

II It seems to us that the 1st floor of Kobe Univ. Headquarters, where ~~there~~ are a lot of offices ~~at~~ Room for Purser, Student Sect, Accounts Sect, Guidance Sect, General Affairs Sect, etc. ~~is~~ is similar to a public office or a taxation office. We are surprised at the big scale of these offices, at the same time, the deeply-rooted bureaucracy and the officials' unkind attitude in these offices astonish us. Observing such school offices, we understand how the university has been democratized. "Officialism" is still kept in our university. The officials behave themselves like the tax-collectors whom taxpayers in arrears meet. The other day when the conference between the faculty of Junior Dept. and the student committee was held, we asked some office to save tea and were told to go to General Affairs Sect., but an official of this section said, "Come here later, because the person in charge is out, so I don't know what I should do." When we went there later on again, an official in charge indicated that we should ask Supplies Sect. to prepare tea. Before going to that section, we met a servant and asked if he could help us, he answered, "I can do nothing without the authorities' order." When we were going to ask an official of Supplies Sect. to serve tea for our conference, we were advised to ask if we can use the conference room by him.

How complicated such a process is! This work took us half a day! Do the concerned think that it is needed for preventing unemployment to make school affairs complex and keep extra officials? What are the officials working in our university for? It is natural that they should work to serve for students and professors. The university is not a company.

The above mentioned was quoted from the editorial of "the Information of School Government" published by our student committee. I regret to say that I agree with this. I very often go to the various school offices in our university, but to tell the truth I don't like to do so. Why? I am going to answer to this question in this article, and express how to improve the undesirable circumstances.

(A) The reasons why I don't like to go to school offices: — First of all, unless we speak to officials very politely, they don't care for our consultation or request, and we cannot get things done. It seems to me that they want to keep the old-fashioned officialism in our university. Unfortunately they don't know how they should act and they are satisfied in behaving haughtily. They don't realize the officials should be servants of the people. They had better read and memorize Article 15 of our constitution saying that the public officials are servants of the whole community and of not any group thereof. They are servants that prostrate themselves before their superiors and

show the overbearing attitude towards us who are younger than they.

Secondly, we are obliged to walk about to and fro to finish our work. This inconvenience let us waste much precious time. I will point out some reason why such an inconvenience troubles us.

(1) The similar work belong to different jurisdictions. For instance, the jurisdiction of the basement belongs to Student Sect., but that of a room on the 4th floor the School Affairs Sect. So if I want to consult about some problem of rooms, I must go to the different offices.

(2) It seems to me that each office shifts off its responsibility or work to others.

Student: "May I consult about this here?"
A Office: "Go to B Office!"

Student: "I want to talk you about this."
B Office: "You had better go to A Office."

Student: "Oh, I have just been there, but I was told to come here by A Office."

We are confused going and coming back.

(B) The main cause of such trouble and how to improve it: —

I have mentioned the daily trouble we have in our school. I can find some fundamental reasons why such problems occur around us. It is sure that the school office is not always the service machinery for us, but they have an important mission to manage our school according to the policy of Department of Education. Indeed the school office had only to manage the school affairs before the war, but as you know student activity in the School Government, organizations has come to be very important in our school life since the war ended. In our daily activities it is necessary to make contact with the authorities as long as we are in the school. I think that the work of giving much convenience and help to students is becoming important besides the school administration in the offices. But in the present school the old business-like system is still kept in spite of the above mentioned change. Therefore we cannot help going to the offices in which all officials are busy to carry their business of the school administration, when we have some consultation or request to the concerned. It is natural that they should think it is not business of theirs. Then, I hope that the concerned, study and re-arrange the business-like system according to the new situation, that is, two kinds of offices should be established, one is for students' activities, the other is for the school administration. If not so, the present situation will not be solved and we must complain about difficulties we are facing now. Although I believe that Guidance Section (Hodō-ka) had better deal with the work for students activity. I see that this section which has come to be very important, exists for watching us. Because we have to

ask this section's permission before holding any meeting in our university. All the publications and contents of the notice must be censored by this section. "The E.S.S. Times" is offered to this office to ask "an ex-post facto approval." Such a system of inspection is carried out according to the order of Department of Education, so that this is the phenomena not only in our school, but many government school. But frankly speaking, it seems to us that this section is the police station in the school!

I want to advise to the authorities to abolish this section of Guidance Sect., this is not the machinery for helping students, but has the work of "system of inspection." And I hope that a new section will be set up to bring students convenience instead of that. How uncomfortable it is to be censored and watched our actions and activities!

(C) The minimum demands to the concerned: —

I mentioned how we should improve the business-like system in the school. But perhaps it is very hard to realize this system, consequently we are obliged to be under the present situation for a while. There I expect that the following demands will be accepted.

(1) All the officials have to show us more kind attitude. Do they think that it is useful for them to behave themselves very haughtily? It is one of the characteristics of "officialism" in Japan that the officials show the unfriendly and proud attitude towards people. How such attitude make us uncomfortable! We expect that they will reflect on their behavior.

(2) The business should be more simple and elastic. It is important for the increase of efficiency to make the business specialize, but in my observation, it does not mean to be elastic to specialize the business. The specialization of the business must be more elastic, and jurisdiction regarding many works should be more simplified. We don't like to waste much time in visiting many offices.

It is strange for me to behold the old fashioned officialism —unkindness and complicated business which trouble us — by the officials who are members of a labor union. We have to realize that such a phenomena as I mentioned in this article is found in many prefectural offices, city-halls, taxation offices, etc.

Those who assert democratization are preventing democracy in our society. They who must be servants for all people are behaving themselves like the powerful fellows. They don't serve, but order the people. Let us try to drive out this hurtful obstacle to build up our democratic Japan!!

BIRD'S - EYE VIEW OF INTERNATIONAL CONFAB

No less than twenty foreigners of several nationalities, such as the United States, the Great Britain, Canada and Norway, were invited to the International Conference held on Rokko Heights, Jan. 20th, under the auspices of our E.S.S. for the first time, and discussed from 2 p.m. to 4 p.m. with so many Japanese delegates about three subjects which were "Vocational Education and Academic Education" for the education table, "How to make secure Japan" for the politics table and "Can religion be compatible with Science?"

After the whole discussion was settled down, a tea-party was enjoyed by all attendants, listening to the announcements of summary reports made by each secretary of the three tables. It was a little past 4:30 p.m. when this significant International conference was successfully closed with grand clapping of the hands of all turnouts.

The followings are the reports which were made by the E.S.S. Times reporters delivered to each table of the conference.

(I) The table for education.

Subject: Vocational Education and Academic Education.

Chairman: Mr. Ueno (Kobe Univ.)

Attendants: Dr. Teele (U.S.), Miss Foss (Britain), Miss Farland (U.S.), Miss Friday (U.S.), Miss Kinner (U.S.), Mrs. Takeuchi (Y.W.C.A.), Mr. Izeki (K.C.A.R.), Mr. Kitagawa (Doshisha Univ.), Mr. Tanaka (Osaka College for Foreign Studies), Prof. Ninomiya (Kobe Univ.), Miss Urashima (Kobe Univ.), Mr. Itakura (Kobe Univ.), Mr. Funaki (Kobe Univ.), Mr. Handa (Kobe Univ.)

The curtain for the discussion was raised at about 2:30 p.m. with attendants' self-introductions. The meeting was divided into two sessions, and in the first session general opinions were exchanged to observe which of two types of education, vocational and academic, is more essential. Some favoured the vocational education but regreted that the present condition of Japan is unjustly neglecting vocational training, and opined that vocational education is needed more to make good and useful citizens for the society. The cons, however, stressed necessity of academic education for it aims to widen our knowledge and to enhance our humanity, and declared that we cannot expect to have any good citizen without good humanity, taking Japanese normal system as a bad example of vocational education.

On entering into the second session after ten minutes intermission, a definition for both the academic and vocational education were attempted by the chairman's initiative. First, the definition for vocational education was agreed by all in that it is a training for particular types of work which are not inclusive of such professions as doctors, teachers, and musicians. However, as to the definition for academic education there were found some different opinions. Some defined it as an education aim-

ing to find out the truth. A British lady expressed her opinion, referring to the school system of her own country. There was a speaker among the visitors who defined academic education as an education for liberal arts, aiming at development of humanity. He viewed that we should stress not only academic education but also vocational education, for a vocation is, he said, "a devotion to God" in its original meaning and so it is a men's duty which must be fulfilled by all. Influenced by this opinion, all came the conclusion that both vocational and academic education are needfully supplemented to each other to contribute the present society. (Reported by H. Torigoe)

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(II) The table for Politics.

Subject: How to make secure Japan.

Chairman: Mr. Yamamoto (Kobe Univ.)

Attendants: Mr. Coston (U.S.), Mr. Porter (U.S.), Mr. Linde (U.S.), Miss Houghston (U.S.), Mrs. Clerk (U.S.), Miss Woener (U.S.), Mr. Yamaguchi (Doshisha Univ.), Mr. Hibino (Doshisha Univ.), Mr. Sato (Kobe Univ. of Economics), Mr. Shimoyama (Kobe Univ. of Economics), Mr. Yokoyama (Kobe Univ. of Economics), Mr. Hajima (Kobe Univ. of Economics), Mr. Suzuki (Kobe Univ.), Mr. Nikki (Kobe Univ.), Mr. Oda (Kobe Univ.)

The discussion from the first time centered around the problem of whether Japan should rearm or not. The distinction was made between moral security and material security.

All agreed pretty well to that Japan should try to improve the cultural level, democratic institution and social standard, etc. and should be a Switzerland in the East.

Concerning material security, the hot discussion was made. Someone asserted that rearmament of Japan is necessary. He said, "Nations are groups of living animals and want their prosperity, which is the cause

of wars never cease. In this shaky world, Japan can't and wouldn't be natural and should rearm in order to secure Japan and help to lessen burden of U.N." The necessity to rearm Japan was stressed also to maintain her security against the danger of aggression. "Japan is in a dangerous vacuum," said a student, over which the two powers fought during the Second World War. So Japan should rearm and take either side of the two great powers.

The above mentioned rearmament side was opposed by an American missionary, who said, mixing fine jokes, "It's useless to rearm Japan at the time when even a great nation who has enormous armament like U.S.A. is not secure against the atomic bomb, etc., so Japan should spend money to make secure economy and friends, etc. And Japan should be secured by cooperation of other nations including the U.S. and the U.S.S.R. and not rearm by herself. One of student delegates also disapproved to rearm Japan because he was afraid that Japan should become aggressive again.

Both sides, however, agreed and thought it indispensable to cooperate with U.N. including Russia, and this point was particularly emphasized.

Taking a neutral position, a student expressed his opinion. Generally speaking, the rearmament side considered that neutrality can't exist now.

There was no decision about material security; opinion remained unsettled throughout the hot discussion. Probably a majority felt that the present constitution of Japan is only a good theory — not in line with present reality.

The discussion was closed at 4:10 by the chairman who told his hearty thanks to delegates' cooperation.

(Reported by T. Izutani)

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Voices from Delegates

After the conference was closed successfully, we delivered anecdote cards to some of the attendants and asked them of their impressions which they felt on the conference. The followings are their answers to the question:—

Mr. H. Coston (Palmore Institute, U.S.A.) "I was almost too busy taking notes to have time for either discussion or conclusion. But I enjoyed it, and I hope we may have more such worthwhile discussions. (Continued on Page 6)"