

The Mita Campus

KEIO UNIVERSITY
1858
'calamus gladio fortior'

"Without doubting there is no seeking; without seeking there is no gaining"—Yukichi Fukuzawa

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WE WIN!



The moment of triumph

Photo by Asahi Shinbun

by Hirokazu Takahashi
"Katta-zo, Katta-zo, Ke-i-o!"
(We won, we won, Keio!).
Voices of thousands echoed through Mita at the end of the Victory Party on the night of June 2.

Keio Baseball team had just bombed Waseda by a score of 13-1, that afternoon, by belting out the most hits in a Keio-Waseda game, an amazing 23 hits. Ace southpaw Shimura posted his 20th win for Keio by allowing only 4 hits and a single run in the third, decisive game.

A crowd of 20,000 showed up at Jingu Stadium for the last series of the prestigious Tokyo Six University Baseball League, the classic Keio-Waseda card. Keio Baseball Team had already clinched the pennant the week before when the second-place Hosei University dropped the second game against Meiji University, the eventual third-placer.

The best-of-three game series between Keio and Waseda (which dates back to 1925) started out by a pitching duel between Shimura and Ishihara, both aces for their respective schools. Shimura pitched well, allowing 2 runs in 6 innings, and

Takeda showed off his freshman power by ruling a scoreless 2 innings. But the Waseda pair of Ishida and Takenouchi allowed only a single run against the Keio batters, and Waseda took the first game 2-1.

In the second game, Keio scored early by scoring 4 runs in the first 4 innings, which knocked out Takenouchi, the starting pitcher for Waseda. Senior pitcher Suzuki hurled a 5-hit shut-out for Keio, proving he recovered completely from the German measles which attacked the team from the start of the season. After the 4-0 victory, Suzuki commented that his split-fingered fastball, which Head Coach Maeda taught him, and that his curve and slider worked well for him.

The fielding behind Suzuki was superb as usual, and second baseman Yutaka Katoh made several dazzling plays to help wrap up the first win of the series. In the batting department, Yutaka Katoh shined here also, by getting 3 hits and scoring 2 runs. Left-fielder Arakawa and center-fielder Takeshi Katoh each had 1 run batted in, and the right-fielder Mikoshiba

knocked off Waseda with his 2-run triple in the 4th inning.

The third game, which decided the winner and the loser, saw Keio breaking the game wide open in the wild 5th inning, in which they scored 5 runs including a 3-run homerun by Saruta, the captain for the Keio squad. This blast turned a 3-1 game into a rout, and the head coach called this shot "the turning point" of the game. Keio nine added 6 more runs in the 9th to put an end to the lopsided 13-1 Keio triumph.

All of the starters each had hits, with seniors Arakawa and Takeshi Katoh smacking 5 hits and 3 hits each, and juniors Mikoshiba and Tsutsumi delivering 4 and 3 hits respectively. Add to that another great pitching effort by Shimura, and Waseda had the worst beating against Keio ever in history.

Shimura, in the post-game interview spoke, "I got better as the game went on, and my fastball and screwball out-powered the Waseda batters." He too thought Saruta's slam to the left field stands decided the game, and was delighted that his 20th win came on such an im-

portant game.

Captain Saruta reviewed his homer with tears in his eyes, "This shot meant a whole lot to me because I didn't get a single hit during the first two games. The pitch was a high fastball and all I wanted to do was to keep the rally going. It was unbelievable when I saw the ball sinking into the stands, and relieved at the same time, because there was no way I was going to be able to join the Victory Parade without contributing to the team. I was ready to pick up trash instead of riding in the convertible with the rest of the team."

Head Coach Maeda wrapped up the interview by reflecting on this victorious season. "This championship had a different kind of meaning for us, compared to our last pennant two years ago. The last time, we hadn't had a championship team for 13 years, so we were the underdogs without much pressure. This season, we were expected to come out on top at the end, and that put a huge expectation on the team. The wins against Hosei and Meiji was the key to our success. We had a very balanced team, and I can't say enough about these boys. I'm very proud of them. But our season isn't over yet. We still have the All-Collegiate Championship from the 8th of June. I'm confident, with two excellent pitchers in top condition. (Shimura and Suzuki) I'm sure we're going to be the number-one team in Japan."

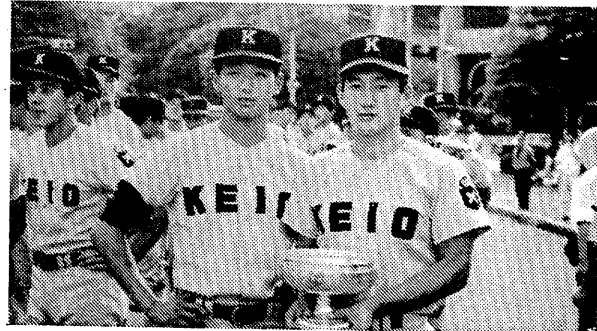
While the team were answering to interviews in the locker room below the stadium, jubilant fans were going crazy in the seats right above them. As Saruta threw out the last Waseda batter, tons of confetti and tapes burst out from the

Keio stands, and the crowd became one, singing shoulder to shoulder. The fans then filled the streets of Tokyo and turned it into a giant three-kilometer party. School officials and the baseball team rode convertible cars and accepted congratulations from windows of buildings, sidewalks, and even from cars and taxis. More than 10,000 Keio ORs and students followed them, each holding a blue and red Keio lantern and balloons.

Everybody headed to a special stage constructed at the Mita campus, and there, a grand Victory Party was held. There were cheerleaders dancing, rooters shouting at the top of their lungs, many inspiring speeches being made, and the players being introduced one by one, adding to the wild celebration. Some of the more memorable words were by the president of Keio, Dr. Ishikawa, stating that, "The league championship means a lot, but to win against Waseda was the one that counts. We had already clinched the pennant, but if we had lost to our rival, I wouldn't have rode the convertible in the parade, that shows how much I wanted to beat those guys."

Saruta, as the captain, reminded us that, "There are 103 members on the baseball team, but not all of them could join us up on this stage. We couldn't have won this thing, if we didn't have all 103 players as one, striving for the flag." And Head Coach Maeda told the enthusiastic fans, "We won this for you, and don't forget, we're going to win it all at the All-Collegiate Championship!"

Well, as everyone found out a couple of weeks later, he's no liar! Banzai!



Heroes of Game 3, Shimura and Saruta

© Hirokazu Takahashi

EDITORIAL

It's Time For Reform

by Shoko Saito

One more month to go for the first semester to end. The hustle and bustle of the beginning of a new school year has passed. Freshmen hopefully have made new friends in their classes and clubs. Third year students, freshmen at Mita campus, might have joined a seminar and have new relationships there. Registration is completed. Final examinations will start in a few weeks, which will cause chaos and make us restless again before the long vacation. However, now that we have settled in, it seems the right time to consider our school curriculum.

Is it now in its most effective form to carry out Keio's philosophy of education, which is, in my opinion, contributing to society by producing creative and active minds? I must say that the answer is no. Although Keio is one of the most prestigious private universities in Japan, there is much room for improvement in its educational system and the attitude of both staff and students.

One of the most serious problems we have is the often talked about "mass-production education." This is common in all Japanese universities where 300-500 students register for one course (although a large part of them do not attend it); the professors have to lecture through microphones, and give grades on the basis of only one term examination. What is worse, students are only allowed to find out their grade at the end of the school year. Under such conditions, both students' and professors' enthusiasm towards learning and teaching is decreased.

However, Professor Oshima, Dean of the Economics Department, pointed out that the situation of mass-production education is not as bad as at other Japanese universities. For example, at Keio, the percentage of part-time instructors is low, and class size has been reduced in the last 10-15 years (e.g. Economics Department reduced to 1200 students). Keio also has small classes such as seminars and seminar-type classes that students can take at Hiyoshi. According to Professor Yonetsu of the Law Dept. mass-pro does not necessarily prevent student-professor communication because students are free to go up to professors and ask questions any time.

Yet it is not a matter of comparison with other universities because the situation is even worse there. In mass-pro, positive tension between the students and the professors does not exist, which would stimulate both sides in learning and teaching. In spite of the effective seminar system, it is not functioning well enough because of the inadequate number of such classes.

One must recognize that the university side is taking measures to cope with the problems that arise from mass production education by reforming the entrance exam (see p. 5) and setting more tutorial courses.

Mutually exclusive attitudes of teachers and students must also be broken down. Both sides should realize the potential value of each other's contributions.

These steps are only the beginning of much larger and more comprehensive changes necessary to improve Keio's high academic standards.

READER'S VOICE

Japanese companies-really international?

by James Paradise

The ten-year-old sex discrimination suit brought against Sumitomo Corporation of America by female clerical workers who claimed that their civil rights had been violated was recently settled.

Sumitomo Corporation denied that it had given preferential treatment to Japanese males but agreed to "set aside \$1 million over the next three years for career counseling, guidance, and job evaluations for all American employees, and \$1 million in payments to members of the suit."

Cases of this sort can be expected to grow as Japanese companies expand their operations overseas. Doing business in Japan is one thing; doing business in the United States or Europe is very different. For one, there are important differences in culture and legal structures. In the Sumitomo case, the U.S. Supreme Court had decided four years earlier that "subsidiaries of Japanese companies incorporated and doing business in the United States are bound by American laws barring job discrimination." Just as Western companies doing business in Japan have found it necessary to adjust to local conditions, so too will Japanese companies find it necessary to do the same.

In their efforts to become multinational corporations, Japanese companies have been very slow to make progress in personnel management. At this point we may ask, "what does it mean to be international?" It seems that at its most basic internationalism is an attitude. To be nationalist is to attach a special significance, moral or psychological, to national boundaries. It is to think that compatriots should be treated in

ways that noncompatriots should not. Conversely, to be international is to disregard national boundaries. It is not to accord preferential treatment to members of one's group but to act in accordance with the principle of equality.

From 1985-1986 I worked for a large Japanese company as a language instructor. I was sent to Japan to work in the Tokyo area. I was told, in the interview, that the reason for hiring foreign teachers was to assist the company in its efforts to internationalize. Before beginning the job, I had high expectations. It seemed like a great opportunity to learn about Japanese business, to acquire some teaching experience and to see a different part of the world. I also thought that maybe, after a couple of years, it would be possible to move into a managerial position. Once I got to Japan, though, I found a very different situation. English language teaching — the purpose for which I was hired — was given very low priority. Classes were held at the end of the day when students were tired, and inadequate funds existed for the purchase of new teaching materials. Opportunities for promotion were virtually non-existent. The best I could have hoped for was to have worked at the company for an extra year. There was little desire to integrate the language staff into company operations. It was hard not to get the impression that we had been hired for cosmetic purposes only. Dissatisfaction among the language teachers was therefore universal, ranging from apathy to extreme bitterness.

In some ways, my employment experience is not analogous to that of foreigners working for Japanese companies outside of Japan. For one, the location of

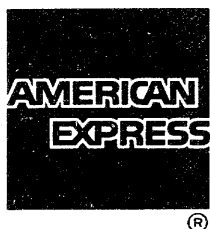
my employment was Tokyo, not London or New York. Secondly, I was hired as an English teacher. While I had hoped to do work other than teach English, I was never given any guarantee of this. And thirdly, I was hired on a contractual basis. My status within the company was that of *shokutaku shain* — non-permanent, non-lifetime employee.

In spite of these differences, I believe that there are also similarities. The basic issue is what happens when Japanese and non-Japanese work together. Given the differences in values, cultural practices and managerial techniques, it might be expected that difficulties arise.

Japanese management has many strengths, but these strengths can turn to disadvantages in a foreign environment. Consider the seniority system, one of the three pillars of Japanese management, along with lifetime employment and enterprise unions. Under the seniority system, employees must wait a minimum number of years before they can be promoted to a higher rank. In a society where everyone is taught to endure, wait and be patient, and where loyalty, duty, obedience and respect are the foundation of the culture, such a system is perhaps effective. But when transplanted to a foreign environment where merit is more important than age, problems are bound to result. Workers who are not promoted may well leave their jobs for better opportunities elsewhere. And indeed, this has often been the case.

Why have Japanese companies been slow to internationalize? Why have they been, in the words of one author, "reluctant multinationals"? It

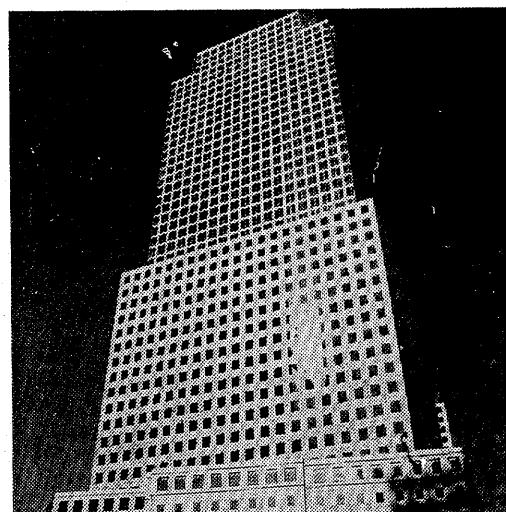
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ECONOMY

Keidanren Spokesman Says, "The Japanese Market Is Open"



Mr. Fujiwara

by Sonia Lei Johnson

In an interview with the Mita Campus, Katsuhiko Fujiwara stated that the Keidanren feels that the Japanese market is already open to foreign competition. Fujiwara is a director of the Industrial Affairs Depart-

ment at the Keidanren (Japan Federation of Economic Organization — see related article).

There are a number of difficult factors for foreigners trying to enter, Fujiwara conceded. "The Japanese market is not a playground," he said. Newcomers have to compete with established Japanese interests who know the turf.

"Newcomers," said Fujiwara, should not insist on being given preferential treatment. But in Japan today, including the Keidanren, there is some feeling that some special preference should be given to newcomers . . . these are very nominal, not so substantial in effect but even governmental and financial institutions have already structured certain steps

to give favor to non-Japanese companies. I myself am not pleased to see these reverse discriminatory measures but for these days with such an enormous trade imbalance we have to live with these kinds of measures."

The problem with the U.S., of course, is that America has been very open to importing anything from anywhere in the world. At the same time, it is very hard for them to export to Japan. It is openly said in the American media that Japan is a "closed market." This was not a great problem as long as the trade deficit was not so large.

With the present massive trade deficit, however, there is the problem of the sinking dollar. This is not merely a ques-

tion of the relationship between one country and another. Since the dollar is an international currency, if there is a very great depreciation of the dollar there will be serious ramifications in the world economy.

Japan's Awareness of the Outside World

In order for a nation to be economically independent, three things are necessary: land, resources and people. The U.S. has all three. Australia is rich in the first two. Japan, however, has only a huge population to work with. This is why Japan has been very sensitive to the movements of the rest of the world ever since Perry rammed his way into Japan with his "black ships." Moreover, this lack of land and resources is one of the fundamental reasons for the obsessive work ethic in Japan."

Japan needs to trade to survive. The Japanese have always actively engaged in gathering information about the rest of the world. This writer spoke recently to a small Japanese company that represents a manufacturer of art-deco ceramics for interior use about marketing their product in Seattle. Although the company had no organized plan of overseas marketing, they immediately recognized the possibilities and sent a letter posthaste (in English of course) to the representative I recommended in Seattle. It is inconceivable that an American company of the same size would be so interested in sending their products to say, Kobe, much less be able to write a letter about it in Japanese. Japan seems too "foreign" to deal with.

When foreigners come to Japan as would-be sellers, they have to learn more about the language and culture of Japan and how to do things their customers' way. Fujiwara said that the Keidanren is very active in this direction, often holding multinational meetings in English when they would like to use Japanese as the working language. Fujiwara also said that there are many silent suc-

cess stories. "They have no need to give their know-how or experience to the public. The foreign companies just enjoy themselves. In comparison, the failures are very vocal."

According to Fujiwara, Japan is a competitive market and the consumers will welcome newcomers while the established competitors will not be pleased. This is a basic principle of the market. When asked what areas have good prospects in Japan, Fujiwara said expansively, "Everything! Steel is coming from Korea. Cement from Korea and Taiwan. 80% of Aluminum was supplied domestically ten years ago. Now it's less than 10% — more than 90% of aluminum ingot is now imported from foreign countries. As for consumer goods: textile goods have a good possibility in Japan. Everything from luxuries to practical, cheap goods, food products. Although raw agricultural goods are controlled, consumer goods are open today; chocolate and so on. Shoes, furniture and so on all have good possibilities. But the Japanese market is different from the European and American market."

On this last word of caution: the U.S. refrigerator maker, Whirlpool, makes some of the best appliances of that gender in the world. The average Whirlpool refrigerator, however, is about four times the size of that which is commonly used in a Japanese home.

Much of the reason for high commodity prices in Japan is the exorbitant land cost. When you buy a hamburger in Roppongi you are also paying for the land the building is on. Depending on who is calculating, the land of tiny, resource poor Japan is worth more than three times that of the U.S.'s. Clearly, land reform is called for. Even so, commodity prices are so mind-boggling high, especially now with the strong yen, foreigners would do well to make every effort to break into the Japanese market.

(Continued from Page 2)

may be that the centralist tendencies of Japanese multinational management are simply the product of an early stage of development analogous to what all multinationals experience. Another explanation is suggested by W. G. Ouchi in his book "Theory Z": "probably no form of organization is more sexist or racist than the Japanese corporation (which operates) as a culturally homogeneous social system that has very weak explicit or hierarchical monitoring properties and thus can withstand no internal cultural diversity." It is understandable why Japanese corporations have had difficulties integrating local staff into company operations.

Is it unlikely that Japanese multinationals will meet the challenges before them? I believe the answer to this is no. I believe that Japanese companies will be able to adapt to local conditions, and indeed some of them already have. Furthermore, some of the managerial practices that work in Japan also work outside of Japan, such as economic democracy and worker participation. As Japanese society evolves socially, changes in managerial practice can be expected accordingly.

KEIDANREN

by Ken yamanaka

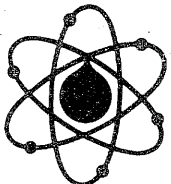
The Keidanren (Japan Federation of Economic Organizations), under Eishiro Saito, the presiding chairman, is sometimes called the center of the economic world and the "Four Economic Organizations" (including the Japan Chamber of Commerce and Industry, the Japan Federation of Employer's Associations, and the Japan Committee for Economic Development). The president of Keidanren is even referred to, sometimes, as "the prime minister of the financial society," because of his great influence, not only in the economic field, but also in the government.

In 1946, the Keidanren was organized by groups from the following committees: the All Japan Commercial and Industrial Committee (now Nisshō), the Committee of Financial Companies, the Committee of Important Industries (now Nissan kyō), the Committee of Trading companies, and the Central Commercial and Industrial Association (now Nic-

chūren). Afterwards, some of the committees became independent and the modern Keidanren was established in 1952. It consists of some eight hundred kinds of industrial organizations, major Japanese enterprises, and some private members.

The organization's goal lies in establishing communication between all the companies, to ensure consensus, and to find solutions for economical and financial problems. Through this, they aim to promote independence and ideal growth of domestic economy.


The organization's main activity is to make adjustments with and appeal to the government for cooperation in its economic policies, as well as with foreign economic groups. There are many standing committees, such as the Comprehensive Planning Committee, the Committee for Economic Research, the Committee for Economical Policy, etc., to examine detailed issues. The Keidanren plays a very large role in Japan's economy.



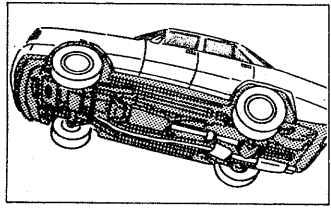
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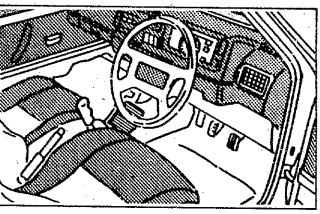



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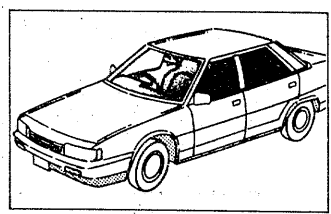


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CAMPUS

GOGATSU-BYO or Student Apathy?

by Yuko Saito
reported by:

Masao Nagano
Asako Shimada
Yukiko Uchida
(Hitoshi Fujimura)

May, when all the excitement of breaking through the narrow gate of university diminishes, round about after Golden Week, students lose interest in their study and thus results in enervation. This phenomenon is called 'gogatsu-byo'.

Each year, at this time, the talked-about subject in the area of tertiary education by the media is *gogatsu-byo*, and certainly this year is no exception. But does this *gogatsu-byo* really prevail in the university as contended in the media?

The Mita Campus conducted a survey of 151 Keio students. From what we obtained, surprisingly only one-third felt that they were experiencing *gogatsu-byo* even in the slightest way. Those who feel they have experienced *gogatsu-byo* enter university with high expectations only to find that it is quite different from what they had imagined. Those living away from home become exhausted by house chores they must do all on their own and cry in homesickness. Others cannot adapt to the new environment and build

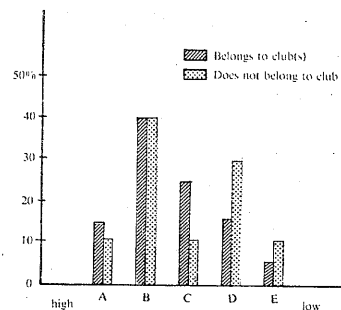
up a sense of insecurity inside them because they feel they do not fit into the atmosphere.

But according to Professor Kosaki from the Student Counsellors, many of the students come to the office with a positive attitude (or at least with a willingness to improve the situation they are in); they come in with a problem, but they seek a way to solve whatever their problem is. He argued that time will solve most of them as they become used to the university life and meet new friends.

Besides, those who have felt *gogatsu-byo* are probably some of the better ones. What about the rest who have marked "no" when asked whether they were ever conscious of *gogatsu-byo*? Results from the questionnaire suggest that while over half the students are dissatisfied by the teachers (52%) and the content of lectures (60%), the majority (66%) did not fall into a depressive state. Of course it should not be taken that everyone should become depressed, but it indicates that students are, in a way, indifferent in their purpose of studying.

Student apathy is a problem undermining university students in general and is undoubtedly present at Keio. At least those who are suffering from *gogatsu-*

The Level of Satisfaction in University Life



byo are conscious of the problem and it means that they are giving it some serious thought.

It is said that students in recent years are "immature." They are often self-centered, critical towards others and fairly materialistic, but at the same time, are perfectionists so that when they fail to achieve something the shock turns into vanity. They can be thoughtless and inconsiderate towards others, but they themselves are rather sensitive. Characteristic of student apathy is that they are lethargic in the area of "study" concerning classes and examinations, but not always so in part-time jobs and seeing friends. These students lack a constructive aim, cannot seek their identity and are not able to establish themselves.

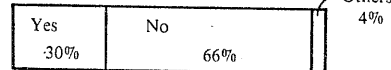
Enthusiasm towards study and university life is alarmingly low; behind it is the educational system where students are slotted into the system and are encouraged only to study for the entrance examination — their ultimate goal — leaving no space for creativity, individualism or opportunity to hold and assert their opinions (note that this "study" is not in any sense *real* where there is a desire to acquire knowledge in the hope that it would help us understand the world or simply life itself, but merely a *learning process*.) The results: they lack imagination and can only live in a given situation in an already made society. I should also mention

the mass production education within the university. With this it is very difficult on both the students' part and the teachers' part to stay interested in class. Discontent amongst the students in this field is apparent from our questionnaire.

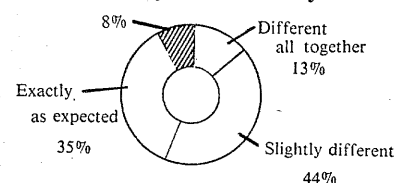
E. H. Erikson advocated that there is a certain life task in certain stages of man's life. In adolescence, it is to establish his/her identity. He claims that it is like a moratorium, a period free from social responsibilities while being trained, although physically speaking they are fully developed. But in the last decade or two, the moratorium has been extended considerably and many are refusing to move on to the next stage. Professor K. Okonogi pointed out that increasing number of young people are not establishing themselves in the society and named those "moratorium man." Refusal to graduate syndrome is precisely a manifestation of a "moratorium man."

The students tend to not want to recognize the sense of *belonging* to system, group, country and society. Instead of making a choice between one thing and another, they prefer one *as well as* the other. They do not commit a hundred percent in anything, only temporarily and partially. This trend was also reflected in our questionnaire: the most common adjective describing the university atmosphere of Keio was "flip-pant"/"flirtatious." (The word

Experience of Gogatsu-byo



The Level of Difference Between Expectation Towards University and the Reality



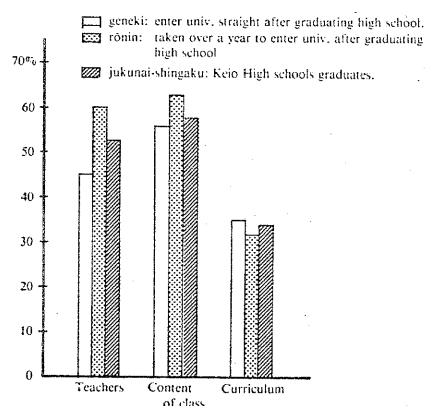
"karu" probably says it all.) The students seem cool on the surface — the name of the game is to play smart and not get involved. Take for example, friendship; you may have many friends but how many of them can be called *true* friends whom you can talk about introspective problems and discuss the meaning of life? To discuss on such subjects is not the fashion of today.

From the interview with the Student Counsellor, we found out that class attendance is much higher today (believe it or not) than it was ten years ago. Professor Kosaki analyses the reason as because the students cannot commit themselves upon other things or because they are too afraid to be left behind by the rest. In other words, they do not want to work hard but neither do they wish to be a drop out, hence they do things in moderation.

Underneath the facade of gay campus life there exists a feeling of futility among a large percentage of students. The more happy and easy-going we act, the stronger we feel the superficiality of it, and we are left with emptiness inside afterwards. But we, on the other hand are very flexible in our ways of thinking and have the ability to display multiple talents. So if we endeavor to have and to hold a purpose and not be lost, then our four years at Keio would have much more significance.

Percentage of those who are Dissatisfied by:

- Teachers
- Content of class
- Curriculum



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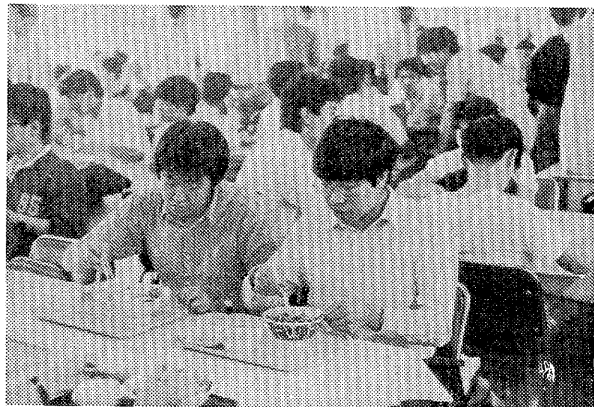
シリコンは、耐熱・耐寒・耐候・電気絶縁・難燃・耐薬品・撥水・離型・消泡・潤滑性など、数々の優れた特性を備えています。しかも、オイル状・ゴム状・レジン状など、お客様のニーズに合わせいろいろな形で供給できる長所も持っています。無機物と有機物の特性をあわせ持つシリコンは、あらゆる分野で、さまざまに応用できる高機能素材なのです。

エレクトロニクスからレジャー産業まで、多種多様に活躍するトーレ・シリコン。私たちは、このシリコンを通じてマーケットニーズに、より迅速、的確に応えるため、産業別の営業・研究開発体制をとっています。高信頼性と高機能・多機能化がますます要求される現代。確かな技術力とフレキシブルな企業体制が必要な時代です。トーレ・シリコンは、無限の可能性に向かって、みなさんと歩んでまいります。

トーレ・シリコン株式会社

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LUNCHTIME!



Niko cafeteria

by Chiyo Shibata

"Jukusei wa ima..." is the title of a study on Keio University student life (1986, 13th edition). In order to understand the students' life-style and attitude, the Office of Student Affairs conducted a survey and analyzed it from various angles.

Due to the vehemence of students' replies to one section of the survey, "student cafeteria" issues were recognized as an urgent problem. The problem arises from the usage of the NIKO restaurant at Hiyoshi. Since the start of school in

April, the seats in the NIKO restaurant had been occupied as "hangouts" by some special student clubs. As a result, seats for other students were restricted. Due to these problems, the Office of Student Affairs conducted a survey in order to find the basis of and solution to this situation.

First of all, and worthy of special mention, is the fact that student cafeterias are unpopular with females. The total percentage of students who use student cafeterias "almost everyday" and "every other day" is 46.7%,

of whom 52.1% are male and 24.7% female. Also, 18.2% of the males "hardly" use the cafeteria, while as many as 40.7% of the females replied the same way.

Second, there are many differences between campuses. 81.6% of the students at Yagami, and 63.4% at Hiyoshi answered "often" (that is, the total amount of "almost every day" and "every other day"), whereas only 26.9% at Mita, and very few people at Yotsuya use student cafeterias. This is not surprising when one considers the distance of the restaurants from school and the number of seats (1550 seats at Hiyoshi, 826 at Mita, 265 at Yagami, and 120 at Yotsuya).

Differences are even clearer in the responses to "Which restaurant do you use most?" Most of the students at Yagami (97.1%) and Hishi (89.1%) use on-campus cafeterias and there are only a few students who use off-campus restaurants. In contrast, 24.1% at Mita and as many as 69.9% at Yotsuya use on-campus cafeterias. Especially worth noting is that the per-

centage of students using the "Seikyo" cafeteria is much higher than the number of available seats. The Coop cafeteria has only one-third the number of tables compared to the "Niko" cafeteria, but has 2.5 times the number of students who "use it often."

Concerning the reasons for selecting campus cafeterias, Mita, Yagami, and Yotsuya students answered 'proximity,' and Hiyoshi students answered 'low price.' But the primary reason for eating at the restaurants nearby the respective campuses was 'good food.'

That concludes the research of the present state of the cafeterias, but now, I want to get into the root of the problem and try to find out if there are any solutions, by listening to the actual opinions of the students.

At Hiyoshi:

— Doesn't taste very good. The dishes are dirty and make you lose your appetite. If the food tasted better, I wouldn't mind higher prices.

— Crowded! Crowded! Crowded! (Seikyo)

No hangout! (Niko) Females

seem to have second thoughts about entering.

At Mita:

— Tastes awful. High prices (in comparison to other universities). There are only a few menus, so it becomes routine. People who work there have sulky faces. Not very clean. Crowded. Interior decoration is tasteless. No air conditioner.

At Yotsuya:

— I didn't know there was a student cafeteria until just now.

At Yagami:

— We can't have lunch at lunch time, because there aren't enough seats.

These opinions bring the problem of student cafeterias into focus more clearly than statistical figures can. In addition to discontent with price or quality, students wish that the cafeterias were comfortable and quiet spaces where they could just sit and relax. It is desirable that student cafeterias not only supply nourishment, but also provide a place for students to have a good time with their friends.

Language Education in Japan "Everybody, speak out!"



Mr. Margulies

by Hideshige Saito

Mr. Margulies (Department of Law) came to Keio in 1981 as a French teacher, introduced by the late Arimasa Mori. He also teaches at Aoyama Gakuin University and the Asahi Culture Center, and translates for the Yamaha Motors. At Keio, he teaches two classes in the language lab, seven classes including his classes in the Department of Law. Mr. Margulies is also a Chinese and Hebrew major.

Although many foreigners say that the Japanese are not skilled in learning foreign languages, Mr. Margulies believes that "The Japanese are the only people in the world who should have more ability than any other people. This is because the Japanese language is bilingual: there is a mixture of Chinese and other languages in Japanese."

The system of foreign language education in Japan is at fault, according to Mr. Margulies. There are many para-

doxes, such as the presence of many sophisticated machines in the language labs, but no comparable advance in language skills. "In a small university in Sian, China, the students had never seen a cassette tape, but everyone could speak French. They have never been to France, and even more amazing, they were learning French from a Chinese teacher who had learnt French in Russia. Still, they had a strong will to learn French and they were managing it."

However, Mr. Margulies explained that due to psychological reasons, foreign language education in Japan does not work well. "I think the idea of talking or speaking up in public and putting forward one's own ideas is not really developed in the Japanese educational system. You have to be insolent, I mean fight somebody. I always tell my students that they have to fight me. If there is no fight there is no learning. But the ideas in the Japanese virtue of respect for the teacher go against the idea of free speech."

Adding more classes will not solve the problems, either, he asserts. For, "if you are obliged to take the language lessons and are not willing to study, you won't get anything from them. The important thing is the appetite and motivation to communicate with others."

The students interested in French are "rather childish and trivial." For example, they take French "because they are interested in French fashion or because they like French food, French movies..." but are not

interested in literature. The lack of maturity in Japanese students seems to bother Mr. Margulies, for he comments that "their motives are not clear in anything," and that he hopes "that their motives become, to some extent, more profound."

Asked how he finds the students' reactions toward different cultures, he explains that they are open-minded. Despite the incredible amount of information this country can provide, some students don't pay much attention to it. He comments that "some of the students here don't read or pay attention to the news so much, and it is sad that even the students at Keio, who should be better than the others, are ignorant of the very important facts."

He believes that Japanese students "should speak out more on all occasions. And it is my hopes that they become more free-minded. I say, the definition of clever is to adapt oneself to new things and circumstances. If you want to learn a foreign language, you must behave as the proverb says. 'When in Rome, do as Romans do.' In other words, if you are inside a foreign language, try to be as much like a foreigner as possible. If you want to remain 100% Japanese, you should, but if you just stay inside the shelter, you will still face the difficulty of communication with foreigners. Avail yourselves of the opportunities, such as homestays, exchange programs, and so on. You have all the pluses to master a foreign language."

Reform in Entrance Examination — Dept. of Commerce

by Shoko Saito

Mita, May 22 — Representatives of the Department of Business and Commerce held a press conference to announce a partial reform in the entrance examination.

Formerly, the procedure to enter the Dept. of Business and Commerce was to (A) take examinations on the following subjects: foreign language, mathematics, and social science (choose one out of Japanese history, world history, politics/economics, and geography). Starting in the spring of 1988, there will be a special margin set aside for 20% (140 students) of the students entering through general examinations. Those candidates will be required to (B) write an essay instead of taking a mathematics test.

The aim of the reform is explained as "to cope with the rapidly changing world." The Dean of the Dept. Prof. Shimizu sees that at present, there are many students who know how to solve given problems, but few students are capable of recognizing the existence of a problem. In order to increase the students' initiative and to respond to the needs of the changing society, the latter type of students are in urgent need.

Prof. Shimizu and other staff hope that the (B) method examination will help them select

students with original and creative ideas. To ensure that the papers receive fair evaluation, the essay writing will be done in a way in which "the students will be asked to summarize a 2,000-letter passage and to express their opinions toward it." The professor stressed that "the paper is not to see if the students have an appreciation of literature."

According to the authorities, this reform is a systematic follow-up to the entrance examination revised 4 years ago. Then, the recommendation system was introduced. The latest idea was first discussed among the faculties 8 years ago, and since then, has been going under hot arguments. Finally, last July, the Entrance Examination Committee was established to bring the idea into effect.

The center of the argument was the problem of the mathematical level of the (B) students. The problem is thought to be solved by setting two mathematics courses for (A) and (B) students. Here, the (B) students will be allowed to choose either course according to their ability, and to move on to a higher course whenever they reach the appropriate level.

The representative emphasized, "The Dept. of Business and Commerce is prepared to leave room for any changes required in the time to come."

To The Readers

Without criticism there can be no progress. "The Mita Campus" welcomes constructive criticism from its readers.

WORLD

SOUTH AFRICA

Sanctions: A Peaceful Solution? . . . and Japan's part in it

by Naoki Iwata

Anyone who has been discriminated against because of race, creed or color can easily understand how Blacks of South Africa may feel. Discrimination is easy, but it hurts. And it is painful. When differentiation in living, working and opportunity is lawfully and systematically enforced for the benefit and the stability of the White minority at the expense of the Black majority, it is called "apartheid."

The basic structure of apartheid, or the "institutionalized racism" that keep Whites in political power and economic dominance, has not changed. But it must. Maybe not overnight, but it must move towards abolition, which the Pretoria government has reluctantly done. Many promises have been made, only a few realized. People are getting frustrated. There are riots in the townships while Whites are continuing with their daily life, unaware of events a couple of miles away. Blacks are leaning towards not listening to anything the government says, because it all ends in a bluff.

But we know this: both Whites and Blacks are there to stay. They have nowhere to go but to find a way to coexist. If South Africans, both Black and White, wish for a peaceful solution, having dialogues in all levels of society is a must.

But how is society conditioned for that dialogue? People come into contact with each other very little because of the segregation brought about by apartheid. Furthermore, the government has imposed restrictions on the news media. So, there is very little on what is going on. The distrust and ignorance between the races is very deep; this is a big handicap.

And apartheid is doing a terrific job at it. Nurturing these dialogues is vital, and abolishing apartheid is just the beginning.

We desperately need something or somebody to pressure the government to abolish apartheid, because the government is reluctant to stage the reform. This is where the international sanctions come in, assuming that abolishing apartheid would bring about a peaceful solution to the situation in South Africa.

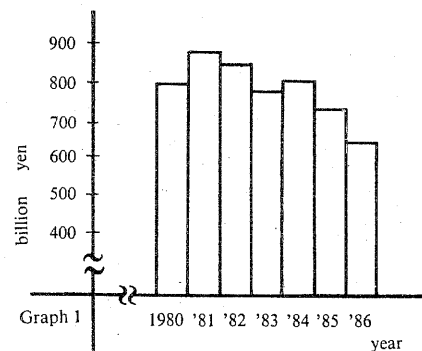
There is also a negative view towards the sanctions. As a result of the sanctions, the most hard hit would not be the Whites, but the poor Blacks.

But the majority of the Blacks have nothing more to lose. Black people are hungry for the freedom that they can't obtain from the present government.

Companies are also pulling out of South Africa. The divestment by GM, IBM, and Barclays Bank as well as the recent Japanese pullout of Konica are just a few examples. But it is not effective because there seems to be a trend among Japanese companies to fill in the gap the divestments have made.

The total trade of Japan with South Africa amounted to ¥690 billion in fiscal 1985. In fiscal 1986, it was also ¥610 billion. However, the fiscal 1986 amount will be higher when given in dollar rates because of the surge in the price of the yen. Japan will become the No. 1 trading partner with South Africa, surpassing the U.S. this year.

In January of 1986, the Bank of Tokyo closed its office in Johannesburg. The Bank of Tokyo and Konica are the only Japanese entities that have so far divested from South Africa.



Graph 1

Graph 1 shows the total amount of trade between South Africa and Japan in yen.

What measures has Japan imposed in accordance with the world-wide sanctions? The government has taken the following steps:

1. Cut off diplomatic relations with Pretoria. Place consulate only.
2. Restrict investments in South Africa.
3. Prohibit the exportation of computers that may help any organization that enforces apartheid.
4. Request not to import gold coins.
5. Prohibit imports of iron ore and steel.

(also 6 additional steps.) Some officials say that these sanctions which the Japanese government has so far imposed on South Africa are all that the government can do under the present constitution.

Other than these sanctions, some Foreign Ministry officials believe that the foreign community should repeatedly pressure the South African government to have negotiations with presumably the African National Congress (ANC) because ANC is the only group that can represent the blacks as a

whole. Also perhaps the community could aid neighboring countries in economic assistance so that their infrastructure that relies on South Africa can be adjusted.

Last year, the Japanese government started inviting Black people of South Africa to study here in Japan. Unfortunately, the program had no general outline nor much organization. Since there are very few qualified Black teachers, our government should provide a program to train teachers. Just squeezing out money does not help much.

In March the Japanese government invited the Black leader Oliver Tambo of the ANC to further the communication with groups of Black leaders in order to improve Japan's strategy on South Africa. The ANC, as the Japanese government views, is the most popular among the majority of Blacks in South Africa.

This coming June, the Foreign Ministry is planning to invite Dr. Allan Boesak, the founder of the United Democratic Front (UDF), to Japan. These talks will hopefully strengthen ties

Import Goods	%	Export Goods	%
Coal	18	Automobile	21
Gold	16	Optical Mach.	3
Platinum	12	Tape Recorder	3
Felalloy	7	Office Mach.	3
Iron Ore	6	Metal Products	3
Others	41	Others	67
Total Import	100	Total Export	100

Graph 2—Japan's Import & Export with South Africa.

Graph 2 shows the traded items in percentage to the whole amount of trade.

(Source: Ministry of Foreign Affairs)

and spread understanding between the two groups.

Whether the sanctions that Japan imposed will trigger a blockade of necessary goods from South Africa is yet to be proved. If, however, this does result, we must simply bear the hardships and import more from other countries.

The Whites don't want to abolish apartheid because apartheid gives them their wealth, their present high standards of living and stability, all at the expense of the Blacks. The Blacks are being exploited. And saying that the Whites should retain their rigid policy because Japan would suffer a loss otherwise, is the same as stealing.

The government lead by Botha must realize that negotiating with Black leaders who are unanimously supported by the majority of Blacks is indispensable to a peaceful solution in South Africa. Otherwise, the international community, including Japan, must make more effort to force Botha's government to realize their grave situation.

SRI LANKA

Civil War in a Developing Third-World Country

by Natsuko Kurokawa

The Republic of Sri Lanka, a once "model" — Third World country has become a land of cruel bloodshed. Apart from the problem of decline in living standards caused by population growth and economic deficiency, the Sinhalese President, Junius Richard Jaywardene is faced with a more crucial problem — the division of the two main religious groups: the Sinhalese and the Tamils. In Sri Lanka, 80% of the people are Sinhalese mostly Buddhist who inhabit the southwest part of the island and 13% are Tamils, mostly Hindus, who inhabit the North Jaffa district and the east coast. This racial conflict gradually started after the 1948 Independence. In 1950, when the official language became Sinhalese, the Tamils were faced with discrimination and unjust



WWP

treatment in employment and education. The Tamils became a vocal minority in government and from this, the idea of

regional autonomy arose.

The radical movements started in 1981 and until now, at least 5,500 people were killed

mostly indiscriminately, involving many women and children. The two main radical separatist groups are known to be the Liberation Tigers of Tamil Eelam (LTTE) and the Eelam Revolutionary Organization (EROS). They are demanding full independence of a Tamil state. But the tension between the Sinhalese, Tamils and the government have come to a point where even peaceful cease-fire negotiations could not be arranged.

Prime Minister Rajiv Gandhi of India has offered a hand in negotiations, but powers are limited due to his recent loss of standing in his own country. These 14 years of dispute have virtually shattered Sri Lanka's model reputation as one of the most modern democratic and progressive country in the Third world. The robust economy,

high literate rate, a high-rate health-care system, and a relatively open political system was the feature of Sri Lanka. Now, the soaring inflation rate and higher unemployment, the export dependent economy, going down, the shortage of self-supportive rice crop. The \$1 billion budget deficit (mainly used for military purpose) and the perpetual vicious cycle of violence, has taken its place.

Unless both sides do not come to the negotiation table and compromise soon, the continuous fear of being killed will never disappear in the streets of Sri Lanka. And if this problem of racial conflict caused by modernization is not solved, the future of Sri Lanka and the prosperities of the other Third World countries that follow in her footsteps may be very dim.

THE EEC 30 YEARS ON

by Claude Schmit

The treaties of Rome establishing the European Economic Community were signed by the six original EC member states on March 25, 1957. Thirty years after the signing of these treaties, the EEC, although it may no longer seem as exciting an adventure as it was in 1957, has proven its economic resilience, dynamism and adaptability.

Thirty years ago, six European countries (Luxembourg, Belgium, the Netherlands, Italy, France and Germany) signed a treaty setting up the European Economic Community, popularly known as the Common Market. The treaty has not the same majestic simplicity as the document that emerged in Philadelphia 200 years ago. The Rome Treaty had to deal with the complexities of establishing a union between six advanced economies, laden with the incubus of four languages and centuries of different history. But the aim of the treaty was daunting and majestic indeed.

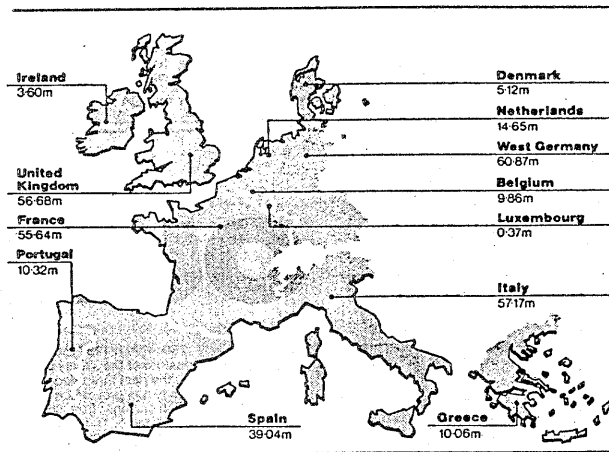
The *Preamble* of the treaty speaks of an "ever closer union among the people of Europe." This means nothing less than one of the greatest adventures of the 20th century—the unification of what Winston Churchill once called "the old and famous states of Europe."

The founding fathers of Europe wanted two things:

- render impossible another European Civil War, the memories of the atrocities of the First and Second World Wars still being vivid
- create one huge single market that would yield the benefits of scale and prosperity for all.

The first aim has been achieved. Whatever disasters lie before us, the youth of Europe will no longer sally forth every few decades to butcher each other and set the world on fire.

As for the second part, a great many things remain to be done. Tariffs between member states



Members' populations

have been abolished; in the 1950s some were as high as 60%. Trade has greatly expanded. The citizens of Europe are two and a half times richer than 30 years ago. But a mass of non-tariff barriers such as frontier formalities, different technical standards and the like, still separate the member states;

Nevertheless, the number of the EC member states has been increased to 12 (the original six: United Kingdom, Ireland, Denmark, Greece, Portugal and Spain) and more applications for EC membership are still pending.

The institutional system of the EC is complex and comprises not only an executive power (the council of ministers), a jurisdictional power (the court of justice), a parliament — the European Parliament which is directly elected by the 320 million EC citizens, but also a very large number of institutions like the court of auditors, the European Investment Bank just to name those two without which there would be no community at all.

This very short overview would not be complete without at least a hint of what is called the "Single European Act."

The signing and forthcoming entry into force of this "Single European Act" improves the in-

stitutional system significantly and sets up new objectives for the Community, notably the completion of the internal market by 1992 and the strengthening of economic and social cohesion. In order to succeed in its new responsibilities, the Community must first complete the reforms it has started, especially since 1984 with the aim of adapting its old policies to the new production and trade conditions the reform of the common agricultural policy to take into account the new data, the reform of the structural funds to transform them into instruments of economic development and the reform of the financing rules to ensure a budgetary discipline as rigorous as that which the member states impose upon themselves. Once these reforms implemented, the Community will have to get the resources needed to achieve the objectives of the Single Act.

By amending the Rome Treaty in this way, the member states have set a new frontier to European integration. They have made a qualitative leap forward which should be turned to good account to equip the European economies so that they can meet the challenges from abroad and return to more vigorous economic growth.

Social Acceptance and Welfare

by Sarah Thal
with David Hughes

As soon as she saw the old woman climb into the bus, Mariko stood up and offered her seat as she had been instructed repeatedly by her teachers. Yet, as the woman sat in one of the several empty seats, the little girl was somehow angry that the woman had not accepted her offer.

Mariko had always been told to give up her seat, but never learned why. She did not realize that the purpose for her action was to provide the woman with a seat, but knew only to stand up. In the same way, many people never stop to consider the reasons behind the measures for social welfare.

In 1950, the Japanese Council for Social Security published its *Advisory on the Social Security System*, stating that the system's purposes were to "make justice and equal opportunity fundamental for all citizens," and to "achieve and maintain a healthy and culturally developed standard of living."

According to philosopher Nicholas Rescher, welfare is primarily concerned with people's well-being, that is, providing the essentials without which one cannot achieve happiness. This conception of welfare thus includes not only physical and material standards, but also psychological (spiritual) and social well-being. It is especially with regard to the latter that citizens can contribute most. Although the social welfare system can provide for an individual's health and material needs, social and psychological well-being is dependent upon one's environment. In fact, the crucial element is human — an individual's perceived status in the social network. Therefore, if a person is consistently ignored, condescended to, or otherwise treated as an outsider, his social and emotional well-being suffers. Consequently, as Rescher asserts, his overall welfare is also

damaged: "With respect to its components, welfare has the character of a *profile* rather than of an *average*. . . . Deficiencies in one place are generally not to be compensated for by superiority in another." Therefore, no matter how comprehensive financial and medical aid may be, if the system is not accompanied by an improvement in social attitudes, the people's welfare will not be advanced.

Consider for a moment the case of a child. If he is good, he is praised, if bad, scolded, and thus taught to interact successfully in his environment.

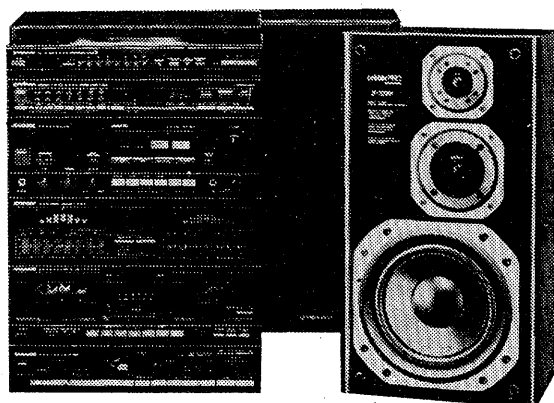
Yet, if this same child had a handicap, mental or physical, he would suddenly be treated entirely differently. Adults do not scold, nor do they praise wholeheartedly — always they add a qualifier in their thoughts, if not aloud.

As one Japanese teacher of handicapped children commented, "Whereas children readily accept the fact that another child cannot walk, and thus matter-of-factly help him, an adult constantly pities the handicapped child and makes an obvious point of helping him and expecting thanks."

People with a handicap or difference of some sort learn to live with it. Once accepted, a handicap can be surpassed in the pursuit of knowledge or activities which it does not impede. Other people, too, should accept it instead of continually drawing attention to inescapable problems. This does not mean to ignore the difference, but rather to realize that such superficial characteristics do not affect the basic human value of that person.

This crucial acceptance of differences — in race, status, physical ability — is actually the bedrock of social welfare. For without this realization, even the most flawless political system will fail in its attempt to provide "justice and equal opportunity for all."

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PIONEER
音と光の未来をひらく

CULTURE

WOJNA W OCZACH PRIECKA What the Children Saw in the War

by Megumi Fujita

'He was shot by a German soldier and fell down in blood. My mother and I cried out.' (Jan Kluerek, second grade)

'The Nazis broke down the statue of Maria.' (F. Sdrislow, seventh grade)

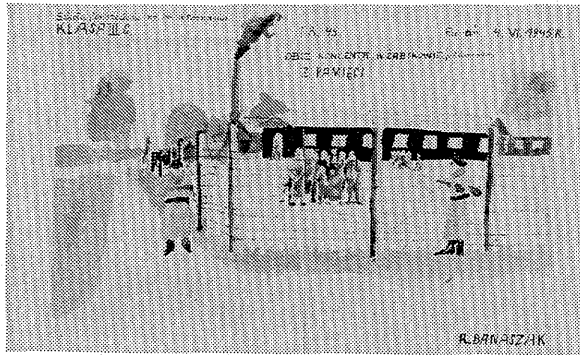
Children in Poland expressed their anger, fear, and sorrow during the World War II in their pictures and compositions. They have been on exhibition in forty-two areas in Japan for the first time in the world.

In 1946, the Poland Educa-

tion Bureau collected approximately 6000 pictures and hundreds of compositions written by the children and has kept them in the Poland Modern Museum in memory of the war. But they had been refusing many requests from organizations such as UNESCO because they illustrate the true horrific conditions under the German oppression during World War II which in political sense, could not be revealed so openly. These works are utterly shocking as they are done by children, and children express the truth so straight-

fowardly; they simply draw pictures of their own parents being killed, of the father being taken away. Janina Paczesna, then a sixth grade, wrote, "the children cried out. My father said goodbye to us and I thought we would never meet again. The fear came into my mind. What should I do if the Nazis took away my mother and left me alone? If so, I would rather be killed by them."

In 1985, S. Aoki, a graphic designer, and his fellow artists published a Japanese translated version of "Wojna w oczach diecka" (What the Children Saw in the War) from Green Peace Publishers, a book collecting of some of those pictures and compositions. C. Akiyama, a critic was deeply moved by this book and decided to hold an exhibition in Japan to show the Japanese people. Aoki and Akiyama flew to Poland and negotiated to borrow some of the collection for a one year lease. Mass media collaborated to advertise the exhibition regardless of profit, giving this exhibition the character of a civil



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campaign. The first exhibition was held in Morioka last December. With the end of World War II, in the case of Japan, the government crossed out sections of the text books concerning the war as if to totally erase the painful history. However, the people of Poland kept memories of the war by collecting references. "The Retired Women Teachers' Group" was urged by this attitude and will be hosting this exhibition in Takasaki and Yamaguchi. Now many people are trying to bring the showing to their countries in order to see it with their children.

The pictures and compositions depict the dark side of the war through the children's own

Love · Peace · Future and Children

The Exhibition Schedule

Jul. 15-21	Gifu
Aug. 24-30	Tokyo
Sept. 2-6	Nagoya
Sept. 9-15	Sapporo
Sept. 16-21	Yamaguchi
Oct. 11-21	Nagasaki
Oct. 24-31	Yokohama
Nov. 5-10	Hiroshima
Nov. 19-24	Niigata
Nov. 21-28	Kyoto
Dec. 15-21	Kochi

Also in other 35 places
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Publisher

eyes with sharp observation. M. Kanazawa, director of the Children Culture Institute, wrote in the introduction of "Wojna w oczach diecka," "It is impossible to prevent them from seeing the truth." Looking through the book, they are so gory to the point where you become sick that it was difficult to see it to the end. You hear about the cruelty of war, but never was it devastating to me to see such 'facts', and at the same time wonder what sort of impact it will have left up on the perspectives of these children who have seen and actually experienced the war at a young age. World War II ended forty years ago, yet these are still bearing witness to the war.

MOVIE: "Black Widow"

by Masao Nagano
Yukiko Uchida

It is always exciting to see malicious women on film. They have captivated the hearts of movie fans all over the world. For old fans, there was Betty Davis in "Whatever Happened to Baby Jane." In recent films, Jessica Lange in "Postman Always Rings Twice" and Kathleen Turner in "Body Heat." Now enters another spiteful female role to be engraved in movie history: the merciless Black Widow played by Theresa Russel.

"Black Widow" is a well made psychological suspense drama. Surprisingly, there is not a single scene of extreme violence, not even a drop of blood. This is rare in recent suspense movies where everyone is competing to shed the most blood.

The story is about a duel between two women. Black Widow (Theresa Russel), a woman of beauty, natural talent and a

million aliases allures billionaires into marrying her. She then kills them and in turn inherits all their wealth. Alexandra (Debra Winger) who works in the investigation office of the Department of Justice comes up with a suspect, who of course is the Black Widow, or her name at the time, Catherine. Alex follows her to Hawaii, and the battle of the two women unfolds.

The processes of these two women, completely different both in looks and character, deeply attracted and involved with one another creates a mysterious atmosphere. Beneath them lies the instinct of animals, the blood of passion which joins them like magnets.

The way the character, Black Widow is handled is another interesting point. Instead of being simply cold and evil, she is played with intricacy, hiding two different faces within. She is a woman of no mercy, but at the same time carries warmth. The

opening scene where Theresa Russel concentrates on putting eye liner while her face is reflected on two different mirrors is symbolic of reality and fabrication existing in the same time and space.

The reason why she kills is a mystery. It is certainly not solely for the money. Only that she is a Black Widow; a black spider that couples and then kills its mate. She satisfies all men's fantasies, and poisons them before they even notice.

The battle between the two actresses' performances is something worth seeing. Debra Winger, one of the best performers in Hollywood today (twice nominated to the Oscar in "An Officer and a Gentleman" and "Terms of Endearment," recent hit with Robert Redford "Legal Eagles"), does her best to bring out the woman of tenacity. But this time, she is in the supporting role. Theresa Russel, known for her dazzling performance in Nicholas Rogue's "Jealousy" and "Marilyn and Einstein," steals the show with her cold beauty, strong existence, and her freshness.

"Black Widow" may not be accepted by everyone. You may feel that the movie is monotonous; it lacks the tension which is the heart of any suspense drama. Still, it will be enjoyed by those who like the mystery with a touch of psychological discord. This movie is deeper than it appears. And it is up to you to decide who is the real winner after the unexpected end.



Keio International Society (KOKUSAIKAI)

by Yasuyo Sakata

Our club is in its 11th year. Our activities include international affairs studies, English, and exchange with foreign students. We hold a symposium twice a year on international topics with other universities. In addition to our academic activities, we also have camps, parties, and so on. Our club is open to all Keio students, so if you are interested, come and visit our

meetings on Mondays (Mita) and Fridays (Hiyoshi).

On June 20 and 21, we are having a symposium on "Japan's Internationalization," focusing on the issues of foreign students in Japan, students who have been abroad, and foreigners working in Japan. Please come and join us! For further details, contact S. Komai, (03) 577-3720.

The Mita Campus

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