

The Hokusei Times

Shine Like Stars In a Dark World

Making Recovery from Employment Ice Age

By Rei Kimura

While Japan's economy is making a comeback thanks to the "Abenomics," the job market in the country seems to have started seeing a sign of gradual recovery. Last year, 96 percent of Hokusei Gakuen University students found jobs. This is the best in recent twenty years for the university. Hokusei Gakuen thus is making a recovery from the so-called employment ice age gradually.

Fortunately, this year is expected to be the same or better than last year's percentage. Furthermore, all in all, the percentage of students who found work throughout Japan is also increasing compared with the last two years, showing improvement in the trend of job hunting.

These days, Hokusei Gakuen's students who are hunting jobs tend to be divided into two groups: those who can get so many informal job offers soon and others who cannot job offers easily even if they take many job interviews. In fact, there were a few students who could not get informal job offers even he/she took job interviews more than ninety times.

The difference in part seems to come from whether they start their preparation for job hunting early or not. Some students do not start the preparation for job hunting until the hunting season officially starts. Successfully-recruited students have a clear goal

School	Department	%
Humanities	English	96.5
	Psychology & Applied Communication	94
Economics	Economics	95.5
	Management Information	95.8
	Law & Economics	97.1
Social Welfare	Social Policy	97
	Social Work	97.4
	Psychology for Well-being	95
Total		96

Employment Rate of Hokusei Gakuen University Students: 2013

or good motivation. "A clear goal or good motivation means what kind of work they want to do in a particular company or why they want to work at that company. If this is not clear, they tend to lose their motivation and goal easily, and they may find it difficult to get informal job offers," said an official of the Employment Support Office.

Some of the advance preparations include studying for SPI (a paper test), practicing for oral interviews and doing a research for some companies that the student wants to work at. However, it is no use practicing an oral interview for their appearance. An appearance or action is things that people do without a thought. An interviewer wants to see student's underlying abilities.

Advice to Students



Manner Seminar Source: <http://www.hokusei.ac.jp/>

time when they start their preparation for job-hunting is closely linked with the time when they can get a job.

Next, most of the companies have a paper or web test that check students' knowledge and their general intelligence. It is the first step to get an informal job offer so students have to have a knowledge about Japanese, English, math, history as well as social common sense.

Above all, it is utmost important to do things in a proactive way. For collecting the right pieces of information, students have to make a move by themselves. For example, it is a good idea to visit a company that students want to work for and ask some questions that they want to know or receive some handouts about the company's job description and career information. It is not connected to job-hunting in a direct way, but it is a great chance to get used to talk with the company's employees.

In the so-called employment ice age, it is very difficult to get an informal appointment from the first-choice company. In addition, there is no guarantee to definitely get an informal appointment. However, to carry on making an effort at one's own pace surely becomes the key to get an informal appointment. It will be a real hardship for students, but if they can clear the hurdle, there will be glorious futures over the hurdle.

Officials of the Employment Support Office gave the following tips and advice for graduates who are going to do job-hunting from now. First, the students should start their preparation for job-hunting as early as possible. This preparation involves doing a research and cross-examining about companies or businesses they are interested in. The earlier students start their preparation, the sooner they can get informal job offers. The

Stepping Into New World

By Anri Takeda &
Yuka Ozeki



Prof. Misao Okada

The International Education & Language Center of Hokusei Gakuen University changed its studying abroad system this year and enlarged the sphere of international exchange program. Prof. Misao Okada, chair person of the center, said, "We have increased the number of academic courses and opportunities to communicate with international students. So we hope, through these opportunities, Hokusei students contact with international students and expand their views globally." Under the new academic tie-up starting this autumn, Hokusei accepted three students from San Pablo University in Spain, two from Maranatha Christian University in Indonesia and one from Geneva Business School in Switzerland. Three of them were interviewed and related their stories on when and why they decided to come here and their impression of Japan and Hokusei Gakuen. It is rare for these countries' students to study in Japan, but all of them are very excited and satisfied with their life in Japan.

Broadening Horizons

Emilien Cretten, 22, is the only international student from Geneva Business School (GBS) in Switzerland. He learned about the news that the new exchange students program with Hokusei Gakuen University was started last spring, and thought, "It sounded interesting to come here because I love discovering, exploring new places, and traveling. And I already had been interested in Japan. I wanted to experiment and know Japanese culture." However, when he decided to come to Japan, all of his friends were so surprised because "it's so far away and has an entirely different culture." Furthermore, he had never studied Japanese before. For that reason, except for Emilien there were no other students who wanted to come to study in Japan from GBS although there are no special exams required to come to Japan. When asked about impressions of Japan and Hokusei, he said, "I'm really happy to be here. Everything is nice and people are very nice. Everything is very clean. Hokusei Gakuen University is larger than my univer-



Emilien Cretton

sity, and it is really great that I can use the gym on campus for free." Now he is taking classes of Japanese, Japanese history, Japanese economy and especially enjoys learning about Japanese culture. He enjoys his life at Hokusei Gakuen, although it is far different from that in his country.

Seeking New Adventure

Ana Thielen Torras, 22, came from Spain. She was very impressed with Hokusei Gakuen University which is very different from San Pablo University in Spain. The Hokusei campus stretches extensively on a big site with a big building complex that has seven floors, and even has a dormitory. She chose Hokusei Gakuen of Japan from among many different countries because it is very far away from her home, and she wanted to learn Japanese culture and Japanese language. It is quite an adventure for her. Her initial impression about Japan is that "it is clean and the people are polite. Everything is different." When she went out for shopping, she had some trouble because the shop staff couldn't even speak simple English. She had never studied Japanese until she came here. She had several exams and an interview for the study abroad program San Pablo. There were only a few applicants who wanted to go to Japan because it was the new foreign ex-

change program for San Pablo to study abroad in Japan. But she decided to come to Japan without any worries. She is taking a lot of different classes now. She is most interested in Japanese culture class because she can wear Kimono and do traditional things. After she came here, she found that "the Japanese are strict, quiet, clean, and polite." She wants to know more about Japan and the Japanese.



Ana Thielen Torras

My Dreamland: Japan

Ria Heamawan, 22, is an international student from Indonesia. Her initial impression about Japan is that Japanese young people are more dressy than their counterparts at Maranatha Christian University where she is from. So, she has enjoyed watching Japanese students in various fashions every day at Hokusei Gakuen University. "Most Indonesian young people wear simple clothes." Then, she likes her classroom particularly because she can enjoy seeing the good scenery from the big windows. She thinks that here is good environment. Maranatha Christian campus is surrounded by a lot of business buildings. Her only complaint about Hokusei Gakuen is that there are only two elevators in the main building even though it has seven floors. She is now taking an elementary course in Japanese, and she says, "Japanese language is so difficult, especially kanji. It is hard to learn and write. Moreover, Japanese people speak so fast." She chose Hokusei Gakuen because it was the only school of Japan to go abroad to study that Maranatha Christian tied up with. After the two universities formed the tie-up contract, she became one of the first two

students to join Hokusei Gakuen from Maranatha Christian. She has always wanted to stay in Japan especially because she likes Japan and Japanese cartoons. "Japan and the U.S. are popular destinations for Indonesians who want to go to study abroad. More Indonesians are thinking that they want to learn Japanese culture."



Ria Heamawan

Studying Communication in Journalism and News Media



Students from Spain, Switzerland and Indonesia are attending a communication class.

New Spanish Class

The Spanish class, a new foreign language program, was created as one of the "Open University" programs offered to the general public and students of Hokusei Gakuen University, as a result of the newly-enhanced studying abroad system. The Public Relations Office of Hokusei was offered to establish this program by the International Education support section in Summer of 2013 because San Pablo University, one of the new affiliated schools of Hokusei Gakuen, required Spanish skill for international students from Hokusei Gakuen. "It is difficult to begin a new

class immediately because we had to arrange the class schedule, a class room, textbooks and a teacher for the class," said a staffer of the Public Relations office. It took about a year to build up the new Spanish class. The number of students who can take the class is limited to 15, although there were 35 applicants. However, currently enrolled students of Hokusei were given priority to be chosen and now eight Hokusei students and seven external students are taking this class together. The goal of this class is to become able to speak Spanish through 15 sessions. This class is expected to help lead the globalization of Hokusei.

What is the purpose of learning language?

By Hiroko Takamura and Yuka Ito

In mid-February 2013, twelve students and a teacher of Hokusei Gakuen University headed for France for the Short Term Overseas Program. Every year, students take part in the two-week program at Cavilam, Clermont Ferrand University in Vichy, France. During the program, the students stay with local host families in Vichy. The aim of this program is not only to brush up French. It also aims at having contact with different cultures and deepening their understanding of other cultures. The teacher of French, Prof. Momoyo Takahashi, who escorted the students, said, "I want them to learn about internationalism through this program." One of the participants said that she experienced "hitting brick walls," like language barrier, racial barrier and culture barrier. It is essential for second-language learners to improve their language, but it is also important to learn about the culture. The Short Term Overseas Program is good not only for French language learners, but also for other second language learners. The program is a great chance for Hokusei students to heighten their awareness of humanity and the world.



The 12 students who attended Clermont Ferrand University in France in 2013

Prof. Momoyo Takahashi explains about "internationalism" and studying a language abroad: "I want my students to think again of the meaning of such words, as 'internationalism', 'intercultural communication,' 'multiculturalism,' and 'multilingualism' through the Short Term Overseas Program. These words are born and used along with globalization. However, the fact is they have a double meaning. Cross-culture helps students change, transfigure, and develop themselves, and we live in the cross-culture situation. I want them to reflect on themselves by thinking well and feeling well. Also, it will lead to gain internationalism through our efforts to create and shape our own words, and think with the words. However, this is true for everyone to come in with a cross-culture, expand one's horizons, have a comparative perspective, and learn internationalism. Furthermore, it cannot be said that we can get them by only participating in the Short Term Overseas Program. Rather than that, students are just standing at a threshold which gives them a chance to learn internationalism. There are many novelty things and first-time experience, and they give students freshness, surprise, and pleasure. I want them to feel not only internationalism but also their own personal change and growth."



The snow-covered park near the campus of Clermont Ferrand University in Vichy, France



The view from the top of Notre-Dame Cathedral

Interview

Miku Sato, a junior of the English department, participated in the Short Term Overseas Program last February. She has learned French for 3 years, and enjoyed studying it very much. It was the first time for her to go abroad and stay with a host family. She now recalls and explains about her experiences of this program.



**Miku
Sato**

Impression of France

Before going to France, my image of it was cool and bright. But, in reality, there were trashes and droppings of dogs everywhere in the street, and I thought this was far from my preconceived image. However, there are a lot of Gothic buildings and the townscape is so beautiful. Most of them were built a century ago and they are old, but people do not dare to rebuild or reform them. I think they treat old things carefully because they place importance on their culture, so they live in harmony with old historic buildings.

Homestay

At first, I didn't understand what my host mother says. I tried not to say unnecessary things, but things were getting worse. My unconscious use of the customary "yeses and uh-huhs" as she was talking offended her. Then, I realized. It does not matter whether I make mistakes or not in my speech. After that, I tried to speak to her more positively, and I looked up a dictionary whenever I came across unknown words. At that, she would speak to me and explained the meaning of the word I didn't understand. In the end, we were able to develop good communication and I even exchanged jokes with her.

At school

My class consisted of all Japanese except for a Mexican. I thought he would not stand out and make statement in the class because he was the only person who is not Japanese. But, he spoke up his opinions more than anyone else in the class, and he also interrupted and gave his views even when other person was speaking. We Japanese were so overwhelmed by his action and his aggressive attitude, and we spoke out less than him. Compared with the Mexican guy, we Japanese were too passive when we expressed our opinions and asked questions. I learned I have to express my views in the class and be more active like him not to lose the chance to speak out in a foreign country.

Conclusion

At first, I felt isolated because there were nobody who can speak Japanese. Under the situation, sometimes things didn't go as I wished, but I think this was a very good opportunity to experience that. I think if you don't take a positive action and speak up, the language study will be just another trip. It is a waste of money without accomplishing anything from the language study. I'm so glad to have joined the Short Term Overseas Program and learned a lot of things from that.



The Allier river, near Clermont Ferrand University in Vichy, France

French as Minor

The students, who entered Hokusei Gakuen University in 2011, have a stroke of luck. They will be the first students who can take a course in French as minor. Students have to take nine courses, French I ~ IV, French and Culture, advanced course in French I II, seminar in French I II and the short term overseas program. The minor system gives

students opportunities to study a lot of subjects, in addition to their major subjects. There are 14 subjects which students can learn as minor. If students complete the requirements for the minor, the university will grant a certificate of minor course. Now, the department of language certifies English, German, Chinese, Korean and French as minor course.

Intercollegiate Credit Transfer System

By Eri Higashida

Do you know you can study at other universities in Japan while enrolled at Hokusei Gakuen University? At Hokusei, in addition to regular various studying abroad programs, there are opportunities for studying at other domestic universities inside or outside Hokkaido. You can gain a lot of experiences by studying at other universities.

The school record shows that in the past 1 student studied at Bunkyo Gakuin University in Tokyo and 2 students came to Hokusei from Nihon Fukushi University in Aichi Prefecture and Kumamoto Gakuen University in Kyushu. In 2010, 1 student from Hokusei Gakuen went to Nihon Fukushi University and 5 students went to Kumamoto Gakuin University. While 4 students came to Hokusei from Nihon Fukushi University.



Hokusei Gakuen University

What's studying at another university within Japan?



Hiroshima Sensyu University

It is a system that dispatches and accepts students between the affiliated universities for three different periods: the long term (a year), the middle term (half a year), and the short term. It began in 2007. Now, Hokusei Gakuen has entered into a study partnership with Hiroshima Sensyu University (Hiroshima city, Hiroshima prefecture) and Surugadai University (Hanno city, Saitama prefecture). In the case of studying in the long term, you can acquire up to 40 credits at Hiroshima Sensyu University.

Mutual Exchange Agreement with Bunkyo Gakuin University

The mutual exchange agreement with Bunkyo Gakuin University in Tokyo was concluded with an aim at development and enhancement of students through exchange of education among university and academic research institutes. It not only approves credit transfer but also considers wide interchange between universities including seminars and club activities. This pact encourages students to perform independently.

Credit Transfer System

Hokusei has made a study exchange agreement with 7 universities in Sapporo, all the students who are sophomores and above can complete up to 10 credits there. Universities approve a maximum of 30 credits as credits required for graduation.

From Department of Student Support

Chieko Tamori who works in the Department of Student Support says, "We want many students to know this system and apply for it. In the future, we want to make a study partnership with national universities, especially in Okinawa."



Nihon Fukushi University



Bunkyo Gakuin University

Benefits of Internal Mutual Exchange Student System

- To expand the range of learning by taking courses at other universities.
- To deepen the scope of your major.
- To promote exchange of students in other universities.
- To develop common sense views.
- It is helpful in doing job hunting in Honshu.

Elementary school teacher license acquisition program

By Miku Sato



Hokusei Gakuen University has 10 departments in 4 colleges.

Intent and purpose of the program

In order to meet the needs for the license acquisition of the elementary school teacher by the university students, the purpose in collaboration with Seitoku University of "elementary school teacher license acquisition support program" is to assist the acquisition of the credits that are required for primary school teacher license acquisition by university students.

It intends to accept as research students those who finished the credits required to obtain a primary school teacher license that Seitoku distance learning section provides. This program enables students to get an elementary school teacher license upon graduation.

Attention

However, to get the credit for teacher-training course required for the junior high school teacher license acquisition and credits required for graduation of the university, it is necessary to take the program for that.

In addition to the university tuition, various living expenses, and accommodation fees, such as transportation costs for schooling attendance are also required.

Also, if you do not give up this learning system and work together in an easy feeling, and put up a congestion study plan on the contrary, our core study as a Hokusei university student may become neglected.

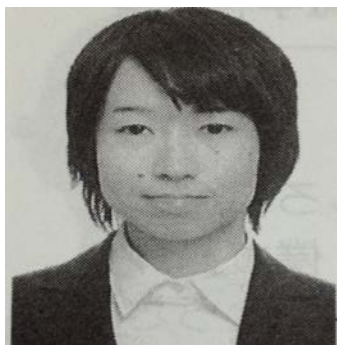
Overview of the program

You must acquire 67 credits as follows to get an elementary school teacher license.

The credits are acquired in the following procedures. After you have learned the materials you receive from Seitoku University in correspondence class and passed after submitting a report, you must take a final exam and pass it.

The final exam is conducted four times a year at Hokusei and 10 times a year at Seitoku. The students can take the exam at either university. Face-to-face schooling is offered partly or totally for subjects including practical training.

For these courses, credits are given by attending the face-to-face schooling that takes place at Seitoku during the spring and summer terms and passing a final examination.



Ms. Momoko Furukawa is a teacher at the elementary department of Hokkaido special support school. Furukawa finished the course at the Social Work Department in 2013.

Ms. Momoko Furukawa was aspired to become a teacher since she was in the 1st year of Hokusei Gakuen University after she read "the messages from seniors" in "*teaching courses guide*." She said, "when I was in the sixth grade in the elementary school, I met a teacher who took a great care and cheered me up. It was the first trigger that I thought I aim to become such a teacher." After that, she learned about the job of "teachers of the disabled school", and she was interested in the curriculum for obtaining a license for special needs education at Hokusei Gakuen.

She participated in "the program of the elementary school teacher license acquisition" and studied as a distance learning student from the 2nd year because she wanted to increase her license and enhance the possibility. She said, "It was hard to study by distance learning while I was engaged with the study of Hokusei Gakuen University, club activity, and part-time job, but I tried that decisively with an objective 'to hand in a report per 1 subject every month.' I was able to get the license finally thanks to my colleagues and this program."



By Mai Matsumoto and Shiori Shinohara

FIGHTERS GIRL is the official cheerleading team of a Japanese professional baseball team, the Hokkaido Nippon-Ham Fighters. They are performing in official games and entertaining Nippon-Ham Fighters' fans in Sapporo Dome, the home ground of the baseball team. Their performance consisting of well-organized cheering, chanting and dancing is pretty and cool. Thus, they are so popular and well-received with people in Hokkaido. Among the members of FIGHTERS GIRL is a student of Hokusei Gakuen University. She is Waon Kashino, a junior of the Economics Department, who became a FIGHTERS GIRL in 2012. It was in her second trial that she achieved her revenge. She failed in the FIGHTERS GIRL Audition one time in the previous year when she was a freshman. Then she decided to enter the Fighters Dancing Academy which gives teenagers training for dancing. She had never done dancing until all this time. There were teachers who are professional dancers in the academy. She had to make a desperate effort to follow them and learn the techniques. Her one year of effort brought a fruitful result. She fulfilled the dream to become a FIGHTERS GIRL after two years. She got the "FDA's STAR" status. It means Fighters Dancing Academy produced her as a star dancer.



From FIGHTERS GIRL official HP

THE REAL FACE OF FIGHTERS GIRL

When she was a high school student, Waon Kashino belonged to a local cheerleading club for three years. From that experience, she wanted to keep supporting sports through cheerleading. At that time, she worried about her future whether to leave Hokkaido to go to university or to stay in Hokkaido. The passion, she wants to cheer sports, was so strong that she decided to stay in Hokkaido and that gave her a great chance to be a FIGHTERS GIRL.

She didn't know well about FIGHTERS GIRL before but she did a part time job at Sapporo Dome when she was a high school student. Her work place was a shop selling Hokkaido Nippon Ham Fighters goods so she knew about that team but she didn't know specific activities about the team. After graduation, she decided to join FIGHTERS GIRL.

Now, she is in the third year so it is time to decide her future. She has not decided yet whether to continue this activity or not because she is not sure that she can do both FIGHTERS GIRL and job hunting at the same time.



Photo by SHIORI SHINOHARA

PROFILE

Waon Kashino

Born in 1992

Major: School of Economics,
Department of Management
Information

Q&A

Q:Who do you admire?

A:Noma Erika. She is my senior in FIGHTERS GIRL.

Q:What do you want to do in the future?

A:I want to work for a travel agency.

Q:What is your special ability?

A:I'm good at bowling. The highest score so far is 180.

Q:What is your hobby?

A:I love to watch musicals on DVD, especially "The CATS" of a theatrical company *Shiki*. It is the best musical I have ever seen.

Students vote No.1 popular Professor by Risa Yonezu

Prof. Tomoharu Yanagimachi took office in the Department of English at Hokusei Gakuen University in April 2012. Now, he is in the second year and still a new face in the department. In the University Festival held in October, 2013, he was ranked No.1 popular professor at the Department of English by student popularity poll. He is a scholar in Applied Linguistics. It is a field that focuses on studying about communication between people. He takes up the whole field of language. So he teaches second language & teaching and interaction analysis. His initial impression about Hokusei Gakuen was that students were "colorful and cheerful," and it hasn't changed still now. "They actively participate in my classes, and they are very upbeat," said Prof. Yanagimachi. Now, he expects them to be more wild. "They are steady and stable but a little bit too passive. It is a good point, but being vigorous and strong-minded is important, too." The students are well-treated here and are contented with the current status. They tend to confine themselves to it. He wants them to be more active and outgoing. "Students should take time off from school now and then and make a journey elsewhere," he said.



Prof. Tomoharu Yanagimachi

His Life

He was enrolled in Waseda University and majored in business administration in the School of Commerce. However, he couldn't be satisfied with his major. So after he graduated from the university, he studied for a year and re-entered in the School of Humanities at the university, and studied eastern philosophy for two years. When he was twenty-four years old, he graduated from the university. He found a poster about recruiting a teacher to be dispatched to Taiwan. He couldn't speak Chinese well then, but he really wanted to live overseas and was interested in Asia. Moreover, he had never been to Taiwan, so he decided to take the job. At first, he was going to live there for only one year, but living in Taiwan turned out to be wonderful and too enjoyable. Eventually, he ended up spending three years there. In 1989, he went to the U.S. from Taiwan for studying at the graduate school of University of Iowa for two years. He studied linguistics and second language teaching and met his future wife there. He then worked at the University of Minnesota as a full-time instructor for two years. Two years later, he entered a doctoral program at the graduate school of the university. He studied second language acquisition there, and he got a Ph.D. Thereafter, he started working at the University of Wisconsin-Madison as a visiting professor. He taught Japanese language to undergraduate students and a seminar course to graduate students. In 1998, he came back to Japan, and started working as an assistant professor at Hokkaido University until 2002. He taught Japanese for foreign exchange students at the International Student Center for 14 years. In this period, he became interested in teaching Japanese students so he decided to change university. Then, he was invited to teach at some universities in the main island of Japan. However, he hoped to work in Sapporo because he was already married and had a daughter. Also, Hokusei Gakuen University was recruiting a professor at that time. So finally he decided to come to Hokusei Gakuen.

Comments from Students of his seminar

- ★ "He has abundant knowledge and experiences. And He looks like a boy when he talks about his field of study." (Sakura Yoshida)
- ★ "Our class is an ideal class and we never get tired." (Kohei Sasayama)
- ★ "He always listen to our ideas willingly and gives us proper advice." (Saya Fujii)

Academic Career

1986 ~ 1989

Japanese language teacher, in Taiwan

1989 ~ 1991

M.A. program at the graduate school of University of Iowa

1993/09 ~ 1997/08

Ph.D. program in second language education, graduate school of University of Minnesota

1997/08 ~ 1998/05

Visiting assistant professor in the Department of East Asian languages literature, University of Wisconsin-Madison

1998/06 ~ 2008/03

Assistant professor and associate professor at the International Student Center, Hokkaido University

2008/04 ~ 2012/03

Professor at the International Student Center, Hokkaido University

2012/04 ~

Professor in the Department of English, Hokusei Gakuen University



The Hokusei Times Editorial Staff and Prof. T. Kawahara

Anri Takeda
Eri Higashida
Hiroko Takamura
Mai Matsumoto
Miku Sato
Miu Takahashi
Rei Kimura
Risa Yonezu
Shiori Shinohara
Yuka Ito
Yuka Ozeki

Personal Data

1) Birthday 2) Hobby 3) Comment

Anri Takeda



- 1) Nov. 30, 1992
- 2) Eating, Traveling, Driving
- 3) It was good time :)

Eri Higashida



- 1) April. 18, 1992
- 2) Traveling
- 3) Thanks ^^

Hiroko Takamura



- 1) Dec. 21, 1992
- 2) Cooking
- 3) I really enjoyed this class!!

Mai Matsumoto



- 1) Jul. 4, 1992
- 2) Curling
- 3) This project was a precious experience for me.

Miku Sato



- 1) Sep. 23, 1992
- 2) Watching movies
- 3) Writing for a journal is fun.

Miu Takahashi



- 1) Jan. 1, 1993
- 2) Browsing bookstores
- 3) Process of writing an article was a wonderful experience!

Rei Kimura



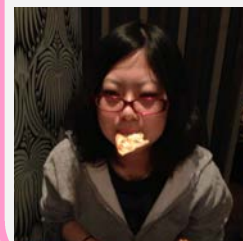
- 1) Aug. 5, 1992
- 2) Playing the piano
- 3) It was my first time to write newspaper articles, so I had a fun!

Risa Yonezu



- 1) Aug. 26, 1992
- 2) Cheerleading
- 3) I enjoyed making newspapers. Please enjoy reading our articles!

Shiori Shinohara



- 1) April 28, 1992
- 2) Go to see musicals/ plays
- 3) Chocolates!

Editor/ Instructor

Prof. Toshiya Kawahara



- 1) Feb. 26, 1947
- 2) Listening to Jazz music, Practicing Iaido, a Japanese martial art
- 3) Life is full of adventures. Nothing ventured, nothing gained.

Yuka Ito



- 1) March 30, 1993
- 2) Reading books
- 3) It was a hard work, but I enjoyed this class.

Yuka Ozeki



- 1) March 1, 1993
- 2) Disney
- 3) I was happy to be here with all of you♥ Thanks!

Raising Voices To Improve Your School Life

In feudal Japan, the 8th Shogun Tokugawa Yoshimune set up a suggestion box called “*Meyasubako*” in 1721 to listen to the common people’s voices and complaints. The general populace then were allowed to post their different ideas and opinions. Hokusei Gakuen University has its own modern-day suggestion boxes. Have you ever tried to post your idea in the boxes? One such box is found on the first floor of the Building A, and the Student Support Office takes charge of it. The second one is in the library, and the third one is on the web site of the Information System Center. They are taken charge by each place. The following are ten of the past suggestions posted by some of the students to Hokusei.

Ex1.

In a rest room, liquid soap in a container was clogged up.
Please fix it.

Ex2.

We want **water coolers** in public places.

Ex3.

Some people eat and drink carelessly in computer rooms. **Please warn** and admonish them.

Ex.4

Please set up **wash-toilet system** for each restroom on campus.



Suggestion Box

Ex.5

We want a **school bus service** to commute from Oyachi Sta. of the municipal subway.

Ex.6

We want **more room to take a rest and relax** when we have no classes.

Ex.7

Temperature in computer room is too hot because of a heater.

Ex.8

We want a **pathway under the ground** which connects Oyachi Sta. of the municipal subway and Hokusei Gakuen Univ.

Students' Voices

Ex.9

We want **more sofas** to take a rest.

Ex.10

The students' manner of using the PC section is bad.

There are a wide-ranging variety of complaints and suggestions: about facilities, environment, way of attending school, and so forth. According to the contents, the suggestions are sent to three different places. To the Student Support Office, you can make requests concerning facilities on campus. (Refer to the example #1, 2, 4, 5, 6, 8, 9 above.) To the Information System Office, you can make requests mainly about computer rooms' environment and computer usage. (Refer to the example #3, 7 above.) To the Library, you can make requests about not only books but also environment there. (Refer to the example #10 above.)

As you can see the examples, it is difficult to make all of the requests come true; some of them came true or will be realized, but the rest of them did not. Even if it did not come true, it is worth making suggestions. Mr. Kitamura, an official of the Financial Affairs Office says, “On campus, there are many things which students can notice but teachers and office staffers overlook.” To make your school life in Hokusei better with the viewpoint of students in mind, why don't you try to post your opinions or make suggestions? You could be the initiator to make a change for better campus life.