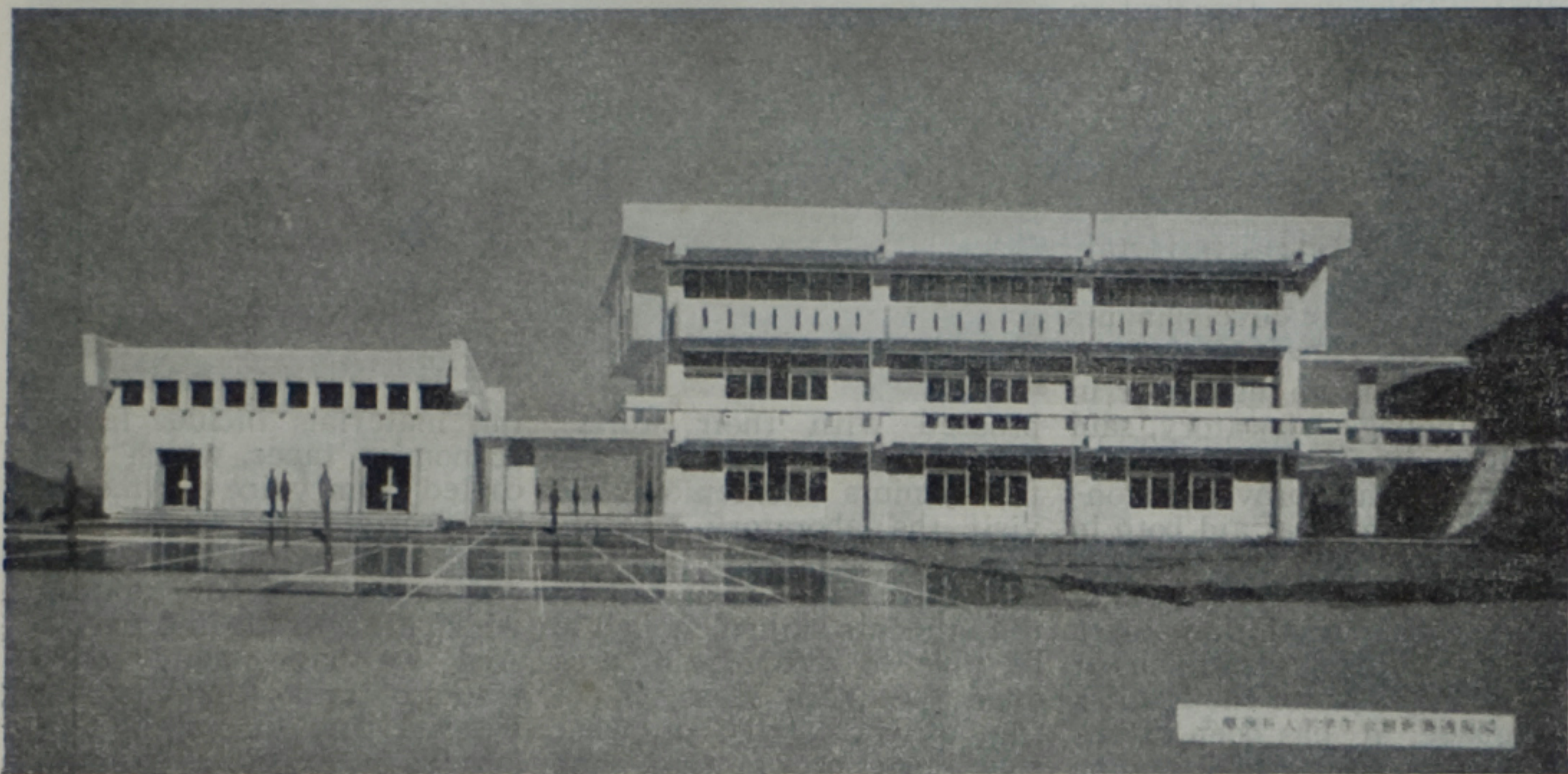


The Ryokkyuities

NO. 2

OTARU UNIVERSITY OF COMMERCE, HOKKAIDO

FEBRUARY 10, 1964



Student Union to be Completed in June this year.

Otaru University of Commerce will have a new student union by June of this year. Construction of the new student hall started on August 6, 1963, as a part of the 50th memorial functions. It is also one of the three aims of the 150,000,000 Yen fund which are repletion of Management Science Course, the construction of a language center and student auditorium.

This new building is being built on the site of the late Hokuto dormitory (the second dormitory) and will occupy a total site of 1600.5 centiare (485 tsubo) with three stories. The construction expense is about 61,117,000 Yen of which 38,995,000 Yen will come from the Government, and

22,122,000 Yen from the alumni association of the University.

On the first floor, there will be a large assembly hall, a dining hall, and a barber shop, etc. On the second floor, there is to be a game room offices and a lounge. On the third floor, there are to be rooms for meetings, another smaller auditorium, and student offices.

According to the school authorities, it will be completed by the end of June of this year at least. The large assembly hall is being pushed it to give the final touches in time for Commencement Day, March 15. And the graduation ceremony is to be held in this hall.

The above picture shows the finished student union from the side of tennis courts.

The building situated to the right is the large assembly hall and every one can enter the second floor of the building without using the stairs, from the left entrance which opens onto the front garden. It should be noted that this building is constructed skilfully using the differences of the height of the ground.

It was our hope for a long time to have such a building, for we have been troubled with the shortage of rooms for sports and cultural clubs, a place for talks between students and instructors, the smallness of the dining hall and so on.

It is expected that these problems will be solved in the near future. Our problem now is how to manage the hall successfully.

Good Jobs Taken by All; Proof of Shodai's Prestige

According to the Employment Section of the University, by the middle of November, all seniors have secured job-positions in many manufacturing, construction, commerce, trade etc.

There is a slight increase in employment in the number in banks and construction companies in comparison with last year. Particularly some students got jobs in hotels. On the other hand, some of the marine transportation and food companies declined offers of situations.

Taken all together, the shortage of workers still continues in the field of Industrial Economy, the number of companies and offices are, in both 1962 and 1963, about three times as many as that of students who seek jobs, and calculated in the number of all the requirements, it amounts to nearly five times in number. Mr. Kenichi Hara, a director

of the Section, said, "In such a favorable demand market of situations as it actually is, hiring qualifications of companies are still strict with the view to the future of prosperous economy in Japan. Students have come to realize their own aptitude, and to select the companies which have such fields as will give them chances to utilize their major skills or abilities."

Of "aota-gari" (green crop) he said, "The Gentlemen's agreement was forgotten and many companies rushed to secure students, and the virtual employment campaign, "aota-gari" began in April. And this tendency will surely last this year 1964.

	Financial Business	Commercial
1962	48	44
1963	53	40
	Productive Industry	Construction
1962	48	7
1963	51	4

Hokkaido E.S.S. Union Formed

Most colleges and universities have their own English Speaking Societies, each of which has separately had activities without one another's information and cooperation.

Last December a movement to establish a Hokkaido E.S.S. Union began and soon a decision was made to organize one.

Prior to this, the first All Hokkaido Collegiate Debating Contest was held at Clark Hall in Hokkaido University on November 16, last year, sponsored by the Asahi Evening News. At this time Fuji Women's College won first prize. It was a stepping stone

to form this organization.

Masakazu Kitamoto of Hokkaido University was appointed temporary chairman of the Union and he will be in charge till the by-laws are drawn up.

On Sunday, December 7, a party in honor of this formation was held at Clark Hall and about 80 students were present; seven from the Shodai E.S.S.

Mr Kitamoto said: "This Union aims to exchange information and to cooperate in making more energetic E.S.S. activities. We are to have more meetings for improvement, and cultivation.

	Traffic & Communication	Service & School
1962	10	6
1963	9	1
Total 1962-1963	164	167

The graph above shows the employment state of graduates in 1962-1963 by the Employment Section.

SHODAI HAS BEST COMPUTER

Makes Great Strides; Management Science Course

An epoch-making program of establishing Management Science Course will go into effect next academic year.

Shodai students now have the opportunity to take two courses in the Commerce Department; Economics and Commerce. When the new Management Science Course is added to these we will find that Shodai Students have a great opportunity to develop a strong scientific background in economic research.

The Management Science Course, which deals with national economic, economic policy and business operations research include, Mathematics (Analysis I and II, Algebra I and II, Statistics I and II), Management Science I (Economics), II (Production), and III (Marketing), Seminar I

The practical activities will begin next spring when the by-laws and schedule of the Union activities are made."

Those E.S.S. which belong to the Union are Fuji Women's College, Hokkusei Women's College, Sapporo Junior College, Hokkaido University, Hokkai Gakuen, Hokkaido Teacher's College and Otaru University of Commerce.

The Near Future of our College

What are you thinking of the near future of our college?

The year before last, we had the 50th anniversary and we think that Juniors and Seniors remember the deep emotion of that time. And naturally you would draw many visions of our college in your minds. Now, gradually these visions are going to be realized as expected. Really, our student union is under construction and the completion in July is being strongly looked forward to by all students. And we will introduce to you the far more splendid blueprints about our college through an interview with our president, Mr. Kamo. When we went into his warm office on a cold snowy day, he began to speak at once, "First of all, our school will be changed completely in the near future. Our school buildings are going to be altered in a few years. Before that, the construction plans for a laboratory for educational officials and a gymnasium are concrete and we are waiting for negotiations about the estimate of that between the Ministry of Education and the Ministry of Finance." He asserted in a louder voice, "The construction of one of them will be begun in about a year or two. But this is not whole blueprint of our college buildings. This construction is only the first step. As I said at first, soon after the completion of this the alter of our college building will be set about. This is the final and thorough change in our campus. The old wooden buildings will be rebuilt into

a concrete four storied building with a calculation center for the computer, an auditorium, library, college offices, and many other facilities for our school life." After telling of these magnificent plans without a break, he didn't forget to emphasize the following: "These plans of our school facilities are not for the only improvement of our school environment. The purpose of these projects is the new recognition for our college by ourselves. Through these projects, we must foster students who can think creatively and independently. Creative, independent thinking is the mark of the truly educated man. So what we can do for students is only to improve the surroundings of your study. And we only hope you can study as much as you like in the best environment. For pursuing these spiritual ideas, we are going to fill up the content of our faculty in parallel with the improvement of our school facilities. In the near future, four courses of study will be established: economics, management (commercial), administration and international relations. After the formation of these four courses, the administration course will be main among the curriculum and other economics course or management course will have some relations with the administration course.

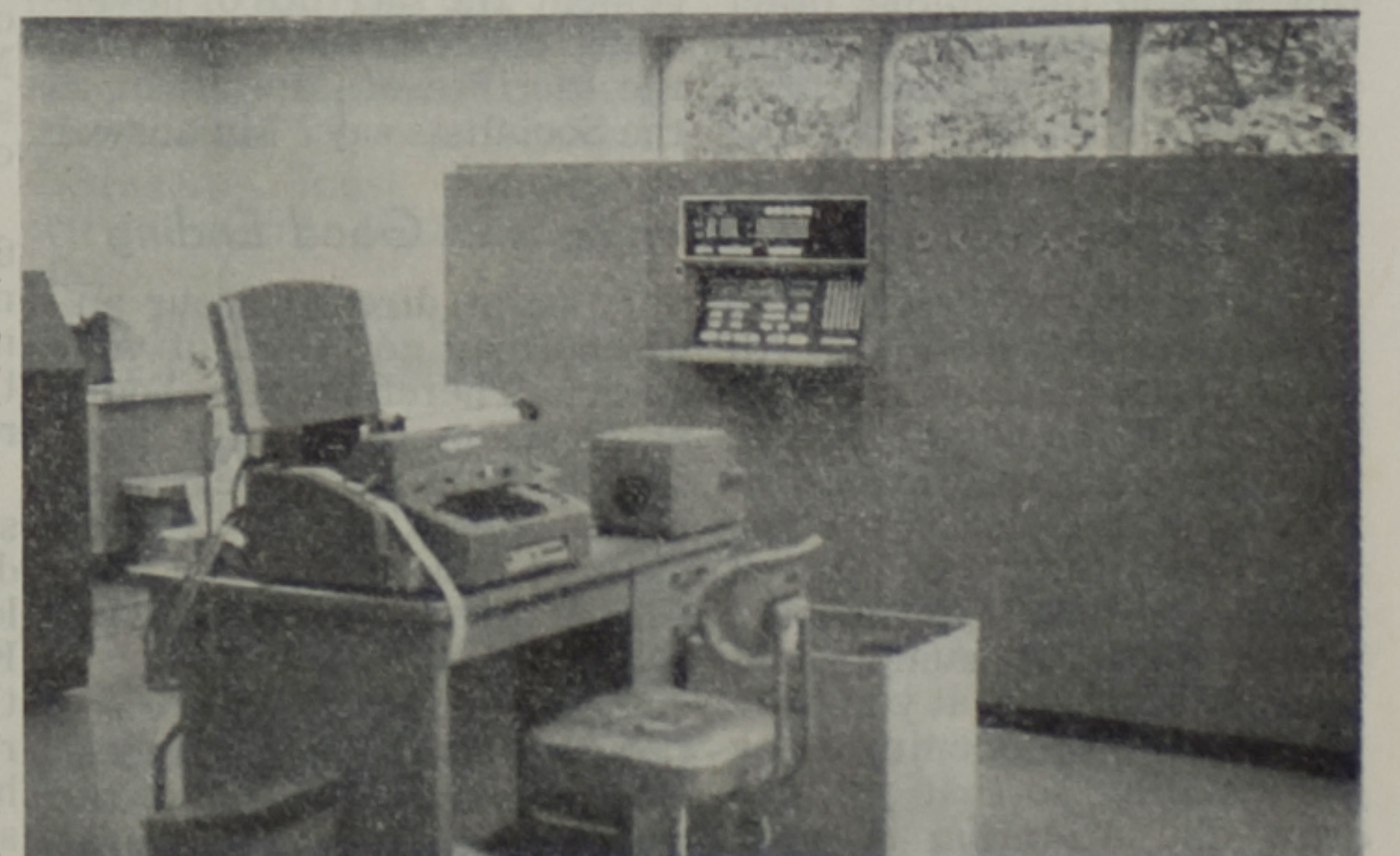
And after finishing of these series of plans, our college will gradually get rid of "The Kosho Age" and throw away harmful traditions to establish new and better ones."

Here are the details of the construction plans.

1. Construction of a laboratory for education officials. This laboratory will be a three storied concrete building of 64 rooms, (one room is 6m x 4m) and the total floor space is 3132m². This will cost 80 million yen.

2. Construction of a gymnasium with floor space of 1155m² to be equipped with showers bath, toilets and store rooms for gymnastic apparatus. The old swimming pool will be rebuilt so as to have four lanes and its spaces is 25m x 9m. Also an exercise hall for judo and kendo.

3. Construction of a main school building, auditorium and other attached equipment. The main school building will cost 390 million yen. It will be a four storied concrete building. The first floor will be equipped with a library including a stock room, computer center, college offices, psychology room, chemistry room, biology room, a medical examination room and other related facilities. The second floor will have a library, offices, a language laboratory, a large classroom accommodating 150 students, two classrooms accommodating 100 students and other small classrooms, as well as seminar rooms. The third floor will have a reading room for instructors and students, a classroom accommodating 150 students, other classrooms, while the fourth floor will have the largest classroom accommodating 300 students and a classroom accommodating 150, as well as many other rooms.



sisterized electronic computer, type 5090 H.

Otaru University of Commerce had a plan of introducing a computer since several years ago, and the University claimed that the government should have paid the cost of this equipment. But by the reason of being merely a commercial college without any technology departments, the request was turned down by the Education and Finance Ministries. Then, the University-expansion program over past three years has collected the necessary amount of fund from industries and alumni.

The OKITAC-5090H, with 4 tape units and computing speed of 30 micro seconds in addition and subtraction, 245 micro seconds in multiplication

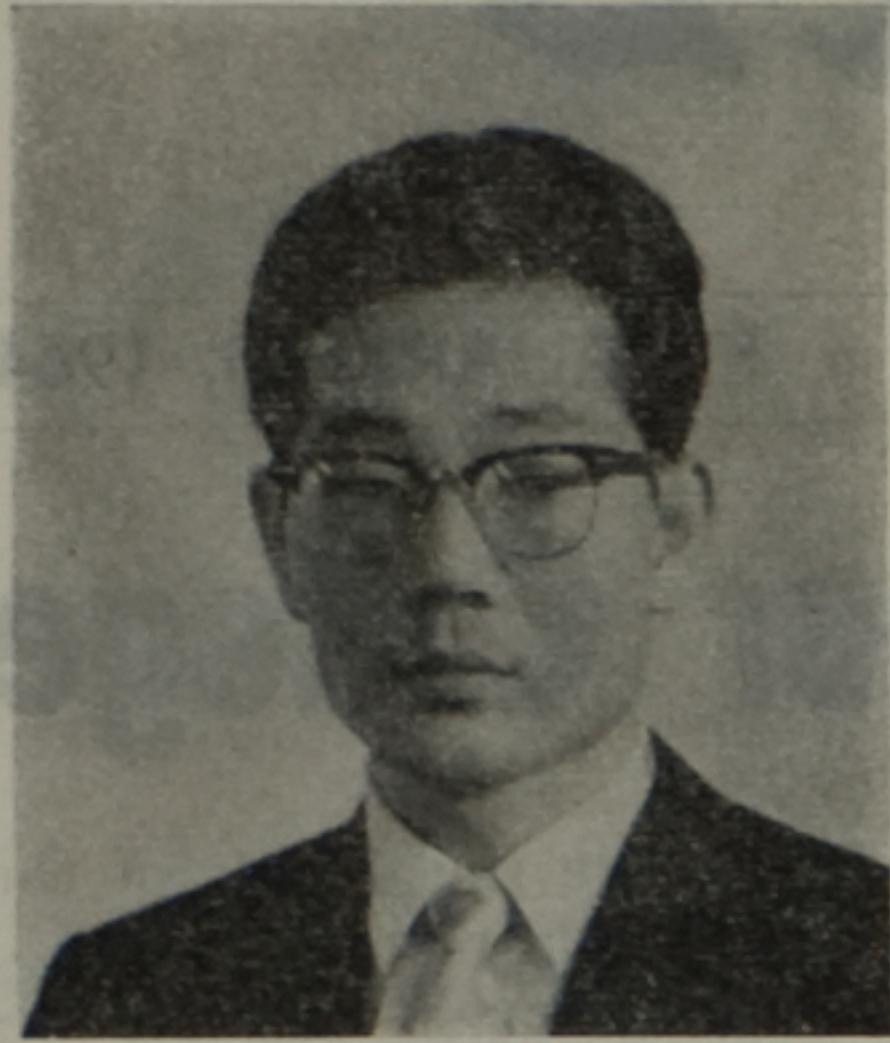
and 255 micro seconds in division, will surely fill the needs of computing economic development programs which are of gigantic size, and surpasses the capacity of medium-sized electronic computers of technological use.

With Kyushu University, which already has the same one as ours, and Kyoto University, which is about to buy one, Otaru University will have the best computer among the universities in Japan.

Prof. Kose said, "This computer center has a long-range research schedule in the fields of economics, operations research, psychology, mathematics etc, and excellent reports of these research works are expected to come out in succession."

When Easter Comes in New York

Mr. Kunio Takashima (graduate of 1956)



role of watcher. Such girls who are anxious to attract lots of people's attention naturally wear awfully fancy hats which can not be put on at any other time except just for this parade. Furthermore, such aggressive girls even try to take advantage over comparatively modest girls by carrying fancy dogs ornamented with lots of flower decorations.

How can anybody stay in Winter mood seeing a scene like this? Spring will be in full swing very shortly. This is the time when they can enjoy a long spell of lovely weather. This is the time when many people come out of their rooms to smell the sweet Spring flower fragrances and to feel the comfortable Spring breeze and to absorb the soft Spring sunshine. For New Yorker Easter is the day to celebrate the arrival of long-awaited Spring. (staff of K. Kachi & Co. Ltd. Tokyo)

Just as we celebrate Vernal Equinox Day in Japan, in the United States they celebrate Easter at the beginning of Spring. In New York no matter how cold the preceding Winter may have been, it becomes warm enough to make everyone feel that Spring has come on Easter. Inasmuch as the celebration of Easter is symbolized by ladies hats decorated with pretty Spring flowers, it can be safely said that there is no other celebration which is more closely associated with the feeling of the seasonal changes.

Generally speaking, it is rather difficult to sense precisely the seasonal changes in New York because of almost perfect maintenance of temperature in rooms with the help of advanced heating and cooling systems. It may be unbelievable for people in Japan to hear that even in the middle of Winter, dressing is almost the same as Summer time with the exception of wearing an overcoat when going out. Under the circumstances, they are apt to lose the feeling of the seasonal changes, but Spring is an exception thanks to Easter.

On Easter parade day, regardless of age, almost all girls wear extremely fancy hats decorated with pretty flowers and stroll along the streets. They look very gay and gorgeous. The best attraction can be seen around Rockefeller Center, 5th Ave. and 50th Street. Automobiles are not allowed to pass this vicinity on this particular day. The crowd go up and down along the Avenue looking at each other's hats. It can be said that unlike other festivals everybody participates in the parade and simultaneously everybody plays the

A Speech with Good Opening and Good Ending

It was my great pleasure to have participated in The All Japan Speech Contest again. Let me tell you what I learned through my experiences of making a speech. What you must not forget in speech making is that you should put a touch of humor into your speech and that you have to have a good opening and a good ending so that you can draw the attention of your audience.

You may talk about very serious things, but before you get into a serious matter or into the crux of the subject of your speech, you should discuss from a different angle, because if you enter your

very point directly, your audience may get tired of your speech. Therefore, you should, at first, proceed with your speech from an indirect view point. Speaking of a good opening and ending, you may notice that the following speech is very effective.

Subject: "World Peace through Cultural Exchange."
Mahatma Gandhi, one of the greatest men in the world, said, "Men often hesitate to start a project, because they feel their objective cannot be achieved in its entirety. This attitude is the greatest obstacle to progress: an obstacle that, each man, if he only will it, can ignore."

Revolution in the Language Teaching

Developments in our Language Laboratory

Today, a language laboratory system has been built in many universities or high schools and it is not strange for everyone. One who has any interest in language has heard of a language laboratory or seen or used it. Briefly, a language laboratory consists of many individual booths with tape-recorders and one main control machine. An instructor broadcasts a model tape through the main control machine and in each booth each student can record it and his own pronunciation at the same time. He can compare his pronunciation with the model and will be able to correct his articulation or intonation by following it, or progress his hearing by repeating the tape.

This is only an illustration of a language laboratory. You can find out or contrive many ways of improving your language ability by using this system.

Our college installed a language laboratory in April, 1961. This was the first in Hokkaido, and at that time the system was not known to many people in our country and its employment was a kind of revolution in the language world. As three years have passed since its installation, we will introduce to you some later developments of our language laboratory.

Mr. Ugaji, an instructor in the language laboratory, said "Since its installation, the laboratory has proved a wonderful mechanical aid both in remedying what the students acquired in high school and in reinforcing what they learn in the ordinary classrooms at the college. As for the English language, it has been established practice to offer the three basic types of practice in the laboratory: 1. Remedial Pronunciation Practice (chiefly for freshmen). 2. Listening-Comprehension Practice (chiefly for freshmen). 3. Creative Practice (for sophomores, juniors, and seniors). Now, freshmen are required to practice in the laboratory at least once a week. Sophomores, juniors and seniors may visit the laboratory at practically any hours they like, borrow a particular tape from the tape-library and



proceed with their work." But he regrets that there are few juniors and seniors who visit the laboratory. "In offering these tapes of practice, the instructors aim at getting the students skilled enough to be able to recognize or produce the main ideas, if not the exact details, of what they hear or of what they want to express". And he concluded, "The laboratory will prove more powerful and useful when the correlation of the laboratory with classroom activities is strengthened. Also, the teaching materials need to be more rich and varied."

Mr. Takashima, the assistant said, "Now, we have about 200 tapes as education materials. They cover six languages. They are divided into groups for hearing, speaking, and pronunciation. Hear-

ing materials include labor-economics tapes, which were copied from voice of America broadcasts. They contain discussions of many problems on economics or labor policies, which are current in America. And we have many sound tracks of famous movies, but I regret that juniors and seniors do not visit our library. And I advise all students to use this library system for improving both, their language and knowledge about other countries."

A Good Thing to Know a Foreign Language

The other day, an Irish boat visited Otaru. It was a fairly large cargo-boat. And she is carrying many kinds of grains all over the world. Incidentally, one of my friends and I had the chance to talk with them. One of my friends found that some of the crew had trouble with their radio. They wanted to repair their radio which didn't work well. So my friend and I showed them a proper shop to repair it. After that, we had the chance to talk with them. Of course, we had much difficulty in understanding what they said and being understood in what we wanted to say.

But anyway, we talked with them about many things. And we felt we could recognize a part of Irish character and the present condition of their country. As a matter of fact, we seldom have a chance to meet foreigners like the Irish and to talk with them. So almost all of us know about such countries only from lectures of geography or history. By talking with them, I found out many things that I didn't know; for example, Irish people have a very long history.

But they got their independence only twenty years ago. And they are now working for establishing their own country. I'm sure that we could promote good-will between the two countries.

music, especially Beethoven and Mozart. How many of us know he was the adviser of the Glee Club in our university?

Nawadays he enjoys good health and continues to study everyday. His motto is, first of all, to take good care of his health and, second, to fulfill his duty in being useful to society.

As we left, we saw him standing in his garden, as colorful a personality as one of the rocks in his garden, and certainly as sturdy.

Human Estrangement: Tragedy of Civilization

I remember one of my friends once told me that human beings were created egoistically and that there was no social intercourse friendship, and even love that have, in a sense, no basis in personal interests. In short, he regarded society as a combination of individual interests.

His argument may, from a point, be true and to the point. But something which human beings can't help aspiring to have from the bottom of their heart, they are friendships, loves, brotherhoods, solidarity etc. without interests.

It seems true that the higher civilization develops, the more severe the struggle for existence becomes, and at the same time, the more complicated social structure becomes. It may also be true that the complicated social structure results in the tendency to nail the people up in a restricted framework. It is the process of substituting the human will for the non-human. All these facts spur the human estrangement forward. All these cases considered, it will be natural that human beings should lose trust in themselves.

Then, is the human estrangement the sacrifice of developing civilizations? Or is it the sacrifice of Capitalism, as the Socialists say? My answer

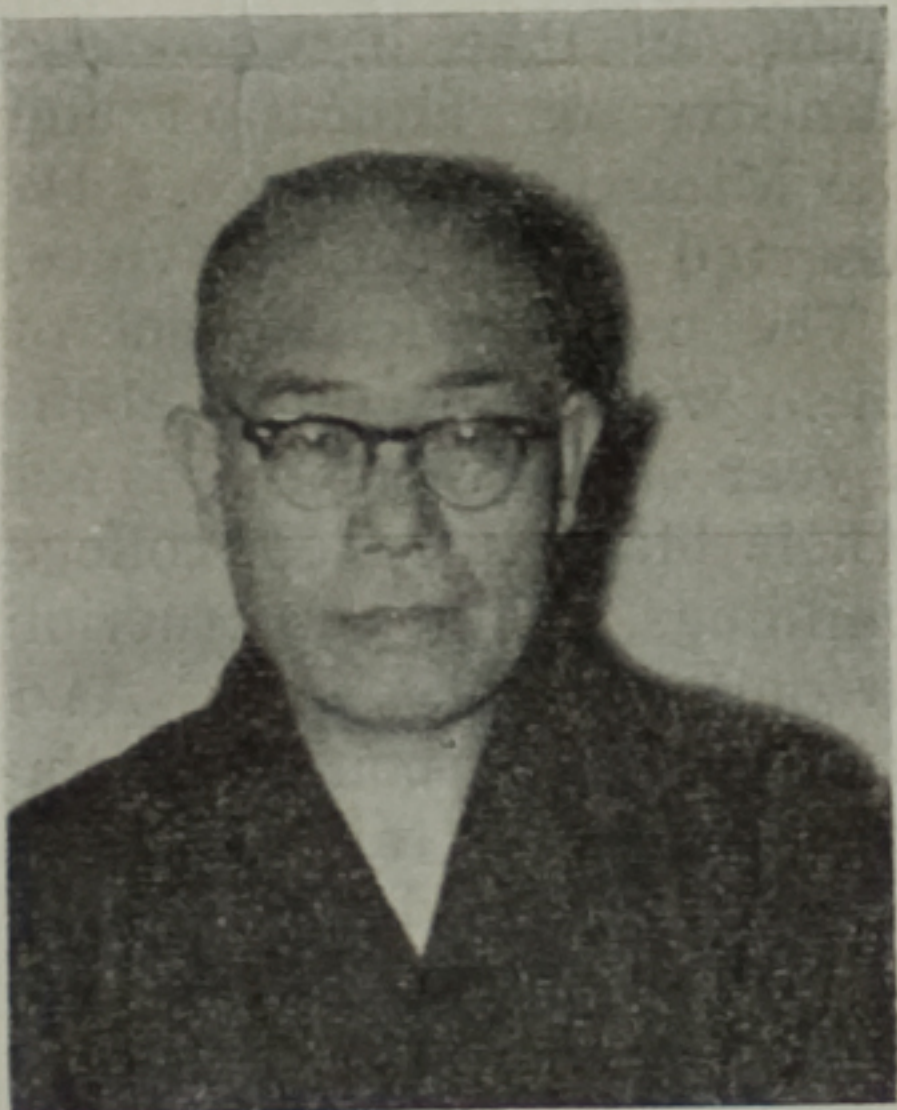
is "No" to both questions. True, civilizations certainly developed from the material point of view. But it will not always be true spiritually. This unbalance is one of the most important causes, I believe.

Anyway, it will be necessary for us to examine this problem further, especially as we are students of economics.

Campus Profile (1)

Don't Forget Your Duty

Prof. Kenjiro Muroya



One rainy afternoon, two reporters of the Ryokkyuities called on Professor Kenjiro Muroya at his home with its small pond newly built of colorful rocks.

Prof. Muroya in his kimono, 63 years old, professor of Business Administration and Economic History of Japan, retired this spring for having reached the age limit.

He is well known among students as "Muroken". "Students call me that because I look like the vaudevillian, Ken-ichi Enomoto. And I think it's not a nickname, but rather a friendly way they have of speaking of me", he said.

The impression he gave was quite contrary to that in the book, "Wakaki Shijin no Shozo" or "The Portrait of a Young Poet", in which Sei Ito, a former pupil of his, described him as the youngest professor, only 24, of all the teachers in

Otaru Higher Commercial School. "Yes" he said "at that time, I was the youngest, but now I am the oldest!"

He first wanted to study Economics in middle school. He desired then, during World War I when Japan was prosperous, to work in a trading company in order to work abroad, adding "This kind of desire then was not so strong among the young men of my age."

While he was at Tokyo University of Commerce (now Hitotsubashi Univ.), he read "Tales of Poverty" by Dr. Hajime Kawakami and "Lectures on National Economy" by Dr. Tokuzo Fukuda. The former one was a best seller in those days and interpreted from the view point of Economics why people suffer from poverty.

In the University, under Dr. Kiichiro Soda, who had been in Germany for ten years, he came to realize that Economics must be fundamentally based on Science and Philosophy and he strongly stood against Economics being nothing more than practical business, which idea was common then in most commercial schools in Japan. His graduation thesis was "On the relation between Rickert's 'Gegebenheit' and Cohen's 'Denken'" in which he deeply pursued his essential ideas.

Next he spoke of his life in Berlin University as a research student under the Ministry of Education, he showed some opera programs.

"I would run to Staats Oper (State Opera) right across from the University after my lectures were over. And I sometimes went dancing and enjoyed beer drinking." He added, "Students must take part in actual life, and this attitude is indispensable for well-rounded scholarship. While studying in Hokkaido, you have to appreciate your life in Hokkaido, don't you?"

Next we asked him what the difference was between pre-war students and those of today. "Many things are said about today's students. But whether pre-war or post-war, they are just the same in their naivety and purity, which is the reason I have loved students for the past forty years. The difference is that after the war, society has invaded the University and students cannot peacefully pursue the truth. They are troubled by complicated social circumstances. This is a very difficult problem for the educational system in a highly complicated society. The important thing for students today is that they should not forget to perform their duty as students characterized by naivety and purity. The essential duty should be to study, shouldn't it?"

His hobbies are "tanka" and "utai" the interest of which was inherited from his father who was born in Ishikawa Prefecture, formerly Kaga-no-Kuni, which is famous for its Hoshoo school of "utai". He is fond of western

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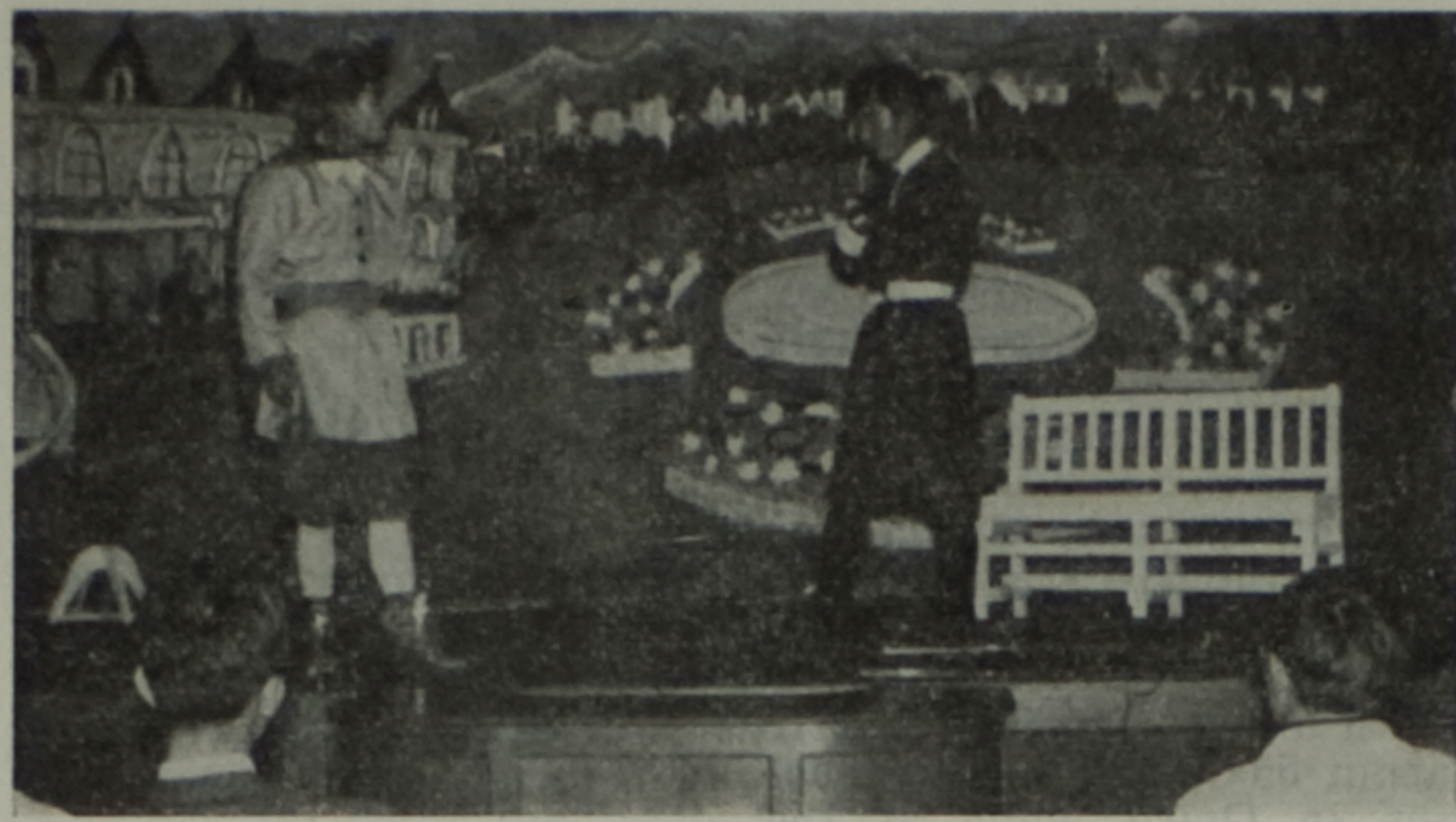
The Deed Before the Word

The year 1879 seems noticeable to discuss the history of European literature, when the Ibsen's famous "A Doll's House" was published. The work included a realistic view of society and a radical philosophy of personal independence.

They could be free from the old bondage of tedious repetition of plots and routine entertainment of theatrical field at that time. That was regarded as the origin of modern drama.

While "Ibsenism" gathered force late in 19th century, drama became very commercialized. Theatres for profit were thriving in various parts of Europe. Eventually stars in drama were more largely esteemed by their contemporaries than by playwrights.

To recover the esteem of the theatre and the Ibsenite tradition a new movement began to appear in Britain. That was the repertory system movement between 1907 and 1921. It gave life to the whole British drama and rebuilt the theatrical art to its proper place in English culture.



al ideas. Among the authors who found a fine chance at Manchester Repertory Theatre was Harold Brighouse. He won fame with plays about life in the grim industrial towns and colliery districts, but his writings were vivid and moving.

The 11th Shodai Festival was held on Oct. 27 this year. We selected his "The Prince Who was A Piper." It is a fairy story and there is a sense of enchantment, a dream world where 'Beauty is king and art is law.'

Our stage was also beautiful and gay. We made efforts to present and to express real people and real emotions. Rehearsal after rehearsal for only two weeks we could enjoy our performance with the audience of that day. We E.S.S. members did our full duty as staff and cast. Besides we have to thank above all the four girls of Hokusei Junior College and Gakugei University. We had rather a good success, though the lack of practice was inevitable.

Performing drama is a very difficult task even if you are experienced. Drama does not begin with reading the lines but with acting and seeing. Indeed, the deed comes before the word, the dance before the dialogue, the play of body before the play of mind. That is the truth of presentation to be remembered.

spring and fall and many kinds of lectures outside the regular courses. The welcome party, the garden party, the college festival, and the farewell party are parts of our annual events. The college festival held in last November was our first one. We had record concert, folk dance, speeches and many other events which were suitable to us.

Our school begins at 5:40 p.m. Generally we must go to school as soon as we get through our day's work. We cannot spare time for study in the daytime so that we are in a rather passive position taking notes of lectures given by the professors and the classroom is not the most conducive medium for developing individual initiative.

In comparison with students of Otaru University, we have many stylish dressers. In fact this is very characteristic of our college. This feature is one of the expressions of the students who bear responsibility for working in the daytime. Yet the number of the student body who engage only

International Understanding

(As I See It)

Mr. Yoichi Kitaichi

The exchange of greetings or smiles, casual conversation over a cup of coffee, and handshaking are common scenes we can observe in any gathering of culturally or nationally different peoples. There is naturally formed an international atmosphere, to be sure; but we are standing at the door to international understanding, which involves factors more complicated than merely being together.

For twenty-three months, I was with the Center for Cultural and Technical Interchange between East and West (commonly called East-West Center), whose objectives include the promotion of international understanding. The Center, as the title indicates brings students from more than twenty countries in Asia and the Pacific area, and from the host country, the United States. Since we were obliged to live in dormitories assigned by the Center and since its headquarters is located in Hawaii, the melting-pot of races, the place offers a variety of conditions conducive to understanding.

During the first few months, most of the students from Asia had to go through the "cultural shock" waves. True, some students were already familiar with the ways and manners of the United States, but the language barrier and dietary differences generally caused discomfort and frustration among Asian students. Some felt resentment when called by their first names. Some were puzzled at friendly approach of unknown American

studies has been increasing, so that the percentage of students who work by day has decreased. Because of this, our college will be more difficult to enter for them.

We will be able to have our dormitory. Then this will be promoted to a five year course college. We are looking forward to the day when certain difficult problems are solved. We wonder when the day will come, and we make "superhuman" efforts to realize this goal.

In conclusion, the guiding principle of student life is always to meet difficulties with determination and never fail to overcome them. Let us always have an undefeatable spirit, and we are certain to carry out our original intention.

cans. Those around us on the campus were keenly aware of our difficulties and tried to help us to become acquainted with the new environment. But some Americans treated us as though we were thoroughly incapable of any adult behavior. As a result, they gave us an impression contrary to their intended good-will. This is, I presume, due to their ignorance of the culture of others and their failure to understand that a cultural heritage, once acquired, is hard to remodel to suit a new setting. It is also true that some Asian students were reluctant enough to stick to their culture and, in doing so, kept themselves from this rare chance of living in another culture.

Now, let me turn to Asian students I met

in the Center and elsewhere in the United States. The first thing I noticed was their strong nationalism. They tended to try to sell their own country and to hold to the stereotype view or image of other countries. I could often see some students paying lip service to others without seriously thinking about them. Some boasted their long history the more because their country is in the slow process of development. As far as Japan was concerned, her advanced industry was envied by others. But this could also result in an adverse reaction against us. The more we "show off" ourselves, whether intentionally or not, the more they will feel themselves looked down upon and try to find fault with us. It is next to impos-



The Establishment of Self-Conviction

It is said that now students have a tendency to be spiritless. There are many causes for this, but the most important is that the student himself has a few firm opinions and beliefs about everything. For example, as the movement of "Zengakuren", -surely it must be excessive-but the principal reason students can't follow its movement is that their self-conviction doesn't come to be established completely.

Here is an important problem to find out what the cause of uncertainty of self conviction is. It is said that students can observe society freely and critically without any restriction. But now students are so unceremonious to their free atmosphere that they fall into self-satisfaction.

For example, he applies simple thoughts to many difficult problems in Japan and in the world. Namely, the reason is that those problems aren't directly concerned with his daily life. So, how many students can clearly and confidently say their own opinion when asked those problems.

Students must become a critical mirror to reflect society.

He must get rid of a spiritless attitude and must change

able to generalize what kind of reaction we get, of course, but I could cite one, that is, we are often considered as trying to stand high above them, rather than side by side with them.

Such generalization poses another problem. Even though we did not regard ourselves as representatives of respective countries, we were apt to look at others typical of their countries and seek their common cultural traits, which were usually unfavorable ones. It took quite some time to talk with each other, as persons, not as representatives of any particular nationality. If one acted in a certain way different from ours, we were inclined to consider that behavior as peculiar to his country, not as his personal characteristic. It is a regrettable fact, but we should not give up our efforts, so that we may communicate with others as persons.

To sum up, it is a great challenge for us to attempt to achieve international understanding. Since to learn another culture is in the long run, to learn more about ourselves, such understanding would benefit both the others and yourselves.

it into an attitude which always has calm and critical eyes. The first step for that is the establishment of self-conviction.

Keen Club Activities Overcoming Drowsiness

By E.S.S. Of Otaru Junior College of Commerce

Otaru Junior College of Commerce was founded and associated with Otaru University in 1953. It is an evening course college for those who want to further their learning while working. The college aims to support the search for truth, and the practical use of knowledge, and to cultivate better citizens. The total enrollment of the college has approximately 270 students, 10 faculty members and about 800 graduates. The college provides us with professional courses. In addition to General Education Courses, Foreign Languages, a Physical training course and Teacher training Courses are provided.

Three years of study are required. Students must have 62 units of credits. Compared with University of Commerce, the college put emphasis on practical education, but the idea has been pushed not only by the faculty members, but by students themselves.

Extra-curricular activities are keenly desired so that we may learn what is the cooperative spirit through collective life and may be trained as members of society. Consequently, the extra-

curricular activities play a highly important part in our student life.

Self-government is maintained by the Students' Association which has three departments: Culture, Sports and Newspaper.

The club activities in particular are carried on with enthusiasm. There are the music club, English Speaking Society, type writing club, social problem study club, modern idea study club and many other clubs, totaling about twenty. Each club holds its meeting from 8:30 till 10:00 at night. Being perfectly happy and contented and overcoming drowsiness and hunger, we can cultivate friendship which is the most precious thing for us evening course students. Especially members of E.S.S. have been doing their best, night after night they have been practicing their skills of hearing and speaking.

We are sometimes in distress because we have learned at night but we have been making efforts to encourage friendship and share our knowledge. Under the auspices of the "Yayoi Society" for girl students (20 girls) garden parties are held in

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SHODAI and BODAI

Superficially Different, Basically Same

Mr. Wallace W. Smith



Since coming to Hokkaido, many people have asked me to compare the students at Otaru Shodai with the cadets at Boei Daigakko. And in letters from the Defense Academy my old friends there ask me to do the same thing. It is difficult to give a comparison; I have been teaching

Open Discussion At Sophia Univ.

The problem of world peace is an old and new one in spite of precious devotions of some of our courageous forebears to the realization of it. This issue is so intricate that some pessimists have invented the ridiculous law—"There is no peace here on earth."

The advent of nuclear weapons, however, has made us ponder upon it in earnest, and a gradual transition from a cold antagonism to a warm reconciliation between America and Russia since the agreement of the partial nuclear test ban treaty encourages us to pledge our best efforts for international peace.

On November 2, 1963, our E.S.S. accepted the invitation of Sophia Univ. E.S.S. to the 1st All Japan E.S.S. Open Discussion on "World Peace" held in commemoration of the 50th anniversary of Sophia University. About 100 delegates from 50 university E.S.S. all over the country were divided into 7 tables, each with its own agenda. All the representatives were quite good at speaking English, and we want to thank the Sophia E.S.S. for giving us a chance to attend such a pioneering meeting.

This was the first trial in Japan and we believe that this venture resulted in an admirable success. Nevertheless it is possible for us to point

in Otaru for only about a year and I have met only part of the students so far. However, there are certain similarities between the two schools and there are certain differences.

First, the size. Shodai has only about 700 students with a faculty of about 50. The Academy has 2,100 cadets with a large faculty. I have about 50 students in my classes in Otaru while at the Academy I had only about 32.

Second, the objectives of the schools. While both are specialized schools (Shodai is a civilian school emphasizing commercial subjects, and the Academy is a military school emphasizing engineering subjects), the aims of the two are quite different. At Otaru we are training students as future leaders of the business world; at the Academy are being trained the future leaders of Japan's military forces. Neither school is a general education establishment.

Third, the students. This is the most important matter of difference, but it is also a matter of similarity. The age of the students is relatively the same. Both schools are four year schools directly above high school. Freshmen in both places are generally 18 or 19 years old. There is an absence of girl students at both schools, although at Otaru the girl population is 400% higher than at Bodai. (We have four girls here!)

Since Otaru is a civilian university and Bodai is a military school, there are differences in dress and class behavior. Cadets at the Academy all wear uniforms; here in Otaru some students wear uniforms but there is no uniformity as to what is worn. Standards of dress are less rigorous here than at Bodai.

At the Defense Academy cadets stand when a professor enters the classroom and they bow. They also stand when called on to recite. At Shodai no one stands. Cadets salute anyone and everyone any time out one defect. But it is not Sophia E.S.S.'s fault but our own. That is, most delegates didn't have their own opinion on each subject, but almost all of their opinions could easily be found as second-hand information through newspapers and T.V.

and every time; Shodai students bow as they pass me in the halls. I'm surprised that the students at Shodai too don't know how to say, "Good morning, Mr. Smith." They prefer to bow and say nothing; just like the cadets who would salute and say nothing!

The two schools are both on a hill, both overlooking a city. Since Shodai is older than Bodai, we have more big trees and more lawn around the buildings. But on the other hand, the buildings at Bodai are newer. The grounds at both schools are kept up quite well.

Shodai has one student dormitory, built last year, while the Academy, being a live-in school, has five big buildings, each of which has one battalion with about 400 cadets. At the Shodai dormitory, there are four students in each room; in this they both study and sleep. At the Academy eight cadets share two rooms, one room to sleep in and the other to study in.

At Otaru English is required of all freshmen and sophomores. Our freshmen and sophomores have English for six class hours (300 minutes) a week, or three different classes. In addition, they are required to spend at least one hour weekly in the language laboratory practicing with tapes. At Bodai, freshmen have English for four hours (200 minutes) a week but sophomores and juniors have English for only one 100 minute period. I am not sure how Bodai intends to use the new language laboratory which they have just installed. But I suspect, however, that cadets will use the lab as part of their class time; here at Otaru students use the lab in addition to their class time.

Now I should like to mention a most striking similarity of both schools: the students. Since outward appearances and actions are most easily noticed, these are seen as reflecting basic differences between the students of the two schools. It is true: there are wide differences in personal appearance and behavior between Otaru students and Bodai cadets. But I feel that these differences are superficial. The students at both schools are basically the same;

after all, they are all Japanese! No matter what goals they have in entering Shodai or Bodai, underneath they are intelligent, friendly, earnest, co-operative. In any large group there are always exceptions, but this is a matter of human society as a whole so it doesn't bother me.

Instead, I look on the mass of students in both schools with confidence, so that I do not agree with those people who say, "What is this younger generation coming to? They don't have any manners any more. They don't study the way I used to when I was in college. They lack *nesshin*. All they want is just to get along with the least amount of work." I do not agree with these views.

I have every confidence that the students in Japan's universities today will be successful in life, that they will be the leaders of the future not through seniority but through ability, that the students at Otaru Shoka Daigaku and the cadets at Boei Daigakko will, each in their own way and each in their own field, lead the country into the better world of tomorrow.

The Second Step

We can imagine many of you will be surprised at knowing this paper is the second issue. Your surprise will be justified, for we could not print so many copies that we were unable to distribute them to all students. But this time, we managed to publish enough copies; moreover, we could double the pages of our paper. Anyway, it is our great pleasure that we could publish "The Ryokkyuites" twice. And we editors are very thankful to all people who helped us in our publication and encouraged us strongly. Our desire for the publication of our English paper was very strong and we began to take the first step. This one step was the first issue. And we are trying to walk on and on. And we hope heartily this English Paper will bring true friendship through exchanging articles or opinions between all students not only in our country but also in the world, like it brought the unite of our membership in our English Speaking Society.

Editorial

Don't Forget the Seed

Now that the new year has come, all of the Ryokkyuites are hopeful with a lot of plans, wishes and resolutions for this Olympic Year 1964. It is at the same time the year of the Liberal Economy and the second round of the income doubling project by Ikeda Cabinet.

On the campus, it is the year of "take off" constructing a new three storied student union, establishing the electric computer, Management Science Course and possibly teacher's laboratories behind the library and the new gymnasium. And in the near future, the main building will be changed into a four storied concrete building.

We are facing the new future of Shodai with the new environment for which a faculty and administration are so eager. From this adjustment of our campus affairs, what greater help can be expected only if students themselves remain what they are, so inactive and apathetic to their own activity in campus?

Can it be said that all of the students will participate in General Assembly, Festivals and other meetings only when they are held at the newly built hall? All those who are familiar with last records of constant failures of assembly cannot but wonder if there is any reason why there is enough members present to make a quorum. And some students are said to regard the festival week as their chance to travel.

It is up to us to realize that the purpose of our college mission is to form those citizens who have acquired such culture and knowledge as are able to contribute to the prosperity of industry and development of culture and civilization. Each student has to decide if he is living up to what is

expected of him. If students cannot perform activity in campus activities, how can they participate in social affairs after graduation? It follows that students should do more than study. They should contribute to their university, taking part in activities on and off campus.

Students in attendance with passing grades are very apt to regard universities as a passport or a guarantee to a better and a rosy life. Consequently the "unit" of subjects is very important and beneficial to them. They should be called "tentorimushi" or high-mark hunters who are so energetic and ambitious in examinations and anxious about their results. Nothing else seems so important. Naturally they come to be apathetic and even anti-pathetic to the campus activities.

General assemblies, festivals, club activities, political movements and other campus activities in which we can find many factors to cultivate our characters and personality, enrich our school life, to become responsible members of University Community, in which we must make decisions and take actions and be morally responsible for withholding our decisions as we would be if we made those decisions.

You may think it is difficult to know enough about the issue to make a decision, but it is up to us to contribute to the university, take part in campus activities, and take every advantage of circumstances where we are. And as a natural course we come to contribute to the progress of society culturally, industrially, politically and morally.

With the construction of the new buildings on campus, we must take warning from the saying: "Ploughing the field, and forgetting the seed."

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