

# The Ryokkyuities

NO. 7

OTARU UNIVERSITY OF COMMERCE, HOKKAIDO

AUGUST 1, 1967

## The 15th Ryokkyu Festival Held



Shodai Camera Club

English Drama, "Salt for Savor", performed by ESA at Citizen's Hall.

The 15th Ryokkyu Festival was held from June 30 to July 3. The festival is the second one which we had before summer vacation.

Every day during the festival, lots of lectures, symposiums, discussions and film festivals took place at the Assembly Hall and the Student's Hall.

During the evenings of June 30 and July 1, a new attempt was made, that is, the joint performance of the cultural circles took place at Otaru Citizen's Hall.

June 30, an English Drama, a musical performance of the Classic-guitar Club and the Green Ecoes and the Green Hill Jazz Band all performed. Next evening the concert of Glee Club, Poem-Recitation Club and *Shakuhachi* (bamboo-flute) Club, and the performance of a Japanese Drama gave great pleasure to the citizens and students in the Hall.

On Sunday, July 2, several

*Assist. Takashima Goes Abroad to Study*



Assist. Minoru Takashima left for the United States to study this June. He went on a Fulbright program in consequence of his long study. Now, he is at the Michigan State University, East Lansing. And he will be there for one or two years. The study of linguistics will be his special subject. While he is working as a graduate assistant, he will attend graduate school course.

Mr. Takashima has been working at our college's language laboratory for more than four years.

Now his brother, Hiroshi Takashima, is taking charge of the language laboratory.

refreshment-booths were opened on the campus by students. Beer-halls, tea shops, *susi*, seemed to enjoy prosperity. Besides this the Language Laboratory and Electronic Computer Center were made public.

The last day the Athletic meeting was expected to be carried out. But unfortunately it was raining and windy, so only the swimming con-

test in the indoor pool, and tug of war at the gymnasium were done.

Thus, the Ryokkyu Festival of this year came to an end. But certain high school students who came to the campus said that they were disappointed that there were only refreshment-booths as the entertainments on the campus. This festival seems to have given us some new problems.

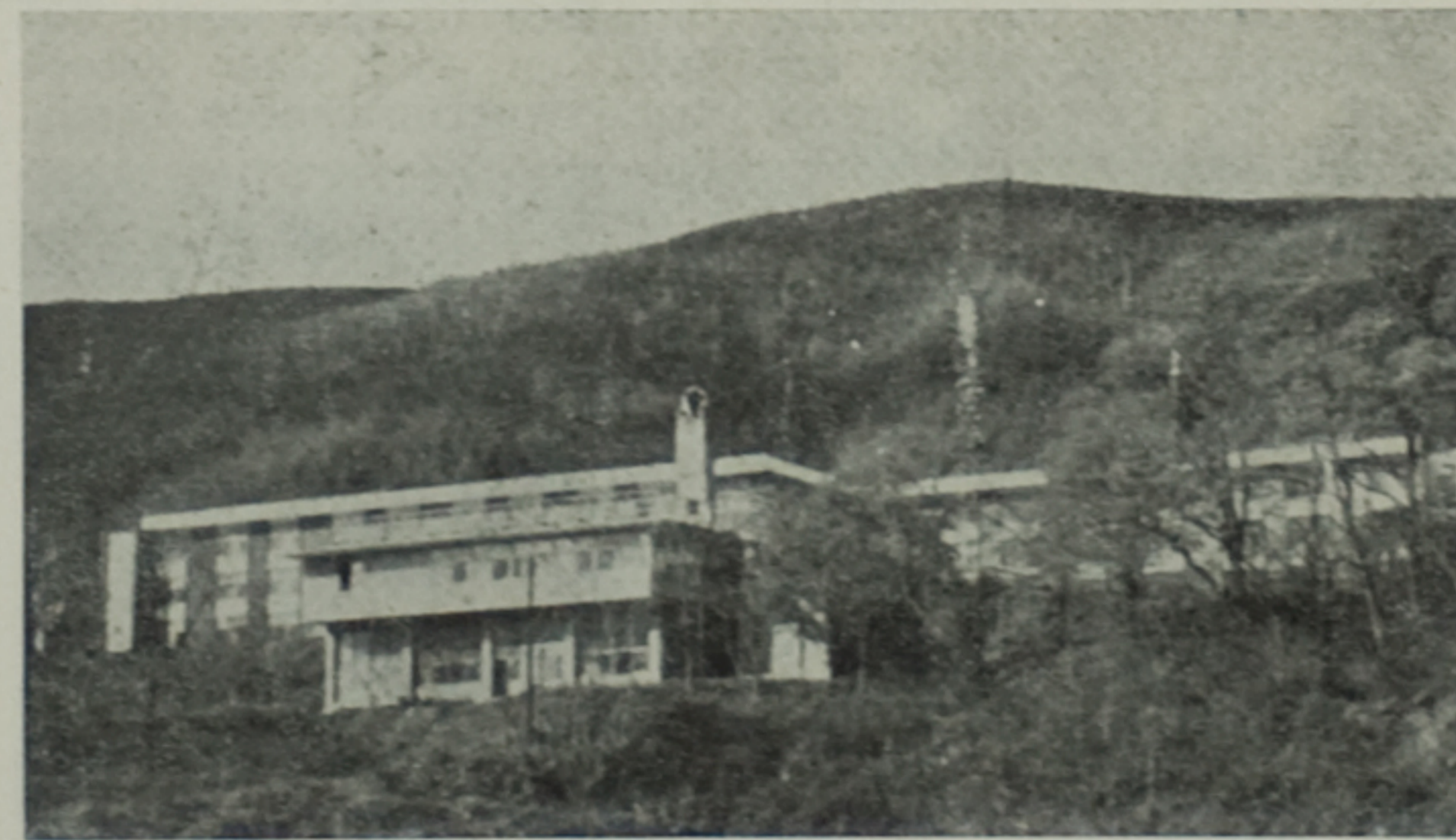
## Dormitory Students Stand on Their Own Rights

On April 15 the ceremony of entrance to Chimeiryu dormitory was held. The new dormitory students were selected under the slogan—"The system of report only", that was decided in *Ryosei-Taikai* (voting organ of dormitory students) on February 29.

To make the selecting new dormitory students successful, an order that dormitory students must stay at dormitory through spring vacation was given. On March 23 and 24 when the entrance examination of Otaru University of Commerce was held, more than 160 students delivered applications for admission into the dormitory and made public the meaning of the struggle both by speech and with pamphlets.

Historically, the selection of new dormitory students had been performed by the representatives of both the university and the dormitory. But, by the last spring, these four articles were agreed upon between the university and the dormitory.

1. The dormitory will make available the applications to interested students, and students must deliver these to the chairman of selection in care of the welfare section. But the applications will not be opened at the welfare section.
2. Dormitory students will perform by themselves the selection of applicants from the papers. And, during final decision, as with report meeting, the dean of students will be present.
3. Also the dean of students make available



Whole view of Chimeiryu

- the admission cards.
4. After issuing the cards the dormitory must deliver the data for selection to university.

Against the four articles of last year, this year "the system of report only" was taken as a slogan.

In the system of report only, the selection committee elected by the *Ryosei-Taikai* deals in every detail of the selection and dormitory only reports the names of new dormitory students. Of course the dormitory doesn't permit the admission cards sent by the dean of students to be used.

Last November the selection was conducted and three new dormitory students were selected. They were also selected in the above system. The University put up a notice that said the way of selection was against the school regulations, and the three students must hand in their applications to the welfare section. The dormitory insisted that the university should stop making putting

pressure on them and discuss with the selection-committee which conducted the selection.

This May, another filling-up selection was conducted. The dormitory had the attitude that they wouldn't tell the names of new dormitory students unless the university promised not to put pressure on them. Against this selection, the university put up notice again.

These three selections in November, April and May were all conducted in "the system of report only". But university distinguished the selection in April from the others because they also had applications and delivered admission cards. Through several instances of collective bargainings between the dean of students and the dormitory students, the idea was presented that a committee to consider new dormitory rules should be established. Now, however, the problem with coal is occurring and there is no contact about the selection of new dormitory students.

## Students Given New Curriculum Public Hearing Held

This year, the school regulation was revised. That is applied to the students who enter our college since 1967. Many different points from the one before are as follows.

1. The number of units for graduation is decided to be 146 equally for all courses.
2. These three subjects; an Introduction to Economics, an Introduction to Commerce, an Introduction to Management Science were included in fundamental education subjects.
3. All subjects are to be completed in the year they are studied.
4. Students must decide to which course of these three; economics course, commerce course, management course, they want to belong at the end of their first year.

Now, our college holds many problems on curriculum. The first problem is the lack of professors. This appeared because every year there are not enough. So, the curriculum is managed one way or another through making a full use of part-time lectures in summer vacation and professor's capacity for delivering two or more lectures. The

second problem is about the variety of lectures. In this problem every student found these four points.

- a) Marxian economics is very poor.
- b) Theoretical economics is very poor.
- c) The full number of economics course is rather small in comparison with the other courses.
- d) General education subjects, especially social science, are very poor.

On May 30 a public hearing on curriculum was held at Otaru University of Commerce. Nine professors including President Sanekata attended and replied to questions that were asked by the student body. Judging from the answers it became obvious that school regulations were revised according to "Daigaku Setch Kijun" and "Sangaku Kyodo" in vision of two departments of our colleges.

## Personel Change

Four professors and two assistant professors left our college to other colleges at the beginning of the new school term this year. Prof. Tadayoshi Ishiki of the Spanish department left to Kobe College of Foreign Languages. Prof. Masao Hamabayashi who taught Economic history moved to Tokyo University of Education. Prof. Eisaku Kiso of Business English to Otaru Women's Junior College as president. Assist. Prof. Yasuyuki Kuno of English is now at Aichi Prefectural College, and Assist. Prof. Michio Baba, Psychology, to Ibaragi College.

On the other hand we have had new staff members. They are as follows: Assist. Prof. Sadakazu Ishihara of Security Market; Assist. Prof. Michinao Suzuki of Security Financing; and Lecturers Yuichiro Tamura and Kazuo Nakamura.

We must continue "Curriculum Movement" to realize our desire on curriculum.

## Dr. Bestor Came to Shodai



Shodai Camera Club

Dr. Bestor (left) at the Assembly Hall

June 9, Dr. Arthur Bestor, 57, a professor of history at University of Washington, gave Shodai Students a lecture on American History. He came to the University of Tokyo as a Fulbright Visiting Lecturer last year.

He talked for two hours about the constitution of the United States, the American People, and slavery in American History.

He was graduated from Yale

University in 1938, and he received an LL. D. at Lincoln University. He was a president of Illinois State Historical Society, 1954-55; a president of the Council for Basic Education, 1956-57; and is now a member of various committees of the American Historical Association.

His publications are *Backwood Utopia*, *Education Westlands*, *Three President and Their Books*, and so on.

## The 11th Tohoku and Hokkaido Block Seminar at Shodai

The 11th Tohoku and Hokkaido Block Seminar Mass Meeting will be held at Otaru University of Commerce this summer. The Block Seminar Mass Meeting is an annual assembly in which the students who are majoring in Economics or Commerce get together at one of the member universities in Tohoku or Hokkaido district and in which they have discussions on the special subjects of Economics or Commerce that are common to each university.

The mass meeting continues for three days from 1st to 3rd in August. About 450 students from 13 universities and colleges in Tohoku and Hokkaido district will come to our college this summer in order to take part in the mass meeting.

The Block Seminar Mass Meeting can be divided into

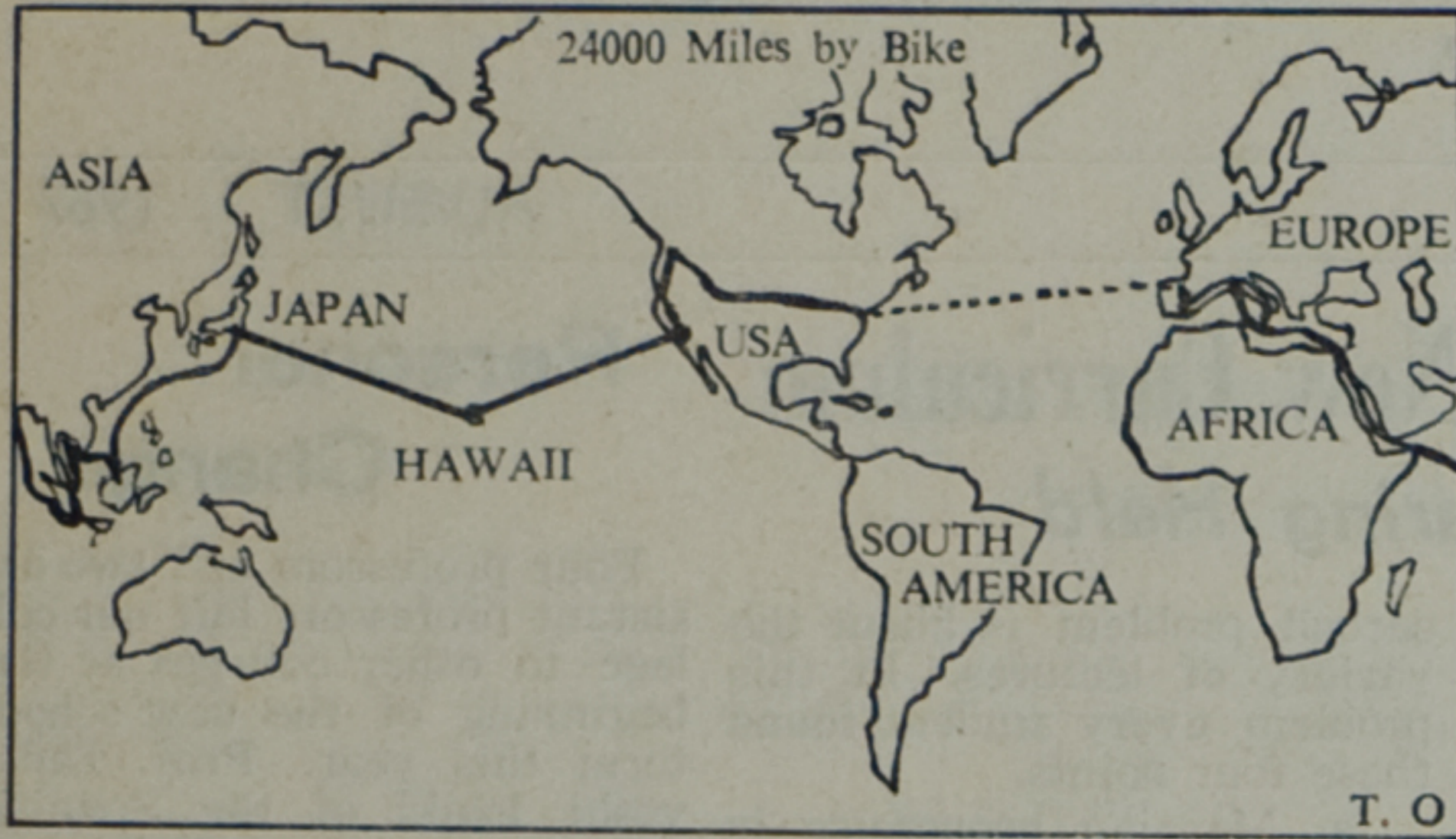
two parts. One is "the general discussion", and the other "the departmental discussion."

The general discussion will be carried out in the first day of the mass meeting at the Large Assembly Hall of Shodai and this is one of the most important parts in the mass meeting. The title of the general discussion is "Liberalization of Capital", which is very important and up-to-date topic on Japan Economy. All the participants think it worth discussing this problem together, and also they are very much expecting to have a heated and deep discussion. There is a big difficulty, however, concerning the general discussion. That is, the problem how to have a vivid discussion between Marxian Economics and Modern Economics. In the past general dis-

(Continued on Page 2)

# Around the World in 400 Days

Teruaki Okuyama



Fiction-writer Jules Verne made it around the world in 80 days—but that was on only paper. Fortunately, I had a chance to make a round the world trip by bicycle last year. However, my bike and I were not worried about setting new records. We expected to circle the globe in a leisurely 13 months.

You may wonder why I took such an inefficient means of transportation, a bicycle, instead of a bus or a train. There are mainly three reasons for that. First, I was crazy—crazy about a bicycle. Second, I wanted to do something different from others. Suppose you take a motor bike, a bus, or a train; this way even a girl could go around the world. But when you take a bicycle, you have to be strong physically as well as mentally. So, I wanted to challenge myself physically and mentally. Third, I thought that a bicycle trip would give me more chances to meet people and see countries better a train or a bus trip.

## From Los Angeles to New York

I left Japan by boat March the 2nd in 1966, and landed in

Hawaii: from there it was a hop and a skip to Los Angeles where I spent the next three months absorbing the customs of life in America. Then I took to the road early in July, stopped in San Francisco, Calif.; Portland, Ore.; Salt Lake City, Utah; Denver, Colo.; St. Louis, Mo.; Chicago, Ill.; Detroit, Michi.; Toronto, Canada; Buffalo, N. Y.; and New York City.

It took me five months from Los Angeles to New York and I covered about 4,414 miles (7060 km) on a bicycle. As you may know, America is twenty two times larger than Japan. So, it was really a hard trip for me to pedal across the United States. Especially as cities and towns were far away one another in America, even after a one-day-ride, I could not reach the next town or city where I usually expected to supply fresh water and food. So, I had to eat my emergency food and sleep out often. But after I entered in the Mid-West, such as Kansas, Missouri, and Illinois, I found many friendly and hospitable people. Many of them kindly invited me to their homes and let me stay for a couple of days. Usually, they fed me

first, as, I am afraid, I looked tired and hungry. While eating, they would ask me a lot of questions about Japan and the Japanese. I was delighted to tell them about Japan. Whenever I was invited, I made it a rule to show them Origami, a paper folding. How glad they looked to see paper birds, paper fish, and other paper works! Thus, I made good friends with them.

Three times I was sick and strangers helped me. But for their aid, I could not have completed the trip from Los Angeles to New York.

I, therefore, reasonably concluded that Americans are one of the most friendly and kind people in the world. The reasons why Americans are kind are partly because they are wealthy enough to be able to be kind to others and partly because their daily life is generally based on Christianity which is represented by an idea, "Do unto others, what you would want to be done by others."

## Europe and Asia

I flew from New York to Madrid in Spain with my bicycle. After I traveled for a month in Europe, I almost ran out of money. So I was forced to sell my bicycle, camera and some other things to make enough money to buy a boat ticket which cost 442 dollars from Europe to Japan. As I lost my bicycle, I started hitch-hiking.

I visited Madrid, Granada, Spain; Marseille, France; Monaco; Sanremo, Rome, Italy.

I am sorry that in Europe, I could not make friends with so many people as in America, because of a language handicap. All the European word I knew was "Je t'aime,"

meaning "I love you." in French. But it was not helpful at all.

Even though I did not make friends with many people, I enjoyed myself very much visiting art museums and historical monuments, such as Alhambra, in Granada; Colosseum and Vatican Palace in Rome.

After the two months travel in Europe, I took a boat from Marseille to Japan, via the Suez Canal, Bombay, India; Bangkok, Thailand; and Hong Kong, returning to Japan late in March in 1967.

Through the trip, what I



Okuyama on bike

learned most was how to be truly grateful to those people who helped me. Surprisingly enough, exactly 130 families opened their homes for me. Many of them still write me often. One read: "Dear Terry, I miss you. Come back because I love you." It is from an 8-year-old girl in New York.

I could not have set a new record to go around the world in 80 days, but I firmly believe that I could have established real friendship instead, by traveling around the world in 400 days.

The performance of Vivien Leigh is very passionate; her acting career is poor, and her performances are slight and rough. For example, during

manes, her acting would not look better. Her glorious performance in this movie was built on the other actor's massive performances. Lastly,



the scene where she hates Yankees, her performance seems to come from the bottom of her heart. If Clark Gable and Leslie Howard had not given us grave perfor-

do you know which is stronger, man and woman? This movie says that man is stronger than woman. But in the original, written by Margaret Mitchell, these words were

Essay

## "What Is Democracy?"

Yoshisada Tanaka

According to a note which I took in my senior high school days, the word "democracy" originally came from the Greek word "demokratia". If we analyze the word, "demo" means people and "kratia" means power and rule, so we can understand that democracy implies power and rule of people. Since the times of Herodotos, democracy has meant the political principle in which citizens can get power to dominate the nation.

However, we can say that the original conception of democracy in olden times is different from that of today. In olden Greece, they built democracy at the sacrifice of many slaves, and only very a few of them could participate in politics. Such a kind of democracy can not be considered as a real one.

I would like to quote the Gettysburg Address by Lincoln which says, "The government of the people, by the people, for the people". This is the very fundamental idea of modern democracy, which indicates the participation of all people in politics.

Today, mankind has several

kinds of social systems—a capitalistic one, a socialistic one, and a communistic one—in which each of them thinks that they can gain real sense of democracy through their own system.

After World War II, severe confrontation between the United States of America and the Soviet Union has occurred, which was caused by political and philosophical differences between the two. The United States of America and the group of free nations think that they can reach an ideal democracy through capitalistic structure; on the contrary, the Soviet Union and other communistic countries think that they can do so through communistic structure.

It is very difficult to judge which is correct in getting real democracy, and which is more effective, but we cannot deny the fact that both of them are searching for an ideal democracy.

Now we are still on the way to real democracy. Democracy is not the principle we have already achieved, but is the dynamic conception that will develop in the future.

## The 11th Tohoku and Hokkaido Block Seminar at Shodai

(Continued From Page 1)

ussions, there was a criticism that each part only stated the theory of his own and was no lively discussion. Regarding this problem, Mr. Hidaka, a chairman of The 11th Tohoku and Hokkaido Block Seminar Executive Committee, said in this way, "Our Executive Committee reconsiders the failure of the past general discussions and tries to do its best in order to get a successful one."

The second and third days are for "the departmental discussions." 23 departments including such ones as Modern Economic Theory, Marxian Economic Theory, International Economics, Manage-

ment, Accountings, Econometrics and so forth have their majoring theme which students will discuss vividly.

The mass meeting is near at hand. The students who are going to participate in it has been studying very hard along with their own themes. Otaru University of Commerce will take part in the general discussion and 15 departmental discussions. But to our regret, there is no participants from our college to Modern Economic Theory and Marxian Economic Theory departments.

Mr. Hidaka—mentioned above—said as following, "It is of deep significance for the student to participate in The 11th Tohoku and Hokkaido Block Seminar Mass Meeting, coming together each with his specialized study. Our Executive Committee is doing its best, so what the students have to do is only to study harder so as to contribute to the successful Block Seminar Mass Meeting."

(S. O.)

IMPORTERS EXPORTERS



Established 1892

Nichimen Co., Ltd.

Head Office: 15, 2-chome, Nakanoshima, Kita-ku, Osaka  
Sapporo Office: Nishi 2-chome, Kita 4-jo, Sapporo  
Branch Office: Tokyo, Nagoya, Yokohama, Kobe, Fukuoka & 30 Offices

General Merchants Importers & Exporters



Established in 1892  
IWAI & COMPANY, LIMITED

IWAI SANGYO KABUSHIKI KAISHA

PRESIDENT HIDEO IWAI

Head Office: 43, 4-Chome, Kitahama, Higashiku, Osaka  
Sapporo Office: 1, Nishi 4-Chome, Kita-Sanjo, Sapporo  
Branch Offices: Tokyo, Hiroshima, Nagoya, Yawata & 15 Offices  
Overseas Office: 32 Offices

General Merchants Importers & Exporters



Marubeni-Iida Co., Ltd.

President: Hiro Hiyama

Head Office: 3-3 Hon-machi Higashi-ku, Osaka  
Tokyo Office: 4-1 Ohte-machi Chiyoda-ku, Tokyo  
Sapporo Office: Fuji Bldg., Kita 3-jo, Nishi 3-chome, Sapporo

## On the Screen

### "Gone With The Wind"

This movie is composed of two parts, and although the audience is affected by its first part, I was a little tired by the second part. As for the first part, however, it is unquestionably the best. The reason for this is that the first director, George Cukor, who directed of "A Star Is Born" and "My Fair Lady", quarrelled with David Selznich, the producer. Cukor resigned and his position was taken over by Victor Fleming. That is to say that this movie has two directors.

Then, what does the director show in this movie? I think we can see the difference between human prosperity and decline, and we also can see the complexity of human being. The dying people are Ashley and Melanie. They value honor. The prosperous people are Scarlett and Rhett. They love money. Each ought to get married and make separate worlds. But Scarlett loves Ashley passionately, and Rhett is madly in love with Melanie. But Rhett knows himself well, and so he doesn't seek Melanie, but he tries to respect her, not to love her.

As women, especially like Scarlett, are very selfish, they are not gratified when they can't get what they want. These things might be ironic concerning human being.

To write more in detail, Scarlett is charmed by the beauty of the dying human being, like a passing light.

She gives up many men's love for her and looks for the light and departs from the right voyage of life.

She is very realistic, especially about money, but on the other hand, she is affected with the vision of the aristocratic South. In the last scene of the first part Scarlett exclaims holding the soil of Tara, "Oh, God, I shall never die, I shall never starve again even if I deceive or kill men. I'll never starve again. I'll surely live. I'll live with my family." From these words, beyond all question, Scarlett is a very realistic and wifely woman.

On the other hand, in the last scene of the second part, she says, "I'll go back to Tara, my home town and surely call back Rhett. Oh, I have Tara, Tara!" When she takes a false step in life, she comes back to Tara and gains a new strength. As for Ashley, he can't find an easy place and sees the vision of the South in Melanie and goes to ruin gradually. Finally, we can see the complexity of human beings in Scarlett.

Most people think she always has a fresh hope in life, so they are moved by her. But I hope all of you are conscious that, in her heart, she is always troubled and often has a nightmare. That is to say she is an ordinary woman. We ought to learn from her life, because though she is a common woman, she reveals a strong life.

# What Will Computer Give Mankind in the Future ?

## — The Creative Power of Computers and Men —

Kunio Takahashi

I think the argument can be divided into two parts when we talk about the future vision created by computers. The diverging point is the time when computers will have a thinking faculty enabling them to completely substitute for men. (Before and after the diverging point will be referred to as *before completion* and *after completion* for convenience' sake in the following description.)

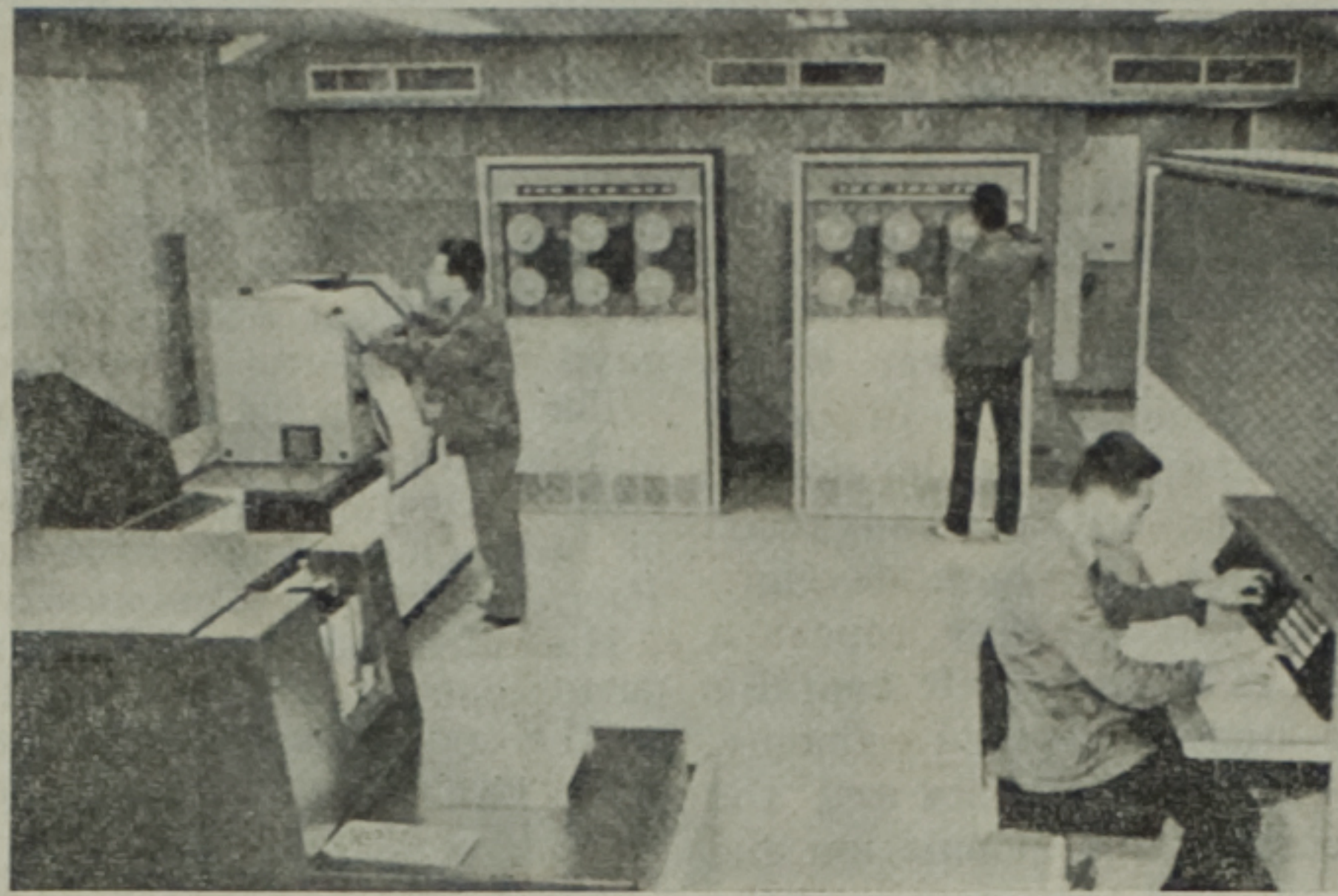
As far as I know, however, people argue this future vision vaguely without distinction of *before completion* and *after completion*. Therefore there are people who have a full opposite opinion from extreme pessimists to extreme optimists. Though this main reason seems to be due to the imperfection or the insufficiency of knowledge of the development situation and of the ability of computers in the present time, I think this division must be made clearly to promote the argument of this future vision constructively.

As a typical optimistic way of looking at computers, people are apt to think that machines can do no more than the function given to them

by men and so they can't grow beyond the conditions given by men. Furthermore, the optimistic people name men's greatest form of thinking—*insight, intuition, creative power*. They take pity on computers without such abilities and boast of men with such abilities at the same time. But it is these people who ought to call to mind that machines are made by men. They also had better not forget that such expressions as *insight, intuition, creative power* have a mysterious implication. It is problematical that men themselves hardly know about the mental processes named *insight, intuition, creative power* and so on. Because of not knowing about these processes, these words are shrouded in mystery and we can't simulate them by computers. If we should be able to grasp the structure of these mental processes scientifically, we would be able to *re-express* what is found in men's system in the machine system. Since the present computers are in lack of *insight, intuition, and creative power* as the result of men's hardly knowing about the mental processes of them, it is not computers but men

themselves that ought to be taken pity on.

Though I venture to assert positively that computers will have the exactly same thinking faculty as men's in the future, it will probably not be done before the considerably far future and for that



reason I think it is about *before completion*, (the more practical future vision) that we must argue constructively concerning the future vision created by computers. And if we could direct the more practical future vision toward something useful for the welfare and promotion of human

beings, I believe that we all will be able to improve in quality of our own accord without missing the right road to mankind prosperity even in the *after completion*. Undoubtedly it depends upon the attitude of the men who operate computers whether

we make the best of this great *foolish* computers for our welfare promotion, or on the contrary, whether we use them as a tool to destroy mankind.

Well, what should we do to spend this computer age significantly? The answer is that men entrust computers with

their troubles not because men want to be idle, but because men will be able to devote more time to creative work. This common-sense fact is not kept in all our mind. That's the question! It is absolutely necessary to make a radical reform of education in order to bring this answer home to our mind.

I think that the use made of computers is neither for idleness nor for unemployment, and I think human beings must be educated to be able to devote the spare time made available by computers to more human arts, creation and the like. From now on considering that these things are essential, true education must be given. If we take this as our attitude of mind, there must be no need to be all in a flurry, even if computers have thinking faculty and can substitute for men completely in the far future (*after completion*). At that time such arts and creation which men can't do might be done by computers, and it would be a great thing since we can't say that men convert life worthy of men with arts, creation into a demoralized life.

At any rate during these

1960's the progress of computers has been remarkable and even more progressive development is expected hereafter. They are only machines, but in these machines, I think, a certain side of thoughts in the twentieth century is boiled down. We must find difficulty in discussing the thoughts from now on in disregard of the appearance and development of computers.

Although we are able to live a more decent life without perfectly utilizing the creative potential of man in the coming computer age; still, if we should adopt the wrong course, a lesser human life and world will be made.

Accordingly, I believe that the true education must be given to mankind in earnest and that we university students on whose shoulders rest the destinies of the world, must inscribe on our memory the things which we must do our best to make the future created by computers a more fair and a more inhabitable world.

(This essay is an excerpt from the I.B.M. prize essay which he won a fine work left out the selection.)

## Farewell to Mr. & Mrs. Sterry!

Mr. Richard A. Sterry, who has been teaching English in Shodai for one year, is going to leave Otaru in the beginning of August with his wife. Mrs. Sterry also has been taking charge of English course as a part-time lecturer. They will be returning to the Graduate School of Michigan State University.

They came to Otaru on August 27, last year. Although they spent only one year, they have done much for Shodai, especially for the students who have been studying English.

The Ryokkyutes staff asked Mr. Sterry to write to our paper, and he was glad to accept our offer.

## American Students "Now" - centered, Japanese Students "Future" - centered

By Richard Sterry



Most American think of the Japanese as a contemplative people who have developed delicacy and restraint and economy in their arts and as inner calm in their approach to living. This is why, I suppose, I was so very surprised to find that energy and a sense of urgent purpose seems to characterize every action in Japan. Americans are always thought of as being a busy and an always-in-a-hurry people, but the Japanese, I think, should share this reputation. Nothing seems to be done with the inner calm which I expected, but rather with the inner anxiety which I was so used to in my own country. The only people who seem to be quietly meditating or contemplating are the very, very old.

Even leisure hours are characterized by this sense of high purpose. Everyone works very hard at one or two sport and perfects them. Seldom have I seen anyone just loafing or playing at a sport in a casual manner. Leisure hours are used for self-improvement of some kind rather than for recreation and relaxation as I knew it in the United States. In Japan no one seems

to "take it easy." Everyone is so *serious* about everything!

It is this point, this seriousness, which surprised me the most about the Japanese student, and in this he is the exact opposite of the American student. Leisure and loafing and the pursuit of profitless pleasure plays a major role in the life of all American young people. The Japanese student, however, impressed me as having a deep mistrust of anything which is not "for the future," in one way or another. He has a very profound feeling of responsibility to the existing society and possesses remarkable high ideals about the ability of his generation to carry on and improve the existing order. The American student, on the other hand, feels very alienated to his parent generation and wants to completely reconstruct his society. The American student is radical and "now"-centered, while the Japanese student is conservative and very "future"-centered. I do not mean to imply that one is superior to the other. I want only to show how very different they are. This is one of the most astonishing

things I have found in Japan.

I have been asked to write a few words here about the subject of language learning, and I will attempt to tie this subject with the already-discussed subject high seriousness. Hardly a day goes by without someone asking me how they can improve their English. Well, all the tools are here: good teachers, language laboratory, high motivation, native speaker—And the students know how to use all those tools except the last one.

Let me explain. It has been a great pleasure to teach students who are so eager to learn—so serious—but this same seriousness has been a great frustration to me as well. Of course there is much work to learning a language, but it can be pleasurable as well. Most students, however, seem to feel that when a thing becomes enjoyable it ceases to be profitable. Therefore, when they come to me after class to practice their English, they treat me as if I were a tool, like a tape recorder, which they are to utilize to the fullest. When students come to my home to polish their English in free conver-

sation, they turn my living room into a class room. This kind of language learning is not very enjoyable for the student—it's only work, and it's work for the native speaker too.

Why can't it be fun? The native speaker enjoys speaking with students at any time if it can be made enjoyable or relaxing, at a bar; for example or on an outing, or fishing or skiing, or a concert, or bowling or hiking—yet in the space of ten months, while I have been asked hundreds of times to *work* for a group of students, I have been asked to enjoy myself *with* students only once.

With the language lab or with a classroom teacher or with any of the other language learning tools students should *practice* the language, but with a native speaker he should stop practicing it and start *using* it.

But I feel that OTARU SHODAI students are good students—probably the best in Hokkaido as far as English is concerned, and it has been my pleasure and profit to have taught them.

## Foreign Language Education in Japan

When we Japanese go to European countries such as Holland for instance, people often admire the fact that we speak English very well. At the same time, however, they usually ask how long we have studied English, and when we reply, "Eight years," they are surprised at the poorness of our English.

Long ago it was pointed out that we have the weakness found in the above example. In order to illuminate this weak point, therefore, educators have got ideas of making use of language laboratories and giving hearing tests in the university entrance examinations.

There are some people who emphasize that the aim of learning foreign language does not consist in merely attaining a speaking ability. Of course, nobody would agree that gaining speaking ability is the sole purpose of language study.

However, it can be pointed out that the fundamental problem lies in the fact that very few people recognize that the first function of language is as a means of human communication through using voice and a sense of hearing.

For example, when we decipher Babylonia cuneiform letters written on clay plates, or read Chinese classics, we cannot talk to those who wrote the characters because they are not alive any more. Since we can only have a one-sided communication in reading the letters, all we can do is to get the meaning out of the characters.

Today in Japan, the same method as the above is adopted largely at junior and senior high schools and universities in teaching foreign languages, that is, they devote themselves merely to translating a foreign language which is written from left to right into Japanese which is written up and down.

Such being the case, we can say that the way of translating a language into Japanese does not differ much from that of deciphering ancient letters carved on clay plates. Japanese language educators are open to severe criticism, because in teaching foreign languages, they neglect the fact that languages have the very important function of the mutual exchange of information.

When we think about improving this misguided method of language education, including Japanese, we must begin to remember this basic problem.

SINCE 1876

MÜNCHEN-SAPPORO-MILWAUKEE

World-Famous Spots for its Beer

The Beer That Made Sapporo Famous

★ SAPPORO BEER



TOYOPET  
CORONA  
HARDTOP  
1600S



SAPPORO TOYOPET CO., LTD.  
Head office W-6, S-6, Sapporo  
Tel 51-8181

## The Ryokkyuities

Otaru University of Commerce,  
5-chome, Midori-cho, Otaru, Hokkaido.

Editor-in-chief	Sumio Nakamura
Managing Editor	Kinya Ogawa
Advertizing Manager	Tetsuji Fukui
Pictures	Ken Arai Camera Club
Secretary	Kenzo Kawaguchi
Reporters	J. Yamada, T. Fukui, Y. Yoshimura, K. Ogawa, H. Tadano, S. Nakamura, T. Okuyama, S. Ohno, Y. Tanaka
Faculty Adviser	Mr. Richard Sterry

### Editorial

## Lack of Communication

Everyday since the end of May, the front of the bulletin board is crowded with students, particularly seniors. Many papers discribing who the college recommends to the firms make the students stop. About seventy seniors have already decided which firm they are going to enter next spring. Now is the time for seniors to decide their future, and they anticipate many things after graduation.

On the other hand, freshmen are assailed by what we call "The Crisis of May" in this season. That is, they find themselves contrary to their expectation which they had before they enter college.

One month ago, the Ryokkyuities staff inquired what Shodai freshmen think of college. The investigation shows us that 57 percent of freshmen are disappointed in Shodai and for 16 percent their expectation are fulfilled. It is small wonder that so many students are discontented with college, because we could guess it. But it is a considerable number. As a matter of fact, those whose expectation met their hopes are not always gratified with college life. They might not think much of college since high school days.

As for the other students, most of them are disappointed with college. Generally speaking, at almost every college students express dissatisfaction with college life.

Paper, magazines and some other issues have had articles what causes it. And they have suggested many improvements. Particularly liberal arts courses are fraught with many complex problems. It goes without saying that the Ministry of Education must make efforts to improve the present system. There are, however, important things before we consider the system. That is the communication between teachers and students.

In college, it is certain that communication between teachers and students, besides students and themselves, are conspicuously lacking at the present time.

Recently it has been hard to communicate with two different generations. It is difficult to find a common topic for different generations. It might be natural that there is no subject among different generations, different class or people in different environment.

But if there is not a communication between each other in one organization, that organization never works well. College is a kind of organization composed of people who teach and people who are taught. They need to have understanding with each other.

Certain professors complain that nobody questions in class and if they ask students a question students are not willing to answer. So they couldn't find out what students think or understand whether their lectures are all right, because the students tell nothing.

Students seem not to try to get along with teachers and teachers seem not to make efforts to come in contact with students. They repeat the vicious circle in the long run.

In Tokyo a part of students of some large private universities don't know even their president. They seldom have a chance to study the subjects with teachers at the form of seminar. They are just taught by teachers.

It might be the ideal and real form of education to have one instructor teach one student and have them study together. This way perhaps they could understand each other. Of course it's impossible at today's college.

Finally the most importance is not to decrease students per one teacher, but to know each other. Students have to express frankly what they think, particularly to the teachers. If so, the vicious circles would turn out the good circles.

# The North - South Problem

## - An Idea of the Pacific-Asia-Economic-Community -

Recently, many troubles have happened in the developing countries, and the problems of the developing countries have been made much of. The war in the Middle East which surprised the world came not only from the racial trouble, but also from economical trouble which are common problems of developing countries. We can find a food shortage problem all over India; and in Vietnam we can find the war which has such elements as an opposition between the developing countries and the advanced countries. In these developing countries, they repeat a vicious circle which contains the underdeveloped economy, the political anxiety and the increasing of population and so on. And they now need the developed country's aid.

Under these institutions,

Japan should take a positive policy for these developing country's trouble.

The Ministry of Foreign Affairs of Japan began to make much of this problem of the developing countries against the advanced ones lately. They showed us an outline of next year's diplomatic budget on June 6. In that outline they attached importance to the budget for the developing countries; and on the 2nd of last May, Minister of Foreign Affairs Miki gave us a lecture entitled "The Asia-Pacific Diplomacy and Japan's economic cooperation". During this lecture, he made clear an idea of *Asia-Pacific-Economic-Community*.

His idea consists of four parts: one is that we enlighten the consciousness that the Asiapacific countries have the same fate as each other; another is that we proceed with giving shape to the area-cooperation in Asia; another is that we promote a cooperation sys-

tem of the advanced countries, and the other is that the Pacific well-to-do countries give assistance to the poor countries in Asia, and try to solve the problems of the developing countries in Asia-pacific area.

In these ideas, Foreign Minister hopes that not only the Pacific advanced countries but the European countries aid the developing-Asian-countries at the fourth part, and he insisted that Japan should mediate between Asia, Europe and the U.S.A.

This tendency of the Ministry of Foreign Affairs is desirable though it seems late. Up to this day, Japanese-economic-cooperation for the developing countries has been done passively, and we have been practicing the economic-cooperation without any thoughts of solving the problems of the developing countries, as the way of our own business. Even if we cooperated with aid, we did not con-

sider the other party—the developing countries—but rather own party.

Finally, though, it is good that Japan began to make much of this problem. In view of this problem, the *Asia-Pacific-Economic-Community* comes to have an important role to the Asia's economic growth.

Of course, the Southeast Asia countries must be included in this economic-community, but if we include these developing countries at present pace, we will find this economic-community will be broken down by these countries.

Though it prepared many common conditions for its establishment, EEC went wrong in the beginning. So when the Asia Economic Community begins to go well, in the first place it had better not include the developing countries. Most of the Southeast Asian countries are at the stage of *Pre-condition for Take-off* and wish for four an outside *Big-Push*; which is the foreign aid. So as a prestage of *Asia-Pacific-Economic-Community*, only the Pacific advanced countries make an organization for the developing countries' aid and give the *Big-Push* to these countries, and then we organize a bigger one—a real *Asia-Pacific-Economic-Community*, including the South-East-Asia countries after *Take Off*.

To aid the economic growth of the developing countries, we have not only the alternative of aid but also that of trade. Most of the developing countries prefer trade to aid, from the points of view that aid makes the foreign debt accumulate, and trade is the best way to get a foreign currency. So we have to consider the trade with the developing countries.

When it comes to trading, most of the developing countries are primarily industrial countries, and Japan is one of countries which import a great deal of agricultural products from the world. We can aid the developing countries from this point.

Japan should take a positive policy for the pre-stage of the *Asia-Pacific-Economic-Community* and go on aiding abrest of it. By doing so, we can hope that the world economy will grow well, and we can get peace in our world.

(Hiroshi Tadano)

(Kinya Ogawa)

## Japan in the Face of Capital Competition

The Liberalization of Capital Inspection Committee, June 18, submitted a final report on how to promote Liberalization of Capital. In accordance with the final report, the Government decided Japan's policy toward it and reported the decision to OECD and other countries.

The focus of the final report concerns which type of industry should be liberalized in capital and how to promote this liberalization. It was very natural that the financial circles and enterprises should be much interested in the final report because it would directly influence them one way or the other.

After all, thirty three types of industries were permitted as the first group, which means, foreigners or foreign companies can hold the stocks of these industries up to 50 percent. The first group includes such industries as domestic electric utensils, cameras, timepieces, medicine, and so on. As to seventeen types of industries called the "second group" they can hold those stocks up to 100 percent, but general steel, cement, cotton-spinning, shipbuilding

and the like are included. Except these fifty types of industries, others were not yet liberalized and direct investments to these industries have to be individually inspected by the Ministry of International Trade and Industry as in the past.

Almost all the types of industries selected as the first and second group, frankly speaking, have enough competitive power and have no fear of being defeated by foreign enterprises. As a result, financial circles and each company in Japan have their heart quite at rest with the report. But considering the report objectively and from the international point of view, it is very doubtful that the final report can be approved by all nations of OECD. Probably there will be a great deal of criticism among OECD and also US-Japan Economic Committee.

We should fundamentally take a cautious attitude toward Liberalization of Capital and promote it step by step because there are many instances in Western Europe that the Capitals of World Enterprises of U.S.A. gaining

an overwhelming power in the European Market and as the result some companies had to transfer the right of management to World Enterprises.

Nevertheless, the per-functory Liberalization of Capital of this sort shown in the final report will not only have a overseas criticism, but also include a serious problem of giving Japanese companies relaxed feelings and of losing the Merit of Liberalization of Capital. That is, Liberalization of Capital has a lot of advantageous points for Japanese Economy. It improves the efficiency of economy, the technique of managements, and it enables us to learn superficial technologies of the more advanced countries.

Anyway, the most important thing is how to overcome some disadvantageous points such as the problem of transfer of the right of management, the problem of the influence to medium and small enterprises, and also how to increase the National Interests.

In this sense, the final report and the attitude of the Government toward it, I can say, should have been more active.

Importers, Exporters & General Merchants

### THE NISSHO CO., LTD.



Head Office: Nissho Bldg., 30, Imabashi 3-chome, Higashi-ku, Osaka

Overseas Office: New York, Chicago, San Francisco, (or representative) Portland, Los Angeles, London, Hamburg, Dusseldorf, Johannesburg, Bombay, Calcutta, Bangkok, Hong Kong, Sydney, and Others.

President: Masaichi Nishikawa

Engineers & General Contractors



### KAJIMA CONSTRUCTION CO., LTD.

Chairman: Morinosuke Kajima

Head Office: No 3 Yaesu 5-Chome Chuo-ku Tokyo

Sapporo Office: W-4 N-2 Sapporo



### YUASA TRADING CO., LTD.

Head Office: Tokyo  
Main Offices: Nagoya, Sapporo, Osaka, Fukuoka, Yokohama, Kobe, Moji, Otaru, Kushiro, Kitami, Obihiro, New York, San Francisco, Saigon, Bangkok & Philippines

### Bluebird 1300



Hokkaido Nissan Motor Co., Ltd.  
Head Office: W-5, N-6, Sapporo



MAZDA CAR DEALER

### HOKKAIDO MAZDA SALES CO., Ltd.

Head office: E-1, N-2, Sapporo