

Keio-Waseda Soccer held Match ends in tie, 1-1

The 9th Keio-Waseda Soccer Match was held under the auspices of Asahi Newspapers on June 20th at the National Stadium, Meiji Jingu Outer Grounds, the most splendid athletic edifice in Japan built as the main stadium for the 3rd Asian Games.

As the opening performances, the match was held at 4 p.m. between the attached high schools and ended in a draw with score 2-2. Then O.B. and old O.B. matches were taken place in the evening twilight with floodlight projectors switched on.

From 7 p.m., an opening ceremony was held before the estimated 30,000 soccer fans. Professor Matsumoto, director of Keio University, delivered a brief speech on a ceremony congratulating the 9th Waseda vs. Keio Soccer Match and stressed the fair sportsmanship as well as fighting spirits as students.

Following the presentation of bouquets to the captains of both teams the first whiffy ball was kicked off to start the main event game in the bright floodlight shone upon the green field. In the first half, Keio team, as was expected, made a good start, and worked on tactical moves passing ball through half sides and often threatened Waseda

goal. As the time went on, Waseda came from behind and often captured chances to shoot, but they could not easily break through Keio forward line, and the game turned out to be a seasaw game.

At around 35 minutes passed, the ball was relayed in a nice combination from RW Ninomiya to CF Shiga and LI Hasumi shot the ball to score the first point. In the last ten minutes, Keio lost two points because of off side charges. On the whole, however, Keio overwhelmed friendly rival Waseda in the first half and Waseda team could not break through the Keio forward line of dynamic CF Shiga and tactical RW Ninomiya and LI Mimino.

After five minutes intermission, the game was reopened. This time, Waseda team woke up and stormed Keio goal again and again. There were many chances for both teams to score points, but skilful goalkeeper bared scoring.

At 38 minutes passed in the last half, Waseda LH Mizumoto was ordered 'out of field' because of charging. This was the first in the history of Japanese soccer.

In spite of the vacancy of LI position, Waseda team made strenuous efforts to get goal and

with only five minutes remaining, Waseda's leading Forward Center Kasumi got a goal at last and came from behind to tie the score 1-1.

Toward the end of the last half, Waseda overpowered Keio and with only a few minutes left, the game got excited and again Waseda LI Nakamura was ordered 'out.'

As the game got excited, both teams crashed to make goals but at last time was up. Since it was a night game, the time was not extended and the traditional match was ended in a draw.

The past result of W-K Soccer Match is Keio's 4 victories against two losses and three draws.

After the game, team coach Matsuoka stated the reason that Keio could not easily score was other players could not follow the leading players Ninomiya Mimino who were members of Japan soccer team in the Asian Games.

The scores of the matches were as under:

Keio High School 2 (0-0, 2-2) 2 Waseda High School
Keio O.B. 0 (0-1, 0-1) 2 Waseda O.B.
Keio Univ. 1 (1-0, 0-1) 1 Waseda Univ.

SENA NEWS makes debut

Student English Newspaper Association has inaugurated its first joint newspaper 'SENA NEWS' on June 23.

SENA has been planning to publish its joint organ since its formation. But since there were many economical and technical difficulties in publishing the joint edition, the plan had not been realized for a long time.

At the latest SENNA meeting which was held at the Kinki University on May 10th, the publication of the joint paper was discussed and at last decided to carry out the long cherished plan.

Through this joint undertaking, the mutual relation of SENNA member universities shall be far more promoted intimately than ever.

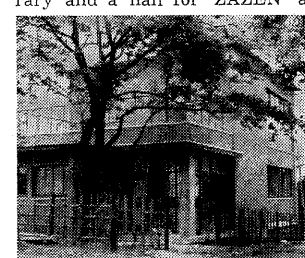
Buddhist Hall opened

Keio Buddhist Association, which prides its 70 years' history marked a new era by completing a two storied Association Center building.

It has been an earnest and long cherished desire for the Buddhist Association to have their own activity center, because former Center hall Hakua was destroyed by an air raid in the World War II.

About 6 millions yen was donated by graduates, parents and others to set up this building.

This two-storied ferro-concrete building is situated on the southern part of the Hiyoshi campus and has a conference room, library and a hall for 'ZAZEN' a



peculiar sitting training of Buddhist. Thousands of books and documents are expected in a new library.

The opening ceremony of the Hall was held on June 15, Sunday, at the Hiyoshi campus. President Okui, faculties and graduates attended the ceremony.

This hall is now open to every Keio student who are interested in Buddhism.

Student Affairs Section manages Summer Camp; Group leaders take part

The Student Affairs Section has announced to carry out the Summer Work Camp as one of the programs planned for the coming summer vacation which starts on July 10.

This is the first trial and the camp is scheduled to take place from July 20 to 24 at the mountain cottage at the foot of Mt. Bandai, scenic spot in Fukushima Prefecture.

The purpose of this Summer Work Camp is to cultivate leadership and human relation among the students who take active part in extracurricular activities.

More than 70 percent of whole Keio students are taking part in group activities, cultural and athletic, and group activities play a great part in college life at Keio for the promotion of mental and physical development. But on the whole, more needed are its lateral relations among the numerous clubs and friendly contact between professors and students.

From this points of view, the Students Affairs Section has de-

cided to preside the first Summer Work Camp this summer to train the leaders of club activities.

To this camp, eight professors and assistant professors are to participate and make lectures on various matters concerning leadership and human relation.

The eight participating professors are K. Saito, Faculty of Literature; H. Kato, T. Fori, Kuribayashi, Faculty of Economics; T. Sakata, Faculty of Engineering; G. Tanaka of Law Department and Otori of Medical course.

40 representatives recommended from every group activity and 20 students general will participate the camp.

During the camp, free exchange of thoughts, opinions and ideas will be made between professors and students and mutual appraisal of club activities will be discussed.

On the other hand, making use of off hours, entertainment are provided for campers and they can enjoy recreation and family atmosphere.

The themes for the Summer

Camp were announced by the Students Affairs Section.

These themes are as under;

- (1) Subject of Leadership
 - (a) Essential leadership and its definition
 - (b) Leadership and Personality
 - (c) Necessary conditions as a leader
 - (d) Responsibility, ability and qualification
- (2) Subject of Human relation
 - (a) Structure of Group
 - (b) Group Dynamics
 - (c) Group technique

The party is scheduled to leave for the Summer Camp on July 20 night to spend full three days at Mt. Bandai.

On the first day, opening ceremony and orientation will be held on arrival and the party will be divided into several small groups. In the afternoon, group discussion will be held under title of Leadership.

On the second day, lecture on the leadership is provided in the morning and group discussion will follow it. At night, first joint meeting will be held to discuss about the human relation.

On the last day, the second joint meeting will be opened and in the evening the last discussion will take place to add sparkle to the first Summer Camp.

The Student Affairs Section is waiting for the application from students who are interested in this event.

KAC sponsors Public Hearing

Keio Autonomous Committee held its conference on June 12th and decided to hold a 'Public Hearing' every month during the school year which will be open to every student.

The purpose of this 'Public Hearing' is to give students chances to speak out what they think in their college life and at the same time, to hear suggestions from students. It has been Nishimura's (chairman) earnest wish to keep mutual relation between students and Autonomy.

This is the first trial and much is expected of this program.

The first public hearing was held on June 27 under the title of 'What do you expect in Centennial?'

The Autonomous Committee is expecting many students interested in this program will attend the meeting and speak out frankly ideas and discuss various matters.

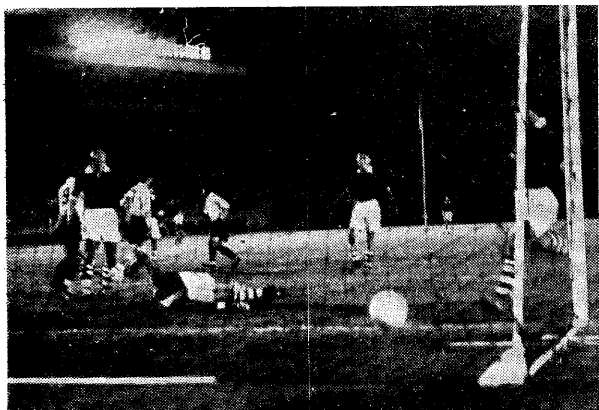
Centennial Seals of Keio

Planning Committee for the Centennial of Keio University announced the publication of memorial seals in the middle of July just before the summer vacation starts.

Seals, each consists of 20 pieces, will be of two kinds, one with Library picture and another with pen mark and 'Calamus Gladio Fortior'.

The seal will be mainly used on a postal matters which will be sent out from Keio University throughout Japan.

This seal will be put on sale in the middle of July at Keio University Co-operative Association.



Keio scored goal while Waseda GK fell down.

Three Keio Students take part in Round Japan Rally

On June 15, Sunday, three students of Keio Automobile Club started the engine of their Toyopet Crown to participate in the first Round Japan Rally which is sponsored by the Yomiuri Newspapers.

Y. Goshu (senior), K. Nishimura and A. Nasaka (junior) represented Keio Automobile Club and they set out in the morning from the square right in front of the Picture Gallery at the Meiji Jingu Outer Grounds, Tokyo.

They had been preparing for this big event and are expected to show a good result. As of June 26, they stood at 6 place.

The course they cover measures in all 2,800 miles and run up and down the length of main land and on eleventh day, they stretched to Fukuoka in Kyushu passing through the Kammon Tunnel, newly constructed undersea tunnel highway.

There are manifold purposes to carry out the event. It is designed to pick up a Japanese representatives in the forthcoming Round Australia Mobilgas Reliability Trial, the toughest endurance motor test race in the world. The winner of Japan Rally will be qualified to attend the world biggest event.

X-ray exam for frosh

An X-ray health examination for all freshmen was done at Hiyoshi campus from June 12 to 19. More than 90 per cent of freshmen underwent X-ray check-up, but among them were not included the students who had already undergone a physical examination of athletic clubs or of the scholarship society.

Unlike every year, school authorities did not carry out the X-ray examination of all freshmen at the entrance examination this March. So the Keio Autonomous Committee has often attacked authority and claimed to exercise the X-ray check-up for all freshmen from the view point of public sanitation and school hygiene.

Seminars maintain academic standards

There are some bitter criticisms that students of today are, as a whole, not so studious as their seniors had been in prewar days but foolishly wasting their valuable time in seeking amusement or doing nothing.

This opinion, regrettable to say, must be said "right" to some part of the students. However there are also those who are spending their prime of life with pen and book.

Following is a profile of such students. They are putting the old saying "Work while you work, play while you play" into action.

How are they conducting seminar study

After two years of preliminary study at Hiyo-shi, students with scholastic appetite in their hearts, swarm Mita, where they are to make researches on special subjects during following two years.

It is doubtlessly a long-cherished desire for students who have passed through the "phantomlike gate" (school-gate) yearning after the atmosphere of academism to apply themselves to a particular subject of interest of their own.

In the present university circumstances, where the so-called mass-production method is a matter of common knowledge, the place to be able to suffice the above objective is nothing but seminar which may well be said to maintain academism in university.

Following is the profile of our seminar life at Keio University.

Let us pick up a seminar and see how the activities are being made.

S. Seminar, in the Faculty of Economics, headed by Prof. T. S., consists of some 50 members who intend to study international economics.

International economics has made a rapid progress in this few decades and are now on its application stage of contemporary economics. Therefore their object to study being of such high level, the members are making a frantic effort to cope with the hardships.

What are the seminar studies, then?

Thesis-writing

Newly-admitted juniors (about half the number of members) are ordered to make a short thesis every week with set theme and fixed volume (some 5,000 words in English letters) according to the schedule drawn up by Prof. S. beforehand.

The articles ordered to submit are numbered 13 or 14, the theme of which are arranged so systematically, such as statistics to dynamic, that when they finish the task of the thesis-writing they are no more stranger to international economics but, to a considerable extent, come to be versed in it.

Here are several themes they are assigned to write.

Characteristic of International Trade Theory in Classical School

Theoretical Analysis of International Trade Theory by Ohlin

Keynesian Revolution and International Trade Theory

Analysis of Contemporary Trade Structure in the World

Economical, Social Characteristics in Backward Country and its Development

Theoretical Construction of "Towards the Dynamic Economics" by R.F. Harrod

I order to write these articles,



A day of the summer hosting. In the morning they have a severe brain exercise as you see on the above picture.

students must read at least half a dozen of books every week, if some of them are read through a mere skip-over. And each thesis is handed back to the scholars after professors' inspection with mark "OK" or "RE-WRITE". The latter means that the written treatise is not satisfactory in its contents.

This mark of "REWRITE" is quite a 'shock' of a thunderbolt to the writers, for the "REWRITE"-getter must present two theses this time. It is a hard nut to crack. This severe task of thesis-writing continues for full three months.

Paralleling with this, juniors have a task of read-in-turn for which an acknowledged textbook on international trade is chosen and they make a study on it with "Answers-to-questions".

When the reading is completed, there appears another works, discussion meeting, where they discuss on the theme of article they have written that week. In these processes of study, a few seniors of the seminar attend as observer or instructor.

Reports on theses

On the other hand, seniors, after finishing interim report on the graduation thesis of their own, make an introduction of foreign articles not yet published in our country. It is very useful for them to complete their graduation theses. Through the introduction of such treatises they get varieties of information on international economics which makes them macrocosmic in the study of economics.

Examples of these introduced treatises:

The Acceleration principle and Propensity to Import.

by H. Giersch 1954

The Terms of Trade and Economic Development

by Charles Kindleberger 1958.

Multipliers and Elasticities in foreign Trade Adjustments by Frantz Gehrels 1957.

Reporter must read one of

for the seminar scholars is the summer hosting at Lake No-jiri, where they visit every year. Escaping from the dust and noise of town life, they heartily enjoy the camping at this table-land.

In the morning, fifty members of the seminar study together just like they do at the school room.

In the afternoon they go out doors and spend the rest of the day doing what they like. Some go yachting, others enjoy fishing with no game on their lines still it gets dark.

At night the dining room of the hotel is changed into a stage where several pieces of barlesque are performed. The scenes are all queerness, strangeness itself. Hairy-shinned girl with grotesque appearance smiles a lady-like smile which leads the spectators burst into laughter.

By leading these lives they become more and more intimate with each other and thus what they call brotherly-relations come to be brought up.

Brother system

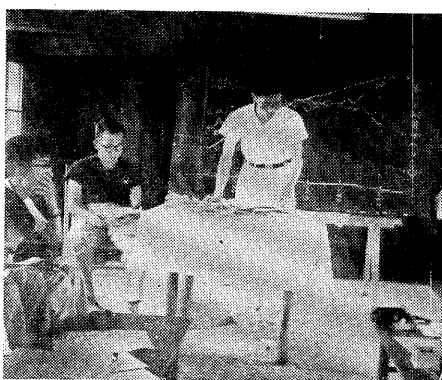
You are in the wrong if you think the seminar study is a kind of work only can be done at schoolroom.

Students of S. Seminar often visit Kamakura, summer resort place, where Mr. and Mrs. Professor T.S. lives. They always welcome them. One of the students remarks: "The chances of getting personal contact with professors are very rare in the ordinary school life, especially in recent mass-production system. The existing seminar life is one of the rare chances to be left for the students to attain this aim."

Chatting with professor over tea at his home, students learn many things which they cannot expect at classroom.

Through such unreserved talking they can get many useful suggestions to their studies.

Mr. and Mrs. Prof. T. S. have no child, so they think and deal his students as if they were the children of their own. They welcome any consolation even if it is that of personal trouble.



Serious expression. Reporter puts for the all his energy to this day. "Fluctuation in the terms of trade in Japan" is today's theme.

For a Japanese student of English it is essential to make out the connotative significance of Japanese words, rather than English, in current, or otherwise he can not help remaining a lifeless or obsolete.

To him THE NIHON KEIZAI SHIMBUN is of good help in getting relevant information.

The following are all examples.

"Kyo no Kotoba" explains terms appearing in papers and in air.

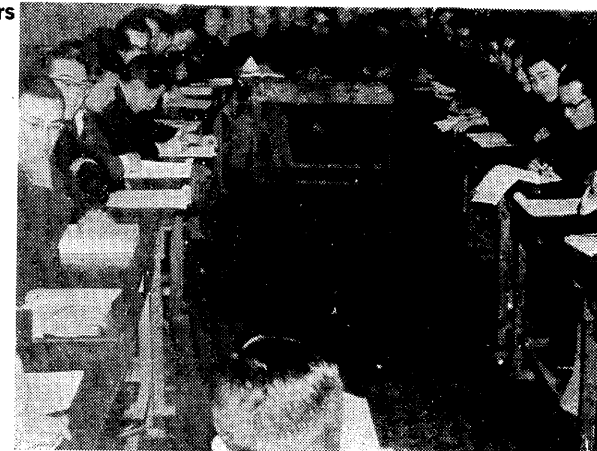
"Keizai Kyoshitsu" figures out economical subjects arisen at any parts of the world.

"Workbook" analyses various domestic and overseas problems plainly.

"Yasashii Keizai-gaku" gives simplified lectures on economic theories.

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Study report. Both professor and students listen attentively to reporter who is a star of today. Face-to-face discussion follows it.

Graduates help undergraduates

Due to relationships cherished from such family-like atmosphere, bond of friendships between graduates and undergraduates is very tight. In reality, there is the organ in the se-

Prof Terao gives letter

Prof. Terao Takuma, Dean of the Faculty of Economics, have made it clear how the seminar at the university should be. He eagerly hoped his younger men should be able to grab the pleasure of learning through seminar life.

Following is his letter to the juniors who are to start seminar life.

After two-year course of preliminary research at Hiyo-shi, you are now on the starting-point for a further advanced study.

What I should like to stress to you on this occasion is that henceforward you must tackle the study you are to major in of your own accord, positively.

However seriously you may listen to lectures and however painstakingly you may try to read through a large number of books, you may make a mere walking dictionary if you do not try to digest them through your brain.

If you make little of the study at seminar and satisfy yourself by only attending it you had better not participate in it. There might be no more embarrassing for the professor to have students in his seminar who are lacking in scholastic appetite.

Keep in mind that to join a seminar means to know how painful it is to learn. And beyond such hardships is the day when you can truly appreciate the happiness of learning.

May the student be inspired with courage.



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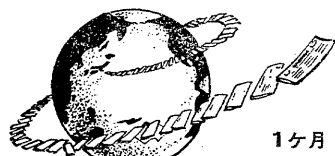
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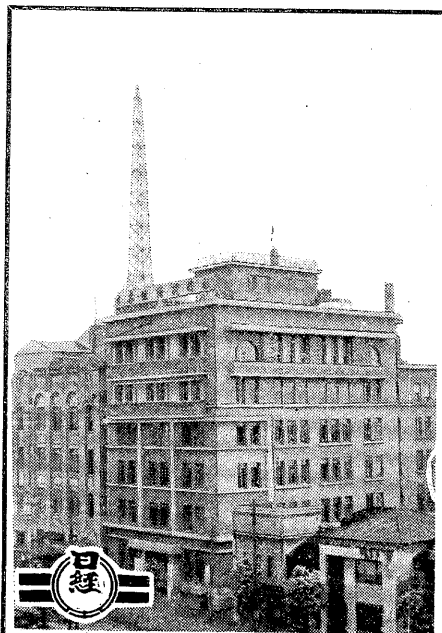
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My favorite books

by Arata Hirai

The books which I have been reading with appreciation since my university student days are: 'Wilhelm Meister' by Goethe, 'Othello' by Shakespeare, 'Kreutzer Sonata' by Beethoven, etc. I look upon these books as my guides through life. I recommend you, students, to read these books even after the graduation from the university.

There are some books whose contents are not correctly understood all the more because they are too famous. For example, any of you must have read 'Don Quixote' or 'Robinson Crusoe' in your childhood only in such type of books—translated so easily to understand and only as adventure stories. Most of you, however, must have overlooked the significance that the authors would intend to mean. I believe that it is not useless to recognize their significance.

There are some other books which I want all of you to read at least once. They are mythology. Mythology can be divided into two; the Northern European mythology (Edda) and the Southern ones (Greek mythology). Just as you can understand most of the proverbs or to use some smart expressions if you can understand Chinese writing, mythology are very convenient for us to quote some expressions, and they also have many things from which we can learn. Among Greek mythology, 'Prometheus' by Aeschylus and 'Oedipus' by Sophocles are the real masterpieces, I think.

As you can easily imagine from above mentioned description, my favorite books are 'classics'. I have no interests in essays or such sort of books written by Kafka, for example. I believe that classics are the best to cultivate human minds.

As for Japanese works, I make it a rule to pattern after those by Hakucho Masamune and Naoya Shiga in my way of writing. I remember that when I received Dr. Shinzo Koizumi's instruction before he also said that way. (talked)

(Prof. Hirai is Dean of Student Affairs Section.)

Student speaks

Self-dependence and Self-respect

We often hear Americans speak of the concept of freedom. I always wonder why they use the word so frequently. For instance, when I talked with an American, he said, "Why it's a free country, isn't it?" There may be many explanations on his saying, but one of the most important stems from the fact that the United States has fought to gain her own independence and democracy. Consequently to feel being free and independent gives them individuality. They seem to be less hesitant and behave aggressively in public. That is to say, they are quite independent. Mr. Whitehill stated in the latest issue of the Mita Campus, "In American universities and colleges students are so aggressive when they come to ask questions in classes, they never hesitate to challenge professors, and moreover they point their opinion differs from professor's one. This may be because no matter how they disagree with

professors, if it is done openly in classes, there is no worry that his grades will be affected. In other words, the freedom of speech is guaranteed and taken for granted.

Now what about Keio students? We are, on the contrary and to my great regret, very reluctant to ask questions, and not to mention challenging professors. This may come from the difference in educational methods. Most of us seem to be mis-using our personal freedom and wasting our independence. We should not complain because of a long lecture or sneak away from the classes.

If seems that we don't know how to behave and don't fully realize the importance of freedom. I am afraid that most of us have forgotten the concept of being independent and are neglecting to make use of personal freedom. I'd like to remind you of what university you are in and who has taught us self-independence and self-respect.

by S. Ariyoshi (Junior)

Campus at a glance

A few days ago, suggestion-boxes of 1,550 yen a piece of the Hiyoshi Autonomous Committee. Inscription of the box says, "We welcome your frank opinions about any matters or requirements to the Hiyoshi Autonomous Committee."

One of the committee members said, "We made them for the purpose of deepening understandings between students and the committee, we distribute committee news to students and in return we listen to their voices. We wish to make our

lives on Hiyoshi campus more useful and happier by close relations among us. We have already accepted some constructive opinions."

As one of the centenary programs, the commemorative lecture meeting was held, June 17th, at Mita Public Speech Hall. The lecturers, all Keio graduates, were Mr. Chikao Tanaka, drama writer, Mr. Kenkichi Yamamoto, literary critic, and Mr. Akira Maruoka, Noh-play critic.

"My experience varied"

B. Marshall gives a letter

Now that my year at Keio assumiya-san. It has also been a the exchange student from Stanford is almost over, I would like to take advantage of this space to thank the Keio student body as well as the numerous other people who have made my stay so memorable for me.

Due to your kindness, the time has passed very quickly and my experiences have been as varied and interesting as the country itself. I shall remember such contrasts as visiting the Toyota Automobile factory in Nagoya, the port of Shimoda, the fishing village of Oyashirazu on Japan Sea, and the rebuilt city of Hiroshima; taking part in the Todaiji Omizutori and playing catch-ball with a priest; seeing the Bunraku in Osaka and the Takarazuka Revue in Tokyo, the NHK Symphony and Kabuki.

However, far more than places and things, I am grateful for the opportunity of meeting and talking with people from all segments of Japanese society. Besides the students and professors of many of the universities and colleges, I have been treated with friendliness by all kinds of people: businessmen, office clerks, factory workers, sakaya-san,



Admiring the priest's pitching form.

agree upon.

Since I have been urged to be very frank here and to mention also those things which I never succeeded in becoming accustomed to. Perhaps I should do so. This is a much easier task for they are rather few: the crowds and traffic in Tokyo and other large cities; the complicated formality and ceremony at meetings; the extreme shyness of some young people, particularly young ladies.

Finally, I would like to express my gratitude for the welcome and help I have received here on the Keio campus and for

being allowed to take part in the activities of such groups as the English Speaking Society, the Keio Band, and the Mita Campus as well as the I.R.C. Also for the kindness extended me by the individual students and professors, in particular, Professor Sawada of the Philosophy Department, Professor and Mrs. Kiyooka, and Mr. Ishii of the International Department. I hope that you will forgive my personal failings and extend the same warm greeting to Richard Anderson and those who follow him on the Keio Stanford Exchange Program.

The Case Method: New approach in teaching

Recently we often hear the term "case method" or "case study." In the field of commercial science, it is a comparatively new word to us. Last year, when President Okui came back from the United States, he said this new teaching method—the in cooperation with the Harvard Graduate School of Business Administration.

What new ways of teaching does the case method or case study involve?

(Here, we express our gratitude to Prof. Whitehill, exchange professor from the University of N. Carolina, who gave the summary of the topic.)

The case method was first used in the training of management at the Harvard Graduate School of Business Administration. This epochal attempt of Harvard had great effect, and in recent years, many universities in the U.S. have adopted this teaching method. A faculty member of Harvard University, Prof. A. S. Dewing explains the new approach in his work, "The Case Method at the Harvard Graduate School of Business Administration, 1954."

".....Education, accordingly, would consist of acquiring facility to act in the presence of new experience. It asks not how a man may be trained to know, but how a man may be trained to act...If we teach people to deal with the new in

experience, we teach them to think. In fact, power to deal with the new and power to think are pragmatically the same, even though logically the two expressions may not have the same connotation...The use of cases as the basis of teaching presumes a confidence in this educational theory,..."

To sum up, the case method is a participative teaching method in which, using actual facts taken from the management of a real business firm, every member of the discussion group analyzes the case from various points of view, and then tries to develop the best solution to the problem. The instructor, instead of presenting a solution which has been previously worked out, leads participants in reaching

their own conclusions. He never forces his own opinions on the group.

One's personal success, and the degree of one's contribution to the economic prosperity of his country, depend upon skill in analysis and creative thinking. The case method can contribute to the development of these and other abilities.

What program, then, have our university authorities for developing this new teaching method?

Two years ago, the authorities created the advanced management seminar for company presidents and high-level executives in the business world, and, each year since then, have engaged two or three faculty members of the Harvard Business School as instructors. This program has achieved great success, as indicated by many letters of thanks from the directors and managers who participated in the seminars. This year, three faculty members, Prof. H.L. Hansen, Prof. E.R. Liver-

nash, and Associate Prof. A. Zaleznik, will come from Harvard. The advanced management seminar will be held at Kawaguchi Lake, at the base of Mt. Fuji, in August. At present, the authorities are deluged with applications for the seminar from many executives of various industrial firms.

As part of the program which will introduce the new method into regular courses in our university, five promising professors and assistants will be sent to Harvard this August to study the new method itself and acquire skills needed for its use (see page one).

The authorities intend, in the near future, to create a new course which uses the case method in the graduate school. Not only graduate students but also staff members of business circles will be given the chance to attend it. And, also, the authorities have many plans to make Keio Gijuku the topflight business school in our country. For the present, however, no detailed plan can be made because the new method itself has not yet been studied enough.

Perhaps it will be helpful to more concretely. First of all, explain the case method a little in advance of the seminar, we must collect many and varied practical cases. This will cost a great deal. In fact, the Harvard Business School pays a large sum for gathering them each year. In the seminar, of course, the name of the company in question, its staff members, and its location are disguised. But

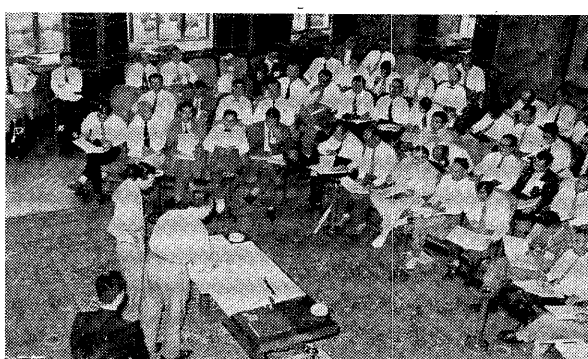
the essential data are not modified at all, and the real facts are presented just as they are. The seminar is conducted through group discussions led by a skilled instructor. Incidentally, we looked into procedures followed at the advanced management seminars which were held at Kawana, Hakone, last year, at which cases collected by Harvard were used.

Three steps were followed: 1. Each participant studies the case previously gathered. (individual study) 2. A group which consists of about ten persons studies the case through interchange of views with each other. (group study) 3. All participants, each utilizing the results of his study, discuss further many problems of the company in question under the guidance of an instructor. (class study)

At each stage, they investigate and discuss various problems of the company from many different viewpoints, such as finance, sales, production, personnel and research. As a result, they acquire knowledge, skills, and judgement which can be used when they are confronted with real problems in business. The instructor rarely expresses his own views about the case. Instead, he encourages all participants to think carefully, offering only occasional questions and suggestions.

Introduction of this method in our country presents a latent difficulty in training skilled discussion leaders because we Japanese traditionally are not accustomed to discussion. At the same time, the collection of various real cases from businesses in our country is a big task which must be accomplished.

Now in conclusion, from the educational standpoint, what effects are expected from this method which uses real cases in discussion? The professors who came from Harvard and held the advanced seminar during the past two years suggested that, in this method, three particular goals are sought—broad knowledge, judgement in using real facts, and self-confidence in forming one's own views based on them. The biggest task imposed on all persons who participate in this training is to systematically analyze complex problem situations, and to debate and exchange the results with others.



"Class study" of the advanced seminar at Kawana.

日本を代表する世界的英字新聞

The Japan Times

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The Student Times

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Trade with Red China

One of the latest aspects our country must seek to go through is the trade problem with Red China. To cope with the current economic recession, which now seems to be on the upward trend, the promotion of the foreign trade is the most desirous for speeding it up. As the statistical figures show, our country enjoys a well-balanced trade. But, it is unsatisfactory since this international balance of trade is artificially made on a reduced scale.

When we think of the trade negotiation with Red China, this undeniable fact that our country has a fundamental stand to continue and consolidate our ties with free nations, both politically and economically, needs to be taken into consideration. Because of this, it is naturally expected that our country will face the unceasing attacks from the Communist bloc, which still believes that only the Communist domination of the world makes possible the realization of world peace. There are misgivings that Red China is always on the lookout for every opportunity to pursue her objective—the Communist domination. She knows Japan has to trade to live, and thus, she declared the sudden embargo to Japan just before the general election. Luckily, however, the wily policy did not prove a great success and the influence was not so big as to shift the leadership in the Diet from Liberal-Democrats to Socialists. Apart from this, it must be borne in mind that there was comparatively smaller economic tumult in Kansai district, and that it formed an one-third public opinion, with bitter criticisms of the Government mismanagement and making cries for the early reopening of trade-relationship with Red China.

Such feelings are quite evident regardless of the possible danger that it may be used as one of the effective tools which surely helps her objective, economically in this case. As far as the present circumstances are concerned, the attempt of embargo on the part of Red China cannot work out sufficiently. The main reason of this is that only \$100 million is an annual amount of trade with Red China and is not enough to be adopted as a tool for her ambition.

The setting up of the normal trade-relationship with Red China and the consequent expansion of the international balance of trade is sincerely hoped for, but if she harbours the political intention, together with the trade problem, it is inevitable that we will always fear that at any moment the trade-relationship may be cut off.

Overseas scholarships have varying conditions

July and August are the season of making their voyages of overseas students. It is said that all ships sailing for foreign countries from Kobe and Yokohama are very crowded with many overseas students. In Keio, two students, Mr. Takeda and Mr. Tsurumi are going to leave for Canada and America respectively this July.

Now, for the students dreaming of going abroad are featured the followings. Almost all students sailing for America and other countries are scholarship students, that is, they are supported all expenses, tuition, living cost and travel grant.

Scholarship open to you

- (1) Qualification
- (2) Age
- (3) Number of scholarship student
- (4) Term
- (5) Office for further particulars
- (5) Offices for further particulars

- (3) About 10
- (4) One year
- (5) International Culture Section of Researching Department of Ministry of Education

Mr. Shibuya (Heidelberg University) and Mr. Esawa (Freiburg University) this year scholars, are graduates of Keio University

Britain

- (1) British Government Student
- (1) University graduates or person equivalent to them
- (2) 25-35 years of age
- (3) 11 (1958)
- (4) 10 months
- (5) British Council, Maruzen Building 2-6, Nihonbashi-dori, Chuo-ku.

British Council scholar

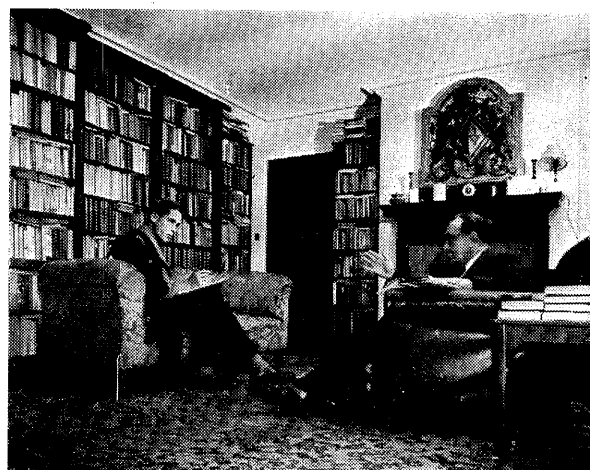
The British Council sends about 10 scholars to United Kingdom annually. This year too, 11 scholars have been decided by the examination held last December. The institutes and universities where they study differ from scholar to scholar, depending on their special subjects.

The characteristic of the scholarship is that it is too academic. Usually, only faculty members of universities and institutes belonging to colleges or universities have been granted the scholarship. So far 16 have become professors out of the ex-scholars. The Council does not give faculty members any priority usually, but fact that almost all faculty members are eager to go to U.K. under the scholarship makes the examination more difficult.

From Keio, Prof. Uchiyama, Course of Politics and Assist. Prof. Yanaibara, Faculty of Economics, went to U.K. under the scholarship.

Among scholars, of this year an announcer of N.H.K., an official of Bank of Tokyo, a high school teacher, a staff of Ministry of Labour, are those who don't belong to universities or institutes.

Besides the scholars, Ministry of Foreign Affairs sends selected officials to U.K. The Ministry has been training their promising officials in U.K.



Undergraduate studies his subject with his tutor, University of Cambridge. Courtesy of the British Council.

French Gov't scholar

French Government invites about 15 Japanese annually to France, where they study their majors for 8 months. This term will be extended depending on the circumstances of a school a grantee attends. Nine out of ten continue their study after the term is over, taking side works.

The house in which they live is called the "Nippon-Kan" in a college town in Paris and the lodging house prepared by the committee for foreign students. In addition, they are allowed to have such privileges as getting a visa easily, recommendation to a college, health insurance, being allowed to use a student lunch room and so on.

Selected scholars, 5 from cultural science and 5 from natural science, 5 from art are admitted to institutes of their majors.

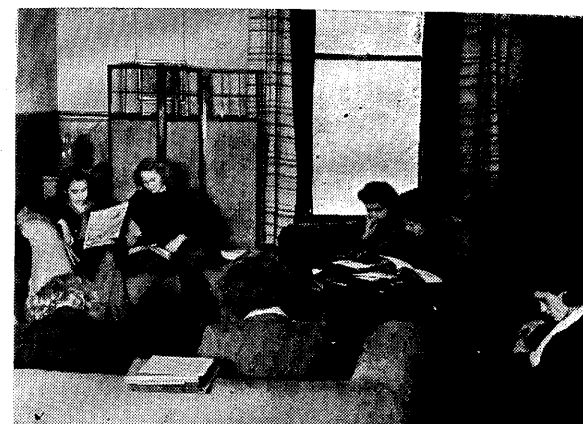
A grantee will be awarded 36,000 francs (31,000 yen) per month during this 8 months. Travel fee to and from the country must be paid by a grantee, though those who have showed splendid results in the examination for selection of grantee have only to pay one way fee. (6 scholars, 1957)

Recommendation from the president of universities or Institut Franco-Japonais, or France Japanese Association is necessary for those who major in literature, social science, natural science. If majoring in art, one must submit recommendation from their masters.

Besides above mentioned scholarship, French Government has "Protected Student" Program for Japanese student who go there at his own expenses. They receive the same advantages with the scholars, in visa business and in their life in Paris, though they have to support his all expenses out of their own pocket.

The examination is given by Selection Committee which consists of members of Japanese and French. As these Japanese staff are teachers of Institute Franco-Japonais, it seems rather difficult to pass it with-

out entering the school. Mr. Kato and Mr. Takayama, graduate students of Keio are going under the scholarship.



Female undergraduates spending their leisure in their common room of women's residence, University of Manchester. Courtesy of the British Council.

Fulbright scholar

American Government is administering exchange student program through the United States Educational Commission (Fulbright Commission). The Fulbright scholarship program, of the largest scale in Japan, has its origin in the GARFIOA (Government Appropriation for the Relief in the Occupied Area) scholarship sponsored by SCAP (Supreme Commander Allied Powers).

The Fund has been based on money (in the form of yen) which the U.S. has raised by selling American military equipment left idle when world tension melted after several years since the end of the Great War.

The Fulbright Fund provides Japanese scholars only with travel grant. So the program comes into effect when the selected scholars are granted American Government Exchange Program which supports scholars' expenses in the U.S. Otherwise they have to secure affiliation at recognized American institutions of higher learning and dollar support sufficient to cover all living and academic expenses.

Qualification for the U.S. Government Exchange Program is little bit more strict. (read

the already mentioned article.) Duration of this grant is one academic year (9 months), in which a grantee will be provided with complete maintenance in the U.S., tuition, and miscellaneous expenses. He will also be awarded travelling expenses from the Fulbright Fund.

Since the starting of Fulbright program in 1952, 1,619 Japanese lecturers, researchers, graduate students, nurses and teachers were sent to the U.S. on Fulbright grant.

Annually 40 percent of some 250 grantees are given American Government's all-expense awards.

Many of Fulbrighters studied at Columbia, Harvard, Michigan, California, Chicago, Texas, Stanford Universities, and Massachusetts Institute of Technology.

So far 36 persons from Keio went to America on this program. Grantees' majors are social science (31%), natural science (46%), cultural science (23%). Recent tendency is that students of natural sciences are increasing.

Qualifications for the Fulbright Travel Grant are 1) citizen of Japan 2) have the invitation or admission to some American college or laboratory or hospital 3) have enough dollars in America to support himself.

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