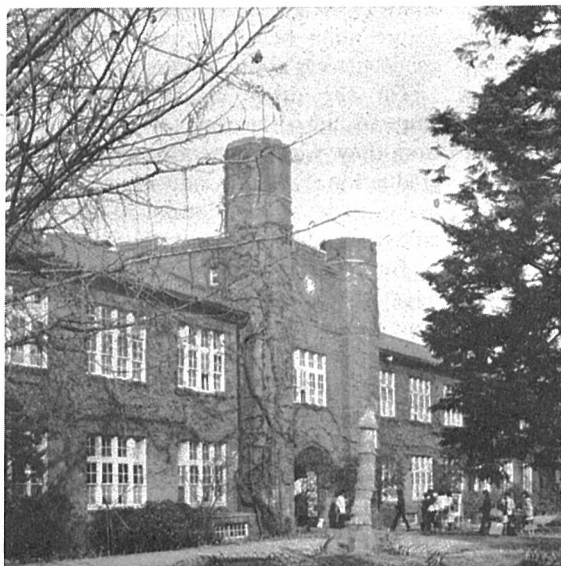
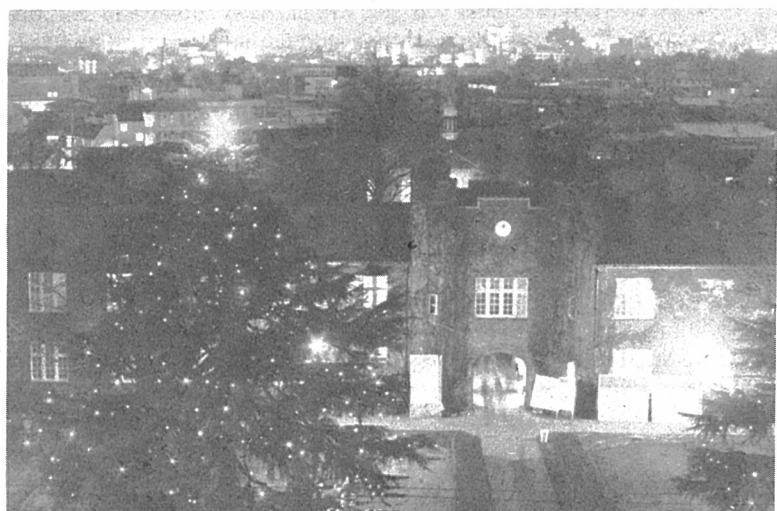


## Concept of Employment among Rikkyo Students

— How do they view their prospective job? —



~seasons~



employment boom could be traced to the corporate employers' about-face in their hire lines. They are beginning to take in different types of graduate students without setting their sights solely upon the young elite from the so-called "prestige universities" in the order of Tokyo, Hitotsubashi, Waseda and Keio. A middle-of-the-road metropolitan university, Rikkyo seems to suit the gear-shifting in business circles. Rikkyo's favorable location enables especially its girl students to attend school from their own house, rather than from some dormitories, rooming houses or others, proving the possibility of their commuting from home to office. This is undoubtedly one of Rikkyo's assets to be fully appreciated which only a limited number of universities in the metropolitan area possess. Most of the Rikkyo job-hunting seniors who visit the employment offices consider how to pick out the best one to serve among the firms most likely to hire them before they make their mind up—no irrelevant sign of a Tokyo-located university's enjoying the public favor.

A thirty-minute story interview with Mr. Nakamura, who has frequent contacts with job-hunting seniors, has proved that students today are, in the main, more realistic than is generally believed and therefore highly sensitive to the ever-changing social conditions which might influence the commercial prospects of the corporation they aim to work for after their graduation.

The day is certainly not long in coming when we undergraduates will also have to take up some occupation, regular or part-time.

In this very respect it would not be amiss to consider that this issue of the Rikkyo Echo is just opportune to sound out Rikkyo students' view of employment.

### — PREFACE —

The job-hunting season this year is marked by a sharp increase in "employees-wanted" ads in which a rising number of business enterprises express their readiness to engage "budding young talent" as the economy snaps back from

the recession due to the oil crisis in 1973.

Such "a change of the wind" might be well reflected in the encouraging fact that one out of four prospective college graduates has already hired out in top-ranking corporations. An active interest which many of us, the members of Echo editorial staff do have in this abiding issue urged us to interview Taro

Nakamura, the placement director of our university in person to see how our seniors fared in their job-hunting efforts this year. He said that the employment rate of our university this year stands at a whopping 95 to 100 percent for the job-seeking boy students and well over 60 percent for the girl students, rising at a good clip above the level of the previous years. This

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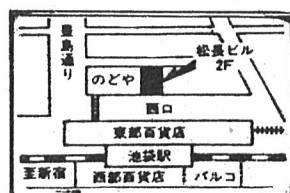
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# Rikkyo Students' View of Employment

## from Questionnaire

Next we sent out a questionnaire of six problems for 150 Rikkyo students (from freshman to junior) to know how they think of their future course after graduation while they are enjoying their college life.

Here is result of the questionnaire.

**Q-1:** When you decided on which department to join, did you take into consideration your future course after graduation?

**A-1:**

Facul.	Yes	No
Lit.	15	15
Law	23	7
Econ.	23	7
Sociol.	16	14
Sci.	12	18

**Q-2:** Do you think that what you are studying now in your department will be of use to you after you graduate from Rikkyo?

**A-2:**

Facul.	Yes	No	To some extent "Yes"
Lit.	5	8	17
Law	14	2	14
Econ.	13	4	13
Sociol.	14	6	10
Sci.	16	4	10

**Q-3:** Are you making any special preparation for the job you want to get after graduation—for instance, attending some professional school to get a professional certificate? Or are you planning to?

**A-3:**

Facul.	Yes	No
Lit.	21	9
Law	13	17
Econ.	14	16
Sociol.	15	15
Sci.	6	24

**Q-4:** (Only for those who replied "yes" in Q-3)

What are you doing now or are you planning to do? If you have already got any certificates, please specify them.

**A-4:**

Literature	11
English Typing	10
Practical English	2
Stenography in English	2
Commercial English	2
A course for the teaching profession	2
A course of study in library science	1
Law	5
Study to get some judicial licences	5
Practical English	1
A course for the teaching profession	1
Economics	7
Studying foreign languages	

Practical English	2
Bookkeeping	2
The study for a licenced tax accountant	2
The study for a certified public accountant	1

**Sociol.**

Practical English	6
Bookkeeping	3
A course of study in library science	3
A course for prospective museum officials	1
A course in data processing	1
English Typing	1
A course for the teaching profession	1

**Sci.**

A course for the teaching profession	2
Practical English	1
A driver's licence	1

**Q-5:** When you choose your occupation, what do you attach the greatest importance to?

**A-5:**

a: large income	
b: pleasure and contentment	
c: fame and good reputation	
d: the location of the office	
e: others	

Facul.	a	b	c	d	e	f
Lit.	5	20	1	0	0	1
Law	7	19	0	2	0	2
Econ.	3	11	0	3	3	3
Sociol.	3	20	1	2	0	2
Sci.	3	22	1	0	1	1

**Q-6:** Have you shaped your courses after graduation yet?

**A-6:**

Facul.	Yes	No
Lit.	10	20
Law	13	17
Econ.	11	19
Sociol.	8	22
Sci.	8	22

### The Comments on the Questionnaire

The results of Q-1 show that in the faculties of Literature, Sociology and Science not many students took their future courses into account when they decided on which college to study in. Particularly surprising was that even in the Faculty of Science whose students seem to have an advantage in getting good jobs, not many of them said, "Yes". In the Law and Economics Colleges most students took their future courses into account when they entered Rikkyo. It is, we suppose, because some law students entered Rikkyo to be engaged in such professions as that of law, public prosecutor and so on. The same can be said of



economics students. Some of them enter Rikkyo to become licensed tax accountants or public accountants. And many economics students seem to know, before they enter Rikkyo, that economics graduates can easily find employment. It seems that most students who answered "No" to this question have chosen their departments without thinking of how they will make use of what they learn in their respective departments after their graduation.

Concerning Q-2, there is no conspicuous difference in answers among faculties. More than 70 percent of Rikkyo students of each faculty answered that the knowledge that comes from their present students will stand them in good stead when they seek employment. (The percentage is especially high among the law students surveyed. —over 90%) The results of Q-1 and Q-2 seem to show that even the students who have chosen their colleges without thinking of their future courses think what they learn in their respective departments will be of some use.

The results of Q3 and Q4 show that half of the students think it necessary to obtain qualifications or to make a special study in preparation for getting jobs. This is especially true of the Literature students. Many of them think the ability to type and to speak English is. But, many students belonging to the other faculties are also interested in studying English. This is a common tendency among Rikkyo students. However, there seems to be a slight difference of eagerness toward English between male and female students. Female students intend to master the practical skills like speaking English because they want to get not ordinary jobs but professional jobs in which they can make the most of their abilities. This attitude is caused to a considerable degree by the fact that the employment of female students by the firms is still low, compared with that of male students, even if the employment of girls has been increas-

ing recently.

What is notable in the result of Q5 is that more than 60% of those surveyed selected (b) contentment in the job. This shows that they hope to find pleasure in their jobs. Rikkyo students, on the whole, have sound and sensible opinions about employment. The freshmen surveyed chose (b), while the seniors surveyed chose not only (b), but (a), i.e. a large income, (d) easiness of the job and (f) the others: as they grow older, the students get less willing to raise their intellectual standards.

It seems that the topic of our course after graduation is important for all the students, but this is a topic we want to avoid as much as we can.

Actually, while sending out the questionnaire, we heard some students say that they didn't want to think of this topic yet. This shows that they want to delay their decisions on their future jobs because they have some vague anxiety about them.

On the other hand, quite a few students are preparing for the occupation they want to be engaged in after graduation. What induces them to make such preparations may be their anxiety about courses after graduation.

But, if they regard their college days only as a "moratorium" or the period during which to prepare for getting their occupations, they are wrong. College days are a precious period during which we not only study our special subjects but also think and act freely.

Of course it is best that what we are studying will be useful to us in our efforts to get occupations. Indirectly, if not directly, what we have studied and experienced at college must benefit us in the future.

If you come to think of your future course because you have read our articles, we the staff members of the Rikkyo Echo are extremely happy, because we believe that it will make your university life more meaningful for you.

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# Why Professional Young

## Certificates Now? Enterprisers Still in College

We will discuss the reasons for the current extraordinary eagerness among college students to obtain various professional certificates. There are three main reasons why they are going after vocational certificates. The first reason is that they find the meaning of their studies at college in getting their certificates. The second is that they desire to get a steady position after graduation. The third is their yearnings towards some specific occupations. We will further analyse especially the second and the third.

The second reason is the most important one for those who want to get vocational certificates. They strongly desire to get "independent positions" after graduation: to have their own office. Behind their desire is their disillusionment with the education-oriented society today. Securing vocational certificates is the best way for them to prove their real abilities beyond their educational career. The current extraordinary popularity of professional schools reflects young people's desire for good positions in society.

As the third reason can be cited the young people's yearnings towards some special professions. Take the profession of law for an example. A lawyer's task is to assist and give counsel to his clients involved in legal troubles by using his knowledge of the laws. In this way he helps those in trouble. Most of those aiming to be lawyers have strong yearnings towards such tasks. This may be true of those who aim to obtain other professional certificates.

The above is our analysis of the reasons for young people's deep interest in obtaining professional licenses.

Now let's take a brief look at the dark side of the boom. We will focus on those who want to take the judicial examination. This exam is known to be the most difficult of all the professional examinations in Japan. The average age of the successful applicants is 28. Some of them are in their thirties or even in their forties. This shows the extreme difficulty of passing the exam. There are many dropouts, of course. These dropouts will have a hard time in getting a job in big enterprises because they have gone beyond the age limit big companies set in recruiting newcomers. In face of such gloomy prospects, fourth-year law students will get caught in a dilemma as to whether they should keep up their studies in preparation for the judicial exam or give up and seek employment just like any other student.

When you think of getting a job, you should know that some people are running chain stores they have established for themselves. Seiichi Ōura, Michiharu Iida, and Hisatsugu Tamaki are young enterprisers managing "Reikodo", the booming chain store for rental records while they attend Rikkyo University. The Echo editorial staff called on them to find out what view of occupation made them go their own way quite differently from ordinary people.

First of all, we asked them how they had hit upon the idea of taking on an enterprise all by themselves without being employed as other students are. Answering our question, Tamaki, the executive director majoring in business management in the senior year at Rikkyo said, "Since we all have to work anyway, I think we should have such a job as rewards us for working hard independently. I cannot seem to bear sweating in the company system all my life. An unprecedented type of business to my taste is the most convenient way of testing my ability. I was once attracted by the stable position of an office worker, though."

Nothing seems more important to them than the freedom to work as much as they like no matter what danger they will be faced with. We did sense that their self-confidence was partly the result of their great success at present.

What a young employer needs most, they declared, is wide experience. As he grows more responsible than the senior employees, he feels his lack of experience more keenly. The work they are engaged in is far severer than the part-time job ordinary college students usually take. But, even so, they fully admit that a university is both useful and valuable in forming wide association among students, and are fully aware that the name of our Rikkyo makes a favorable impression upon the general public.

Quite contrary to our fancy that they seem to be following after their own occupation only in their day-dreams, they have proved very steady and strict in their chase after their own goal in life—business success in their unique commercial circles. Very impressive are their words at our parting. "Have your own college days, that you will never regret later on!"

# GIRLS, What will you become?



It is said that girl students have more job opportunities this year than in the past few years. Is this really so? To find out whether this is true and know more about the current situation for jobs for girl students, we put several questions to an official of Rikkyo's Student Placement Bureau, and to a large number of fourth-year Rikkyo girl students. The following emerged from our survey:

1. It is true that a slightly larger number of jobs are available to girls this year than in the past few years.

2. About 60 percent of all the Rikkyo fourth-year girls seek employment.

3. Trading firms, newspaper and publishing companies, advertising agencies and TV and radio stations are the most popular places of work among the Rikkyo girls surveyed. But these firms, agencies and stations engage a relatively small number of girls each year. The competition is naturally very keen. Only a small number of girls can succeed (realize their dreams).

4. Generally, Rikkyo female graduates are favorably viewed by employers due mainly to their high intellectual standards.

5. Many of the Rikkyo co-eds

surveyed are not looking for the monotonous and unimportant jobs offered by most employers. They are really looking for challenging jobs in which they can fully utilize their educational qualifications and potential ability.

6. Some girls prefer not getting a job to working for a company that does not meet their requirement such as pay, location, etc. Some are more content with part-time jobs. It is often pointed out that some girls are not serious enough in their job-hunting efforts nor are they really intent on getting jobs. These girls are deserving of criticism. But, according to the Placement Bureau, girls of this type have been decreasing in number.

7. About 30 percent of all the Rikkyo girls do not seek steady jobs, but many of them will find part-time jobs. Therefore only a small number of Rikkyo girls seek no employment at all. Some of them are thinking of getting married soon after graduation. Others do not have to find a job because they can live off their parents. Still others are thinking of attending some business school to obtain professional qualifications, for instance, in English typing and bookkeeping.

## THE CONCLUSION

All the preceding articles spotlighting the Rikkyo students' views of occupations rest upon first-hand information from some of the aspiring students of note and questionnaires collected from the undergraduates at large. Every investigation shows that fewer Rikkyo students are taking a "four years' moratorium from studying" than our Echo staff mistakenly thought before we started our data-collecting. Rikkyo students have a strong vocational consciousness. They have their own views of occupations, sometimes sufficiently positive to be classed as a philosophy of life—the result being that they have no definite answer to the question that we have put to them, "What concept of the professions do

Rikkyo students have?"

But this much is certain: Any college student should try to develop his innate talent and set his personal goals in line with his educational level whatever views he has of occupations. To quote the informative words of Mr. Nakamura, placement director, "It is to be desired that individual students should have reached higher excellence than the average student in more than two fields of endeavor before they leave college". Consummate proficiency and a cooperative spirit are two leading factors in any community of interests, to which every occupational research imaginable would eventually boil down.

"What concept of the professions do

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# WHAT ARE YOU DOING NOW?



with S. Sunada, the former Minister of Education

Now, at Rikkyo University there are 49 athletic clubs, 103 self-governing clubs, 79 cultural clubs, and many other non-self-governing clubs. And considering that as high as 70 percent of all the Rikkyo students belong to at least one club, their club activities seem to play a fairly important part in their life at college. So, in this issue we Echo staff decided to tackle the problems of, "What do clubs mean to students?" or "What should clubs be essentially?" through the introduction of various clubs.

## An Interview with the Debating Club

First let us take up the Debating Club, typical of some studious societies in Rikkyo. The Debating Club, whose regular activities are research, debate and speech, is notable in sending its members out to the Diet, the Asahi Newspaper Office, get-together meeting with some young statesmen. Their club activities on and off campus, naturally enough, are effective in the enhancement of their culture both general and special. Their efforts could be most appreciated in various types of speech contests. It was surely to their honor that their present chairman was awarded the Kōdansha prize in the National Intercollegiate Speech Contest held on December 22 last year.

The interview we had with four members of the Debating Club (transcribed as A, B, C and D) may be summed up as follows.

**Echo:** Could you tell us the goal your whole club is aiming at?

**A:** We are aiming at asserting ourselves to arouse the so-called dumb millions today. You can say that is just what our Debating Club exists for. We are sorry to say people popularly associate oratory with being 'one-sided' or 'imposing'. But we believe a true orator requires proficiency in hearing and writing as well as speaking and reading. After all, we put the greatest

emphasis upon the improvement of each member.

**Echo:** What did you derive from your club? And what are you striving for in the future?

**A:** As far as our club is concerned, our activities themselves accrue directly to our benefit. For instance, we have gained boldness, skill in negotiation and so on as the result of having talked with some statesmen.

**B:** As you know, an argument tends to end in a mere desk theory. But we believe that through contact with those in leadership positions, we have surely gained something we couldn't possibly gain from argument only.

**C:** We also think we'll learn to do logical thinking.

**Echo:** Well then, give your respective views upon college clubs and societies, please.

**A:** How many clubs and societies in all are there nowadays whose members are giving themselves away to one another? I think it is content, not form that really counts in college clubs and societies.

**D:** Whiling away their college days in their club—this is no good! I think they must work on their clubs spontaneously. They should be most ready to seek for something they don't have in their own way.

**B:** It is all very well to be comforted in some playful club or other, but they cannot expect such a pseudo-club to cultivate you by any standard. You will find yourself to have wasted four years after you leave college. So I have to say frankly that a club like that is definitely worthless.

**C:** I quite agree with him. I also think such a club is not worthy of existing at all. Most of the students in playful clubs and societies are, if they allow me to say so, commonplace fellows without a characteristic to their name. They can have their mind quite at rest when they are with their fellow members. But, on the other hand, they must surely be afraid to assert themselves.

**Echo:** Are there any more comments you would like to make?

**B:** Yes, certainly. We all expect that someone with very stimulating ideas will join our club.

**A:** May some volunteers come to join us!

**Echo:** Thank you very much for the interview today.

## Comments on the Debating Club

With a view to finishing up our report, we paid another visit to the Debating Club to look into the weekly debate in which all of its members are required to participate in principle. They attend the debate meeting chiefly to develop their oratorical skill. During a 90-minute debate every week they have a logical and multilateral discussion upon one topic for the week selected from those which they held in common with one another as they express their respective opinions. Their hot, yet logical discussion even made us feel that no other Rikkyo clubs or societies could be more thoroughgoing in carrying out their objectives. We believe they have the right attitude to club work.

## Tennis Circle

An Interview with a Tennis Circle "Orange"

This time, we covered a tennis circle "Orange" as a representative of the "flowery" clubs, but this club gave us an impression which was fairly different from the image we had expected. The following is the interview with Mr. Ohmuro, captain of Orange.

**Q:** Will you give us an outline of your club activities briefly?

**A:** We practice four times a week and have a weekly meeting. At the meeting we discuss not only the schedule of the practice and the matches but also how to improve our tennis technique. Furthermore, we publish an club organ "the Orange Times".

**Q:** What do you think is the reason for your club's good performance at recent tennis matches?

**A:** I think we are getting good results because the freshmen trained by the seniors who won the Rikkyo Open tennis match the year before are now third-year students, and have become good players.

**Q:** What is the main purpose of your club activities?

**A:** Enjoying tennis is the purpose of our club. But I think we must be skillful a prerequisite for enjoyment. As the improvement of the technique of tennis is the requirement, we never seek only enjoyment. So, we have a firm basis of training.

**Q:** How will you lead your club in the future?

**A:** I will do my best to create a good atmosphere that every member can improve his technique and can win recognition.

**Q:** What have you gained from your club activity?

**A:** I have gained a lot of things that cannot be expressed in a word. Among these things, I've realised keenly through my post the importance of

"bearing".

**Q:** What do you think a club should be?

**A:** Well, I think a club should be a place where all its members can have a warm human relationship with each other by, for example, playing sports or drinking or doing something else together.

## Our Impressions after the Interview

Not a few people seem to take members of tennis circles to be "mashers" or "flirty girls". But we felt that this club was never so flippant, and was filled with the students who aim to improve their tennis technique seriously and to enjoy their youthful days to their heart's content under a steady captain. We wish the members of Orange to put up a good fight.

## CONCLUSION

The writer of the two articles appearing above highlighted especially two contrastive college clubs, i.e. the Debating Club and the Orange (a tennis club). There are, of course, a surprisingly large number of other academic societies, athletic clubs and recreational groups, all of which would have to be included in this limited space even at the cost of adding extra pages—as witness the English Speaking Society with its brilliant career of many years and the Archaeology Society noted for its research into river basins.

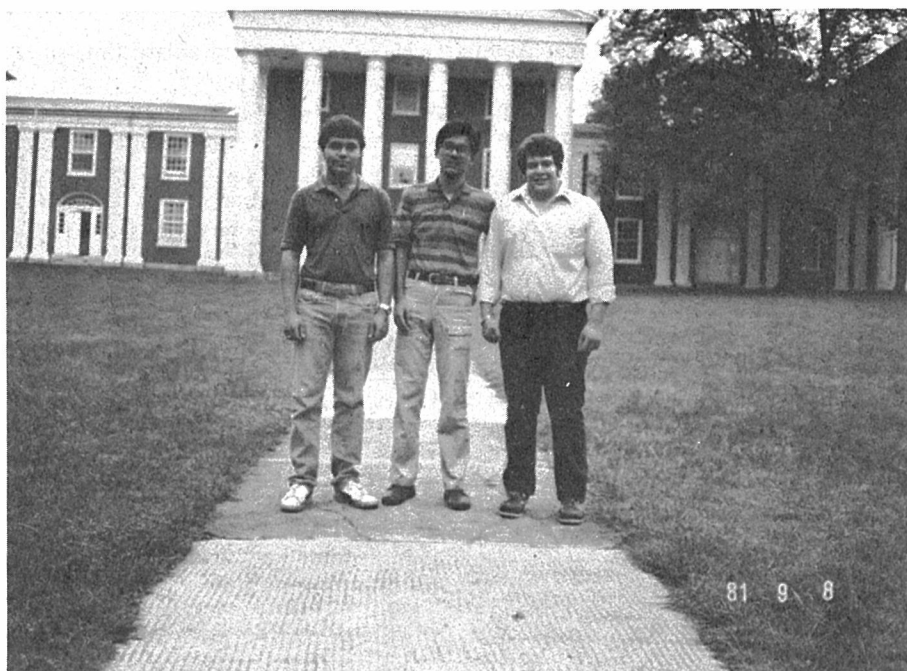
In the course of our interviews with some Rikkyo clubs, we have becoming aware that not a few Rikkyo students confuse "official association through club activities" with "personal fellowship through individual interests". There should be a clear line of distinction between the two in each individual's mind. He could expect nothing whatever from a great deal of additional recreation unrelated to any club activities. A college club functions best when each of its members has his own objective in view and tries to improve himself through friendly rivalry with other members, as does an entire university itself when you take a wide and many-sided view of your surroundings with a never-ending ambition always in your mind—only with this difference that a club has its peculiar rules or conventions for its members, while a university has none, or if any, very general ones.

Certainly more could be said about a college circle, but here we must pass further comments on to another occasion for lack of space in this issue. We might, therefore, fitly conclude this column with expressing our warm wish that you readers may reconsider joining a college club, to recognize anew its true significance in your college days.

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# A letter from a U.S. exchange student



## A Letter from America

I am now surprised to realize that nearly two months have passed since I was enrolled here in Washington & Lee University, and I feel very glad to say that I heartily enjoy a good campus life in the American atmosphere I have long dreamt of.

Let me here center my report upon the classes. I hear I am the fifth to come over to W & L university, one of those four American colleges that have an agreement with Japanese colleges on the student exchange program. W & L is the sixth oldest university among thousands of its competitors all over the U.S. It has a great and grand campus in a provincial town called Lexington with a thin population of 7,000 in Virginia State, a three hours' car ride from Metropolitan Washington. Some 1,200 boy students study at this cozily-located, what you might call, liberal arts college.

We have three sessions for the year. In almost all the classes we are given an insurmountable amount of reading assignments. Personally I am studying politics, journalism, English and French, but I must frankly confess that I feel no small difficulty in keeping up with

my classes. I wondered a little bit at the first sight of the students here drinking Coke or puffing cigars relaxedly as they take lessons. But even so, their attention focuses on the lecture. When any questions pop up in their mind, they lose no time in asking them. So the lecturer not uncommonly winds up his lecture, answering each of their questions. That is how we have very active classes with fifteen to twenty-five students each.

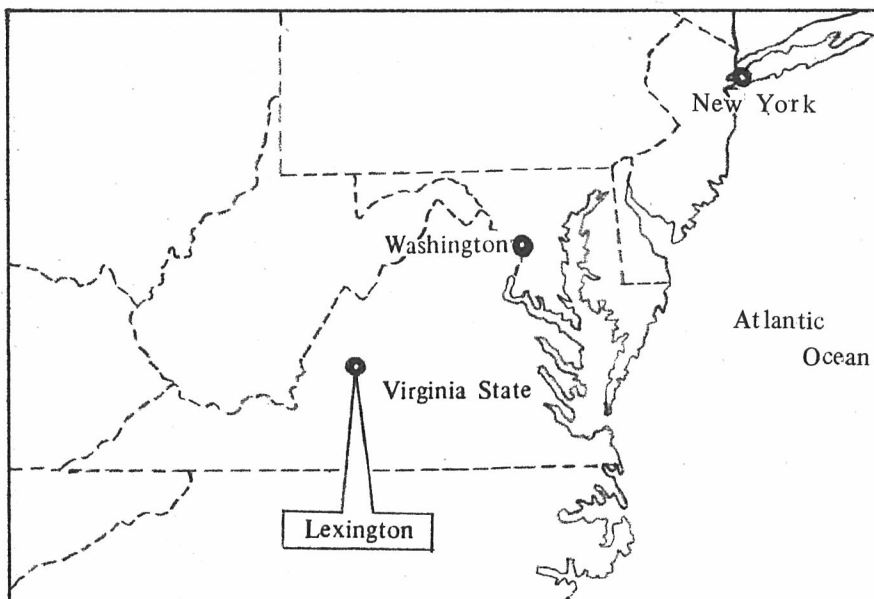
The classes here have really stirred up my mind, fully used to Rikkyo lectures on law in which lots of students, packing the lecture hall, write down the instructor's comments in their notebook, thereby keeping away any encouraging contact with him. But I don't therefore mean to say that American students work more dilligently than Japanese students, a comment which I often heard when I was still in my home country. You might more properly say that the students here in the States are just 'forced to study' harder to prepare for tests and assignments they have inevitably to go through to graduate. By the same token, Rikkyo lectures for students

who major in law seem to top those of our university as far as my major, politics is concerned.

I, of course, profit much by the calsses, but presumably even more by the happy companionship of American undergraduate students and exchange students from abroad. They fire question after question at me about Japan, counting on getting authentic information from the one and only Japanese student. Every time they press me for the untouched-up reflection of a Japanese especially upon World War II quite unforgettable among other historical events, I try hard to have them understand the Japanese regret for the war victims and how earnestly the Japanese wish for peace. Giving such close fellow students an explanation which is convincing both linguistically and substantially is actually hard to do at first. All the more reason, I believe, why we should brace up and get around to facing up to the insurmountable barriers against our life-long goals. After you have gone through one hardship, you learn by experience a new thing nobody has ever told you before. I may, in passing, note that some of American and Chinese are both concerned about the possibility that the Japanese rapid advance in technology may be turned to military account. During your stay abroad for study, you could expect more discussions of international and universal issues like that.

I attend two Japanese classes a week as a tutor, and I notice that around three students in those classes are hoping to study at Rikkyo University. This seems to show that the Rikkyo-W & L student-exchange program has almost certainly become a permanent feature in the two universities' history of international cultural interchange.

Only two month's stay here has really taught me that studying overseas is never so easy-going as is generally supposed. But I have found that you would get somewhere if you have your own definite purpose in your mind. Please make full use of every opportunity of going out into the widening world of international communication, which the exchange program offers.



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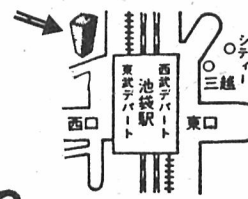
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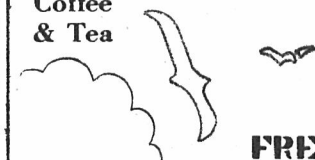
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