

## *Gregg comes through his memoir as a man who seems to genuinely respect and appreciate Asian cultures, especially Korea and Japan.*

Gregg's involvement in Asia began in 1955 when, as a young CIA officer, he was sent to Japan. Although he spent nearly eight years learning Japanese, much of this brief account is of tennis matches and family outings, and is therefore of limited value. He also served for a few years in the 1960s as an agent in Burma. The short chapter on this period provides a glimpse into that country at a time when General Ne Win was closing the nation to the outside world.

More valuable for the student of the American experience in Asia is the account of Gregg's two assignments in Việt Nam in 1962–1964 and 1970–1972. The first was when Americans were just beginning to become militarily involved in a major way, and the second occurred when the US was in the process of trying to extricate itself from what had become one of our great foreign policy failures. This part of the book is a rather depressing tale of unnecessary tragedy, as US military and some civilian officials were unable or unwilling to accept the evidence available to them that Washington's strategies in the South were simply not working. At one point, the author risked the ire of his superiors and his career by refusing to share their optimistic conclusions on the effectiveness of bombing the North. This episode and the decision to remove President Ngo Dinh Diem provide a good inside look into policymaking. Interesting also is the contrasting lack of optimism during Gregg's second assignment, when he was in charge of the CIA for the ten provinces surrounding Saigon.

For students of Asia, the most valuable parts of the book are the ones dealing with Korea, when Gregg served as CIA station chief in the 1970s and as US ambassador under George H. W. Bush. In particular, his actions during the Kim Dae-jung kidnapping while he was serving in the first position are both fascinating and important for understanding that incident and what it revealed about US-Korean relations at that time. Gregg was, according to his own account, the person most responsible for saving the dissident political leader and future president from being drowned in the Pacific by Park Chung Hee's thugs when he defied the chain of command to directly intervene. Gregg also provides a look at the relationship between the American CIA and the Korean Central Intelligence Agency (KCIA). By his account, personal working relationships mattered.

During four years as US ambassador to South Korea, Gregg had to deal with student anti-Americanism, as well as their suspicions about his own role in supporting the former dictatorships when serving as CIA chief in Seoul and on the National Security Council. Particularly challenging problems Gregg faced were the legacy of the Kwangju incident and controversial trade issues. He also provides his interpretation of what was a missed opportunity to ease tensions on the peninsula. According to Gregg, then-Secretary of Defense Dick Cheney's decision to resume Operation Team Spirit, the joint US-ROK military forces training exercises in spring 1992, without consulting President Bush or the State Department ended promising talks between North and South Korea. Gregg goes on to blame Cheney for undermining any move toward reconciliation between Washington and P'yongyang (235).

Gregg's work on the National Security Council under Jimmy Carter and Ronald Reagan gives the reader a look at policymaking, although not in as much detail as one might wish. Of special interest to students of Asia is his involvement in keeping South Korea military dictator Chun Doo

Hwan from executing Kim Dae-jung and allowing Kim to travel to the US in return for approval of Chun's visit to newly inaugurated President Ronald Reagan. In this, we see the compromises that the US policymakers made trying to both promote human rights and protect national security interests in Asia. Although not related to Asia, the author also defends his record on the Iran-Contra Affair, a controversy that has haunted him. He provides a brief history of that sordid chapter in American foreign policy while insisting on his own ignorance of it while serving in the Reagan administration. From 1993 to 2010, Gregg served as head of the Korea Society, a small New York City-based nonprofit devoted to fostering understanding between the US and Korea. During that time, he was involved in efforts seeking to improve American relations with North Korea. But promising developments in the late 1990s floundered under the George W. Bush administration. Again, Cheney is among those Gregg blames for undermining attempts at opening dialogue between the two countries.

Gregg comes through his memoir as a man who seems to genuinely respect and appreciate Asian cultures, especially Korea and Japan. Gregg prefers negotiation and compromise to confrontation, has little time for bullies, and is rather quick to come to a judgment about the people he likes and dislikes, whether American or not. Because this relatively brief book encompasses so much history, no particular incident is covered in detail. As a result, at times the author's accounts can be too sketchy. He could have perhaps spent less time recounting tennis matches with famous people, although one match with a drunken Boris Yeltsin in Seoul is hilarious. Overall, however, it is a book worth reading for anyone interested in US involvement in Asia. ■

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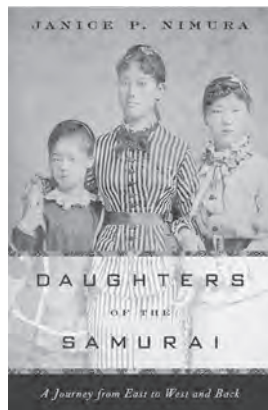
## **Daughters of the Samurai** *A Journey from East to West and Back*

BY JANICE P. NIMURA

NEW YORK: W. W. NORTON & COMPANY, 2015

336 PAGES, ISBN: 978-0393077995, HARDCOVER

Reviewed by Daniel A. Métraux



**D**eep in the western suburbs of Tokyo in the city of Kodaira lies Tsuda College, a private school of about 2,500 students where, since its founding in 1900, female students have received a broad education in the liberal arts and languages. It is a beautiful, leafy campus with an abundance of impressive trees and flowers. It is a rare treat to visit in late March or early April, when the cherry trees are in full bloom. My own school, Mary Baldwin University, has a long tradition of receiving exchange students from Japan. Some of my best Japanese students have been young women from

Tsuda who either came as juniors in search of a degree from an American college or as graduates of Tsuda seeking an additional BA in the United States.

Tsuda College is today a living, flourishing memorial of a bold experiment by the fledgling Meiji government in 1871 to send five young Japanese girls to live and study in the United States for a period of at least ten years. Their stated mission was to immerse themselves in Western culture and education so that they could later return to Japan to share what they had learned. The girls' stories both in the United States and later in Japan are lavishly chronicled by historian Janice P. Nimura. Her book, *Daughters of the Samurai*, was selected by *The New York Times* as one of the 100 best books of 2015. I agree with this appraisal. The book is beautifully written and is characterized by deep research. Nimura really knows and admires her subjects, and is able to bring them to life for the lucky reader. This work will benefit American teachers and students because it reflects the great benefits that come from study in foreign lands and cultures. These girls from Japan would never have gained much studying about the West in textbooks. They were able to act as true bridges between the United States and Japan because they had gained a comprehensive view of life in the United States.

Nimura clearly demonstrates that even in the early 1870s Japanese leaders recognized the importance of international education as the key element in modernizing the nation and that education had to be universal for both boys and girls. They realized that education had to include an appreciation of the world outside Japan and that, to accomplish this, many young Japanese students had to be sent to study in the West. The fact that the Japanese government sent five young women to not only study in the United States but also to become fully immersed in American society for a full decade indicates its realization that Japanese women, as well as men, needed to understand the world around them.

The girls, who ranged in age from six to fourteen, were all daughters of samurai and were picked at random for the mission. Two of the oldest girls found life very difficult in the US and returned within a year. The remaining three younger girls—Sutematsu Yamakawa Ōyama (1860–1919), Ume (ko) Tsuda (1864–1929), and Shige Nagai Uriu (1861–1928)—stuck it out. They traveled by ship and then train with the famed Iwakura mission, a diplomatic foray by the key leaders of the Japanese government to see the West for themselves. After leaving Iwakura, they lived with prominent foster families in such places as New Haven, Connecticut, and Washington, DC. They studied in local schools, and Sutematsu graduated from Vassar College in 1881, the first Japanese woman to receive degrees from an American university. Shige also attended Vassar for a year as a special student of music. The Japanese government covered most of their expenses. By the time all three returned to Japan in 1881, they had become very American and were true aliens in their own land. Ume, the youngest, was too young to go to college upon her return to Japan, but she graduated from high school and some years later returned to the US to study biology at Bryn Mawr near Philadelphia.

When the three girls returned to Japan, government officials wondered what to do with them. Sutematsu and Shige married prominent Japanese military and political figures, and settled into lives among the nobility of Japan. They produced their share of children, but also had time to foster women's education in Japan. Sutematsu, who was a close friend of Japan's first prime minister, Itō Hirobumi, was instrumental in founding the Peeresses' School in Tokyo and taught there for many years. Shige, who was preoccupied with her many children, worked as a music teacher at the Peeresses' School.

Tsuda Ume, who never married, was the most influential of the three returnees. She began her teaching career as a tutor for the children of Itō. She later taught for some time at the Peeresses' School and elsewhere, but around 1900 resigned from her various jobs and founded her own school

## *Daughters of the Samurai* was selected by *The New York Times* as one of the 100 best books of 2015.

for women in Tokyo. After a slow start, the school gained a reputation as one of the nation's finest institutions for young women. She offered a wide curriculum that included not only language, but also a broad introduction to the liberal arts. The school was renamed Tsuda College after Tsuda's death. Tsuda is not the oldest college for women in Japan—places like Doshisha Women's College, founded in 1876, are older—but it has always had a reputation for the high quality of its students.

These three women led long and productive lives. They were among the very first professional women in modern Japan and were true champions of women's education. Their impact as founders of and teachers at women's schools was immense. Their success as students and later as frequent visitors to the United States who often contributed articles to American magazines and journals gave many Americans their first view of young Japanese. Sutematsu's close American friend, Alice Mabel Bacon, also taught women for brief periods in Japan and wrote several very popular books and many articles about Japanese women for a broad American audience.

I especially appreciate this book after my several stints teaching at Doshisha Women's College. Today, Japanese women are among the best-educated in the world, but they still find it very difficult to attain many meaningful professional and leadership roles in Japanese society. These three Meiji women helped pave the way for the current educational boom for women in Japan, but Japan's male establishment must now do more to open additional career avenues for today's educated Japanese women. ■

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### EAA Thematic Issue Publication Schedule

#### **WINTER 2016 (21:3) Traditional and Contemporary Asia: Numbers, Symbols, and Colors**

We seek authors from a variety of disciplines who will develop manuscripts that enable instructors and students to better understand the religious, aesthetic, and sociological impact of numbers, symbols, and colors on human thought and action in Asian societies. Deadline for initial receipt of manuscripts: August 1, 2016.

#### **SPRING 2017: (22:1) Contemporary Postcolonial Asia**

Although we hope to publish some manuscripts that focus upon post World War II-Asian Decolonization, a major emphasis of this special section will be upon contemporary Asian polities' achievements, problems and opportunities. Deadline for initial receipt of manuscripts: November 30, 2016.

#### **Fall 2017: (22:2) Water and Asia**

We hope to publish manuscripts on ancient Asian river civilizations, water and Asian belief systems, maritime Asian commerce, and contemporary environmental challenges (e.g., water pollution, water supply issues, and climate change and water.) Deadline for Initial Receipt of Manuscripts: April 20, 2017.