Book Reviews

Uyeki (E.) *As Others See Us: A Comparison of Japanese and American Fulbrighters*, Institute of International Education, New York, 1993, 110 p.
ISBN 87206-201-5

This book is the result of a study undertaken as part of the 40th Anniversary of the Fulbright Programme in Japan in 1992. Altogether, about 6000 Japanese students and lecturers went to the United States within its framework. On the other hand, about 1300 Americans spent some time studying or teaching in Japan. The author, Eugene Uyeki, experienced being a Fulbright lecturer at Hokkaido University in 1985. With the assistance of the Institute of International Education (IIE) and the Japan-United States Educational Commission, he conducted a study of Japanese and American Fulbrighters, as from 1989.

The study focuses on the experiences and present attitudes of Japanese and American Fulbrighters who went to the United States and Japan during the period 1951–1990. The major research instrument was a common questionnaire to which they responded. With the exception of questions related to experiences in the host country, the questions were the same for both sides. The questionnaires were sent out in summer 1991 to a sample of former Japanese and American Fulbrighters. In addition to the questionnaire survey, personal interviews were undertaken. Finally, a comparison group was built up of Japanese and American 'colleagues' of the Fulbrighters who had not had extended educational or work experience in Japan or the United States. The comparison group was provided with the same questionnaires as the Fulbrighters.

This book is divided into three parts. The first part of the book highlights the research design of the study, as well as some theoretical and methodological aspects emerging from previous studies on academic exchange, mainly between Japan and the United States. As the general theoretical problem of interest the author cites the understanding of ways in which individuals incorporate educational and related experiences in a different society and culture in their own lives. In the view of the author, 'the recipients of Fulbright grants provide particularly appropriate subjects to study this process'. The theoretical approach presented by the author could be considered as more pragmatic than systematic. More general theoretical issues, such as the relation of contextual conditions and personal attitudes were mentioned in the same short and unlinked way as particular issues, such as typologies of Japanese students. Furthermore, it remains unclear in which way the presented study will contribute to the theoretical questions raised.

In the second part, the author describes the sample of the survey, the background of the Fulbrighters, their education level at the time of the period abroad and highest degree, the rank of the institution from which they received the highest degree and the rank of the host institution, their fields of specialization. The motivations to participate in the Fulbright Programme are described, their encounters with host country and social patterns, social relations and perceptions during the Fulbright period, and the impact on professional life. To the topics mentioned, the author provides not only much interesting information, but also describes observed differences in the composition of the sample as well as in motivation, experiences and impacts by the cohort, gender and field of specialization of the respondents. With the help of a regression analysis, the author finally tries to identify the influence of various factors for individual differences in the impact of the sojourn abroad on the identity and lifestyle of Japanese and American Fulbrighters.

Part three is concerned with the assessment of opinions on Japan-United States issues by the surveyed Fulbrighters. The opinions assessed include the influence of the American occupa-

tion and subsequent relations with America on the evolution of Japanese society and values since World War II, the future role of Japan in international affairs; the work commitment of the younger generation in both countries; the adequacy of the educational system in Japan and the United States; factors related to trade problems between the two countries; and the net impact of Japan and the United States on each other since World War II. Finally, the Fulbrighters were asked for their present assessments of the Japanese and American situation with respect to levels of activity in science, arts, economic development, political leadership, family life, and quality of the environment. The great advantage of Uyeki's study is the possibility to compare the views of the American and Japanese Fulbrighters as well as the views of the Fulbrighters and their colleagues who had never spent a period in the other country.

Overall, the book provides much useful and interesting information, especially for those who are concerned with the relation between Japan and the United States. In this context, the views, prejudices and ideas of stereotypes the inhabitants of both countries have about each are worthwhile information for political and educational purposes. On the other hand, the outcome of the study regarding questions of the process of intercultural socialization, the development of international competencies or other impacts of academic exchange is rather limited.

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