

RIKKYO ECHO



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St. PAUL'S UNIVERSITY

DECEMBER 1982

Rikkyo's Sports Festival Held



On October 20, The 'Sports Festival' of Rikkyo University was held at the Shin-Gakuin grounds. In marked contrast to the rainy weather of the previous day, it was a fine autumn day, and 1,339 man-days of students, teachers and staff combined to make a memorable day of it. We, ECHO staff members, not only described what happened but also entered some competitions though we have rarely done exercise. Our report follows.

9:30 - The opening ceremony is held, where prayer is offered and a sacred song is sung. It gives us the atmosphere of Rikkyo University.

9:50 - The first competition, a ball-passing race begins. The brass band and cheer leaders begin to perform, too, and make the mood showy. Various kinds of competitions, which are very familiar to us, are held one after another; 'Ninin Sankyaku', 'Bin-tsuri', 'Tsunahiki (Tug

of war.)' and so on. In 'Tsunahiki', a team of teachers gathers unexpected strength and wins the game.

On this day, there are many races where people can take part comfortably and pleasantly rather than to display their athletic ability. Of course for people who are good runners, there are chances to display their ability, for example, the relay, the 100-meter race and the 600-meter race.

12:30 - The Afternoon Section begins. A former staff member, Mr. Sato, who is 87 years old, joins in the second round of the Spoon-race at such a lively pace that he looks younger than he is, and gets the warm applause of the spectators. On the next event, a ball-rolling race, we the staff of the Echo win first prize and are given towels for it, and also on the following game of 'Mukade-race' we fight our way to a good prize.

A competition which especially excites and entertains us is the Swedish race participated in mainly by the members of athletic clubs. This is a relay where each runner runs longer than the previous one did. (The first runner runs 150 meters, the next 300, and then 450. The anchor runs 600 meters.) Thirty-four teams join in this race, including some of the cultural clubs, circles and seminars ('Shoyo-kai', Ushikubo seminar, etc). These teams are divided into six groups. In the first two groups, each team runs the race in normal style, and in the rest of them each runner of a team runs, carrying or wearing something relating to his or her club. So these races are very entertaining to spectators, while they are very hard for the runners, especially for the cheer leaders carrying a big flag and for the members of the weight-lifting club toting a heavy barbell around, who

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are cheered enthusiastically.

3:00 - The last competition, a tug-of-war between teachers and staff vs students is held in an exciting mood and ends in an overwhelming victory for students because of the difference in number. Then a closing ceremony is held.

As you know, this sports festival is held as one of the events of the St. Paul's Sports Fair. (The other is a ball game festival.) Though the sports fair began to be held in 1973, an athletic meeting had been held before that time. It has its origin in the Rikkyo Gakuin Sports Festival, a joint festival with St. Paul's elementary, junior high and senior high schools, which was held mainly at the ground in Kamiitabashi, and in the 30's of Showa (1955-64) it was held several times at the National Game Field. In those days, it seems to have been held on a rather big scale. In 1968 an athletic meeting for only university students was held, and though there was a 4-year stoppage because of a university conflict, it has been held ever since. While the sports festival was mainly for athletic club members before, it is now held with a view to having all students join in the sports events. But the fact is that many students think of the sports festival as a day when they need not come to the university.

When we consider that usually there are few chances for teachers, staff and students to come together, an event like this should be greatly appreciated. Putting logic aside, it is very enjoyable to run under a blue sky.

WHY DON'T YOU JOIN IN the SPORTS FAIR NEXT YEAR? It will surely give you a lot of pleasure.



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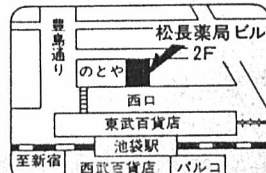
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How Do They Look Upon English ?

— The Activities of ESS, IAA, SMC —

REPORT on ESS: ESS consist of 135 students and their activities are divided into 3 areas: discussion, debate, and drama.



Rehearsal of English Play (ESS)

The Discussion Seminar: There are 2 types of discussion,—Problem Solving Discussion (PSD) and Value Discussion (VD). In PSD students express their opinions about solutions to economic or political problems, and in VD they express their views about, for example, an author's ideas, so that they can learn to know each other's sense of values. In this way, PSD is based on objective facts and VD is based entirely on subjective matters.

They are learning to become logical and consistent in their speech and, at the same time, gaining a good knowledge of politics and economics.

To our surprise, they often feel a discussion can be held more smoothly in English than in Japanese. Probably it is because they have learned more technical terms in English and because they can hardly express their opinions equivocally in English and cannot but disclose their real intention when it comes to English.

This seminar is a member of the Japan Intercollegiate Discussion Meeting (JIDM).

The Debate Seminar: The difference between debate and discussion is the way of approaching a proposition. First of all, participants of a debate fall into the affirmative and the negative to a proposition and each one of them defends his or her opinion from his or her point of view. Then the contents of their speech is judged. Of course, a person whose standpoint on a proposition is objectively wrong can win if his speech is more persuasive than that of the opposing side. In this way, discussing a proposition from different points

of view is very characteristic of this seminar. (The members of the debate and discussion seminars spend their activity time collecting data to justify their opinions.)

This seminar enters the Tokyo Intercollegiate Debate League (TIDL).

The Drama Seminar: In this seminar students perform plays in English and also make all the stage sets and all properties for the performance by themselves. Their aim is not only to learn English conversation by performing European and American plays but to understand the way of life and the way of thinking in Europe and America by analysing the scripts of plays from those countries.

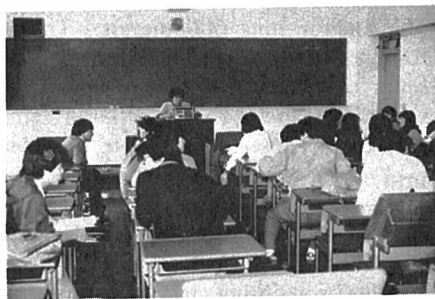
This seminar enters the Four-University English Drama Festival (Waseda, Keio, Hitotsubashi and Rikkyo), which is said to be of a very high standard.

GREETINGS

by the chairman of ESS

The ESS was established in 1917 and is one of the oldest clubs on this campus. Looking back over the history of our club, we can note that many of our alumni have been engaged in many challenging activities and have made an effort to improve their English speaking ability. Now we have many club members with this same will; altogether we member 135. Now we are in the most exciting season of the year. We take part in many contests and events. We are making efforts to win prizes. I hope you will observe our efforts and know what we are doing.

Lastly I'd like to say thanks to Rikkyo Echo for giving this chance to me.



Exercises of English Conversation (IAA)

REPORT on IAA: At present IAA has about 60 members, of which most girl members are specializing in English and American Literature and boy members are in Law, Economics, Sociology

and so on.

The purpose of IAA is literally to train internationalists. This club has two main activities; one is to gain knowledge of world affairs and another is to improve their ability in speaking English, because English is necessary for us as a means of communication with foreigners and cannot be neglected if we wish to lead our life in the world with eyes to the whole world.

For the former aim there are six seminars, which deal with politics, music, Japanese culture, culture of the world, current topics, and movies. Especially, a seminar on Japanese culture, an aim of which is to make our culture better known to foreigners, seems significant and interesting. These seminars are all given in Japanese so that they can have more substantial discussion. Here we can see a peculiarity of IAA and their intention, not only to master English but to have a fairer knowledge of international affairs, is shown.

For the latter activity, they as a whole practice English, together with a text book and a taperecorder, every lunch time from Monday to Friday, and also take training in English conversation in groups from Monday to Wednesday beginning at 4:30.

The outcome of these activities is demonstrated at a discussion contest between Waseda, Keio, Sophia and Rikkyo Universities twice a year.

Now we have looked at their regular activities. Will there be any chance to make use of what they acquired through these activities? Yes, for instance, one student from the University of Chicago now belongs to IAA and takes part in their activities, and sometimes they are requested to show around foreigners who are visiting Japan.

We get the impression that they consider English as a means of communication. We hope they will become 'internationalists'.

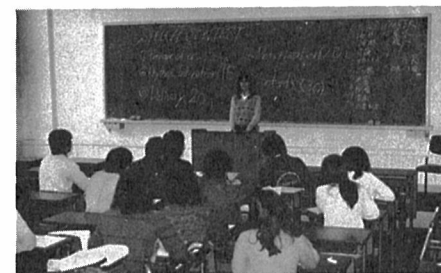
REPORTS on SMC:

The intention of SMC is to get proficient at being the master of ceremonies, and, at the same time, to improve their ability in speaking English.

They are acting in two main ways. One is to practice English conversation with a text, 'Spoken American English' so that they may fundamentally build up their English ability. Each group,

which consists of 4 or 5 members, takes part in such an exercise at lunch-time from Monday to Friday. Another is to have a 'formal meeting' every Saturday afternoon. At that time, two members of this club make a speech and are judged, and their grammatical errors are corrected, with a view to cultivating their courage for making a speech in public. The aim is, to become a good master of ceremonies rather than to improve their English ability. This is also a peculiarity of SMC.

They have annual events, such as a speech contest for freshmen in spring, a discussion with Meiji University in April, and that with Keio University in December. Also they have training camps for about four days in both spring and summer, where they have a formal meeting, a speech contest, a discussion and a day only in English, then a recreation on the last day.



Preliminary of the Speech Contest (SMC)

In their earnest endeavors, a bright and good atmosphere, as it were, the atmosphere of Rikkyo, is felt. We wish SMC good luck!

MESSAGE

by the chief of SMC

You've studied English for 6 years. But you may not be confident of your English speaking ability. SMC gives you place to speak English. You can study not only spoken English but also how to express yourself in speech, discussion, debate and so on.

You can develop the ability to express yourself and you can make good friends as well.

CONCLUSION—The clubs interviewed all have their well established purposes. Their aim are not always to seek skill in English itself. The aim of SMC is to cultivate the ability of becoming masters of ceremonies, that of IAA is to cultivate their international sense, and that of ESS is to learn a logicity from 'discussion' and 'debate' and to appreciate the way of life and thinking of other countries by presenting dramas.

In this sense, they tend to regard 'English' as only a means of communication, or a tool of achieving their essential aims. The seminar of IAA, held in Japanese, reflect such an idea.

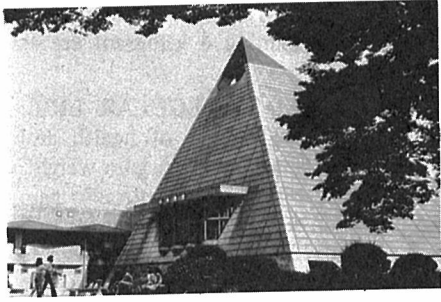
Gone are the days when the ability of speaking English itself is solely emphasized.

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Report on Lectures in other Universities -Part II-



At Gakushuin University

OHNO SUSUMU: 'OUTLINED HISTORY OF JAPANESE LANGUAGE'

GAKUSHUIN UNIVERSITY,
NORTH BUILDING, ROOM 201
TUESDAY, 3:50-10:30 AM

On a rainy morning we, ECHO staff members, visited Gakushuin University located close to the Mejiro station. Our purpose was to attend a lecture given by Prof. Susumu Ohno, who articulated the original theory that the origin of Japanese is Tamil and has attracted many people's attention.

As we walked toward the classroom where the lecture was to be given, we found that the campus was very spacious but not so many students could be seen. This is to be expected because the campus is about twice as large as Rikkyo's, while the number of students is about half that of ours.

There were about eighty students in the classroom already and most of them girls as the lecture was for the literature department. Though we had imagined Gakushuin students would wear suits and ties, actually they wore quite casual clothes, as Rikkyo students do.

As we had expected, Prof. Ohno touched upon the relationship between Japanese and Tamil. He explained the similarity of two languages by way of some concrete examples. "A Tamil word 'patukar' (which means an agricultural tract) corresponds to the Japanese word 'hatake'. 'Patukar' is also pronounced 'patakai' and in ancient Japanese a sound of 'h' was pronounced as 'p', 'e' was as 'ai'. He gave us another example; the word 'tampel' which corresponds to 'tanbo' (rice-field).

Although many scholars don't seem to accept his theory, he himself said that he doesn't mind at all, because the problems of a study are not solved so

easily. To support his contention he gave two examples. He said that it took more than 20 years for the true value of the cave, Altamira, in Spain to obtain approval in academic circles, the other is that Kei Chū, who has become famous as a scholar on 'Manyōshū' in the Edo era, was never accepted during all his life. Prof. Ohno strongly insisted, "So, now it is unnecessary for me to persuade people who don't accept my theory and quarrel with it. And I shall devote myself to writing my theory in order to hand it down."

Next, he explained the reason why he had begun to study Japanese. In 1933 when Japan withdrew from the League of Nations, Prof. Ohno, though he was a pupil of a primary school, felt a sense of crisis because Japan was isolated from the world. Since then he had wondered, 'What part is Japan playing in the world?', 'What is Japanese literature?', 'What is the Japanese language?' That was why he began to search for the origin of Japanese.

In this way, he expressed a strong purpose and a lot of confidence in his own study. The atmosphere in his classroom was quite informal. He was skillfully attracted students' attention with various digressions from his subject: He told us of his experience in traveling around England and Egypt and advised us to travel abroad at least once in our life—"I was disappointed because, while the British Museum had numerous Egyptian cultural goods, the Cairo Museum had almost nothing valuable but a mummy of King Tstankhamen, and this was because Englishmen had brought home Egyptian cultural items in large quantities. So Englishmen were burglars in a way..." (Students burst into laughter.) As he spoke to his students lightheartedly, his way of speaking didn't seem to be so much giving a lecture as talking to younger friends in a friendly way. We felt that he was warm-hearted and open-minded, that his students, who were listening to him earnestly and laughing cheerfully, had a deep affection for him, and that there was a mutual understanding between Prof. Ohno and his students. In his lecture, we got the impression that there was a better relationship between him and his students than there is in Rikkyo. Is it because Gakushuin University has a smaller number of students and consequently there are

many chances for teachers and students to communicate with each other?

After the lecture was over, we left the tranquil campus for our campus at Rikkyo where the usual bustle was waiting for us.

"Japanese girls are so cute!"

—An Exchange

Student from U.S.—



Robert on Campus

Rikkyo University now has 17 exchange students from abroad. What do they think of Rikkyo University and Rikkyo students, and of Japan? We interviewed one student from Washington and Lee University, Mr. Robert Crawford.

He is a senior majoring in Japanese and Chinese History. He is now living in Urawa City.

He is very interested in Japan and Japanese history because he thinks Japan is the only country in the world that has been changed from a poor country into a rich one by the force of government twice, in the Meiji era and after World War II. He had had some good feelings toward Japan before coming here. Now it seems to him that there is a great gap between what he regarded as Japan and what she really is. He had expected to see old buildings, people in 'kimonos', and streetcars that appeared in typical pictures of Japan in the Meiji era. But, when he came here to Japan, he found that almost everything was new and modern just like in New York or Chicago. He was somewhat disappointed, especially with people dressed in western clothes, not in 'kimonos'.

He now has six classes at University.

Japanology, politics, Japanese literature and 3 Japanese language classes, the seminars of which are good because they are of the right size for lively discussions. On the other hand, some lectures are not so good because so many students are packed into a big lecture hall, never asking questions of the professor, who is standing in front of the class. And students in everyday life in Japanese Universities are group-oriented, taking part in clubs and seminars. Whether a student belongs to a club or not is a very important matter. But in America it isn't. Although Rikkyo University is very liberal and students are personally open and friendly, once students belong to a group, personal friendships seem to disappear. So he sometimes feels it is hard to make friends with students in a group.

By the way, it seems to him that language is a barrier for him to communicate with people, because he can't speak Japanese fluently and there are very few students who can converse comfortably in English. So he can only have superficial conversations with them, not a profound discussion. And why do Rikkyo students always speak to him in English? Partly because we, Japanese, have too much of an inferiority complex about our own language as English is an international language. We should make much of our own language and speak it with confidence. At any rate, he comes here to study Japan and Japanese and naturally wants to master Japanese.

The purpose of his stay in Japan is not only to study, but to learn many things from his daily experiences. For instance, he belongs to the Kendō club at Rikkyo University. He doesn't understand Kendō well but it is very fascinating and, what's more, it's much less westernized than the other clubs. Members of the club who bow in the traditional style to their Senpai (their seniors) and the Kōhai (their juniors) are true to the Japanese character, he thinks.

By the way, he likes Japanese girls very much because they are cute and open to him. His favorite Japanese singer is Iyo Matsumoto. She came to Rikkyo University on Oct. 23. He surely enjoyed her concert a lot.

After he goes back to America, he is planning to go to graduate school and wants to teach Japanese history in the future. He thinks that people will pay much more attention to Asia in the future than to the United States or Russia. At that time his one year's experience in Japan will do him a world of good.

Finally, we need to have a better understanding of exchange students from abroad, so the Rikkyo student exchange system serves for greater mutual understandings between countries as well as among the people that live there.

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RIKKYO STUDENTS TO IU MONO

— Mr. Vernon H. Stobbe —

An absorbing interest of Rikkyo students is Rikkyo students, especially foreigners' opinions of them. Rikkyo students are forever to be on display as some rare animal. For some reason they should be easily distinguished from all other students and the distinguishing characteristics must be identified, isolated and analyzed.

What is it that makes the Rikkyo animal different from that on other campuses? Is it the campus, which is more spacious, verdant and unified than most? Is it the co-ed make-up of Rikkyo, which certainly makes the student body different from that of girl's colleges and from any men's colleges that may exist. Is it Rikkyo's history, with its church sponsorship, its Nagashima cult, or its historical associations with a select group of universities? Is it its unique breed of professors, administrators, spiritual leaders, supporters, alumni, or sanitary engineers?

Or is it Rikkyo's location, its feeder and sister schools, its curricular offerings, its sport's festival, its lack of a cultural festival, its entrance examination, its campus and seminars or its surroundings?

Well, if you're as bewildered as I am by all these speculations, come with me to the dissecting tables where we have spread out all the articulated bodies, minds, souls, and the historical as well as present behavioral patterns of Rikkyo students as well as those of other universities that have survived our demanding selection process and have been demonstrated to have sufficient similarities to Rikkyo to make comparison meaningful.

Now you will notice that there is as great a variety of bodies and the other paraphernalia of students on the table representing a particular university as there is between the tables. But some differences between the tables can be noted. For example, in the historical section we see the rippling sinews of Nagashima on Rikkyo's table which, it's true, could be matched with those of greats from other tables, but when we match them with his determination to win, and his ability to inspire others... well, I leave it to you.

Again, on the historical section, as represented by this graphical graph, we find a fine tradition of English speaking ability gradually deteriorating and then building up again through the determined efforts of professors and clubs. There is not so great a difference

overall, but the pattern is certainly unique.



Mr. V.H. Stobbe

Now you will notice in the same historical section that Rikkyo used to have a cultural festival, as the other universities do, which provided an outlet for the creative and administrative talents of Rikkyo students. It also gave a boost to Rikkyo's public relations, attracting the friends of the university and bringing many foreigners onto the campus. Today's students may believe that Rikkyo always had an Autumn vacation. Of course most students may prefer an Autumn vacation anyway. Meanwhile we can see that the clubs are doing their best to fill in the gap.

However, it is of interest to note that during the last few years of the cultural festival the music seemed to shift dramatically from classical music and the national songs of many countries to nothing but jazz and rock music. Since that time, however, music heard on the campus has returned to the former styles. Japanese songs seem to be becoming favorites in many students' record collections, too. However, in record rental shops, rock music still heads the list.

But what about the student's study habits? Well, I think that if you study the specimens carefully, you'll observe that there's a great difference in individuals. Some are really eager to learn in their classes, in their clubs and at all other opportunities.

Others are so active in their clubs that they don't have the time to attend their classes, for which their parents are spending their hard-earned cash.

Others are registered in classes but may not show up at all. But then, are they really students?

In this respect Rikkyo students are similar to those of other universities—a product of the system of education that places more emphasis on entering a school than on completing it with a good record, and where students are registered in so many classes that they have little time or stamina for anything else and where teachers may hesitate to give more than a minimum of assignments.

However, I have found that other students are given a clear assignment that is checked by the teacher, they will do it conscientiously on the whole, even if they have to copy it by hand from another student.

And if you'll observe the "Overall Spirit of the Class" graph over there, I think that Rikkyo students compare very favorably with students from other universities. Most are friendly and are fun to teach when they break through their shell of shyness.

And finally, many Rikkyo students have shown a great deal of initiative in their club work as well as in the kind of holiday jobs they secure.

As was pointed out in earlier issues of the Echo, the number of students who have rejected traditional jobs and have courageously and successfully opened up their own businesses is amazing.

And talking of students who have shown initiative, the recent editors and staff of the Rikkyo Echo are good examples. They have put new life into this publication through their imaginative and persistent efforts and that is the kind of spirit we are looking for. Congratulations! And long may the Echo echo the thoughts, aspirations and life of Rikkyo students.

I also feel that a fat person seems to have advantages in many ways. For example, a fat person seems to give such a good impression to others. They see him as cheerful, friendly, and sociable, while a lean person looks nervous, delicate, and narrow-minded. On this point being lean is worse than being fat.

Consequently, my conclusions made me draw up a plan for getting fatter. It was a month ago, when I weighed 46 kilogram and measured 166.5 centimeter tall. The main principles of this plan for gaining 4 kilogram are as follows:

1. TO LEAD A REGULAR LIFE: I once asked a teacher of health and physical education how to gain weight. He replied, "You will naturally gain weight when you go into business and lead a regular life." So I began to go to bed before 12 o'clock midnight. A few hours around that time are very important for sleeping.

2. TO TAKE 3 MEALS A DAY: I'd been skipping breakfast since I was a junior high school student. Besides, as I have poor digestion, I can't eat too much. So I have half-boiled eggs, milk, vegetables and fruits, which are very nutritious, for breakfast. For lunch and supper, I have fatty, protein foods that are necessary for me to put on weight.

3. TO TAKE EXERCISE: I take hard exercise in order not to put on fat but to be muscled. In a word, I do body-building exercises for strengthening both muscles and internal organs by way of 'physical resistance'. I take exercise which consists of three sets, for an hour and half every 2 days.

This is the program for one set.

1. Neck-hand-press: To widen the breadth of shoulders. (10 times)
2. Dips: To strengthen the lower part of the chest. (10 times)
3. Ultra-push-ups: To strengthen the upper part of the chest. (10 times)
4. Curl: To build up a muscular bulge. (10 times)
5. Single-squat: To get weight and stamina. (10 times)
6. Sit-ups: To strengthen the belly. (10 times)
7. Leg-raise: To strengthen the belly. (10 times)
8. One-arm-row: To strengthen the back. (10 times)

I've managed to follow this plan for a month. Now I am in better condition.

At first this training was very hard for me, but gradually I got accustomed to it. Although I lost 500 gram in weight for the first 3 weeks, I gained 1 kilogram in weight in the first month.

Of course, I don't know yet whether this trial has been effective, but I'm convinced that through this plan I will surely gain more weight in a few months and, what's more, it will do me a world of good.

HOW TO GAIN WEIGHT

Everybody has something to worry about. As for me, I'm anxious about my weight because I'm too thin. When I buy clothes, especially pants, I am made to realize that I'm so lean, for my waist measures only 68 centimeter around and I can't find pants in my size in most shops, so I always have much difficulty in looking for them and I wish to get fatter.

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Reports from Philippine Camp

The 4th Rikkyo University Camp in the Philippines was held under the auspices of the chapel. (August 16-September 5) It doesn't matter whether volunteers have faith in Christ or not, in fact there were few Christians among members of this camp. This camp held annually is formally named 'Human Relations Camp', the purpose of which is for us to have a better understanding with our neighboring Filipinos and to build new relations between Japan and Southeast Asian countries. In light of the recent popularity of the opinion that Japan should cooperate much more with other countries, especially Asian countries, this camp is very significant. Unfortunately, there are many students who don't even know of the existence of this good program.

We have the regrettable history of World War II to cope with, memories of which are still clearer in the minds of Filipinos than we imagine. And Japan has prospered industrially, which is to a large extent based on the sacrifice of the people of Southeast Asia. Through this camp we faced this stern reality and felt great regret for what we have done to them. I think this camp is the first step for the youth of both countries to cultivate mutual friendship and understanding.



This 4th camping party consisted of 36 students, both boys and girls, whose majors and grade levels were quite varied. We, campers, started preparing for this camp in the middle of May. We studied Philippine history, customs, internal affairs, etc., and studied English conversation for about two months. Also we were divided into five 'task-groups' through which we served; each camper taught his or her skill in at least one of the following:

- Physical Exercise: karate, ballgames
- Attraction: Japanese folk dances, movies
- Art: folding paper, painting, dyeing
- Introduction of Japan: lectures on modern Japan
- Cooking: making soybean milk, lectures on nutrition, etc.

For the first two weeks, we set up our base camp in a small village, Sagada, in a mountainous district in the northern part of Luzon Island. The village is about 15 hours' ride by bus from Manila. Though the Philippines is in the tropics, it was not so hot in and around Sagada which is located 1700 meters above sea level. It is said that during

World War II the Japanese Imperial Army caused great damage around there, so there are some old people who have a bad image of the Japanese. The standard of living is low. They don't have gas and electricity. But they do have public institutions, such as churches, markets, schools, etc. Even children are regarded as laborers and

BOOK REVIEW

"THE LAST DAYS OF AMERICA"

(By P. Erdman)



"In 1983, the Christian Democratic Union (CDU) and CDU's sister party, the Christian Social Union (CSU), will win a landslide victory in a general election in West Germany and Franz Josef Strauss of CSU, one of the most conservative members of Parliament, will be installed in the position of Federal Chancellor and the politics of this country will begin to make a turn to the far right. In 1985 she will get nuclear missiles secretly from the United States and deploy them all over the country and in 1987 she will withdraw from NATO and conclude a West Germany-USSR Nonaggression Treaty."

This book is written in the style of prophetic fiction, yet its content imparts a sense of realism. (We can't regard it as mere fiction.) Actually, this September, the coalition cabinet of the Social Democrats (SPD) and the Free Democrats (FDP) collapsed and Helmut Kohl of CDU was installed in the position of Chancellor of West Germany in succession to Helmut Schmidt of the SPD. And Strauss's speech is also exerting a more important influence on politics in West Germany day by day.

Since the W.W. II ended, under Pax Americana, a political, economic and military power has developed and now, as we know, she has taken the initiative among western developed countries. But I doubt whether the nation is satisfied with her present situation, as she is still now in second position next to the US politically, economically, and militarily, and also remains disunited.

And the US has been placed in an economic predicament since the oil

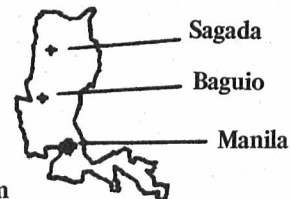
crisis in 1973. Besides, Reagan's economic policy, 'Reaganomics', has not always reaped good fruits, as they hoped it would. Also diplomatic relations, especially economic relations with EC and Japan, have become worse, for example, the unsettled issue of 'the Soviet national-gas pipeline to Western Europe' and that of 'US-Japan Trade Friction'. It might be said that Reagan's conservative policies result from a sense of crisis.

So it is no wonder, under these circumstances, that the balance of power in the world after the W.W. II will be fundamentally changed and the change of a political power in West Germany may be an overture to the dramatic change in the world. If Reagan fails to reconstruct 'Reaganomics' and if the US economy is not reconstructed, the story of this book can be classified as 'non-fiction'.

But, of course, the real world is moving beyond his prophecies. One example is the future trend of the 'Greens' (GAL—a loose political group of left-wingers), which objects to the military expansion of West Germany and advocates environmental protection and the promotion of public welfare and the elimination of nuclear weapons. The author made nothing of the growing strength of the 'Greens'. And, the second one is the US economy. Is it really hopeless? I find that many books about the recovery of the US economy have been published recently.

At any rate, it is certain that this book gives us a real perspective of the political, economic and military changes in the world of the future.

play an important role in the community.



Luzon

We were split up into two sections, a posted section and a touring section. The former section, in units of several members each, stayed in seven neighboring villages, which are generally smaller than Sagada, and experienced the life of the villagers there for 13 days. The latter section, which stayed in Sagada, visited these villages as members of a task-group and gave special classes mainly to high school students. We were successful by and large, though we were inexperienced.

Mr. Akinori Tasaka (a junior majoring in management) visited these villages in the task-group assigned the task of introducing Japan and said, "I tried speaking not in English but in their tribal language, 'Igorot'. Though, of course, I was not able to speak 'Igorot' very well, students reacted well to my classes. I keenly felt that that was just what communication was!"



Though we aren't educators, the classrooms were always crowded with students. But when we faced the students' eager eyes, we keenly recognized our incompetence and became depressed. Then we realized that what was most important in this camp was for us to communicate with each other, so we were again encouraged to carry out our plan for the last two weeks.

After our stay in Sagada, we stayed in Manila and got opportunities for fieldwork. We visited slums, which we would never have visited as a tourist in a sightseeing tour, and actually saw Japanese tourists who were ill spoken of. Whenever we found Japanese goods, especially when we saw many Japanese cars belching exhaust, we couldn't help considering how much Japan has affected the Philippines.

At any rate, this camp keenly made us aware of the fact that we are Japanese.

The campers are now preparing for founding a scholarship to improve the educational conditions of Sagada and its vicinity. They need many cooperators.

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“I would like to move ahead step by step”

— An Interview with Miss Ikue Sakakibara —

Miss Ikue Sakakibara, who made her debut as a singer with ‘Watashi-no-Sensei’ five years ago, has played active parts as not only a singer but an actress, a disk jockey, a chairlady of TV programs, etc. And especially in the musical comedy ‘Peter Pan’ she had a great success, then she was awarded ‘Golden Arrow Grand Prize’ in 1982. Recently she is said to have become more mature.

We interviewed her.

Q.1: Is there any difference between you as a performer and you as an ordinary person?

A.: Yes, as a performer my privacy has to be made public, which is the very thing I feel different. I think there are not a few people who misunderstand ‘freedom of expression’ and we performers seem to be regarded as ‘objects’ in some ways, don’t we?

Q.2: Then, on the other hand, what kind of advantages have you had as a performers?

A.: When I went shopping, sometimes I got good service or they sold things to me at a ‘special’ discount, then I got much pleasure from being a famous star! (laughter)

ways of life and thinking, so a job as a disk jockey has done me a world of good.

Q.4: Then, is there any advantage for you in playing varied parts in dramas?

A.: Yes, though I generally act as I like, I sometimes come across a new way of life and thinking to make me think deeply as I play the part of a girl whose character is different from mine.

Q.5: By the way, which song do you like best of all your songs?

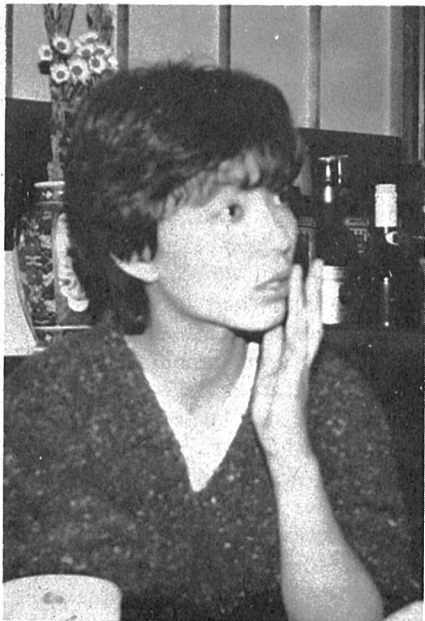
A.: I like ‘Amaoto-ni-Kuchizuke-o’ best that I’m singing now. I like folk songs, so I have sung many songs of that kind at my concerts. This song has the folk tone, so I think it is suited to me.

Q.6: The ‘Golden Arrow Grand Prize’, which you received at the beginning of this year, is one of the most special awards because people given this prize are elected only by the journalists who are keen on listening and watching. As you gained that honor as an artist, you must have been deeply moved, I imagine you?

A.: Yes, indeed! These days the number of musical awards is increasing and not such a high value seems to be put on each of them. Compared with them, this prize is not so showy, but I’m very glad to say that there were people who had observed that I always made as great an effort as possible, and what is more, that they evaluated

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my ability in the field of drama differently from that in music.



CROSS-WORD PUZZLE

Fill in the blanks and write the letters in order from I to IX. They will make up a single word. Bring the completed puzzle to our club house (YAMAGOYA 1F, RIKKYO ECHO). Fantastic presents will be given to the first 5 comers. Use the following clues.

1	2	3	4	II	16	17	18	19	
5	N				20	VII	L	IX	
6	IV		III		21				
7	V	T			22		VIII		
					8	9	10	11	12
					13			I	
					14				
					15			E	VI

- * easy
- ** medium
- *** hard
- **** very hard

ACROSS

1. move by pressing*
5. a prefix meaning ‘against’**
6. a person who tells lies*
7. scatter over a surface (5 letters)***
8. flour is made from _____**
13. an opening in a floor****
14. the smallest particle of an element (4 letters)***
15. a principle; a belief****
16. an abbreviation of amplifiers*
20. a strong wind, between a breeze and a storm***
21. the garden where Adam and Eve lived*
22. without life*

DOWN

1. friends*
2. a single object***
3. points of light seen in the sky at night*
4. employ a person for wages**
8. _____ is your name?*
9. have a strong dislike for*
10. a town in England where there’s a very old famous public school for boys***
11. the highest point****
12. contrasted with ‘this’**
16. old**
17. p.p. of ‘make’*
18. an excuse****
19. cause something to go*

Q.7: Finally would you like to express your wishes for your immediate future?

A.: I have been very lucky to have had a great variety of experiences, and of course, I have had a lot of help from people around me in addition to my efforts, I think. So from now on, by dint of hard work I would like to move ahead step by step in order to meet people’s expectations, though it is very difficult for me to keep up my present pace.

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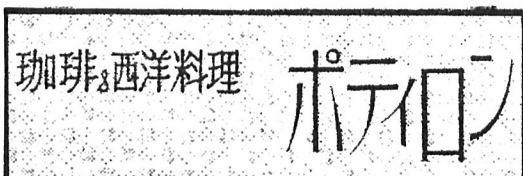
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