Using State Visits in the Classroom

Richard Weld, Ph.D.
Gerald R. Ford Presidential Library & Museum
Today’s Goals

- Discuss President Ford’s visit to Japan, and the Imperial family’s return visit as our focus in discussing the diplomatic impact of these events.
- Discuss the significance of U.S. state visits to other countries
- Discuss visits from dignitaries of other countries to the U.S.
- Discuss how you can use these events in your classroom.
November 18, 1974: President Ford became the first sitting U.S. President to visit Japan.*
Some Historical Context

Courtesy of the US Army Signal Corps
MEMORANDUM FOR: THE PRESIDENT

From: Henry A. Kissinger

Subject: Your Visit To Japan

Setting

Your visit to Japan, the first in history by an incumbent American President, will be an event of major symbolic significance to the Japanese. The fact that it was the first foreign visit announced after you took office has received wide publicity in Japan and has served to underline the importance which we attach to our relationship with Japan. In addition to providing a forum for discussions of major global and regional issues, the visit will serve to dramatize to both the Japanese and American publics the mutual interdependence of our two countries. The joint communiqué will highlight the principles of US-Japan cooperation in a global setting. This document and the spirit of goodwill fostered through your public appearances will set the tone for US-Japan relations in the coming years.

It has been customary for recent American presidents to visit many countries around the world. There is hardly any country having friendly relations with the United States which has not welcomed a visit by an American president. Japan is the sole exception. There is a need to reflect on why this is so.

The President's visit here looks even more impressive in retrospect than it did at the time. The Japanese nation is now treating that visit as it would a fine art object. It places the visit in a conspicuous niche among its proudful possessions and points to it regularly and with pride whenever the occasion permits. The President simply couldn't have done a more effective job of laying a foundation for favorable relationships for years to come.
Hirohito comes to America

MEMORANDUM

THE WHITE HOUSE
WASHINGTON

CONFIDENTIAL GDS

ACTION
September 30, 1975

MEMORANDUM FOR THE PRESIDENT

FROM: HENRY A. KISSINGER

SUBJECT: Visit by the Emperor and Empress of Japan to Washington, October 2-4, 1975: Recommended Basic Approach

The Emperor and Empress of Japan will make an official state visit to Washington from October 2-4. This scope paper recommends objectives for the visit, briefly discusses its background and implications for U.S.-Japan relations, and suggests the posture we should strike. I will shortly send you the standard briefing paper containing recommended talking points.

Your Objectives

-- To reflect our high esteem for Japan and Japanese tradition.

-- To underscore the importance we attach to our relations with Japan and the special ties that exist between us.

-- By the above to nurture broad Japanese support for a close and cooperative bilateral relationship.

II. DANCING

Everything that concerns the Emperor is done with the "utmost formality and dignity." Thus, concerning dancing, the Emperor has never been seen dancing, as far as Mr. Brown knows.

There is a vignette: In 1921, the Emperor, then the Prince, went to Europe and paid a visit to Britain. There he noticed that the British Royal Family's young children were hosting dancing parties. When the Prince returned to Japan, he decided to host a similar party with raucous Western music, etc. That was the last such party he ever dared to give! Maybe, then, the Emperor has a secret love for dancing, but publicly he refrains from doing so.
How frequent are Presidential state visits?
What can we learn from the destinations of trips?

- Japan: 40.0%
- South Korea: 33.3%
- Mongolia: 1.7%
- North Korea: 1.7%
- China: 23.3%
How Frequent are State Dinners?
Fascinating as this is... how the heck do you use it in YOUR classroom?
Social Studies
Language Arts
### Resources

- [https://history.state.gov/departmenthistory/travels/president](https://history.state.gov/departmenthistory/travels/president)
- [https://catalog.archives.gov](https://catalog.archives.gov)

#### Daily Diary

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kennedy</td>
<td>Kennedy</td>
</tr>
<tr>
<td>Johnson</td>
<td>Johnson</td>
</tr>
<tr>
<td>Nixon</td>
<td>Nixon</td>
</tr>
<tr>
<td>Ford</td>
<td>Ford</td>
</tr>
<tr>
<td>Carter</td>
<td>Carter</td>
</tr>
<tr>
<td>Reagan</td>
<td>Reagan</td>
</tr>
<tr>
<td>George H. W. Bush</td>
<td>George H. W. Bush</td>
</tr>
<tr>
<td>Clinton</td>
<td>Clinton</td>
</tr>
<tr>
<td>George W. Bush</td>
<td>George W. Bush</td>
</tr>
</tbody>
</table>

- Richard.Weld@NARA.gov