

Saying of Fukuzawa
Not for the name, not for gains, but truly for the development of one's self, let him toil and study. Then, and then only, he may be called the man of Independence.

The Mita Campus

STUDENTS OWN PERIODICAL IN ENGLISH

KEIO UNIVERSITY

SEPTEMBER, 1949

No. 16

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

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RELEASE OF HIYOSHICAMPUS ANNOUNCED

Keio Higher School is Under Preparation for the Removal to Hiyoshi Campus.

By the release of Hiyoshi Campus, the bright future was opened to all the students and faculties of Keio who have been suffering from the shortage of classroom and athletic ground.

Although it has been the problem since the announcement was made that which department will study in the Hiyoshi Campus, it was decided recently that higher school to use it from October 1st, and from March of next year the freshmen students of college course and all the students of preparatory course of Medical department will study in Hiyoshi Campus.

Dr. Kusama of Medical Dept. Started for U.S.A.

to inspect recent development of Medical Science of U.S.A.

Dr. Kusama was invited by the Rockefeller Foundation for the purpose of inspecting recent developments in instructions of Medical Science in American Universities and in other field of Medical Science.

A farewell party was held at Keio University on 28th of September and he started for U.S.A. on the 6th of October.

Besides, Dr. Kusama will discuss about the system of exchange scholarships which Keio is eager to establish if there are American students interested in coming to Japan to study.

Dr. Fine Gave Lecture On the Current Economic Problems

Lectures on the Current Economic Problems by Dr. S. M. Fine, advisor to the Economic & Scientific Section, SCAP were made at the Enzetsu-kan Hall on 21st and 28th of September as the third Lecture of the 2nd Harvard Lecture Series.

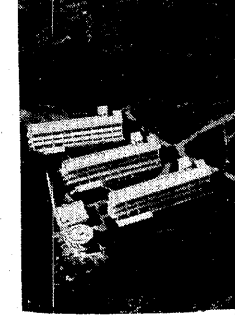
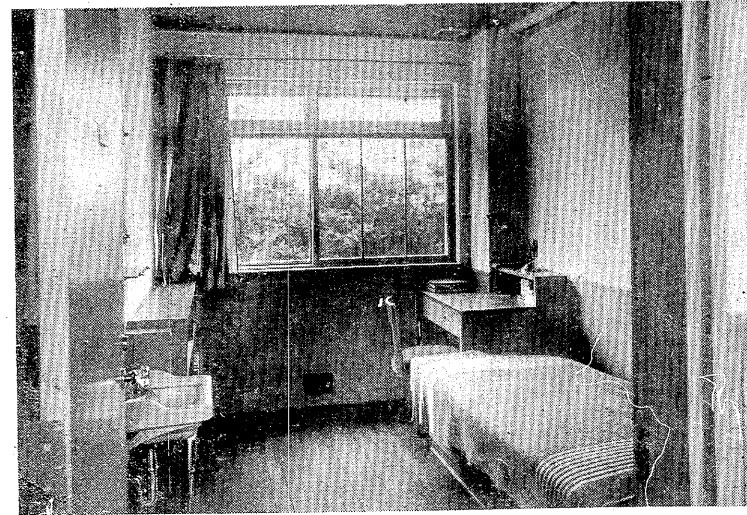
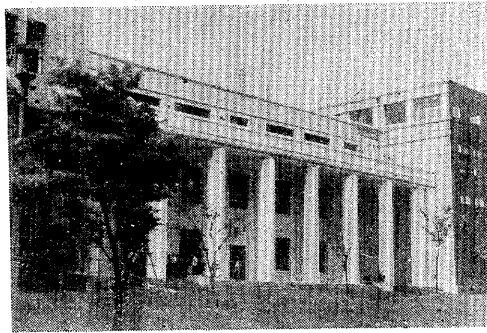
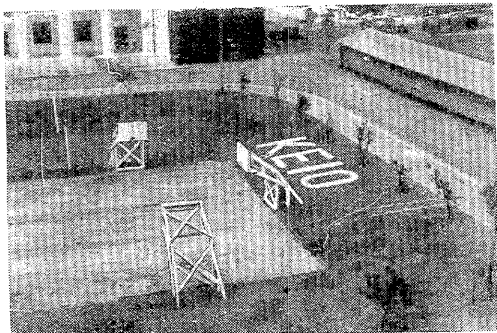
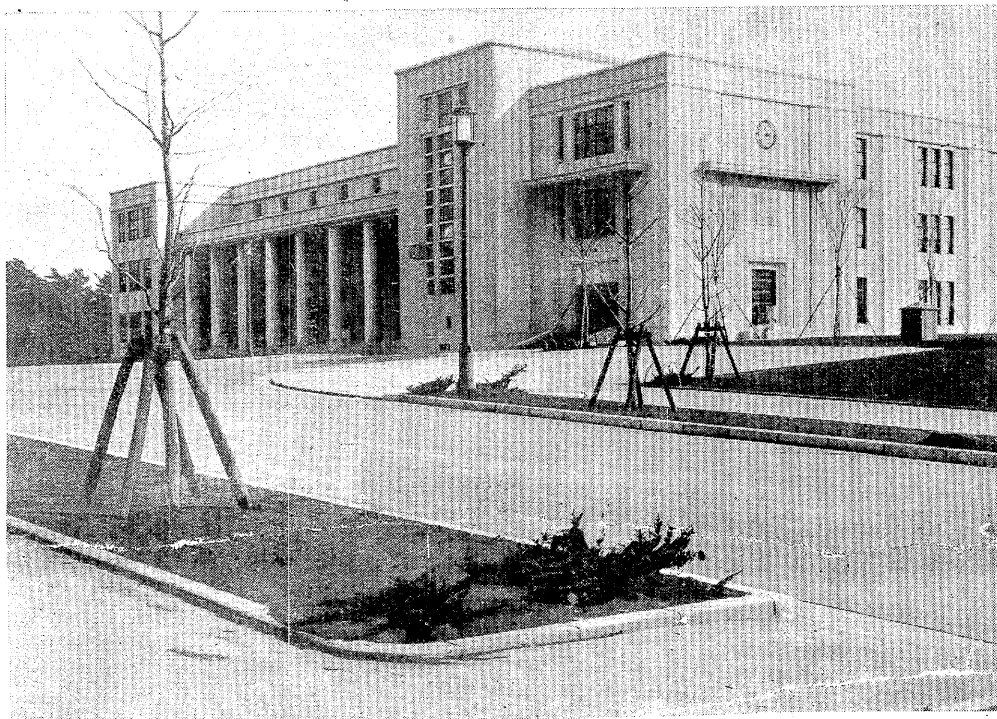
Dr. Fine's lectures were made of five sections which follow:

1. Basic Characteristics of the Japanese Economy.
2. Industrial Developments.
3. The Problem of Economic Stabilization.
4. Foreign Trade Dilemma.
5. Japan's Economic Prospects.

Completion of Student Hall Awaited

Following the completion of the Fifth Building, Library, the Fourth Building, Student Hall which has been in the process of construction since the latter part of March is now near completion. Student Hall, according to the schedule, if the weather permits, will be ready for occupancy by the end of July, but the actual use of it is estimated to begin from September. The construction of Student Hall which was initiated with the budget of ten million, afterwards adding two million more, marks the end of rehabilitation work of Keio University for the present. This hall which contains a student dining room, a professors and employees dining room on the 1st floor, and about 25 rooms for student activities and a meeting hall on the 1st and 2nd floor occupies 340 tsubo in total floor area. The design of Student Hall was made by Dr. Taniguchi who had also designed the two beautiful structures, the Fourth and the fifth Buildings.

WHOLE KEIO CAMPUS BRIMMING WITH JOY



(Above left) No. 1 Building. (Above right) Dormitory with modernized facilities (before occupation). (Middle left) Basket-ball ground, and "KEIO" painted on the lawn by Allied personnel. (Middle center) No. 2 Building. (Middle right) Library for Allied personnel. (Bottom left) bed room of the dormitory, every room is the same. (Bottom center) Snack Bar built by the Eighth Army. (Bottom right) Air-view of the dormitories.

WARNING IS GIVEN ON RED TEACHERS

Bar Them From Faculties, Says Dr. Eells—Student Strikers Rapped

By The United Press
SCAP's adviser on higher education called on Japanese university executives to bar Communists from their faculties and to dismiss student strikers.

Dr. Walter C. Eells, of General MacArthur's Civil Information and Education Section, delivered the stern recommendations in a speech at the opening ceremony of the new Niigata National University.

He declared that Japanese university authorities have the right and duty, "in order to preserve true academic freedom, to refuse to allow members of the Communist Party" on their faculties.

He urged them to apply in Japan the recent recommendations made by the American Educational Policies Commission, which advocated discharge of proved Communists from teaching staffs of American schools.

Dr. Eells told the Japanese educators and students that barring of Communist teachers from the schools actually is a defense of academic freedom, rather than a violation of it, because "Communists are told from headquarters what to think and what to teach. They are not free."

The SCAP adviser denounced student strikers as wasters of their own and the taxpayer's money and charged that many of their recent strikes were engineered by "an outside group, the Executive Committee of Zengakuren in Tokyo, commonly known to be a Communist controlled group."

He added: "By striking, they not only fail to take advantage of these educational opportunities themselves but at the same time keep hundreds of their fellows from enjoying them."

AGENCY FORMED TO AID STUDENTS

Interchange of Persons Board Will Give Advice to SCAP on Program

SCAP announced that establishment of an Interchange of Persons Board to advise the Supreme Commander on policy and procedural implementation of a project for which the United States Government has budgeted funds to send Japanese students, educators, journalists, technicians and leaders in other fields to the United States.

The Interchange of Persons Program will afford selected Japanese opportunity to become familiar with the history, institutions, culture and accomplishments of the United States during from two to 12 months of study in various educational institutions, and travel in America.

The board has been set up to advise the Supreme Commander on the program, including methods of selection, processing and programming of Japanese participants. Brig. Gen. G. V. Keyser, Executive for Administrative Affairs, Office of Staff, SCAP, has been appointed chairman of the board which will be composed of representatives of the following staff sections: G-1, Civil Communications, Civil Information and Education, Civil Transportation, Diplomatic, Economic and Scientific, Government, Legal, Natural Resources, and Public Health and Welfare.

my colleague and I were suddenly summoned by the crying students, "A jeep just arrived at . . . Sir! Please come up in hurry!"

At this cry some girls in the office were so stricken with fear that they even tried to hide themselves under the desks. There were many kinds of rumors prevailing about the occupation forces at that time, though most of them were quite ridiculous, such as that women would smear their faces black.

Anyhow it was true that

(Continued on Page 5)

VISIT WITH THE SUPREME COMMANDER

SCAP Will Subscribe to Mita Campus

By Prof. EIICHI KIYOOKA

Note: Since the formal announcement was made that the Hiyoshi Campus of Keio University, which had been occupied by the Eighth Army since the end of the war, would be returned to the use of the University, President Ushioda of Keio requested the privilege to meet General MacArthur for the purpose of expressing gratitude in person. The General readily appointed time on July 14 for an informal visit which is said to be the very first that the General has given to a University President. The following is an account of it by Prof. Kiyooka who accompanied the President.

General MacArthur's office is surprisingly plain and small. There is a desk in the center and a few old chairs and a sofa for the guests, but hardly an ornament. When President Ushioda and Mr. Hiramatsu and myself were shown to the room, the General was standing near the door and cordially shook our hands as each of us was introduced by his aide, Col. Bunker. The General himself offered us the chairs and began the conversation. The aide left the room and we had full twenty minutes of very warm and pleasant conversation.

"How is your University going?" was his first question. We answered that it was going well and that we looked forward to a greater activity with the return of the Hiyoshi Campus in the coming fall. The General said rather apologetically that the Army had a very good use of the campus and that the Army had much to thank Keio for its use, but that it was time the campus was returned to its rightful owner.

We said that it was most impressive that the Army should have vacated the place in favor of a private school, and the General answered that it was the policy of the Occupation to help the cultural upbuilding of Japan in any way possible and that this was one of the instances.

Our conversation ranged over many different subjects, from sports to English in-

struction and international exchange of students. When I said that Keio failed to get the baseball championship this season, he smiled and asked if we cared to gain the championship more than the victory over the Keio-Waseda game. When he found that I was a graduate of Cornell, he inquired if I remembered a certain crew man who was now a doctor and who once took care of the General. I was sorry I could not recall the name.

The General spoke very eagerly about the international cultural exchange, and he said, he hoped, some arrangement might be made in the future so that Japanese scholars might go to foreign countries—not only to the United States but to all other countries—for the purpose of academic pursuit. When we expressed our hearty wish that it might be realized in

the very near future, he spoke with surprising candor of certain obstacles which had been preventing its realization.

Changing the subject, the General inquired how many of the University students knew English. I answered that English was a required subject and every student studied it though, of course, that did not mean all the students were proficient in it; some were shamefully poor while some were surprisingly good in it.

"Some of the students are even publishing papers in English," I added.

"That is very good," said the General. "Do they write the editorials themselves, and take the management of the paper?"

When we answered to the affirmative, he said that the American students did the same; there were hundreds of student papers in the United States though some of them were rather flimsy in their quality.

"It is very good thing for them," he said.

(Continued on Page 3)

How HIYOSHI Campus Was Taken And How It Returned

By Prof. Mikio Hiramatsu
Chief of the Liaison office

There still remains in my right hand the feelings of warm-heartedness and reliability which General MacArthur impressed on me just a fortnight ago at the moment of shaking hands with each of us—our President, Prof. Kiyooka and I. It is my great pleasure to hold up my pen with this hand and write some reminiscences of our Hiyoshi Campus in these eventful four years.

The occupation of the campus started at the earliest day of September, 1945, but the accurate date is uncertain due to the lack of official records at that period of confusion. Although the private diary of a certain person shows the date of September 8th as the day on which the campus was entirely occupied, my memory, the same as some of my colleagues, began two or three days earlier than that when the first occupation troops entered into and took possession one building of the dor-

mitories. At that time, we were preparing for the opening of the Fall semester, and a few students were helping us to arrange the dormitories and the classroom being evacuated by the Japanese Navy. Soon after the student mobilization in October, 1943, they had taken over one of our main buildings and dormitories on the pretext of its being vacant. We were really surprised after the War at finding that the location of Navy Headquarters had been our classrooms and that of the Combined Fleets on land in our dormitories. In fact, in our dormitories, they had been entirely unknown to us strictly divided by fences and guards. I should admire their merits of keeping secrets rather than the merit of changing the Sea powers into Hiyoshi Fleets.

By the way, the sudden entry of the occupation troops into the campus caused great fear and confusion. It was late in the afternoon when

Mrs. Vining Brings Treasure Box

Mrs. Vining, governess of Crown Prince Akihito, visited Keio Futsu (junior high school) at ten o'clock on July 12th to explain the "treasure-box" which was sent to Futsu through her by the students of Youngstown College of Ohio. She was welcomed by Principal Sahara, Manager Nagata, and all the teachers and the boys. Mrs. Vining's greetings were followed by her half-hour lecture in Jison-Kan (Self-Respect Hall) called familiarly Akayane. "Treasure-box" was sent with the spare pocket-money of the students and had many good and beautiful books in it. It is their desire to help the boys and girls who suffer from lack of books, pencils and note-books on account of the ravages of war. This "Treasure-box" is the sixth sent to Japan, the former enemy of America.

Explaining, one by one, the many beautiful books with pictures in them, she presented "The Yearling", "Little Women" by Alcott, a dictionary for children, a baseball magazine and books on cooking and needlework. Especially she said lastly, "There are two treasures in this box, one of them is the beautiful books shown to you now, and another is a treasure of 'friendship' from the boys and girls in Ohio. Please study hard with these books in your hands, and their friendship in your heart."

The boys who were presented with the "treasure-box" began to read and study very strenuously. They used them as the home-reading book. In the afternoon, they held a book activity exhibition in the gymnasium. The books in this "treasure-box" have been reserved as Ohio Library. Principal Sahara is going to send the bundle of the letters of thanks written by the Futsu boys to Ohio before long.

English-Theatrical Given by the Members of K.E.S.S.

"The Merry Merry Cuckoo" by the Jeannette Marks was successfully put on the stage in the No. 1 classroom at Mita on August 26th and 27th, specially played by the voluntary members of Keio English Speaking Society for the entertainment of Keio correspondence students who came up to Mita for summer schooling.

Jeannette Marks is a contemporary American female writer whose works are full of pastoral beauty and fine local colour.

Although the play was prepared entirely by the students without help from any other, Yuzuru Higuchi, a member of the society, being the director and coach, the performance was good enough to express play's heart-warming features.

ROUND-UP OF THE KEIO CULTURAL ASSOCIATIONS

The Society for the Children Culture Studies

"The commencement of this society" the president said, when this reporter called at its headquarter, "goes back a quarter of a century to the Teisho era when it was called the society for the study of child-". After that the society took some changes in its name, for example, in 1933, the Fairy-Tale Society and in 1941 it took the present name.

During the War, though the movement was inevitably oppressed by many situations political, financial and philosophical, it kept its being as the society for the study of child culture (Shokokumin Bunka Kenkyukai).

It goes without saying that the movement became active after the War which brought many social problems among which the children were one of the greatest objects to draw our attention. Considering such situation as the extremely degraded social morality, the members of this society began its post-war activity vigorously, advocating the resurrection of the child culture which was the foundation of the next generation.

"The object, however, of this society," Mr. Ishiura emphasized, "lies in elevating the child culture through such practices, of the members as offering the cultural goods and pursuing investigations of children." In order to realize this object, the society is pursuing two ways of study, one is practical research of four parts—the fairy-tales, the picture concerning gen-

KEIO LIBRARY IS RESTORED

Pioneer of Libraries in Japan rises from the ashes

The library which has been under repair in spite of the raging waves of inflation and has been awaited its early opening by the students since the end of the war came to the completion, and the opening ceremony was held on 5th of May.

The history of Keio Gijuku tells that long before there was a library Yukichi Fukuzawa, the Founder, felt keenly the need of libraries for the benefit of the general public, and introduced the idea of public library in his book "Things Western" in 1866, and described the libraries of France and Russia. In talking about the Keio University library, therefore, we can not ignore the achievements made by the Founder toward it.

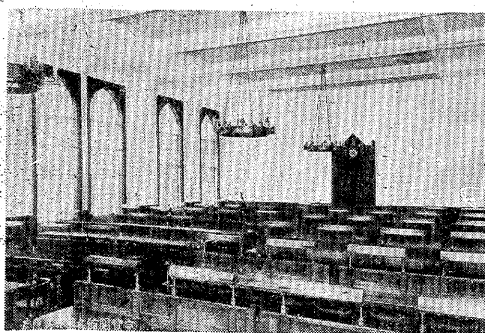
Origin of Keio Library

At that time the students of Keio used to borrow the books from him who had brought them from abroad. And those books became later the basis of the development into the present library. In this sense, his name should be highly placed on the record of the libraries in Japan. As the result of increasing number of books, in about 1888, the reading-room called Shokan was set aside in the former Administration Building.

With the establishment of the University Departments many books were additionally bought and a house for these books was built near. It was in 1904 that Ittei Tanaka, a professor in Literature Department, was elected as the head of it and at the same time the name of Shokan was changed to Keio Gijuku Toshokan. As time went on the need to have a larger library grew and it was decided by the school authorities to establish it on Mita Hill in commemoration of the fiftieth anniversary of the Foundation of Keio Gijuku. This Gothic building with an octagonal tower which was started in June, 1909 and completed on April 15th, 1912 was designed by two famous experts, Mr. Tatsuzo Sone and Mr. Seichiro Nakajo. It cost about ¥300,000 and it contained more than 200,000 books at that time.

One thing different

One thing which was different from other college libraries was that Keio's opened the doors not only to the students but also to the general public from a democratic point of view. And also it can be pointed out as a characteristic of the library that there are one dozen or so collections which are called



Reading-Room of the Library

by their donors' names such as Hoshi-bunko, Osanai-bunko, Mochizuki-bunko and so on. Though the library was heavily damaged by the Great Earthquake of Kanto District in 1923, it was rebuilt and returned to normal in a few years and in another several years it acquired more books until the stacks became full to overflowing.

Then the War Came

In the air-raid of May 25th, 1945, the library was hit by a number of fire-bombs, and the reading rooms and the offices were completely burned. But the stacks were spared, which is almost a miracle considering the fact that there was nothing but the outer shell of charred walls left of the other half of the building. The authorities had the foresight to take out all the books and combustible objects from the attic and to install steel doors to the entrances. And so, when the bombs broke through the roof, they burned themselves out harmlessly on the concrete floor of the attic.

Saved by an Hour

And those books on the reading room shelves were carried away to safety by the library employees and professors and students while the building burned. Also, they had taken double precaution for the most valuable books by sending them off to the country. However, just as the books were taken to Shiodome Station to be loaded on the freight train, the raid came, and the station was burned. People were certain that the books had been lost, and they were grimly resigned to the loss when report came that the train had left just one hour before the raid. And so, there was surprisingly little loss of books from the fire. Much damage, however, was done by the water later on. The rain came through the broken roof, and dripped into the stacks. Even after the temporary repair were done, it was impossible to stop the seepage entirely. Many books were ruined. And in the warm summer months, the moisture caused moulding which added more to the damage.

First on Recovery Plan

With the advent of peace, the rehabilitation plan of Keio-gijuku was quickly made. One of the first projects was the restoration of the library. The University authorities took the policy that it should not be an emergency or temporary repair. The library as the center of academic work of a university, it should be rebuilt for all times to give satisfactory service to the students as well as true dignity to the University. The materials used are of the finest available; design and workmanship best and most painstaking. Guests at the ceremony all agreed that this library was the tangible proof of the recovery of postwar Japan. Innovations and improvements over the former library was the sound-absorbing material used on the floor and the ceiling, and the gentle fluorescent lights over the desks in the main reading room which is capable of accommodating 250 students.

Looking to the Future

The one thing missed by the guests, who remembered the past, was the great stained glass window with the beautiful graphic representation of the old adage "Calamus Gladio Fortior" (The Pen is Mightier than the Sword). This has not been restored.

At present there are some 400,000 volumes of books in this library including some new books and magazines supplied through the kind intercession of the Occupation Forces in Japan, all waiting for the students' use. The library has been open to the students daily from 9 a.m. to 7 p.m. since the 6th of May.

"It will not be very long," said Prof. Nomura, the Chief Librarian, "before this library will be opened to the general public again." He also expressed his opinion that a new and larger library was called for, because the present one was designed and built nearly forty years ago according to the needs of the time and the University has grown tremendously since. (by Teruo Kaneko)

The Great Truths Know No National Boundaries

Harvard Lecture Reopened With Memorable Address by Maj. W. H. Taylor

(Note: Following is the address by W. H. Taylor, ex-President of the Harvard Club of Japan, at the opening ceremony of the 2nd Harvard Lecture series held at the Jison-Kan Hall on 8th of June.)

President Ushioda, ladies and gentlemen:

It is an honor to take part in the opening of the second series of Harvard Club lectures at Keio University and to bring you the greetings of the Harvard Club of Japan. It is both interesting and fitting that a great eastern university like Keio and a great western university like Harvard should get together in the quest for knowledge. Fukuzawa Sensei gave Keio its motto: "Independence and Self-respect". Harvard has a one-word motto, "Veritas", Latin for truth. Our mottoes are related: the search for truth will give us independence and self-respect.

Keio has another motto: "The pen is mightier than the sword". I subscribe to that great truth. For ideas do rule the world. They rule the heart and the mind; someone translates these ideas into policies and laws; people then put policies and laws into action.

But the truth is sometimes a hard master. Sometimes it forces us to face unpleasant facts. At other times it is so hidden by prejudice and intentional falsehood that it is difficult to find "the truth of the matter".

Misunderstanding the truth of the matter has led men into error and nations into horrible war. Some individuals have perverted the truth, too; there are men who have studied the truth with the sole desire of making it serve them selfishly, or revealing only those aspects of it which will make them bigger profit for them, or for the purpose of keeping large masses of men in poverty and ignorance.

These are our enemies. The discovery of truth imposes upon every student what the German philosopher, Immanuel Kant, called an "imperative". You and I, united in the common brotherhood of seekers after the truth, are impelled, by necessity, to do battle against those who would deny the whole truth to others. The fight against arrogance and ignorance goes on daily, all over the world. The great truths know no national boundaries.

The Harvard Club of Japan is happy to be able to contribute a little to the study of economic truths, truths which affect the daily lives of each Japanese and American. We feel that these lectures are but one example of the things educated men should be doing to achieve mutual understanding and good will. We only hope that the language barrier may not prove too difficult for each of you to surmount and that one result of this educational experience will be increased toleration and respect for each other.

Special Lecture course by Rev. Holmgren

Side by side with the Harvard Lectures, a Special lecture course by Rev. Laton E. Holmgren, Methodist Missionary, on the "Social and Cultural Background of American Democracy" has been given from 9th of June, every Thursday 2:20 P.M. in the room No. 204 to be continued for one year.

He came to this country in February on a mission to bring the Gospel of Christianity to the people of Japan. Rev. Holmgren was graduated from the University of Minnesota and had further studies at Drew University, New Jersey, followed by graduate work at Oxford and Edinburgh Universities. He was, for some time, a Lecturer at Hunter College, and associate pastor of Christ Church on Park Ave., New York City.

In the opinion of this young notable Christian, the World War II would not have been waged if the peoples of the world had been properly reared in Christianity.

Answering the questions for this reporter, he said "Japan should establish its own Democracy, not like American but suitable to Japan's own tradition."

Mr. Druhan Opens Courses for English Conversation

The English Conversation which is a free selective course lasting a year has been opened since 25th of May by Mr. Raymond F. Druhan, a graduate of Georgetown University and St. John's Law School with a degree of Bachelor of Law.

The school authorities expected about sixty students, but the course is being received by the students with such enthusiasm that the room overflowed and applications even now pour in from all quarters.

This course is divided into four steps—excellent, good, fair and poor—is held twice from 2:20 and from 4:00 on Wednesdays and Saturdays.

The instructor, Mr. Druhan, was a Warrant Officer in the war, and after its end he came to Kyushu as a legal officer. He returned to the United States for discharge from the Army in March, 1948 and he came to Japan again with the Chase National Bank in September of the same year.

Seminar on "Social Policy in Education" Held as Specil Course of Harvard Club Lectures

Maj. W. M. Taylor, President of Harvard Club of Japan, gave a seminar on "Social Policy in Education," as a special course of Harvard Club Lectures for five times; May 11, 18, 25, June 2, 16, 3:00 p.m.—5:00 p.m., in the 2nd Assembly Room in the Administration Building.

About twenty selected from the faculty and students were favored with the chance to attend the seminar. It was carried in the form of round-table discussion; every attendant had chances to express his opinions and exchange them with those of Maj. Taylor. They were happy to talk and think freely and actively on education from higher point of view not merely as teachers or students, but from economical, political and social view points.

The seminar was closed with a tea party immediately after the last meeting on 16 June. Our President Ushioda attended the party and expressed his gratitude to Maj. Taylor in person.

The seminar was very helpful and enlightening for those who are interested in education. This form of seminar might be an experiment, but it proved to have been a success.

We regret that Maj. Taylor returned to the United States. All the members of the seminar were impressed by his spirit in conducting this seminar so soon before his departure.

AROUND THE UNIVERSITIES ABROAD (IV)

College Life at the University Of Alaska Rugged but Colorful

Special to The Christian Science Monitor

College, Alaska

There are no "days off" at the University of Alaska, America's farthest north institution of higher learning. Socially, politically, manually—and oh, yes, intellectually—this last and smallest of the land-grant colleges is at work. And this means both men and women, some 250 of them, from virtually every state in the Union and South America.

Today, international and local territorial affairs keep everybody thinking at this isolated university. For example, the university's International Relations Club is busy at work compiling ideas and convictions held by both sound-dough (old-timer) and cheechako (newcomer). These matters generally concern world organization, the maintenance of peace and order among nations, and compulsory military training.

Winter Sports

Below-freezing weather is no bar on sports here, either. Co-operatively, coeds not long ago built a 150-foot ice-skating rink alongside the university's Administration Building. Hockey games between Fairbanks fraternities, commercial companies, and the army are played. At night, under floodlights attached to the Administration Building, Alaskan "sourdough" dances are held on the ice. An antiquated phonograph supplies Scandinavian and popular tunes. But skiing remains the most popular sport.

With the completion of a veterans' dormitory, housing is not so critical as last year. But, as expected, married couples face a special problem. Their housing sometimes takes peculiar form.

Take the Oswalts, for example. Wendell Oswalt came here because he and his wife, Helen, felt that this was the best place to study Arctic archaeology.

Built a House

When Wendell arrived at college, he and his wife found that university authorities could offer them only a piece of wooded land.

Winter was setting in, and their efforts to find living quarters at Fairbanks proved futile as well as expensive. The only thing for Helen and Wendell to do, it seemed, was to take the university's "gift," clear away the trees, and build a house.

For two weeks, then, by day and night, Wendell and Helen dug out many feet of frozen earth and used the trees which they felled as structure material. Today, Helen and Wendell live comfortably in their modest, isolated home. Wendell still lugs water one mile on his back for daily cooking purposes.

Summer Jobs

Right now, both full and part-time jobs, with high-paying salaries, are for the asking hereabouts. This tends to increase the number of students who work their way through the university. For veterans, it adds incentive toward "sticking it out" for a degree. During the year, they can earn a full stateside salary and attend classes besides.

Construction and mining interests as well as federal agencies offer summer work. The average university student earns \$2,000 from May to September. Last year those who went fishing at Bristol Bay made as much as \$3,500 in six weeks' time. The university itself provides various jobs at \$1 per hour during the school year. Room and board at the university is about \$75 monthly.

Alaskan democracy does not pass this university's gate. In sports, as well as in general school activity, relations between native Eskimo and white are remarkably harmonious. Last year an Eskimo, Arthur Nagozuk, Jr., of Nostak, Alaska, was elected president of the university's Education Society. Every religion is represented, which gives appropriateness to these three lines of the university's song:

North sparkling stars and northern hills
Hill crest hills gleam steadily white.
Inspiring love and faith to glowing flame....

Co-ed Student Movement

Prof. Mukai to be Head of the Association

Co-eds after sending off nine graduates last March, welcomed about fifty freshmen, to increase the total number to 100 (70, last year).

Among the new graduates, Miss Iijima, Canadian-born, and two others stay in the university as assistants or as students of the Graduate Course to devote themselves to further academic lives. Seniors and sophomores held a welcome party for the freshmen on 25th of May.

"Keio Girl's Association," the association of co-eds is to be made a component member of Keio University Cultural Associations under the leadership of Prof. Mukai. Their participations are expected to make their activities more effective and cooperative with the various kinds of university cultural and political movements.

THE ORIENTAL ECONOMIST

Japan's Economic Indicator Since 1934

SINCE its establishment in 1934, The Oriental Economist has enjoyed an unrivaled reputation in Japan's journalism as the one and only economic weekly published in English.

Before, during and after the war, The Oriental Economist has always played a unique role as a fair and unbiased purveyor of authentic news of all major economic events taking place in Japan.

Its 12-page statistical data covering all major phases of Japan's post-war economy and industry will make Japan's economy an open book to its readers.

Published Every Saturday ¥50 a copy ¥2,600 a year

The Oriental Economist's "Japanese-English Dictionary of Economic Terms" listing 32,000 key economic and technical terms in Japanese and English is on sale for ¥500.

TOYO KEIZAI SHIMPO SHA

Hongokuchō, Nishi-Shinjuku, Chuo-ku, TOKYO

The Thirtieth Anniversary of the Medical Department

The grand celebration commemorating the thirtieth anniversary of the founding of the Medical Department was held at Shinano-machi Keio Hospital from the 1st of June, lasting for 6 days.

On the third from 2:30 p.m., the opening ceremony was attended by President Ushioda, Dr. Abe, chief of the Medical Department, professors, parents, students, and visitors.

Among the many exhibits, the medical exhibition in building No. 3 was very popular. Especially the electronic microscope that was presented by Mr. Nakayama of Taiyodo was the centre of interest among the visitors. Other exhibits were the lie detector, vivisection, etc., which demonstrated the peculiarity of the Medical Department.

Another interesting sight was seen at the Pediatrics where over a hundred proud mothers carried their healthy babies to be judged at the baby contest.

Summer Schooling Given at Mita for Keio Correspondence Students

From July 17 to August 27, 1750 students (including 130 girls) gathered at Mita to study in the Summer course from all areas in Japan, from Hokkaido to Kagoshima. In spite of hot weather, they enthusiastically attended lectures; and some of them who had no acquaintances in Tokyo stayed at the temporary dormitory prepared in the school-building.

The faculty were President of the Correspondence school, Yoshio Matsumoto, Prof. Motohiko Kato and many other professors of Keio University. School was from 9 a.m. to 2:40 p.m. except for an hour's noon recess. Besides English, German and French and other classes were opened to the students as supplemental lessons of foreign languages.

The main events were Lectures by the International Trade and Industry Minister Inagaki and by Keio University President Ushioda; the inspection tour to N.H.K. Radio Station, and Keio Hospital, Yochisha (primary school) and Futsu (junior high school); the appreciation of movies, plays, recitals and concerts; the conference with Mita Literature Club.

The students, ranging from an 18-year-old boy to a gentleman 58 years of age, had various kinds of occupation such as teachers (60 per cent), businessmen, marchants and an assistant professor of a college. This will suggest the rapid strides the postwar education section has been making toward the hope that anybody could study. You can imagine the hard-work they put forth to study in such hot weather and so far from their homes.

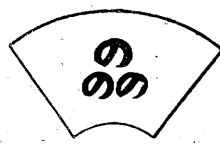
On the 27th of August, the last day, they enjoyed "Ningyogeki" (a puppet play), an English play by K.E.S.S., a performance on mandolins, and the chorus of Keio Wagner Society.

The closing ceremony followed "Schooling Festival" under the auspices of the students was held most successfully at the end of the Summer School. (by Nakaya)

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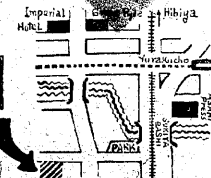
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THE INTERNATIONAL STUDENTS SEMINAR

The International Students Seminar, sponsored by the American Friends Service Committee, was held for a ten-day residence period, beginning on August 22, 1949, at Tsuda College, Kodaira, near Tokyo. Its purpose was to foster the spirit of fellowship among students of different nationalities through community life and through joint study and discussion, under competent direction, of problems of world significance, the keynote of the whole Seminar being the Foundation of Peace based on Universal Brotherhood. It was open to fifty students of both sexes below thirty years of age and possessing working knowledge of English.

Dr. Yasaka Takagi was appointed Dean of the Seminar which was conducted in four study groups: Politics, Economics, General Culture and Religion, each composed of not more than fifteen students. Each study group had its special seminar leader.

The Seminar leaders, were as follows:

- Political group.....
- Dr. Masamichi Royama
- Dr. Allan B. Cole
- Economics group.....
- Dr. Tatsunosuke Ueda
- Dr. Allan B. Cole
- General Culture class.....
- Dr. Yoichi Maeda
- Mrs. Kyoko Ohara
- Miss Esther B. Rhoads
- Religious seminar.....
- Mrs. Fumiko Amatatsu
- Dr. Laton Holmgren

Visiting speakers:

- Mr. Edmund Blunden, Father
- Joseph Roggendorf, Mrs.
- Kamara Ratnam, Dr. Lishi-
- komu, and Miss Nora Waln.

The American Service Committee represents the Religious Society of Friends in efforts to relieve human suffering and to increase peace and good will among men. Its program of relief and reconstruction, community rehabilitation and peace education reaches a number of countries outside of the United States itself. The work of the Committee, which is supported by thousands of people who are not the member of the society of Friends, is yet based upon the fundamental Quaker belief in "that of God in every man" and a profound faith in the power of love to "take away the occasion for all wars."

(Continued from Page 1)

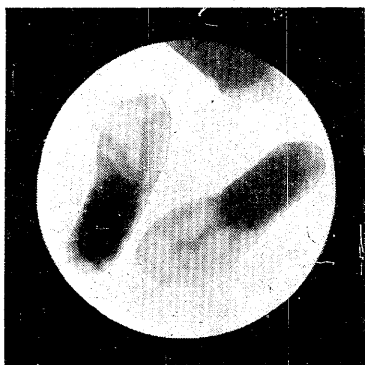
we were all afraid of the unknown occupation forces, and in fact, I stood terror-stricken when I met the chief of the troop (a young second lieutenant, I remember) and was requested to guide them into the interior of the dormitory. They all held up their rifles with bayonets hung at their belts and aimed at each of the doors before they opened it. From this day on, one of the dormitory buildings was occupied, and the troop stayed there for several days.

A few days later, I remember it was the afternoon of September 6th, another troop came at almost the same time as before. Again, I was happened to be in the office at that time, and was called by a university man who ran in a hurry to ask my help. Though I had been a professor of English language, I really had no confidence in my speaking and hearing ability then because I had never been abroad. However, there was no time to hesitate at that moment, and I had to stand before the chief officer. The officer gave me a copy of a requisition of the whole campus and ordered us to withdraw from there in 24 hours. My explanation that I could not comply since I was not a responsible man of this campus was instantly rejected. "This is not a request, but an order!" said the officer sternly. Thus, on the appointed day, about 40 or 50 soldiers came in jeeps and trucks to the gate of the main building. As soon as they came into the room, they cleared up all the floors and in an hour or so all the classrooms were turned into a fine barracks with beds installed. What a refined activity it was!—Everything had been done orderly and with great speed.

All sorts of rumors which we had heard were now proved to be nonsense. Ever since then, we have been without our campus, but a new notion about American soldiers was created in each of our hearts, which gradually changed into friendship in place of horror.

I will not describe here the tremendous obstacles and difficulties consequently incurred due to this occupation. It is too troublesome to mention each process and case; some were comedies and some were tragedies, as now recollect. It will suffice to say that our school had to

Stone Age Bacteria Discovered by Mr. Nishioka



(Right) Aerobic Bacteria "Chiyoda Bacteria" 1500x
(Left) Anaerobic Bacteria "Keio Bacteria" 1500x
Both were found by Mr. Hideo Nishioka within shells unearthed on the 12th of June in the Imperial Palace ground.
The above pictures were taken on the 12th of July and 1st of August.

On 12th of June, when the Tokyo University's Laboratory members finished excavation of the shell-heap of "Old Honmaru" (Central Tower) in the Imperial Palace grounds, Mr. Nishioka, Hideo, instructor of Keio University, inspected the shell-heap with some students of Archaeology Association of Keio High School.

When they collected the Anadara Granosa shells, which proves that this shell-heap was made during the warm period of the 700 year period, in order to take their measurement, they discovered that some of the shells were closed tightly. This shows that when the people of the Stone Age boiled these shells, these shells did not open, and they threw them away on the shell-heap. Thirteen of these closed shells were collected.

Mr. Nishioka prohibited his pupil to open these closed shells so as not to get other bacteria or other microbes into them, and he immediately took these closed shell to his

friend Mr. Yoshida Okami of National Preventive Medicine and Hygiene Laboratory to see whether there are bacteria or praxons of prehistoric age trapped inside of these shells.

Finally, 9 shells were selected from the 13 for this research study.

After very careful examination, from 2 of these 9 shells, 3 long rods of same family were taken out.

These bacteria are of about 2,000 years ago, and Mr. Nishioka gave these bacteria tentative names of "Chiyoda Bacteria," and another bacteria were named "Keio bacteria."

What is the meaning of this discovery?

It is not impossible to use these bacteria for the archaeological chronology immediately. However, it shows that the archaeological research should be more minut,

and it will be a good alarm to those men concerned, because recently the shell-heaps and other precious ruins are excavated frequently.

Although nobody knows yet whether it will contribute to the research study of Preventive Medicine.

Now, the resistance power of Chiyoda and Keio Bacteria against other disease causing bacteria such as tuberculosis and Japanese Sleeping Sickness is being examined, and if these bacteria will not be helpful to the Medical Study, the other bacteria which are being excavated in other shell-heaps will surely contribute to the medical study. For instance, Yoshiko Bacteria was found in the Yoshiko shell-heap in Aichi prefecture by Nagoya University Laboratory.

May the best team win, said Gen. M'Arthur in his encouraging Message to Keio-Waseda Baseball Match.

Editor's Note:—The following is the message from General Douglas MacArthur, the Supreme Commander for the Allied Powers to the traditional Keio-Waseda Baseball Match. Special gratitude for giving us the permission to reprint its original text in the Mita Campus is due to both the Mita and Waseda Shinbun in which this message first appeared.

There is no greater reservoir of the spiritual values which build human character than exists in the field of intercollegiate sports. Outstanding among such sports is that game in which Americans and Japanese have a deep common interest—baseball. It develops individual durability and the discipline of teamwork and promotes the competitive spirit among groups and men so essential to the growth of political, economic and social freedom.

In 1903 when Waseda and Keio Universities first engaged in their annual baseball classic, I was a member of the baseball team of West Point. Since then I have continued to be a staunch follower of this great sport, as I am sure that the members of these teams, still surviving, likewise have been. And as I witness the fervor with which baseball is now played by Japanese from little tots up and the intense interest in the sport manifested by their elders, I see in it a great moral force which will help the entire Japanese race meet the grave problems which confront its National growth. As a former baseball player and present fan, I send my best wishes to the teams of Waseda and Keio University. May the best team win.

DOUGLAS MACARTHUR
Tokyo
30 May 1949

Tuition Problem Settled

The question of rise in tuition fees to 9,000 yen which had been pending since its announcement in January this year was eventually settled through the negotiations held between University authorities and Student Self-Government Committee. At the meeting of May 23, the final agreement was reached by both sides to decide 9,000 yen for tuition fees provided that University authorities should observe six conditions which follow:

- (1) Special measures be taken for students in difficult financial conditions to reduce ¥4,500 out of their tuition fees and, if necessary, ¥6,200 after careful consideration of the Board of university directors.
- (2) Tuition fees could be paid in three installments—May, November and February, each totaling ¥4,000, ¥3,000 and ¥2,000.
- (3) Students having old identification certifying that they had paid the preceding year's tuition fees should be permitted to use the Library until the end of June.
- (4) Contents of lectures be enriched.
- (5) School accommodation be improved.
- (6) Rise in tuition fees in future be informed to students a month before its official announcement.

ward with deep expectation to entering again our old Hiyoshi Campus on the coming October 1st. Hiyoshi has returned, but still, I can not help feeling in my heart the slight grievance of passing images of my dear old students who went down this campus hill and never returned.

ONE HUNDRED DISCOURSE OF OLD FUKUZAWA

The Universe
Putting aside many disputes and philosophical disquisitions as to who created the universe or whether it came into existence by itself, I, for one, viewing the boundless creation as it is, can not on admire its magnificence and spaciousness, its meticulous and delicate structure, its stable and unflinching laws, but must stand forlorn before the mystery which is illimitable and beyond our comprehension. There are those who attribute this infinite and undefinable spectacle to the power of God or to the potency of Buddha—these view are undeniably understandable and it is manifestly inconvenient if we cannot name the things which touch our senses and which come into contact with our own spirit. But I cannot produce whether it is the work of God or Buddha, knowing nothing of the Creator nor of the allmerciful. Let me, therefore, employ the word "heaven" as we are wont from our childhood to call it heaven or heaven's will whenever we encounter difficulties beyond our power. But when we say Heaven or speak of the Heavenly Structure or Heavenly Way, we do not mean the azure sky over head, nor is it the Sun; but we mean the all-pervading mystery beyond human comprehension, or immeasurableness and infinity the incalculable and infinitesimal, the all-powerful and all knowing attribute of life. I will not grudge correction if there are more suitable words. However, let me for the present call it Heaven, and it need hardly say that

appeared from the ferment a million years ago, while, likewise, there are stars newly formed a million years ago whose rays have not reached us. The number of stars, their distance and births all refuse our knowledge. The grandeur of Heavenly Design is so vast that we have no word to describe it. On the other hand the delicacy and minuteness of Heavenly Design, likewise, transcend our description. A whale's of the azure main is huge beside a shrimp of the brooklet; but the shrimp is far more enormous than a whale is to shrimp when compared with some other creatures. The number of microorganisms, propagated in a drop of liquid is hundreds of millions, and is larger than the entire population of the world. When you pull apart the structure of these bacteria; you will probably find fibrous substance and nutritive and procreative organs. If mankind succeeds in putting to use a more powerful microscope, we shall discover so many animals and plants in the so-called microorganism that the very bacteria will become rough and ready creatures. It is, therefore, safe to assume that the minuteness of Creation is without end.

The wonder of the Creation lies not in the fact that it is either so vast or so small: it is the existence of stable and unerring laws which govern it. This is the mystery of the universe and the more we ponder over it, the more we are convinced of the limitation of human knowledge.

Mud Rush and Cap Burning

Miserable Lives of American Freshmen

by Prof. Eiichi Kiyooka

Every school has its peculiar traditions which, though unreasonable they may seem, help to preserve the spirit of the institution. At Cornell University, my Alma Mater, the freshmen were given upon entrance a book of rules which stipulated what a freshman should not and could not do—some of them most inconvenient and almost ridiculous. But the upperclass men took great pleasure in enforcing those rules, and for their convenience the freshmen were obliged to wear funny-looking caps, called freshman cap to distinguish them.

On a sunny day a freshman, intent on reaching his classroom on time, would come rushing across the lawn. A group of upperclass men would be at the other end of the lawn waiting till the freshman comes all the way across. Then they would yell to him, "Hey, frosh, you can't walk on the lawn. Better study up your rules. Go back!" So the poor boy has to go all the way back and come around along the path while the upperclass men airily take a shortcut across the lawn to their classrooms. And there are a number of other rules just as annoying.

Bursting with Revenge
After a whole year of tyranny of this kind, even though all is more or less a joke, or inevitable part of a healthy college life, by the time the year-end comes round, the freshmen are just about bursting with the spirit of revenge.

So, a day is set aside for the famous Mud Rush.

They rope off a plot of ground and turn a fire hose on it for full half hour till the ground is all nice and muddy. There, at the appointed hour, fully advertised in the papers as one of the biggest events of the year, gangs of freshmen and upperclass men appear dressed in old clothes and take their stands on both sides of the ground. Members of athletic teams in their uniform of red sweater with the white "C" on the breast come as referees.

With the crack of a gun, the two sides begin to throw mud at each other. One or two brave souls venture forward; they grapple in the mud; some more follow; and the whole field turns into a wild confusion of men and mud. A couple of men would be trying to push each other's face into the mud. Another couple would be ripping each other's shirts, or tearing off the pants. A group of freshmen would get after a partic-

ular enemy to drag him off to a safer corner behind the freshman line and give him a careful goings-over.

A Primitive Savagery

Lots of laughter and applause rise from the spectators who crowd the rope with their cameras ready. They, too, get their share of flying mud when they go too recklessly near the fighting men. American youths seem to enjoy the outlet of primitive instinct as much as any other race of men.

After full half hour of exhausting fight and fun, another crack of gun calls the end of the game. Cheers of triumph go up from both sides of the field. No gentlemanly etiquette is observed on this day of Mud Rush; no handshakes or such gestures of civilized sport is observed. There is no decision on the contest. Rather, men are too busy trying to cover themselves with whatever bits of clothing left on them or which they can pick up from the mud. This is the day of primitive savagery.

Thus the pent-up steam all let out, the boys go laughing down to the gorge or lake to wash themselves, and then to their lodgings for bath and civilization.

Cap Burning

A few days later, after dark, the freshmen gather again. This time they purposely gather on the lawn. Carrying a huge model of freshman cap at their head, they march all over the grass, enjoying to the full the taste of publicly breaking the law. They march to an open field where they build a great bonfire. Many speeches are made, including a history of the Cap Burning by a professor invited to the occasion as a guest. The huge model of the cap is placed on the fire with due ceremony as all the freshmen break into a wild dance around the fire. Each takes off his cap and throws it into the fire and gives yells of joy as he sees his cap, a symbol of bondage, burns up in the fire.

The next day, every freshman appears on the campus with a hat according to his taste, a fullfledged Cornell student.

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Paakko Santala, Erik Nordlund,
Timo Niemelä.

Recent Activities of Oxford University Japanese Club

It was revealed by a letter sent from Mr. W. H. Allchin, ex-Secretary of Oxford University Japanese Club to Mr. Horiye of the Mita Campus that the Club has been active in putting into practice its aim "the study of the language and of the cultural and historical aspects of Japan", holding several meetings for the trinity term of this year.

The letter tells that many ex-army men who speak Japanese are there as members of the Club.

Meetings

Wednesday, May 4th
Somerville East J.C.R.
A Conversation Meeting
Guest: Mr. K. Takaira
Wednesday, May 18th
Mr. Tatsuo Ishida
"Old Japan and New Japan"

Tuesday, May 31st

Drapers' Lecture Room,
Ashmolean
Dr. William Cohn:
"The Relationship Between Chinese and Japanese Art"
Meeting arranged in conjunction with O.U. Chang Hua Club

Wednesday, June 15th

Col. J. W. Marsden, R.A.:
"The Rise and Fall of the Japanese Empire"

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EDITORIAL

Who is to blame?

Attention to the recent series of students' strikes was so large that even the major presses in Tokyo have taken them up in their editorial columns, saying something of the sort that it is a confusion in logic in drawing a parallel between the issue of students vs. school authorities and that of labor vs. management, as the Mainichi observed. The Jiji Shimpō, for example, said since students are undergoing the training of intelligence and reasoning as well as learning profound and scholarly truths, there must be a certain limit to their political activities. There being much to be reflected by us students, especially by the minority of students who have been conducting strikes for the sake of strikes, the editorials' condemnations seem to be a little near-sighted in that they are so busy in blaming the striking students that they are overlooking the majority of students whose attitude is to be blamed.

There may be some who refuse to admit how meaningless it is to strike, "but a large number" with common sense will understand all that simple everyday logic. Certainly a large majority of students will understand it if they have common sense. Then, why can those majority not cope with the minority at the mass-meetings where they decide whether to strike or not? The fact is that the meetings have been always the meetings of minority where those majority have never attended.

This absenteeism, though it is not intentional as the term means, seems to come from psychology of students who, by keeping aloof and indifferent, want to pretend themselves intelligent. Therefore, though editorials blame striking students for having no intelligence, it is also doubtful that the majority possesses it. They can not be indifferent if they are with true intelligence.

It must be admitted that, when facing the problems which are of direct importance to students as that of the University Law or of the tuition fees more or less connected with the recent wave of students' strikes, students called the minority have been more sincere than the majority. So long as the majority do not amend their attitude of keeping aloof and indifferent, it is still possible that the development of students' political activities would be wasted and utilized for some political strategy, as the recent students' strikes have shown.

This is a clear example of the dangers of democracy in that the principle of deciding matters by the majority vote would become merely nominal without the positive participation of everyone who are sincere in thinking of the common interest of all.

Japan, the country where force used to be everything, has been very poor in throwing us students the example to discuss problems freely in a democratic way. This makes people's minds psychologically toward the utmost skepticism of negotiation, leading some to be aloof anything concerning politics. Others to such curious of minds that there is a means but the use of force to find a solution in the political matters.

Now it becomes clear that both of these two attitudes are wrong. If we realize democracy is to be attained by our own effort and not to be given by others, let's dispense with the old disregard of "politics". We must acquire true interest in politics; must learn the technique of democratic procedure to enjoy the victory.

PRESS COMMENTS

Throw Away the College Cap

—ASAHI SHINBUN—

Abolishing college cap does not mean to abandon studies, but it is to set students free from all restrictions in 'students' life so that they can make learning a part of their own in a true sense. Students in Japan have hitherto worn their uniforms and caps and have been proud of being student.

This had in many respects good phases—they were conservative in doing unfair acts, or in visiting unwholesome places, and also they controlled themselves to be courteous as being the selected young men, promising youth and intellectual class. All these were due to the honour of their college caps. It will be pleasanter to think that uniform and college cap made students courteous, but the fact is that they were forced to follow such a manner by their costume. Even though compulsory, it was not bad thing. On the other hand, however, this special "type" of student brought along various kinds of by-effects. Students' life was bound by the shell of life representing costume and this shell produced an abnormal consciousness of students' social position, which gave students a strange pride and pretence as a result of the combined effects of the social operation of the academic cliques peculiar to this country. The chief reason why students enter school is for the purpose of putting on college caps and brass buttons rather for studying and becoming cultured man. Consequently, once a student succeeds in entering a school he ceases to pursue his culture, and leaving the school means goodbye to studies, as if students' life was for him the peak of life.

After the war students' life was full of storms. Students had to engage in "arbit" and had no room to care for their costume owing to economical hardships. It resulted in giving them chance to know what life really was. There were no few students who saw a true life from it, but a majority of students were beaten by the storm.

The students who were obliged to wear unclean clothes having no glimmering brass buttons are eager to express their course of the past, the present "position" and the expectation of the future by wearing all sorts of badges even of their former schools on their neck-bands and caps without consideration. This is their way of asserting their own existence. We may assume that the costume evolution of student has come at this juncture to the last stage.

There is another point. The students who succeeded in the severe entrance examination wear proudly the badge of their school, while there are other students who walk about hiding their badge on purpose. This intense difference between a sense of superiority! Hasn't this an important significance to the youth psychology? For a student to have a feeling as if the victory or the defeat has already been decided at the starting-point of life is giving to one group the resignation that it would be vain whatever efforts they may make, and to the other group the false sense of security that they had caught the night "elevator" which will take him up even if he forgets the virtue of endeavor. Students yearning for the badge of the schools of repute would not die out as long as the academic clique exists in society, even though the badge itself could be abolished, but such as it may be, abolition of badges would make the problem slither.

If stress should be placed upon the thought that university is not a place to give student the badge and the diploma, but a place for students to make themselves a substantial human being by studying seriously and bringing up one's culture, the concentration of students to those few universities would be relaxed remarkably and students' life would be revised in substance and the life after graduation would be combined closely with that of school-days. There is no other country where the academic-clique exists and students wear college caps but Japan. In Germany it is only after seeing a courteous young man who stands up to give a woman or an old man a seat in the tram car or the train that we can notice he is a student.

Summer Vacation

by Raymond F. Druhan

There are many reasons for having a summer vacation in college and there are many different ways in which it may be spent.

The principal reason for having a vacation, of course, has always been to afford a period of rest for the students and their teachers. It is a time during which tired minds and bodies may be renewed.

Many students take advantage of the vacation period to visit their homes and families in distant places. Others, who can afford it, may travel to some resort in the mountains or on the shore and devote themselves to sports and recreation.

Other students work during the vacation time. Some of them do it by choice and others because of the necessity of earning money to cover the cost of tuition. The question of what type of work to choose should be of some interest.

Many students will wisely choose a type of work which will be of special value to them later in life. It will be a job which will give them valuable experience in the field of work in which they intend to specialize. For example, the medical student may work for the summer in a laboratory or drug manufacturing company; the future engineer may gain some valuable experience in an automotive plant; a student of education or the literary arts may work in a library; and the future architect may learn the basic fundamentals of his profession by a few months' experience in helping the builders of houses and other structures.

Summer jobs as outlined above may not pay as well in regard to salary as some others. But, in most cases, they will pay good dividends in the experience gained.

A student who has worked at such a job during his college vacations will be well equipped to go ahead quickly with his work when he enters upon his business or professional career. And many of the leading companies in the country will be glad to employ promptly an applicant who can point to several months of actual experience in that certain line of work, in addition to a good education.

Dewey For President

There's a possibility that Thomas E. Dewey may become the next president—of Cornell University, not the USA.

It's reported that he's being considered for the post. And why not? If Eisenhower and Stassen can do it, so can Tom Dewey. And should Mr. Dewey be tapped; the GOP presidential picture for 1952 might be the most intriguing in history, with three big college presidents in the convention ring. It could only happen in America.

(reprinted from Portland Press Herald.)

French Wits and Wisdoms

An idle man in the community is a thief.

To live is not merely to breathe; it is to act; it is to make use of all our organs, functions, and faculties. This alone gives us the consciousness of existence.

A small number of men and women think for the million; through them the million speak and act.

The good is but the beautiful in action.

J. J. Rousseau

The new-system university is about to start. Of all things what is most important is to make new university an institution for true culture where a substantial man is produced. For this purpose it is to be hoped that students would be liberated from vanity and what is external appearance. Fukuzawa's Keio Gijuku gathered men who wore the tradesman's apron. Fukuzawa's spirit was the badge which the students were proud to wear on their mind.

Let student be a man. Liberate students from the academic clique. As the first step for it, the new-system university should abolish college cap. (Tr. by T. Kaneko)

PUBLIC OPINION AS GROUP DECISION

By Prof. KEIZO YONEYAMA

of the Department of Political Science

Public opinion, which is to be highly regarded under democratic government, is not the opinion of majority in mere number formed by the outside influence like propaganda or agitation, but it is the group decision reached through the discussion of group members. However, it is to be noted that there must exist an interaction between group members and group, if the public opinion as group decision is to be formed through discussion. As component individuals of the group can not be, even in the abstract sense, entirely homogeneous or equal, each group member takes part in group activities first under his own status which differs from each other. If each member is confronted with such situation as requires solution by the group—I call the public opinion situation—he may come to have some plan, even if a vague one, for the solution of the situation according to his own status; this is to be expected. But it can be said that he is not yet motivated to solve the situation only by having a vague plan. That the group members may be actually motivated for the solution of the situation, it is necessary for them to know what kind of situation it is or what kind of plan there could be in solving the situation.

Suppose a group of people lose their way in the mountain and feel themselves thirsty very much. Though, in this case, there may be differences in quantity of water of which each member is in need, the thirst itself, however irresistible it is, will never be cured if nothing is to be done. In such a situation, they can cure their thirst only after each member makes full research on the geography of the mountain and get the idea of where water is. This, however, is not enough to make all group members cooperate in actual securing of the water. Because in this case, each group member's idea that there is a possibility to secure water is still scattered. But if each member expresses his judgment on the geography of the mountain and a judgment of certain member is concluded through discussion to be most fitted for the situation, all group member will come to feel motivated to act according to his judgment. Only then the cooperation of all the group members can be realized. The group decision which is able to realize the cooperation of group members in this way I call the public opinion.

(2)

The hypothesis I mentioned above may be proved by several experiments reported by Kurt Lewin. (Kurt Lewin, Group Decision and Social Change, Readings in Social Psychology, ed. by Theodore M. Newcomb & Eugene L. Hartley, 1947). One of the experiments was conducted during the War under the auspices of American Red Cross to find the possibility of to what extent the people of America could change their food habits for the solution of food difficulties and to see what would be the most effective way to be used in such experiment.

In order to carry out the experiment, house wives, all of the Red Cross, were divided into six groups, each composed of from 13 to 17 members. For the three of the six groups, lectures by specialists were given on recommendations for the solution of the wartime food problems—the use of sweetbreads, beef hearts and kidneys which had not been used in the homes of American people, and also on the cooking way to avoid bad smells of such food stuff. For the other groups, no lectures were given, but the experiment was conducted under the guidance of Mr. Alex Bavelas in such a way that their discussion might well advance with each wife's opinion freely expressed centering around the subject.

The results found were quite interesting. Although of those house wives belonging to the former groups only three percent intended to change their food habits after hearing lecture, thirty-two percent of the latter groups agreed to changing their food habits. This result of the experiment shows that in case we are influenced only from outside, we are likely to remain passive without interacting actively in the group activities. (Of course, this case is different from the one in

which outside influence is imposed in the form of propaganda or agitation,—moreover the effect of the influence through such means is substantially different from the one through discussion in the sense that it can not realize the spontaneous cooperation among group members.) As a result, the members of the group become highly individualistic. And the individuals isolated from group activities, being blind in actual group trend, cling to the conventional habits and the formalistic opinion, and make the group activities fall into confusion by interrupting the development of the group or reacting on the formalistic opinion emotionally.

Taking for example the problem of the rise in tuition fees, there are some who, merely passively listening to the outside opinion, are not active in the solution of the problem. Those students will either follow a one-sided decision blindly with something of dissatisfied feeling, or will be driven into such perplexity as being obliged to follow the formal opinions of some incentive students, though emotionally reacting against it but not wanting to lose their position as students. On the other hand the problem is solved in this way—a crisis comes to the plan each student vaguely holds in his status as a student—the plan to enrich his college life and to acquire knowledge. Has he a capacity to pay the new tuition fees? Is there any measure possible on the part of school to support its finance other than raising tuition fees? Or, if not, isn't it possible to reduce the amount of raise? If each student takes these things into his consideration as material to judge the possibility of realizing his plan and further his effort in finding the best way for the solution, the group involvement will be elevated high, and as a result, each student can actively cooperate without feeling any dissatisfaction or perplexity against the final group decision. Moreover, by the active cooperation of everyone the possibility of realizing the plan each student vaguely holds can be drawn nearer even in this new situation—rise in tuition fees.

Indeed, the public opinion as group decision should be formed through such processes as plan—fact finding—discussion—decision. But it is to be specially noted that the elevation of group involvement in discussion makes the function of public opinion specially better one.

(3)

Now, if the public opinion is like what I have mentioned above, the public opinion survey which is popular these days can not be said to be

NEW EQUIPMENTS
AID STUDY OF
LANGUAGES

Dictating Machines, Records Used at Cornell University

An electronically-equipped modern language laboratory designed to make foreign languages easier to teach and to learn was formally opened at Cornell University.

Eight languages are being offered—Arabic, Chinese, French, German, Italian, Portuguese, Russian, and Spanish—through the use of dictating machines especially adapted for the project.

Foreign language materials, piped through a microphone, into a multiple-recording machine, prepare oral study materials for 100 students at a time. A lesson can be transcribed on 10 records simultaneously.

Using earphones and another machine in a self-study classroom, as many as 10 students can work from each disk.

The laboratory takes part of the burden from the teacher by relieving him of the tedium of repeating foreign language words and phrases over and over again for the students.

Students benefit from having up to the minute instructional materials which incorporate the latest lessons learned in Cornell's experimental language teaching program. The cost of the teaching materials is another advantage. Records cost only a few cents each, and may be used repeatedly.

Fifty native-speaking instructors, many of them graduate students, see that Cornell students receive authentic foreign language conversation in large doses and small classes. After "live" drill with the native speakers, the students practice by themselves from the records.

The mechanics of the language such as phonetic and grammar are taught by staff members with specialized linguistic training. Reading knowledge is acquired by the students as a by-product of their work in conversation.

One thousand students a semester are being trained by these methods.—(INS).

attaining its aim to, find to what degree the opinion, traditional and formal, and the emotion by propaganda have influence upon planless people. The public opinion survey must be a survey of individual's opinion reached in the course of, or through the process of plan—fact finding—discussion—decision. Here is the reason why the need for the public opinion survey is emphasized. We see in the recent public opinion surveys the trend of inserting information tests into questionnaire. This may be considered as an attempt to find what difference exists between the surveyed opinion and the process of public opinion formation that I have told here. (Tr. by H. Kondo)

LOVE OF NATURE

By Prof. Junzaburo Nishiwaki

It is wonderful for a city-dweller when one rises with the lark, awakened by the cockcrow, and at evening homeward plods one's weary way listening to the sound of the beetle. So Grayish! But this is not altogether mere poetry with Tokyo today, a great city of kitchen gardens, nothing less than a large straggling village.

I often have a good mind to have a few tramps in the country as soon as times can improve, which I have never done in my life. It is really rather funny when you come to think of it. But when I reflect I realize that I am already a tramp where I am, with kitchen gardens the way they are.

If one makes a journey through Tokyo one could write a book as long as William Cobbett's *Rural Rides*. This town agriculture is being a success, but I am not surprised. I gathered that so many of the wives of these farming shopkeepers and workmen were originally country lasses who, born of peasant families, had been more or less expert as helping hands at their homes, and doggedly got used to rough work. They rose to the occasion and put before you *omnia speciosa camporum*. At least for the past few years the cucumbers, egg-apples, and pumpkins certainly seem to have been bumper crops. These amateur domestic farmers know what they are about all right.

It is extraordinary how they can find out every possible clod of earth to raise their own vegetables and even to do a little fanning. On the rotary islands and all along the tram ways the most casual traveller will have noticed a waving of golden corn. This is, of course, a solution to our food problem, for which I have the grace to be deeply indebted to the cares and toils of these town gardeners.

When from time to time I saw in the twilight an old man and woman pottering about among their crops, I felt direct in touch with the dignity of truth in the popular Japanese saying, "You never can swop your stomach for your back." But I know what poets often say about. Love of nature aspires to a more romantic wild life beyond the food producing country of Tokyo. So it is that I would rather like once in a way to contemplate the mere existence of a chickweed, look at it how one would. What is the good of a chickweed? Nothing what-

ever from a realist point of view, or almost invisible to a man getting starved to death. But economic life is not everything to human life. It is to be hoped that a little more soil will be spared for "the meanest flower" to grow, which gave Wordsworth "thoughts that do often lie too deep for tears".

Personally I love to see the roadside overrun with common wild flowers and weeds, though uneatable or even poisonous. And so it is that I often feel like going on a walking tour, reading *Raven-gro*, and all that. It is a good thing that there is still a little slope left about untouched by the gardeners, but overgrown with binweed, vetch, nettles, docks, hawkweed, groundsel, shepherd's purse, sorrels, and all the meanest things. And if one goes into the country one will see the hollyhocks and sweet-williams round about the cottages, just a one might be in England or America. Last summer, in Professor Blunden's garden at the Embassy, I saw some hollyhocks and a kind of flowering weed which I had so often seen by the roadside, but the name of which I did not know. It has tiny little flowers coiling up the stalk in a fascinating spiral curve. As they say, it is called Shinobu-gusa, and in the old days from it they made a gorgeous dye-stuff for cloths.

I certainly am a sub-trap, instead of a Super-Tramp; just rambling about, peering into roadside bushes and gazing at stones. The things that attract me most are the dog-rose in a hedge and the dog-violet pale under rocks. And among all the song-birds I have heard the yaffle-yaffle of the green woodpecker pierces my heart most deeply.

It was probably the sentiment de la nature when yesterday I went round to see Mr. Yanagita, as I had not done for years. He is, everybody knows, the greatest folklorist we have ever had, and indeed the father of Japanese folklore in a scientific sense. When I was shown into his study there was one of their meetings just going on, and a young man with tortoise-shell spectacles just reading his reports about some local dual burial and some wedding ritual. This worthy has, like John Wyclif, gathered a body of disciples round him and sent them out far and wide all over the country. They are to report their field-work to their master. He is very strict in his science, always resentful of any old wives' tales. To this great man I am doing homage, as I am a student of folklore and dialects.

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