

## 15 Students Will Come From Abroad on Summer Exchange Programme

Thirteen students of Stanford University and two students of the University of British Columbia are due in Japan in June 28th by the Orient and Pacific line for the three-month trip.

From Keio Univ. about ten students are expected to pay a visit to both univs. in July.

The Institute of International Relations of Keio has decided to take over indefinitely the summer exchange programme inaugurated in 1959 under the auspices of The Mita Campus, the English paper of Keio and the co-operating student groups.

The summer Exchange Programme with participants from abroad is one of the projects which have developed out of the International Exchange Programme already established between Keio and Stanford Univ., the Univ. of British Columbia, and Delhi Univ.

The target of this project is that Japanese and overseas students alike would contribute to dispelling all kinds of hatreds, prejudices and mistrusts which are, we regretfully admit, ex-

istent and responsible for breeding current unnecessary international tension and to deepening the better mutual understanding.

Through the summer programme consisting of one orientation programme to history and other necessary subjects, two weeks from Aug. 16 to 25 of work camp at Ninoshima Orphanage in Hiroshima pref., four in Kansai area and four week of free time in Tokyo, participants would be given fully the opportunity to exchange their thoughts and opinions and the rare chance to feel and live with other nationalities.

The Stanford and U.B.C., one-year exchange scholars to Keio are included in each group.

The members of Stanford group are:

1. Tom Yoneda; the chairman of Keio Com. at Stanford. Japanese major, Jr. He has worked for Keio-Stanford relation for years. A leading member of Breakers Club.

2. Bill Hutchinson; Sh. Russian major. An interpreter at the Moscow Trade Fair last

- summer. Good guitar player.
3. Dave McIntosh; Sr. Art major. Planning to study in Japan on his graduation next March.

4. Keith Hollenfer; Soph. Intending to major in Poli Sci. Transferred from Oregon State to Stanford.

5. Jack Nolte; Jr. Poli sci major. A member of second group of Stanford in Germany.

6. Dianne Custer; Grad. student. History and Education. Her desire to join the group was so strong to postpone the wedding until she comes back from Japan.

7. Dawn Nicolosi; Fresh. Polish-American. Very matured co-ed with a great deal of travelling experiences all over Europe.

8. Anne Kii; Jr. Art Major. Chinese-American. Very matured co-ed. Transferred from Smith College.

9. Dick Ogden; Jr. Economics major. Phi Kap. The No. 1 tennis player of PCCF.

10. Bob Mathewson; Soph. Intending to major in mechanical engineering.

11. Chris Moore; Jr. International major. The first to sign up for the programme;

12. Raymond Couchman; ASSU foreign scholar from U.K. Graduate student. Also a writer of juvenile stories in England. Full sense of humour. British in every sense;

13. Leon Irish; the fifth exchange Stanford Scholar to Keio.

## Institute for Management And Labor Study Established

On March 10, 1960, the Institute for Management and Labor Studies of Keio University was opened officially. More than 200 interested persons representing Japanese business, labor and University circles as well as overseas peoples.

In recent years Japanese business and industry have progressed remarkably. As a result both businessmen and workers have come to realize strongly the need for discovering a method to rationalize business, an improved idea of technical know-how, a set of rules for the sound development and the utilization of human resources and organization. In response to these demands Keio University established a new Institute for Management and Labor Studies in September of 1959. The President and the members of Keio University Faculties have long been aware of the need for the development of this type of an Institute. Though the realization of such an Institute has been somewhat delayed because of Keio's celebration of its Centennial, yet all through the period of 1957-1959 the following preparations were made by the members of Keio Faculties and co-operations abroad.

1) In the fall of 1957, President Fukutaro Okui and his mission visited several leading Universities and Research Institutes in the United States. In New York the President met Mr. John D. Rockefeller 3th and discussed with him the development of Keio's project for the study of business management and industrial relations. In that occasion, the President was very much pleased to see that Mr. Rockefeller was in a full agreement with him on the need of establishing an Institute for such study at Keio.

2) In the following year Mr. Rockefeller sent Professor Frederick Harbison and Mr. Donald Mclean to Keio in order to further precipitate the development of the projects which he had discussed with President Okui in New York.

3) In 1959 the Ford Founda-



Left to right, Prof. Fujibayashi, director of the Institute, John D. Rockefeller 3rd, President Okui, and Prof. Kawada.

tion sponsored a conference on Industrial Relations Studies in India. Vice President Thomas Carrol of the Foundation visited Keio on his way back to the States with President Clark Kerr of California and other three American professors of Industrial relations. On that occasion Keio had an ample opportunity to discuss with these professors about the future of its program.

4) Thereafter President Okui asked Professor Keizo Fujibayashi to form a Committee to make preparations for the establishment of an Institute at Keio. It was also the business of the Committee to talk to Japanese business, industry and labor circles and solicit their understanding and support for the proposed works of the Institute.

The basic objectives underlying the launching of the Institute are 1) to make a positive and impartial inquiry into the problems of all types pertaining to business industry and labor and to establish, promote and institute; 2) to undertake extension work with the purpose of coordinate and carry out research projects proposed from north inside and outside the training people who are already in business, industry and labor; 3) to sponsor seminars and conferences for business management and industrial relations; 4) to provide consultative services in answering to the practical demand of the business, industry and labor; 5) to prepare and publish the findings of

research; 6) to collect, organize and make available publications and materials. The members of the Institute are headed by Director Keizo Fujibayashi who is not only a leading professor of Industrial Relations in the Faculty of Economics but also the Chairman of the Japan's Central Labor Relation Board. Prof. Hisashi Kawada of the Faculty of Economics has assumed the position of an Associated Director.

The business of the Institute is to be conducted by the resolution of a Policy Committee. The present Committee consists of 15 professors representing 7 university faculties and 12 leaders of Japanese business and industry. They meet regularly and discuss the basic policy of the Institute.

The Institute is very appreciative of past assistance of many interested people in the U.S., who had co-operated with it in its formative period and decided to invite professors, John T. Dunlop of Harvard Univ., Frederick H. Harbison of Princeton Univ., Clark Kerr of California Univ., Solomon B. Levine of Univ. of Illinois, Charles A. Myers of Massachusetts Institute of Technology and Stanley F. Teele of Harvard Univ. to sit its board of Overseas Counsellors.

The institute has presently three full-time members.

Research Associate Akira Shoda is in Germany undertaking comparative researches of labor-law and relations. Research Associate Noritake Kobayashi is now engaging in the study of industrial relations in foreign resident firms.

Research Assistant Yoko Sano is a specialist in statistics and working actively on statistic surveys on Economic Structure and Working Condition. For the future the Director and other members of the Institute are looking forward to carrying out and expanding the objectives of the Institute step by step as explained above so that they can answer to the enthusiastic encouragement and render services which meet the University's responsibility to Japanese industrial community.

### IML's First Seminar Course To Open

The Institute is scheduled to open its first open seminar course at its seminar room from April 23. The seminar will be attended by about 30 seminarists.

The chief subject is on "The Relation of Capital and Labour" by Prof. Minemura and other two assistants.

## Exch Students Selected

Eiichi Ishii, the ex-chairman of Student Committee of Economics and Yoshio Hida, the Chief of Camera Club, have been nominated as the fifth exchange student to Stanford, and the third one to the British Columbia in Canada respectively.

The Stanfordite-to-be Eiichi Ishii, when asked about his hope and expectation, stated "More than on flower arrangement and tea ceremony I would like to exchange ideas on the present student life of both universities. Since I have participated in the Student Self-Government of Keio, I can discuss this as an aspect of student life, to a great extent. I intend to give as exact picture of Japan as possible to the American people, although I can not do much in showing the old Japan shown in 'Odori' or 'Kabuki'."

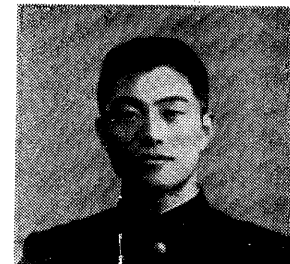
Yoshio Hida said what he is going to do in Canada. "I have four purposes. The first is mass communication research as my

speciality. The second, introduction of Japan by mass-media. The third, collecting data of Canada and its people's life. And the last is to absorb in Canadian life to know why I think and act as I do, and to reconsider myself and Japan while in a new environment."

The two exchange scholars are scheduled to leave Japan for their destination in July with a group of Keio Summer Exchange students to Stanford and U.B.C. LEON IRISH FROM STANFORD

Far Eastern history major. His interests extend beyond to philosophy, art, economics, politics, etc. He loves all forms of music, highbrow or low, instrumental or vocal, composed or improvised. He enjoys watching and participating in all sports and games, and have achieved a modicum of proficiency in swimming, baseball, basketball, tennis, pingpong, volleyball, bowling, pool, billiards, and bridge.

RONALD JONES FROM U.B.C. A third year student, specializ-



E. Ishii, to Stanford, above, Y. Hida, to U.B.C.

ing in Economics and Asian Studies. He has been to Japan once for a while. He wants to make friends with Asian students who specialize economics. He is very much fond of riding an auto-bicycle.

NARASHIMA MURTHY FROM UNIV. DELHI

He is now in Ph.D. course of International Studies, affiliated with the University of Delhi and will be studying Japanese Economy and in particular the problems of Japanese Agriculture in Keio. In his spare time he will join some of the extracurricular activities to contribute to the basic purposes of this Programme.

### Mita Campus Starts Fund Drive for Prgm

The Mita Campus is starting a fund-raising campaign as its first step to support the Summer Exchange Students Programme of this year.

Members of the Mita Campus and people interested in the programme are earnestly required to donate 100 yen (25 cent) each to the Mita Campus Office, Mita, Tokyo, Japan.

The money raised is to be appropriated to the administrative expense for the programme.

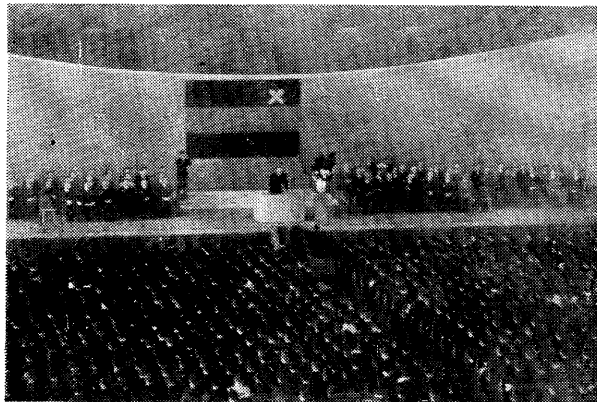
## Adenauer At Keio

West German Chancellor Konrad Adenauer received an honorary doctorate degree from Keio University on April 1st, the last day of his week-long state visit to Japan.

During the honor-conferring ceremonies in "Enzetsu-kan" (the public speaking hall) on Mita campus, chancellor announced that a one-year scholarship for a Keio professor would be established in token of appreciation for the degree conferred.

Before some 200 students and faculty, Dr. Adenauer made a speech calling for progress toward controlled disarmament and the reunification of Germany during the scheduled summit conference in May.

He repeated his demand that the Soviets accept the principal of free self-determination for the people of Berlin.



### Matriculation Ceremony Held

April 11, matriculation ceremony of Keio University took place in the Hiroyoshi Centennial Memorial Hall. 4279 Freshmen, 748 of Literature, 1029 of Economics, 608 of Law, 602 of Political Science, 888 of Commerce, 54 of Medicine, 345 of Engineering were given congratulations including President Okui's memorial address.

In his address he emphasized that all students must study strenuously at school and club life must be in the next place because university is a place of studying. He criticized a current tendency for over-emphasis on non-academic life among students.

# How To Enjoy Our College Life

First of all, the Mita Campus offers its sincere congratulations to all one of the new comers on your entering Keio University.

Surely you will find it before long that Keio University is very cozy and comfortable. But at the beginning, it is no strange that you would come to be at a loss how to act or which course to take, what club to belong to.

Naturally, a college must be first and foremost a place of learning. The student is expected to give first place to his studies, but it is also realized that recreation plays an important role in keeping students healthy and happy. Really, college students have a lot of time to themselves. "How to make the most of his time?" would become the biggest problem in your college life. Some students play mahjong all day long, others practise sports, and others engage in extra-curricular activities.

At any rate, the wisest thing we can do is cheerfully to make the best of our situation.

At the beginning of college life, the life of distinguished alumni would be good data to you. So we interviewed newly graduated alumni and asked about their college life and their opinion.

Some years have passed since the new education system was adopted after the war. This system has grown up through the disordered society after war, getting over many difficulties, and a student life has largely changed as compared with the one in pre-war days. Nowadays many defects have come to be found in student life under the new education system.

All the students have entered upon a fresh term. At this opportunity it is necessary for us, especially freshmen, to consider our college life.

## Put the First Stress Upon the Study

A young clerk of the Nihon Kangyo Bank, Ltd. who graduated from Keio University this spring, tells about the student's life as it should be.

"After spending one year at a preparatory school, I entered Keio University. I devoted myself to study from the start of my student's life at the university. I am deeply interested in many plays such as mahjong, dancing, golf, but I have not neglected an academic side of the student's life. Meanwhile I played for keeping a good companion with my colleagues and for my family recreation at home. However, I have not studied only out of my own selfish interest. I took a part in extra-curriculum activities in clubs and was elected to a committee of the Academic Research Union of Keio University.

My opinion is that, though students should try to cultivate wider interest in their first and second year of the university life, they need to put the first stress upon the study.

Because there are many subjects which students can learn only in their first and second year in the university and so, if they do not learn them that time, they will not have another chance for it in their life.

A man has much time for playing. So playing should be placed behind learning. A junior student must be enthusiastic in learning special subjects. The third year in student's life is the period to put in all that students have for studying.

A student must study rather deeply than widely this time, I believe. A senior student is so busy preparing for the graduation and seeking a job, that he can not devote himself to study.

Though I did not particularly hunt for a job, I could not get anything done academically dur-

ing the last year of student's life. Junior and senior year is rather expensive because students go to a coffee-shop or other social places near the university very often with their friends between lectures or when they are called off.

I had not so much leisure during my student's life and so I have not taken part in a specific political activity at all. Political activity is too time-consuming, I think.

A student who is enthusiastic over studying has no leisure to spend for this kind of activity I believe. But student also, should have political interest. One can do play even after he graduated ? ? ? ?

However one can not study easily when he becomes a salaried man. Student must pay his attention to this fact. In brief, I want to say that first of all students must study.

## Proud of Leading Keio College Life

"I like Keio," answered Miss. Ogino, who graduated from Keio University this spring.

She was an Applied Chemistry major. Her opinion of how the college life should be is:

"There is so called 'Keio style' in our university; that is, some of the students make me feel as if we couldn't reply upon them. However, almost of all seem to enjoy every day's life as well as the class. So we looked very free. I think it is very boring to reshuffle only between class rooms and homes. The best way to blow off ourselves after the lectures is to participate in some club which suits to us.

Some can enjoy their hobbies there, others can do their best at some sports. Besides, we'll make good intimate friends in the clubs.

"As for the problems of friendship, it is very hard and precious thing, special for girls to keep. However the good friends we've made should be friends always and forever.

"I was a member of the choir club. Of course we are able to enjoy club activities of the choir, but I don't think only singing songs with other members is not only the pursue of the club, but to make good friends, to enjoy ourselves in it and so forth, which are all very important while we're in college; I'd rather say, these benefits are more important for us than brushing up merely.

"Keio is so well-known for its good and long history that everyone of us should be proud

of being a Keio student."

## Don't Waste Your Precious Time

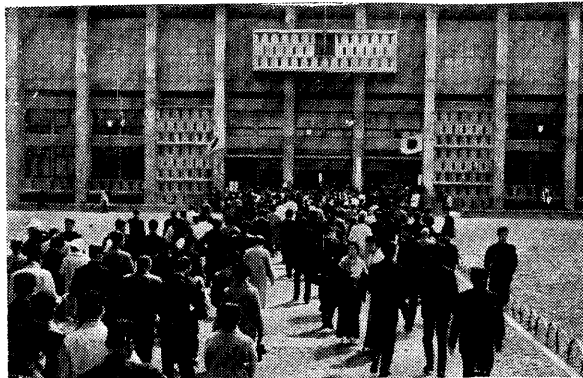
Miss Akiko Honda talks about her colorful college life as follows.

Since I entered the middle school attached to Keio Gijuku, I passed my whole student life in our Keio campus, and I graduated from Keio University this spring. I was a member of the tennis club for the first three years. As I am an undeveloped athlete, I practised hard training every day, aiming at making steady progress in tennis. When I considered what to do on entering a university, as other students did, I wanted first of all to play tennis. Soon after I joined Keio Girls Tennis Club, which had a short history, I became a regular member. When I was a freshman and a sophomore, I intended to attend lessons as often as I could, and to spend the rest of my free time in playing tennis. But I

My friends applauded my tennis, and looked at me with envy. But I wished to lead a student life worthy of the name. When my third-grade term came to an end I found that the rest of my college life was left only one year and then I reflected upon my college life I had passed by that time. I realized that the most important objectives of the student is studies and that it can not be replaced by sports. As for woman, if she lose this chance, to study at a university, she will have no chance in future. I decided that I would do what is required of the students in order to build up my character, was my main purpose in college life.

Too much part of my college life was occupied by a life of a tennis player. I, therefore, decided to change my life of a tennis player. It is very difficult to change completely one's life after graduation but in school days it is not so difficult.

I started a new college life to



Freshmen begin their new college life with a great hope.

realized that I could not make rapid progress in my tennis under such a condition. At that time, therefore, I had to make the sacrifice of my study to a certain degree in order to make rapid progress in my tennis. As driven by many matches, a great part of my life was occupied in playing tennis. When I was a junior, I played in the doubles finals and the singles semi-final in All Japan's Woman Student Championship. At that time I played the most active part in my tennis career. But on the contrary I could not help feeling vacancy in my life as a star player. I was very cheerful on a tennis ground, while at campus I felt inferior, for I was not a student as I wanted to be.

pass the last one year of a university life significantly.

I was permitted entrance to a seminar and joined Institute of International Relation. Among too many students a student is apt to lose sight of himself. I started without confidence as an average student, which I had wanted to be.

As I led two different types of life, I could see merits and demerits in both lives. After I gave up my tennis, I found, first of all, an average student lacks tenacity of purpose. A player of sports club is always trained not to give up a match but stick to it.

Anyhow, I think I should have studied harder during my university days, but on the other hand I am never regretful of having shared much time for playing tennis because I found an outlet of my frustrated feelings in playing tennis.

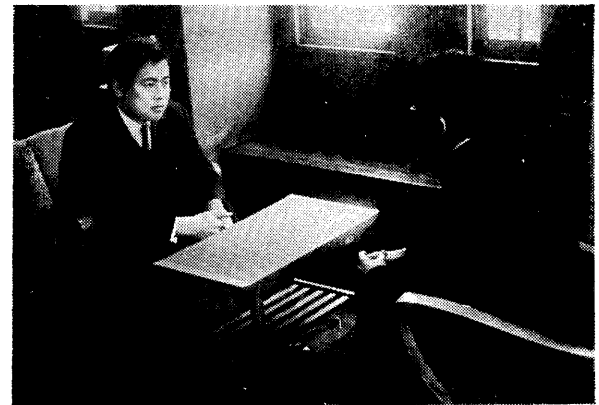
This experience will be useful in my future life. I expect especially freshmen to have a definite purpose of college life. Under the present university system, you will find it difficult to build up personality without participating in some extra-curricular activities.

I regretfully admit that you, who had survived so far a considerable competition of life, still have to compete with your so many companions.

Everywhere you will find yourself in similar circumstances. Join some club, whether it is athletic or cultural, and make your every effort in it. You should have the place here you can find yourself.

Don't waste your precious time. Enjoy your college life. Of course by "enjoy" I don't mean "idle away."

See to it that you are leading the college life which you can not repeat.



A student asks of a counselor some bothering questions.

## Instruction of Counseling System

Counseling system is one of the functions of the Student Affairs Section. This system, having developed in Europe and America, was adopted at Keio as one of facilities to help students in various problems in their college life.

At our Keio University, the headquarter of Student Affairs Section is located at Mita and its branch offices are at Hi-yoshi, Koganei and Yotsuya. All these offices have the Student Counseling Room. The Headquarter's room at Mita was organized in the last year and the branch's room at Hi-yoshi in September in 1955 and Koganei in 1958.

The main purpose of the room is to offer to the student "Assistance and Information Service." At present too many students are studying at their campus. Under such a condition a great part of students lose close contact with teachers and moreover they can not cultivate friendship among themselves. Many students have no proper adviser they can consult when they face difficult questions and troubles. The student, therefore, requires a system through which they can consult teachers about their problems in life. The Counseling system has been established to answer such a students' request.

The principal function is divided into three groups.

1) Information about lessons,

scholarship, side job; Technical counseling.

2) Counseling. Consultation about individual mental trouble; psychological counseling.

3) Operation of mental tests and announcement of its results.

The full-time counselor and several well-qualified professors are ready to be of assistance to whoever needs the consultation. They are trained to cope with the mental problems students may have and to give proper answers to the questions. The counselor has various kinds of roles. He does not only solve "problem case", but also becomes easy companion who a student can talk to. So more students are expected to visit this room more freely whenever he wants some one to talk to personally.

The total number of those who went to this room last year for his consultation is about eight hundred. The cases were mainly about lessons, job and personal matters.

This system has only a history of a few years. Its true function is not necessarily known to all the students. It has not solved the financial and personal problems yet. But these defects will be reformed gradually. Especially freshmen are expected to avail themselves of this system freely in order to lead their healthful and enjoyable college life.

## American Student Life

By Prof. Matajiro Miura

As I am a graduate of an American university (Washington), I shall here try to tell you, the readers of the Mita Campus, some things I know about the American university. Yet, being a poor hand at expository writing, I doubt if I can make my subject interesting to you.

The American student, to begin with, attends school 16 hours weekly in order that he may 'finish' in four years. 16 hours a week means 16 credits at the end of a semester, and 32 at the close of a year; so in four years time it will be  $4 \times 32 = 128$  credits, which is the number of credits required for graduation. Now 16 hours a week, or two and two-thirds hours a day will seem to us to be a pretty easy job, but as the average American student is expected to study two hours at home, or in the library, for each class at school, his weekly work will be 48 hours, a rather heavy work for a boy who needs to have time for play also.

Well, then, how does the student make up his schedule? On the registration day, which is the first day of a semester, he arranges—with the aid of the college catalogue which includes all the subjects, professors, hours, rooms, and other things helpful for the planning of a schedule—his 16 hours with great care, so that he may take as many coveted subjects as possible without overtaxing his capacity.

The most important thing, however, in the planning of schedules is that the major subjects will total 48 credits and the minor subjects 24 credits in four years' time. Thus, a student majoring in English must make 48

credits in English and 24 in Greek, Latin, French, German, or some other subject closely related to the English language. So you will why your American pen-pal writes you, saying: What are you majoring in? He wants to know the major, not the minor, subject of study you are pursuing.

American students are diligent workers, attending classes with strict punctuality; they have to be so because, if they 'skip' class a couple of times, the professors will drop them from his 'list'. A test is given every month by each professor to keep his scholars on the right track. This monthly test is called a 'quiz', which, though we may mix it up with our NHK's Spot Quiz, is not quite so easy. And if a student writes a poor paper in the quiz, he receives a 'yellow-slip'—a notice of failure—from the school office, and if he receives too many of them, he is obliged to quit school for the rest of the semester; for in the case where his terminal result is failure, he will be 'rusticated', or suspended from school for the following term, thus causing him a loss of one whole year, whereas if he quits school beforehand, his loss will be only six months.

The papers are marked, just as they are in our schools, A, B, C, D, and E, although the value of each differs from ours. A is 100-96, B is 95-86, C 85-76, D 70, and E below 70 and 'funky' which means failure. So you will see how hard is the lot of American students compared with that of ours; for it is next to impossible to get A and the ghost of E haunts weak brains all the time.

(Continued on Page 3)

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## An Exch-Student Shows—

## Difference Between Japan &amp; US Student Spirit

By Yoshihiro Tsurumi

Y. Tsurumi was the third exchange student from Keio to Stanford. In his college days he played an active part as an editor of the Mita Campus. He is now measuring in economics at the graduate course.

First let me elucidate my point of view here that in this article, I am not writing the student life of the U.S. or Japan though I may have to take advantage of inevitable generalizations about both Japanese and American students I have met so far. As for the way of writing, I shall assume the attitude to point out first extreme differences in the way of life and then to conjecture an 'imaginary type of student' of each country in order to characterize very complicated personalities of the two nationalities. I am convinced that this imaginary type of student of both countries would help you gain the idea of 'How one specific student of the other country looks like and Why?' so that you yourself can take the next move along the character measuring scale with each extremity on one end, towards more realistic grasp of your objective, namely your idea of student of other country. Starting from the one extreme end of the working scale of student character, you will reach a certain point on the very same scale; the distances of that point from two extreme ends may be roughly same. That is to say, you will find an idea of student of other country as the mixture of two imaginary characters of 'Japanese' and 'American' student. You will come to the conclusion that some obvious differences in student characters should be attributed to the differences in social and historical factors of the two countries.

It is true that American colleges have more definite atmosphere of 'college life'?

The answer should be in the affirmative if we interpret the word 'more definite' as representing 'more definitely different' life from any other social unit. I know one American who never failed to say, "Japanese college life is a mere extension of their high school life, while ours is very, very different from high school." Before clarifying my reaction to this remark, I will give you some statistics about 'high school kids' of the two countries.

In Japan, only 55 per cent those who finish 9 years compulsory education take entrance exams for high schools, while in the U.S. over 90 per cent continue their education up to high school without any entrance exams. Our specialization of education (vocational high school and college preparatory high school we have) begins at high school level, whereas American specialization not until college level in most cases (I am not considering the various work-shops and vocational courses within one American high school as the beginning of specialization in its strict terminology).

Financially speaking, American public high schools are free, while here in Japan it is more costly to send a kid to public high school than to national university, to say nothing of numerous private and 'limited' high schools.

In our country, only 20 per cent of college preparatory high school graduates take again much severer entrance exams for colleges based upon applicants' 'achievement' rather than

on 'aptitude'. On the other hand, neighbourhood of 30 per cent of those high school graduates are enrolled in about 2,400 college level institutions all over the U.S. without taking entrance exams in our sense. The competition rate is 3 or 4 to 1 at a wellknown special A class university (this is never like our 20 to 1 or 10 to 1 entrance exams for which we have all studied and studied for.) These are superficial differences indicated in statistics.

However, come to think of various social activities which American high school students are very keen on, it is natural that they are more likely to become 'matured' in the sense that they are initiated to the atmosphere associated with 'sex' (no special endowment of connotation, please) at very early ages. On the other hand in Japan this kind of atmosphere is more or less 'very strict taboo' at earliest until they finish high school or they become the age of 20 for those who do not go to high school, college preparatory or vocational whatsoever.

Therefore, the imaginary type of 'American high school boy' before he enters college must be one who is considered 'party-maker' very matured in all things but study; who is encouraged by his parents to go out with a date by car until fairly late at night. On the other hand, the imaginary type of 'Japanese high school boy' is one who is carefully kept away by his parents from all kinds of worldly incidents including dating, smoking, drinking except study. He works harder to prepare for the coming entrance examination and further college life since he has to choose his major sub-

sides, most of American Colleges are so-called residential. Almost all students are living on the campus only with those of same ages. They have 'college' social and geographically completely isolated from homes and any other social institution. In Japan none of our colleges is residential. Students are all 'off-campus living'. They just commute to the campus from their own homes or lodging house.

An American college student begins to be initiated to more 'academic atmosphere' for the first time at college under the threat of 'midterms and papers' or 'take home exams'. Thus they gradually move to the middle point of the working scale of the student character all of us have present in our minds, that is towards more learning-minded, while Japanese collegians gradually become more-social minded, being initiated to social activities even under continuous supervision of their own family or under much milder supervision of the family with which those from remote cities are staying.

Thus Japanese students go closer and closer to the middle point of the character scale from the different starting point. By the time they finish university education, both Japanese and American students become more alike to each other. The differences observed still then among them are not so much outgrowth of differences in societies as the outgrowth of individualistic differences based upon from which part of the scale they began to move for building up their personality. The differences in the starting points on the scale and the latter direction and speed of the

That is, they came to university merely because social and financial securities of the future are much more likely to come within the reach of college graduates than those without university background. And at the same time, they can afford to get through the college one way or other.

However, if you present indiscriminately any faculty with the questionnaire, "How are you leading your class?" and "Why do you do so?" The answer of every nine out of ten would be very different from that you get from the same proportion of faculties at Japanese universities. It must be one like, "I am pulling the nose of the kids towards what I consider should be learned by all the graduates of this college. I need to do so because the school authority and students' parents do expect me to give the boys as much as they pay for."

On the other hand, the answer of typical Japanese professor must be like this, "Well, I consider that University is the place where students study of their own accords. We give them the minimum direction and knowledge in the class, and so the rest is completely up to students. We just expect them to take up higher academic challenge themselves. We won't hesitate to help them individually if they want to study further. We don't care about those who merely wish to get through college for minimum efforts. We are merely concerned with the maintenance of higher academic level of the university to which more students are expected to come up."

Consequently, one tends to push up the lowest level of student even by slapping their face with 'mid-term exams' or 'frequent term papers'. Some faculty does go so far as to sacrifice the upper academic level of the class for the sake of raising the average level. On the other hand, the other tends to give less and less exams or term papers in between the classes. Upper level students merely study more for the graduation thesis rather than for exams. Average students are always frustrated with unsatisfactory results in both once-a-year exams and thesis. Lower level students are always happy without any human worry about thesis or exams whatsoever since they are exempted the 'privilege' to write a graduation thesis and they happily resign themselves with passing grades in the exams. There is no uniformity as far as the studying sides of Japanese students are concerned.

These differences in the education system and students' initiation to social activities altogether with social and historical peculiarities of each society, make students behave fairly differently. American students seem more and more individualistic and materialistic, while Japanese students of the imaginary type are more and more spiritual and less selfish seeking a harmony with their external environments.

'Going-my-own-way' and 'self-established' are very popular among American students, whereas 'going-together-with society' and 'building-up-real friendship' (not calculated one) are with Japanese. Social conditions of each society are also favourable for catering to



At Fraternity Champagne Party. Beer Beer Beer that makes you want to cheer on the farm—Let's sing guys, hey Com'on!

these phrases differently.

American students seem to act on 'logic' and on their own interest, while Japanese students to act on 'impulse' and on the idea of doing something for others. Furthermore, historical and social atmosphere of American society is favourable for isolating 'college life' from any kind of worldly affairs, politics or economic. On the other hand, that of Japan is the least favourable for making college an 'ivory tower' in which students and faculties alike can enjoy their 'pure' academic life.

These differences make Japanese students act differently from contemporary Americans to social and political affairs. Some go so far as to spend their college life only in waving 'red' flags or passing around leaflet on the street. They are very radical at the age of twenties (though I don't know about them at their 30's). Since Japanese students act on 'impulse' and on the idea of denying

themselves for the good of others greatly, they act very quick. They do not bother about red-tapism and complicated technicalities. They just manage to push through the thing which they are convinced they are doing for others.

While, American students seem to take more time until they stand up to say, "Well, shall we have the final meeting about the particular case and consider the possibility of doing it?"

Now you have the two imaginary types of student character. You may begin to work on the character scale as you wish. If you are careful enough to avoid any kind of hasty conclusion, you will reach the one that 'human being are human being same all over the world?' All kinds of prejudices and biases are groundless since they do not possibly hold for all of us. Well then, why have we mis-trusted each other so long? Tell me.

## American Student Life—

(Continued from Page 2)

There is, however, one thing about this quiz which would make us envious, and it is that the quiz is conducted on what they call "the honor system." The professor comes to give questions, but as soon as he gave his questions, he goes out of the room not to return until the quiz hour expires. The students write their answers, with no cross eyes overseeing, but without forgetting to finish their papers with an oath: I swear by God that this paper of mine has been written honestly, signature. This will convince you that there is absolutely no cheating in the honor system.

Next, how are the American students graded or classified? Not as we are graded in our universities, they are divided as follows: Freshmen, Sophomores, Juniors, and Seniors. The freshmen correspond to our first year students; they are so called because they are green, devoid of wisdom and experience. The sophomores are our second year students, being, as the Greek origin of the appellation shows, "wise but foolish." The juniors are the younger brothers of the seniors who are the eldest and the elite elements of the school. However, when you want to know what your fellow student is, you put your question in this form: What class are you in? Then the student will say: 1962, or simply '62. 1962 is the year in which his class will be graduated; so he is telling you that he is a junior.

As for a freshman, however, you can tell him by the green cap he wears because all freshmen have to wear green caps. And in most American universi-

ties there is a tradition or law which the new-comers must observe. This is the Freshman Rule. It seems to have been invented rather to persecute freshmen than teach them how to behave on the campus, and it ordains:

(1) Freshmen should wear green caps.  
(2) When there is an assembly, they should enter the auditorium by the back entrance, climb upstairs and be demurely seated there.

(3) They should on no account promenade with co-eds (girl-students) on the campus.

If a freshman be found acting against one of these items—especially the last one—he will be arrested by patrolling sophomores and be thrown into a pool of water, called the freshman pond. This they call "Ducking." But a good thing about it is that he—the ducked—does not feel at all hurt or humiliated; on the contrary, he enjoys his own ducking as heartily as do the executioners and the spectators, including the girl who caused the ducking.

This playfulness, this love of fun and practical jokes, of the American college boys is something beyond our comprehension. I remember on seeing a senior student with one half of a mustache. He was Bob Williams, president of the Students' Association, who returned to school after the long summer vacation, with a handsome mustache grown under his long nose. His friends, however, did not like him growing a mustache; so they bound him to a barber's chair and shaved one half of it off, greatly to the damage of his facial symmetry.



American int'l students singing a happy birthday to the writer. Warm friendship unites the world.

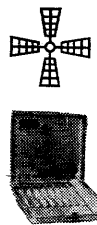
ject before he enters a college. For this purpose he has to have a definite idea of 'college education' before hand about what kind of reputation has the professors of his intended college? How good is such and such department of the school? What kind of courses they have? What percentage of the graduates get the job easily and at what kind of companies?

After he enters college, he gradually begin to free himself of the parental band. He takes to smoking, drinking and learning steps of social dance at a dancing school for coming once-a-year party around Christmas season. He must be an expert in dancing to go there 'stag' with an exciting anticipation of impressing 'ladies' with his marvelous lead in the dance. Some very, very quick and lucky(?) fellows begin coffee-dating or movie-dating. But these are about the limit they can go nearer. On the other hand, American high school boy does not get an idea of college life until he finishes the first midterm exams at college. Be-

movement are merely responsible for so-called 'generalized idea of Japanese or American student'. However, I also admit that social historical peculiarities of each society is responsible for giving each student the starting point on the scale. If I present my answer to the remark of my friend quoted in the beginning, it should be, "Well, it depends upon how you look at it."

Is there any difference in the reason for their coming to college?

If you spent five minutes on any American campus to ask around indiscriminately to whomever you meet, "Why are you taking the university education?" Every nine out of ten will give you the same answer as you found already after the same 'random sampling research' at a Japanese college.



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# Impression of Delhi Univ

Osamu Yoshioka who left Japan last September as the first exchange student to the University of Delhi sent to the Mita Campus his first letter. He introduced here the University of Delhi and students life there.

Since I came to Delhi, I have stayed here and studied, except 24 days from Dec. 22 last year to January 14, during which I went out to participate in some international work camp. During the later 10 days I made my own journey in Bihar and Uttar Pradesh (the two states in North India) with carrying sleeping-bag.

In the University, I have been admitted to the first year of M.A. course of Economics in Delhi School of Economics which is under the administration of the University of Delhi.

The visitors of this school will find on the foundation stone in the front of the building English letters "This building was opened by Jawaharlal Nehru, President of Delhi School of Economics Society and Prime Minister of India, January 18, 1956." By saying that I was studying in M.A. course here, I don't mean to say that I am a student of the graduate school without completing Bachelor's Degree in Keio Univ. It is because of the difference of education systems between India and our country, although I have no space to explain the difference in detail. Anyhow, in India a little more than fifteen per cent of the first year students in M.A. course are 19 years old, which is the minimum age to be allowed to this Indian graduate school.

I have no qualifications to evaluate their academic standard, but naturally induced from this difference of the system and this or that impressions I have been given, I think I may say that the big cities in Japan and M.A. students to Japanese-B.A. I am taking six lectures about three subjects all concerning Indian economy and its modern history in a week. They are of course lectured in English.

## Delhi Univ Introduced

The University is situated in the northern outskirts of the city of Delhi, the Capital of Republic of India. In the beautiful, extensive lawn gardens, the red brick-buildings of eight faculties, administration offices, library and institute for the advanced courses or special research are quietly located and



Osamu Yoshioka is now leading his life on the campus of the University of Delhi.

near by the campus are many other old and new buildings such as university hostels, hospital, post office, bank, cafeteria only for students use and women's colleges, affiliated with the University.

This wide area constitutes something like an autonomous town for students and academicians.

I am staying in one of the two University Hostels, called Gwyer Hall only for M.A. and Ph.D. students which is near the campus. Surrounded by the beautiful forests in which we meet many squirrels, monkeys and peacocks or other lovely wild birds, Gwyer Hall with huge balconies and long corridors running around the private rooms in all directions and green lawn gardens of Roman style seems one of the most comfortable places to live in not only in Delhi, but in this country all.

Here are 200 separated rooms in which the same number of the students are staying, including about two dozens students from various countries. Present University of Delhi is traced back to the origin in 1933 when several small private colleges then existing in Delhi were incorporated with each other. It was soon followed by the establishment of a Federal University with its constituent colleges situated on the campus. This was no doubt due to the fact that this vast area around the University formally posed by British Vice-regal was handed over to the colleges.

Still now, this area is sometimes called the Old Vice-regal Estate and the central building of the University itself was

regal estate and the central building of the University itself was formally called the Old Vice-regal Lodge. I am thinking now it would be interesting to study about the history of this University side-by-side with the history of British-ruling of this country, but in some sense nothing can be understood well about what are going on and will be coming to this country without studying her history, especially of the British-ruling period for centuries.

## Exch Student to Keio

Mr. Murthy, Indian student who has been selected as the first exchange student is coming to Keio until the beginning of April, this year. He is now in Ph. D. course of International Studies, affiliated with the University of Delhi and will be studying Japanese economy and in particular the problems of Japanese agriculture, in Keio and in his spare time he will join to some of the extracurricular activities to contribute to the basic purposes of this Programme, the most important of which must be to develop mutual understanding of the students between two Universities, thereby between two countries. Thus, I and he is exchanged to each university and now our Programme is just starting to function in pursuance of the aims, set up by the International Relations Committee, present I.I.R. and other organizations concerned in Keio University. It costs always very much to start something new which have not been tried which may not be long enough to deeply understand this country and this people but may be and achieved by anybody else.

And the policy-makers and executive committee of this unique Programme could not be beyond this general rule, but at last their efforts are rewarded after ten months.

## Student Activities

I am also starting my activities within and without the University now after having gone through months in India, rather enough to feel now it is high time to start my action for my deeper understanding, which I shall let you know in some ways.

At present there are five students from Japan studying in the University of Delhi and, as far as I know, nine students in all India, including five in Delhi. They are all in Ph.D. course of Philosophy, Religion, History, Politics, etc. or in some cases above Ph.D., collecting manuscripts, historical or contemporary data for specific study or research or being engaged in some special field research. They came to this country, without exception, under the Indian Government Scholarship and being paid every month by Ministry of Education. I came here under the entirely different programme with different blueprint in my hand, and besides these differences, it is likely that my ways of thinking is sometimes a little different from theirs because of the much difference of the times in which we have been educated in the sense that I am belonging to Sengo-ha, while they are generally to Senju-ha, still then they understand my position and always are encouraging me, although I and they must be running on the different lines.

However, after having taken every factors into consideration, some doubt must remain about ultimate meaning of our Program and its possible limitations in these circumstances. In the University of Delhi, and I think also in any other universities in India, there can not be seen any active, standing and autonomous organizations initiated and carried on by the students, so in India it is difficult for the exchange students with such purposes, as I have to make some fixed connections with some single club or association to satisfy their purposes. It means they should be required to be always quick in judgement and flexible in attitude in making contact and co-operating with some organization, but that as far as they can go together, and at the next moment they have to be looking for another organization with

which they can co-operate in some programmes. Some of the organization like that, I have observed, are Foreign Students Association composed by foreign students living in Delhi but whose regular members are mostly African students, and (another is) Indian Council For Cultural Relations which is, I have noticed, very active and has several branch-offices in bigger cities, but whose limitation as a co-operator is that they are taking a budget from the Government. So far, I have not started such sort of activities except this or that things which I happened to do with no clear intention such as four minutes broadcasting from local radio station at Patna about my impressions of Indian village and agricultural area which I extensively observed during my two weeks-stay in student work camp at Rajgir, or three times thirty minutes-lecturing on Japan today for the University students at Rajgir and Patna.

But an exchanged student, and has not so much time to do such sort of the things usually.

Attending the classes, taking the notes, reading the books and journals, and in my case, washing, shoe-shining, looking for something cheap and nutritious to eat for supplement and taking care of myself in many other ways, therefore, it would not be especially pessimistic if a somebody think our Programme could not achieve such noble thing as are generally expected to be done.

In summer moreover the temperature will go much higher than our body heat, preventing us to work activity. So, for the time being I cannot say this: Under this programme of ours which has paved way to the possibility of opening a real exchange with younger generation of Asian nations at the first time, initiated by our friends in Keio University on the assumption that it would contribute for increasing international understanding more or less, I am trying my best, and I do not like to say anything more, thinking our Programme will have to be re-evaluated rather objectively by what I will have done.

Finally, I wish you good health and prosperous 1960. Thank you very much.

5200 Mountain Crest Drive  
Knoxville 18, 1959

## Fujiwara Succumbs



The late Mr. Ginjiro Fujiwara.

Ginjiro Fujiwara, billionaire industrialist and former president of Oji Paper Manufacturing Co., died of softening of the brain early in the morning of March 17 in 1960 at his home in Shiba Shirogane, Minato-ku, Tokyo. Born on the 17th day of July in 1869 in Nagano Prefecture, he experienced a colourful life to the long age of 90.

He studied at Keio Univ. and was greatly influenced by Yukichi Fukuzawa, the founder of Keio. Immediately after graduating from Keio Univ., he entered the Matsue Nippon Newspaper as a reporter. In the age of 16, he joined Mitsui Bank and then changed his post one after another, first to the Tomioka Silk Manufacturing Co., secondly Mitsui Bussan Shanghai Branch, then to Otaru Wood division and lastly he settled himself at Oji Paper Manufacturing Co. Ltd., a subsidiary company of the Mitsui Bank. He was then 42 years old.

During his several-time visits to the United States and Europe, he saw a remarkable progress in industry in the Western countries and also observed how the training of engineers played an important part in developing Western industry and material civilization.

While working as the President of the Oji Paper Manufacturing Co., he felt keenly the lack of excellent engineers.

After all he thought Japan would depend much on its industrial development in the future, and that it needed many good engineers.

In America he saw two ideal colleges in Massachusetts Institute of Technology and California Institute of Technology and wanted to have such a college in Japan.

In order to educate young engineers of ability and common sense, he established the Fujiwara Institute of Technology, June 17th 1939 in Hiyoshi Campus of Keio University with Dr. S. Kizumi as president. It was really an epoch-making event in the education of Japanese engineers. Later he decided to incorporate his institute at the request of President Shinzo Koizumi of Keio into Keio

## Pen Pal Wanted

I would like a pen-pal from your country. Both male and female correspondents are wanted. Preferred college sophomores.

I am a sophomore at University of Tennessee, majoring in journalism.

My address is: Larry Hitchcock.

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## Campus at a Glance

### The Importance of Student Hall

A seminar in which to study and promote construction of a Student Hall, more of extensive scale and efficient than the present one, was held on Mita Campus on April 6th.

Some forty students, professors and people concerned participated in the seminar and decided to start a substantial movement for the construction from the new semester.

In the seminar who lectures were delivered by authorities of Student hall. Prof. Hayano of Tokyo Univ. said a student hall is indispensable in order to enrich college life, citing examples of American and European universities.

Mr. Nishida of the Ministry of Education, in his explanation of a Government's plan for the student halls for universities, talked that there is little hope

for a private university such as Keio to be financially supported by the Government to the construction of a student hall.

After the lectures participants were divided into five groups in which they had a hot discussion about the idea and scale of the desired student hall. The way of raising fund for the construction was found the most difficult problem.

Movements for construction of students hall have been started in several universities in Japan recently.

### Freshmen Enjoy Themselves over the Orientation

From April 12 to 20, the annual Orientation for freshmen was under way on Hiyoshi Campus.

Inside the building, some clubs showed their activities through concerts, plays, and comic shows.

About 50 student counselors

were standing on every corner of the campus, answering to the inquiry of the freshmen.

Some 90 clubs, including athletic and cultural one, launched their campaign to gain the new members. Most attractive activity was leaflet delivering by scouts of clubs along the center road to the gate of the campus. Setting desks, decorated with colorful posters on the both sides of the road, about 200 students from various clubs delivered the leaflets to the newcomers.

### Prof. Aiso Passes Away

Prof. Teizo Aiso, 52, died of an apoplectic stroke at 12:10 a.m. on the 13th of April. He graduated from the Faculty of Literature of Kokugakuin University in 1934.

In 1942, he became a lecture of the preparatory course of Keio University, and in 1952, the professor of the Faculty of Economics.

The funeral service was held on April 17th, at his house in Nerima-ku, Tokyo.

## Book Review

### 'But the Ships Are Sailing-Sailing'

"But the ships are sailing—sailing" was published in February 1960. As soon as this book came out, it arrested the public opinion, and was taken up in the columns of The Japan Times.

As is written in its foreword, this book is based on the thoughts which the writer has jotted down from time to time. How their family came through the war, what the fear of the Japanese people were about the occupation and how groundless they were, how her life in Japan and America joined together. This is, so to speak, a record of her life that has gone along with her husband and family.

This is full of many interesting stories and thoughts that related with each other frankly without self-consciousness. In those days, such a happening as the Emperor's surrender announcement was beyond imagination. The Emperor was thought to be divine in the traditional way of thinking. The stories of the Hattori House, an occupation billet, which is the major part of the stories are especially novel and interesting, because only a few Japanese have this experience. On the contrary, every one of the Japanese people experienced the fear about the Occupation and the hard time.

In the stories of the Hattori House, the authoress relates

the life of US servicemen and the free spirit of an American citizens. Through her work at the Hattori House, the writer came to have contact with many good-natured Americans and received warm helps from the distinguished US officers. She says she will never forget their kindness.

What attracts the readers interest most is the appearance of the Fukuzawas and her mother Etsuko Sugimoto who is famous for her book, "A Daughter of the Samurai".

The writer also refers to Keio University. Those who have connection with Keio should remember that Prof. Kiyooka made a strenuous effort to take back Hiyoshi Campus then occupied by the US Army. Without the efforts of Prof. Kiyooka and his mother-in-law the return of the campus would have been postponed.

When the campus was returned, the inventory was signed without including the most expensive items on the campus. So Prof. Kiyooka did his best to correct the inventory. Thus Prof. Kiyooka protected the University from a tremendous financial loss.

When Prof. Kiyooka met General MacArthur to express his thanks for the return of the Campus, the General was surprised to find that Keio students had their own periodical in

English, "the Mita Campus." He said that none of American students could publish newspapers in foreign languages. Prof. Kiyooka promised to send copies of "the Mita Campus" to General MacArthur and to his Headquarters.

Mrs. Kiyooka who studied in the United States understands and loves heartily both America and Japan. In any chapter of this book you can find how much she hopes for peace.

The writer told the Mita Campus she loves best the following passage in the book.

Today I don't remember which were Japanese, which were German, and which American—they were all there to celebrate together.

—Suddenly I lost the heavy load from my back—the memories of the war, the memories of having food, even the load of wooden shutters we had to keep closed making the rooms dark—all this was left behind. Even that very minute in our little home on the corner, our fine carpenter was making a cherished dream come true by putting in glass doors upstairs and down!

All our dear ones were alive and safe and my mother's words came back to me as they had at the beginning of this book, from the last chapter of her "A Daughter of the Samurai", "But the ships are sailing—sailing".

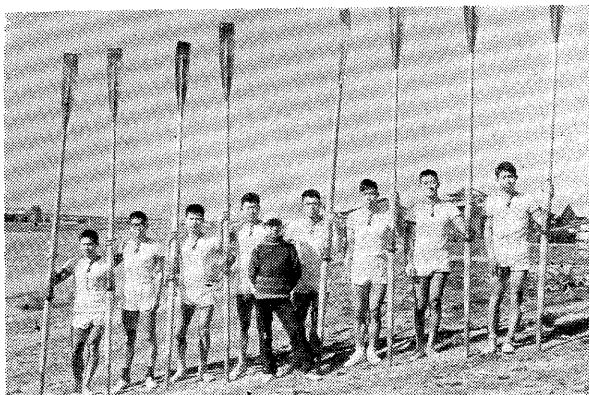
## Sports! Sports! Sports!

### Keio Alpinists Leave For The Himalayas

Nine Keio alpinists, including two undergraduates, Yoshiro Kawada and Masahiro Harada, a cameraman of Mainichi Shimbun, started Japan for an attack of the unconquered 7,864-meter Himalchuli. This climb team is led by Jiro Yamada.

Their schedule follows:

- March 14—Departure from Kobe.
- March 18—Arrival in Katmandu via Bangkok by airplane.
- April 3—Gathering at Pokhara.
- April 5—Departure from Pokhara.
- April 12—Setting base camp.
- May 20—June 5—Attack on the peak of Mt. Himalchuli.
- June 10—Staying at base camp.
- June 17—Arrival at Pokhara.
- June 19—Arrival in Calcutta.
- June 26—Arrival at Tokyo International Airport.



Eight Crew of Keio Rowing Club. The third from the left is the captain, Daizo Shimokoube, a senior of the Faculty of Literature. This photo was taken of the river side on Toda Olympic Boat Course.

### K-W Regatta Held

On March 13th, at Toda Olympic Course of 1600 meters, the traditional Keio VS. Waseda 29th Annual Regatta was held.

This race was to held on early May at Sumida River course every year, but this year Sumida

could not be used because of construction of subway. This year's race was held for such short distance of only 1600 meters course that the starting became decisive factor in the race.

Both Keio and Waseda crews made the start with high pitch, Keio's shell made a good start with skillful oaring.

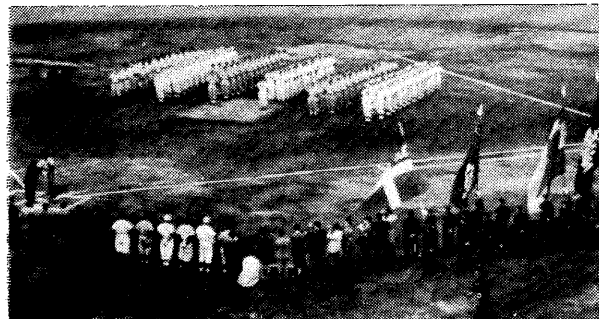
Waseda crew lost the balance at the start and allowed one sheet ahead to Keio. Continually Keio crew pulled a good oar and at 250 meters it was half length ahead of Waseda crew.

Hurried Waseda rowed after Keio with high dash but without any effect. At 800 meters, the half distance of the course, Keio led one length. After that, the race was kept with Keio's pace. At 1300 meters the distance between the two boats was more than two length. Finally Keio won the race with the 2½ length ahead of Waseda. The time of Keio crew was 6.04. The skillful start and the result of hard daily training made the victory over Waseda.

### Keio High School Nine Loses the Semifinal Game

Keio high school nine, one of 23 competitors selected from hundreds of high school baseball teams all over Japan including Naha high school in Okinawa, appeared on the ground of Koshien Stadium, Nishinomiya for its 5th time.

Keio team lost the semifinal game between Akita Commercial high school. The score of the game was 2-1.



Tokyo Big Six University Baseball Game of Spring season opened at Jingu stadium on April 16th.

The first game Our Keio university was held between Hosei university. Keio's nine have been working out under the new manager Mr. Yukichi Maeda. He graduated from Keio University in 1956 and had been a manager of Nippon beer Co., Ltd. team.

It is regarded a weak point of Keio team that it has to depend entirely on the pitcher Kiyosawa for the winning of the Championship of this season.

### This Month's Sports

- |                                   |   |
|-----------------------------------|---|
| April 23—Weight-lifting mach.     | April 25—football)                            |
| April 24—Keio vs. Waseda (tennis) | April 25—Pingpong; Spring Kanto Student mach. |
| Judo; Spring Kanto Student mach.  | April 30—Kascketball; Spring mach.            |
| Keio vs. Nippon Univ. (A.         | April 30—Keio vs. Meiji (baseball)            |
|                                   | Keio vs. Rikkyo (volleyball)                  |

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There are some magazines, in Keio University edited by students' own hand.

We introduce here such kind of magazines one after another. People understand extracurriculum activities through those magazines.

'Mixed Train' (No. 13). Published by the Keio Railway Association last November. It is a special edition for the 25th anniversary of establishment of the association.

Each writer in this magazine is a man of edition on Japanese railways.

Munetaka Goto writes about his works, 'Conquest' of all the state railways (about 250 lines in number). He could find many interesting facts, for example, characteristics of station names. On the other hand, Tatsuo Yamana classified stations according to the designs of station stamps. In his article, it is said that the designs, such as fish, birds, mammals, vegetables, are found on the stamps of many stations, and that are almost all round stamp shapes.

We can find many other interesting themes, for instance, about the relation between the railways and weather reports, "Eki-ben" (station lunch) and so on.

The reader will find that members of this club are leading an enjoyable life through their own amusement.

'Report of Keio Cultural Geography Association' featured the essays of sophomores and freshmen of this club, in its No. 16 Issue. They study and write on the local toys of the north-eastern Japan.

'Kokeshi', one of local toys, is called a symbol of the people in north-eastern districts. The investigators, classified 'Kokeshi' into seven. It is said in this report that 'maker never follows an example of others even in the same place of production.' Hence, some kinds of 'Kokeshi' are created naturally through the tradition of this district. Local toys of every prefecture are also studied. This work is a laborious one. Kazuo Yamada

studies over the situation of petroleum resources in Japan and in the world. He gives statistical figures. His explanation is details, but we regret that such kind of subjects are not found, except Yamada's report. It is desirable to study these things from diverse ways.

'Articles of the detective story (No. 18)' is published by Keio Detective-story Lover Society. Though this magazine is a small one, it is valuable to read Fellow-members are earnest to grapple with some problems of the detective story.

'Marrow and modern people' by Mr. Yamada is the best of all essays which is worthy of reading in this magazine. He says it is really ridiculous that only methodology of the detective story is discussed without dispute of criminals' peaceful citizens. But, criminals who appear in detective stories are described as criminals by nature. The writer should bring to light the human weakness modern people, especially criminals in the detective story, are bound hands and feet too

social mechanism. The writers of the detective story should study the mechanism by which people are driven away.

In 'My fancy about Mr. Magy-bahn' by Kawaguchi, extraordinary interest can be taken into consideration, but he was neglectful of analysing and studying the case, being pressed by his interest 'an essay on Mr. Hiroshi Sato' by Hayashi is too abstract to be asserted evidently.

### Announcement

Dr. Geroge I. Duca, a member of the International Pen Club, will be the guest speaker at the round-table discussion sponsored by the Mita Campus.

The Roumanian born diplomat is now in exile in Japan. He is willing to discuss with Japanese students over the international current problems.

The Mita Campus will sponsor round-table discussions with Mr. G. I. Duca as a guest.

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## Your Own College Life

The cherry blossoms, showing the height of spring, have already changed into young cherry leaves. And universities in every part of the country have welcomed a lot of newcomers. In Keio University over four thousand freshmen have been enrolled. We offer wholeheartedly our congratulations to the promising newly-born collegians.

Now, we take this occasion to try to reconsider how Keio students should be (this may be applied to the students in other universities) because we don't think this attempt will always be of no use. Keio Gijuku celebrated its centennial day the year before last. Everybody must admit the fact that Keio has resolutely infused fresh atmosphere into the world. Keio students are naturally favoured in that they can build their character in such a traditional institution. However, aren't some of them inclined to be easily content with the very throne of "Tradition"?

It is not a purpose of training yourself at a university to become fragile flowers in a hot house isolated from the severe world, but to be plants, firmly taking strong roots under the ground, which will some day become trees large and sturdy enough to stand against the storm of the actual society.

Well, we wish you, though it is a commonplace, to learn things with serious manners. That does not mean that you have only to take notes in the classes merely for securing the required unites with good grade which may help you seek a job in the near future.

You should not study for the sake of learning itself because it means the mere accumulation of knowledge.

We expect that you will pay your attention to social facts so that you won't fall in a danger of detaching yourself from the realities of the current world.

You can study wherever you may be. Not only lectures given in the class room but group-life in circle activities are attached to the importance of your university life. Even so-called "Play" will be fruitful if you carefully utilize it. A balanced personality—the cultivation of it is one of the goals Keio can give you—will be built up through well-balanced academic and social life. It is needless to say that a man of balanced personality should not be like an enlightened but old-headed man of negativism but be the one who faces the realities of the world positively.

You are young! You ought to strive to build up your character with youthful passion. We want to propose again that each of you examines yourself strictly so as to determine the attitude you take for your college life.

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# Foreign Schools in Japan

From this issue, the school-lives of foreign students residing in Tokyo and Yokohama are and will be introduced on this page. The ways of their lives in Japan may happen to differ from those commonly supposed.

## Plenty of Confidence —North Korean School

There are many Korean schools in Japan, and about 50,000 students are studying hard in Japan. This North Korean Senior High School is at Jujo Kita-ku, Tokyo. It was founded as a private school in 1950 on the end of the 2nd World War. In 1948, the basic course of this school which includes a democratic and national education, was determined. In 1949 before the Korean war broke out, however, it was in the danger of being shut down by the order of the G.H.Q. who forced Korean students in Japan to enter the Japanese schools. Consequently it had belonged to one of the high schools run by Tokyo Government from 1950 to 1955. In 1955 it was admitted as one of foreign schools in Japan. At first, the number of students was about 400, but now about 3,000 and that of teachers is about 100. Since the repatriation problem broke out, the number of students has rapidly increased because many students came to study their native country before they leave.

The basic plan of the education determined in 1948, consists of the following two;

One is to know their native country; that is, to study the history and the geography of Korea and their native language. It sounds very queer, but from the historical point of view, Korea once belonged to Japan and many Koreans came to Japan before and during the war and they have learned more about Japan than their own country. The fact is that almost all the students were born and have been brought up in

Japan, so their way of life is quite similar to that of the Japanese. They don't know their fatherland well. Most of them can speak Japanese very well but there are many who can't speak Korean well. It is rather funny to call them foreigners.

The other is to acquire the technique in mechanical engineering that is actually demanded to reconstruct their country. Each student should concretely learn at least one of those—motor car, radio, lathe and other mechanical engineering.

At the beginning of every academic year, they decide a few purposes by themselves. This year's purpose consists of four.

The first is to raise their academic level.

The second is to foster their national consciousness.

The third is to utilize what they learn at school.

The fourth is to learn the way of life as it should be. The first is very interesting. In this school they are anxious to produce a few bright students but what matters most is to raise the over-all level of the study of all students in a class. Suppose there is a classmate with miserable mark, a clever student in his class is responsible for his study. They remain at school after their lessons and the clever student helps the poor student's study. Such a phenomenon can not be easily found at Japanese schools. One of bright students said, "Even if I feel like wasting the valuable time of my own, I prefer raising the knowledge level of students in the class to produce

one more bright student."

The circle activity is very active in the school. They have the circle activity on every Thursday and Friday afternoons and all students are forced to belong to some of the 50 circles. Through these circle activities they associate themselves with the youths of Japan. For example, they have had periodical matches of Rugby with Aoyama Gakuin Senior High School and those of Soccer with Urawa High School. Besides, they took part in the annual festival of Kitazono High School and showing their national dance. The newspaper club is exchanging its paper with the school newspaper clubs throughout Japan. The plan is now under way that they have "the Japanese and Korean High School Students Friendship Party" with Japanese student participants.

As to the impression of Japanese students, they said, "we are very sorry most Japanese students have to study hard grudging the time even in a train or a bus to enter the better schools, and hunt for a job to live on. In our country, we can easily get a work in accordance with our abilities for the purpose of developing our native land. So we sympathize with them." On the other hand, "Youths should have the responsibility

for their own action, but the Japanese social environment is worse for a student", they described, about the juvenile delinquency in Japan.

On their faces the passions can be seen with which they are building up the fatherland and participating in the international affairs. The lesson in mechanical engineering is the most important to them. Three foreign languages are taught here, Japanese, English and Russian. English takes a valuable part as an international language. Students of the school are learning and playing hand in hand together.

They hope they'll be able to unite Korea by shaking hands with South Koreans, and make the paradise on the Korea Peninsula with strong national consciousness. But after all, they come to the conclusion that their final purpose lies in establishing a socialistic country. They mention the consciousness and the pride of the race in high spirits.

Partly they seem to have the strong spirit and the racial consciousness to reconstruct their native land, though they do not seem to know "socialism" well. The statue of Kim il Sung in the garden is the most suggestive among things the school has.

## Alumni in the News

Many graduates and professors of Keio University stand in the spotlight of journalism. The Mita Campus, from this issue, picks up the outstanding men in the news, in order to introduce them to the readers through interviews of our reporters—Ed.



Dr. Taro Takemi

On April 1st Dr. Takemi, a graduate of School of Medicine of Keio University, was elected president of the Japan Medical Association for the next two-year term at the J.M.A. general assembly. He has occupied the position for previous two terms since 1957.

The other day, Dr. Takemi told the Mita Campus that the J.M.A. is the organization consisting of 71,000 members whose profession or the subjects of study are medical science. He also expressed his hopes as the successive president, stating, "I will make efforts for the advancement of the medical study and its education as one of the links of the Japanese culture in order to make them connect directly to the everyday life of the people in Japan."

The 56-year-old alumnus has made the energetic struggle with the Government over the medical insurance system for several years. He denounces the present system for his reason that it is done against the rule of economics. His vigorous fighting spirit and strong influence in the political world often threatened the officials of the Ministry of Welfare, including the minister himself. "Japan is leading in the medical field, in every section, in the world, but sorry to say that the insurance system blocks its development at present," he regretted.

Acting as the leader of the nation-wide organization, the doctor has carried out, for these three years, the realization of the Medical Finance Bank, the revision of the People's Health Insurance Law and so on.

Concerning the students' health insurance system, which started in Keio University last year, the powerful physician said, "It should be developed more and more in many universities in the future. Although the present system is available only when the treatment is needed, it should put the emphasis on the 'prevention' of diseases.

"The choice of doctors should be left to the patient," he emphasized this point. After the election, Takemi

said that he will endeavor for the finance of the medical profession and amendment of the medical education. He pointed out, "Without the background of the medical study, the insurance system will enslave physicians, and the medical advancement cannot be furthered."

In 1930, Dr. Takemi graduated from the School of Medicine, and majored in diseases of circulatory system.

"Fortunately, I received the memorable lectures when I was in Keio from many impressive teachers, and especially I was impressed by Prof. Shoji Chino (German language), Dr. Kakuji Goto (Chemistry), and Dr. Matsusaburo Yokoyama (Psychology)," he recalled his school-days when the topic extended to his school life.

He created a great sensation some ten years ago in the medical field by claiming that BCG inoculation had no effect on preventing tuberculosis.

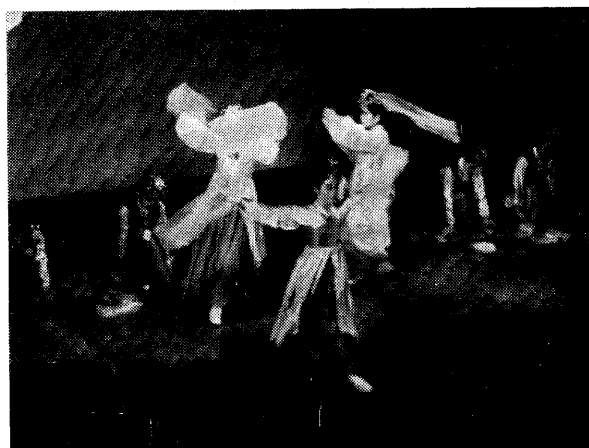
Answering to the reporter, Dr. Takemi bitterly criticized over his Alma Mater nowadays, other alumni, and today's Keio students.

"I hope eagerly that Keio University always leads in every parts in Japan, while maintaining the distinctive character which only Keio can create.

"It seems to me that today's Keio students study less than our days. Keio students now lack the 'youthfulness' and 'passion' devoted to the study.

"Most of the graduates of Keio give up his study after graduation. This is not a good trend. If he want to gain a success in his business, he must continue his study even after graduation.

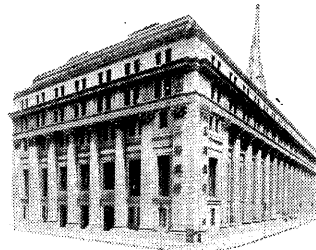
"The Fukuzawa (the founder of Keio) spirit to the study has been weakened recently, which makes Keio colorless, compared with other universities, in academic circles.



Korean Students perform their folk dance in Korean costumes

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