

The Mita Campus

'calamus gladio fortior'

"EDUCATION" View of Dietman Kono Yohei

Mr. Kono Yohei, a member of the House of Representatives and the newly elected head of the New Liberal Club, has also been on the educational committee of Government ("bunkyo-in") for sixteen years. This time, we fortunately had a chance to talk with Mr. Kono over the educational problems. The following is the summary of this talk.

Aim of Education

Staff: To begin with, we would like to know what Mr. Kono thinks the aim of education is.

Mr. Kono: The aim of education is to promote "full development of one's nature." A school is one of its systems and fields. Therefore, subjects of study which you might think insignificant or useless are important too, to let you learn, think, and finally find your unknown abilities. They are the trainings to find your way of thinking.

Central Problems with Japanese Education

Staff: Recently, educational problems are disputed. What do you think is the central problem with Japanese education.

Mr. Kono: The most important point to think at first is that Japanese education lacks the social molding process. In other words, Japanese education tends to focus on detached pursuit of truth and sanctify itself. Education should not be isolated from the practical needs of society. A kind of "kiyoku tada-shiku utsukushiku" (be chaste, honest and fine) education is nothing more than hypocrisy.

The lack of social molding process is not the only fault. We have at least, three more faults to reflect, such as the lack of internationalism, freedom (or flexibility) and diversity. For example, because of the lack of internationalism, there are few internationally exchangeable credits in Japanese education system, or we have poor ability to speak English, though we've learnt it for more than ten years. And in the lack of diversity, things you learn or even exams you take are often all the same every

where in Japan. In the United States, with full of flexibility in its educational system, subjects to make much of are always changeable according to the current needs of society.

Value of Univ. Education

Staff: Japanese university education is often ill spoken of nowadays. Could you tell us your opinion about it?

Mr. Kono: It is a pity, but I have to tell you that the university education is not valued in society. I can tell it by seeing that Japanese industry puts a much lower premium on specialized skills and acquired abilities than Western industry does. When a Japanese corporation hires young people, its criterion is their courtesy, patience, ethics, and physical strength. In short, Japanese industry hires young people who are "easy to train." Graduates of universities are estimated only as "latent ability." So, members of "Taiiku-kai" (or athletic association) are in good demand. They make efforts on one thing continuously for four years and they get patience, courtesy and of course highly trained physical strength.

All these facts prove that Japanese university education is not valued, as it is in Western countries.

Role of "Exam. Industry"

Staff: What do you think of the "juken-sangyo"? Is Government going to stand by it as one of industries, or consider it as one of causes that aggravate the examination hell?

Mr. Kono: Let me tell you what I think of it. That is the merit of "juku" (or private tutoring school), but not a defect of it which the public would remark.

The first thing to say, which I think important, is that "juku" has stronger social molding process than school education does. The world of "juku" or "juken sangyo" is the world of free competition. They make efforts to get students, no matter in a good sense or not. As compared with this, Japanese school has nothing saleable because of no competition, as I remarked before on the lack of flexibility and diver-

sity in it.

To put it plainly, there is no school which I can call "private" in Japan. Actually there were some which could be called "private." They were competing with each other for developing the peculiar and the better education, with full of flexibility and diversity. Keio and Waseda were representative among them. But now, they are no longer private. They are "semi-public": running under the assistance of Government and obeying the curriculums that Government makes. Anyway, one of the characters of "juku" is that it doesn't hold an official or public opinion. That is what "private" school should be. I'd say that "juku" can be the real private school in Japan now.

Staff: That indication is very interesting, but don't you think that supporting the "juken sangyo" contradict the educational reform that is to ease the examination hell? Government thinks that the "juken sangyo" is one of the main causes that aggravate the examination hell, doesn't it? Do you have any idea?

Mr. Kono: H'm, that's a hard question. But I have the idea. Don't take it amiss though. That idea is to give them the social position and responsibility as the school education. By doing so, we can prevent the double investment in education at both sides, time and money. That can be the antidote for the examination hell.

Educational Reform

Staff: We would like to get into the main point. As we talked now, we have many serious problems with Japanese education. Then, how the educational reform is going to make its part as an antidote for these problems?

Mr. Kono: First of all, I want you to know that we give the educational reform not because of these existing problems but because the coming future requires it. When we think of the international society in 21st cen-



CONTINUE TO PAGE 8

Foreign Business People Get Together at Fujinomiya for Total Understanding of Business

Economic relations between Japan and the world are becoming seriously troubled today, especially in trade frictions. Meanwhile, most of the conflicts in the world are more the result of the misunderstanding caused by the lack of communication than of enmity.

Recently, efforts to make mutual understanding with each country is becoming more active even in Japan. The first Invitational Japanese Business Study Program which we are going to introduce here is also an example. As you will know later in further details, this Study Program which was carried out from 18th March to 16th April this year by the Institute for International Studies and Training (IIST, Boeki Kenshu Center), aims to help promote harmonious relations between Japan and the world, through the invitation of business people from the U.S., Canada and the EC.

Dr. Noritake Kobayashi, our paper's Honorary President and Professor at the Keio Business School has been giving lectures during the program. Therefore, we the Mita Campus have had the privilege of making a report on this program, with the cooperation of the IIST.

We would like to add how much we were impressed by the beautiful beyond descriptive scenery of the IIST campus location, on the western slope of Mt. Fuji near Shiraito Falls. (Phot No. 1)

The following are the introduction to: A this program, B the IIST and C the interview with some of the participants of this program.

A. What's the purpose and the background of this Program?

"This Study Program, which was carried out by the IIST with the cooperation of the Ministry of International Trade and Industry (MITI)

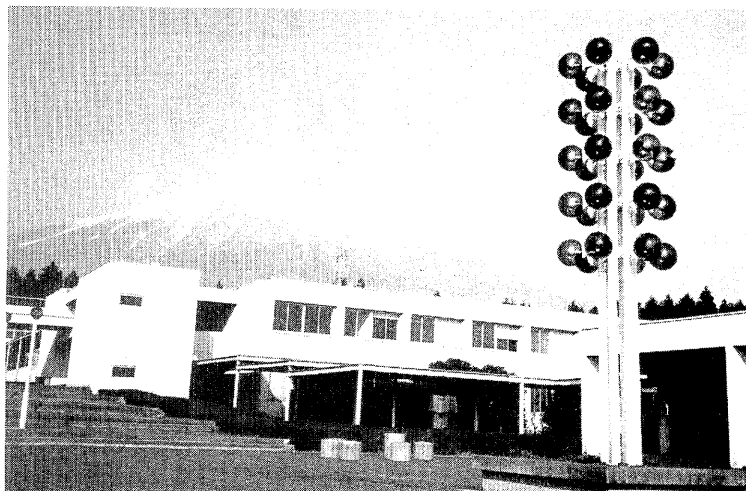
and the Japan External Trade Organization (JETRO) and many business organizations in the private sector, grew out of an agreement at the Quadrilateral Trade Ministers' Conference held in February, 1983. Members of American, Canadian and EC industries would be invited to Japan and given the opportunity to exchange ideas and informations with leading Japanese business people and experts in business-related fields. It was hoped that this exchange would broaden their perspective of the Japanese market and Japanese business management, and by providing them with a first hand view of the realities of present-day Japan, encourage their deeper understanding of the nation as a whole. Through these activities, the Program ultimately aimed to help promote and strengthen harmonious economic relations between Japan and each of the countries involved." (quoted from the Introductory notes for the Program)

- What's the out-line of this Program?

"The Program, which will last approximately a month, will be conducted twice a year, in the spring and fall. Participants are involved in an assortment of lectures, business and cultural tours, workshops with Japanese managers, etc. Participants are provided with round-trip air fare and lodging during the one-month stay." (ditto)

B. What's the ISSST?

(a) Its purpose is: "The IIST in Japan is an educational institution established in 1967 by a special act of the Government of Japan to provide graduate level training for selected qualified persons contemplating careers in the international field. The objective of this training is to develop for Japan a body of rising young business leaders who will eventually play key roles in



international affairs." (quoted from the pamphlet of the IIST)

(b) Its programs (including that of A) are:

- (1) The main program for the Japanese and trainees
- (2) The programs for foreign students
- (3) Invitational Program for Business People from the U.S., Canada and the E.C.
- (4) Invitational Program for Participants from Developing Countries
- (5) Scholarship Programs for Graduate Students from Affiliated Institutions in the United States, Canada and European countries

C. Interview with the participants:

The following is the interview with some of the participants. Before starting, let us introduce them successively from the left person on the photo No. 2.

Dr. Fritz, Thomas, from Federal Republic of Germany, is a Scientific

Staff Member of the Association of the Bavarian Industry. Mr. Miller, Anthony V.E., from the United States of America is a Territorial Manager (Pacific) of the cosmetics company "Estee Lauder International, Inc."

Mr. Johnson, Ken L., from Canada, is charged of Manager-operations in the "Esso Resources Canada Limited, Coal Division". Mr. Morlier, Jean-François, from France, is a Corporate Executive Manager of the French Food Company, "Groupe Lesieur".

- To begin with, we asked their motivation in participating this program and the object of their interests.

Dr. Fritz: I'm working for the Association of Bavarian Industry which is comparable with the Japanese Keidanren.

Germany at the moment is in a very difficult economic situation, so there is a growing interest to know the miracle of the Japanese management and its success. But, I should

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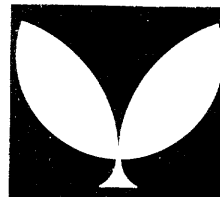
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say that there is no Japanese miracle, and I think that the success is due to the number of the opponents, which I am here to study.

Mr. Miller: My main interest is the Japanese management and the techniques facilities which are related to different cultural factors and the factors of the interpersonal relationships.

My second interest is such things as the QC circles and personal systems which are successfully adapted in some other countries of Asia.

Mr. Johnson: My motivation is to understand the Japanese culture better and the Japanese goods. I'm actually dealing with Sumitomo.

Mr. Morlier: I'm interested in Japanese culture and management. I'm working in a French food company. There is no business with Japan so far but we would like to have an association with Japan in the future. My main interest is personality executive managements.

- For the time being (at the middle of the Program), have you had any benefit from the Program?

Mr. Miller: The answer to that question for me is yes. I have learned some-

thing new about the process of the decision making in Japanese Business Firms, which requires a certain amount of time. So from now on, when I present marketing commercial plans to the Japanese management, I probably will allow sufficient time for them to make decisions and later I'll come back for a final presentation.

Dr. Fritz: I have learned that there are different points of view in the explanations of the Japanese business system and its success by different persons. There is not a united point of view, which was personally very interesting.

And I found out by talks with a few Japanese students studying here that there is a very strict program of constructing the future of the Japanese economy. It seems to me that the fact that these ideas are much stronger, more perfect and clearer, in the notion of what the future will bring and what we are doing in our future, will specially interest the German people.

Mr. Johnson: I got some idea on the cultural side. The feeling of the Japanese businessmen operating their

business is a bit different from the North American business.

I guess we'll find more about Japanese management next week, but now that I have got some information about Japan, I will surely be able to work comfortably when I go back to North America.

Mr. Morlier: I just want to add a few words to all these statements. Even before coming to Japan, we have read and learned a lot about Japan, but now I feel more and more that Japan must be considered as a new experience to be analysed.

- Thank you very much for today.

Lastly, we heartily wish that this program will be a success in dispelling some of the misunderstanding and opening the way for better communication between Japan and other nations, as Mr. K. Ihara, Vice President of the IIST has mentioned.

(NOTE: If you are interested in the IIST activities or want to get the report on this Program "1984 Japanese Business Study Program Bulletin", the address of the office of the IIST is as follows:

1-2-8 Toranomon, Minato-ku, Tokyo 105)



Mita Bungaku To Be Revived Next May

by Shotaro Yasuoka



(KEIO UNIV. MITA LIBRARY)

Seventy four years ago, in May 1910, the initial number of Mita Bungaku was issued. Since then, Mita Bungaku had brought up not only the great writers of Japan, but also Japanese literature itself.

May 1985, the eighth revived publication will be started by Mr. Shotaro Yasuoka with help of many graduates of Keio. Mr. Shotaro Yasuoka, the chief director of this revived publication talks on Mita Bungaku.

Mr. Yasuoka:

We do not need many literary magazines. There are eight at present. That is too much for the readers. Also, it is not good that those magazines try to find out new stars by offering prizes. This makes people write for a lucky hit. Especially for the last ten years, this tendency seems to be intensified. Primarily, literature should be published on a literary coterie magazine. It must be written by writer's own accord, but nowadays I can find few works

written spontaneously. Because of writing for a prize, writers often change their way of writing according to the taste of the selection committee. They don't make efforts to create their own style. This is a very strange phenomenon which can be found only in the last ten years. That is why Mita Bungaku will be a literary coterie magazine, a place where writers can create their own style voluntarily without considering prizes, so that there are more than a year of preparation period, no prizes, no deadlines, acceptance of manuscripts any time. "To have one's own style" is the aim of Mita Bungaku.

Let's hope that Mita Bungaku will send out many of great writers to the literary world again.

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Differences in University Education Japan — U.S.A. "how and for what they study"

by Taro Kono (WASHINGTON D.C.)

Four American Youngsters

About eighty years ago, Chris' grandparents gave up their living in Ireland and moved to the United States, where everything seemed to be possible. Gran'Pa got a job with a railroad company, and his family settled down in Milwaukee, Wisconsin. Their son was a bright boy and studied hard, he went to college with financial aids, and then, was qualified for a full scholarship to go to the Medical School of the University of Wisconsin. When Chris was born in 1964, his father had become a successful doctor in Milwaukee.

Chris joined the debate team at Margarette High School in Milwaukee. They won the National High School Championship in his senior year. Chris maintained B+ average through high school years and he was a good tennis player. He was accepted to top school in the country and chose a school in the East. Since he had lived in the Midwest for eighteen years, Chris wanted to live in a different area for a change. He wants to become a lawyer, and if he gets a chance, he would love to be involved in politics. Washington seemed to be the best place to fulfill his interest and to give him the first step for the future.

One must attend a Law School after the college in order to become a lawyer in the United States. Chris is planning to go to the Law School of Wisconsin because the tuition for

students in the State is very cheap. Many students want to get into the Law School, so Chris thinks he must maintain B+ average at his college, so as to be accepted to the Law School of the University of Wisconsin.

Steve was brought up in Sudan, where his parents are working for a small Church as missionary. He has many good friends in Africa and speaks their language a little. He wanted to know more about Africa, and wants to become able to speak the language fluently as well as to get a high education. But he could not count financial support on his parents. While he has managed to get a student loan, which he has to pay back after his graduation, he works for the school dining service from 4 p.m. to 8 p.m. He is taking courses on African politics, economy and language as well as philosophy, theology and other liberal arts. Steve is thinking about taking the Foreign Service Exam and working for the State Department in the future.

Anne is a national level mile runner. She came to college with the track team scholarship. She made the all-American Track Team in her freshman year and placed third in the NCAA indoor Track Championship. She puts as much effort into running. Besides she practices everyday, she either runs early in the morning or swims late at night. Anne always watches her diet and never parties too much. But she knows that she cannot make her living by running. Running is just a hobby and nothing more. Anne works for a firm in Washington as a part-time worker twice a week. Since she is majoring in marketing, she

hopes to work for a firm in that field. She wants to go to either Law school or Business school eventually.

Yumi entered a college as an economics major. But soon she found herself more interested in business. Because her school does not offer courses on business, she considered transferring to the Business school of the University of Pennsylvania, Wharton school. It is one of the most difficult school to transfer into and requires a very high average. Very luckily, her application was accepted. School keeps her very busy during her school year, but she had part-time jobs during summer. She has worked for Treasury Department and American Express.

Roles of Undergraduate

They are typical students at American Colleges. And are very different from Japanese college students. Let us take a look at what makes the differences. First of all, we have to notice the different role colleges play in these two countries. Unless you want to become a scholar, a college completes your education in Japan. It is the final step before the real society. In the United States, however it is not so. Colleges are called undergraduate school and graduate schools come after them. For some students, colleges are just a stepping stone for the next step. For example, if you consider going to medical school, you must take a special program called Pre-Med at college. You need to maintain high grades in order to be accepted to a medical school. Not only medical schools but if you want to go to good business schools or law schools, you must have very high grades at college. If you are thinking of going to the

Harvard Business School—its students call it B-school, meaning it is the only business school—you had better have 3.8 average out of 4.0 at least.

Why do they want to go to graduate school? Isn't college education enough? The answer is simple. If they have Master's degree, they will get a high salary.

Wharton School offers a very special program. In order to enroll this program, you must have a certain number of years of work experience at certain position, and you must keep a full time job while you are on the program. Of course the classes are held from Friday night to Sunday, so you do not have to miss your work. Those who have jobs in California commute to Philadelphia every weekend by plane. The tuition is very expensive and plane tickets are also very costly. In the long run, however, it is worth it. Once you completed the program, hundreds of corporations would offer you a very high position.

Criteria in Employment

Now you can see the second point. Japanese firms want to educate their workers in their way. What student have learned at school and how they have done are not very important. The firms look for someone who has a character. So if you have played rugby for four years, you would have a better chance to get a good job than someone who got a little better grades than you did but who had not been playing a sport.

In the United States, it is different. A firm looks for someone who can do the job. It doesn't matter in what way he does it; only the result counts. Even though you were the best football

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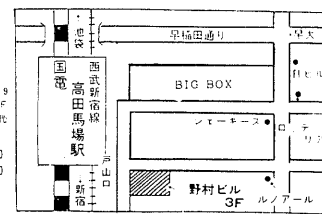
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player at school, if you do not have any knowledge of banks and finance, it is very unlikely for you to get a job with a bank.

Contents of Curriculum

Thirdly, very closely related to the second point, whereas only broad and general subjects are mostly taught at Japanese college, very specific and practical subjects are the core of the American college education.

Georgetown University School of Foreign Service offers a course titled "International Business Diplomacy." It covers principles of corporate investment strategy, namely if a U.S. television maker wanted to set up a factory in Pakistan, what kind of strategy it should take, what would determine the bargaining power of the firm and the Pakistani Government, etc. After having taken this course, a student would proceed to "Political Risk Analysis," which explores the techniques of risk assessment and management, how to spot key trend, etc. Then top twelve students can take "Country Outlook Assessment," in which students are to discuss specific countries and investment projects. By the time students complete this program, other than these three courses mentioned, there are nine more courses to be completed, they have been trained to be the specialists who can conduct business-government negotiations to guide both corporate strategy and public policy. The graduates of this program have been recruited to the IMF, the World Bank, the U.S. Trade Representative, CIA, United Nations Industry Council for Development, Exxon, Bechtel... and so far.

Employment System

Forth point is the different employment systems in both countries. Lifetime employment system prevails in Japan. Upon graduation a college student gets a job for his life and usually

he doesn't change his job.

In the United States, on the other hand, one usually changes his job often. As he changes his job, he gets higher salary and higher position.

This difference is reflected in the student lives in these countries. College students, while in schools, often have jobs, but in Japan and in the United States, characters of jobs are very different. Whereas Japanese have "arbeit" jobs, American students have a part-time jobs. An *arbeit* and a part-time job should be differentiated. Part-time means not works full time, whereas *arbeit* is "Arbeit." Let me explain the difference. There is a clear distinction between an *arbeit* worker and a regular worker. Even if an *arbeit* worker works from 9 to 5, he is still an *arbeit* worker. A part-time worker is someone who doesn't work from 9 to 5 for some reason. If a part-time worker works from 9 to 5, he becomes a full-time worker.

There aren't real part-time jobs in Japan. So students have *arbeit* jobs, and when they graduate, they will find totally new "real" jobs. In the United States, students can get part-time jobs. Since a part-time worker does not work full time, promotion is less frequent. But a part-time worker makes decisions on business just as a full-time worker does, and they have the same responsibility. You have to be qualified to be capable of doing the job, of course, but once you are qualified, that means you can work either full-time or part-time as your schedule allows. Your career has also already started with the part-time job. You can become a full-time worker upon graduation, or you can find a better job with your diploma. You don't have to worry about deciding your lifetime career in your senior year. You can see what you have to study or what you want to study for your career goal from your experiences as a part-time worker. The U.S. employment system gives much more flexibility.

Lastly, money is involved. It is expensive to go to college in Japan, but tuitions for schools are probatively high in the United States. Whether or not to go to college is not an easy decision for American students. Most of them get financial aids or student

loans to cover tuitions, and find part-time jobs to finance their living. Some parents, if they are rich enough, would pay tuitions, but even if they are rich enough, they usually would not support living expenses. Wouldn't you like to study if you are living right next to the classrooms, most of schools require

freshman students to live on Campus, and financing for yourself?

Two different systems do not necessarily mean one is better than the other. Each system has its own strong points and weakness. But if our system can be improved by studying the other, it may be worth trying.

by Jeffrey Flamer (TOKYO)

Roles of College

I was fortunate to have met your editor during a recent trip to Tokyo. I had dinner with his family over which we discussed the differences in college life between Japanese and American students. Since coming to Japan in January, I have given this topic a lot of thought. I would like to share my observations with you.

I am a junior at Cornell University in Ithaca, New York, I am studying Government and Asian Studies. I have come to Japan to study the role of the Sogo Shosha plays in the Japanese economy, and I must turn in a very long report when I return.

Entrance Examinations

I think that colleges in America are very different from those in Japan. To begin with, the procedure for entering a college is somewhat easier. All high school students take a national exam in their Sophomore or Junior year. This exam is called the "Scholastic Aptitude Test" or "S.A.T.". The S.A.T.s can be taken more than once, to improve the student's score. Colleges, in turn, use these scores to rank applicants against one another. Yet unlike the Japanese entrance exams, the S.A.T. scores are not the only factor which is considered for admission.

The student also writes essays about himself and his experiences. The colleges search for the most qualified, and interesting students. I think this system makes getting into college a little easier than it is in Japan, because one is not judged merely on his test scores.

Next, the American college plays a somewhat different role than its Japanese counterpart. In Japan, I have heard that the school you go to determines what kind of a job you will find later on. While the name of your college is important in America, it is not assigned this kind of clout. Large American companies recruit college seniors from the smaller schools, as well as the more prestigious universities.

As for college life itself, this too is very different. Most American college students live away from home on their college campus. Students may come from the other side of the country to attend a particular school. I think more Japanese students live with their families. As a result of this, the student spends most of his time participating in campus activities. Football games, fraternity parties, spring weekends, etc. are all an integral part of being an American college student.

Activities

We do not have many activities which approximate the Japanese "club". I understand that as a member of a club your participation transcends all other activities and commitments. Aside from varsity sports, not many organizations require this kind of intense association with the group; even fraternities do not qualify.

But some things are still the same in both countries. We all take mid-terms. We all take finals. We all wish that classes would be cancelled once in a while, on a spring Friday afternoon. These are supposed to be the best years of our lives. Let's make the most of them.

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Cinema Periscope

"THE RIGHT STUFF"

Inexhaustible desire to be the best

The year is 1947, one of the many jet pilots attempting to exceed Mach 1, the "unbreakable" sound barrier, crashes and is killed.

At his graveside, we say goodbye to one pilot and meet Chuck Yeager (SAM SHEPARD), Air Force test pilot extraordinaire. Over beers at Pancho's Fly inn, the local pilots' hangout near Muroc (Now Edwards Air Force Base), we meet the colorful proprietress, Pancho Barnes (KIM STANLEY), as Yeager takes up the Mach 1 challenge. He goes off and becomes the first person in history to break the sound barrier. The race for space is on...

Alas, what a crazy nature of the human race we have! That's an egoism for "the best". World War II was over, but even just after the tremendous tragedy, we still wanted to drink the acid blood of "fight for the best". It is like climbing one of those ancient Babylonian pyramids made up of a dizzy progression of steps and ledges... high and steep... Any career existing in our society will not get without painstaking effort, and the idea is to prove at every foot of the way up that pyramid that you were one of the elected and annointed one who had "the right stuff" and could move higher and higher and even—ultimately, God willing, one day—that you might be able to join that special few at the very top, that elite who had capacity to bring tears to man's eyes, the very Brotherhood of "the right stuff" itself.

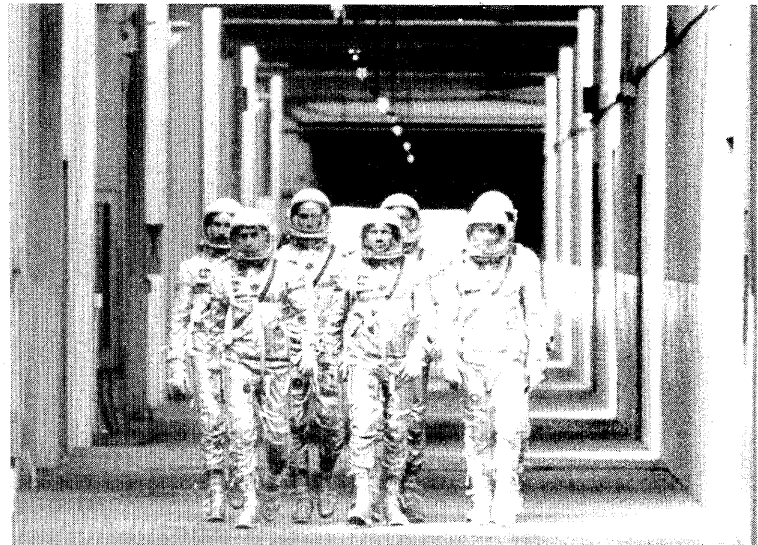
Now, in flying carrier, the first step was done. But no one might not know how steeply the flying history's curve would go on? It was the Russians launch Sputnik on October 4, 1957 that got burst the space race, and it means challenge to the dominance of the United State in the eyes of the world. The U.S. government panics as to how the public will receive the news. Eisenhower seeks the best test pilots as America's first astronauts. After the recruiters' research, and endless, gruelling tests, the seven Project Mercury astronauts are announced to the world: Scott Carpenter (CHARLES FRANK), Alan Shepard (SCOTT GLENN), John Glenn (ED HARRIS), Walter Schirra (LANCE HENRIKSEN), Gordon "Gordo" Cooper (DENNIS QUEID), Virgil I. "Gus" Grissom (FRED WARD) and Donald "Deke" Slayton (SCOTT PAULIN). From the time when a hundred of cameramen used their flash at the White House, their struggle with the numerous physical, and mental problems started. And some "right stuff" won the worldwide reputation, others knew there were just an instant-hero. Behind the Mercury Project, Chuck Yeager flew up to the sky again...

TOM WOLFE (Author), whose book "The Right Stuff" is the basis for Producers Irwin Winkler and Robert Chartoff's motion picture of the same name, tells the story of Chuck Yeager, the first man to break the sound barrier,

and the original seven Mercury astronauts, the first American in space. WOLFE's this book "The Right Stuff" is winning the admiration for its vivid description of space astronauts and surroundings as well as its reality.

What never cease to amaze us in this movie is its special effects. Special effects coordinator Ken Pepiot and his associate Stan Parks had their hands full with "The Right Stuff." Besides building the rocket engine for the X-1 mock-up, Pepiot and his team of four experts had to blow the hatch on Gus Grissom's Mercury capsule and sink it on cue. They also manufactured all of the

These unbelievably great military cooperation to a movie might be quite natural to the people in the United State, but to us, Japanese, and another nationalities, this movie could be unnatural, and showing extraordinarily important feature. I don't mean to say this movie is the CF of the United State against Russian. But in any era, a new progression or an invention is built up on many people's effort or ultimately on their death. Progression needs race between someone, this is a law of human race. But I wish that it would not be the race over the whole life of human race...



"The Right Stuff" is going to fly, they are the heros!

NOTE:

"The Right Stuff" is the Academy movie in four sections! The best edited movie, the best musical composed movie, the best recording, the best sound effect. "We can see any kind of RIGHT STUFF in this movie!" —NEWS WEEK is the best phrase for "The Right Stuff." (ALADD COMPANY RELEASE, presented by Warner Bros.)

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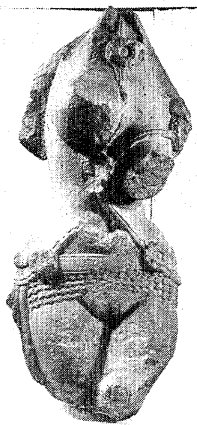
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FROM THE EXHIBITION OF ANCIENT SCULPTURE OF INDIA

The exhibition of ancient sculpture of India was held from March 20th to May 6th at Tokyo National Museum in Ueno. I would like to report upon it and tell my thoughts of ancient sculpture of India.

When we think about Indian art and history, it is impossible not to refer to Buddhism and Hinduism, as Indian art had its basis in them, two great religions of India.

The most remarkable feature of Indian art, especially sculpture, is the way sensuous voluptuousness is described. We can see that kind of description in some sculptures "Yakshi" or "Woman writing a letter".



"YAKSHI"

Another factor which stimulated them to describe the sensuous voluptuousness was, I think, the physical geography of India. Its hot and humid climate enabled Indian people to do their agriculture well and lead their lives without any disasters except the flooding of the Ganges. So that under such a fruitful nature and fertility of plants and animals, people became to feel gratitude and affection to nature. In such a hot weather, they were used to seeing naked people and they didn't feel any shame as we do now.

They worshipped nature and regarded the power of nature as some kind of divine power and they defied each natural phenomenon, Surya, the deity of the sun, Agni, the deity of fire, Indra, the deity of thunder, etc.

In Buddhist temple, for example, in the famous Sanchi-Stupa, some sculptures typically show this sensuousness. Other examples are seen in Hindu temples, such as the Surya temple.



"WOMAN WRITING
A LETTER"

Especially in Hinduism, sensuousness was described so often, as Hinduism attached importance to fertility as the power of creating anything in the world.

Here are some representative sculptures in the exhibition, "Yakshi" who is the symbol of fertility and was the herald of abundance. These photos show their sensuous buxomness, their image of the symbol of fertility and their beauty which fascinated ancient sculptors for centuries. "Yakshi" from Didafanj, Patna, sculptured in the Maurya period, 3rd century B.C., perfectly modelled and standing elegantly, is the outstanding achievement of Mauryan art. Next "Yakshi" from Sonkh, sculptured in the Kushan period, 1st-2nd centuries A.D., was discovered recently and is known as "Sharebhanjika." She stands on a kneeling dwarf, holding a branch of an Asoka tree that is said to only flower when it is touched by a beautiful woman, rests her other hand on her hip.



YAKSHI FROM PATNA



YAKSHI FROM SONKH

ENGLISH FRENCH GERMAN SPANISH

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continued from page 7



PHOTO NO.1

Photo, no. 1, a sculpture of the Buddha, shows his silent, meditative face, closing his eyes, and spirit of meditation. We can feel the spirits, meditative, inwardly reflective, of the sculptors. It is next to impossible to know what these Buddhas thought but at least we can recognize the value of Buddhism through these sculptures.

Photo no. 2, Vishnu is one of the deities of Hinduism, and a symbol of cosmic stability. Vishnu was said to be benevolent to those who really and deeply believed in him, so he was very popular in Hinduism as well as Shiva.



PHOTO NO.2

Vishnu, as the principle of cosmic stability, dominated Indian sculpture for many centuries, especially between the fourth and fifth centuries and again from the eleventh to the thirteenth centuries.



SHIVA

Shiva, the deity of destruction and creation, was described as a great dancer who personified the rhythm and dynamism of the universe. Dancing Shiva, from Tamil Nadu, sculptured in the Chola period in the 10th-11th centuries, shows not only his dynamic dance but also his calm, silent face. This is the symbol of the eternal movement of involution and evolution of the universe.

Finally, here are the words of Indira Gandhi, the Prime Minister of India.

"Japan and India, the Chrysanthemum and the Lotus, ought to know each other better. There are many areas in which we can work together for our own benefit and that of others. There is high regard in India for Japan's achievements. Many Japanese visitors come to see the ancient centres of Buddhism. The old cultural links are a solid basis for further developing mutual understanding."

My good wishes for the success of the exhibition. I hope that it will strengthen Indo-Japanese friendship."

CONTINUED FROM PAGE 1

ture, we must say that the existing educational institution or Japanese education is not good enough for the coming future. That's why we need the educational reform.

Staff: What are the main purposes of

the reform as the definite plan?

Mr. Kono: The first thing to do is to liberalize Japanese education. And then, we will have to give internationalism, diversity and social molding process to it.

Grade for Japanese Education

Staff: In the conclusion, we want to know what grade Mr. Kono give to Japanese education. What grade would you give to it?

Mr. Kono: Oh, hard question again! It's really hard to give it precisely. Well, I would give 65 to it.

Staff: 65? Oh, it's a severe grade. (laughter)

Mr. Kono: Hard questions and a bad grade, very natural. (laughter)

Staff: Thank you very much for this interview. We really appreciate your cooperation.



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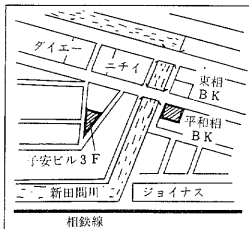
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