

Problem on U.S. Army Funds

The Mita

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'calamus gladio fortior'



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Keio Univ. Long Dispute on U.S. Military Funds

Last May, the problem on the induction of the U.S. Army military subsidies to the Medical Department of Keio University rose up but it did not loom as large as it did this year.

According to the Asahi Shimbun (June 3) Seymour M. Hersh, a former U.S. Defense Department reporter, said in his writings "Chemical and Biological Warfare" that the U.S. Army entrusted 27 cases of aid grant to Japanese universities and research institutes for research on chemical and biological warfare. They include a contract with Keio University on "Encephalitozoon Infection in Man." This news made all the students to dispute on the problem once again.

On June 14, a gathering in a series of anti-war movements of June was held on Hiyoshi campus, Yokohama, under the auspices of the Student Self-Government Association of the Economics Dept. After the meeting, the students began to demonstrate to the administration building of the Medical Dept. on Yotsuya campus. They asked for an interview with the Dean of the Dept., but were refused.

On June 18, representatives of Keio Univ. S-G Association and general students had an interview on the problem with Director Kuno, Dean Saito and some professors in which Director Kuno reflected that he did not make efforts to improve the situation since the same

problem arose last year. He said, however, that the four conditions announced last May stood unchanged. (Last May, the school authorities announced that there is no question about receiving the U.S. Army funds as long as the following conditions are met.

1. The result of research will contribute to the welfare of mankind;
2. The results are not directly used for military purposes;
3. Guaranteed freedom of making public the results;
4. Aid to individual researcher is approved by deans of faculties.

But the public hearing attended by students, directors and deans was rejected.

On June 26, the meeting protesting against the school authorities was held on Mita campus, attended by 800 students. The students requested to have a public hearing and decided to demand the school authorities the refusal declaration through discussion among students.

On June 27, at a meeting on Mita campus Director Kuno announced the decision made by a board of regular directors that the school authorities would have a public hearing on July 1. Adding to the statement, he commented its character that it would be the place for deciding the will of all the campus including directors, professors and students after they would come to an understanding.

On June 30, the school au-



On Oct. 3, the meeting between the president and the students of Student Self Government Association was held.

thorities announced the indefinite postponement of a public hearing. The main reason was that students turn down the public hearing, but the students said that they had no reason to reject it, and they again demanded public hearing.

On July 1, President Nagasawa announced that to receive the funds was entrusted with investigators, but this time it was apt to be doubted by the general public and that the school authorities decline the military aid from the U.S. Army. Protesting against that announcement, the students of S-G Association condemned the school authorities for not reflecting on the fact that some professor of Medical Dept. had

received the funds from the U.S. Army for the past nine years.

On July 5, mass meeting of Keio Univ. students was held and an indefinite strike was approved on Hiyoshi campus.

On July 8, the public hearing required by students were turned down. Protesting against it, All-Campus Mass Meeting was held.

On July 11, summer vacation began.

On August 31, struggling for the hegemony of the strike movement, Shagakudo (Socialist Students League) and Front (United Socialist Front) students clashed with each other. As a result, Shagakudo students obtain-

ed the hegemony of the movement.

On September 9, the students of "the society insisting on mutual talks instead of strike" protested against the Shagakudo students who had occupied the Superintendent Bureau building on the same day. For resolving this problem, they insisted that all the students should make efforts to find the place for having talks among students, deans and professors.

Protesting against this statement, All-Campus Students Self Government Association announced that they were thinking over only a phenomenon, not considering the substance of the problem.

On Sept. 11, the classes of

the second-semester began.

On Sept. 12, the meeting the slogans of which were "to oppose the induction of the U.S. Army subsidies" and "to demand the collective bargaining with President Nagasawa" was held on Mita campus under the auspices of All-Campus Student S-G Association.

On Sept. 16, the students of "the society insisting on mutual talks instead of strike" sponsored the meeting protesting that All-Campus Student S-G Association did not hold the mass meeting of all-campus students, on Mita campus. (To demand a mass meeting they handed the petition signed by about 2,000 students to All-Campus Student S-G Association on Sept. 13.)

Ever since, panel discussions and teach-ins on the induction of the U.S. Army funds have been held occasionally on Mita and Hiyoshi campuses.

On Sept. 27, All-Campus Student S-G Association asked President Nagasawa to hold a conference concerning a public hearing proposed by the president on Oct. 3.

On Oct. 3, President Nagasawa and some directors and the students of All-Campus Student S-G Association had a conference at Room No. 101. In the conference, they decided to hold a public hearing at Room No. 518, at 1:00 p.m. on Oct. 12.

On Oct. 4, the Shagakudo students in the Superintendent Bureau Building stopped the occupation, and came out of the building.

Tokyo Univ. Struggle On Intern System

The trouble at Tokyo University which arose from the irrationality of the intern system of the Medical Department was complicated by the punishment of the students of the Medical Dept. and the entry of the armed police. In June, the students demanded that the school authorities came to terms on three items, such as to protest against the introduction of the armed police and to withdraw the unjust punishment and to have collective talks with President. On August 10, the proposal to solve the matter was suggested by school authorities, and the students' movement, even after a long summer interval was noticed.

On September 7, at the Representative Meeting of the Department of Liberal Arts, they decided to continue the strike, rejecting other motions. When the second-semester began, the postponed examinations for graduation were carried out from Sept. 9 to 25 in various places though the most of students were discontented with 8.10 proposal. On Sept. 11, the Seven Groups Council brought forward a strike throughout the whole school.

On Sept. 12, the meeting for an explanation concerning 8.10 proposal forced at Law Department. On Sept. 13, the Students Struggle Council staged

the All-Campus Meeting and pursued the whole school-strike without limit.

On Sept. 17, the Anti-Japan Communist students blockaded offices at the Dept. of Liberal Arts at Komaba where an indefinite strike had been continued. At the time, the situation was aggravated even more. The students of Minseido (Democratic Youth Committee) even by force, but students in general were busy collecting signs of agreement to open the departmental meetings. On Sept. 18 the Department of Technology went on an indefinite strike and six out of ten departments were on strike.

On Sept. 22, the Anti-Japan Communist students blockaded the surgical medical office in Tokyo University Hospital. On Sept. 25, the Department of Literature was completely blockaded, but there arose the problem of remaining in grade at Komaba and the committee on the problem was formed. On Sept. 27, Department of Economics also went on an indefinite strike and the clinical office was blockaded by some young medical officers, and this fact seemed greatly shock the school authorities. Now, students are demanding seven items from the school authorities including the former three items, and they are going to

be in opposition to school authorities with a barricade throughout the whole school until the school authorities admit their demands. On the other hand, the school authorities have established the committee concerning the retrial of the punishment and problem of the self-government of university, and is examining these matters. Furthermore, the school authorities assume an attitude of opening the meeting with the president, but there still remains some difficulties about how-to-open the meeting between the school authorities and students' sects. The middle of October will be the most important time for the problem of remaining in grade at the Department of Liberal Arts and a policy of school authorities.

Dean Yoneyama of Law Dept. Resigns

Keizo Yoneyama, dean of Law Department of Keio University, resigned his post and Mitsuo Minemura was elected his new dean on September 3. The reason for his resignation was that Prof. Yoneyama differed from the faculty on the question of management of the department.

Now Keio University is running into danger on the problem on the induction of U.S. Army funds by the Medical resignation therefore he was criticized loudly in and out the University.

Yoneyama's term of office should have been until next September.

The Lecture on Yukichi Fukuzawa

On Sept. 14, from 1:00 p.m., the last lecture of the memorial chair of Shinzo Koizumi was held at Room No. 517 on Mita campus. The title was "Shibasaburo Kitazato, the first head of the Medical Department of Keio University, and Yukichi Fukuzawa, founder of Keio Univ."

Masao Maruyama, professor of Tokyo University, talked about Fukuzawa as a thinker. The name of Fukuzawa was very popular, but his works were hardly read, so he didn't influence people. The first reason is the problem of the Japanese's thought of emphasis on combining a motive behind the work with the personality of its author. The second reason is that; there are two types of thinker, 1) A thinker who expresses his thought on the basis of himself; 2) A thinker who expresses his thought objectively. Fukuzawa was a thinker of the second type, so his works and thought didn't always express the personality of Fukuzawa. Therefore he was unable to be understood by people who were apt to respect a thinker of the first type. He insisted on, firstly the demand from the view point of time and place, secondly the choice among the many demands, on the other words, to educate a man who has an ability to judge and to choose a proper demand. That is, he found his mission in the long-term mental revolution of education.

Nihon University is Still in Confusion

The dispute of Nihon University occurred because the Tokyo Tax Administration Bureau revealed that the university had paid some ¥2,000 million "clandestine salaries" for three years. As the school authorities did not clearly explain the affair and punished seven students in May, the mal effects on education of the general students came to head, and the All-Campus Joint Struggle Committee was organized. In June, the school buildings of the Economics Department, the Law Department, the Science and Literature Departments and so on were occupied by the students, the situation snowballed to an all campus strike. The school authorities showed the reform bill composed of nineteen heads on June 24. The students were told that it was too abstract and demanded that who, afterwards refused saying "The safety of the directors will not be guaranteed."

On September 4, provisional punishment was displayed on the notice-board and, on the same day, the buildings of both the Law Department and the Economics Department were invaded by the riot police and 132 students were arrested. On the same day, the students re-occupied the buildings of both Law Department and Economics Department.

On Sept. 5, the police again

entered both buildings. On Sept. 6, the students set up barricades in the both buildings.

On Sept. 12, the all campus meeting was held on the open space before the 9th house of the Science and Technology Department, and about 3,000 students staged a demonstration. On their way, they clashed with the riot police at Jinbocho and 154 students were arrested.

On Sept. 20, as the Dental Department established the right of strike, all of the departments dashed into a strike.

On Sept. 30, from 3:00 p.m. the collective bargaining was held at the Nihon University Hall at Ryogoku in Tokyo.

The students made Chancellor Furuta sign the papers of the self-criticism and written promise of the withdrawal of provisional disposition, and admit the demand for the abolition of the censorship system and so on one after another. At last, they demanded the immediate resignation from all directors in the early hours on Oct. 1, and Chancellor Furuta announced his immediate resignation, presumably thinking it the best way out.

But on Oct. 2, the school authorities refused the collective bargaining scheduled for Oct. 3, the reason being that they were forced to sign the papers by students and that they had no intention to do so.

Campus Crisis in Japan

This year many problems have arisen at 53 universities of Japan. In Tokyo Univ., there arose many identical cases because of the contradiction in the Intern System. In Nihon Univ. students think about the doctrine of the university. On our Keio University campus, the problem on the induction of U.S. Army funds arose. Now we bring light on the causes of the struggles of the three universities.

Groups Conflict in Keio

Our university struggle caused by the problem of U.S. Army funds has developed into a hot long one. Meanwhile faction between the leaders in the Student Self-Government brought a number of bad effects and their unity is unlikely to return judging by the present situation. Shagakudo (Socialist Student League, SSL) and Front (Socialist Students Front) have not been on good terms for a long time. During this summer vacation, there was a conflict. (SSL students insisted that Front students loafed on their job and on the other hand, Front students said SSL students had invaded their territory unduly. And these bad moods absolutely exploded on August 31.) Now the hegemony of the Hiyoshi strike is on the side of SSL and the Superintendent Bureau Building was occupied by SSL students.

We try to distinguish the different lines taken between SSL and Front.

First: focus on the U.S. Army funds problem. Both SSL and Front regard the problem as the result of the recognition in Nagasawa structure or the participation in Viet-Nam War. Adding to this Front students object to funds because of the idea of a university (university must exist for welfare of humankind) but SSL students blame Front for the simplicity of its idea, (doctrine of university cannot exist in this Japanese structure.)

Second: Path of struggle. We can safely say that SSL students are active uncompromising route but Front students are the active general public route.

Third: About the occupation of the Superintendent Bureau Building SSL students answer

in the affirmative for the occupation and regard it as a necessary step for acquisition of refusal declaration or the pursuit of destruction. Front students think of the occupations as the private struggle of SSL or uselessness or deficiency.

Fourth: Future View SSL students think they will open a collective bargaining and gain the refusal declaration in this struggle which is escalated from the barricade on Hiyoshi campus to all-campus strike and object the meeting with the president which SSL students insist that all students must return to the minimum of classes (each class or seminar) and discuss the essential of the problem and, as the result of it, we will go on a all-campus strike and hold the meeting with the president to gain the refusal declaration.

New Direction to Settle

Then, we want to return to the essence of this problem again, propell the movement and state the problem both sections have.

There is a section, which sees the problem as the confrontation with the school authorities and occupy the Superintendent Bureau Building. They demand the refusal declaration as a peace declaration in school at the same. There is another section, which tries to obtain the refusal declaration. They aim at concentration of consciousness and rational discussion with students in general on democratic principles, not by the way of the confrontation power against power. The former policy of movement have two demerits. The first is non-democratic and the second is simple logic activity as the confrontation between power and power. Moreover, the demand is a only refusal declaration; that points out the demand's content is frivolous.

As for the matter, it is possible that the movement was democratically and is deepened

on the content. Discussion in class is only the problem of whether the induction of U.S. Army funds is right of wrong and remain the same all the time as the discussion about the refusal declaration passed at all-campus meeting and the content of President's the declining declaration.

If we consider about this problem again, it may be about the following two points.

1. The acquisition of the peace declaration in school—that we opposed and refuse whole military cooperation in the school.

2. The establishment of the aim—that we pursue and reform particular contradiction in the structure of Keio University occurred by the means by which this U.S. Army funds was accepted by Keio and still more the fact that the same students had received it for in nine years.

The two points out to speak out of simultaneous problems. We must form a definite of acquisition content to two points in the movement. The movement's aim of both sections merely a peace declaration

in school, and only treat sensationally the fact that the military fund had been inducted.

We who organize a university are requested to form a structure which constitutes the defence of self-government and idea of a university from now on, aren't we?

At this point, we want to publish the demand for the place declaration on the campus and at the same time aim to establish the place for discussion, for which a faculty meeting and a students have a direction, as a constitutive and constructive thing. For, it is a professor and a student that defend and develop self-government and doctrine of a university. If it is destroyed, a professor and a student are directly influenced.

At the present, we are obliged to recognize ourselves as the member of a university and having a method to establish a system as the members who defend the self-government and doctrine of it, aren't we? The joint action between a faculty meeting and a student may need much time and be steady, but it is necessary for defending the self-government of a university.

In case of Tokyo Univ.

When the students of the Medical Dept. tried to obstruct the bill for the partial reformation of the Medical Practitioners Law this January, that Dept. went on a strike for an indefinite period of time. In this circumstance the case of the Medical Office, Harumi, happened and "The unjust disposal" was announced. This brought about the stoppage of the graduation ceremony, the irregular entrance ceremony, and the riot police on June 17. Because of this affair an all-campus strike has been staged. If lectures are not reopened in the middle of October, all students of the Liberal Arts Dept. will be obliged to remain in their grades.

But the prospect of resolving this dispute, was not hinted at all up to the first decade of October. After we make an put aside of problems incidental to this dispute, we can point "the self-government of the university" and "the skeletonized system." The struggle to win academic freedom in the pre-war days—for example, "Takigawa Affair"—has produced the idea of the academic freedom—the self-government of the professorate—the self-government of the university. But now this old system can not satisfy the students. Now the



The mass meeting of the students at Keio Univ.

all-campus combination (from government.

the professors to the students, the common staffs) is needed in order to maintain the academic freedom. The self-government of Tokyo University is in danger. The bill for the university administration which rules the university through the system of the Minister of Education—the president—the dean of each department did not pass in the National Diet. But instead of it, self-control was compelled. Besides the military-university cooperation, the industry-university cooperation is breaking the self-government of the university. The time has gone when the staff which belong to clerk were regarded as mere businessmen and the technical staffs as mere tools. The self-government of only the brain never fail to be ruined. What is the self-government of the university? We believe that all university participators (professors, students, common staffs etc. ...) can only maintain self-

Secondly we can point to "the skeletonized system." The council, which is a supreme deliberation system, is a place for confirmation rather than for discussion and is under the president's thumb. The professorate is the system which deliberates on some jurisdictional matters. The council of the dean of the university is also the advisory committee of the president.

These systems are skeletonized and are not a reflection of any public opinion. Furthermore, the lecture system, which is the base of the system, disturbs the free investigation of young researchers. The chief professors come to exercise their power in order to maintain the self-government of the university we have refused the all-campus participation. Thus, what is needed now, is modern organization, if we want to support the academic freedom. It is quite ironical that a university makes future at the expense of society. This dispute of Tokyo University should be taken as an example of revolution in every respect.

many problems which we can not regard as the waves of a student movement which is surging everywhere. Whether this problem would be solved or not, depend upon whether the directors would really prove the system of the Nihon University, of the one-man system of Chancellor Furuta to the core.

As to the collective bargaining on Sept. 30 when he was persecuted to questions being in quick succession Kangaroo court, but we admit that the proceeding of the meeting of ten thousand students were harassed by the president groups of students, "the expulsion of specific professors from the university," as "the unjust interference. The university authorities afterwards told to sign to "the papers of self-criticism" and the promise of retirement of all directors was extracted from them by the students. We can not help feeling that the university authorities strengthened the distrust of

Nihon University Dispute

The dispute of the Nihon University occurred the Tokyo Tax Administration Bureau revealed that the university had paid some ¥2,000 million "clandestine salaries" for three years. The All-Campus Joint Struggle Committee, on students part emanated "the retirement of all directors", "the right to the publish of accounts", "the freedom of meeting on the campus", "the abolition of The censorship system he university publications and others," and so on.

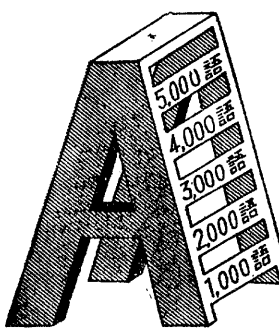
They occupied the school building on June 11. The university authorities is opposition against the students, induced the riot police to come to resolve order" the provisional disposition of the exclusion of occupying students." In an escalating way, the university authorities made a temporary make shit which, is incomprehensible as far as education goes. They set such some students, as those of the sport clubs, against the students of the All-Campus Joint Struggle Committee. People thought of the dispute of the Nihon University as a kind of "strife of Nihon University." There are students.

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Private Univ. Goes On A Voyage Without Compass

The problem of induction of U.S. Army funds this time exposed various problems that many universities have within them. As the fact shows that not only Keio University but also 53 universities of Japan are in trouble now, the side-facet as today's problem of the universities is closely focused. Today, society spoils university more and more deeply. However universities make a fetish of their old doctrine. Especially, as for private university there is the attitude of management over the research and education which hamper school democratization.

We, the Mita Campus delve into the problem from the point of view of private university and deal with the problems such as the system of co-operation between the industrial world and university, and the research funds.

Nowadays, they are concerned about the use of U.S. Army funds at Keio University. This problem is mainly discussed from the aspect of co-operating with war and violating peace. But the essence of this problem is not only above-mentioned.

Originally in Japan, private universities were not checked by outsiders, as were government universities; it has the great characteristic of possessing the individuality of study and education.

Because of the developed industry in Japan, the private university is under the necessity of receiving increased students, in answer to the demands of society; as the sub-

sidy of the government authorities for the private university is small, they cannot accomplish the function of study and education. Therefore the private university cannot run a school with the former lax management.

Consequently, the function of the private university is in a critical situation. Acceptance of the outside funds violates the doctrine of private university, and contains the danger of driving the private university of course by subtle means.

Now we must solve the problem of what is the idea of the private university and catch the essence of U.S. Army funds at the point of the infringement of the doctrine of the private university.

Doctrine of Private Univ. In the Modern Society

The problem of the U.S. Army funds raises the question of the relationship between universities and society.

In relation to universities and society, we adopt the fact that universities are at the mercy of society. In Japan there are two kinds of universities, the government university and the private one. When the problems of private universities arose, as in the case of U.S. Army funds problem at Keio University, they may result in a serious inquiry as to the purposes and existence of private universities. So we now need to seek what private universities should be in the present age.

Because universities exist in society, when social complications arise, they cannot but help being involved to some degree. Under such social fluctuations, university authorities need to formulate a new concept of universities as well as deal with fresh problems caused by society. Unfortunately the universities remain in the state of staid old-fashioned academicism.

As a result, the concept of the university in 19th century was that of 'a scholastic life detached from the world' universities were the institutions of learning and there students were fully educated in the real sense of the world. But we think that the role of the university in 20th century has split into education and study. Our view of the university in 19th century do not fully allow the university to adapt to society and, hence, many unsuccessful features are exposed.

On the one hand, in a strict relation with society, the problem of 'close cooperation between industrial circles and universities' arose. We are now driven by necessity to recon-

sider 'freedom of learning and study' in the modern university.

On the other hand, as a result of an educated society, university students came to be mass-produced due to the dictates of society demanding many university graduates. Society viewed the university in a different light corresponding with such changes in university policies. Research scientists, such as university professors, in accordance with the organizational and administrative complications of the university, could not directly take part in administration. As a result, they look as if they have the feeling of being helpless and detached from the university itself.

As we cannot sever, in this century, the relationship, which combines a university and society, it is indispensable for today's university to reconstruct a new definite idea within the university to face up to society. In such a case, the most important thing is that students, professors and people who manage universities such as the president, deans and directors work together, and not individually.

In Japan, there are two types of universities—private and government. Here, we must ponder over the difference.

Japanese Government universities were mainly established in the Meiji era at the request of the nation. So purpose is only for the national service. In university form, they are nothing but the gathering made from colleges as a matter of fact. They are the organizations to bring up the elite for the nation, quite different from true academism.

On the other hand, private universities are born as institutions to give people a free and original field for study, in-

Policy of Education Ministry

Due to a lack of a thorough government policy accommodating for the increase of university students caused by the baby-boom and the rapid increase of applicants for admission to universities, many contradictions have been produced in private universities now.

The Government and L.D.P. (Liberal Democratic Party) recently founded the Education System Research Council. Thinking that the universities are not a place of education for elite but an ivory tower, so they have been investigating the "New Image of the University." There are, however, some unyielding opinions in L.D.P. that it cannot be admitted that universities have a kind of extraterritoriality under the beautiful name—self-government or that some university authorities lost their ability of administration. So the answer of the Council who will formulate a unified view in mid November on universities problems and a remark by the Education Minister on the former answer are especially given attention.

On the other hand, the National Education Research Institute approved plans for a School Administration Study Room to be established and it is doing research on how to manage a university. The main theme is what a management organization (president, council or professors' society) should be and participation of students in the management of uni-

versity. On June 30, 1967 Special Private School Promotion Expedient Council answered that rousing policies and positive aid for private universities must be made effectively to the universities which are necessary significant for the continuance of the nation and society.

As a concrete policy, they reported that ordinary expenditure (including personnel expenses) should be positively charged by the Government. It now supports medicine, dentistry, pharmacy physics and engineering faculties which are in great demand in Japan. This answer, however, didn't clarify how to decide the necessity and the significance concerned with the position of the universities. Are private universities contributing to the progress of the society or not? Are they useful for the human beings and the public welfare or not?

The Education Department can not say anything to private universities about a supply of funds from another party or foreign country even if connected with troops. As for government universities, the government recognizes that they receive the funds from another source (e.g. NIH, the Rockefeller Foundation). The Government, however, investigates it lest that it should be used for military affairs, and only those that Education Ministry approve can receive the funds.

As for the government aid to private universities, a long-term financing, low interest loan, a delivery of subsidy and reduction and exemption are taken into account. The long-term, low interest loan by a special co-operation fund is the center of further measure and it is for the institution. Subsidies for experimental equipment and research equipment of the scientific universities are being received, and on the system of taxation, the reduction and exemption for the private school are practiced though they

are passive. These subsidies, however, amount to very little. By the way, the education subsidy for education equipment for the chemistry science department of private universities is 2,817 million yen at the budget, and the subsidy for education and research of private universities is 1,568 million yen. These subsidies are growing in amount every year. But thinking of the huge number of the private universities and their students and teachers, and taking into due consideration, the research expense of the government universities, they are "sparrow's tears".

As for the government aid to private universities, a long-term financing, low interest loan, a delivery of subsidy and reduction and exemption are taken into account. The long-term, low interest loan by a special co-operation fund is the center of further measure and it is for the institution. Subsidies for experimental equipment and research equipment of the scientific universities are being received, and on the system of taxation, the reduction and exemption for the private school are practiced though they

Industry Spoils University

In Japan the system of co-operation between the industrial world and the university has developed rapidly since 1955. This system has been indispensable for the economic independence of the private universities in Japan.

But this system has greatly deviated from the real doctrine of what a university should be, as it has been pushed forward by monopolistic enterprises. In order words the monopolistic enterprises have not only furnished the universities with funds, but also violated its essence from within.

Firstly the name, character and organization of department and subject have changed.

Namely, such departments as are connected with the industrial world directly have rapidly increased. This fact clearly shows that this system has destroyed the faculty of learning and research, and interfered with its curriculum and means of education in the university. That is, the industrial world has interfered with the management and administration of the

university. This is shown more clearly by the expansion and inflation of the science research. The bases of the expansion are the many requirements of capitalistic and economic development as well as industrial structure.

Student's graduation research was carried out in enterprise and it interfered with the use of halls and auditoriums which were built by the funds of enterprises.

Presently many universities are given and entrusted with research by enterprises. But researchers are prevented from selecting their topic of research by enterprises. Enterprises try to rule learning and research in the university.

As we mentioned above, though the system of co-operation between the industrial world and the university can be understood superficially, it pushes forward the destruction of the essence of university. We must give thought to the fact that this system is very dangerous, for it will proceed to educate the people in general, in thought.

The Way to Promote Private University

To begin with, a serious problem arises, when we examine the administration's attitude towards research and education in private schools. It has come to resemble an enterprise man who aims at making a profit with the recent increase of university students. They only invest capital into the enlargement and provision of school-buildings rather than into research and education. If this attitude prevails, and management takes precedence over research, nothing can be done about the problem. Of course, they cannot solve the problem of funds of research in the way

only. Because the financial deficit brought on precedence of management over research, lies at the bottom of this problem, they depend upon a contribution or a rise in tuition fees for a settlement of the management of this financial deficit, but this cannot bring about a true settlement.

Government subsidies to private universities play an important role but government subsidies are too small at present. We expect them to be greatly increased. But when it transpires, there appears a danger that the nation may illuse the assistance as one of the

policy of private universities, the personality of private university, and the freedom of study. We insist on one way to prevent interference of the nation—that is, the nation assists each research scientist through the medium of the Scientific Group (The Japan Science Council). If this way is recognized, freedom of study is assured and we can return the dishonor of cold treatment toward the research scientists in Japan.

Now, at any rate the problem of research funds is reaching an urgent phase. We are looking forward to a courageous decision of both private universities, and the government.

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Scientists and Study in Society

We treat a problem of U.S. Army funds to Keio University and consider of "freedom of study" substantially to help to make clear the essence of the problem in this matter. Then, individually we think of "ethics", "moral" of the researcher and scientist. Collectively we deal with "duty" and "moral" of them. Moreover not only these things but also the purpose of their study, their duty in the society and the pressure that compels them to study this kind of study, we refer to. It is of course a final purpose to show the way to solve this problem, but we also consider it more important to deal with the "ethics" and "moral" of the scientists.

The problem of U.S. Army funds will be more clearly understood if we approach from the view of the "ethics" or "moral" of the scientist.

Ethics of Researcher

We approach the problem of the U.S. Army funds from a humanistic point of view, considering the freedom of research, and the responsibility of the scientist. Before doing that, we must clarify the meaning of the research. To carry out research on something means to see into something and to discover the truth, it does not mean to make up something. Therefore scientists are not responsible for the result as far as the result is true. Whether to make ill use of it or not depends on the user and not on the scientist. So the scientist are liable for only the method of research. In the other words even if the scientist tries to carry out research with a zest for truth, he is not allowed to take any means. Regarding this problem we believe in the pure intensity of research for truth; we accept besides the thought that all the research is not necessarily done for the development of the human beings.

In probing into this problem

we must think about the military. Some people regard the military as a necessary evil from ideological point of view, but we cannot help objecting to this thought from the humanistic point, because the main purpose of the military is to threaten and kill people. To carry out research using military funds is a matter of "how to". It is necessary to consider what the acceptance of the Army fund means socially. Of course it is said to be a matter of moral sense of each person and everyone cannot have the same moral sense, and it can be said that there is no money which is completely free of the military but we take it incorrectly in the ethical sense as a social posture of the scientist to receive the money from the military.

With these reasons we strongly feel indignant at the lack of the moral sense towards the acceptance of the Army funds. We assert that the scientist should think of the social responsibility, while on behalf of the society he must make an effort to retain freedom of research in the true sense.

Basic Problems Remain

In the above mentioned fact there are still many problems that we could not discuss. We intend to offer days problems, it is a fundamental problem of research fund. Who made the researcher stand such a choice on earth? Let's think about it by putting ourselves in researcher's place. He wants to research at any rate, but he has no research fund. The university does nothing about it

except permitting to induce the U.S. Army funds. Helplessly he accepts it. Nevertheless in the midst of his research he is obliged to stop the acceptance of the U.S. Army funds, as a result he is obliged to discontinue even the research. Freedom of research is restricted by discontinuance of his research, moreover his lack of idea of ethics that he has received it is suspected by people. We want to know his

Development of Mankind and Science

Many essential discussions about this problem of U.S. Army funds to Keio University were held among the professors and students. We think it is now important to clear up what freedom of study means to the present society and to the university whose position has slightly altered.

It is said that today is the age of the specialization and the subdivision of study. Each scientist makes a minute and profound study in his own field and finds it significant to devote himself to his study. It is true that the modern science won the present position through the terrible conflicts, which had all sorts of theological and social interferences in sixteenth-seventeenth century. In the field of science especially in physics, the scientist, because of searching for truth, laid more emphasis on the real certification or the actual scientific proof rather than on his own subjective idea or on human

nature. What we are concerned with is that the scientist neglects the whole meaning of scientific system and only devotes himself to his study. The present scientists need to know whether his study contributes to scientific system, magnifying it, what it means to his society. This requires the scientist to be a man searching for truth and more a man with his social position.

Today scientific developments are beyond our general ideas and sometimes the study omits humanity. In such cases when the scientists devote himself only to his study, neglecting its meaning in relation to society, he make it his private property. The present scientists are required his independent idea, but, this means never to restrict the freedom of study rather to show more clearly the independence of study. For example, the appeal for peace by physical scientists are more important and impress the society more than by other people, who cannot know the study of scientists. Society demands scientific fruits with its present high development from the present university, which was formerly called the "ivory tower". However, the university could not catch his present position in the society and met the social demand quite easily. Here the present university which has essentially an independent existence and some distance from the society became only the door to the society. The study by the scientist serves society without the knowledge of its meaning. This is the problem of the acceptance of U.S. Army funds by Keio university.

It is true that research of science needs a huge fund these days, especially in Japan, this problem is very aggravated. That is, the rate of research fund to national income, the rate of research fund that the nation bears, or the distribution of research fund per head show rather low, comparing with that of other advanced countries. As we can know from such facts, we cannot deny that there is case that financial resources threaten a freedom of research. For fundamental settlement of this problem, it is naturally necessary to improve steadily these problems. But before everything else, about above mentioned freedom of research, establish their proper attitude social situation where the re-

searcher is place, that is to say welfare and development of the human race, we must thoroughly discuss and think over beyond difference in scientific system or a subdivision of study. It is important after doing so to make a researcher or a scientist in the present day establish their proper attitude to study.

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EDITORIAL

The Apathy Situation at Univ.

We, the Mita Campus try to extract some discussion about the university's struggle, on the U.S. Army funds problem, viewed from various aspects by the students.

The attendants are Mr. A, one of the office members of the self-government and the six members, Mr. B, C, D, E, F, who are general students.

Chairman: What do you think about the induction of the U.S. Army funds?

Mr. A: I have been arguing against it from the view point of anti-war movements for peace. Moreover it is important for us to grasp the problem of the school framework.

Mr. C: We must recognize the necessity to reduce the campus problem to our own life, thinking the problem of university revolution as the relations between the life consciousness of the individual and the life circumstances, the school.

Mr. B: For the ever-studied research the aids of the Japanese Government have been little. Research needs equipment. Therefore seeking it on larger scale, to progress the human study by induction is wonder for the being I am for it.

Mr. D: That is, it is to aim at rationalizing the management.

Mr. E: For the reason of Mr. B, I am for the induction of the U.S. Army funds and to ask for those subsidies is strange in regard to the idea of private university. I am dissatisfied with the fact that the office members of the self-government try to go on the discussion at every class along their thought.

Chairman: I want you to talk about your own images toward the office members of the self-government.

Mr. F: They act freely isolated from us. We can see it at present. How are they going to overcome this situation?

Mr. A: I think the class resolution is important. I think that the self-government should resolve it by the unity of the students.

Chairman: From the viewpoint of Mr. G concerned with the office members of the self-government, how do you resolve their dissatisfaction of the university as your circumstances of life?

Mr. F: I have no dissatisfaction because I think that the university is such as this. On the contrary, at the mass-educational university, I am satisfied with my unremarkableness.

Mr. E: The recreation is out of the university. I'll try to resolve it.

Chairman: I want you to talk about how to realize the university for the purpose of building up our character and the research.

Mr. A: If there is the way of thought toward the office members of the self-government as Mr. G, we must accuse it. And it is necessary to consider the office member of the self-government as like ourselves.

Mr. C: Not only Mr. A but also Mr. G shifts the blame on to each other. To keep the self-government from running alone, we need the subjective efforts, jumping over the self-government. We must put away the ideal just as the ideal. And try to improve the organization.

Mr. A: As the society consists of the individuals, we can improve if the people of the same opinion will gather.

Mr. E: I only idle a time away at the university. I want to go out into the world. We cannot make up our character at the university. I cannot understand for what the university stands.

Mr. F: I want to be a general man. I cannot understand what is the contradiction of the university spoken by Mr. A.

Mr. E: I don't feel contradictory. We are all satisfied with this society, aren't we?

Mr. A: It's the oppressed people that changes the faults of the system of Capitalism. And they will form the coming generation. I doubt if the university follows the industrial world blindly, and the coming age must not be the succession of the present age.

Mr. E: Don't you sympathize the university in those situation? As the university for the lack of funds for research, it induces the U.S. Army funds. It is strange to think of accepting national subsidies. Because he, who is recognized by the Government that he has talent, can enter the government university, and he, who is recognized that he has not, enters the private university. I think the reason for the induction is that the government doesn't recognize the value of the private university.

Like this, discussion was held about various problems from various standpoints. We cannot but help feeling the difference of sense of value of each other. However, we students must not be indifferent to the university problem of our campus.

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