature of liberal arts education, which emphasizes personal growth through interaction with others and not just the transmission of knowledge. During ICU's founding years, the housing conditions were not good in Japan, and housing on campus was a must if the university were to be able to invite people from abroad to serve as ICU faculty and staff. Since Osawa was some distance from central Tokyo, the required conditions for and necessity to create an independent community were present. The significance of the campus community was considerable, and we must guarantee that it remains meaningful in the future.

Students

ICU is a small university and as such it does not have a large number of alumni. However, ICU graduates comprise a galaxy of remarkable intellects, and with their diverse personalities, they have played a particularly important role in international society. It is important that we emphasize this point and admit students who have the potential ability and desire to apply themselves with a critical spirit to existing academic studies. For this purpose, entrance examinations should be redesigned so that students who have the will to approach their studies critically and an independent mind will be accepted. What is desired of these students is that they endeavor to make themselves independent as they acquire techniques of learning and knowledge in the course of their studies. At the same time, it can be said that liberal arts education in essence fails if a student does not experience a moment in which some of the points of view and ways of thinking taken for granted before entering the school are fundamentally questioned.

Administrative Organization and General Staff

The general staff and their work are especially important in a small university. Originally, the "Christian Code" was also applied to the general staff, but the discontinuation of this policy does not mean that the role of the general staff has been reduced. It is hoped that the administration gives sufficient consideration to the importance of the general staff, so that although the type of work done differs from person to person, cooperation for a common high ideal will emerge from the University as a whole. When day-to-day work is evaluated fairly, motivation will be increased, and, even when the work involved is difficult, its contribution to the realization of the University's ideals will be clearly perceived, so that the meaning of the work will be grasped in the process. For this purpose, the University's administrative personnel need to realize that their own, self-motivated efforts, together with those of the faculty and the students, are required for the realization of ICU's ideals.

Faculty

A university consists of human beings, and the educational staff are its lifeline. This statement is
made with regard to the weight of the responsibility involved and not to any particular right. When important responsibilities are placed on the general staff, educational staff members need to possess a determined sense of mission in order to meet the requirements of scholarship and education without regard for their own, individual interests. In liberal arts education, a teacher's attitude and approach to teaching could be more important than what is being taught. Contrary to what one might expect, a student will take in by instinct the essential aspects of a situation, and there is a danger that students will unintentionally come to resemble their teachers in character. A willingness on the part of each teacher to pursue the truth as a mentor and role model in academic research and involvement with students is essential. What is desired of the teacher in liberal arts education is dedication as an academic advisor, and the ability to promote original research.

VII. Some Actual Proposals for Action

The establishment of a long-term outlook, which has been given as a task to this committee, is something a university should always have in mind. A strong organization consisting of a small number of members should be permanently established under the auspices of the Board of Trustees, and a system for studying a concrete, long-term vision should be put in place. The rich soil of ICU's ideals should not be easily changed nor should it be left untouched. Plowing at intervals in history for fertile possibilities will lead to new sources of vitality.

1. Continuation of Small Class Size

The number of students having the kind of temperament described above is naturally small. The high quality of liberal arts education at ICU has been maintained through individual relationships between teachers and students. In order to give greater meaning to the guidance in academic matters and personal interaction provided by the advisor system, which is the lifeline of liberal arts education at ICU, the student quota should not be significantly increased, and the basic policy of providing education to students in small numbers should be firmly maintained. Those concerned with ICU's future must realize that liberal arts education is indeed costly.

2. Realization of a More Substantive International Character

Foreign faculty should be accepted not only in order to fulfill the quota but as a real force in promoting superior liberal arts education. When this goal has been realized, the significance and necessity of having non-Japanese members of the administration, including the president and members of the Board of Trustees, will become clear. ICU should take these steps to give evidence both within and outside the University of a more substantive international character than it has shown itself to have in the past.
3. Japan Studies

Liberal arts education is almost by definition interdisciplinary. It is important that ICU strengthen its interdisciplinary academic programs. In particular, given the increased prominence of Japan in world affairs, a rigorous program in Japan Studies is essential. This involves not only a comprehensive understanding of Japan and its place in the world today, but an appreciation of traditional Japanese culture.

4. Graduate School Organization

We would like to propose a plan to reorganize the Graduate School and divide it into broadly two programs: one program for those engaged in academic research, and another program for those wanting actual contact with society and international experience. In any case, as pointed out in the Final Report of the University Self-study Committee, the master's program should be strengthened with respect to its content, so that ICU's distinctive characteristics and strength, to be found in the pursuit of liberal arts education, may be kept alive. In the doctoral program, doctorates should be awarded only in fields emphasized by ICU, and students engaged in other areas should be sent to other high-quality research institutions in Japan and abroad. In this way, we would aim to achieve an overall reputation as a unique liberal arts university with a small but distinguished graduate school.

5. Students

Our system for attracting superior students from within Japan and all over the world, who are suited to the task of realizing the ideals of ICU, should be strengthened. For this purpose, a reevaluation of the entrance examination system will be important, and for especially outstanding students, favorable measures such as tuition exemptions will have to be devised, and the scholarship system should be further expanded and improved.

6. Administrative Organization

It will be necessary in the future to select employees for administrative purposes with the expected increase in international exchange activity in mind.

7. Faculty

The University's employment policy for appointment of new educational staff members should be clearly indicated as a matter of policy. For fields which are of decisive importance to research and education, in particular, strict conditions should be established by the Personnel Committee and other related bodies, and a rigorous system of personnel management should be maintained. Competitive, public recruitment should be the normal process for appointing new staff members.

8. Sufficient orientation should be provided for newly employed faculty, since understanding is indispensable to the tasks of carrying on ICU's ideals and administering liberal arts education. More effort should also be put into faculty development.

9. A formal system for personnel evaluation should be established. Furthermore, in planning personnel structures such as the tenure system and employment contracts, uniformity in the treatment
of non-Japanese and Japanese educational staff members under the personnel system should be sought. We also propose that the University study the idea of introducing a system for revision of employment contracts at ten-year intervals.

10. In appointing new faculty, we should make it our policy to avoid concentrating on the graduates of particular universities (including ICU), and this policy should be clearly defined in guidelines.

11. Special Visiting Professor System

We propose the establishment of a special visiting professor system, under which a person with an especially outstanding record of achievement would be invited to ICU for a certain period of time (one to five years), outside of the normal framework for faculty positions. The budget required for such appointments could be provided by donations and other similar sources, if necessary. The invitation, for example, of a leading Christian theologian from abroad would contribute significantly not only to ICU but also to the entire Christian community in Japan. Considering the contribution of scholars such as Dr. Brunner in the past, we believe a special visiting professor system would be most beneficial for ICU.

12. The Administration

The importance of the president and vice presidents in achieving the ideals of ICU is enormous. We must reconfirm the fact that the president's role is to pursue policies leading to the realization of ICU's ideals, ensure that we have a superior faculty and maintain sound administration of university finances. The Report of the University Self-study Committee underscored the importance for the future of the University of a leader with great administrative ability who is completely devoted to the mission and ideals of ICU, and we would like to reemphasize that point here.

13. Problems have also arisen in the areas of formulation of a long-term strategy, effective implementation of policies and speedy and accurate transmission of information, due to the inadequacy of the system of information gathering and organization in the President's Office and other administrators' offices. It is of crucial importance that we have a well-organized information system, so immediate examination of this point is advised.

14. Foreign Languages

Foreign language education has centered around English and Japanese, as the University's official languages. We should continue to provide comprehensive training in these two languages, and the necessity of studying other languages should also be emphasized. As part of our effort to achieve the international character called for by the name ICU, languages other than English and Japanese should be strengthened. It is desirable that we establish a system under which a language other than the two official languages could be acquired by the time a student graduates, and instruction in Asian languages (Korean, for example) should be amplified and treated as formal course work.
15. Academic Advisory Group

In order to enhance international exchange in both education and research and make a positive contribution to the recruitment of faculty and students, an Academic Advisory Group consisting of persons living abroad who are involved in education should be established. (Basically on a voluntary basis, commissioned by the Board of Trustees. Members should be chosen from the widest range of fields possible.) The proposal for the establishment of JICUEF has not materialized for financial and other reasons. In its place, we propose that an educational network, with the Advisory Group as its center, be developed, and fund-raising efforts for that purpose be fortified by cooperation from the former JICUF.

16. Improvement of Facilities

In order to achieve results in education and research, it is essential that facilities be upgraded. For the time being, some sort of immediate measures are required for improvement of the library, prevention of the deterioration of University Hall and remodeling of the DMH, all of which has been frozen for financial reasons. The Board of Trustees must decide in the near future on the order of priority and other matters pertaining to the construction of these facilities, which serve as the basis for education and research, and provide a concrete plan. In the future, we should build an international exchange center with overnight accommodations, where the University could conduct international exchange programs and seminars.

17. Dormitory Life

ICU has maintained a policy since its foundation that all students should live in dormitories on campus, and no formal change in this policy has yet taken place. In view of the many impediments to implementation of the policy, this regulation should be abolished, and the significance of dormitory life should be reevaluated starting from the basic premise. However, in order to give positive meaning to the idea of using dormitories as a place for international study and exchange, the dormitory situation should be improved through appropriate expansion and other measures.

18. Understanding and Perpetuation of ICU’s Ideals

It is important that members of the University have a good understanding of ICU’s founding ideals. For this reason, we propose the establishment of a comprehensive orientation program for all new students to study, the founding history of ICU and the United Nation’s Universal Declaration of Human Rights. A brochure should be prepared which presents a brief history of the University and an easy to understand statement of its ideals plus basic documents for wider distribution.

19. Strengthening of the Public Information Organization

There is an extremely low level of understanding of liberal arts education in Japan. Even in foreign countries, the trend towards specialization has made some headway. Moreover, we cannot afford to overlook the recent sense of loss of respect for specific religions. Thus, in order for ICU to demonstrate its vigor as an international university pursuing true liberal arts education based on the
spirit of Christianity, the public information structure should be strengthened and new ideas transmitted both inside Japan and abroad.

Interest and encouragement as well as some severe criticism have been received by the members of this committee from many quarters, and we have endeavored to assemble this information in a structured format through lengthy discussion. With this survey of opinions as a starting point, we hope the members of the Board of Trustees and the University's faculty and staff, alumni and students will make an effort to show a shared sense of adventure, reproducing in even a small way the enthusiasm of the University's founding period, as well as the desire for realization of a dream and the courage to boldly confront the difficult realities of the present.
Appendix 1

Members of the 21st Century ICU Forum
- As of May 24, 1995 -

Chairperson
Kumiko Nose (Trustee, Councillor)

Vice-chairperson
Kano Yamamoto (Professor, IS)

Member
Akira Aoi (Associate Professor, L)

Member
Kazuko Asai (Attorney, Naoe & Asai Law Office)

Member
Masahiko Ishizuka (Trustee, Editorialist of the Nihon Keizai Shinbun)

Member
Anri Morimoto (University Minister)

Member
Takashi Nishio (Associate Professor, SS)

Member
M. William Steele (Professor, SS)

Member
Norihiko Suzuki (Professor, IS)

Member
Akira Tachikawa (Professor, E)

Member
Atsushi Tanaka (Professor, H)

Member
Kimiko Umemoto (Associate Professor, NS)

Member
Suk-Ying Wong (Assistant Professor, E)

Staff Member
Hisako Morikawa (General Manager, University Secretariat)

Staff Member
Yasuo Shimomura (Planning Office)

Appendix 2

Activities of the 21st Century ICU Forum

Meetings
1. Jan. 23, 1994 Meeting, explanation of purpose
3. Feb. 28, 1994 Brainstorming
5. Apr. 12, 1994 "The Desired Vision of ICU in the 21st Century —with the University Self-study Committee Report in Mind"
   (Attended also by Professors Masakiti Kinukawa and Yozo Yokota)
6. May 9, 1994 "The Christian Spirit and Philosophy at ICU"
   (Attended also by Professors Yasuo Furuya and Koichi Namiki)
7. Jun. 6, 1994 "The International Character of ICU"
8. Sept. 10, 1994 21st Century ICU Forum Committee Retreat (whole day)
   - comprehensive evaluation of the results obtained so far, and consideration of committee's future direction
9. Sept. 28, 1994  Exchange of opinions with student representatives, 
    meeting to plan for the ICU festival
10. Oct. 17, 1994  Consideration of proposals for committee's direction
11. Nov. 18, 1994  Exchange of opinions and consideration with respect to direction to 
    be taken and organizational methods
12. Dec. 19, 1994  Discussion of items to be included in Committee Report 1
13. Jan. 9, 1995  Discussion of items to be included in Committee Report 2
14. Jan. 23, 1995  Discussion of items to be included in Committee Report 3
15. Feb. 13, 1995  Discussion of items to be included in Committee Report 4
16. Feb. 27, 1995  Discussion of items to be included in Committee Report 5
17. Mar. 8, 1995  Discussion of items to be included in Committee Report 6

Open Meetings
May 19, 1994  Off-campus open meeting
    Opinions from an alumni group
Jun. 23, 1994  1st on-campus meeting
    Open meeting held on campus to hear opinions from faculty members
Jul. 21, 1994  Off-campus open meeting
    Opinions from alumni in Osaka
Jul. 21, 1994  Off-campus open meeting
    Open meeting in New York City (held by ICU-AAA)
Jul. 30, 1994  Off-campus open meeting
    Open meeting in Los Angeles
Sept. 28, 1994  On-campus discussion
    Participation in "Thinking of ICU"
Oct. 21, 1994  On-campus open meeting
    Discussion with mainly non-Japanese faculty
Oct. 29, 1994  Open meeting at ICU Festival
    "The Vision of ICU in the 21st Century" - open discussion
Dec. 19, 1994  Off-campus meeting
    Heard opinions of President Kikuo Matsunaga of Tokyo Union
    Theological Seminary
Jan. 10, 1995  Off-campus meeting
    Heard opinions of Mr. Osamu Sakurai of Keizai Doyukai
    (Senior Advisor, The Sumitomo Trust Bank Co.)