

Saying of Fukuzawa
The heaven granted doc-
trine of independence and
freedom cannot be sold nor
can it be purchased.

The Mita Campus

STUDENTS OWN PERIODICAL IN ENGLISH

To The Readers
Without criticism there can
be no progress. We welcome
constructive criticism from the
readers.

No. 15

KEIO UNIVERSITY

APRIL & MAY, 1949

Price ¥ 12.00
Annual (Postage Inclusive) ¥ 120.00

POLITICAL ACTIVITIES AMONG UNIVERSITY TEACHERS AND STUDENTS

Speech given by Capt. Paul T. Dupell, Civil Education Officer of Tokyo Military Government Team, at Nippon University Engineering School 3 February 1949, 1530 hours.

The greatest hope for and the greatest danger to a democratic Japan is the Japanese brain. Physically, it is much like any other brain. It can be taught to hate, and it can be taught to love. It has been corrupted before—it can be corrupted again. That it is being corrupted in this University and in other Japanese universities has been demonstrated all too clearly by the recent office imprisonment of your own University president by a mob of students.

Many explanations of that incident and similar occurrences have been given. All explanations refer vaguely to "political activities" among teachers and students. Let's dispense with vague generalities and double-talk. Let's call a spade a spade—and recognize the threat of Communism in your schools.

Communism has been likened to a "wedge of steel driven by a mighty hammer." Its aim is to divide and conquer, to tear and to chip at the strength and unity of all nations. In schools it attempts to pit students and teachers against administrators. On helplessness, hate, and disorder it thrives like a disease festering in filth.

Teachers are especially desirable conquests for Communists. Once converted to the cause, two or three teachers banded together in one school can create enough dissension to cause out-and-out riots.

Their methods follow the same pattern. The teachers loudly criticize the administration of a private school as being "fascistic." Making converts among other disgruntled teachers and students, they become so obnoxious that they have to be discharged for incompetence and undesirability.

That is exactly what they want. With loud walls of anguish they file an appeal under Article 11 of the Labor Standards Law. Their claim is always that they are being discriminated against by the "fascistic" school directors merely because they are "democratic" union members.

While the case drags on in the Labor Relations Committee, the discharged teachers are not idle. Openly defying school authorities, they illegally return to arouse the students in the school from which they have been discharged. Being ready for susceptible to bombastic, emotional propaganda, students are easily instigated to strike or to threaten to strike. About that time, the issue becomes so confused that no one remembers how it all started.

The solution is as simple as the cause. Any discharged teacher who attempts to return to his former school to arouse students or teachers should be treated as a vicious trespasser far more dangerous than the trespasser who merely wants to poison the minds of students—especially in open defiance of the Constitutional right of protection from trespass on private property.

Far more dangerous is the teacher who quietly and unobtrusively spreads the doctrines of Communism in his classroom. Not desiring immediate action, he is content to spread seeds which will bear fruit in the years to come. Although clever, such teachers can be detected and reported by intelligent students who want tomorrow's Japan to be a country governed by and for the Japanese people.

At this point, some of you are probably wondering about academic freedom. I would like to quote from statements of the United States Office of Education. A National office established to assist in the guidance and growth of democratic education for Americans. "It is always the duty of the teacher to support the ideals and principles of our liberty by education. Under the laws of most States, it is

the teacher's legal duty to do so." And again, "Instruction on the ideals and principles of American Government is both a right and an obligation on the part of teachers.

It is equally important that youth be taught to perform the duties of citizenship essential for the maintenance of their constitutional liberties."

Proper instruction of young men and women in our colleges and universities on the ideals and principles of our form of government has long been regarded as highly important to the security of American democracy. Because Communists in the United States pledge their allegiance to a foreign power instead of to the United States, we do not knowingly employ Communist teachers in our schools. Any teacher found spreading Communist propaganda is summarily discharged.

Even on the university level we do not permit Communist teaching. Perhaps you will recall the recent discharge of three professors of the University of Washington. They, too, shouted about academic freedom and discrimination—until the University Directors furnished to the American Association of University Professors documented proof of the Communist teaching activities of the three discharged professors.

That does not mean that we don't teach about Communism. But, there is a vast difference between Communist teaching and teaching about Communism. In our courses in political science and economics we do study the theories of Marx and their modifications by subsequent Communists.

We also study objectively the dangers of Communism as revealed by world events. Our study of the truth enables us to understand and to cope with Communist propaganda. We are not fooled by claims that "Communism is the only democracy." We know that "The Internationale," official Communist song, has a chorus which says:

"'Tis the final conflict.
Let each stand in his place,
The International Soviet
Shall be the human race."

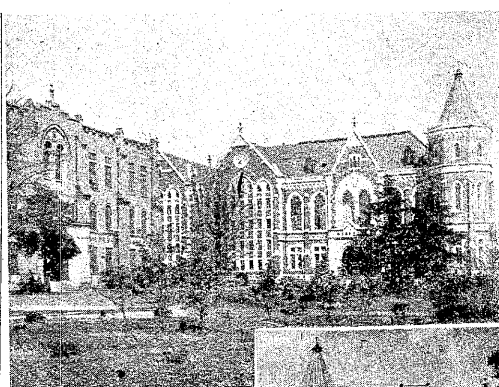
We see no difference between that and the "master race" claims of the former Nazi and Japanese militarists.

It would be about as logical to permit Communist teaching in schools as it would be for you to employ as your cook a person who had told you openly that he would poison you the first time he had the opportunity. With Communists, the end always justifies the means. Liberty and human dignity mean exactly nothing. Is that what you want for tomorrow's Japan?

HATSU GAKU No. 458 is an intelligent statement of policy about political activities and political education of students. It is clear that Communist cells which exist in your universities should be wiped out as being contrary to the Japanese Constitution and the Fundamental Law of Education.

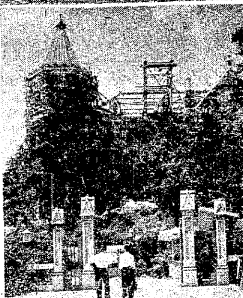
I strongly recommend a firm stand against all student strikes and threats of strikes. Remember that no one forces a student to remain in a higher educational institution against his will. If a student doesn't like the politics or traditions of the school, he has the right to withdraw voluntarily. Students certainly do not have the right to use strikes or threats of strikes in an attempt to force experienced educators to change rules and regulations to suit their tastes. If they were competent to administer universities and colleges, they obviously would not be undergraduates.

But, even if they are content enough to consider themselves qualified to determine university or college administrative or educational policies, students are inviting trouble for themselves if they go on strike. In the United States we usually give



Our Library revived

Our library which has been our students' hope very long time since the end of war came to revive again showing its heroic appearance. With the advent of Spring, seeing that octagonal tower of the library again, how happy and proud a feeling we students should have. By the way this building owed its completion to about ¥10,000,000 at the cost and about more than one year and half in the time. The ceremony of its completion of building is to be held the coming 5th of May.



Prof. Taniguchi, Designer Of New Buildings Talked On His Plan

The Keio students first found the brand new No. 5 building completed on the Mita hill when they came to school after the New Year holidays. The students are favored with happy news of two more buildings being built on the campus which had once been ruined by the air raid; another school building and the students' hall.

The reporters of the Mita Campus visited Prof. Taniguchi, the designer of the new buildings and who had designed Yochisha (Primary course) building and the dormitory of the Yoka (Preparatory course to university) at Hiyoshi, at his room in the Tokyo Institute of Technology, Oh-okayama, to know what he had intended in his designs.

His great interest was to harmonize the new buildings with the historic atmosphere of the Mita Campus where the Gothic taste of old buildings is dominant. Prof. Taniguchi found it difficult to apply the Gothic taste to the new ones due to the technical difficulties, and monetary and material shortages. Therefore, he followed after the Fukuzawa spirit which is nothing but the restoration of Renaissance. The spirit is symbolized in the building of Enzetsukan which was built in 1875.

"Soul in architecture with refined design" is his motto. Youthful life to create beauty is what the students are going to have in the new buildings.

Not fire-proof, however, the building is to stand against every probable danger with details counted out of the new method of counting. "Even to colors, I paid great attention, bright and smart," added authority on architecture, which may be easily appreciated by all the students. "We are fortunate to have such a good designer."

student strikers no more than a day to decide whether to return to classes or to be expelled permanently from school. Remember that democracy and mobocracy are not synonymous.

"Student self-government" actually does not exist because students are not officially charged with the responsibility of the college or university. It is ridiculous to pretend that students have the experience and judgment that must accompany legislative, executive, and judicial power. Yet, Communists and other political groups are continually urging so-called "student government" in an attempt to interfere in the administration of colleges and universities.

From my own experience as a high school and university teacher, I know that students should participate in some control of their school. If the participation is to be successful, though, the following basic principles should be observed:

1. Students, teachers, and administrators must feel the need for a student council organization.
2. The council should be

YOUNG MAN'S ADVICE TO THE YOUNGER

By Mr. Takeshi Ikegami

Mr. Takeshi Ikegami is of the class of 1947 and one of the original members of the Mita Campus. We welcome his first contribution to this paper since his graduation. He is now with Fida Trading Company.

Whenever I recall my days at Keio, the first picture that comes back to me is a bright, early summer morning at "Hiyoshi" where the preparatory course campus used to be located at the time. The sky is blue and you can smell the soft light green leaves on the trees. Two students, one of whom as myself, are lying down on a slope of green absorbed in nothing, or maybe it is the fluffy chunk of cloud that is floating by or the murmur in the air. After a long silence, suddenly, one of them begins, "Don't you think it's interesting that whenever you like a person, the person always likes you in return?"

This is all there is to this picture, and nothing else. And it is a funny thing that, when I come to think of it, other memories are all like wise and never the economics, law, logic or philosophy on which I worked so hard at the time. I have not been a very good scholar during my college days, but all the same I am sure that Keio has not failed in educating me in the true sense of education. In other words, I mean that education in the true sense is not only the learning of those difficult academic works you are requested to master at college, as is widely understood to be the sole significance of college education, among the parents of the students, and offices where the graduates are yearly being absorbed when they are through with their "education."

It goes without saying that what is requested of a university graduate on entering society when compared with graduates of lower grade educational institutions, are sound reasoning and correct judgment in their professional phase, which elements are trained through their studies above mentioned.

Two Factors

However, it may not be going too far to state that there are at least two more factors in university training equally important as the above mentioned, and are quite often forgotten by the majority and sometimes even by the students themselves. One is the building of a strong and healthy body and the other is the building of a sound mind or rather a sound character. Since there is hardly any doubt that such factors are very important in a man's life, there only remains the problem of why such factors should be fostered during the college days.

The characteristics of college life is in itself the answer to this question. Leisure time which occupies more than half of the college life is utilized in sports, reading books and activity as a member of a society free from all drawback, monetary and

Third Oratorical Contest for the General McArthur Trophy

The third Annual National Intercollegiate Oratorical Contest for the General McArthur Trophy under the auspices of the Mainichi Press and the English Mainichi will be held on the 25th of June, beginning at 1 p.m., at the Osaka Mainichi Kaikan.

The regulations for this contest are as follows:
Qualification: Students enrolled in educational institutions subject to the new University Ordinance or the old College Ordinance are qualified to attend and they must act according to the order of the regulation-paper sent to the presidents of their universities.

District Contest:		
District	Contest site	Number to Quality
Kinki	Osaka	3
Tokai	Nagoya	2
Hokuriku	Kanazawa	1
Chugoku	Hiroshima	1
Shikoku	Takamatsu	1
Kyushu	Fukuoka	2
Kanto	Tokyo	5
Tohoku	Sendai	1
Hokkaido	Sapporo	1

RESULTS OF NEWSPAPER CONCOURT ANNOUNCED

At its general meeting of Jan. 22nd afternoon, the staffs of the League of University Newspapers announced the result of the Intercollegiate Newspaper Concourt as follows: The first prize was won by Mita Shimbun; the second prize, Waseda Daigaku Shimbun; the third Hosen Daigaku Shimbun, the fourth Hitotsubashi Shimbun and others. Our newspaper, The Mita Campus was regarded as exception because it was the only one English newspaper presented to the concourt and it troubled judges in the decision of giving the prize order.

Move for U.S. Medicine Research

In line with the recent trend in the medical world of this country which is trying to keep up with the development of the medical science in the United States instead of that in Germany which thus far has had a strong influence on the growth of Japanese Medicine Research Society was recently set up by some enthusiastic students of Keio Medical Dept., under competent guidance of Prof. Yoshio Kusama, graduate of medical college of Stanford University. As a preliminary step, the society holds a lecture meeting on medical English, at Shinanomachi.

Symphonic Suite "Keio Gijuku"

The Symphonic Suite "Keio Gijuku," a new work by Mr. Hattori, a graduate of Keio University who is both composer and conductor, received its first performance by the Nippon Philharmonic Orchestra and Keio Wagner Society Chorus under the baton of Mr. Hattori himself at Hibiya Hall, from 3 o'clock on Friday, March 18. Mr. Takeo Masuyama (Ichiro Fujiyama), a graduate of Keio and Mrs. Fumiko Yotsuya were the soloists.

The History of the J-A Students Conference

The most important activity of the Japan Student Association, that is, the annual Japan-America Student Conference, has a history going back 13 years from now. The initiative endeavor of Mr. Namiji Itabashi and a few others brought to existence this international student movement. They are the ones who left for us firm footsteps. For seven years their successors kept the light burning in both America and Japan. However, the outbreak of the war interclosed a solid barrier in the Pacific. Since then six years came and went. Though some students had such interest, it was entirely hopeless for them because the approach of peace seemed far away. As we stand here in a free and peaceful country once again, we students all feel grateful that we may enjoy the privilege of attending an international student conference. It was again our enthusiastic predecessors who revived it last year as the first post-war conference.

1st. Conference

1934 at Aoyama Gakuin, Tokyo.
No. of delegates, Japanese—100
Americans—77
observers—22
Session Period—One week.
(Following which was a tour of Manchuria.)

2nd. Conference

1935 at Reed College, Oregon.
No. of delegates, Japanese—50
Americans—48
Attending Advisers, Prof. Sugimori of Waseda Univ.
Session Period—Two weeks.
(Following which was a travel through the country.)

STUDENTS ENTER SCHOOLS IN U.S.

Evening Session of Sophia University for Spring Semester

The Evening Sessions of Sophia University are being instituted to provide opportunity for instruction in higher studies for Americans in Tokyo Area, who wish either to complete studies for a degree, or to broaden and refresh their acquaintance with various fields of knowledge without aiming at a degree. There is also scholarship system provided for Japanese adults who are graduated from Japanese higher schools, and six winners are selected among the applicants. The courses are open to both men and women, to those seeking credit towards a collegiate degree and to non-credit students.

The courses are designed to correspond with those who offered in the accredited American college, and are maintained at strict college grade in the nature of scholarship required in lectures, recitations, and examinations. The credits offered for work done in these courses are acceptable to any accredited college.

Students those who are completing work towards a degree must fulfill the requirement for admission and must follow the courses prescribed as requirement for obtaining the degree. To obtain credit towards a degree, or to be entitled to a certificate of work done in the Evening Session of Sophia University attendance at 85% of all classes in each course is required, as well as passing marks in the class work and examinations. There are no formal requirements for admission to courses demanded of those who do not wish to work for academic credit. Non-credit students attending courses are not required to undergo term examinations, unless they desire to do so.

(From Nippon Times, April 15)

Seventy-one Japanese students have been cleared for entry to schools in the United States since the Cultural Educational Entry Program was started last June, SCAP's Education Division announced yesterday. Fifty other students have met SCAP requirements and are awaiting clearance from the State Department.

Before clearance for entry to the United States, a Japanese student must be sponsored by an individual or organization guaranteeing him full financial support during his stay in America and return passage at the expiration of his stay.

The students cleared have been admitted to 57 institutions in 22 States. Except six who are attending preparatory schools, they were cleared for entry to colleges or universities.

Seventeen have enrolled for liberal arts and 17 in theological courses. The remainder have registered in education, 13; economics, five; social science, three; English literature, three; science, three; sociology, two; music, two; social work, two, and in various other fields of education, six.

Two Japanese have gained entry to universities in Switzerland—one at Rosenberg College and the other at the University of Geneva.

In addition to the students, 21 Japanese have been cleared by SCAP as "temporary visitors" to the United States to attend special cultural, religious or educational conferences. Three Japanese have been granted entry permits under a special statute allowing immigration of professors and ministers to America. Two scientists are on the staff of Princeton's Institute for Advanced Study. Tsuguyuki Fujita, one of Japan's foremost contemporary artists, is instructing at the Brooklyn (N.Y.) Museum Art School.

Thirty-one of the students cleared for entry are girls. In 1936, the last year before the China Incident, 24 of 68 Japanese students who went to America were girls, and in 1940 there were 22 girls of 64 United States exchange students.

Four of the 71 students applied for entry at Florida Southern College.

Let's See C.I. & E Movie

What can an educational movie be? Educational movies include those of social life, geography, history, botany, chemistry, sports and so on, and display everything before our eyes vividly. They are very effective to elevate our common sense. Motion pictures are going to be used as an effective means of education.

A group of students from the Keio University cultural associations has begun to study means of education through motion pictures, and ways to put into practice the use of movies in courses of study.

This group holds meetings every Saturday afternoon, at Mita Enzetsukan. All students are welcome to attend.

M. M. L. S. Started

In order to get a proper understanding of Modern Music Lover's Society is to start from April. The aim of this organization is to introduce to our listeners some recorded musics of the most famous modern composers. Monthly dues is ¥30. Including admission fee and postage fee for three months amounts to one hundred yen.

Mr. Motoo Otaguro, Taro Matsumoto, Takeo Murata and others take initiative to start the society. Mr. Nishiyama, yoka student, Mr. Akiyama, the Waseda Student, are to be in charge of the business.

Invited by Hawaii University

A good news was received by the Tokyo Six Universities league through the intermediation of Mr. Takeo Yoshimura that Hawaii University was interested in inviting a team of 13 members including a director to play with the university of Hawaii team as well as with several other baseball teams in Hawaii.

The Mita Campus

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Office Tel. 45-0185, 3405
Issued 15th of Each MonthPrice
Single copy ¥10
Annual Subscription ¥150Printed by The Nippon Times
Tokyo

EDITORIAL

Position of Student Press

What is the position of the college newspaper in the student community? This question is so important that it has repeatedly been argued. First of all, however, many students agree that a college newspaper should be free. When the students' political movement roused much sensation throughout Japan a few months ago, some student presses were forced to suspend publication by school authorities.

Those papers were thought undesirable because it violated the political neutrality and agitated student masses on the campus.

In this case, those student presses did not have economic independence, and this economic independence is what makes editorial freedom possible. But this does not mean that we agree to the idea that the students can publish their "undesirable" paper in opposition to the college administration. All college papers are more or less supported by their college administration.

Even in case student papers are not given money by the school administration, it occupies some room on the campus. Anyhow whether or not a newspaper is free financially, it should be responsible. Its main responsibility is toward the students who read it.

It is agreed that a newspaper is responsible for informing its readers. Many college newspapers also accept the responsibility for "entertainment."

But one of the greatest duties of the student presses to stimulate awareness in the student body. That is, the paper should take upon itself the task of reminding its readers of the peculiarities of their situation as members of a student community.

The press should keep its student readers well informed about the activities, functions and policies of the school administration and student organizations.

This does not mean, however, that the press should be the mouth piece of the governing body. Naturally, it should be free to criticize. It is up to the editorial staff to form a definite policy toward the student activity.

In most colleges of the United States, student government is organized along the same lines as the national government. Thus, school life prepares a fair model of the national government. When the student journalist publishes editorials calling attention to the flaws in the governmental structure, they are trying to fight student apathy as well as to correct these flaws.

If Japanese colleges, on the other hand, the student government organizations are relatively new. The main problem seems to be to indicate the proper course for the students to take rather than to fight the deep-seated apathy. There has been too much of extreme endeavors among the Japanese students such as calling for the absolute student autonomy or even for seizure of school administration by the student body. It should be the work of the student press to show what is the true liberty and obligation of the students.

In conclusion, the position of the press in a college should be much the same as the position of the press in a democracy. It should be free, and yet responsible, for publishing the correct facts and for bringing to the attention of its readers those matters which are of importance in their lives.

On the way to School

In the "shosen" seeing a old country woman standing by the door, I offered my seat to her. But she replied with a polite bow as she could manage in the crowd: "Thank you, but I'm in a hurry."

PRESS COMMENTS

(Note: The Mita Shimbun is one of the periodicals, published by the students of Keio University three times a month, which has a proud tradition as the pioneer among the students' press in the Orient.)

BASIC PROBLEMS OF TUITION FEE

Mita Shimbun Feb. 26, 1949

As to the "Tuition Fee Raise to ¥9,000" which has drawn our renewed attention to the problem of the tuition fee on campus, the University side says "The Tuition Fee Raise by 110% is required in order to better the salary of faculty members in accordance with that salary base for officials. But to pay full salary according to that base, the tuition fee will have to be ¥13,000 and that will be too much for the students. Therefore we have decided on the raise of only 5%."

We haven't had the opportunity yet to know what such definite figures are based upon, but it must be easily recognized from the figures reported in the past that the financial condition of the university has come to a crisis now. For many students, the raise of this time, will suggest a kind of generalized warning for giving up their study. Yet, on the other hand, for the faculty it will not assure even their minimum living standard in spite of the sacrifices the students give for the improvement of their income.

In this way, when we study the above miserable conditions, it is evident that they are all caused by the poor political power.

The potentiality for leading the education to its own destruction existed ahead in the last two raised which brought the tuition first to ¥2,800 and then to ¥6,000.

The students who saw through this problem protested over and over again saying, "All of us, students, faculty and university, should become united together, and work for the achievement of National Subsidy."

Nevertheless, this kind of movement have been always, disturbed by the university side who tried to adhere to the "Fukuzawa Spirit" in its twisted meaning, that is, superficial translation of the idea of the independence of private University and the faculty members who think of nothing but the protection of their own living.

If the tuition raise of this time ends in the superficial solution again, and if the loans for private universities should be refused under the severe exertion of "Nine Principles for Economic Security" and the tuition fee should be left as the only financial source, the university will be obliged again to raise the tuition fee.

For students themselves they are losing the chances for side work, absolutely or relatively, with the increase in number of the unemployed, and their parents, except those in the privileged class, are generally being driven in to great need so that it is feared that private universities will become a kind of play ground for boys of the privileged class, and or for the universal right for education which was enacted in the constitution.

Here we have got the truth of the conditions concerning this tuition raise and we can understand clearly what attitude we must take toward it now. All we must do to this problem now is to get together hand in hand and develop this problem into one of political affairs.

Political Activities Among University

(Continued From Page 1)

introduced and developed gradually.

3. A careful study of purposes and plans should precede any attempt at organization.

4. The school as a whole, both teachers and students, should be represented adequately.

5. Every student in the school should feel his representation.

6. The council should have definite responsibilities and powers clearly stated in a written constitution which explains the purposes, powers, limitations, and organization of the council.

7. The council should be large enough to represent the entire school fairly, but small enough for efficient organization.

8. THE LEAD OF THE SCHOOL SHOULD REMAIN VETO POWER.

If you follow these basic principles, you can soon have student councils which will help to improve education in your universities in a truly

HARVARD LECTURES TO BE REOPENED

The Harvard Lecture Series will be reopened from 8th of June, in response to the ardent desire of the students who are eager to study and absorb fresh informations about things American and also American ways of thinking.

This time each instructor is scheduled to give two lectures on the same subject. The dates of the lectures are not yet decided except the first one.

Names of instructors and the subjects of the lectures are as follows:

- 1) Mr. Paul Cleveland, "Exchange and Banking Problems" on 8th, June from 12:30 p.m.
- 2) Dr. S. M. Fine, "Current Economic Problems."
- 3) Major H. C. Hatchell, "Transportation Problems."

Besides these lectures, a special seminar by Major W. H. Taylor, a Harvard alumni and one of the lecturers of the last Harvard Lecture Series, on "Special Education and Administration" have been given every Wednesday since 11th of May for the limited number of 25 students.

Round-Table Meeting With Mr. Hessel Tiltman

Mr. Tiltman, chief of London Daily Herald in Tokyo, gave the special kindness to the members of Keio English Speaking Society and the Mita Campus to arrange the round-table meeting with him at Correspondence Club on the 6th of May.

He answered cordially the members' questions concerning serious problems of students' life, current world movement, and even the problem of birth control by a certain student who is especially anxious for the increasing population of Japan.

Young Man's Advice to the Younger

(Continued From Page 1)

ments above mentioned, it is most likely that what he says to make people laugh will end as mere foolishness. Then, how are we to obtain such elements? Are they not elements we are born with?

Well, it is my opinion that although there might be some difference in the native capacity, sensitivity, understanding and consequently pleasantness of character is something rewarded to any type of men if only he tries hard enough to obtain them.

I will write down some methods which might be of some help:

- (1) Listen to people when they are talking. Try to understand them.
- (2) Whenever you are confronted with some problem of yours, do not shun it, but face it until you get used to it or you have found a way out.
- (3) Read as many novels as you can, and when reading, don't forget that the story is not what you are looking for. You will find out that reading will give you so many solutions to your problems, in most cases, without your knowing it. Therefore, I also suggest that you select your books with care.

After all, the fundamental things is kindness or goodwill toward men. Whether you are in the position to get along or to compete, if you have this fundamental willingness to understand the other people, the rest will work itself all right. It is only two years since I came out of the university. Only two years! Yet, here I am talking like a man of experience to the "younger generation."

Democratic manner.

Let's be realistic: the Communists don't want you to have a truly democratic student council because that would eliminate the chance to use you students as tools to cause chaos and disunity in your universities. Communists regard themselves in a state of actual war against life as the majority of Americans and Japanese want it. Their "ruthless seizure of Czechoslovakia" makes even the beastly murders of Lidice seem insignificant. Is that the kind of "democracy" that you want for Japan?

TRAGEDY OF MODERN MUSIC

By Prof. Takeo Murata

If Art is to be divided into two kinds—one of formalism and the other of essence—though in relative sense of the term, the modern music belongs to that of formalism.

At least until the end of the First World War, spiritual essence was important with music. For example, in France, Debussy and Ravel. Though their ways of expression were to destroy the musical tradition of the Nineteenth Century, their musical tendency was of realistic description standing on objective view point; that is, it was following after the tradition of the art of essence.

As time went on from Stravinsky to the "Group of Six" of modern France, symbolistic factors came to be important not only with expression but even with its essence, standing on the subjective basis to respect decorativeness, and came to have the characteristics of the formalistic, or so to say, the music of sensual tendency.

Of course, music never exists without appealing to senses. However, no music except those of after the end of the First World War, since 1918, have ever estimated sensualism so highly. As the result of having destroyed the traditional form and started with the purely formalistic music of new style, pursuit after pleasure as the factor of formal beauty came to be prevalent. This music does not attempt to teach anything, but it aims at the sensual beauty of decorative patterns.

Sensual Beauty

Preferring the harmony of the systems of 9th and 12th, mixed with extreme dissonance and atonality and politically was not unknown with the older music, but it was no more than a way to give variety to effects. However, it is now used as a new type of music, being regarded as of different style according to different person, but really forming a complete new formalism, which is extremely deformed by the subjective tendency, one of the characteristics of formal art. This makes the modern music seem formless, but there a common type already exists as the natural result of sensual tendency, unavoidable with formal art.

The sensual beauty is proportioned with the degree of stimulation which is weakened when frequented. The symbolical and decorative characteristics lose their charm when they are molded into a type. The modern music which is based on them has inevitably fallen into the vicious circle of creating a type and destroying it and creating again. The means of musical expression cannot keep pace with the speed of the circle. The musical world cannot be expanded so limitlessly, and to have some limit is only too natural as long as it is an art. As long as a new mode of expression does not appear, the circle cannot progress accumulatively but it has to revolve on the same circle; so it is too natural that the modern music should be suffering from the typification into which it has fallen in its history of only thirty years.

Beethoven's Humanism

The formalistic tendency of the modern music may be regarded as the return to the music of the 17th or 18th century; at least it is taking the same road that the music of that period took. The music of Haydn and Mozart, the pink of the formalism of Rococo taste needed Beethoven's spiritualism with objective and realistic conception to destroy their accomplish-

ed type in symbolism and decorativeness. Great was Beethoven to have given humanism in music which effected such splendour of Romanticism for a century after him.

Modern music is falling into the same fate as that of the 17th and 18th century. The limitations of formal art have come upon the modern music too soon though it had once succeeded in breaking out of its limitations once. The symbol with extreme subjective tendency will only bring about the miserable mannerism, unless the subjectivity has a quality of very high order, and it will become typified and expose its stale nature by and by. To cover up its staleness the subjective tendency turns to emotionalism. This is why the modern music is inclined to be drowned in sentimentalism despite its novel appearance.

The exoticism of the modern music in taking subjects out of folk songs and dances for sensual stimulation is based, to some extent, upon this emotionalism which is the peculiarity of formal art. The epicurean tendency of the formal art comes out of its overestimation of emotion. The rhythms of music today is inclined to emotionalism. That which was used by Beethoven as humanism has been made into emotionalism in modern music.

Here is the tragedy of modern music. Although the intrinsic value of art has been recognized and it has been emphasized in human education, chief music that is employed now for such purpose is of the pre-contemporary period. The reason for this must be that the modern music is turning in its narrow circles of formalistic art, or seeking only for sensual elements quite lacking in spiritual essence. High intellectuality does not necessarily accord with objectiveness. Art that neglects realism in preference to symbolism and decorativeness will never be able to transcend subjectivism.

Music's Tragic Actors

Debussy's symbolism certainly became the main current of modern music as far as the expression in concern. Ravel's sensual decorativeness, and Schoenberg's subjective emotion. Yet these musicians were also the tragic actors of modern music. With the middle of the 20th century coming, the modern music is falling into the inescapable pit of tragic tendency. For this reason the appearance of a Beethoven, the music reformer, is so greatly looked for. Solution of the modern tragedy depends solely upon the sensual emotion to be humanized.

Music in Japan

The modern music of our country, too, is no more than of the same kind, either following after the formalism of the classics or the subjective symbolism for the pursuit after sensual pleasure. Therefore, even if there is some inventiveness in expressive technique, it does not appeal to the emotion. It falls into mechanism or popular sentimentalism in which objective spiritualism is fatally lacking, and the expression of subjective emotion is taken for spiritual essence. The lyricism of the old Japan was quite different from the emotionalism of today; the objective human feeling was abundant with it. Here again we see the loss of the realistic humanism. Unless it grasps spiritual and objective essence, the music of our country will follow the same tragic road.

It is a tragedy, again, that the modern music is making the mistake of thinking that turning nationalistic is to imbibe native spirit. Even a folk music, as long as it is subjectively symbolized, cannot go a step beyond the bounds of formalism. Only with objective imbibing of the spirit, can a folk music come to life. As long as decorativeness covers the expressive essence, escape from the formalism is impossible; there will be nothing more than the sensual satisfaction of exotic novelty.

The modern music is suffering from the division of the essence and form. The experiments on sounds on one hand and on the other the anguish to bring forth something spiritual. Only when we find the concurrence of the two, we shall see salvation of the modern music. We can find beauty in this anguish, but the beauty is only the charm of unfinished tragedy. The discovery of a new tone effect will never bring forth a lasting beauty unless it is conceived in spiritual art; a creation comes only when that is attained.

AROUND THE UNIVERSITIES ABROAD (III)

Social Work—New Field For Young Women

By Florence Brugger
Public Health and Welfare Section, SCAP

Social work is a profession in Japan which needs young people and especially women. There are opportunities both as public officials and in organizations supported by voluntary contributions. The Health Centers are especially in need of medical social workers so a three months course in medical social work will be given at the Japan School of Social Work, 266-3 chome Harajuku, Shibuya-ku, Tokyo, beginning April 1, 1949. The Child Welfare Centers also need workers and those who like children would be interested in this field.

The personality qualifications which are essential for social workers are as follows:

1. Friendliness with warmth and sensitivity. This is the person who makes people feel that they are understood, that they are free to unburden their problems without being criticized or judged and that they will be treated with respect as individuals.

2. An active desire to be of help to others. This is the person who does not have to be first, but the other person and his needs first and therefore has a sense of perspective and is able to establish cooperative relationships. Without zeal, or a sense of purpose, the social worker will become too discouraged to be helpful.

3. Intelligence which is a result of a balance between feeling and intellect. This is the person who has adjusted to life and its problems in a constructive way, has learned how to use life's experiences as a means of developing good judgment and stability and therefore is able to realistically analyze problems and assist in solving them.

The Osaka School of Social Work, 2 Tajima-cho, Minami-ku, Osaka, will start a new term April 1, 1949 and like the Japan School of Social Work in Tokyo has a year course for college graduates. Keio University with its fine tradition of public service will surely have students who are interested in entering the profession of social work. It is hoped that sometime in the future courses can be given in Universities such as Keio which introduce the students to the Fields of Social Work and will start their preparation for entering these fields as a career.

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School of Diplomacy Opens Course For Selected Group

By a Staff Writer of The Christian Science Monitor

Studies leading to careers in the foreign service, the state department of the United States and other international fields began here for 50 selected men and women at the Fletcher School of Law and Diplomacy on the Tufts College campus here.

With newspaper headlines underscoring today's crisis in world statesmanship, the Fletcher School is observing its 15th anniversary year dedicated to closer understanding among nations through diplomacy.

Since its opening in October, 1933, under the administration of Tufts with the cooperation of Harvard University, the school has become internationally known as one of the chief training grounds for American diplomats.

Connecting Link

Dean Robert B. Stewart, who oversees the training of the 40 men and 10 women graduate students, is a connecting link between the dedication of the school before a notable gathering of economists, educators and business leaders in 1933, and the Fletcher school of today.

He was one of the first students to apply for admission in the opening class. He returned to Fletcher as Dean in 1943 after teaching at Harvard and serving seven years with the State Department. Over the years he has watched significant development unfold in Fletcher, the broad field of the career foreign service, and in America's attitude toward international affairs.

When Fletcher first opened its doors, in many ways it was bucking the tide of thinking in the country at that time. America was still sleeping comfortably in the illusion of isolationism. Careers with the foreign service were largely confined to sons of wealthy parents with political influence and social position.

Changes in Office

But changes were in the offing. And it is interesting to note that the bequest of Austin B. Fletcher, prominent New York lawyer, which made possible the founding of the school, and the passage of the Rogers Act, setting up a career foreign service, roughly coincided.

Interest in the foreign service received added impetus with the passage of the Foreign Service Act of 1946, es-

tablishing for the first time a decent salary level for the nation's representatives overseas. By providing greatly increased pay and allowances, the door was opened still wider to talented young men and women without independent financial resources.

Although Fletcher's staff has adjusted its teaching program to keep in pace with needs, the underlying framework has not been changed. Dean Stewart feels that the school's 15 years of experience has demonstrated the soundness of limiting the enrollment each year to 50 students.

Because the students come not only from across the United States, but from many other countries as well, they are able to put into the practice what they learn about diplomacy during small, discussion-type classes, in their own residence in Wilson House, and while eating meals together in their own small dining room.

Important Part

Diplomacy is taught at Fletcher as a way of life as well as a professional career. And Wilson House plays an important part in this training. It is felt. The warm international friendships which grow while on campus, and continue after graduation, in themselves provide links of goodwill among young diplomats of many nations of the world.

Fletcher diplomats cover many fields today, as a tracing of their careers reveals. Approximately 90 alumni are now officers of the State Department in Washington and of the Career Foreign Service abroad. Another 50 hold positions with the Government agencies working with international affairs. Fifty are teaching international affairs on the faculties of colleges and universities. International banking and other business establishments have attracted 50 others.

Dean Stewart is outspoken in the conviction that the man or woman is best qualified to represent his government abroad who first of all knows his own country, its history and ideals and its institution and problems.

"He must have a deep faith in the American way of life—almost a missionary zeal at this time," Dean Stewart believes. "He needs to understand others, but the times particularly require that he be able to make sound moral judgments."

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