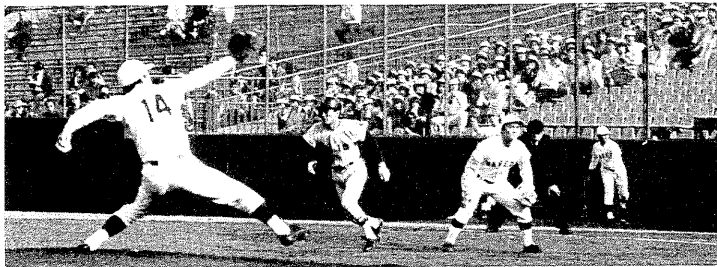


The Mita Campus

KEIO UNIVERSITY
1858

'calamus gladio fortior'

Kobayashi Establishes New Steal Record



Outfielder Hiroshi Kobayashi, captain of Keio Univ. baseball team, has established a new record in the Tokyo Six University Baseball League of 63 steals.

On October 31, the first game of the traditional K-W match series was held. In the bottom of the 6th, Kobayashi walked to first base after being hit by the hurler Shirou Mitani and stole second, thus tying the record for steals held by Tadashi Matsumoto (a graduate from Waseda Univ. and now a professional baseball player for the Yomiuri Giants). He then succeeded in stealing third, establishing a new record of 58. And he was successful

3 times in the second game, and once again in the final game to set up a record of 16 steals in a single season.

He said, "It has been my dream to establish this record. As I knew my legs were the only thing I could depend upon in college baseball, it's the greatest pleasure. After graduation, I will go on playing semi-professional baseball, I will make greater efforts from now on."

Disappointingly, the Keio baseball team ranked fifth in 1981 fall season. However, his legs have encouraged the Keio-nine and us, Keio students. Let's look forward to his brilliant performance in the future.

'Takemi Program' at Harvard

Dr. TARO TAKEMI, who will be resigning as chairman of the Japan Medical Committee this coming March, has accepted a similar post at Harvard University. Dr. Takemi's thesis on development and distribution of medical treatment resources has been highly evaluated by Harvard Univ., where programs aimed at training world leaders in medical treatment policy have been undertaken. Harvard Univ. will be establishing "Doctor Taro Takemi Program" starting next Sept. There have been other programs named after world famous Professors, but Dr. Taro Takemi is the first Japanese to receive this honor. Dr. Takemi will be going abroad to make further arrangements before starting the program in Sept.

Dr. Takemi received this offer in August from the dean of the Medical Dept. In the United States, where a public insurance system has not been innovated, there has been strong demands for a national medical treatment policy. In this ongoing debate, supporters of a national health system have referred to Dr. Takemi's theory. President Reagan has also shown interest in Dr. Takemi's theory and it was one of the topics discussed at U.S.-Japan conference back in May.

Otaiba Comes to KEIO

An acute change is now engulfing Mideast crude oil producers, and it is more serious than the oil embargo crisis of 1973-1974, threatening the Organization of Petroleum Exporting Countries (OPEC), the visiting United Arab Emirates (UAE) Oil Minister Mana Said al-Otaiba said on October 15, at the Public Speaking Hall of Keio University. Otaiba received the doctor's degree from Keio University and made a speech under the theme "OPEC and an excessive supply of crude oil".

At the coming general OPEC meeting in Abu Dhabi in December, the members must have "a comprehensive, justifiable solution" to the present situation of OPEC members, Mana Said al-Otaiba said in an hour-and-a-half address. He was referring to the world's escalating development efforts for alternative energy sources, including coal, natural gas and nuclear power. These new and revived sources of energy are now threatening to scale down the market of Mideast oil, he said.

The minister also cited the prevailing conservation trend for petroleum, a move he said that would eventually reduce crude oil supply from the petroleum cartel. He said this trend has taken place during last two years.

"We will not join efforts to take oil out of the market," according to Otaiba.

How Should Studying Abroad Be?

—Not to Master English;

To Gain A Broader Mind—

Every university student would probably dream of going abroad to study. Actually, the number of students studying abroad has been rising rapidly in Japan. It is believed by people all over the world that the role Japan can play in the world shouldn't remain only in the economy and that Japan should contribute in other fields. In order to fulfill the expectation, an image of the Japanese who has abundant international senses or global viewpoints without insularism is necessary and much effort is being made in various fields to cultivate this image in Japan now. It may be safely said that the worth of studying abroad is to build an expected image of the Japanese. Of course, there are many kinds of studying abroad; from those aiming to master a foreign language combined with sightseeing during a month or so, to earnest ones aiming to get their master's or doctor's degree by the Fulbright Program for graduate students, or the system of sending employees to make them get their MBA by companies. Naturally, the fruits will be different according to the kinds of studying abroad.

In general, the orientation for those who are going to study abroad is sufficient in Japan. However, when it comes to thinking how and to what extent the fruits or the experiences of students returning home from abroad are appreciated, used and applied in the actual Japanese society, little, if any, attention is paid to such problems and answers. For example, it is often said that foreign language facility which was once improved to some extent during studying abroad may decline in Japan if the opportunity to use it is not given in an environment where the Japanese is the only method of communication. This is often seen in the cases of the short-term studying abroad aimed at mastering the foreign language. There are cases where academic credits granted by foreign universities are not admitted by some Japanese universities or companies. In addition, there are cases where students returning home from abroad cannot make the best of their fruits in Japan and must go abroad to stay. For example, there are many world-wide Japanese scholars who devote themselves in their studies at foreign universities, disliking the closed diathesis of Japanese universities.

There are also cases where Americanized students deeply captivated with the occidental culture are alienated and isolated by the group-oriented Japanese

and stay out of the mainstream of Japanese life: and cases where university students studying abroad for several years are shut out of their job-huntings owing to the age limitation. So, however many students may be sent abroad for study with ardor, if the Japanese society or systems don't change and in the first place students can't fit back in, it would be meaningless or ineffective to send students abroad and the Japanese would remain as an odd people for ever. So, studying abroad from now on must be thought over along the course in which internationalized students returning home from abroad can take active parts in the Japanese society. It is important to improve both the institutions of studying abroad and various ones of the Japanese society so as to train the internationalized Japanese who retain identities as themselves and are not excluded in Japan. To do so, Japan will be able to make rapid progress toward true internationalization.

Under such a critical mind, the Mita Campus has interviewed four undergraduates who were dispatched to foreign universities with which Keio University is now exchanging students and returned home from studying there about a year and one undergraduate who studied at Illinois State University obtaining a scholarship for about a year. The interviews were held mainly as to how those five students are now thinking and appreciating their experiences of studying abroad. (n.b. There were 8 students who were dispatched by Keio University excluding those for Australia, but the interviews were held with only 4 students because of various circumstances.)

Interviewed students are as follows;

- Mr. A (Senior at the dept. of economics) Western Michigan Univ. (U.S.A.)
- Mr. B (Senior at the dept. of literature) Université de Paris III (Paris)
- Mr. C (Senior at the dept. of economics) Chung Chi College (Hong Kong)
- Mr. D (Senior at the dept. of economics) Univ. of Maryland (U.S.A.)
- Mr. E (Junior at the dept. of economics) Illinois State Univ. (U.S.A.)

All of them studied abroad for about a year, which is comparatively a short-term one, considering various kinds of long-term ones and they are now working hard at their lessons at Keio University. In general, it is socially safe for university students to study abroad and

Continued on page 2

From Page 1

return home while at school and graduate from the original school taking into consideration the problems of job-huntings or so. Into the bargain, in case of the institution of exchanging students by Keio and the foreign universities, the limitation is very lax and the school authorities don't particularly intervene in the contents of the course or the completion of college courses at universities abroad. So, students can take courses which they want to study and enjoy their lives in foreign countries. In such a sense, they probably won't worry about the problems which were mentioned earlier, and say, they are socially accepted or can readjust themselves to the Japanese life. It would be rather possible to find the ideal image of the internationalized Japanese in them. Let's introduce the meaningful and impressing remarks they made at the interview hereafter.

EXCERPTS:

Mr. A: "I studied at the Western Michigan University in the state of Michigan for about a year placing emphasis on the English language and psychology, especially communication. Apart from the elite universities in the east, the Western Michigan University is a typically average one, so I could look at the average Americans. As for the fruits of studying abroad, I can say that my viewpoints on many things have become objective and my way of thinking has become more realistic than before. Japanese students are good at discussing the highly abstract things, but at the same time they are apt to be short of actualities or realities. However, the American students, even if the contents of conversation are on a low level, are quite realistic. In such a sense, I think I was very satisfied to touch the actual, realistic way of thinking of the Americans. I also notice that the Japanese don't make much of things such as human relations compared with the Americans. I cannot help admiring the Americans on this point. Anyway, it was the best thing to add the reality, the flexibility and the variety to my way of thinking or viewpoints. Since I returned home from studying abroad, I have been making it a rule to talk things to others in easier, more actual way. Into the bargain, I made friends

with many people who were not only the Americans but students coming to this university from all over the world and I placed a great value on friendship. I felt that the U.S.A. is a country where one can live his life with complete freedom and develop his abilities only if he takes on this responsibility for himself."

Mr. B: "I studied at the Université de Paris III. I didn't go to France for the purpose of getting the master's degree or the doctor's one like graduate students, but I studied abroad in hopes of mastering the French language, so I didn't leave anything in concrete form. However, I obtained incorporeal fruits by studying abroad. As for study, of course, I could improve in the French language to some extent, but what was more important was that I could get a solid background to the future direction in studying the French literature. When I found the lecture on the problem of poetry and its translation there which was not yet founded at universities in Japan, I was not only happy but greatly shocked in that some people abroad have translated an idea which I thought vaguely in my mind into action. I walked throughout Paris during my free time and I thought that life in Paris was similar to that in Tokyo in the solitude and isolation that big cities give to their dwellers. Through interchanges with a French student from the province who always returned to his family on weekend and made much of his family and the students who were ashamed at being pointed to by teachers, I found that the French students and the Japanese students were much the same people. What was interesting to me was that the French people would certainly apologize to even strangers for rudeness even in the case of slightly toughing their shoulders with each other with their eyes set toward each other's ones. Including the French student making much of his family, I was rather surprised at the compassion and the courtesy of the French. In my opinion, studying abroad as a student has a merit in that he can study and live in easy, carefree manner apart from immigration which inevitably brings clashes of interests and great culture shock and the system of dispatching employees in a company to make them get the master's or the doctor's degree which cause great spiritual pressure. However, regarding

demerits of studying abroad as a student, he can hardly step into the society more deeply within the limits of a position as a student. To sum up, students can safely enjoy their studies and lives in foreign countries, but on the other hand they can hardly plunge into subsurface complicated human interests relations, thus they are apt to see superficial things. Anyway, I found it a good chance to have been able to study abroad as a university student. After studying abroad for about one year, I have been able to look at and accept things as they are. I have had a manner that I should not lightly and blindly search for things that we have not here and there and a viewpoint that the reality is all. I also regard studying abroad as the time when a student is conscious of everything he does in his life. Actions to which we pay no attention as a matter of course in Japan come into his consciousness abroad."

Mr. C: "I studied at Chung Chi college to which about 3,000 students attend in a remote countryside of New Territory for the purpose of mastering the Pekingese language. At first I could understand only 20% of the contents of the lectures and used English, but after returning from Taiwan during the winter vacation where Pekingese is an official language, (n.b. The official language in Hong Kong is Cantonese) I could understand about 80%. So, I am satisfied to have been able to improve both Pekingese and English to some extent. There are only two universities in Hong Kong with about 5 million residents, so university students are candidates for the elites in the future and they have studied very hard with consciousness that university is a place for study first of all. In addition, the system of universities in Hong Kong is composed of American unit system and English degree one, so students must study hard further. I talked frankly with students not only from Hong Kong but from Southeast Asian countries and could steep myself in the atmosphere of Hong Kong, which was the best fruit to me. My viewpoints on many things and way of thinking have become more realistic, flexible in that I could accept others' thoughts as they are and regard myself as one of foreigners. Hong Kong is an unbelievably densely populated area where members of a family live their own lives in a tiny room. Having

been able to see the vitalities of people in Hong Kong in such swelling environment, I was very fortunate to study and live in Hong Kong. In such a sense, the worth obtained by having lived alone for about a year and having seen the ways of living of people in Hong Kong were very great to me.

Mr. D: "I studied at University of Maryland for about a year. Before leaving Japan, I found it a good chance for reconsidering myself, trying what I've obtained for 3 years at Keio University and knowing the outside of Japan. But, now I cannot help admitting that I was a little optimistic about studying abroad in that I had dreamed a brilliant campus life like a short-term studying abroad to master one foreign language. Actually, I had a hard time, especially regarding studying at first. As for the English language, I could manage to get along in daily life, but I was very handicapped in lectures, especially class discussions. The time of a year was too short for me in that when one year was about to pass, I could manage to follow the lectures and made many friends and was likely to be able to do many things I had wanted to by myself. In general, American students were almost the same as the Japanese students, but the latter ones are a little lacking in positiveness. They had better assert themselves more strongly. I felt that I was the only person I could depend upon after all.

Lastly, let's listen to Mr. E's remarks regarding studying abroad.

"I think that it is meaningless, waste of time and money, only to go to foreign universities for the purpose of mastering a foreign language at language schools attached to the universities. It is possible to master it even in Japan with adequate methods. What is more important is that students can obtain not only in study but in his viewpoints or ways of thinking. Taking into account that languages are only the methods of communication, students must try to get something which will be useful in some fields after returning home."

* * *

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The 33rd Japan-U. S. Student Conference

By S. Tomikawa



Chairman Shuji Tomikawa Junior of Keio Univ. Economic Dept.

The 33rd Japan-American Student conference (JASC) ended its 26 days of discussions and field trips sharing deepest fraternity and a strong will toward international peace established in the minds of 45 Japanese and 42 American delegates. The hot humid weather of the past summer in Tokyo, Hiroshima, Osaka, and other cities added greater discomfort to the already heated discussion of the student organized conference. In 1934 a group of Japanese students who, at this time of deteriorating relations between the two countries, felt an urgent need to promote mutual understanding and invited 70 American students to attend the first conference. With the exception of World War II, two other interruption in the late 1950's and early 1960's the routine of holding the conference annually and alternately in Japan and the U.S. has continued up to this date.

Under the unchanged goals of promoting mutual understanding, friendship and trust between the two countries across the Pacific Ocean, JASC provides a unique opportunity for student delegates to have a frank exchange of view on a variety of subjects.

The U.S.-Japan relations have become increasingly important in this highly interdependent world, economically, diplomatically, and culturally. The past few years have witnessed, moreover, dramatic changes of elements along with environments of the bilateral relations.

The TV series "Shogun" was a hit of such magnitude last fall that not only the more than 200 Japanese restaurants in N.Y. were swarmed by businessmen but also a variety of interest in this country, ranging from health food (soybeans and others) to the labor-management relations, increased even among U.S. general public. The search for a universal validity of the native culture and social system of Japan may have been started abroad.

Meanwhile, the Japanese emotional as well as political character of "nuclear allergy" was unveiled and brought to the fore of the nation's top priority issues by the following events of waves: first, the accidental sinking of a Japanese freighter by an American nuclear submarine, then the war of the word "alliance" in the U.S.-Japanese communiqué, and finally the disclosure by former U.S. Ambassador Reischauer and Johnson (both happened to be members of JASC Board of Trustees) that U.S. warship carrying nuclear weapons have frequently entered Japanese ports or passed through territorial waters.

With these topics and a multitude of others in the background of the 33rd JASC, delegates visited many places, where their questions were always welcome by college professors, politicians, government officials, and company executives.

Many of the American delegates were exposed for the first time to the theories of disarmament presented by Prof. Yoshikazu Sakamoto of Tokyo Univ. in his keynote address following the opening ceremony on July 27th. The Defence Agency officials explained in detail how "infantile" Japan's defence forces are and analyzed the readiness of Russian combat capabilities and the global role Japan must play. Upon the delegations' visit to the U.S. Embassy Ambassador Mansfield (also a member of JASC Board) denied the potentialities of a military alliance among the U.S., Japan, and China. When one Japanese delegate asked him about U.S. arms sale to Peking along with Soviet's allegation on the matter. In Hiroshima a Jewish-American student accused the nuclear arms race by



The briefing by US Ambassador Mansfield for the Conference

pointing out the paradox that the city was wiped out and 140 thousand were killed in the nuclear holocaust by the nation where thousands of Jews including her kinfolds fled from the Nazi Holocaust. The 33rd JASC adopted a Peace Declaration after attending the Hiroshima Peace Memorial Ceremony on August 6.

Room assignments were given at each place of visit on the basis of one Japanese and one American student in one room and this changed every time delegations moved to the next destination. Roommates would take advantage of this golden opportunity to get to know each other late in the evening. In those endless informal conversations, sometimes until morning, delegates became really close friends. In addition, towards the end of the conference there were big parties attended by all the delegates almost every night. Here, again, nobody could recognize differences between youths of the two countries.

The 33rd JASC members were fortunate enough to be able to stay for four nights at Keio Tateshina Lodging, for which all the delegates sincerely wished to thank Keio Univ. There have been three or more Keio participants at each

conference throughout its history. Mr. Hideo Nishioka, professor emeritus, Dept. of Literature, then captain of K.E.S.S., took part in the 4th conference in 1937. When the 5th JASC was hosted by Keio Univ., Prof. Takehiko Yazaki, Dept. of Medicine, devoted himself to the preparation of the conference. He recalls those days when he worked hard with Mr. Kiichi Miyazawa, the chief Cabinet Secretary, then junior at Tokyo Univ. and Mrs. Miyazawa, then junior at Tokyo Women's College. The three also went to the United States on the 6th JASC.

The 34th JASC is going to be held in several cities on the eastern coast of the U.S. in July and August of next year. While the world is becoming more and more interdependent, the exchange of human resources will also continue to increase. There is no doubt that mutual understanding through open-minded and frank discussions between young generations of the two countries will always serve to shape the best bilateral relationship, especially in the coming years of uncertainties. It is expected full heartedly that promising Keio students will participate and play an important role in the Japan-America Student Conference.

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How Oil Price Is Determined

The determination of oil prices is wrapped in mystery. It seems to go against the general law of "price mechanism", which determines most commodity prices. This mystery results from the peculiarity of oil as a commodity. If it were not for the maldistribution and limitedness of oil, the oil price would follow the law of price mechanism. We will answer some of general questions about oil prices and clarify 'the price mechanism of oil.'

(Q1) Since the resources of oil are limited, the oil supply should get always smaller and smaller. On the other hand, the demand for oil is increasing more and more. So oil prices ought to be constantly increasing, should never be fixed or on the decrease. But the fact is that the price of oil has been fixed or rather on the decrease for a couple of years. If we consider the decrease in monetary value caused by the inflation, the substantial price of oil has evidently decreased. What accounts for this situation?

(Ans.) As a basic rule, oil prices are determined by the intersection of demand and supply curves. (See Chart 1.)

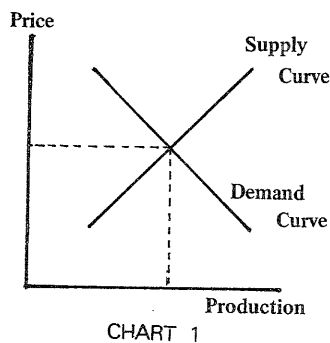


CHART 1

Demand and supply curves of oil differ greatly from those of ordinary commodities because of the peculiarity of oil as a commodity. But we will suppose they are demand and supply

curves of oil for simplification.

By the way, the demand of oil is always increasing. (See Chart 2.)

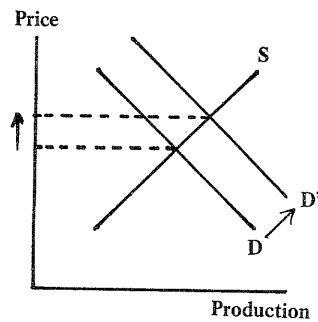


CHART 2

Therefore its demand curve shifts to the right. As a result, the price of oil will rise.

How about supply of oil? Since the oil resources are limited, its reserves and production should always be decreasing, in the result that its supply curve shifts to the left. If so, the oil price will grow even higher. (See Chart 3.)

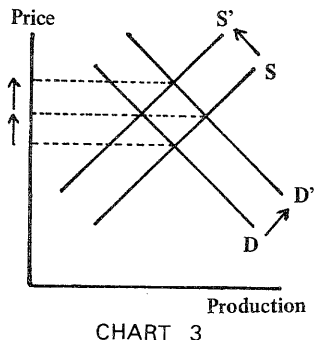


CHART 3

But this is not true. (See Chart 4.) This chart shows the reserves and production of oil from 1970 to 1977. Could the reserves of limited oil increase? This seems strange, but it is nothing but a simple truth. Every year new oil fields are discovered and start producing oil. Thanks to progress in technology, the cost necessary for producing one barrel of oil has dropped considerably. These facts account for

the increase of the reserves and production of oil, which shifts the supply curve to the right. (See Chart 5.)

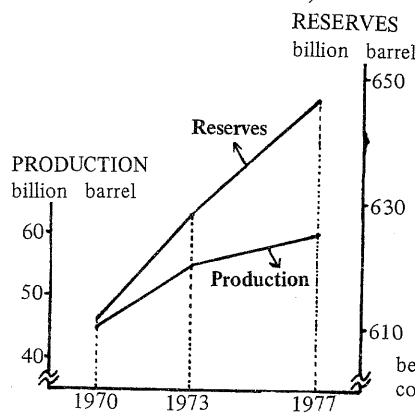


CHART 4

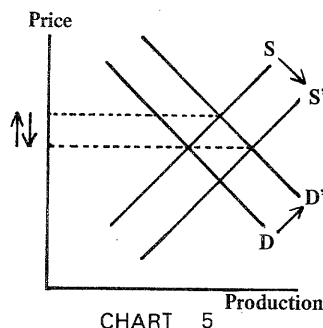


CHART 5

In the end, the increase of demand raises the price, but the increase of supply works to the contrary. So oil prices rise when the demand curve is shifting faster to the right than the supply curve is shifting to the right. And they go down in the other case.

(Q2) If the oil price can either rise or go down, why did it only keep soaring after the First Oil Crisis in 1973? Why did the oil price suddenly rise abnormally in 1973 and in 1979?

(Ans.) It is only natural that the price of oil rises to some extent due to the inflation dominating today's world economy. Nevertheless, the oil price rose much faster than the inflation. This is because OPEC monopolizes the oil supply. OPEC made a price cartel and shifted the supply curve to the left, which should have shifted to the right under a perfect competitive market. (See Chart 6.) OPEC deliberately shifted the supply curve to the left by reducing oil production, and therefore made the price soar.

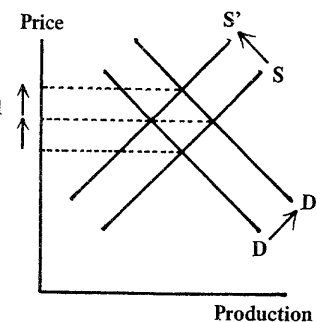


CHART 6

(Q3) Why has the oil production been greater than market needs for a couple of years?

(Ans.)

First due to the two Oil Shocks, every country improved the productivity of oil, and cut down their consumption of oil. This meant that the speed, at which the demand curve was shifting to the right, declined. Secondly, rise of price by reducing the production does not necessarily increase the revenue of oil producing countries. Let me give you some examples. If an oil producing country cuts down 10% of its production and got a 20% increase of its price, the revenue increases 9%. (See the expression 1)

$(1-0.1) \times (1+0.2) \times 100 = 109$ (1)
If 20% of production is reduced and a 10% increase of price is realized, the revenue will decrease 12%. (See the expression 2)

$(1-0.2) \times (1+0.1) \times 100 = 88$ (2)
By the way, price cartels will be successful when (1) the rate of price increase is greater than that of the reduction in production and (2) all the countries cut down their production as directed at the cartel.

Decline of demand made the rise of price smaller. And decline of the price increase gave each oil producing country the motives of producing more in order to maintain the present revenue. And if one of OPEC countries produces more against agreement of price cartel, it will see its oil revenue increases a lot, for a moment by the increase of both price and production. Meanwhile, other countries will also produce more and the price of oil will decrease. Finally, the cartel will collapse.

This collapse happened to OPEC. It appeared as the disagreement of the posted price of oil in 1979.

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English as International Language

— An Interview with Prof. Takao Suzuki —

The Japanese, in general, can read English to some extent, but cannot speak. The English we have learned at school is of no practical use. Endless discussions on how to teach English have been constantly held in Japan, but have not resulted in any significant, fruitful form. Why has English been an object of discussions with fruitless results? Why do so many people study English? How should the English education be from now on in this international society? Such problems must be thought over on such basic viewpoints as the Japanese way of thinking towards the education of foreign languages. Under such consciousness, the staff of the Mita Campus has interviewed Professor Takao Suzuki, a world authority on language sociology, famous for his unique opinion on English education.

Language and Culture

Q: First of all, how do you regard learning foreign languages?

A: We human beings begin learning to express our basic human recognitions or feelings through our native language. So we can not neglect the relation between the mother tongue and a foreign language in learning the latter. And a foreign language which has been learned and mastered is to some extent influenced by the mother tongue, culture, and religion. For example, English spoken by Japanese is entirely different from that spoken by Chinese. Without considering these facts, we cannot learn a foreign language.

Q: Then it is very important to think the learning of foreign languages in conjunction with the culture in which one has been brought up, isn't it?

A: Yes, there hasn't been such consciousness so far in learning foreign languages. For example, there are some cases where children who live abroad cannot entirely speak Japanese because they aren't possessed with the cultural background of the Japanese language. Their identities in thinking things are chaotic, thus giving rise to mental unrest. Thereupon I insist that one should learn foreign languages after one is well versed in his mother tongue and is familiar with the cultural background.

However, taking into mind the internationalization of the Japanese, it might be helpful to accept these half-Japanese in filling up the gap between Japan and the country where they have been brought up. At that time we must pay attention to the fear of losing good qualities as Japanese. For example, there is merit in the fact that the crime rate is very low compared with the Western countries, owing to the group based mentality.

I can't easily decide which is good or bad considering the profit and the loss.

Biased Language Education

Q: However the Japanese people have always wholeheartedly devoted themselves to the Western side since the Meiji Restoration. We Japanese

think of things under the influence of the Western world. In this sense, isn't it true that the Japanese people think in terms of not only their own culture but also through evaluation of the Western people?

A: The tendency that, if you are not evaluated highly in Western countries, you won't be evaluated highly in Japan, still remains. The recent relation of Prof. Fukui's Nobel prize and the order of Cultural Merits is really a joke.

This tendency also remains in education of foreign languages. First English is a must, then German and French. The pyramid structure as to what languages are emphasized is already in our minds.

The structure that puts English in the center, then German and French on the side is similar to the order in society and military power in the Meiji period when Japan tried to modernize using European and U.S. as a model. It was an ideal plan to modernize through introduction of Western cultures. The order of English first, then German and French was inevitable when there was a demand to choose a model which would modernize Japan most efficiently.

Before World War II, world was obviously evolving around developed countries like Britain, Germany, and France. The goal of foreign language educational system in Japan was to introduce the cultures of developed countries and to raise Japan to their level. In other words, to catch up and to get ahead. In that sense, we can say this system was correct. As a result, the gap between Japan and European/American countries became smaller. Thus the intention to import European-American culture by learning mainly English had accomplished its object. An institution which had achieved its goal will eventually run itself. That's why

English education in Japan has become empty in contents.

Now, Japan's GNP is the second largest in the free world and its economic power is strong. It has relations with nations all over the world in terms of trade, natural resources, energy and many other things. We must think of Japan through its multiple relations with countries of the world. Since this has a great meaning to security, it is necessary to reconsider what language to learn.

We don't have to study English, German and French as hard as we now. This may be harmful. Because if we take it in the present level, the opportunity to learn Russian, Arabic and Chinese and other languages will be lost. For instance, in universities, no one gets very far with his second or third foreign language. Hardly any one learns a third foreign language and most student's ability in the second foreign language is not enough to use practically. Furthermore, since the first foreign language is English, and the second being German or French, there would hardly



be anyone who can speak Russian, Arabian, Korean, etc.

I don't mean to say that English is not necessary, but we don't need to push it to the extent that we have been for the past hundred years since Meiji. Present English education system will bring a bad effect to Japan. We must know that we are only doing what is already useless by force of habit.

English as an International Language

Q: Surely, I think it necessary to pull down relatively the weight we have on English. But to master many languages by oneself is not realistic. Isn't there a need to pay attention to the fact that English is functioning as an international language though not absolutely?

A: Certainly, that can be said. But first of all, we have to change our understanding of English. English has two functions, that as an international language and a national language.

Q: What is the difference between English as an international language and as a national language?

A: English as a national language is a private property of the people who use English as their mother tongue. But English as an international language is for the people all over the world. And it is a medium of communication for people whose native language is not English.

Of course, English was only a national language until the end of the war. When many of the British colonies declared independence, some countries like India and Pakistan adopted English as their national language. Other English colonies use English for their mother tongue will not be understood. So the number of countries that state their opinions and claim their rights in English has increased. And therefore English became an international language.

Of course U.S. and G.B. play an important role in international polit-

ics. But, considering that there are many other countries, it is not necessary for all Japanese to study English as an ethnic language. But English as an international language is surely worth the time and the effort.

Then from the method of learning English with English-American cultural background, we cannot learn English as an international language. When speaking with a Korean, an Arabian, or a Persian in English, English-American cultural background is not necessary. In such a case, English without English-American cultural influence is rather desirable. For they are not using English to state their opinion as an American or Englishmen. From now on, English education should be transparent, meaning teaching English purely as an international language.

Q: How can we learn English as an international language?

A: First of all, you should not use American and English literature as a text book. For that would be placing weight on English American literature. The ideal way is to use a book in English that covers the world in not only literature but geography, history, economics and society. But taking in mind that there are over 150 countries pertaining to United Nations, not to mention those that are not, it is not possible to make such a text book that deals with all the countries equally and that can be learnt in a short period of time.

I think it better to study a book written in English about Japan, its history, geography, literature, economics and society. Japanese are Japanese no matter where in the world they go. By studying in English you may talk about Japan, and clearly state Japan's viewpoints in a foreign country. Until now the Japanese were poor at discussing about their own country and society. Mainly because English was learned through English and American literature and in such literature there are no "Mochitsuki" nor "Sankinkotai".

From Receiver to Transmitter

Q: The Western image of Japan is "Mt. Fuji" and "Geisha" and Japan is only a small exotic country in the far east. But Japan sometimes exerts on unbelievable amount of energy as in the Pacific Wars and endless exporting goods. I hear that Japan is one of the most difficult countries to understand. Is this because the Japanese have neglected to pass enough information about their country?

A: As I have said before, Japan is great nation as GNP ranking in second place of all capitalist countries. But since the Meiji era, we have only imported Western culture and not exported any. From now on we should export information about ourselves actively in order to make ourselves understood. I believe that by passing out information, all the misunderstanding will gradually clear itself, like in the exporting goods, and in that process, English as an international language will play a major role.

Great Cellist of Our Time ~ Sumiko Kurata ~

Now, we are in the season which is quite suitable for reading, contemplation, sports, enjoying works of art. Now, in particular, is the time when music can become an unforgettable experience. We would like to introduce Mr. Sumiko Kurata, a cellist for many years. At her tranquil house, this expert musician told us about her teachers, performance activities, and her plans for China concert tour. Our interview with her follows.

Q: Please tell us how you began to study the cello?

A: When I was 12 years old, I started taking violin lessons with K. Tsutsumi. Before long, however, he advised me to change to the cello. He was probably considering the fact that my late father was a cellist and that cellists were much smaller in number than violinists at that time. That was how I began to receive cello lessons under Hideo Saito.

Q: We are informed that afterward you have also studied in Paul Tortelier's class at the Paris Conservatoire. Were there any difference between the two teachers in the way they taught?

A: Yes, but it is a bit difficult to explain briefly. While Mr. Saito was essentially an educator who made a point of theoretical interpretations, Mr. Tortelier, an active performer, gave me lessons concerning the technical problems and the proper mental attitude for performing on stage.

Q: Have you been influenced by Mr. Tortelier not only in regard to technique but also in regard to the spiritual aspect of music?

A: Why not? He influenced me in so many ways that it is beyond description. For instance, his whole family stays at our house whenever they come to Japan. So, I have come to know him as a person. For example, I have heard all his words from "Good morning" to "Good night". That seems a more precious experience to me than 100 music lessons with him. Mr. Tortelier often says that his family is as passionate as fire, and I quite agree with him. And seeing him silently composing his music every morning at this house, I cannot help admiring his enthusiasm for music.



Q: How often do you have your own recital?

A: I give one every other year, because it is better to have fewer recitals of good quality, I think. Shortly, I want to leave something every recital. In this way, I would like to lead a both long and slender life as a performer.

Q: What do you think of performing Bach's works?

A: I'm too young to play his works. They are so profound, there is so much of the world in them. I might not ever play them in public except for some unavoidable circumstances.

Q: What do you think about Pablo Casals? For example, Beethoven's piano trio "Archduke" by Casals Trio (P. Casals, J. Thibaud and A. Cortot.), I suppose, is immortal performance in the dis history.

A: At first I don't like Casals' tone, for I ask for a beautiful tone. But after I became troubled about my tone, I realized his tone is human and excellent. It seems combined with spirit and music. I have often listened to his SP records. From a playing point of view, I obtain many important points, especially spiritual excellence of music. In the "Archduke", there are many parts in which the unison is not combined. But the music is unified and advance, so it doesn't matter at all. At the spiritual concentration, Tortelier and Casals have

attained the same level. By the way, I like SP, good old days performances, rather than LP. For there are amazing passion of players in SP, and I consider them a true performance. In LP, however, a perfect performance is required. So almost all Mr. Tortelier's records are made according to record maker's request. I'm sorry to admit that his true greatness have disappeared in them.

Q: Were there a turning point for you?

A: Yes. When I became a Christian, I had a great turning point. Once I tried to play the cello by force. But now I try to play it according to the state of instrument. I'm careful of its own tone left on the cello. Or, music is inseparable from belief. At the concert I try to play music not to make the audience listen to my music, but to make one music together and want to admire God.

Q: Do you have any immediate plans?

A: Before long I'm going to China as both a player and a teacher. There is an interesting anecdote on the beginning of this plan. On April this year, a Chinese cello teacher happened to find the cello manual (written by Mr. Tortelier and translated into

Japanese by me), and wrote to me. He asked me to send him another copy of that manual for there were only 2 copies in China. Though my address on his letter was imperfect, it reached me. Since then, we became good friends, and this visit is a result.

Q: Has your program been decided yet?

A: I was requested to play Dvořák's concerto. I have heard that the Chinese local orchestras have already begun practicing. Besides the concerto, I'll play some sonatas.

Q: Are you going to teach there, too?

A: Yes. Chinese people seem enthusiastic about the music. I'll be very happy if I can be of service to them. I'm going to give lessons in several places, but I expect to "be taught" by Chinese students rather than "teach" them. As we Japanese once did cruel things to the Chinese people, we should never assume an attitude toward them that we only want to "help" them. Their music is getting better and better. I'm sure that I can absorb a great many things and will have a splendid experience there.

Thank you very much for this interview. We hope the China tour will be successful.

— Club Introduction —

The KEIO Light Music Society

The Keio Light Music Society, founded about 25 years ago, is one of the greatest college bands. It is often referred to as "Light" and it has produced a large number of musicians, for example, Yuji Ohno, Kounosuke Saijo, Eiji Kitamura. Its activities are even international, appearing in the Montol Jazz Festival two years ago, and the Concord Jazz Festival on August 14 and 15 this year. At both festivals, it was well-received.

The band consists of 17 regular members and 18 junior members, both practicing three times a week at Mita and Hi-yoshi respectively. The composition of instruments is as follows; trum-

pet (4), trombone (4), saxophone (5), drum (1) bass (1), piano (1)

Light specializes in four-beat jazz but aims to play various kinds of music, for example, fusion and Latin music. Throughout the year, Light holds concerts and performs at dance parties. Every year besides the vast number of requests to perform, especially between October and November, it looks forward to two major events—the concert tour in the summer and the recital in February.

Lastly they performed in Mita Festival and we enjoyed a forceful stage.

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Outline of the New Library at KEIO

- To Be Opened Mid-April -

Not only undergraduates, graduate students and the faculties but ordinary visitors to Mita campus of Keio University as well, will notice the construction of a building looking like a block. Students, excluding seniors who will leave Keio University next March, attending school and the faculties working at school, hope that the building will be completed shortly so they will be able to use the facilities of the building as soon as possible. As all Keio people know, this building is the New Keio University Library that is to replace the present one, famous for its octagonal tower now suffering from superannuation and functional limit. According to the school authorities, the New Keio University Library is scheduled to complete construction on November 8th, 1981 and should open on April 10th or so, 1982. Though it took three years just to plan the building of a new library, the long-cherished desire to have a new one is now being realized thanks to the understanding and cooperation of many persons concerned.

The New Keio University Library consisting of 7 stories above 5 layers under the ground is to be Japan's largest building as an independent college li-

brary in terms of floor space. As you can see from the B table, the new library has almost double the capacity of the present one with regard to the number of reading seats and book capacity. The stacks of the new building have the book capacity of one and a quarter millions books. Including those of the present library and the underground stacks of Faculty Research Building, the whole book capacity in Mita will be one and nine-tenth millions books.

New distinctive features of a New Library

1. Improvement of reading environment
The area of reading space per head at the new library will be twice as large as the present one. Moreover, all the floors will be covered with carpet and will be air-conditioned.
2. The introduction of a book detection system
3. The use of open access books—more conveniently and easily used
The new library is to adopt totally the open access system of books, so users will find it more convenient and easier to find and choose books.
4. Newly-established corner of books for general reading

A corner of books for general reading novels, hobbies and general education or so is to be established at the reading rooms on the second floor of the new library.

5. The centralization of periodical collections

The new library is supposed to centralize periodical collections on the third and the fourth floors for the purpose of integrating them effectively. The periodical collections for the department of economics and the dept. of commercial science and those for the

law dept. are to be combined on the fourth floor with the name of Periodical Collections for Faculties. In addition, those for the faculty of literature and library are to be combined on the third floor with the name of Periodical Collections for Students.

6. Newly-established Audio Visual Hall and Visual Booths

The Audio Visual Hall is to be used for screening movie films and users will be able to listen to records and cassette tapes at the Audio Visual Booths on the first floor under the ground. (B1F)

TABLE 1. THE CROSS SECTION OF THE NEW KEIO UNIVERSITY LIBRARY

MECANICAL ROOM			7F
OFFICE			6F
RARE BOOKS COMPUTER ROOMS	BOOKS FOR LIBRARY AND INFORMATION SERVICE		5F
SEMINAR ROOM	PERIODICAL COLLECTIONS FOR FACULTIES	CUBICLES	4F
MICROFILMS	PERIODICAL COLLECTIONS FOR STUDENTS		3F
	READING ROOMS	GROUP READING ROOMS	2F
REFERENCE ROOMS	SERVICE COUNTER	PUBLIC CATALOGUES	1F
OPEN ACCESS BOOKS	A000-A399 REFERENCE BOOK	AUDIO VISUAL HALL AUDIO VISUAL BOOTHS	B1F
OPEN ACCESS BOOKS (A400-A999 SA, B, SB)			B2F
CLOSED ACCESS BOOKS	OPEN ACCESS BOOKS		B3F
OPEN ACCESS BOOKS	MECHANICAL ROOMS		B4F
OPEN ACCESS BOOKS			B5F

TABLE B

THE NAME OF FACILITIES (READING SEAT)	THE PRESENT LIBRARY	THE NEW LIBRARY
READING ROOMS FOR STUDENTS	320	344
LOUNGE		31
GROUP READING ROOMS	72	60
NEWSPAPER ROOM		30
REFERENCE ROOMS	116	70
PERIODICAL COLLECTIONS FOR STUDENTS	50	132
READING ROOMS FOR GRADUATE STUDENTS	32	30
READING ROOMS FOR FACULTIES	0	9
CARRELS IN CLOSED STACK AREA	0	84
READING ROOMS FOR RARE BOOKS	3	14
MICRO READING ROOM	1	8
CUBICLE	0	8
SEMINAR ROOM	0	30
PERIODICAL COLLECTIONS FOR FACULTIES	0	46
AUDIO VISUAL HALL	0	90
AUDIO VISUAL BOOTHS	0	15
BOOKS FOR LIBRARY AND INFORMATION		
SCIENCE	0	38
LECTURE ROOM	0	60
TOTAL NUMBER OF READING SEATS (FOR UNDERGRADUATES)	594 (562)	1099 (870)

BOOK CAPACITY	THE PRESENT LIBRARY (ten of thousand books)	THE NEW LIBRARY
OPEN STACKS	20.4	33.3
CLOSED TSACKS	35.1	55.3
PERIODICAL COLLECTIONS FOR STUDENTS	3.0	12.2
PERIODICAL COLLECTIONS FOR FACULTIES	0	10.7
RARE BOOKS	1.5	1.7
MISCELLANEOUS	0	1.8
TOTAL BOOK CAPACITY	60.0	115.0
TOTAL AREA	6357m ²	15193m ²

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燃費とパワーの三菱ターボ
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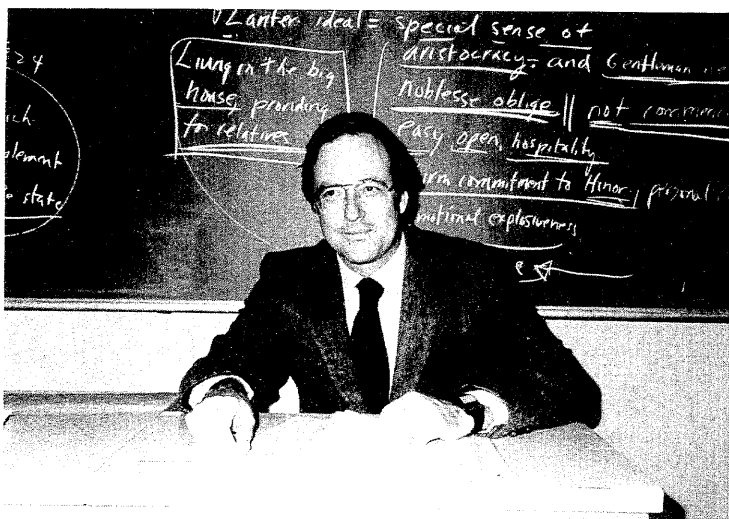
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—Prof. John F. Zeugner—
Former Tennis Pro. Lectures U.S. History



Beginning with this edition, we are going to introduce professors coming from abroad, and today Professor John F. Zeugner from the U.S.A. comes on stage. He came to Japan this September, and is teaching American culture history at the Mita and Hiyoshi campuses as a visiting professor.

Upon first meeting him one may take him for a sportsman rather than a scholar, being that he is a tall and powerfully built man with a bright expressive voice.

Prof. Zeugner received his BA from Harvard University and his MA and his Ph.D. from Florida State University. He became a professor of American History of Worcester Polytechnic Institute in 1971. Though his academic career is as above he had another career that makes his personal history "mixed" as he calls it.

After completing his undergraduate course at Harvard, he became a professional tennis player for two or three years and then became a free lance writer for about seven years. He said, "I went back to graduate school and became a professor because I enjoyed teaching and at that time there was a great need for professors." Then he added, "But there was another reason as well; it was very hard to make a living

as a free lance writer and a tennis professional. You don't get paid very much for short stories and short novels, it was easier to make a living as a professors."

Prof. Zeugner's speciality is American History, particularly the history of the South, which has been the substantial portion of the U.S. history since the Civil War. He, further pointed out that "More recently the South and Southwest are becoming politically and economically the dominant section of the U.S. Particularly so called Sun-belt areas attract more people, more political power, more economic strength away from the North, the Northeast and Midwest areas. The South and the Southwest will play the most important role in the future development of America.

In terms of the Japan-U.S. relationship he commented, "In the short term, I expect Sun-belt politicians to be more aggressive, more demanding and

more truculent in the relations with Japan, particularly in trade relations, there will be much trouble." He added, "In the longer term the situations for example, increasing pressure on Japan to expand her defense power, will force the Japanese to decide for themselves what their role is really going to be with regard to the third world countries, and China, Russia and the Pacific basin. That role might diverge from the American interests, . . . a very complicated situation."

Prof. Zeugner will stay in Japan until July of 1983. "I enjoy living in Japan much more than living in the United States. Japan is a very civilized and wonderful place and I think Japanese students are very good," he said.

If you are interested in the lecture, please come to the classroom. Auditors will be welcomed.

Law Dept. Entrance thru Recommendation

In the Keio Univ. Law Dept., a system of admitting students upon the evaluation of the recommendations from high school principals was introduced last year. The department each asked 100 schools for applicants and heard from 90 students for the Law Dept. and 87 for the Politics. On the 28th and the 29th of August, the faculty gave each an oral test and accepted all.

Due to this system the departments can accept promising students who cannot be found only through entrance exams. As well received as it is, this system should develop more and more.

Change of Deans; Three Newly Appointed Four Reappointed

A change of deans took place on the 1st of October. Each dean's term of office is two years.

Literature Dept.: Natsumi Mikumo (reappointed)

Economic Dept.: Michiyoshi Oshima
Born in June, 1929, in Tokyo. Graduated from the Economic Dept. of Keio University in March, 1952, went through the graduate school and became as assistant professor of Keio Univ. (Economic Dept.) in April, 1954, a professor in April, 1973.

Law Dept.: Genshu Tokito (reappointed)

Commercial Dept.: Saburo Kojima (reappointed)

Commercial Dept.: Saburo Kojima (reappointed)

Medical Dept.: Seiichi Kurata

Born in November, 1919 in Tokyo. Graduated from the Medical Dept. of Keio Univ. In September, 1942, became an assistant (Medical Dept.) in the same year, a professor in May 1963. Also held the post of Head of Pharmaceutical Chemistry Laboratory.

Science and Engineering Dept.:

Taneyoshi Mori

Born in August, 1920, in Tokyo. Graduated from the Dept. of Engineering of Keio Univ. in September 1945, became an instructor (Engineering Dept.) at Keio Univ. in the same year, professor in October, 1964. Successively became the dean of the Engineering Dept. (From October of 1975 to June of 1977) eventually, managing director. Majoring in electrical engineering.

Weekly Review

The New York Times

The New York Times' Week in Review is now available through the Asahi Evening News in the form of the eight-page Weekly Review.

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Pro. Brown on International Politics

- Former Sec. of National Defence -

Prof. Brown (former Secretary of National Defence) gave a lecture on "Modern International Politics, Military situations and role of Japan" on the 20th of October. Two staff members of Mita Campus attended the lecture. The gist is as follows:

U.S.S.R. political deadlock

The military balance between the west and the east has had a tendency to lean against the west these past fifteen years. This tendency should continue for several years. Concerning weapons the west and the Soviet Union are at equal level. As far as power is concerned, the west obviously attains superiority but this merit is reduced because the west fundamentally depends on sea.

With land power, the Soviet Union is overwhelmingly predominant. Finally in the air, both are equal in figures, but in quality, the west shows dominance. Furthermore, U.S.S.R. has many political difficulties for instance Poland.

Japanese role from the American

point of view

These past several years, Soviet military power against Japan has been slowly strengthened. The Soviet, however, must divide 25% of their land and air power along the Chinese border and a conquest of Japan would not bring in much profit. These are advantages for Japan.

As for North Korea, she has reinforced her military power through the 1970's, moreover, the political and economic situation in South Korea should be considered.

Judging from such facts, it is basic that Japan has enough military power to torment invading armies, therefore Japan should have F15's, E2's, P3's, moreover the offensing power to submarines is needed to defend the sea lane.

In North-East Asia, a closer connection with South Korea is important. Anyway, the political role of Japan only through economical power would not be sufficient.

103 Returnees Apply for Entrance at KEIO

1982 Returning Student Applicants

The result of the entrance exams for the students who returned to Japan was announced on October 30th as follows:

	No. of Applicants	No. Accepted
Literature Dept.	47 (35)	25 (22)
Law Dept. Law	12 (5)	6 (4)
Politics	16 (9)	13 (8)
Commercial Dept.	20 (6)	9 (4)
Medical Dept.	5 (5)	1 (1)
Science & Engineering Dept.	3 (2)	1 (1)
Total	103 (62)	55 (40)

() indicate number of girls.

(United States 82, IB 7, Mexico 2, France 2, Belgium 1, U.K. 6, Soviet Union 1, Australia 1, Brazil 1)

From November 9th the successful applicants attend special lectures in preparation for the regular courses beginning next spring.

Growing up

We have met a good many persons, from strangers passing beside ourselves to old friends who we happened to meet at a station. Among them there may be friends who are and will be true friends throughout life. Conversations with them must have stimulated our way of thinking and living in many ways, and naturally that is very important. However, don't you want to listen to notions of other people and their way of feeling things? Don't you want to feel yourself from different angles?

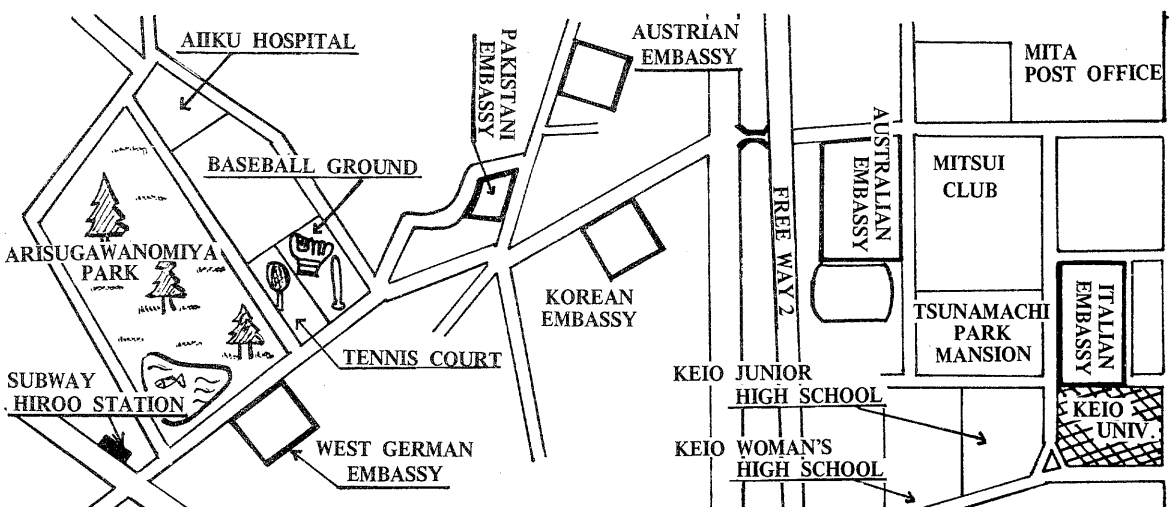
We are now in the midst of adolescence, which will have decisive impact on our life. We aren't yet perfect in the end. But because of this imperfection, we should expose ourselves. Even if we experience bad moments by having head-on collisions with friends or others, we can digest it as an important stimulation to self-improvements, and such youthful spirit and groping in the dark which are expressions of energy are possibly only now. Even if you think you have improved yourself far enough, you may yet become aware of immature aspects in yourself.

Thus I feel deep inside—I shouldn't cover myself up and hide.

Promenade from KEIO to Hiroo — Mita Map —

How about our Mita Festival? May you have a good time! By the way, how did you come to Keio Univ.? By train, bus or car? In any case you'd come from Tamachi Station or Mita Subway Station and go through "Keio Nakadori". Although this area is the main area of Mita, there is a nice promenade in the west side of Keio Univ. In this area, there are many old classic buildings, foreign embassies and beautiful parks.

Now we'll introduce the best promenade course from Mita to Hiroo, just for you. It takes about half an hour on foot. After you walked around at the Festival, what do you say—walking along this course with your sweetheart?



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Prospect

It is true that words are the core of communication. But words are not enough, there are times when words do not mean a thing. For same words may be spoken with different intonations and express different feelings. Actually, other media of communication such as facial expressions and gestures communicate one's will and feeling much more eloquently than words. To close one's eyes, raise one's hand, whistle, clap or even silence may be a powerful

methods of communication depending on the situation.

What we see, what we hear and what we touch all become symbols for communication. For example, let us analyze the bell at school which indicates the beginning and the ending of class. The sound of the bell originally has no relation whatsoever with the beginning of class. We united the two voluntarily and gave it a meaning. Though voluntarily, once this agreement has been reached, the bell functions as a medium of communication. Social environment is flooded with this kind of symbol communication.

Symbol is form of sign, along with index and icon. But as Nida says (1964 Toward a Silence of Translation), index has a natural and direct relationship with what is being indicated, icon shares the communality that can be distinguished by the five senses. They include an element that is practically easy to understand even between those who come from a different culture. However symbols have no natural relation nor share any common form. They are just voluntarily united and made customary. As long as words, facial expressions, and gestures are a form of symbol, their usage are customary and cultural. Therefore when culture changes, symbols and their meaning change.

This is only one aspect of culture and one small step towards intercultural communication. And perhaps the first step to becoming a cosmopolitan.

PUZZLE

How Many Philosophers can you find? Find the hidden philosophers in the block of letters below. Some are hidden horizontally, some vertically and others diagonally.

UAESSUORHUMES
 DHOBBSAUEBASO
 EACADAMSGOQCC
 WRDCEFDSETUHR
 EILCKEELAIOA
 YSLNGSSSLKLNPT
 HTIILACSAPAE
 COMTERAJNKSNS
 LTADITRMTNOHP
 QLRNBETHCIFAR
 MEXUNEETUVWUX
 YSZWIASPENCER
 NIETZSCHEBCRD

Answer on next issue

Suicide in Modern Society

This February, a friend of mine committed suicide by burning herself with kerosene. It wasn't even a year since she had made a new start as a senior at a correspondence school to which she applied after repeating her Junior year in agony. Her distress began toward the end of her sophomore year causing her to not get out of bed in the mornings, nor leave home. She hesitated riding on trains for fear of finding herself alone in a crowd and she wouldn't even answer the phone. These were obviously the symptoms of the so-called "school-phobia". To her, everything surrounding her—school, friends, and even her boyfriend seemed to be nothing more than an enemy trying to hurt her. She wanted to build a fortress around her and protect herself from those enemies. Only one place seemed to relieve her—her bed; however, even there she couldn't escape from everything. She constantly had to face her mother who seemed to represent society and its threats. She was even conscious of the fact that she failed her school life. She wanted to escape from all these realities.

Lamentably enough, she is not a rare case. Every day on the papers we read about losers in society; not only children but university students like us and even middle-aged workers. Common to all of them is that they see too many "impossibilities" in living in this society. Society may reject his excuses and call him spoiled, but for that individual much of society is just "impossible" to deal with. As for my friend, it was certainly her own problem, yet she was too weak and vulnerable to fight it.

The perplexity of modern man's thought patterns rises from the structure of modern society itself. People are not innately given a feeling of self existence. Therefore he must dig out his own from chaos he is brought up in. Modern society, huge and complicated, no longer takes its original role, of a way of socializing and getting rid of loneliness. Attainment of a state of mind that could survive this society, therefore requires a definite process of developing self consciousness. This process must be independent of the protection from one's parents, and must include parting from one's own immaturity, confrontation with reality, experiencing crises and finding one's own solutions. Then for the first time we can perceive our own self or "ego" constructed upon a firm base of confidence.

I sometimes envy Naoya Shiga who had an inborn ego common to the premodern type. However, as a modern man, I have a small but extravagant hope of accomplishing, or at least exploring that other domain he didn't know of, and someday being able to stand on the peak of my own accomplishments and obtain the view of that other eminence he established.

部員募集

三田キャンパスでは、学内ニュース、経済問題、社会問題と全般にわたって活動しております。新聞の編集および英語に興味を持たれる方は、一緒に英字新聞をつくりませんか。特に一年生の入部を歓迎します。

慶応大学英字新聞学会

三田キャンパス

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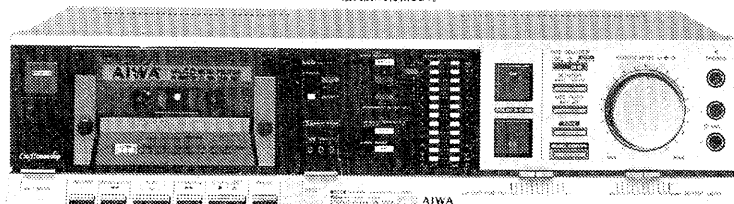
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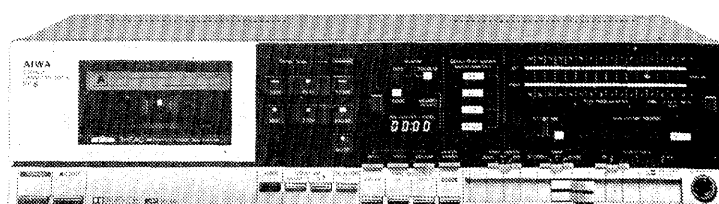
ノイズが消えると、サウンドが際立ってくる

3ヘッドの音・ドルビーCの静寂

「音」のクオリティは「静寂」のクオリティ。音楽をいかに生き生きと再現するかに、この両方が高水準でなければなりません。AIWAのニューデザインFF5/FF8ではまず、音質向上のカギを握るヘッド部にコンプレッション3ヘッドによるヘッドレスシステムを搭載。ヘッドレスシステムは一種を両サイドの両端に設置し、近大なダイナミックレンジで音のクオリティを飛躍的に高めています。また、前記のクオリティ向上と並行して、話題のニュー・ノイズ・リダクションシステムドルビーCタイプを装備。従来のドルビーBタイプに比べて約2倍の静寂を実現し、3ヘッドサウンドをさらに鮮やかにもたせています。FF8には、オートテープチューニングシステムCompu-Brain搭載。クオリティの高い録音に欠かせないバイパス録音感度・イコライザーの調整を自動化し、使用するテープの能力を最大限に引き出します。



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