

The Mita Campus

KEIO UNIVERSITY
1858
'calamus gladio fortior'

Vol. XXI No. 3 141

Mita, Tokyo, Japan

July, 1966 Price ¥20

The all Japan student forum on univ. problem

Co-operation With All Univs. Decided

The SG of Keio Econ. Dept. opened "The all Japan student forum on University problems" at Keio Univ. in Mita, Tokyo on June 11, and 12. About 300 students from twenty universities gathered for this forum and spoke about university problem earnestly.

This forum has a purpose to deepen an interchange of students and promote university struggles happening in many universities with national-wide views. Students were convinced that they should co-operate one another for university struggles which were now happening in their universities.

On the first day, they had a whole meeting to communicate the consciousness of university problem. On the second day, they had separate discussions, curriculum problem, the students hall problem, the training teachers problem, etc.

Tokyo Univ., Waseda Univ., Hosei Univ., Yokohama National Univ., Kobe Univ., Ritsumeikan Univ., Hokkaido Univ., Tenri Univ., Toyama Univ., Niigata Univ., Chukyo Univ., Tohoku Univ. and Hokkaido Univ., etc. took part in this forum.

On the first day, the process of report to open this forum and the basic report were made. According to the basic report, the aims of this forum are that students should make logic and

generalize university struggles to hold in their arms and produce institutions to share the special problems for the separate university.

The representatives of each university reported their struggles. They had the struggle against the changing of Dept.'s name, curriculum, students hall, dormitory, tuition hike, etc.

On the second day of the forum, the four separate discussions were held all day on the problems such as following: the school tuition, the student hall, curriculum, and the education of teachers.

The students studied seriously in these discussions on the new field of students' self-government. Especially the themes of the school tuition and the student hall have many questions to study about.

All the reports of these four discussions were given in the plenary session after the discussions, and demanded the co-operation with all univs in Japan. And they emphasized the point also in "the view of the future" the proposal of the delegation council, and in the appeal. (They propose the establishment of an information bureau, as one way of sharing.) As for this sharing, it is most important to certify the point that the purpose is not to break the deadlock, but to grasp the problems as one of reality.

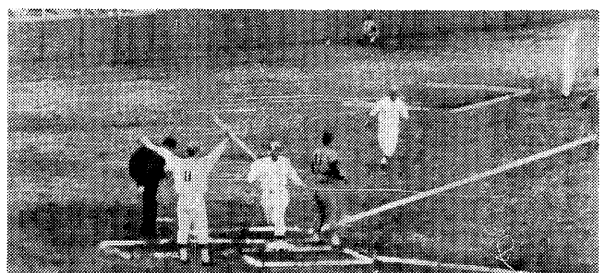
Two Sophos Rebuked for Hungerstrike

The problem about the insufficient curriculum for sophomores of the Political Science course of Keio Univ. was serious enough for two sophomores to undergo a hunger strike, asking for an explanation meeting. But on May 17, the Faculty Meeting of the Law Dept. announced the holding of the meeting to elaborate on the Dean's views. Therefore, two strikers gave up the strike after 17 hours. Nevertheless on May 30, the Faculty Meeting decided to reprimand them, coming to the conclusion that their conduct was inconsistent of student's duty.

On May 25, the expression meeting, Dean's view was held at the Hiyoshi Memorial Hall from 1 p.m. and lasted for about two hours. About 400 sophomores of the Political Science course together for listening to Dean. The meeting began with the expression of Prof. Yoneyama's views. He spoke about the cause of the trouble about the curriculum, the structure of the Faculty Meeting and the revision of our school regulations (in regard to this matter, he said that he would negotiate with students.) But, there was not given the essential answer as to the establishment of the changeable democratic conference agency and that of the courses

for individual free study which were earnestly expected by students.

On May 30, the Faculty Meeting of the Law Dept. decided to condemn the two hunger strikers as follows; the two sophomores went on a hunger strike though the Faculty Meeting tried to dissuade them from it. This conduct deviated from the original shape of students and is out of the duty of students. Therefore we decided to reprimand them. This condemnation is not serious, so we hope the two strikers will accept it. But, on June 3, the Political Dept. Student Government protested against this authorities' statement.



The Keio University baseball team sat in the last rank in Tokyo Six Univ. Baseball League for the first time since this league started in 1925.

No victorious points could be given to the team losing the K-W matches to risk the fate of Keio on June 5, 6.

The defeats by Tokyo

Univ., decided Keio team the separate cellar.

It pointed out the lack of primary efforts a result of the sluggishness of Keio. After the K-W matches, Mr. Kondo, manager of Keio Univ. baseball team, said "We will have hard trainings." We, the Keio students, hope that Keio team will brace himself up for the autumn seasons.

100,000 Persons Protest Against the Snook's Visit



Demonstrators snake-danced around the U.S. naval base holding the placard reading "Don't make Yokosuka the American base of aggression", "Against the visits by the American nuclear-powered submarines and fleets", "The destruction of Japan-U.S. Security Treaty".

Comment

We Oppose the Snook's Visit

In spite of the tendency fact, the sea water around that the communism is all of becoming conservative Britain has been contaminated by a series of the myth the U.S. takes a con-

visits of the nuclear-subs tainment policy toward Red pay any attention to the visit of the U.S. nuclear-powered submarine, the "Snook".

These people might believe the propaganda of the Liberal Democratic Party that the nuclear-powered subs would neither contaminate the sea-water nor bring about any accident in the light of their past records in the visits to many foreign countries.

Many scientists in Japan stand opposed to treat the nuclear-subs without any consideration of the possibility of the peril caused by them. As a matter of

fact, the sea water around that the communism is all of becoming conservative Britain has been contaminated by a series of the myth the U.S. takes a con-

visits of the nuclear-subs tainment policy toward Red pay any attention to the visit of the U.S. nuclear-powered submarine, the "Snook". These people might believe the propaganda of the Liberal Democratic Party that the nuclear-powered subs would neither contaminate the sea-water nor bring about any accident in the light of their past records in the visits to many foreign countries. Many scientists in Japan stand opposed to treat the nuclear-subs without any consideration of the possibility of the peril caused by them. As a matter of

Waseda Struggle Trends Toward Control; The Barricades Removed After 155 Days

Waseda University struggle settling the struggle. They seem has continued. But the political to wait for the students' col- science and economic depart- lapse. Seniors must find jobs ment removed the barricades by now and it is difficult to con- student's voting. And they tinue the strike in substance. began to receive lectures. Now, The strike has kept the unit 3 of the 5 departments stopped of students but now that have the strike. The rest are the educational and the law depts. unity. So students plan to stop Even in these departments, the strike once and receive lec- tures. Then they are going to remove barricades and to stop the strike. Mr. Abe who abandon lectures as a daily struggle. 'smiling diplomacy' took part in The university authorities can- not come to an understanding After that, the university University, but also that of all authorities showed no means of private universities in Japan.

100,000 demonstrators, the total number for five days from May 29 to June 2, snake-danced around the U.S. naval base protesting the visit of the American nuclear-powered submarine Snook to Yokosuka port. 5,600 riot police kept an eye on demonstrators every day and night.

The American nuclear-powered submarine "Snook" called at Yokosuka, near Tokyo, after the eight previous visits to Sasebo in Kyushu on May 30 earlier in the morning, and left on June 3 after staying five days.

The street demonstration followed rallies protesting the "Snook's visit" to this port at Yokosuka Water Front Park. The rallies were organized by the Japan Socialist party and the Japan Communist party and Sohyo, Japan biggest labor group and Togakuren and Zengakuren, students groups.

Students of Togakuren (Tokyo Student Federation) clashed with helmeted policemen around the U.S. naval base with violence several days in succession when they tried to rush into the U.S. naval base or sit down in the street in front of the naval base. As soon as students began their street demonstrations policemen, more than numbering the students covered them on both sides of the students "line". This is what we call "Sandwich demonstration".

Their street demonstration was divided into three parts by policemen. We have a tendency to cast the policemen's eye on any demonstrations.

Students described the visit of the American powered submarine as follows;

1) Japan has been directly participating in the Viet Nam War. She could not be allowed the "Snook's visit" without deepening Japan's involvement in the Viet Nam war.

2) The visit of n-subs makes Yokosuka into a permanent base for US fleets and thus crush Japan-US Security Treaty.

3) Call ports by the US n-subs will make Japan nuclear nation.

The members of the Sohyo and the Japan Socialist party and the Japan Communist party held rallies to protest the visit of the U.S. nuclear powered submarine "Snook" to this port at Yokosuka Water Front Park under the slogan "Don't make Yokosuka an American base of aggression". Their street demonstrations were in good order.

University in Need of a New Idea to Reform Itself

We have never had such days as today when the university crisis is discussed by the people of every class. The Campus struggles were made or have been kept on in Keio, Waseda, Yokohama and many other universities.

Then we will try to establish a new "Idea of University" as a clue to settle the various problems on universities at present.

Intervention by Govt. to Univ.

Its Post-War History

The word "University" derives from the word Universitas, which meant originally the students co-operation. And this co-operation gained the autonomy. This is the way the university has become the autonomous community.

It is generally considered the origin of autonomy that Bologna University gained the judicial right in the 12th century. Then the university has been independent of the religious power and the power of king, the feudal lords and cities and has refused the unjust intervention. Even the demand of the society for university changed after the Industrial Revolution, a nation would possibly turn toward the wrong direction without the freedom and independence of learning.

In Japan, the independence of learning has not appeared since Meiji era. It is the Imperial Rescript on Education to have been characteristic of the education in Japan before World War II. It was a means to the unity of the people under the Emperor's authority. Under that condition, student's personality were not thought highly of and the organization of education was centralized, and originality of each person was erased. All those facts were contrary to the idea of education.

But after the War, the former educational system was abolished as a part of policy by the occupation army: the educational system in line with the American democracy was brought in. Namely it was the educational idea of freedom and individuality. Compared with the Imperial Rescript on Education, it was more progressive. The freedom of learning was guaranteed on our Constitution. But the democratic education also had a limit. Because it was pushed against by the authority along the occupation policy of the USA.

If the democratic education was disadvantageous for the USA, she and our Government could easily changed the educational idea into the worse. When the USA felt the menace of communism, she demanded Japan to become a breakwater guarding the countries in liberalism.

Since the Truman Doctrine was published in 1947, the U.S.A. started to carry Anti-Communist policy into effect. It was so-called "Red Purge". This Red Purge was applied to the field of education in Japan.

Mr. W. C. Eales, an educational adviser of C.I.E. (Civil Information and Education Section) traveled around all Japan persuading that communist had not freedom of thought. As a result many professors were advised to resign. But the counter movements were lively, and the Red Purge was obstructed. As the one of this Red Purge, the Ministry of Education was apt to bring American method for the management of university. It broke the principle of "Pro-

fessor Meeting First", and admitted that the bureaucracy and the financial circle intervene in a university. This was gathered and arranged on the Bill of University, but it did not publicate because of the strong opposition. Though the bill did not pass in the National Diet, in fact, it may be thought of being in force. And as before, the nation intervened in universities.

In the Ikeda Government there were interventions into education as follows; the University Management Institution, Teacher Training Institution, the Bill of National Control of School-books, the Bill of Seven universities' President Certificated by Tenno, the demand of the Defence Agency to take up the words of "Jieitai", the Self-Defense Force, and "Kokubo", the National Defense, and the distribution of guide-books of the moral education by the Department of Education. It may be said that the conservative tendency of education was developed by the government when we see these policies.

Reactionary Policy to Education

There are now two great problems of the intervention by the government. They are the University Management Institution and the Bill of Permission of Teacher. The former's intention is to strengthen the right of the President and to weaken the right of Professors' Council.

The contents of the Bill is that the certification by Tenno is required to appoint and dismiss the Presidents of seven large national universities, and the right to appoint and dismiss them is moved from the Department of Education to the Cabinet.

This bill was not approved in Diet, but in reality the general meeting of the National University Association in 1958 recognized this institution in order to improve the treatment for the Presidents and instructors. It may be said from these facts

that the government intends to control the univ. entirely.

Now how is the latter, the Bill of Permission of Teacher? In 1958, the Central Educational Council expressed a report about the improved way of teacher training facilities. The contents of that report was to establish colleges whose purpose was to cultivate teachers, and to set the standard of the educational curriculum to cultivate teachers and of the various conditions to realize it, and to deliver the permission card of teacher from the government, and to force the graduates of the Educational Universities to have a duty to be a teacher.

This institution is a recovery of Normal School before the war. The government intends to produce the conservative teachers by deciding the educational curriculum and distinguishing the conservative teachers from others. In February this year, the Cultural Coun-

Dangerous Cooperation With Enterprise

Nowadays we cannot feel any sense of gravity hearing the word "university". Even when we mention the word, it cannot remind people of emotion and reverence. From the opposite viewpoint, the university has become so popular that the matter has come to a head. And with it, the idea of the university which has not yet made itself clear has lost. So the university exists only to follow up high school. And students enter the university only in order to get the diplomas. Properly speaking, a diploma is no more than a "passport" which is available in society, which attaches importance to class distinction, a principle of school career and an academic clique, so-called "Gakubatsu". These are the traces of feudalism.

In spring of last year, the dispute opposing the raise in tuition fee, kept on for two weeks in Keio Univ.

The sum of 360 thousand yen in the Humanities departments, 450 thousand yen in Engineering and 650 thousand yen in Medical Science, was clearly an unconstitutional act. Namely, all the people's right to receive education would be differentiated according to financial ability.

In fact, compared with a national university, the tuition fee of a private university is extremely high, so the students are apt to be limited to the sons of those of large income. And what is worse is that only 30% of all the students in Japan can enter and learn in a national university.

In the Keio dispute, it was an important issue that the university authorities keep secret the financial side of school management. In spite of this, management was not made available to the public, on account of the red figure, by which they are burdened. Of course students need not consent to that.

To return to the point, newly-built private universities have a tendency to commercialism and 'prefer the management' to be based on their awareness as private enterprises. In the case of Waseda Univ. where for about half a year the



struggle has been keeping on, the issue is more severe and has many related matters. The dispute, indeed, started from the extreme raising of tuition fee.

But Waseda students grasped this issue not only as a simple conflict against the raising of tuition fees, but also as a defence of "academic freedom" and self-government of the university, protection of the autonomy of students to act of their own free will. Namely, they grasp this raising fee as an intervention by national authorities and monopoly.

One of the roots of this dispute oppose directly the "Enterprise-University Cooperation." On Keio dispute, this issue did not create a sensation. This is, the students think that the universities authorities have aim to mass-produce, rewarding the demand of business society, technical and higher and middle class office managers who lack the critical spirit and who conserve the internal structure of the nation. (The Sekai, April, '66) The university authorities admit many students to enter the university watering down the students of the cultural sciences courses as unrewarding investors to bring funds which has been needed increasingly for perfect equipment as a result that they made too much importance of the engineering courses. As a result of it, in the cultural courses students have lessons with micro-phones in the big class rooms. That is the common picture to every present day university.

are many students in his class and the working condition is bad there is no time to study and he loses his enthusiasm for lecture. So the important lectures deteriorate. Neither professors nor students are to be blame for this. It may be attributed to the lack of enthusiasm of the university authorities.

Who made universities what they are? Authorities? Professor? Student? It owes its existence to the industrialized society, especially the industrial world which dominates society. It is true that the universities are a part of the system in society but this does not mean always that the university must be connected with society and industrial world directly.

As for the professor, as there

Drastic Reform Demanded

We have a tendency to regard "mass productive" universities as universities popularized and intellectual level of nation improved. This must not be denied but we cannot take it easy if that universities leave unreliable their purpose.

The multi-versity, especially private universities, seem to be products of commercialism. The increase of students exceed the expansion of institution and professor. And now twice more than the capacity entered the university. If all the students attend the class they cannot all enter some classes. They are closely packed and the professor lectures unwillingly with a microphone.

As for the professor, as there

are many students in his class and the working condition is bad there is no time to study and he loses his enthusiasm for lecture. So the important lectures deteriorate. Neither professors nor students are to be blame for this. It may be attributed to the lack of enthusiasm of the university authorities.

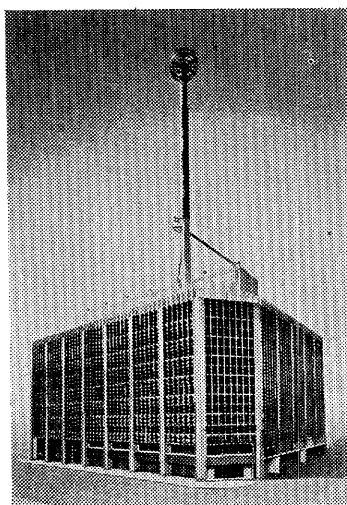
Who made universities what they are? Authorities? Professor? Student? It owes its existence to the industrialized society, especially the industrial world which dominates society. It is true that the universities are a part of the system in society but this does not mean always that the university must be connected with society and industrial world directly.

As for the professor, as there



world's largest economic daily

The Nihon Keizai Shimbun



(Tokyo Headquarters Build)

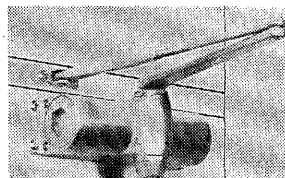
5 Otemachi-1 Chiyoda-ku Tokyo Tel (270) 0251



Your faithful door boy!!

NIKKANA DOORCHECK

NIKKANA DOORCHECK
With RACK-&PINION FORM
Matches your office best,
Stands any violent shock,
It speedily adjusts any kind of
doors, and equips for change
of pressure & temperature.



Sole Agent
NIKKANA CO., LTD.

Manufacturer
Daihatsu Diesel K.K.

Head Office: 7, 2 Honcho, Nihombashi, Chuo-ku, Tokyo, Japan
(Shinwa Build.) Tel. (241) 1301

Branches: Osaka, Fukuoka, Nagoya, Sapporo

食品界のパイオニア つつバ

フーズ

ドレンドマロン

果実加工

丸尾寿司



食品株式会社東京支店

埼玉県北足立郡戸田町下戸田 3 2 6 2

TEL (0484) (32) 5385 (代)

慶大生歓迎!

クラス会・コンパに最高の雰囲気



○グリル

○バーベキュー

○ビヤガーデン

東横線・南武線武蔵小杉駅前

TEL 中原0447 (3) 4391代表

御宴会

小杉会館

Self-Govt. for Study and Learning

There are many causes of the crisis of the university. Some of them are as follows.

First, in accordance with the rapid development of science and technology, the university ought to be the field of new study. But today, the university can not expand to include such new fields. In other words, with the development of production, the social framework must be reformed. But the suitable organization of study and the suitable research for reformed social framework are insufficient. In addition, the training method of the specialist who are needed by such a new social framework are insufficient. Secondly, most of the colleges were established after the war. Especially, local and private colleges have had many conflicts, because the wants of science and society are great, but those colleges are poor.

The Ministry of Education wants to establish their own vision for colleges. But there is strong resistance from the colleges. So, the Ministry of Education plans to make a change in the college vision continuously. Therefore the crisis of colleges continues.

Colleges resist the Ministry of Education from the view point of academic freedom, but colleges could not create the new vision in response to social claims. And so, colleges could not hold leadership.

Students are removed from true study and learning owing to mass education and poor study equipment. And also, students could not catch the positive leadership in the improvement of their circumstances.

The thought that the self-government of the universities must be defended is based on the next two reasons. One is that the universities has as their mission the study of higher learning and the instruction of the result of such a study and in the pursuit of this purpose, they do service to the human society. And the other is that the study of higher learning and its teaching can be the most effective when they are done freely and spontaneously without pressures from political, social or religious groups.

The bases of self-government of the student rest on the next abstract ideas.

In the first place universities are organizations of study and education should be considered a part of that study. It is natural that students who are being educated should comment on university authorities and on the study and on the university education. Lack of this freedom would not the liberal and

independent souls in students. Therefore, from the viewpoint of liberty and independence (that are being demanded by students learning and studying in the university) the authorities recognize the necessity for student self-government.

In the second place, from the viewpoint of education aims to provide students with the spirit and abilities that can independently deal with their own problems of the society to which they belong, the authorities emphasize the necessity of student self-government.

But there are problems in development of universal self-government, protection of it and student self-government. University self-government defends freedom of learning, because there cannot exist development of science, public service, elevation of culture and welfare, without freedom of learning.

But the problem remains—that

of decision makers of what is necessary for the elevation of culture and welfare of public society. Should the claims of society be accepted voluntarily by the faculty, self-government of university would be defended perfectly. But should we depend on the faculty for the self-government of the university, it might too often provide a shelter of protection for faculty's privilege or fascism would break into the university under the pretense of self-government. Therefore, people who attend to decision-making ought to be chosen in regard to their character and their learning.

All the students have the right to receive better education, and above all university students have the right to be taught the fruits of the highest research. The right of professors to choose the title, the content, the manner of research freely and the similar rights of

students must be somehow adjusted. But in the process of adjustment there will be key to raise the quality of the study and education is necessary to serve a human society on the universal concept of Peace and Democracy. Every professor will have naturally different views. The faculty meeting is too often given absolute priority. So confusion is produced by the University and to make the matter worse invention of the power from the outside may take place. Accordingly, confusion can not be avoided until a concrete organization which guarantees the participation of students in the process of decision-making is formed: for example, a conference consisting of professor, student and staff or a public discussion by all the university members. There will be true self-government of the university and there will be no room for the outsiders to intervene if systematic discussions are held and all the students participatt in the process of decision-making.

Ideas of Foreign Univ's

It is often said that in Japan, there is no "Idea" of university. Then, what are the ideas in foreign universities? Don't they have any problem about it? The following small inquiry will answer the question.

Universities in England

General View:

At present time, there are 16 universities in England (except Ireland). They may be divided into two types according to their characters. Namely, the two universities of Oxford and Cambridge belong to "the Old Type" and the other 14 universities (e.g. London Univ.) belong to "the New Type". The English characteristics common to both types come all from the fact that either type of university is the private one. The Government simply aids with money through "the University Grants Committee". Therefore the autonomy of universities in England is the same one as the self-defence of a guild which could be seen at the universities in the mediaeval age.

Oxford & Cambridge:

If you ask to mention in a word the characteristic of the old type of universities, the answer may be "the Oxford spirit". That is "the cult of quality". They regard the noble quality as the main objective in every way of life such as the way how the students should be and how the learning should be. This idea forms the core of the attaining gentlemanship.

This leads naturally to the next two characteristics. The one is that the doctrine of utility is considered secondary and even contemptible. The other

is that classical culture is demanded to acquire the nobility. In the study of language for example, they attach importance to Greek and Latin. Concerning these specialties universities are inclined to be considered the place for teaching and educating. In this regard Oxford and Cambridge are teaching universities.

New Type of Universities:

This kind of universities are established aiming to supplement things lacking at the idea to supply elites and leaders of society which appears distinctly in Oxford and Cambridge.

Generally speaking, New Type of Universities have close connection to the Government and local administrations. For this reason, they are inferior to the Old Type of Universities in their independency, but have wider contact to the actual life all the more. They are very liberal and civil, on the contrary the formers are conservative and noble.

Universities in Germany

General view:

In Germany universities are set, in respect of their character, between "the Academy" where the progress of study and the center of research are aimed and schools where the attained knowledges are taught. So the university is a place to acquire the abilities to research for themselves. Study is considered to be unsolved and unfinished forever.

At present there arouse a discussion that such a policy of university administration must have brought about the Nazis. They reflect on the fact that universities could not check the Nazism and highly pay regard to the education of persons

without too much stress on the particular knowledges and skills to make persons conscious of their roles in civilization.

Research based on the liberal education, the idea that Germany singles out is the one that Dr. Fichte and Dr. Humboldt, philosophers of Germany once aimed at. On the other hand in accordance with the standard of civilization getting higher and higher, many colleges sprung out to meet the demand of society and endeavour to educate high professional engineers.

Dr. Fichte's and Dr. Humboldt's ideas of university:

They assured that scholars should always have in their minds the ideals to be embodied in the future. Moreover as the ideals come out according to their own value judgements, it should never be interfered by the Government or any other person. This way of thought brings the academic freedom or the freedom of university. The academic freedom is understood in two ways. One is the freedom to teach and the other is the freedom to learn. But in order to have a good ideal, the scholar should be a man of a well balanced character. For this reason humanity must be educated in the university. If do so the research must be helpful indirectly to society, and a university cannot be called an "Ivory Tower". However they hate a university to serve directly for society, and are firmly convinced that a university is a place to search the truth and that study is always uncompleted.

Universities in the U.S.A.

General View:

The private universities with

(Continued on Page 4)

EDITORIAL

Something Must Be Done For Univ.

It is twenty years since the educational system of Japan has been changed. It has been changed according to the system of U.S. and their aim is to make an ideal citizens. This system had many problems from the first and that is coming from the very reason that Japan and U.S. have a perfectly different culture and way of thinking. In some cases what they think right is wrong in our sense and of course the other way round can also be said. The difference of the way of thinking can be found not only here but also every where. For example, the reason why U.S. can not have the support of the people in Asia, in stead of the huge amount of aid, can be found in that point.

It is not our aim to discuss the way of thinking here but if we see this difference, it is obvious that Japanese education can not be done in the borrowed system. That is why we have many problems in our educational system.

1. Co-operation of the university and the industry

It is always asked why do students go to universities. For study of course. But is it really true? Recently the role of the girl students has been much discussed, but "How about BOYS?" Many students ask teachers just for degrees not what he can teach in his field, so even if he has nothing but give many 'A's, he'll be a popular teacher without doubt.

The company asks just for degree and students just want to have an ordinary standard of life. If a boy spends four years in the university and gets nothing, he can have more wages than the high school graduates.

What is more nonsense is that University itself does not seem to educate a creative man but just a follower of the ready made ideas.

2. National university and Private university

Education is not for the benefit of a student himself but for the benefit of the society. So the university must be neither national nor private. It must be social one. But in Japan there are many differences between the national university and private one.

Of course we cannot blame only the policy of the Ministry of Education for there are many private universities and colleges which can not be called a university or a college. But we can at least say this, that we must change this state of affairs.

3. Mass production of students.

What can you expect to a professor if he has 1,000 students in his class? The fact that many people are going to have high education is a good thing of course, but if you can't study because of too many students, that's a problem. You can see how serious a problem it is today if you see the struggle in Waseda University. Professors don't believe students and students don't believe Professors. What is an ideal university?

What is a purpose of university? This is a very difficult question. If we admit the idea that a university is run by society neither by the Government nor by an individual, university must return something to the society. It does not mean to produce a man easy to handle for the government but a man who can create things and improve the society.

One more important role of a university is that it must be a head quarter of academy. In that sense a university must be independent of the society. But today a university is far from being independent. It is run by the government or industry field. You can not ask for an ideal student in the state.

A plan for improvement

1. High standard of education of people and specialization.

Now we are living in the 20th century and to live in the 20th century you need a high standard of education. As Prof. Galbraith said in his book "the affluent society", we are now in the beginning of affluent era. In this society, different from medieval ages, in which people knew how to spend their days that is to earn bread, people can't know how to spend their time and money without education. For example people buy things not because it is necessary but because everybody has it or they said it is good in advertisement. Now we don't live for bread. But as soon as we are free from the problem of bread, we lose the way to live. To solve the problem you need an education. There lies our important role of a university, that is, to give high standard of education to people and let them live as a man of the 20th century.

The other important role is to make leaders and planners. They are in need to every field especially in this complicated society.

The problem is that these two objects can not be asked in one way because they are competing objects. If you want people to be more educated you must increase the number of students. But you can't make leaders in this mass-production. There is Japanese saying "One who follows two rabbits can catch neither." So what we must do is to separate them. That means we must put more importance on the post graduate course of a university.

2. To train more teachers

To increase the students we need much more teachers. University professors are quite a few in number today but to give high standard education we need a lot of good teachers.

It is a day of improvement for a university. If we miss this chance, the education in Japan will ruin.

バッチの御用は!!



バツキ

バツキ 装身具
カップ・トロフィー・橋
胸マーク・ネームプレート
旗類・金・銅・銀章・賞牌
金銀器・その他各種記念品
の製造販売・美術工芸
品のデザイン及意匠
匠の設計

株式会社 バツキ徽章

東京都千代田区九段1丁目4番地
電話 261-9836番~9番

LUX ORE & CHEMICAL LTD.

5, 4-chome, Ginza, Chuo-ku, Tokyo
Tel: 535-4381
PRESIDENT: AKIRA TAKAGI

Associated Offices
in 28 Countries

PRESIDENT: AKIRA TAKAGI

RAW MATERIALS FOR STEEL, ALUMINUM, CHEMICAL, CARBON,
REFRACTORY INDUSTRIES.

STEEL PRODUCTS, FERRO ALLOYS, GRAPHITE ELECTRODES, MACHIN-
ERY, GENERAL MERCHANDISE, FOODSTUFF, LICQUER, NON-FERROUS
METALS, SULPHUR, RARE METALS, ETC.

Interview With Three Professors

"I Think As Followings About Univ. Problems"

Start With What We Can Do First of All University Must Be Public One

T. Itoh, Dean of Economic Dept.



Though the quality of the educational equipments was quite poor in the pre-war days, there was no resistance. In addition to it, many contributions were given. The reason of the financial crisis of the private universities whose financial condition has become worse compared with that of pre-war days as follows.

The universities lost the property in the war and it was necessary to improve the buildings and other educational equipments.

But after the war, there are few contributions by reason of less economical abilities. As the contributions are hopeless, universities cannot help depending on the tuition fees, so they also cannot help raising tuition fees. The university authorities want to invest its money in equipments, but there was not enough money, so they were obliged to become in debt.

In order to get the more tuition fees, the university admit more students. The more university admit the students, the more the educational equipments must be required. Thus they have become mammoth universities. At the background of the university's becoming mammoth, the applicants for university increase in number owing to elevating of the standard of na-

tional living. As the national universities are limited in number, many applicants go to private universities. But private universities have no financial aid from the government. Therefore, private universities have become mammoth. But, a mammoth university leads to straightly mass education so far as it keeps the balance. The human relation is absolutely important to educate the students. In turn, what mass education so far as it keeps the balance. The human relation is absolutely important to educate the student. In turn, what mass educational system means is that there are excessive students compared with professors and educational equipments.

As a matter of course, in such a mass educational system, students cannot have the human relation with the professors. The true education which must be done under the human contact with the professors is extremely opposite to the mass educational system.

The university authorities can increase their incomes by managing mass educational universities. But a university is a place where the students research their studies. Thus, both mammoth university system and mass educational system are completely different.

Most universities have self-contradiction in the unbalance of both systems. The university authorities have insufficient ability of administration or management.

There are a few conditions in order to solve this problem. First, it is true that most of the young generations tend to enter the universities. Such a tendency is good, but on the other hand it has an irrational factor that too much emphasis on school career exists in our present society.

So far as this tendency exists it is very difficult to prevent the universities from the mammoth one. The second problem is the financial one. To raise the tuition fee is extremely hard under

the present financial situation.

In order to solve these financial problems of a university, it is necessary to distribute more fund of the government for private universities. But the solution of these problems is the political one. So it is impossible to solve the present problems now. It is important for the school authorities to consider what is to do immediately.

1. The instructor ought to have enough time and money to study with, and also ought to teach the students from the bottom of their heart.

2. The entrance examination must be strictly done in order to select the suitable students for the true university education.

But instructors have not enough time and money compared with the number of their students. In order to cover these economic problems many instructors do the side jobs. Such a phenomenon makes the substance of a university fade. I must say loudly that is the crisis of university. The bad habit makes the education wrong. Because instructors are also satisfied with what they are now teaching the students as they get accustomed to such a bad habit. The student may have been habituated such a condition also. Thus such a university we can graduate without studying comes into the world. In order to solve these problems, we must do what we can do now fundamentally.

About the university-enterprises cooperation.

I think there is no intervention to Keio University by enterprises. Some department, however, is teaching the techniques to be useful as soon as students are engaged in a company. I think a university should not be a business school and a training place for salariedmen. There are many differences between a university and an enterprise. The demand of an enterprise of capitalism for students in a university must be different with the purpose of learning.

A. Shirai, Assistant Prof. of Economic Dept.



Produce Leaders!

The problems of the intervention to universities by the government, especially to national universities, are as follows; one is to operate the remote control through the estimate of the Ministry of Education for universities especially for little universities such as local universities, and the other to differentiate universities inquiry such as the universities whose presidents-decisions need the approval of Tenno and other universities, graduate school univ. and others, and the lecture-ship system univ. and others. We must exclude these policies mentioned above in order to attain the ideal.

On the other hand it may be said that there is almost nothing directly intervention to the private universities. But they have a tendency to go with the government's demands for the ideal man through the Central Educational Council or the policy like "A model of the ideal man." So did they in the pre-war.

Besides, there are direct interventions to the private univ. by the business society. The intervention of the business society is indirect for the national universities because they have one cushion through the government. In the case of the

private univ., businessmen hold the seats of its Council and so on and the capitalists make intervention to the university.

There has existed the idea that a university gives a social service to regional society in field but to beat strongly the American with a higher democracy. But universities in Japan have distorted the idea of social service supplying bureaucrats for the Government and capitalists for the financial world. Enterprises demand for university a man of talent who stands immediately enterprises in good stead. They think only an immediate profit. Consequently, universities are intervened by the demand of enterprises. It is important to recognize clearly that a university is the center of learning, and that a thing demanded by capitalist is one and a thing demanded by learning is another.

What kind of man dose university produce? It may be different in accord with its own idea of a university. The idea of Keio Univ. was to cultivate leaders to modernize the society under the intention of Mr. Fukuzawa, "Keio Gijuku is not only a private school". In general, the standard of desires of today's students is very low. Their purposes are, at best, to be employed by a well-known company and to manage their work till the age limit and after that to sideslip into another. Universities should be an organization to cultivate men of talent to be the leaders of the society, whichever profession they may choose.

The leader is not a man who only follows the others but a man who has an ability to criticize by himself his own outlook on the world, a man who is able to make by himself his own valuation, and a man who is able to keep his own attitude constantly not involved in the society moving one-sidedly to a mistaken direction.

To educate such a man, it is necessary, in the concrete,

to enrich the cultural course. Both the present students and the school authorities have not the clear idea of culture. The cultural course is provided not only to give the broad visual outlook on the world and a view-point in a broad sense into the students' head. Though the school authorities are admitting that the cultural course and special course are quite equal, the very authorities in reality develop the tendency to treat coldly the cultural course. It is absolutely necessary to think much of the cultural course in order to educate the leaders of the society.

Hereupon, if the idea of the university is to cultivate the men who are able to make his own valuation by himself, the popularization of the university is desirable and it will lead to social development in this sense. It is question, however, that the students increase in number to excess, despite the class rooms are unprepared to receive them and there are few faculty.

Basic Solution!

That is the internal problem of a private university. As for the future university in my opinion, it is not to be personal nor national, but to be public. It would not be proper to call 'the national university' itself. Though all the universities in England are private, they are subsidized from the state or the public institutions. That is the most desirable situation to be, I think. And it would not be proper, too, to call 'the private university', because a university is the one of the whole society. The government should consider that all universities are private ones and that they are public ones considering from their ideas.

It is necessary to reform the whole society in order to make today's universities the ideal ones, I think. The immediate possible reforms is for example to discontinue the especial universities like Tokyo Univ. leaving the graduate course behind and to make the excellent of general students able to enter any university. First of all, if it is impossible for the government to give a great quantity of state subsidy to private universities, the difference of the tuition between public and private universities is made up for by the scholarship of the state.

In short, the second and the third Waseda Event will be unavoidable without solving the university crisis that the financial poverty changed many universities into the mass-productive and mass-productivity changed their own original ideas. Even of the Waseda Event is once solved, it will be very important to solve the basic problem.

support, so a university cannot carelessly ask for money. Various policies have been published one after another but the essence of them is always the same.

Q: In conclusion, what do you demand from the students of Keio Univ.?

A: To have confidence or to confidence in himself, this is my demand.

Generally speaking, Keio students have not fields of social vision and cannot treat social problems as those concerning with themselves. They should turn their eyes to the circumstances in which they are placed such as the society or the university.

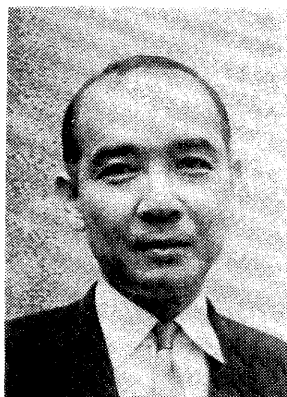
(Continued from Page 3)

Long histories have modeled after the university in Germany and have set the main purpose on research, on the contrary, much emphasis has been imposed upon practical aspects. It turns state universities social service stations and the aim of universities is the services in every field of life. It is apparent that this idea is based on the doctrine of pragmatism that utility is the truth. In the universities with close connection to society there appears a great influence by many pressure groups. Let us take Massachusetts Institute of Technology for example, and find the influences.

Pressures to M.I.T.:

At first you will be surprised at the fact that in the directors of the university there are many presidents or directors of so-called Big Businesses. They have the power to control the university. Whereas, in the professors there are many who have joined in the policy making of the nation. Of course this tendency can be seen in other universities, for example Dr. Bundy, Dr. W. W. Rostow, Dr. J. K. Gaibraith.

Next, in the credits of M.I.T. there is formally the tendency of cooperation with businesses. Students research in the laboratory of businesses while M.I.T. re-educates the persons who come from businesses to be experts in management in the future.



Financial Support, Bouden Duty of Govt.

J. Uji, Prof. of Comm. Sci. Dept.

a view is that of the old liberalism, which is unwarrantable today. For at present every university is a public institution without distinction between private university and public one.

It is essentially extraordinary that university depends upon only tuition fees of students.

Q: In the Waseda trouble of this time, students firmly opposed "University-Enterprise Cooperation" about the relation between university and society. What opinion do you have on this problem?

A: This matter is concerned with interpretation of the old Mr. Fukuzawa's word "Jitsugaku" (practical science). It means more than the learning directly useful to the society. I do not believe that Mr. Fukuzawa used this word with such a intention. "Jitsugaku" is a science philosophy and every science is "Jitsugaku." Without utility, science can not make any development. A university ought to exist so as to push forward society construction. But a university must take strict precaution against "University-Enterprise Cooperation" in the sense that a university is expected to produce students soon useful to a specified company supplying its demand. In fact, such an education cannot make useful student for the society.

A university had better educate students as an impellent force to construct better society.

Q: Recently private university and their students seem to have lost their individualities. How about this?

A: There is no denying that college life of every students has been standardized. But we cannot say that private universities have lost the spirits of their founders. Surely they have been declining with the times, which is unavoidable and is natural as the mechanism of the society has gotten complicated.

In the case of Keio University, we are required by the graduates to establish a chair to drum "Fukuzawa's Spirit" into all the students. But as Mr. Fukuzawa was not the founder of a religion, we need not accede the demand and it is natural that "Fukuzawa Spirits" should change as time goes by. Actually Mr. Fukuzawa himself hated stoutly such a thing.

Q: In Keio University, at present, the tripartite conference system by directors, professors and students has established to some degree. How about the students' participating in the university management?

A: The question is the limit of student rights of manage-

ment. Even the Faculty Council has not management right except educational matters. The tripartite conference system is desirable as an ideal state and is accepted as a fundamental direction. But this question must be solved with recognition of the management type and of its position in the society. When public functions of universities are truly realized and when social problems such as the J-US Security Treaty are settled, it is the matter of course and the ideal state for students to attend the management. But we must take the greatest care about students' participation in administration because it may cause a reaction. Strategically we must conduct continuous effective movements.

Q: The latest educational policies of the Government and the Ministry of Education have heightened reactionary coloring since "the Model of an ideal man." What do you think about these educational policies?

A: Every teacher of Keio University will never speak well of the Ministry of Education. It ought to give assistance to universities in the whole country. Nevertheless it is quite queer that the Ministry makes universities flatter or holds up an ideal of a university. Bureaucraft will get in with financial

Student Sports Losing Amateur Spirits

Keio Baseball Team lost the second game of the Keio-Waseda Baseball Match, and the Team tumbled down into the separate cellar—the first time in the long history of the Big Six University Baseball League of Tokyo on June 6, Monday. Not only the Baseball Team but "Taiiku-kai" (Athletic Association) itself are now on the verge of resigning the glorious position, "the King of the Land". What on earth is such a tendency caused by?

K-W Match as Amusement

The next day's newspaper read that "the King of Land" was lost. The news of Keio's defeat was reported much more than that of Rikkyo's victory. Why did the press much report Keio's defeat?

There is naturally the commercialism of the press. But there should be another reason. That reason is not simply that Keio has been strong before.

So, we investigated the history of the Big Six University baseball League of Tokyo, and on the other hand we learned the right tradition of Keio Baseball team. The history of Japanese baseball originated in the 6th year of Meiji, and after a "confused period" went on for 16 years, from Meiji 21 "Ichi-ko Period" was for 17 years, and from Meiji 37 "Keio-Waseda Period" began.

The first of the Big Baseball League, Keio Waseda Baseball Match was held in the autumn of Meiji 36. Japan was in the middle of the Russo-Japanese war. What is more, as Japanese journalism was unripe and was very different from that of Today, they did not pay attention to K-W baseball gained great popularity at that time. In Taisho Era, Meiji and Hosei Univ. were added to Keio and Waseda, till the baseball league of four universities were established.

But the more popular baseball became the more baseball players neglected the study and at last a few baseball players were failed by Keio Univ. authorities' firm measures.

Keio Univ. authorities had decided the policy of not distinguishing the athletic player from the general student. This policy has continued up to the present.

The Big Six University Baseball League of Tokyo was finally established with the affiliation of Rikkyo and Teikoku (Tokyo) Univ. toward the end of Taisho Era.

Then, K-W Matches was more and more popular and some people booked tickets with a telegraphic remittance. Sports journals in the early years of Showa were filled with university baseball topics.

The following articles in some newspaper that, while Japanese baseball fans were paying attention to the World Series, K-W

Matches were being watched from all over the world, actually showed that K-W Matches had become world famous.

Almost all the tickets of K-W Matches were sold to people in general by an advance sale till that time, but this advance sale was prohibited by the police for the fear of confusing at the booking place. This fact shows the lunatic enthusiasm over the K-W baseball matches.

In the ninth year of Showa reign, there was a birth of professional baseball, but the popularity of the Big Six University Baseball League of Tokyo still has continued. Moreover it was said that the skillfulness of the student baseball was superior to that of professional baseball.

Presently, the Big Six University Baseball League of Tokyo faced to difficulty by students' enlistment in World War II.

When the final K-W Matches was played at the Waseda Field before the war, it seemed that student baseball was over, as cheering parties of the two universities shouted loudly, "We meet again on the battle field."

But on the 22nd year of Showa, the days of confusion, all K-W Matches was played at the Korakuen Stadium with enthusiastic fans. The Big Six University Baseball League of Tokyo was held with provisional form in this year. And this shows clearly that quite a number of people kept their interest in the traditional Big Six University Baseball League of Tokyo.

After then, professional baseball has remarkably developed with the Big Six University Baseball League of Tokyo, and now it is more popular than the Big Six University Baseball League of Tokyo.

On the other hand, the Big Six University Baseball League of Tokyo is isolated from people, but is popular among students themselves. This is the Big Six University Baseball League of Tokyo history which begins with K-W Matches.

The K-W Baseball Match excited our sports loving nationality and made it fantastic. Moreover this was more or less a national baseball match, and was greatly supported by the masses rather than students.

Therefore it can be said that the

K-W Baseball Match gave birth to the Japanese baseball world.

The Big Six University Baseball League of Tokyo developed as a student baseball game and at the same time it became a part of the Japanese baseball game. Consequently, the Big Six University Baseball League of Tokyo has always grown with the masses.

On the other hand, the masses took the Big Six University Baseball League of Tokyo as a baseball game for amusement. This tendency was remarkable in the Taisho period and in the early years of the Showa period. It is natural that the K-W Baseball Match should be very popular in those days.

Thus, the Big Six University Baseball League of Tokyo has developed with two opposite

factors; one as a student sport and the other as an entertainment for the masses.

In the growing process of the Big Six University Baseball League of Tokyo, the baseball game has come to be of no value except as amusement. But the thought is not right because this viewpoint is one-sided.

This way of thought still exists especially in journalism. As a result, we are afraid that journalism considers the cellar of Keio Baseball Team as scoop.

It is regrettable that the articles only show the damage to traditional Keio Baseball Team and the glorious state as "the King of Land." Certainly, these articles were written on student baseball as merely an amusement.

Voices of Old-Timers

Mr. Shinji Hamazaki (Baseball critic)

"The K-W match has its significance more than a simple enjoyment of students and it should be the substantial model-game cut off from the championship, but how about this season?"

And he gave three points to strengthen the Keio team: first, the improvement of the internal organization of the team, that is, to train thoroughly players; second, the Mita Club's efforts to endorse the admittance of some promising players as the universities are doing; third, players' spirit, that is their consciousness of doing something for Juku's honour. "When I was a student, I found much

pleasure in going out to the baseball-ground, partially because they had few pleasures but baseball. But the players of the Keio team today seem not to make utmost efforts even after the defeat, for that reason I think they can't have either confidence or belief. Once you choose your path, do your best!" "You, the students of Keio Univ. have also a responsibility in this defeat." Mr. Hamazaki said at the end. Surely it may be true.

We must think of the student-baseball once again and want to hope that the Keio team's activity in the autumn league of the Big Six University Baseball League succeeds.

Prof. Yasaburo Ikeda (Keio Univ.)

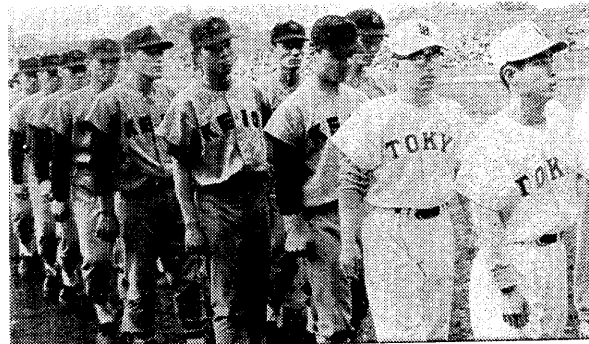
"I think weakness is inevitable. It's grossly unfair to take Keio baseball team to task for having no spirit, because defeat exposes many weakness. Keio baseball team's defeat is caused by Taiiku-kai (Athletic Association) of the present condition.

For example, excellent players from Keio High School don't care to belong to Taiiku-kai. They are too often disposed to belong to Doko-kai (Athletic Club). They say, 'Once we, students, have joined Taiiku-kai, we have no time to spare.'

There is not modernity in the institution of Taiiku-kai. Why allow the schedule of Taiiku-kai to have priority over lectures? Now that Keio baseball team

play in the Keio-Waseda Baseball Match, they must win the game. But the problem is the way to win. Such university that give excellent players easier entrance exams, enjoy fame by player's great activities, finally, however, they'll come to lose social credit.

How the sports of the university exist must be reconsidered. Now is the time or never. The authorities of Taiiku-kai should recognize new Taiiku-kai based on students. Today Taiiku-kai is not always penetrated with amateurism; the university authorities support Taiiku-kai, and distinguish it from other clubs. As to baseball, the topic of the Big Six Univ. Baseball League of Tokyo has begun to decline."



Keio Team of the Cellar (photo by NIKKAN SPORTS PRESS)

Mr. Tomoichiro Inoue (Novelist)

Mr. Inoue doesn't affirm the common thought that the cause of the poor result is attributable to the difficulty of the entrance examinations. He thinks that after all it springs from players themselves; the first appearance for most of them, their own subconscious that they are weak, the diffidence (it was strengthened by the defeat in the first game), and the spirit of dependence on others, etc.

"Surely, they had not real ability which may lead them to the championship flag, but they needed not be contented with the lowest rank. They should realize that the dullness of Keio Baseball Team together with the fact that the six teams' powers were more or less even led

to Keio's defeat. It is nonsense to simply criticize that they were defeated by even Tokyo Univ."

"There is no tradition that Keio or Waseda must gain the victory at all times. They need not be swayed by the principle of 'Record First', think of it so as to grasp the facts of Keio Baseball Team independently of the criticism from journalism.

"About coexistence of sports and studies, I think that it's good to be absorbed in baseball so long as the player is conscious of being a student and he can graduate from school, though graduation is the lowest requirement. Others need not say this and that about the athlete," he concluded.

What's Spirit of Student Sports?

The Spring Big Six University Baseball League of Tokyo has come to an end, and this is the first time that Keio Baseball Team tumbled down into the separate cellar since the Team was organized. Keio students, the fan of the Big Six University Baseball League of Tokyo and journalists are hard hit by it.

It is said that Keio Team's defeat is, no doubt, caused by the hard entrance examination. As to the entrance examination, compared with other university authorities, those of Keio University regard the promising players of high school graduates as the general candidates, because Keio Univ. authorities' wish is that there are many excellent students in our university. It is natural that Keio Univ. should be defeated in many sports by the new universities which devote themselves to having players as excellent as those in professional baseball teams.

A second course is as follows. Keio Team is too urbane and refined, they have not, so to speak, a Game Spirit. And a few players experienced the baseball games.

In short, Keio Baseball Team was naturally defeated. The Team must be crack, which is the tradition of the Big Six Univ. Baseball League. It is a pity for us students and old-timers that Keio Team has tumbled down into the cellar. But the Team should not wish for a victory as much as the other universities.

We think, the Team's defeat is rather happy for us. If the Team played the game on amateurism, we shall sing the praises of their manners. If they are defeated as a result, we shall surely shed tears regretting defeat with each other.

Today the sports in universities are disposed to become professional. Under these circumstances we bestow honor on the separate cellar if our university follow amateurism.

But it is pretty doubtful whether the recent example, the cellar of the League, has met our expectations. This is the problem of the amateur sports in the whole of Japan as well as that of Keio Baseball Team. Student sports are taken advantage of by the publicity stunts of the university. Such is the state of things in student sports. It is professional that the end justifies the means.

Players must become aware that they are students. After that they must devote themselves to play the game. It is the soul of the student sports. Their first aim should not be the victory. The process of playing is the first principle. It is never the chief object to please audience's eyes. It is delightful to do so as the result, but they must not deliberately do. So, in other words, the audience comes second in sports.

As mentioned above, the Big Six Univ. Baseball League already reached the new phase. Public opinion has already passed the stage that the League is a social amusement. True amateurism, which has existed to some degree must exist baseball, and now is the time.

They must play within the limits such as the entrance exams and time required for training. We expect them to be a student before being a sportsman.

KAN
かんきょう
GYO

A NAME OF AN AIM

Reading as "Kangyo", these Japanese ideographs originally connoted "the promotion of industry and trade" but are no longer in current usage. Their significance has thus been lost, except to the thousands of businessmen at home and abroad who associate it with "Nippon Kangyo"—their bank in Japan. The Nippon Kangyo Bank, through its efficient foreign and domestic services, fully meets the purpose for which it was founded in 1897—the promotion of industry and trade.

NIPPON KANGYO BANK

Head Office: Hibiya, Tokyo
144 branches throughout Japan
Overseas Branches:
New York • London • Taipei

自由ヶ丘会館

新入生歓迎会・クラス会・コンパ
各種パーティにお気軽に御利用下さい
和洋室(冷暖房・エレベーター完備)

目黒区自由が丘1丁目2番16号 TEL (717) 4541~2

"BANKING"

"FOREIGN EXCHANGE"

"TRUST SERVICE"

THE DAIWA BANK LTD.



デルモンテ
トマトジュース

キッコーマン醤油株式会社

The Mita Campus

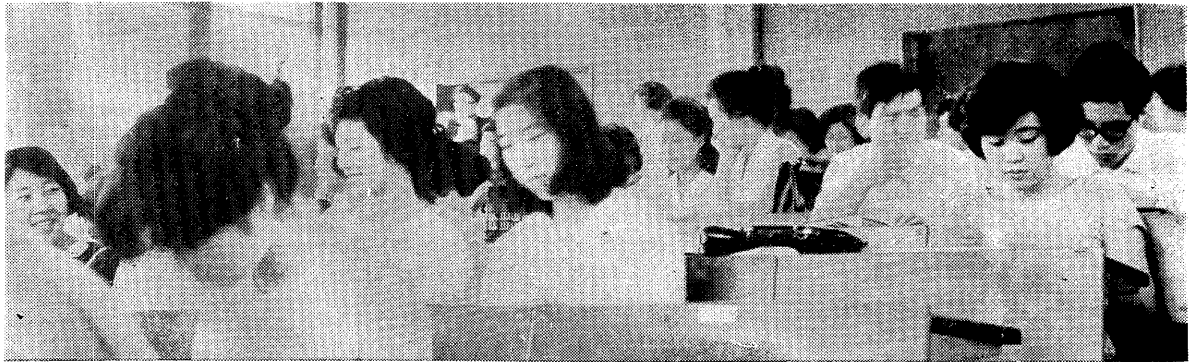
Honorary President: Prof. Eiichi Kiyooka
Advisor: Prof. Mikio Hiramatsu

Editor-in-Chief C. Tomisawa
News Editor Y. Ohno
Feature Editor T. Kusumoto
Culture Editor T. Naruse
Student Editor M. Morisawa
Managing Editor T. Yoshihara
Advertising Editor T. Naruse
Business Manager T. Abe
Circulation Manager H. Ohta
SENA Officer Inoue, Tokumitsu

Reporters
S. Hijikata, T. Hosoya, J. Ishibashi, K. Inoue, T. Kaneko, T. Koyasu, M. Kinoshita, K. Kunitomo, Y. Shibano, H. Suzuki, K. Tamura, M. Toyokawa, J. Tokumitsu, Y. Kanai

OFFICE
THE MITA CAMPUS, Keio University, Student Hall Room No. 33 Mita Shiba, Minato-ku, Japan. Mita Office Tel. (453) 0216

THE MITA CAMPUS is published every month during the academic year, and policies of THE MITA CAMPUS are the responsibility of the student editors. Statements published here do not necessarily reflect the opinions of the school authorities or any department of the University. Single copies: Price ¥10 Annual subscription rate: ¥100 (10 copies).



Talk of the Theory of Ruin of Our Country by Coeds

New Age's Coeds Expected

The theory of the ruin of our country by coeds began with Waseda Prof. Teruoka's utterance just 3 years ago. That seemed to lose popularity for a time, but the shocking utterance of the President of Kumamoto Univ., last April, brought up this question again. The utterance is that the school authorities want to limit the number of coeds.

This month student page planned to held a round-table talk on this problem.

Attendances

Miss K. Ohtomo Junior of Literature Dept, Keio
Miss J. Ueda Sophomore of Literature Dept, Tokyo Women's Univ.

Mr. M. Yamane Senior of Literature Dept, Keio
Mr. Hara Sophomore of Economics Dept, Keio
Moderator (The Mita Campus)

Lack of Earnestness

Moderator: Mr. Hinotani is not here yet, but would you begin this talk? First, will you tell us about your feeling as coeds?

Hara: I want to say first that it's strange to consider this problem as one peculiar to coeds. How about the case of boys? What do boys or girls learn in universities? We must think what effect we, the students have on the world. Therefore we must consider what present day universities are and what learning is from a more encompassing point of view.

M: It certainly is true. But in reality there is those phenomena among girl students according to Prof. Yasaburo Ikeda of Keio Univ. How do you think about it?

Yamane: He may well say that Of course I think this question will extend to the essential problems of a university. But to be concrete, among coeds learning French literature, only a few intend to keep on with it. Most boys intends to continue with their studies. Therefore I can say that many girls are only seeking the title of graduation from a university.

Ohtomo: Mr. Hara may well be right. But if I think that many coeds should reconsider the question as Prof. Ikeda posed it. However I think in conclusion he is talking nonsense. Keio Univ. may be especially so. Too many students lack an active attitude to learning. For

example when they are lavishly dressed and attend classes, teachers may feel dull. Though it is problem of sense, more severity is needed for study. Therefore I think it is time they think about it. For all that, to reduce the coeds' entrance of universities would be backward

It is a Mere Fraction of University Problem

Hara: Before we discuss that, we should consider why the question of coeds occurred. The problem of the university under the present circumstances is shown as the problem of women students. The theory of the ruin of our country by women students was published three years ago. This suggested the discrepancy in the university and in the industrial world at that time a historical viewpoint. And thus we should think of reorganization of the university. But the theory grasped not only the mass communication media and it seems that this has something to do with the destination. It is true women students have had points but they can settle such problems for themselves by reconsidering. We need not understand the problem through the way shown by the mass communication media. On the contrary, we must think the reason why they couldn't help becoming that again. It is necessary for women students to do so. I never hold that today's situation is desirable. I can't but recognize the phenomenon of the ruin of students

moving.

Ueda: Things are no better in women's university than coeducational univ., I think. But such women as want to study indeed will go to the graduate school.

M: What makes such a phenomenon happen?

as whole parts of our university life not only in the problem of women students. For example, man students play mahjongg is one of the phenomena.

Y: Women can make a good use of the education they received at the university in some fields even if it be positive or negative. I believe they can make the most of the education in homemaking. Then the theory of the ruins of our country women students will have no meaning. The theory is not connected with their dress in its foundation.

Ha: We say a man has a positive and negative functions, at first we must think why the man is positive and why the woman is not positive but negative. We can make a good use of it not from the point of differentiation of social function but from the point that it is full of variety.

Y: I think it is much more interesting to discuss the problem of the ruins of our country by women students from the view point of our country by the university than the problem of

women or men students. Also we can assure the point clearly.

Ha: I wonder if it is strange to pattern the standard women and to saddle women only with the social responsibility though the men and the women have differences which we can't see with our eyes. The important thing is to consider what women can go out of the fields and spread by them mass media. We also note that the increase of women students have much possibility in the society.

O: Mr. Hara's opinion is right and as a matter of course, but girl students think marriage make them escape from the path of their life and don't think of scholarship even when they study in their universities. So it's necessary for them to think that they must get something.

(Mr. Hara leaves and Mr. Hinotani arrives)

Nothing but Despair

M: Mr. Hinotani has arrived here and we would like to ask him to explain the theory that girl students bring about national ruin.

Hinotani: Prof. Teruoka said like this: Graduated coeds have no good reputation in at offices because they will soon get marriage and it is difficult that they take university women into their offices. And so university authorities don't want to educate coeds whose knowledge don't resolve itself into society. And Prof. Ikeda viewed from different angles and he introduced theory, which means that he will give a advice to coeds who are wanting in earnestness, that coeds think as if university education was an accessory. He said they were undesirable to our university. Lastly, my opinion is that I have nothing but despair against coeds to be at this stage. The point of this question is how to do in this present situation.

Y: I have heard your opinion but you can't find means of

This question of coeds is nonsense in its beginning. The true meaning might be to ask the coeds to reevaluate their attitudes.

According to Mr. Hinotani's interpretation, the question is about the coeds' attitudes both in universities and offices: they lack severity. The utterance of the president of Kumamoto Univ. was that there would be no true successors of learning. Keio seems to have not such a problem of successors judging from this discussion. Therefore, there seems to be no

settling. Of course coeds must think of universities a means awake to the realities. They are fine as to bring forward a problem but they have no power to persuade the coeds. Coeds who can oppose this question are not objects of the theory. I have thought that increasing coeds in university cause the question as to bring about national ruin, but what Mr. Hinotani have said is a little different from my thinking. In other words it seems that Professors' opinions were composed in regard to the industrial society.

H: That's not my opinion. But I think I can speak for them. Prof. Teruoka spoke like this: in the chance to give full play to their education, the case is same for boys. But even if a man is not given a part where he can use education he learned, he has a destiny to got a company patiently for all his life. Fundamentally a mental attitude is quite different from girls when boys enter a company. In case of women, there is a permanent finding of employment. It is home. In the opinion of Prof. Okuno, it is, exactly, the economic problem. If I make a girl fail, what do you think she says. Well, her parents won't be satisfied. A worst, they make a direct appeal to the President or the Dean. Seeing such occurrences I think the college education is only an accessory for girls.

Girls Have Handicaps

M: Before Mr. Hinotani came here, the attendances had spoken about many ruinous situations. Some one said that coeds couldn't help being so. Then please criticize the question Mr. Hinotani said in regard to the direction.

O: I don't assent what Mr. Hinotani have said. It is certainly that the business society don't prepare for accepting university women. In Japan businesses don't take into services without distinction of sex. Next, Prof. Okuno's talking is passionate. To make contributions to their Alma Maters is not purpose for scholarship and I don't think it is duty for us. Whatever place they may be in, there is no wrong if only their abilities resolve itself into society. As for Prof. Ikeda's opinion, like the opinion mentioned a little while ago that we should not think only for girls has been make, boys also seem to

think of universities a means of security employment.

M: Is the cause of that difference social or inborn?

Hi: I think social. What Prof. Ikeda wanted me to say as a conclusion is what are the women who went to universities in the twenty years after the war doing? She is concerned only with her home. Moreover, she doesn't know what to do with her leisure. And so, should a company, instead of employing men who took 8 years to graduate, employ the college-graduate house wives, even part-time. We must destroy this present situation. I want that the coeds to discuss the possibilities.

No Settlement Except Argument by Themselves

M: Is the cause the structure of the society?

Hi: O no. One cannot blame the social structure. The important thing is to have each coed come to realize this. If we set down the cause as the social structure we would all be lost in this mammoth society. Every coed must lay bare their real intention whether or not they attend universities from vanity.

O: I agree with the opinion that there are too many coeds who must reconsider themselves. But all girls are not like them, you see, so the tendency such as in Kumamoto Univ. is reactionary, I think.

Hi: Of course I also object to it and it would be impossible to carry out. we don't want such boys as those who cannot compete with girls in the entrance exams.

U: A girl must become aware herself in school, of course, that she has come to study. But she has some handicaps after graduation, in married life or in

a career. To take care of the children requires a great deal of time effort. We must think of some solution, such as the state taking care of the children.

O: I cannot well understand Mr. Hinotani's opinion.

Hi: As for me it's very clear. I cannot charge the girls with learning. It does not matter if they have a home. But I do say that they should not think the home is everything. Man is no better than woman. Why is there trouble only in case of a woman? And school authorities have no right to make such a contention, after allowing the girls to pass the entrance exams Coeds are needed to study economics, sociology, law, not only literature. We can settle this only when some beliefs combatting the present situation arise among the coeds themselves.

M: That is, we must create a world in which such nonsensical argument cannot be accepted. Thank you very much.



Shin-Etsu's Technical Cooperation Program Knows No National Boundaries

Shin-Etsu's techniques and processes have now been exported to twelve companies in nine countries. In a pine wood in Portugal on a craggy hill in India by a waterfall in the Philippines in the middle of a Peruvian city on the desert of Pakistan in the paddy field of Taiwan on the Nile Delta of the United Arab Republic in the outskirts of Cape Town, South Africa Built in these and other diverse environments, each of the Shin-Etsu-designed plants has marked a signal success and with a good reason. Wherever the customer, Shin-Etsu has the interest and equipment to questions of operational guidance, training, purchasing policy, marketing, etc.

The strong ties of mutual trust and friendship that unite Shin-Etsu and its overseas customers are helping to bring the world's people closer together.

SHIN-ETSU CHEMICAL

KEIO STUDENT
CAMP STORE

July 10-Aug. 23

Chojagasaki Seaside
Hayama Park Shita

KEIO GIJUKU
ADVERTISING
ASSOCIATION