

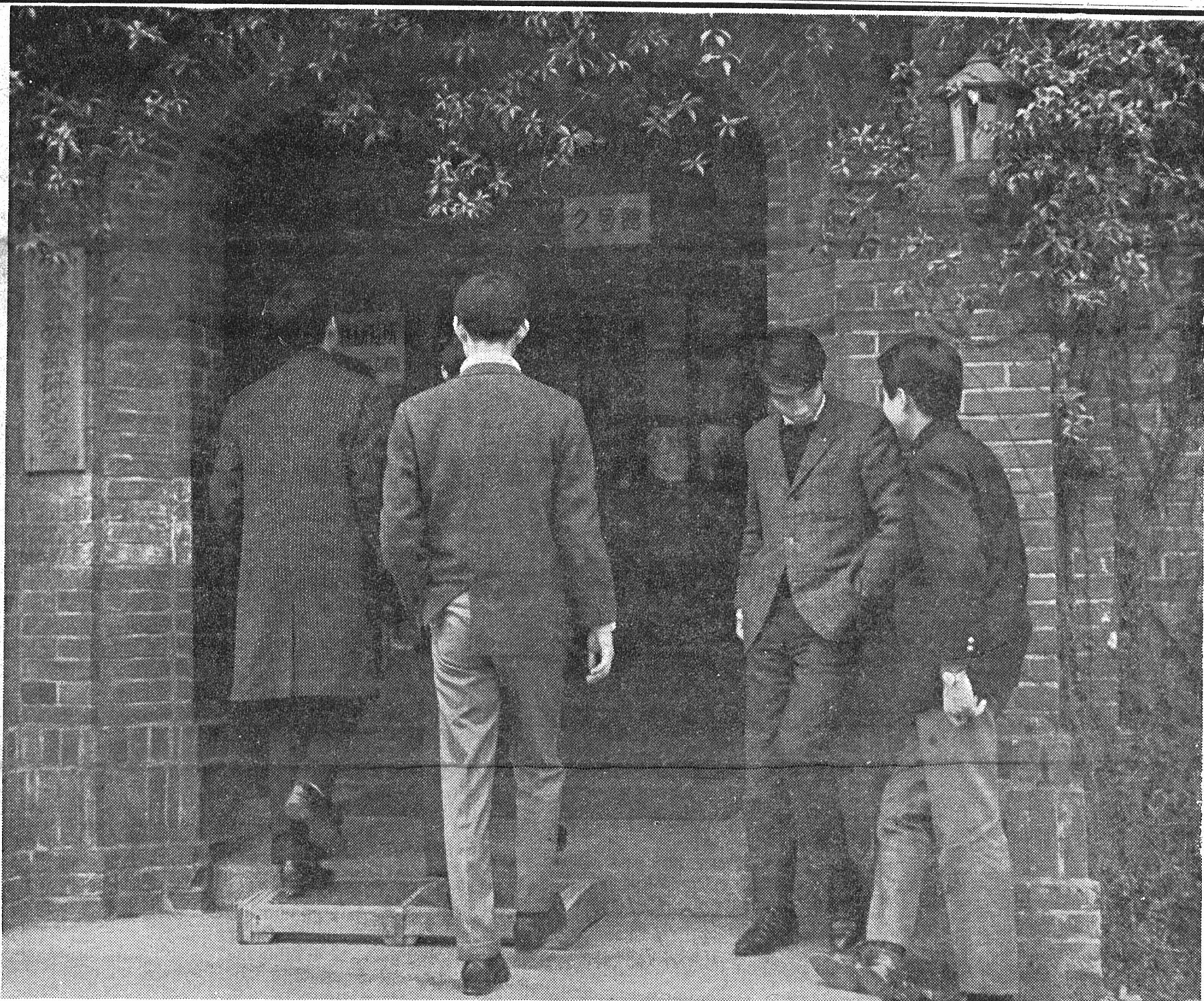
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University Is Place For Hard Thinking

By. Pres. M. Matsushita

The days are gone that university graduates are a privileged class. There are 291 universities and 852,572 students in Japan. The number is increasing, and it will soon reach a million. It will never decrease. The time may come when the majority of the total population are university graduates. There is no such thing as "popular privilege". Privilege is the benefit given to a small and limited number of people at the expense of the majority. Since the number of university graduates is increasing rapidly their economic and social value is decreasing by the same ratio. The ultimate goal is that their value will become zero. Then what is the purpose of studying in a university?

I think it is a good thing that the economic and social value of university graduates is decreasing and will ultimately reach the zero point. Privileges are always

wrong. If this particular evil disappears it should be welcome. A university is a place for mental discipline. Its purpose is to train young men and women for hard thinking. We think we are thinking. That is true, but our thinking is usually selfish. Thinking is hard work. We do not want to think hard; therefore we avoid hard thinking. We must realize that self-centered thinking is almost criminal. So many evils and so many miseries happen as the result of soft selfish thinking. It is strange that while we are sharp toward bad intention we are often lenient self-thinking which, I think, will bring up more evils than bad intention. The university is exactly the place for hard thinking in the search for truth. In other words it is the place to fight self-thinking. I hope the new students who have entered Rikkyo will find this a happy, comfortable

New school year began. Rikkyoites hopefully started their study with their fellow students and professors. University students are required to study. Because a university is also one of small social communities. Their social role is to study hard and apply the results to the service of daily life. In this photo, students knock the door of the college in the search for truth, and the others discussing. Great hopes are entertained of them.

place. But also a good atmosphere for self discipline, hard thinking and a ceaseless search for truth.

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3,717 Permitted to Enter; Rate Low Except Arts

Rikkyo University's entrance examinations were held from Feb. 24 to March 1, including two rainy days, in the order of Science, Arts, Law and Politics, Economics and Social Relations.

The total number of candidates was 23,437, as against 2,235, the number of fixed matriculation.

The number of candidates and winners for five Colleges were as follows; Arts: The num-



The candidates having taken examinations look hard at the announcement of the College of Social Relations.

ber of successful candidates was 1,082 against candidates of 6,658. Science: 112 against 775. Law and Politics: 665 against 3,783. Economics: 1,299 against 7,668. Social Relations: 559 against 4,556.

This year the highest ordeal of entrance examinations was expected under the influence of the baby boom following the war, but in the case of Rikkyo University, the number of candidates increased only about 3,640 over last year. At the same time as an increase of double the number of students to be admitted was provided for, after all, the rate of competition for four Colleges was generally equal to that of last year, except the College of Arts. The

tendency for applicants for admission not to be more than expected also appeared in other universities.

The scenes on the campus were rather quiet compared with last year. One of the main rea-

sons for this is that the entrance examinations of the College of Arts and Economics were given separately on two days.

From Feb. 27 to March 9 students admitted to the five Colleges were announced in front of the gymnasium. Many candidates for examination and their parents stared at the announcement and expressions in their faces alternated between hope and grief.

One of the authorities of Rikkyo University said, "The difficulty of entering higher grade schools, that is, universities, will be continued for at least three more years."

It was the first time that the electronic calculators were used and they brought on big results.

Coll. of Social Relations To Establish New Course

This year, the Course of Hotel and Tourism Industry was established as a part of the Department of Social Relations. This is the first trial in the East. It is separate from the Lectures on Hotel and Tourism Industry.

The education in hotel management and tourism is an innovation and, therefore, the establishment of this course is considered an adventurous attempt. For the present the number of students to be admitted is about 100, but in the future it will be increased.

In America, hotel industry is regarded as a barometer of the country's civilization, so this industry has a high position in society.

And recently, in Japan what is called the hotel and tourism

industry has been looked upon as an important business in public opinion, so there is a good chance of making its progress.

The list of subjects in this course are divided into three parts: they are Science, Management and Fundamental Studies of Hotel and Tourism. In addition to this, there is one optional subject, that is, Practice or Language Study.

Prof. Takezawa, Chairman of the Department of Social Relations, said, "The students who take this course had better attend the Lectures on Hotel and Tourism Industry in order to study thoroughly and deepen their knowledge. I think this course will be the College in the future."

RU Clubs Make Musical Travels

In this spring vacation two local concerts were given in the provinces by the Rikkyo Symphony Orchestra Club and the Chorus Group 'Ahiru-kai'.

The Symphony Orchestra Club's concerts were played on March 14 at Shizuoka and the next day at Nagoya. Their program of the repertoires at two concerts were 'Symphony No. 5' by Beethoven, 'From the New World's' by Dvorák, etc. On the 14th they had Shizuoka University students' participation. And Shizuokaites together with Rikkyoites performed the 'Symphony No. 8 (Unfinished)' by Schubert. The club members, sending their seniors off with these concerts, wanted to exercise technique and to promote friendship.

The Chorus Group 'Ahiru-kai' also performed a concert on March 26 at Maebashi. They sang many folk songs of the world, such as 'Amur', 'Lullaby of a Cossack' and 'Kasadori'. The aim of this concert was to spread 'ballads' widely not only in Tokyo but also in local areas.

C. A. Decides Basic Course

On March 10 the Cultural Association made clear its basic course. It is about the state of affairs and the subjects which are connected with Japan, the general character of Japanese culture, the state of affairs of universities and colleges and the cultural circumstances in Rikkyo University. Considering every factor as mentioned, the Cultural Association points out 4 items as the basic course for the cultural clubs' activities this year.

Firstly, the attitude that all the clubs should assume is to defend peace and democracy, to aim at better life and to hope for democratic, social development. And especially, the most important thing is that each club must carry forward the scheme for nationalistic and democratic cultural activities which will protect the people.

Secondly, in the club's actual movement, the Cultural Association advises the plan for developing cultural activity be increased because of the decrease of club members. The plan shows that each club should be brisk in critical activities with each other and establish club's theory so that they may overcome the decrease of club members and improve the quality of the club.

Thirdly, the Cultural Association stresses that each club must study closely political problems,



The photo shows ladies having graduated from Rikkyo University are singing the scrubbing in the memory of their college life. The 44th Graduation Ceremony was celebrated with splendor at Tucker Hall on March 25th under fair weather. This year's number of university graduates are about 1,911 and that of alumni of graduate students are about 55.

91.6% of RU Graduates Get Jobs Under Slump

About 1,483 seniors, including 125 co-eds, except graduate students succeeded in obtaining employment by March 28. The rate of employment was about

91.6 percent. It was not so good as the 99.8 percent of the year before last. Obviously, the reason was that the economic circumstances of last year were worse than ever. In this sense, it seemed that the students advanced in more various fields of occupations and the conditions of entrance into offices were not always so good, compared with the year before last.

The College of Economics with 96 percent led all of the five Colleges of Rikkyo University, the College of Science with 94 percent, the College of Law and Politics with 90 percent, the College of Social Relations with 86 percent and the College of Arts with 81 percent in ratable order. As to occupational cases, 319 students got jobs in trading firms, 108 in motor companies, 102 in finance companies, 52 in service agencies, 63 in food and brew companies, and so on.

Lodges Discounted For Rikkyoites

On March 1 the Rikkyo Student Office made contracts with three lodging institutions to discount from 10 to 20 percent of the general charges for Rikkyoites. These institutions are the Harunafuji Center at the foot of Mt. Haruna, Happo Paradise Lodge at Mt. Hakuba and Senkyo-Ryo on the lakeside of Shirakaba.

They make contracts with the Rikkyo Student Office in connection with the extra-curricular life of Rikkyoites. Students can lodge, rest and make training camps at the lower rates and enjoy nature at those mountains, lakes, tablelands, etc. Also, Rikkyoites can rent ski and skating shoes at the discounted costs.

When students go to these institutions, they carry a card of introduction from Rikkyo University. These contracts are expected to be in effect from April 1.

One hundred and twenty five co-eds found jobs, mainly in trading firms, service agencies and broadcasting. As to the causes that co-eds were out of order as usual, the chief of the Rikkyo University Placement Bureau said, "The first cause, if co-eds go into companies, as they are likely to retire from the firms to be married or for other reasons after two or three years, which is against companies' benefit." And, as for anticipation of this year's employment, he said, "Last year, because of the bad condition of the economy, some of the great enterprises didn't make any applications to the Rikkyo University Placement Bureau. But without application, the company can't prevent the lack of an office employee, so, in this year, there will be as much employment as last year."



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Lack of Education Enlarging Over Private Univs.

The lack of positive educational policy owing to the financial difficulties spread rapidly among almost the entire Japanese universities. It has led to student movements protesting against tuition raise at Keio, Doshisha and other several universities. And now it has brought about the violent student demonstrations on Waseda campus. At the root of these movements are demands for democratization and student participation in university administration. As the result of postwar mass-education, personal contacts between students and professors have become slight, and communication between the faculties and the boards of directors also is impeded.

Private universities in Japan had been nothing but assistant facilities of government universities before the war. They accepted student applicants who were unable to go to government universities for various reasons. Private universities were able to deposit ample funds for the upkeep of their institutions, and besides, they owned government securities or the securities which the Minister of Education established as fundamental properties for their maintenance. But owing to the postwar inflation the deposited funds became much devaluated, and the financial

crisis of private universities set in at the same time. Since then without school fee raise and over-capacity enrolment of students, the operation of private universities had become difficult.

Tuition Raise Inevitable Owing to Mass-Ed.

At present there are few private universities which agree with real level of founding university. Universities are driven by necessity to the expansion of institutions, and have run into

the red figures for this reason. Waseda, for example, has a deficit of four hundred million yen for a year.

Moreover, the government subsidies to private universities and private contributions are negligible. Tuitions cannot be raised without affecting the prestige of the university and impinging upon the equal opportunity of education. Accordingly the enrolment of students is enlarged and mass-education is enforced. Also the expansion of institutions and increasing of personal expenditure are required. So, in the end the raising of tuitions becomes inevitable.

Lack of education caused by mass enrolment coupled with the financial crisis of private universities has become common in so many private universities these two or three years. Students' movements on the campus have come to be focused on the dissatisfactions concerning the managements of universities. Waseda University's tuition raise brought a confusion among the students and the confusion led to the introductions of police forces. Now the question: "What is the true meaning of student self-government and the autonomy of private universities?" poses itself.

Student Movements Tend to Be Separated From Many Students

Tokyo University has the following opinion concerning student self-government: "The self-government of students consists of two elements. One is independency from a standpoint of the prosecution of students' studies. The other is to foster ability to self-govern for the maintenance of democracy in universities."

Student activities for self-government depends on the role of the student who are willing to unite political affairs with the student self-government, under the slogan of protection rights and students' life. Besides, some students tend to stand separated from the general students, and they don't represent the voice of all students. And these student activities have been different from the extra-education which bring up the true ability of the student self-government. Apart from the problem of "whether most students were agitated by a part of radical students or not?", the matters are not so easy that satisfaction of stu-



The mechanized units of Tokyo Metropolitan Police Office are excluding students at Waseda University, who occupied the quarter of the University against the tuition raise.

dents against the university-side by lack of education convince them. This is obvious from the example of Waseda dispute.

The ideal education consists of the confident collaboration of teacher and student. However with the financial crisis of the private university, it is difficult to find such collaboration in mass-education. Besides, directors, faculty members and students exist as separate groups in universities. This separation can be the cause of the trouble at Waseda University. It is important that they think of together, to restore lack of education and reflect seriously upon the real role of the university.

"To Criticize Freely Is Today's Real Self-Government"

Prof. Michio Nagai of Tokyo Technology University says about the Japanese Government's lack of policy toward university education, "Nowadays, the self-government of university is not the freedom of refusal, but the freedom of construction. The self-government in case of economic crisis is claimed so often, therefore, educational equality and publicity, which today's universities need greatly, has come to be lost.

With a view to solving the problem of private universities it is necessary to strengthen the educational policy of public administration. If the mutual relation like the government services for voluntary movement does not exist, free human activities in the complicated social systems will only invite confusion. I think, today's real self-government is that people are able to criticize, freely and at public places, about the idea of education or making a budget

which are planned by government, etc."

Cannot Find Easily Self-Government: Prof. N. Ogata

However, Prof. N. Ogata of the College of Law and Politics at Rikkyo University speaks of student self-government as follows:

"In the present state of affairs, it is impossible to find real student self-government at any university. I do not think there is qualification for self-government now." Concerning the management of universities, he also adds, "A university is a place which carries out education and research. So we should not identify the management of universities with that of business enterprises. And in order to maintain the place of education and research, I think, there are only two ways. One of them is to let the number of students increase broadly, but after that, to pluck many students who neglect their studies. Another is to bring a sharp increase in school fees and thus decrease the number of students, but in return, students will receive highest possible education."

Private universities now face a critical situation in every respect. The seeds of this crisis had been sown when the educational system was reformed after the war and universities gradually lost their ideal of the university.

But professors and students are groping in the dark about the real role of universities. Moreover, Japanese government has no definite plan for university education. Under the existing conditions, many universities, especially private universities, are at the crucial state which has been brought on by the absence of education.

Reflections on Waseda Crisis

By Dr. J. A. Dator

Lecturer of Rikkyo Univ.

The current tragedy and spectacle of Waseda University has riveted the attention of the nation on the many serious problems of Japanese higher education. In no nation has a college education been so highly regarded—and diligently sought—than in Japan. The educational system of Japan, which is surely one of the major factors behind the economic and cultural strength of this nation, is rightfully the envy of a large part of the world. And yet, even before Waseda's difficulties, it was apparent to even the most casual observer that all was not well.

While the educational system of no nation is perfect, Japanese higher education, and especially that portion of it handled by the private sectors, has been heading rapidly towards almost certain disaster.

The problem essentially, as I see it, is the tension between the inevitable pressures of modern scientific development, on the one hand, and forces resistant to this pressure, on the other. Modern science—both in its natural and social manifestations—makes it necessary that an ever-increasing proportion of the population of advanced countries receive more and more extensive training and education. Yet in all nations, not only in Japan, there are forces working against this trend. It is this resulting clash, I believe, that has led to the explosion at Waseda, and will, I believe, engender similar difficulties elsewhere, even at Rikkyo.

Let me see if I can spell out the problem in more detail. Modern higher education in Japan (say, from the Meiji period onward; perhaps even before) has had two contradictory functions. One has been to give the students the best possible instruction in the skills and techniques needed for the operation of a highly complex modern society. The other has been to serve, in a ruthlessly objective way, as the major method by which the elite minority in Japanese society could be identified and separated from the enormous non-elite majority. It should be obvious that these two functions cannot always be realized at the same time. When there has been conflict between the two, the latter has generally taken precedence over the former. This has been especially so since the Second World War where, after an initial enormous in-

crease in enrolment in most universities, undertaken partly for what were thought to be financial reasons, attention of professors at the few preeminent universities has been focussed on finding progressively ingenious ways to



Dr. Dator

limit the number of students entering their universities and or successfully graduating from them. The professors have then devoted what little time remained to their own research or professional interests, or to a great variety of essentially 'arbeit' activities in order to make ends meet. As a consequence, the quality of classroom lectures has been quite poor, and their content increasingly obsolete. The alienation of most students from the professors has progressed geometrically.

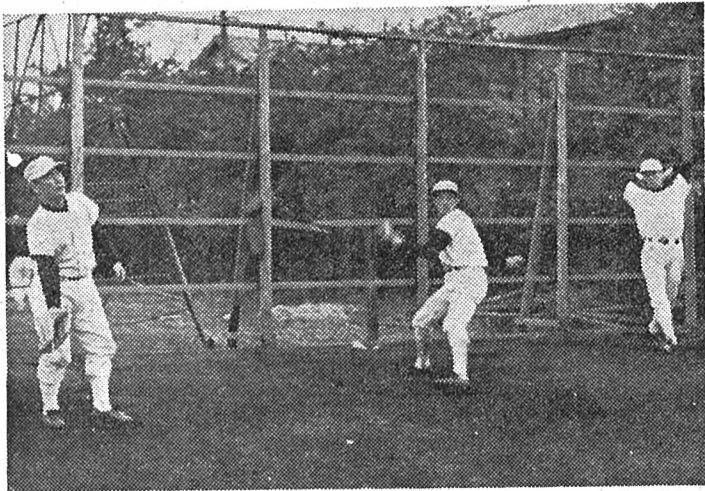
At the same time, the number of universities has swelled, thus increasing the proportion of university educated elite, and 'debasement' the status-value of a college education—the only thing that the universities had left to give their students. But everyone knows that the status-value of the 'eki-ben daigaku' (whatever might be the objective quality of their education) is scarcely better than that of no college education at all. Unless one attend a 'reputable' national or private university,

(Continued to Page 8)

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Rikkyo Nine to Get Chance of Camps



Rikkyo's twirlers who hold the key to getting championship pitch enthusiastically. They aim at "Down with Waseda". Left to right: Ishikawa, Wakatsuki, Nakada.

The Tokyo Big Six University Spring Baseball League will raise its curtain at the Meiji Shrine Ball Park on April 16.

Last year the Rikkyo Baseball Club ended in fifth place in the spring and in second place in the autumn. The Rikkyo nine, except for the pitching staff, is formed from new men this year because six players (Ikegaya, Maeda, Ushiro, Kamiya, Tominaga and Shin-tani) have graduated. In pitching, ace hurlers Wakatsuki and Yoshikawa are up and doing, and Ishikawa has returned as a pitcher. But Ishikawa will not succeed unless he improves his pitching. Good things from pitchers Nozu and Kubo are to be expected in this their second year. In batting, catcher Tsuchida will take an active part. The leading hitter of the last autumn season, Taniki, and Ogawa, Matsuda and Tsuchida, as Rikkyo's main force, yield to no other universities' batters. But Rikkyo's low-ranking batters look very poor. Fielding, one of the weak points of last year's Rikkyo team, may improve. The fielders are as follows. First-baseman is Matsuda, second-baseman Sasaki or Sagawa, third-baseman Ohki or Nonoyama, shortstop Iwashita, left-fielder Tameike, center-fielder Taniki and right-fielder Ogawa.

The Rikkyo nine were in training camp at Matsuyama, Ehime Prefecture, from March 1 to 11. The pitching staff was

Feudality Talked In Leader Camp

The Leaders Camp was held as usual at the Chigasaki Youth Hostel in Kanagawa Prefecture from March 20 to 23. In this camp, captains and managers of all athletic clubs and dokokais (an association of like-minded persons) discussed many problems. For instance they discussed the feudalistic elements which still exist in the Athletic Association and what the Athletic Association should do in the future.

strengthened at this camp.

Waseda, if both pitchers Miwata and Yagisawa are well, is a likely candidate for the final victory. Now that Hosen and Keio are feeble in batting, and Meiji is weak in pitching, Rikkyo will have a possibility for the championship by beating Waseda if Rikkyo's pitchers can hold Waseda to less than two runs. Rikkyo's batters, of course, need to hit Waseda's Yagisawa and Miwata for more than three runs. Rikkyo's hurlers hold the key to the championship after an absence of 12 seasons.

Cheering Party To Prove All

The Cheering Party also is now preparing for the spring contests. Hisanori Sakamoto, Cheer Leader of Rikkyo University, spoke strongly as follows: "Victory! We of the Cheering Party think only of triumph for all sports clubs, even baseball. Especially in the Tokyo Big Six University Baseball League, what we must do is to cheer the Rikkyo nine, believing in wins game after game. Our mission is to turn an unfavorable game into a victory. We have a full force to cheer this spring. All will



H. Sakamoto be proved at the Meiji Shrine Ball Park by us. Until Rikkyo's flag with a cross floats high at Ikebukuro is only a question of time."

Thus he believes in a Rikkyo championship. His confident words will encourage the Rikkyo baseball players.

Schedules of Big Six Ball
April 23, 24—Rikkyo vs. Tokyo
30, —Rikkyo vs. Waseda
May 1 —Rikkyo vs. Waseda
14, 15—Rikkyo vs. Hosen
21, 22—Rikkyo vs. Keio
28, 29—Rikkyo vs. Meiji

Rikkyo Drivers Behave Better After Accident

On December 5 last year, members of the Rikkyo Motor Club participated in the Sophia Night Rally held by the Sophia Motor Club. Very unfortunately two Rikkyo members were killed and three injured in an accident. As a result, the Motor Club has been greatly concerned.

The members reflected that freshmen brought about the accident. As a result, they decided that freshman should not take part in many rally after this. There are many annual rallies sponsored by public groups. Members who are sophomores and over are to be allowed to participate in such rallies in their individual capacity. Meanwhile, the photos of the two deceased club members watch the movements in the Motor Club room.

Freshman Camp To Be Opened

The Freshman Camp will be held by the Rikkyo Athletic Association at the Chigasaki Youth Hostel in Kanagawa Prefecture from April 4 to 7 according to the time-honored custom. About 140 freshmen of the athletic clubs and 10 lecturers will participate in the camp. Freshmen every year need guidance. So the aim of the camp is to teach freshmen what the athletic clubs are and how to act in the clubs as members and so on. The lectures on those points are the main events of the camp. Beside these talks, the students will also do physical training.

Roads to Title

Horiguchi Aiming at 45th Student Sumo Champion

This year's Rikkyo sports shows signs of activity, compared with the bad results of last year. An example may be the Sumo Club's Kenichi Horiguchi, Senior of the College of Law and Politics.

Horiguchi carried off most of the titles for the past three years when he captured the championship of the 15th East Japan Student Sumo Freshman Meet. He then became the 42nd Grand Champions in the 42nd All Japan Students Grand Sumo Championship Meet. So he is expected to get the 45th Student Grand Sumo Championship this year. Now he is putting his whole energy into the 45th East Japan Student Sumo Championship Meet which will be held at Kuramae Kokugikan on June 11 and 12 in order that Rikkyo will remain in the best 8 class and gain the right of participation in other meets. His rivals who threaten his second Student Grand Sumo Championship

Sports Leadettes (7)

Rikkyo University has about two thousand girl students. About 150 girl students belong to the athletic clubs. Recently, Rikkyo sports has not been too good. Most of the girl's athletic clubs especially are very weak and have many agonies. What are the agonies? What courses are opened to the Rikkyo girl athletes in the future?

Agonies of Girl Athletes

By M. Akashi, Staff Writer

At present there are Basketball, Badminton, Hard-ball tennis, Soft-ball tennis and Ping-pong girl's athletic clubs in the Rikkyo Athletic Association. There are also some clubs with both boy and girl students, for example Horsemanship, Yachting, Handball, Automobile, Fencing, Swimming, Aikido, Golf, Archery, and Water-skiing. They are generally very weak in com-

parison with the boy's athletic clubs, but there are some strong clubs such as the Golf Club. Chairman of the Rikkyo Athletic Association, Takanobu Okudera, said, "The girl's athletic clubs do not have violence and severity in their training. But I am sure that the girl's athletic clubs do have discipline to some degree. I hope they feel the need of victory." On the other hand, the girl's ath-



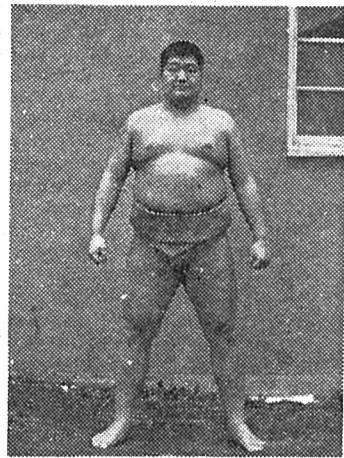
Members of the Rikkyo Girl Hard-ball tennis Club are training hard. The girl athletic clubs have no tendency to be semi-professional unlike the boy athletic clubs.

letic clubs have replied with demands to the Rikkyo Athletic Association, for example, for an increased budget. Most of girl's athletic club members complain, "The Rikkyo Athletic Association does not take care of us." T. Okudera pleaded in regard to this, "It is because there is a general lack of funds in the Athletic Association. But when money comes in from the

Do Not Forget To Win in Games

Another reason why the girl's athletic clubs are weak is that their membership is small. Also, most of the members have little time for training. They want to exercise, but they also take lessons in flower arrangement and tea ceremony. A girl who is a member of a girl's athletic club said, "I cannot spend much time training because I have to do household affairs and other things." It seems that such a saying is the true voice of the girl's athletic clubs.

Now, sports as a means of relaxation has three elements. One is fight, another is violent bodily activity, and the third is the character of play. In England, the third element is emphasized. In the case of the girl's athletic clubs also, it seems that they have the character of play. They want to get something by the fruits of their training and yet to spend their college life happily. Nowadays, sports in many universities is tending to be semi-professional, but an amateur is a lover of sport. The members of the girl's athletic clubs may be true amateurs however weak they may be in games because they are undervalued by the Athletic Association and have many agonies. They are advancing on roads to amateurism contrary to the boy's athletic clubs. But they should not forget that at least one purpose in sports is to win.



K. Horiguchi

are Hirano (Nihon University) and Shoji and Ebina (Tokyo University of Agriculture). He is strengthening his legs and waist by running two or three kilometers every morning. He is enthusiastic this year.

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Prospect of Construction Of New Fine Gym Acquired

Nowadays, Rikkyo University has one gymnasium. But it is full of faults. Whoever steps into the gymnasium can not help wondering at once whether it is a gymnasium. So the movement for the establishment of a new gymnasium was started, chiefly by the Rikkyo Athletic Association, two years ago. The movement has already reached the stage that Rikkyo students who do not belong to sports clubs should also cooperate with the movement positively.

The existing gymnasium was built in the 8th of Taisho (1919) when Rikkyo University was moved from Tsukiji, Chuo ward, to Ikebukuro. The gymnasium, as it were, is no better than a relic of an ancient building. At any rate, the smallness and darkness of existing gymnasium surely makes it more poor than other universities' gymnasiums. When a ball is thrown higher than 3 or 4 meters in playing volleyball, it crashes against the ceiling. One can imagine that the gymnasium is very small in scale. Moreover, it is dark even in the daytime and it is poorly lit. It is said that the number of shortsighted persons among the Rikkyo Cagers has increased. Rikkyo athletic clubs using the gymnasium, such as the Basketball Club or the Volleyball Club, get out of practice owing to the tight schedule of the many clubs using it. Because of these bad conditions, indoor sports clubs borrow the facilities of other universities or use public sports facilities. So they are troubled by financial problems and are obliged to miss lectures. Even in physical education classes, when it rains the students must have their lectures in a classroom or else just cancel the class. It is impossible for general students to utilize the gymnasium.

G. E. E. C. Plans

Blue Print of New Gym

Thinking of the circumstances as above, it is natural that the desire to have a fine gymnasium set up has become keen in the Rikkyo campus. As a result of this, the Gymnasium Establishment Executive Committee was organized by the Rikkyo Athletic Association two years ago. The G.E.E.C. has drawn up a blue print to build a new gymnasium and it is steadily advancing for this purpose. Koichi Kotani, Chairman of the G.E.E.C., says, "I don't think our athletic facilities generally are inferior to those of other universities, but I am sure that our gymnasium is much poorer. Even if we have many sports facilities, it is useless unless we have a fine gymnasium." The new gymnasium that the G.E.E.C. plans is one which will have three basketball courts accommodating 2,000 fans, and taking in 8 athletic clubs such as heavy gymnastics, pingpong, weight lifting, wrestling, badminton, basketball, volleyball and fencing. If a new gymnasium like this can be set up, all Rikkyo students will be very happy, but the road to the estab-

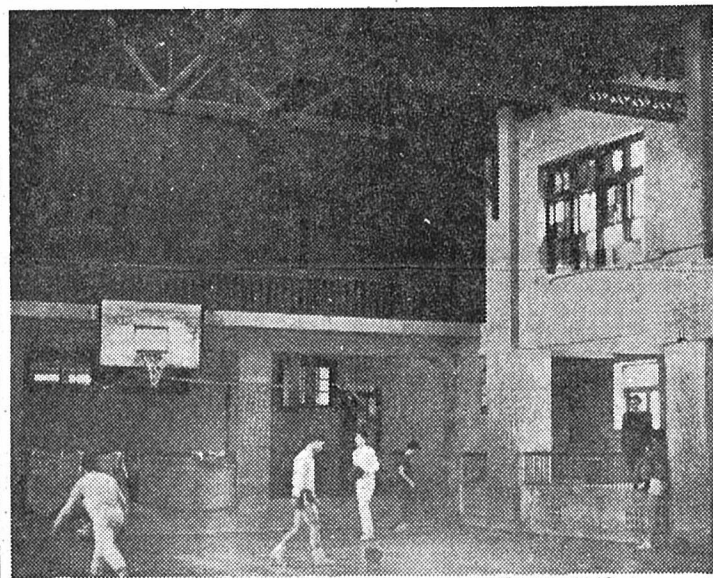
lishment of a new gymnasium is very rocky.

Cost and Location Become Issue

The most difficult problem lies in cost and location, construction expenses taking 300,000,000 yen. Now when people talk of the crisis of the management of private colleges, or "red ink" finances, can Rikkyo authorities find 300,000,000 yen? In this respect, K. Kotani says, "Really 300,000,000 yen is a big amount, but we expect it of the school authorities. We sponsored a "Gymnasium Establishment Music Festival" twice, the year before last and last year, as a contribution to the foundation. We paid 2,000,000 yen to the school authorities as a construction expense. 2,000,000 yen may be a very small amount in comparison with the 300,000,000 yen needed, but we want to continue this music fes-

plans to construct it on the Shingakuin Ground as the first proposal, and at Shiki, Saitama Prefecture, as the second. Many people hope the gymnasium can be built at the former, but it is very difficult to establish it there, because not only Rikkyo University, but also Rikkyo Junior High School use the area. Besides if it will be built there, this will severely limit playing areas on the Rikkyo campus. Yet it is too far for Rikkyo athletes to go to Shiki. K. Kotani says, "I suppose the gymnasium will more likely be established at Shiki than on the Shingakuin Ground. Though it takes much time to go, we may be able to take a school-bus."

President Matsushita says, "Because of the circumstances of the facilities of the athletic clubs, we had to sell the Higashi-nagasaki Ground and return St. Paul's Green Heights to the Tokyo Metropolis as a solution of our "red ink" finances. We are now making efforts for these two points, and



The existing gymnasium which was built in 1919 is very small and dark, and it has no seats for spectators. So athletes and general students cannot exercise well.

tival so that the school authorities may understand our passion for building a gymnasium. I think that when it is built, general students should use it by a permission system; also both in the point of management and administration, I hope we will organize a Management Committee as we have now, and that the Athletic Association will manage the gymnasium except for the lectures of the physical education department. Moreover we may lend the gym to outsiders when we are not using it."

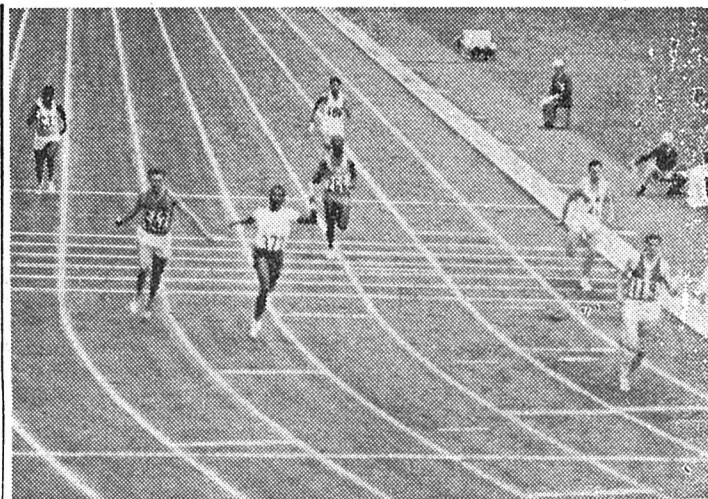
Next on the problem of location, the Athletic Association

when we take care of the problem created by this loss of land, we can plan concretely about the foundation of a new gymnasium." But he said on November 29 last year, "It is impossible to build a gymnasium at Ikebukuro now. I don't know whether it can be built later or not." Prof. Sasaki, Dean of the Athletic Association, observed, "The sports facilities of Rikkyo's athletic clubs have reached such a stage that we must think over again about them in general. We should make a composite plan for athletic facilities at once."

Rikkyoites Desired

To Join in Movement

At any rate, it may be impossible to build a new gymnasium right away. However the larger the movement of the foundation is, the more likely that a new fine gymnasium will be constructed in the future. General students also need to think of this more seriously because a university education needs physical education as well as mental education. Not only Rikkyo athletes but also general students are enthusiastically desired to support the movement for the establishment of a new gymnasium.



This photo shows the track and field events of the 18th Tokyo Olympics, 1964. The Olympic Games is to be the greatest festival of amateur sports. But how many pure amateurs are there in its participators?

Amateurism (1)

Can True Amateur Exist Among Sportsmen?

It is said that the present age is a century of sports. If one imagines the world without any kind of sports, it is very tasteless, isn't it? The word "sport" comes from "disport" which means "relaxation", and the first meaning of sport is to enjoy oneself. This is just the same spirit as "amateur" in its original meaning as "a lover of sports". Recently, however, professional sports have overflowed the world and overwhelmed amateur sports. Among the general public, watching sports is more popular than playing them. It is necessary to investigate and renew understanding of amateurism which lies at the bottom of sports.

As sports have spread and diffused among the general public, the winner is talked about as a hero, and general sportsmen have been stimulated by mass communication and journalism. Therefore, they seek not simply participation but to get the victory only. As a result, evil has often occurred: for example, illness from overwork, excessive ardor, and corruption which are relative to honor and money. So Sportsman Code, Law for Promoting Sport and Rules for Amateurs have been made public. Amateurism lies at the base of these laws.

Int'l Rules for Amateurs Not Established Yet

What are Rules for Amateurs? Rules for Amateurs were first made in 1866 in England and America. In England, these rules were full of class consciousness and exclusiveness. The rules were negative both in England and America, because Rules for Amateurs increased whenever an offender appeared. On the other side, as the tendency of people to overlook the rules occurred, semi-pro sports appeared. America learned that an increase of negative laws only increases the tendency to evade the rules. Therefore in 1909, newly established Rules for Amateurs were made in America. It was the first affirmative Rules for Amateurs. In 1949, at a General Meeting of the I.O.C. (International Olympic Committee), fundamental principles were decided. They were as follows: "An amateur is one who participates and always has participated in sport solely for pleasure and for the physical, mental, or social benefits he derives therefrom, and to whom partici-

pation in sport is nothing more than recreation without material gain of any kind direct and indirect and in accordance with the rules of the International Federation concerned." Even now, however, there are not common Rules for Amateurs throughout the world. The problem of amateurism has been discussed for the past one hundred years. Still, there are many unsolved questions.

Amateurism Holds Many Conflicts

The first fundamental problem is that the amateur spirit demands that the sportsman suppress essential human desires. This is a very difficult problem, especially in the present time in which one receives such benefits from a victory in a game.

In the next place it can be said that amateur refers to all people except the few professional sportsmen. Yet most people regard amateurism as only on athletes' matter today. But sports is not only for athletes. Actually there are regulations as to judges and spectators in Sportsman Code.

The next problem is about State amateurs. In the Soviet Union, the Russians do not have the concept "Professional". But excellent sportsmen are honored and permitted to exercise in a physical academy and are promoted as coaches by the State. This is the very essence of professionalism according to European and American rules. Nowadays, the stage of sports is like a field of struggle between State amateurs and bourgeois amateurs.

In the fourth place, the influence of professional sports cannot be set aside. Recently the material and spiritual benefits for a professional victor are too much. So some people consider the term "amateur" to refer to a training period for professionals.

The final problem of amateurs is that of finances. In case of foreign matches, each amateur sportsman is obliged to pay his own way. If he has no money he cannot participate in the game. Thus the problems of amateurism have no end. It is necessary to examine whether amateurism can fit into the modern mechanical civilization or not, and to reconsider the words of Barron Pierre de Coubertin: "Amateurism is a beautiful mummy. It is young and vivid."

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Education Spread for Handicapped Children

Since the educational system was proclaimed in Japan, 1872, the education has made progress, undergoing the various tests. Nowadays the ratio of attendance in Japan shows the highest ratio in the world, and this year, the most of students took entrance examination for universities. But it is also true that there are many handicapped children in Japan. The statistics of the Ministry of Education on 1965 shows that the number of some handicapped children is 1,063,775 of 15,759,625 children reaching school age.

The Article V of the Declaration of Children's Right of the United Nations says, "The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition."

The Children's Charter was adopted in Japan fifteen years ago, and its Article XI says the same thing in substance.

When children reach school age, they have the right of receiving an education. Children having some physical or mental handicaps also have the right of receiving proper protection in an institution in order to minimize their handicaps.

Handicapped children are either blind, partial blind, deaf, hard of hearing, mentally retarded, crippled, physically weak or others.

At present, there are some special schools for these handicapped children in Japan. They are five National schools, ten Prefectural schools, thirty five Municipal schools, seven private schools for mentally retarded children, and one National school, thirty six Municipal schools for physically handicapped children. According to the budget for the current fiscal year, sixteen special schools and one thousand classes will be established with the outlay of 1,180,000,000 yen.

The number of children attending these special schools and classes is 111,294 (11.5 percent of the total school-age children). A total of 77,178 of the 669,784 mentally retarded children (11.5 percent) and 9,443 of the 53,583 physically handicapped children attend these schools. Many children cannot still receive education at these schools. It is said that the Ministry of Education will increase the rate of school attendance of mentally retarded and as well as physically handicapped children by 40 percent by 1973.

Moreover, it is not only necessary to increase the rate of attendance, but also to train many teachers who are thoroughly trained in special education.

All Pupils Study Seriously and Cheerfully

How is the present state of handicapped pupils? The Kita Special School in Kita Ward of Tokyo was established by the Tokyo Metropolitan Government three years ago. It is a new two-story school building of steel and concrete where there is a long sloping passage from the first floor to the second floor for the pupils in

wheel chairs. In this school 155 pupils, between primary and second-year students of high school course are studying.

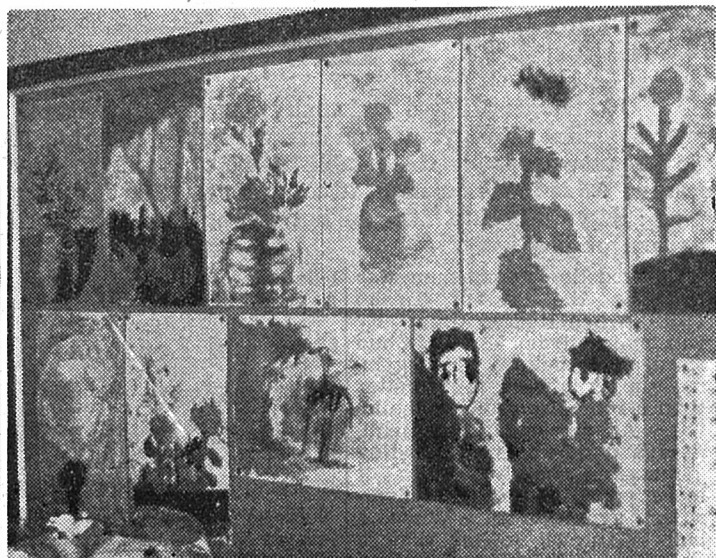
About fifty pupils attend this school from a nearby institution on foot and about one hundred by bus everyday. There are still problems because even the pupils going to school by school-bus must walk to the nearest bus stop and some cannot bear the difficulty of riding in the bus from the bus-stop to school.

This school is characterized by education of the pupils to believe strongly that their handicapped bodies are not cured by doctors but their physical handicap can be overcome to a great extent by the handicapped pupils themselves with the advice of doctors. Principal Hashimoto says that this sort of handicap will never be overcome unless they have will to overcome by themselves. Because society lacks understanding and is indifferent to the physically handicapped. If

bright.

In the music class of this school, some pupils play harmonicas and others play xylophones to the piano accompaniment by a teacher. As soon as one pupil dropped his music on the floor, another pupil, next to him, stopped playing his instrument and picked up the music and handed it to him and immediately music continued. All pupils and the teacher thoroughly enjoy music.

In the class room, pupils' clay handiworks, pictures and so on are displayed. Now third year middle school boys and girls are working hard to execute graduation works. Mr. Hashimoto said, "If they should have their composition printed at a regular printers, no doubt, they can make a fine and beautiful booklet of their compositions. This, however, does not amount much. That's why the pupils are mimeographing them for themselves with great confidence." Their works are marvels. Those are just as good as



The handicapped children's pictures are full of hope in a class room of Kita Special School, Tokyo.

about them at all. They are very cheerful and play as hard as they can.

School activities, such as school excursions, educational trips, cultural school festivals, athletic exercises, sea bathing and so on, are enjoyable just as those of ordinary schools. They invite the pupils of other special schools, and are invited to the cultural festivals and athletic meetings of other schools. They try to understand something new and beneficial and try to increase their experience without losing their sense of society when they go out into the world. Then they try and try not to be inferior to ordinary students in scholarship.

What distinguishes this school from ordinary schools is that all of the students are physically handicapped. They undergo a treatment and training of the malfunctioning body.

The training room is furnished with mats, stairs and the like. The pupils are divided into several small groups going through training at several places in this room. A pupil tries to go up and down a flight of stairs on crutches. Another pupil crawls with hands only while the teacher measures time it takes to go and back over the mat. On a slanting mat still another pupil is rolling on the mat and tries to move his hands and feet.

In this training room, these pupils clench their teeth in pain making every effort to recover normal movement.

Parents of these children particularly in lower grades visit the school once or twice a week by turns to take care of not only their own children but also other children. For example, they help prepare school lunch. Upper grade children who are not seriously handicapped more serious cases in doing their task. In the school they try to go through sufficient exercises of the affected part of their bodies. Thus every pupil tries to do everything for himself as much as he can.

Mr. Hashimoto said emphatically, "Of course we take care

of the pupils to the best of our ability, but we never buy them too much. Children are not spoiled in this school."

"We Want to Be A Member of Society"

In some cases, even if a pupil who walks on crutches stumbles and falls, the teacher simply watches the poor pupil till he rises to his own feet. He may not be able to keep standing steadily but he begins to walk by himself courageously.

Knowing each pupil's condition very well, the teacher patiently trains and instructs him according to his ability. The teacher has a great love for his pupils and sees to it that their future will be less burdened.

At the same time, they realize that they must learn something definite for themselves.

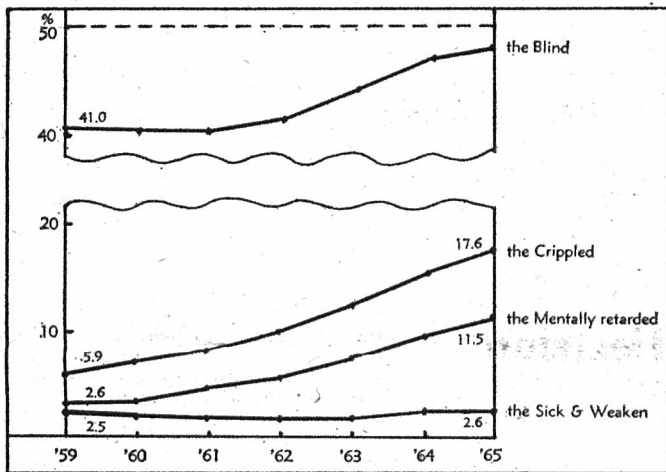
Mr. Hashimoto said, "Our teachers are all conscientious workers. Sometimes they go so far as to engage in hot arguments as if they were quarreling. We frequently have a meeting for the presentation of the results of study with other special school."

So here effective and realistic approaches to the education of these handicapped pupils are put into practice. Even after the children left school, their parents continue to cooperate with each other to ensure the children's future happiness. These pupils are generally bright, cheerful and hardworking. They will never lose courage to go into the world when they do so. They become very good citizens. They are all nice pupils.

It is true that there are many pupils who are required to go on training themselves after graduation. They have to leave school at 18 years old. In Japan, however, there is no national institution to receive them.

Mr. Hashimoto said in conclusion, "It is grateful that the interest of the people in them has increased these days. But there are still some who look at these unfortunate children with indifference if not open contempt. They simply lack understanding and sympathy. They should know better.

If the physically handicapped should be allowed to work at a certain place of work, it is usual that they cannot become independent workers when they change their posts. A job suitable for them is now being studied. There are some prefectures where there is no special school or an institution for these children. The institution should be built in all prefectures. At least one institution in one prefecture is necessary."



This is the ratio of attendance for special schools and classes.

they want to hold their own in society, they must train themselves mentally and physically. The pupils themselves appear to be fully conscious of it and they themselves try to solve the problem in earnest.

In this school they learn, as a rule, what is taught in ordinary schools using the same textbooks as used in ordinary schools with the exception of physical culture. Only teaching is carried out more strictly and slowly than in ordinary schools. But the pupils in special schools study very seriously and earnestly, and they enjoy their studies. In the classroom and in other parts of the school building, there is no gloominess in the air. They all look happy and

those by their counterparts in regular schools. In fact, it may safely be said that their works are better than those by ordinary pupils. At any rate, the handicapped pupils put in more effort to work at these.

In the physical-culture room, a ball-game is played. There are two types of baseball diamonds layed out in the same place, one large, the other small for the benefit of the pupils of various physical handicap. In accordance with the teacher's instructions, one pupil runs the inside course and another pupil the outside course. A boy, who is sitting in a wheel chair, is pushed at the back of the chair by another pupil who is able to walk so that the boy can take part in the ball-game. When two contending pupils have to stumble and fall they almost instantly rise to their feet, simultaneously continuing their game. There is nothing gloomy

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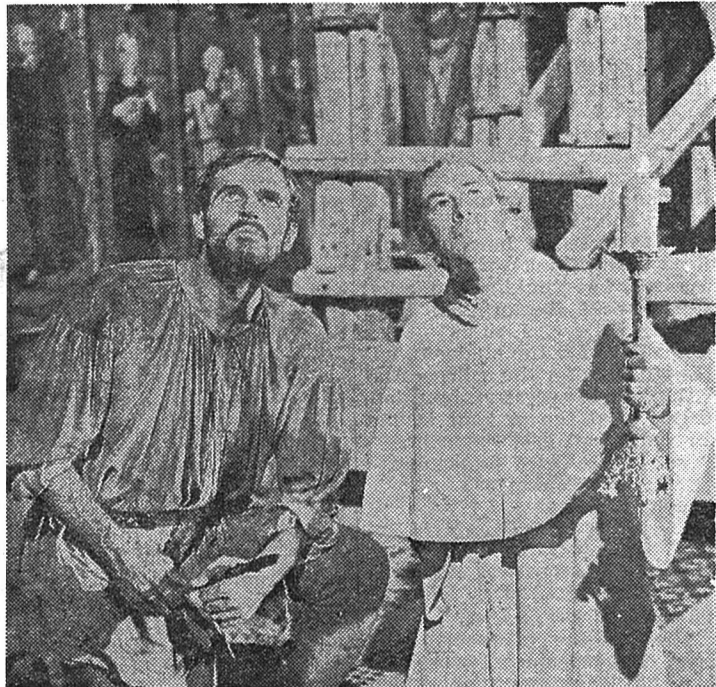
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Passion Breathes in Frescoes

This movie (The Agony and the Ecstasy) introduces to the people the part of Michelangelo Buonarroti's life in which he

going to display his unfinished fresco to the public, Pope got angry so violently and dismissed Michelangelo from his duties.



Pope Julius II and Michelangelo behold the complete frescos on the ceiling of the Vatican's Sistine Chapel with the full of deep emotion.

produced his famous frescoes on the ceiling of the Vatican's Sistine Chapel. The audience understands his suffering from the movie, and they never fail to feel his passion. The frescoes on the ceiling, which are spread across the movie screen, have impressive beauty. They give a vivid touch even to the present-day people, because they are the sign of the eventual triumph which Michelangelo gained from the fight for his environment and the fight for himself for four years.

Michelangelo once ran away to the place where marble was cut and carried at Karara after he destroyed producing his picture. He did not discontinue working on the fresco. He thought out his plan of it again as he engaged in the manual labor at Karara. Being a famous sculptor, he never assumed a conciliatory attitude when he engaged in work out of his line.

Actually, it is said that artistic work was all his life. He thought it was his life work, so he was a solitary man when he left it.

His violent character turned into a fever against his work when he began to paint. He was his own severest critic. The criticism was a good incentive for him on the next day.

Michelangelo had many troubles with Pope Julius II. The Pope had great trust in Michelangelo's artistic talent. On the other hand, however, the Pope forced Michelangelo to paint as a man of power. Michelangelo rebelled against such papal conduct. He did not think that men should work for power from the beginning. When Michelangelo was discontented with the papal plan which was

Michelangelo burned with indignation at the willful attitude

of the Pope.

It could not be permitted for other man, even the Pope, to force him to do his work according to the popular concepts of the time.

Raffaello Sanzio, who was his contemporary and his rival said to him that he bowed to the Pope and nobles who were men of power, so he could paint his pictures. Raffaello's character was quite different from Michelangelo's. He was meek and mild enough to accommodate himself to his environment. He was highly adaptable, and people could receive his character smoothly. It seemed that he was easy to work with. It appeared on the screen that one way of life was Michelangelo's never to prostrate oneself before power, the Pope, nobles or the people. At the same time, another way of life was to prostrate oneself before everyone in order to be able to continue one's own work, such as Raffaello did. The contrast of the two men is interesting and they worth thinking about.

Few artist's environments could have been more hostile than Michelangelo's. He fought bravely with a strong will. His purpose was to represent beauty through painting the frescoes on the ceiling of the Vatican's Sistine Chapel.

Beauty of Japan

Kamakura-bori Has Beauty of Decision

When Yoritomo Minamoto opened the shogunate in Kamakura, a Buddhist monk of China became naturalized in Japan and there began to make Kamakura-bori (one of the industrial products). He got a hint from the lacquering of the Chinese pottery and adapted it to wood.

Kamakura-bori is to engrave and to lacquer on it. Naturally the primary thing is to engrave, but when this sculpture and the lacquering are unified, a work of art results.

First of all how is the beauty of the sculpture understood by the people? Kamakura-bori uses the Japanese judas tree, the ginkgo tree and the willow tree as materials. The surface of these woods is carved by a sharp-edged tool. Mr. Shuntaro Goto of the head family producing Kamakura-bori said, "A cut end must have sharpness, but it is bad that this sharpness comes out on the surface. If so, there is no dignity. It is good that there is softness in sharpness. And there is 'the beauty of decision' in this cut end. Usually a sculptor carves in one stroke and at the time he must do so without hesitation." If he works with hesitation, the in-

ternal sharpness will disappear. Then this work will be made without all his heart. This work will be without the simplicity and the purity which are at the bottom of the human beings' heart.

In regard to the lacquering, Kamakura-bori needs seven or eight layers from the undercoating to the finishing touch, and as it is thinly lacquered many times, it is very firm. The greater part of the lacquer, used in Kamakura-bori, is produced in China. A lacquerer always attaches importance to how lacquering will enhance the sculpture. There are seven kinds of lacquer, all of which are not brilliant colours but simple and deep colours in touch with the sculpture.

In the industrial products there are two categories, cubic technology like a statue made of marble, and sculptural technology. Kamakura-bori belongs to the latter. Sculptural technology has a practical value, that is, it is necessary to consider that people can use Kamakura-bori in their daily lives.

Then, Kamakura-bori has become increasingly popular. In short, people have come to prefer the beauty of the manual touch as against mass-production. This shows that the last thing which determines the good of technology is a man's hands.

The capitals where culture flourished in the ancient times, such as, Kyoto, Nara and Hirazumi, had the most representative beauty in the golden age. However, there is no place except Kamakura that a representative technique has existed for seven hundred years as the form of technology. For a long time the bad points of Kamakura-bori have been discarded and the effective points of it have been maintained.

This precious legacy will be alive in the life of Japanese people in the future.

Interview With Personality-(13)

Stage Gives Great Joy To Prima Donna Ohara



Miss Noriko Ohara (Tachibana Ballet School) endures hard and monotonous trainings every day and devotes herself to create the wonderful ballet play.

The Tachibana Ballet School is some five minutes' distance from Kichijoji Station. Miss Noriko Ohara showed the interviewers into the drill hall, where there are big mirrors and bars. Miss Noriko Ohara struck a match to make a fire in the stove. The motion of her hands, when she struck the match, was evidently the motion of a ballerina. Yes, Miss Noriko Ohara is a wonderful prima donna in the ballet.

Miss Ohara spoke calmly in an alto voice. "I began to practice ballet when I was four years old. It was 1948, just after the end of war, when it was difficult to live. Most of the people, therefore, could not afford to take lessons. I did not begin to practice ballet as a hobby. I was too young to begin ballet of my own will. My mother thought that girls also need to acquire skill in something and she made me take ballet lessons. When I did not want to take lessons, I sometimes cried, because I was still a little girl. I cried in such a big voice that others could not continue to practice. When I was young, I was too timid to do something with others."

Miss Ohara went on talking, "Technique improves with much practice. But as time passed, I was asked to express a motif for a play. It was very difficult for a girl to do what only women can do. Though the teachers explained it with words, I could not understand them. I suffered from it, but I loved ballet very much, so that I have continued to dance."

Next the interviewers asked about the lessons. Miss Ohara answered, "The important thing is to keep the body soft. The lesson is to move one's legs up and down, holding on to a bar. We repeat this day after day. The same motion! Every day! The point is whether one can endure this monotony. On the stage, however, we can dance freely. The stage is the best place to me. I can not say how much pleasure being on the stage is." She spoke heartily.

"I bathe under a waterfall once a month to discipline myself, that is, not to be agitated on the stage. Miss Tachibana thinks that it is not good that ballerinas can do nothing but dance, and that they ought to be refined as women. Therefore, she made us take tea ceremony lessons and flower arrangement."

"In Japan, the ballet is seen by only a part of the people. Most of the people say that they can not understand the ballet, and they do not see the play. At first, they may feel only that the ballet is beautiful. I think this is not a bad thing. It is natural that they should be unable to understand it, but as they see ballet more often, they come to understand it well."

"Do you want to try your hand at choreography?" "Choreography needs a special talent. It is quite different from dancing. Dancing is to concentrate upon oneself, but choreography is to concentrate on others, but I think it is good to study the art of choreography. The beauty of ballet is expressed by the motion of the body and one's feelings, but the ballet is a composite art. So, even if the same ballerina dances, the stage sometimes produces 10 results and sometimes 5 are results by lighting."

Lastly Miss Ohara added, "The ballet is certainly the main thing of my life. Just as study is the main thing of a student's life. We are not different. We are the same in our pursuit of what is the most important to us."

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Co-eds and Employment

According to the announcement of the Rikkyo University Placement Bureau, 91.6% of the prospective graduates have secured jobs as of Feb. 28 in spite of the economic depression since last year.

This statistics also shows that the rate of Co-eds' securing employment is 91.6%, which is about 10% higher than the average for the successful Co-eds throughout the country as revealed by the Ministry of Education. A closer examination reveals, however, that, in recent years, increasingly more students have relied upon their relatives or acquaintances for their jobs. We also see clearly that the number of those Co-eds who eagerly want to be employed after their graduation have been becoming smaller.

It is only seventeen years since Co-education was started and girls got the right to receive college education. It is a good thing for the educational standard of Japan that today 15.7% of Japanese university students are girls. But there are many problems awaiting solution so far as their future employment is concerned. This is because women are more closely tied to their homes than men are. Thus, female college graduates seem to have much less chance to continue to the advancement of society by making use of their knowledge.

We cannot but view this fact with deep regret. What do the people concerned think about it? In answer to this question, employers usually say things like the following: "Now there are few positions for female college graduates. Besides, many women do not intend to stay in their positions for long. They are ready to leave them to get married."

To this, Co-eds would say:

"It is very difficult for us to make compatible work at our homes and work outside our homes because of lack of adequate social welfare policy in Japan. We cannot work unless the homes present situation is improved." People still tend to believe that women should keep themselves in their homes and that womanliness is the highest virtue for them. This common idea seems to be responsible for the fact that most girls have never been well oriented to be independent citizens in the future since their high school days.

We still remember that in August last year some Waseda Co-eds striving to find jobs appealed to public opinion for the treatment of men and women on equal terms in employment. Now, we would like to propose three suggestions as to how the problem should be solved. First, we must have a clear idea about the sorts of jobs which are particularly suited to women who received higher education. At present, women show a remarkable skill in, for instant, typing, teaching at primary schools, and journalistic jobs. Especially, the increasing prosperity of foreign trade will create some new jobs for which intellectual women are best suited.

Second, co-eds themselves should seriously consider what sorts of jobs they have aptitude for and, once they have decided on their jobs, they should be responsible for them and endeavor to fulfill their duties as citizens.

Thirds, a more advanced social welfare system should be developed so that women can easily make their jobs and housekeeping complotible. More positive efforts should be made by employers to make aware of the types of jobs they are suited for. If no preventive measures are taken, it goes without saying that the number of an employed female college graduates will increase and this will become a serious social problem.

How Should Students Spend College Life?

To the Editor:

The student preparing for an entrance examination has mentally two phases of resolve and self-abnegation. I think the two things are always confused in his heart, and upsets his balance. On the one hand, he exists in society, but his mind can not exist as one member of society. And I think he throws himself into the study for the entrance examination in order to make his mind exist in society.

He bets his all on college, for he has believed he could only exist in society by entering the college.

At present, however, many colleges are shaking. The colleges are far away from the figure of the college which he has held in his heart. Many students come to the present college mass-produced, and the size of the college has grown more and more. Each student stands alone and his company is avoided behind the development of the college. How can

he establish himself mentally in society? What is the study of the student who has broken off humane bonds with teachers? Is it good that he merely makes his college life a steppingstone to society? Is it good to finish his college life with that only?

The student must study. At the same time, it is necessary that he thinks how to live. But in his actual life, it is unnecessary to question how he must live. If he thinks of college as a place for thinking, he must think about the original form of the college, I think. It is the college for the students, not the students for the college. And I think it is necessary he establishes what the student is, not an individual establishment.

Tateo Tamagawa,
Sophomore

Co-eds Are Worried About Taking Jobs

To the Editor:

The position of woman has been changed since I was born in 1945. The number of women laborers is about 8,000,000 now and is increasing year after

year. Except some dangerous work, they are engaged in all kinds of works. Their labor force is 30 percent of all. So the liberation of women after the war is said to be a wonderful thing. However the number of women laborers may increase, it changes only their appearance. I think there remains the thought of the family system in our daily life. For that reason, we have not a true ideal in our hands. We often say we have not woman's liberation and its responsibility rests upon our nation. Of course, the greater part of its responsibility rests upon a nation, but we must think about our responsibility, we must consider the want of recognition. Even if we are graduated from university, we can not work. We must understand this fact.

They say that the business years of a woman, who graduates from university, is two or three years. This number of years is half years that a woman who graduates from high school works. And they feel elite by graduating from a university.

But it is said that their knowledge is not so wide, for they haven't studied in order to be able to solve the problems given to them instantly, in spite of their higher education. Therefore they may be criticized for temporary work or lack of responsibility and independence, and so on. If they want to marry and have homes, they cannot get employment. If they want to work all their lives, in extreme cases, there may be no other way than by sacrificing having homes. I wonder the reason why so few women feel a yearning for a home.

At any rate to be consistent with home and employment, it is needed that the social system as to woman's employment and re-employment after marriage is improved. At the same time co-eds should think seriously how to live on the assumption that we obtain employment.

Kazuko Suzuki, junior

Quote Of the Month

Peace—that simple little five-letter word—is the most important word in the English language to us at this time and it occupies more of our attention than any other word or other subject.

American President
Lyndon B. Johnson

—AND FOR THESE ENDS to practice tolerance and live together in peace with one another as good neighbors, and to unite our strength to maintain international peace and security and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest—

From the United Nations Charter

On Waseda Crisis

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all is lost.

In addition, Japan is now suffering only from a temporary increase in university students. Unlike the United States, for example, which will see an indefinitely larger number (not merely proportion) of young people desiring to enter college, Japanese educators know that the current demand is only temporary, and will decline in a few years, and then, if birth controls continue, only slowly drift upward.

Now, the immediate crisis, in the minds of most Japanese educators, is financial. There is no doubt but that money is the immediate cause. The tuition from Japanese students provides a far larger portion of the budget of private universities than in the case in the United States. The demands of the staff for higher salaries and better equipment necessarily lead to increase in tuition and fees.

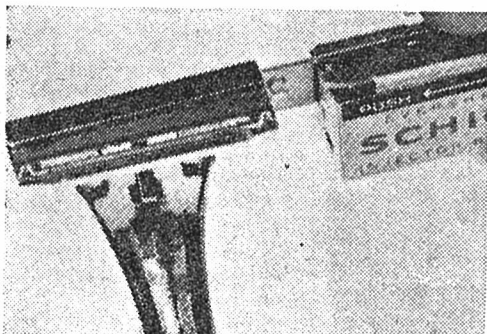
While it is true that there is not the tax incentive to business for donations to education that is found in the United States, the more basic problem—the core reason why money from private or public sources is not forthcoming—seems to me to be due to the obsolescence of Japanese higher education. Since Japanese higher education has chosen to stress the status-designating side of its purpose (and yet this value is being debased by the increase of students) and neglect the skill-imparting side, realistic Japanese businessmen and politicians are very reluctant to subsidize Japanese universities. If Japanese universities were actually edu-

cating, the situation might be different, but the distance between promise and results is great in all departments and schools that I know anything about.

Language majors can not read, write, or speak the language they specialize in; economics departments teach old-fashioned Marxist theories rather than econometrics or computer applications; colleges of law and politics give their students sterile discourses on the Constitution or the 'meaning' of phrases in the laws and neglect all that has happened in the study of modern political and judicial behavior; the necessary mathematical training of all students is virtually ignored; and the libraries remained closed to students, or else stacked with ancient books only. In short, the students scarcely come in contact with the modern world in a challenging and meaningful way in their classrooms. That the students emerge at all educated at the end of four years is a tribute to their own enterprise, frequently in their club activities which, however, are essentially wasteful because they are too often only a case of the upperclass blind leading the lowerclass blind.

Thus, modern scientific society presses for more and better educated persons, but Japanese higher educators cling to obsolete notions of the educational function. While the methods used by the Waseda students are undoubtedly deplorable, if they can shock the professors from their complacency, the students merit our thanks.

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