

# RIKKYO ECHO



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St. PAUL'S UNIVERSITY

JUNE 1982

## Rikkyo student's interest in international affairs



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**PREFACE**—On April 22, Rikkyo Echo put some questions to one hundred Rikkyo students in order to look into their international consciousness. It is said these days that students are indifferent to what is going on both at home and abroad. To what extent are they interested in what is taking place in society? The questions were as follows.

- Q.1—Mention 5 recent items that drew your attention.
- Q.2—What kind of international news items interest you? Choose from among the 5 fields: (a) politics (b) economy (c) culture (d) sports (e) others
- Q.3—Mention the area you have an interest in and the incidents you are interested in.

**RESULTS**—**Re Q.1:** One of the important objectives of this survey was to see how many of the 5 important news items would be occupied by

items concerning international news. The international news items mentioned by students were: the Falklands conflict, the return of the Sinai to Egypt, François Mitterrand's visit to Japan and so on. 68% chose one of these topics.

**Re Q.2:** The results were as follows; (a) politics 38%, (b) economy 16%, (c) culture 20%, (d) sports 23% and (e) others 4%. It may be said that, relatively speaking, Rikkyo students have more interest in sports news than in economy-related news.

**Re Q.3:** With regard to the regions that the students are interested in; South America 22%, Japan 21%, Europe 12%, the United States 10%, the Middle East 10%, the Soviet Union and the Southeast Asia less than 10%. And with regard to the incidents they are interested in, the Falklands conflict comes first with 24%, followed by the return of the Sinai and trade frictions. Some general features can be drawn from these results. The students surveyed are inter-

ested in South America because of the conflict between Argentine and Britain, and they are also interested in Europe and America, though they are all Japan-related issues. For example, trade friction, the anti-nuclear movement and Mitterrand's visit to Japan. All of them are political issues.

**ANALYSES**—**Q.1:** Sixty-eight percent of the mentioned news items are international topics. Many students chose the British-Argentine conflict over the Falklands, the Sinai turnover and Mitterrand's visit to Japan. This shows that the students have some degree of interest in international affairs, but this does not necessarily mean that all the students have an interest in international affairs, because the answers vary from person to person. Some students mentioned various topics about international affairs and others didn't mention them at all.

**Q.2:** It is evident from the result of

Q.1, 2 and 3 that the students have a high degree of interest in political affairs but their interest in sports is greater than that in economic affairs. So, though it could be said that the students view international events from the sociological standpoint, it is not certain that they consider international issues to be of immediate concern to them.

**Q.3:** Similarly, as in Q.1, we can say that the students have an international consciousness. And interest in Europe and America is relatively high, which has much to do with the Japanese international consciousness. But as they are also interested in the Middle East, the communist countries and Southeast Asia, the students view of the world is not always narrow. Judging from the interest displayed in international affairs as they are related to Japan, the students seem to think of Japan to some extent as a member of the nations of the world.

**CONCLUSION**—From this survey it can be said that Rikkyo students generally are conscious of international affairs to some extent, but not all of them, and it is doubtful whether the consciousness is sociological. In conclusion, students need to have more information about world affairs and a clear international consciousness than today, not only the Japanese in general, but also Rikkyo students in particular.

世界に語る個性を磨く

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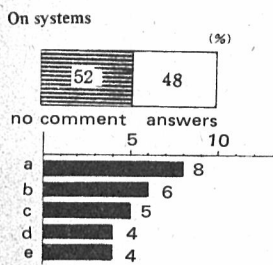
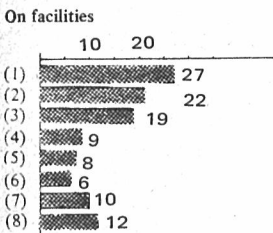
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# Students' Complaints about Rikkyo University

Recently the Japanese educational system has been studied and it has been found that even at universities there are various problems. To our regret, it would seem that this is true of Rikkyo University, too.

So we surveyed what Rikkyo students are discontented with in their daily college life posing about 100 questions.



- a "Seminars should be rich in content."
- b "Because the lectures we want to take are often on at the same time we can't take both of them"
- c "Because the numbers are limited we can't take the lectures we want to take."
- d "We want more lectures in modern economics."
- e "We want a seminar system." (students of literature)

## On facilities

A survey of the facilities of Rikkyo Univ. would indicate that

- (1) Both of the dining rooms are too small.
- (2) The campus is too small.
- (3) There aren't enough club houses for circle activities.
- (4) The gym is too small.
- (5) Rikkyo needs a students' cooperative store.
- (6) The sports ground is too small.
- (7) Air-conditioners are desired.
- (8) Meals in the dining rooms are not adequate.

This result shows that most of the complaints are caused by the small size of Rikkyo university. The other complaints were, for example, that "There

aren't enough classrooms', 'There aren't enough tennis courts', 'We want a green campus where we can sit in the sun'.

As to the dining rooms, we found the following complaints. "The number of items on the menu is too limited few", "We want a salad as a single item for preserving the health of the students who live alone".

According to the data of the Division of Student Affairs (DSA), the number of users of the first dining room (FDR) were 2448 in a day and that of the second were 1913, in May 1981. But in October 1981, that of the FDR were 1813 and that of the SDR were 1351. This means that the freshman go out for lunch when they get used to the life of a university. The FDR has 300 seats and the SDR has 200. We hadn't thought the FDR was larger than the SDR. The peak time is from 12:00 to 13:15.

Concerning the menu, we found that a salad was available separately before, but it was taken off because it didn't sell well. The DSA told us that we can call for any menu we like. There were also opinions such as, "The price of meals is cheap", "The menu 'Tan-men' is very delicious".

As to the club house for the circle activities, the number of the club houses is 103, but there are 228 circle groups which are registered. There are also non-registered groups. The DSA doesn't have any plan to build new club houses, though they are anxious about the age of present club houses.

Also there were opinions that students want a cooperative store. So we looked into how we could set it up. The result is as follows. We need to join the National Federation of University Cooperative Association (NFUCA), which is an independent mutual aid organization, which is capitalized, used and managed by students + teachers. In order to join in the NFUCA it is necessary that more than 20 promoters collect signatures of more than 300 supporters.

We asked the DSA whether there had been any movements to join the NFUCA. They answered that though at the end of the 1960's there was a committee aiming at joining the NFUCA. Since the executive department was dissolved there has been no positive action. The reason is conjectured to be as follows.

- (1) The School Book Store takes the place of a student cooperative store. (The School Book Store is an agency



for profit of the school corporation "Rikkyo Gakuin" based on the private school law 26th and its profit is used for the management of the school corporation.) (2) Goods of the student cooperative store are not always cheaper than those of other stores because supermarkets have developed a cheaper way of selling in the 1970's.

Finally, there is some good news: Air-conditioners will work from this July.

## On systems

Concerning systems there were two concrete demands, which related to the faculties the students belong to.

One was that students of economics want more lectures in modern economics. The other one was that students of literature want a seminar system. As to the latter, we had a chance to interview Prof. Watanabe, the chief of the faculty of literature, what he thought about this.

He said, "I think the faculty of literature doesn't have so many students that they need a seminar system. In faculties which have too many students the seminar system is effective in communicating between teachers and students. And if the seminar system comes into operation, the number of students needs to be limited, which is against our policy of, where possible, allowing students to take their favorite lectures."

By the way we didn't find any positive answers except these two. More than half of the students had no comment on this item and the rest of them just said, "Because the numbers are

limited and the lectures we want to take are often on at the same time we can't take both of them" or "Seminars should be rich in content." This seems to show that students have some dissatisfactions relating to the system of their own lectures and seminars, but these are vague.

As we look into the condition of our university, quite a few defects can be found easily. First of all, the campus is much too small to hold more than 12,000 students. Maybe every student has felt some unpleasantness and has known there is only one way to solve this problem, that is, to move to the out skirts of Tokyo like Chūo University. But if we have a large campus, we suffer great inconveniences.

As for the system, we found a few proposals that we could study more extensively, though there seemed to be a little hope for improvement of the present situation. We have much freedom and it's up to us to make the most of the chances.

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# REPORT ON LECTURES IN OTHER UNIVERSITIES

A new term has just started. We, Echo staff members, secretly attended lectures of famous professors in other universities to see their way of giving lectures, the reaction of students and so on. The classes we attended were as follows:

Shōichi Watanabe "The History of the English Language"

Daikichi Irokawa "The History of Japan"

Makoto Oda "Literary Thoughts of the World"

Shōichi Watanabe "The History of the English Language"

Sophia University

Wed. P.M. 1:30-3:05, room-number 8-409

13:30; after a sharp chime, the students enter the room one after another. The number of girls is almost twice as many as that of boys. Almost all of the boys have straight hair without permanent waves and clothing of low sense. To our surprise, they are nearly all 'country boys' not the very citified boys. They look 'good boys' or 'elite students', and the atmosphere is very light and youthful. As expected the girls look like girls everywhere—'Surfer', 'Hama-tra', 'New-tra' and so on. The only thing that struck us is that there are fewer tennis rackets here than at Rikkyo. The room was very large with many windows and lots of light.

13:39; Professor Watanabe enters. Suddenly, without greeting the students or calling the roll, he begins a lecture at once. But the students don't seem to be confused, rather they have both their textbooks and their notebooks ready. Silence reigns over the room. Leaning against his desk and looking down on his notebook, he gives lessons. I can hardly follow him.

13:56; he explains the Celts. Generally speaking, the Celt's head is very, very large. In this connection, Elizabeth Taylor's former husband Richard Burton's head measures as far around as her waist size, he says. This is the first time that he evoked smiles from the students. It is an 'intellectual' joke, isn't it?

14:05; he explains the tartan check. It has a much deeper meaning than that of a family crest in Japan. Moreover the Scotch have a strong sense of the 'clan'. So they reproached Japanese for abusing the pattern once.

14:23; the topic which is close to our hearts goes on. For example, in

English, we must refer to the English in Japanese not as the English but as Britishers. Kent, the name of a cigarette, is the name of a province in England. The name of London comes from 'LYN' which means a river, and 'DIN' which stands for a fort. The name indicates a muddy river in the language of the original inhabitants.

14:57; the lecture is over.

Frankly speaking, this lecture was ordinary and ran counter to my expectations. Why didn't he give a lecture which would give us some indication of the kind of person we see in his writings and on television? It would have been a good orientation for us. But I think, that in the nice atmosphere of the class, students are sure to gather a lot of knowledge in time.

'The History of Japan'. It is in the faculty of liberal arts. The content of his lectures seems to be much the same as that given at other universities. The content of his lecture doesn't seem to be very special, either, but it was interesting to hear his experiences and so forth. When he digressed from the main subject, some students, who had slept well till then, woke up and listened to it. How strange! His textbook is 'The New Spirit of the Meiji Era' (written by Daikichi Irokawa, Chūō Kōron Publishing Co.). This book is thick and looks expensive, so we supposed Prof. Irokawa makes a good profit.

He displays his characteristic style in the seminar rather than in the lecture. The seminar is organized by graduates. A student who is fifty (the



at Sophia University

Daikichi Irokawa "The History of Japan"

Tokyo College of Economics

Mon. P.M. 1:20-2:50, room-number 1

Tokyo College of Economics is located at Kokubunji. It took 20 minutes from Shinjuku to Kokubunji by an express train. We had to walk up quite a sharp slope for twenty minutes from the station. What a long way! (But it is better than that of Chūō Univ.) Generally, the school building is new, clean and modern. This college consists of a four year college, a junior college and night classes. There were quite a few girl students to be seen on campus.

Prof. Irokawa's course is entitled

oldest person in the seminar) joins in, too. Reading archives is the main activity. Students in the seminar graduated from college as specialists in history rather than in economics. Many irregular students also join it, and it is his principle to welcome them to his lectures with open arms.

In today's lecture, he talked mainly about Tōkoku Kitamura—the relation between his literature and the democratic movement and the pacifist movement. We felt that the lecture had good substance.

The annual content of lectures is as follows. 'Tradition and reform in the History of Japanese Thought'. How did Japanese traditional thought change from the modern age to the present

age?—a review of the development of national literature and Dutch learning, and the change in the people's thought (the people's religion, riots and the thought of social reform) from the early modern age to the thought in the present democratic age.

Makoto Oda "Literary Thoughts of the World"

Hosei University

Wed. P.M. 4:00-5:30, room-number 562

We attended a lecture of Mr. Makoto Oda at Hosei University, who is very known as a writer on television and in magazines. An awareness of his acute eyes and his convincing way of speaking made us tense. As soon as he entered the classroom, he began to give a lecture in rapid delivery. He quickly moved from point to point so that we couldn't understand all he said.

It was based on his experiences and was very interesting, logical and impressive indeed. The classroom was quiet and quite energetic. We wonder if they were really interested in the lecture or if they didn't want to be scolded.

At any rate, we thought it was the very lecture of a university that we had been seeking for. The title of this lecture was the *Literary Thoughts of the World*. This main theme was through literature to grope for a conception of the world and to discover the literary thoughts of the world, ancient, middle and present.

Mr. Oda gave two important points in this lecture. One is about nuclear bombs symbolized by clouds like mushrooms and another about starvation symbolized by potbellied children.

We felt the time pass quickly while the lecture was being given. Why not attend a lecture of Mr. Makoto Oda, a man who is the first person to play an active part in journalism. You might get another way of thinking.

Lastly we felt that he was in fact a tender and gentle teacher.

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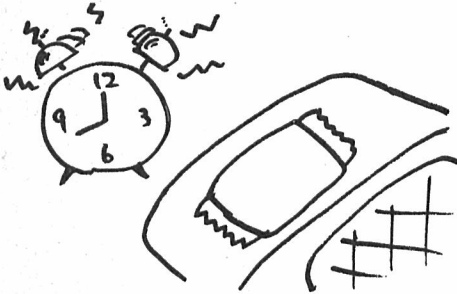
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# DOCUMENTARY REPORT

## A LIFE OF A LODGER

Thinking about College students, many of us have an image of their life in lodgings. Nobody interferes with them, so they can live as they like. Is it a true representation? How do the lodgers live their lives? A lodging house is not merely a place to sleep and eat, but it is the place where students spend their very life. Then how are they living in their lodging houses? Here we want to describe a certain lodger's life. This is our fictional presentation.



The alarm has gone off. It's already 8 o'clock! But I'm intolerably sleepy. While I'm hesitating whether to get up or not, 30 minutes pass by. "Oh! Hell! I will be late for class... cut the class...?"

Since I live alone here, no one will accuse me of being lazy, even if I cut classes. But then I remember I must lead a regular life, so I decide to get up. It refreshes me to wash my face, do my teeth and have a cup of coffee. But these are the hardest routines in a day. Though I always have a very poor appetite in the morning, it's not good for my physical condition not to have breakfast, so I make myself eat: Some pieces of roast left over from last night's supper, 'Miso' soup left over from the day before yesterday, it tastes a little sour, but it doesn't matter. Then it's nearly 9 o'clock. "Oh! I must hurry up" I envy those who live near the University. But they, too, have some problems; Lodgings near the University are apt to be used as haunts for idle students, and lodgers themselves can't draw a sharp line between their public and private lives.

I take a crowded train. At 9:30 I get to the university. From now my college life starts.

Classes finish unusually early. I think I should go home soon, but the idea of going back to the room which is cold and quiet makes me lonely, so I decide to visit the club room. Some members are there, and I have a chat with them

for about an hour.

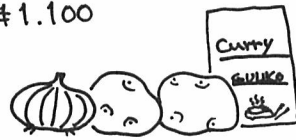
It is at 5 o'clock when I come back to my boarding-house. Then I begin to sweep the room. My room is so small that it becomes messed up easily. When I finish, it looks a little wider and more beautiful because after all, I don't have much furniture here. All I have in this room are a rice-cooking pot, an old radio-cassette tape recorder, a desk, a newly bought television set, a refrigerator which is out of order and nearly useless. Then, suddenly the room of one of my friends, who lives in a 'Mansion', comes into my mind. He owns not only the things I have but a washing machine, a stereo set, a video-tape recorder, an air conditioning system, a bath-room, a private-use toilet which he can use freely without caring about other users. Here at this boarding house there is no telephone even for common use. But I hear he pays high rent—70,000 yen a month. His rent is several times as high as mine. I wonder if it is indeed necessary for him to live so luxuriously while he is merely a student, and I doubt whether he studies all the more seriously because he lives luxuriously.

When I am through with the sweeping, I have to go shopping. I go to a supermarket, but I can't make up my mind what to buy, so I walk around in the market looking for things to buy. I feel miserable doing the shopping alone. There are some young couples shopping together. If I lived with my family now, I would be content enough to be glad to see their happiness. But now living alone, I can't bring myself to bless them and particularly, when the market is crowded, I feel like kicking them from behind. Lining up at the cash desk, I

feel embarrassment. Potatoes, onions, meat and curry powder. It is as if I were telling the cashier what I am going to eat this evening.

"It's 1,100 yen, sir," says a cashier. I make it a rule to spend not more than 1,000 yen a day, but this evening I spend 100 yen more than I should. I am not much of a manager.

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When I come back from shopping, it's 7 o'clock. I turn on the television and tune in to a news program. The news of the Falklands conflict is on T.V. I have to begin cooking my dinner. It is very difficult and troublesome for me to do. Paring potatoes, I wonder why I have to do this, when I realize again the greatness of my mother looking after such a daily routine. I spend much time in cooking my dinner, while I finish eating only too soon. Then I have to wash my dishes. How tiresome it is! I take a rest for a few minutes.

When I notice my lack of exercise I do push-ups, sit-ups and so on. Just then a lodger downstairs come to complain and says, "Will you be quiet?" "Oh, I'm sorry." I apologize for what I did. I don't want to cause trouble with other lodgers.

After that with a little sweat, I go to a public bath at about 9:30. I make use of the coin-laundry on the way to the public bath. In spite of the rumor of the existence of a colon bacillus in washing machines, I put my washing into one of them. I feel very comfortable in a public bath, where there are many people. I see some children playing in a bathtub loudly and some old men staying in a tub with very hot water. A man with a tattoo on his shoulder is washing his hair beside me. Somehow or other, I get hot. After 30 minutes, I leave there. The public bath gives me feeling of a happiness.

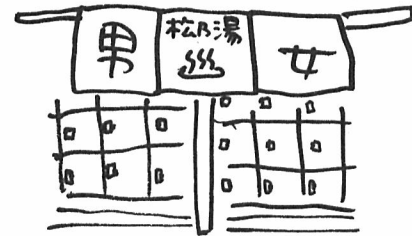
About 10 o'clock I come home. Though I turn on the T.V., there aren't

any specially interesting programs. "How tiresome!" Unexpectedly I hear old hit songs on the radio. Then I become homesick, get more lonesome and long to talk with someone. If I lived in a dormitory, I would be more happy with many friends, though I may lose myself in drinking or playing mah-jong. It would be very difficult for me to get some private time.

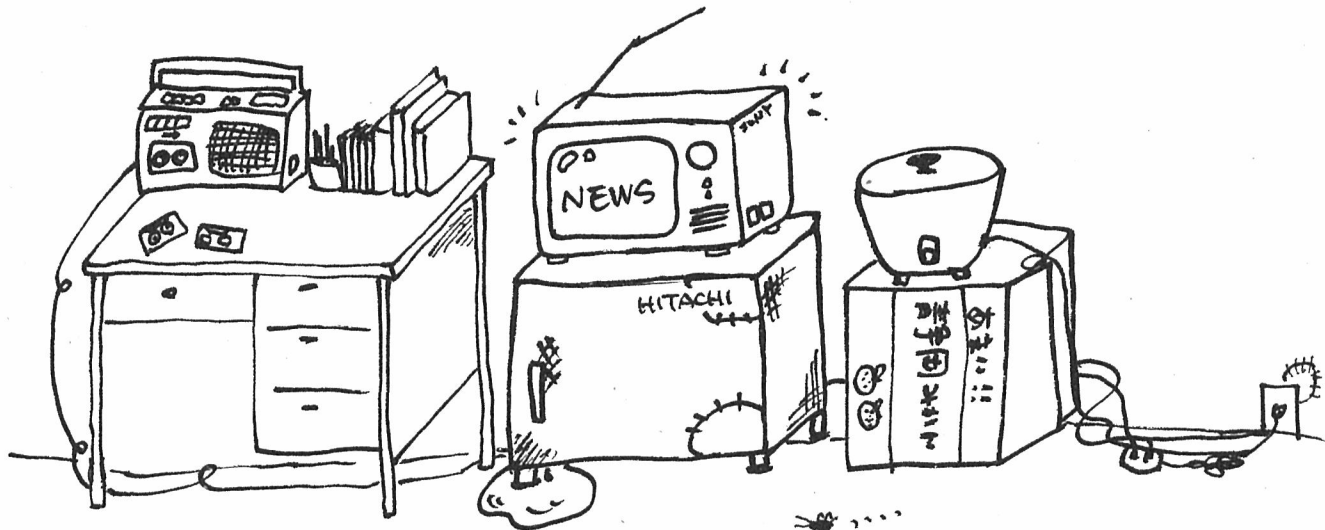
In the long run, as a human being must live by himself, it is necessary for us to endure the loneliness. But I can't help feeling lonely when I get sick.

My loneliness makes me telephone my family. "Hello, this is me. I'm sorry to call you late at night. I feel like talking with someone." "You are weak! You're lacking money, aren't you?" my father says. "Well, sometimes I have a part-time job." "I see. Mind you, what you mainly have to do is to study!"

It's past 11 o'clock. I try to study, but as I read books I become sleepy. I can't get the better of my sloppy thoughts. Though I am a University student, I don't study at all. I regret that fact in bed every day. But I'm satisfied with my life today. I wish to lead a more regular life from now on. But I wonder if such a life is too monotonous and think that there is something else to do while I'm in a university. What is life at a university?



Everyday can be spent as I fancy. I seem to be free and comfortable. But we lodgers have to decide how to spend all of our time. It is true that all decisions are very trifling but they are very important for us and sometimes very serious. If we make a mistake in our decisions we will fall into a trouble. We are responsible for all of our decisions ourselves. I think that a lodger does not have freedom but needs independence.



あっ!

合宿のTシャツどうしようかな。

そういうことならまかせてください。

EASYならオリジナルユニホームが、  
手軽に作れます。

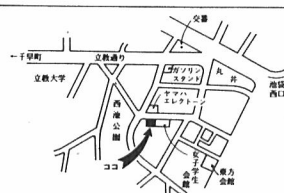
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# Hard to earn your money?



## — Rikkyo Students' View of Part-time-jobs —

These days a part-time job has become essential for university students. First, we surveyed Rikkyo students about it. The results are as follows.

**Q.(1)** "Have you ever done a part-time job?": All of those who live with their families and 97% of those who live in lodgings answered "yes".

**Q.(2)** "To what extent do you need a part-time job?": The answers were distinctly different between students living with families and lodgers. 84% of the former and 69% of the latter answered "I can afford to attend school without doing a part-time job". 11% of the former and 14% of the latter said, "I would have a little difficulty in attending school if I didn't have a part-time job". 5% of the former and 17% of the latter said, "I would be in difficulties if I didn't have a part-time job". Most of them are not so badly off if they don't have a part-time job, though lodgers depend upon them more.

**Q.(3)** "For what do you use your money from part-time jobs?": More than 70% of them mentioned hobbies, amusement and social life. Though some of the students living with their families mentioned travel and cultural activities and only a few of them mentioned living expenses and schooling, about 40% of lodgers mentioned living expenses.

**Q.(4)** "What kind of a part-time job have you had?": 70% of the students with their families mentioned working as tutors. The rest of them mentioned clerical work, office work, manual labor and physical labor. Half of the lodgers mentioned office work, clerical work, tutoring and physical labor. As, on the whole, Rikkyo students tend to prefer office work, it might be said that they prefer to be white collar workers.

**Q.(5)** "How much do you earn an hour?": About 50% of the students indicated they earn from 500 yet to 600 yen, while a few of them earn more than 1,500 yen.

**Q.(6)** "What kind of conditions do you take into account when you decide on a part-time job?": 60% of the students mentioned the type of job. The rest, working hours, wages, the term of the job, whether they have to commute or not, the atmosphere of their place of work and its adaptation to their tastes and abilities. So it can be said that students are inclined to choose part-time jobs carefully, not thinking only of wages.

**Q.(7)** "What have you learned from part-time jobs?": 70% of the students mentioned "I learned to appreciate the value of money". About 30% of them said, "I came to realize that human relationships were very complicated". The rest mentioned "I realized the importance of time", "I found enjoyment in my job and learned about the hardness of work", "I got a sense of economics", "I made new friends", "I came to understand the structure of society", "I mastered a special technique" and "My job became an encouragement to me in my life". So it could be said that having a part-time job is one of the most important factors in understanding the value of money.

**Q.(8)** "Have you ever had any trouble in doing a part-time job? If any, please tell us about it concretely.": The troubles mentioned were quarrels with fellow-workers, arguments with their superiors, the differences between what they had expected and what their job actually was, unpaid wages because of the employers' bankruptcy, and a discharge without adequate reasons.

**Q.(9)** "In those cases what did you do?": Most of them answered that they settled those problems through discussion, though some of them quit the job as soon as possible, which shows the gentleness of Rikkyo students. At any rate it is probably safe to say that troubles may arise at any time.

**Q.(10)** "What do you think about cutting a class to do a part-time job?": There were many affirmative answers such as "It depends on one's own will", "It depends upon one's need of a part-time job", while there were a few who answered "It is putting the cart before the horse", "In the first place, we must not forget we are university students". So it might be said that students don't think it is wrong to cut a class if they have a fixed purpose and decide which is most important.

**Q.(11)** "Do you know some unusual part-time jobs?": They mentioned a washer of dead bodies, wearing animal disguises, for example, to entertain children, an operator of a broadcasting station, an audience at television programs, excavation and being a model for a haircut salon.

Secondly, we interviewed the staff of the Division of Student Affairs (DSA) about the actual condition of Rikkyo students on part-time jobs. By what

they said our survey proved to be very reliable. Interesting points brought out were as follows. Recently female students have become more eager to find part-time jobs than before, so that the number of the female students who registered at the DSA has increased by no less than 500 in the last two years. This seems to be one of the reasons why women have come to take a more active part in society. In the case of private teachers, as they have a great influence on their students, not a few of them worry that their students will not get a good mark or wonder if their character affects their students in the wrong way. Rikkyo students have a good reputation for diligence and gentleness. That is a characteristic of Rikkyo students.

Thirdly, we interviewed a Rikkyo student, who pays all his school expenses, living expenses and others (except for housing expenses), by doing part-time jobs. He works as a waiter and as a private teacher 5 days a week. Almost half of his daily life is occupied with working. He earns about 110 thousand yen a month and makes ends meet. He said that he experienced various things, which cannot be learned at university, for example one cannot be judged by his academic background, and he cheerfully said that, though his work is very hard for him, he has no intention of giving it up because he likes working very much and is proud of his own jobs that, he thinks, cannot be done by anybody else. As he pays his

school expenses he must by no means neglect completing his studies. He intends to become a teacher; so he is now preparing for that role by working a private teacher. All through the interview, we were deeply impressed by the fact that there exists a student of strong character like him who does his best both in studies and in his part-time jobs, while present students are said to be mollycoddled.

In conclusion a part-time job plays a great part in the life of a student and it is not unusual for students to do part-time work in their college life. As a matter of fact every student does so. But there are only a few self-supporting students. Some students of today do part-time jobs to save money for traveling abroad rather than to cover their school and living expenses. This may be why it is thought that students these days cannot bear hardship well or are not independent. But perhaps there is no difference between the present students and those of the past in working out their aims. Many students think that they should earn some money for getting things for themselves. At this point, students do not seem to lack a sense of the value of money as the general public thinks. After all it is thought that a part-time job has become an important part of a student's life, where they can earn their own pocket money, learn valuable lessons about life, appreciate the value of money and take a step toward a job in future.

### BOOK REVIEW

"AKUMA NO HOSHOKU" — Seiichi Morimura —

This book, which has become a best-seller, gives us a serious problem to think about. Concerning the Pacific War, the Japanese keep more memories and records as sufferers, which are based on the feeling, "We had a bitter experience", but we forget that we were also aggressors. Considering the awful damage and injury in the war, it is natural for us to feel this way. But we should remember we were also attackers.

This book relates shockingly a part of the period of the Japanese invasion of Asian countries. From 1936 to 1945 the Kanto army's 731st corps, called "the Satanic Corps", made many excellent Japanese doctors who had been drafted carry out cruel experiments on living humans. It was in the suburb of harubin in Manchuria (in the Northeast district of present China). No less than 3,000 Chinese or Russians who were taken prisoners because of their resistance to the Japanese army were sacrificed as laboratory rabbits.

When we learn this fact, we cannot

help being struck with horror. Prof. S. Ienaga said, "the Atomic bomb, Auschwitz and the 731st Corps are the worst trio of satanic activities which human beings performed."

The Japanese mustn't forget the fact that we were also attackers and must recognize this fact and understand the misery and foolishness of war. Surely it is very important to hand down from generation to generation the lessons of the injury and damage by A-bomb and air attack, which will become a driving force to stop another stupid war.

Some young people may say, "I'm not concerned with what Japanese did in the past, because I was not born then". It is true that we personally may not have the responsibility for what "the Satanic Corps" did, but it is we young people who have the responsibility of seeing it does not happen again.

For this reason, this book is really a "must" for young people who are going to direct the future of Japan.

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# “I might have worked in a bank or a trading company.....”

—The Interview with Mr. Katsuya Kobayashi—

We interviewed Mr. Katsuya Kobayashi who is active in the radio and T.V. programs, “English for Millions”, “Best Hit U.S.A.”, “JAL Music Tour”, as a music critic and also as a D.J.

He was born in Hiroshima Pref. in 1941. He is a graduate of the Faculty of Economics at Keio University. He is so skilled in English that we cannot tell he's a Japanese if we only hear his voice.

We were in the studio in Tsukiji where Mr. Kobayashi was recording a radio program of “English for Millions”. His loud and clear voice resounded round the studio.

Q: What was the key to getting your present job?

A: Long ago, I had a part time job as a master of ceremonies at a night club. I spoke both in English and in Japanese there, so I could get a lot of money. Before long, I was invited to work as a master of ceremonies for various concerts of such foreign bands as the “Ventures”. After that I made my debut on radio and got the present job.

Q: I hear you succeeded in the interpreters examination when you were still a freshman at the university, but did you decide upon your present job at that time?

A: No, not at all. I might have worked in a bank or a trading company in the natural course of events.



Q: Please tell us how you studied English?

A: I had a very good private teacher who intended to teach at Waseda University, but he lost an arm in an air raid. So he said he didn't want to teach in that condition. He was a very strict person. So I was sometimes taught how to pronounce English words by looking at my mouth in a mirror.

Q: I hear you studied English by listening to music.

A: When I was a freshman at high school, I lost myself in rock'n'roll. But it was noisy music with much shouting, so my mother and grandmother criticised me for listening to it. I wrote down the words of a song and sang along with the music secretly. But at that time, I wasn't conscious that it was useful for studying English. I only loved rock'n'roll.

Q: How was your university life?

A: I didn't take part in any club activity, and I was rather a quiet person in the university. But outside the university, I lent out the 3,000 records which I had collected with my friend.

Q: If so, you're a forerunner of the present disk lender, aren't you?

A: No, I'm not a forerunner really, I failed in this business only five months later.

Q: Did you often participate in speech contests?

A: Yes, when I was a university student, I was invited to join in a contest by my friend in the E.S.S. I think I got the 2nd or 3rd prize then. And I got the 5th prize at the “Waseda vs. Keio Speech Contest”. I never got the first prize. (Laughter)

Q: I hear you have 2 children, but do you teach them English?

A: No, I don't. As for me, I studied English by my own will, because I wanted to, so I think it is necessary for them to study spontaneously. My 11-year-old elder son attend a Language Laboratory of English. But I don't want to force them to study English.

Q: Could you express your hopes for the near future?

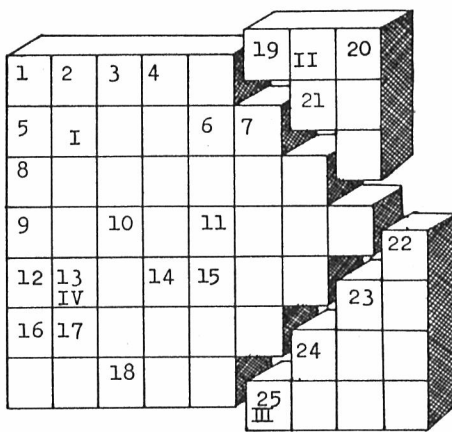
A: I want to attempt various things in the broadcasting field and not to be type cast. Now, I'm making a disk. But I hope to make not only a fun thing like “The Snakeman Show” but also decent music with a band.



We interviewed Mr. Kobayashi for only a few minutes as we realized he was a very busy man. And also we felt he was an unselfconscious and friendly person.

## CROSS-WORD PUZZLE

Fill in the blanks and write the letters in order from I to IV. They will make up a single word. And bring the completed puzzle to our club house (YAMAGOYA 1F, RIKKYO ECHO). We'll give fantastic presents to the first five persons. Make use of the following clues.



### ACROSS

1. a fruit with firm, juicy flesh and smooth skin, red or yellow when the fruit is ripe (5 letters)
5. be destroyed; come to an end; lose life (6 letters)
8. the metal track of parallel rails on which trains run (7 letters)
9. on the condition that (2 letters)
10. the abbreviation for New York (2 letters)
11. the feeling of discontent and ill-will caused by another's good fortune, wealth, success, advantages, etc. (4 letters)
12. the small house of a workman or country laborer (5 letters)
15. the length of time a person or thing has lived (3 letters)
16. be in debt; have to pay (3 letters)
17. supernatural (5 letters)
18. the color of blood (3 letters)
19. do something; behave (3 letters)
21. emphasizing a negative (2 letters)
24. a drink made by pouring boiling water on dried leaves (3 letters)
25. the end of the arm, beyond the wrist (4 letters)

### DOWN

1. a round, soft fruit, orange-yellow or orange-red, with a seed-like stone in it (7 letters)
2. a peacock or peahen (7 letters)
3. a person who prints (7 letters)
4. one of a large class of flowers growing from bulbs, usually trumpet-shaped (4 words)
6. declare or promise solemnly, or on oath (5 letters)
7. suspend; attach loosely (4 letters)
13. a night flying-bird with a large head and eyes (3 letters)
14. a cord, band, rope, ribbon, chain, etc. used for fastening or drawing together (3 letters)
20. a child's plaything (3 letters)
22. that part of the body above the neck (4 letters)
23. one more than nine (3 letters)

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