

NEWSLETTER

ISAI ASSOCIATION OF LANGUAGE TEACHERS

Vol. I, No. 4

October, 1977

TEFL JAPAN 1977

An exciting program is being worked up for JALT's annual TEFL JAPAN conference to be held from Friday, Nov. 11 to Sunday, Nov. 13 at the Aichi Workers Training Center (Aichiken Rodosha Kenshu Sentaa) in the outskirts of Nagoya. The center, housed in an ultra-modern facility on the top of a mountain at the edge of the Japan Alps, provides room for 250 overnight guests and excellent meeting facilities under one roof.

This year's presentation has been designed to be rewarding to the new and experienced teacher alike, whether he be teaching in a junior high school, a university or a commercial language school. As an improvement over last year's format of major presentations followed by small-group discussions, this year will see several events taking place simultaneously. Each event will comprise from one to three "modules" of 75 minutes. Breaks between modules will give participants a chance to stretch their legs, chat with the other participants, and switch over to another event if they so desire.

While full details are still not available, the following events are rather firm:

- * An address by a ranking member of the Mombusho (Ministry of Education) on current English educational policy and plans.
- * Silent Way, Community Language Learning and Total Physical Response demonstrations using Korean as the target language.
- * Presentations on teaching children by Camy Condon and the Kitamura's.
- * Drama & ESL - presentation by Model Productions of Tokyo.
- * Values Clarification - for promoting class discussion.
- * Interest-group discussion sessions - junior high school, high school, college-university, children & adult education.
- * Games for practicing English in the classroom.
- * Continuous video tape presentation of Silent Way and Total Physical Response techniques.
- * Publishers' displays of current texts and materials
- * Textbook presentations
- * More, More, More!

Everyone is encourage to pre-register using the convenient postal transfer form on page 11. Pre-registration guarantees your place, saves you Y2,000 over the regular fee and gives you first choice on accommodations -- rooms with bath are assigned on a first-come,first-served basis.

Description of Rooms and Meals

All rooms are Japanese-style tatami with futon for sleeping and vary from 8 to 10 mats in size. Half of the rooms have bath/toilet; the other half have a central washing area nearby. Depending on the number of attendees, there may be up to four people in a room. If you have a preference of roommates(s), please indicate it on the application form.

We have an appetizing menu planned. Meals from Saturday morning through Sunday lunch are included in the total registration fee (Plan A). There will be a Japanese-style breakfast on Saturday and a Western-style breakfast on Sunday, and lunches on both days and dinner Saturday night (Pork Steak Hawaiian). The B plan does not include Saturday breakfast, as stated below. For earlier arrivals and later departures, there is a restaurant which is open until 8:00 every evening.

Description of A and B Plans

A plan (for people who can arrive on Friday night):

5 meals, 2 nights (Saturday breakfast through Sunday lunch,
Friday and Saturday lodging)

B Plan (for people who arrive Saturday morning)

4 meals, 1 night (Saturday lunch through Sunday lunch,
Saturday lodging)

Transportation

From Nagoya to Jokoji take the JNR Chuo Line; a special free microbus will pick up passengers at Jokoji and take them up the mountain to the Training Center.

WARNING: The Training Center closes completely at 10:00 p.m.; therefore, the last train that can be taken departs from Nagoya Station at 8:33 p.m. There can be no exceptions made, as the closing of the Training Center is out of our hands. If you cannot get to Nagoya Station in time to catch the 8:33 train, you may wish to choose the B plan.

Nagoya Station is exactly two hours from Tokyo by Shinkansen, 2 hr. 10 min. from Odawara, 50 minutes from Kyoto, 1 hr. 10 min. from Osaka, 3 hours from Hiroshima, 5 hr. 30 min. from Hakata.

Chuo line p.m. times from Nagoya Station to Jokoji:

Nagoya	Jokoji	Microbus Departure
12:40	13:23	13:30
13:45	14:23	14:30
14:30	15:07	15:15
15:05	15:50	16:00
15:45	16:24	16:30
16:35	17:12	17:20
17:11	17:50	18:05
18:07	18:58	19:05
18:40	19:20	19:30
19:05	19:44	19:55
19:33	20:09	20:20
20:12	20:49	21:00
20:33	21:18	21:25

Convention Chairpersons

This year's Convention Chairpersons are Ms. Junko Yamanaka and Ms. Eiko Takeuchi. For further information, contact them or Nancy Nakanishi at (052) 731-1581, ext. 293 (Nagoya College of Foreign Languages).

For further information about the program, contact Program Chairpersons Dave Bycina at (03) 244-4251 (Mobil), or Tom Pendergast at (06) 345-1272 (Matsushita National LL School).

Interested? Fill out the form on page 11 and trot over to your friendly local post office with Y5,000 in hand.

REGISTER BEFORE OCT. 15 AND SAVE!

PRONUNCIATION POINTERS II

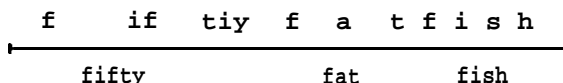
F & H

Thomas Robb

The English phonemes /f/ and /h/ are discussed together here because they are often confused by our students. What follows will assume a basic understanding of the use of minimal pairs (fit/hit) in the teaching of pronunciation and auditory discrimination and will rather look at the underlying causes of the problem and suggest a few new ways to solve them.

The basic cause of the problem is, of course, that there is no systematic contrast in the Japanese language between these two sounds. Simply speaking, this means that the two words, HEAT and FEET would sound the same to the untutored Japanese ear, and that if asked to repeat them, that they would almost likely pronounce them the same. The Japanese /h/ sound (we could have also called it "/f/") is pronounced somewhat differently depending on the vowel that follows. Before /a/, /i/, /e/ or /o/ it is pronounced similar to an English /h/ --with the slight exception that /h/ before /i/ is a little more "hissier." Before /u/ it is pronounced with a more F-like sound, although it is produced by air friction between the two lips rather than between the lower lip and upper teeth as in English. As a starting point, then, we can say that the Japanese will have the least trouble with sounds in English resembling HA, HI, FU, HE, and HO and will have the most trouble with sounds like FA, FI, HU, FE, and FO.

Now, let us take a closer look at English /f/ and how it can be taught. It is not only the point of articulation, mentioned above, that differs between English and Japanese, but also the manner of the articulation as well. The Japanese /f/ is much more weakly articulated--less air is passed through a wider gap for a shorter period of time. These differences must also be corrected; otherwise, even with the correct English articulation the /f/ produced may sound more like an /h/ to the English ear. I have found the following "time line" technique extremely useful in this regard:



Place the line on the board, making it at least 50 cm. long. Have the students listen to you model the phrase as you slowly move your finger along the line, changing your articulation only when encountering a horizontal line. Have the students do it together in unison. You will be surprised at the number of students who will immediately break into the 'i' of FIFTY. Most students, however, can get the knack with a few minutes' practice. Point out that while the length of the F's is exaggerated here, they are, in fact, pronounced stronger and longer than most other consonants.

One other stumbling block in the way of a good /f/ pronunciation is the Japanese custom of attempting to make /f/ distinct from /h/ by combining their only F-like syllable /fu/ with the closest vowel sound they have to that in English. Thus, the English word FAN is pronounced /fuan/ and FORD is pronounced /fuodo/. The time-line, along with more standard contrastive listening and pronunciation techniques, can go a long way towards overcoming this problem.

As noted above, /h/ causes problems when followed by a U-sound such as /uw/ in WHO and /u/ as in HOOK. Using a student as a model, if necessary, contrast Japanese /fu/ with English /huw/ as in WHO. Have the students note the difference in the positioning of the lips. Point out that WHO starts out with a quiet exhalation of air with absolutely no noise, which is not

the case in Japanese. Finally, have the students alternately say HA WHO HA WHO, trying to keep the same /h/ articulation for each.

A minor problem is the "hissy" /hi/ alluded to earlier. While this does not cause many perceptual problems, it is a contributing factor to what might be called a "heavy Japanese accent." A similar technique to that employed above for /fu/ can be used here as well, first contrasting Japanese /hi/ to the English word HE, pointing out how silent the English /h/ is, and then have them alternately pronounce HA HE HA HE. Finally have them say STOP HIM! STOP HIM! quickly. A natural English /h/ will allow liaison to occur with the preceding /p/ producing [staphim].

The H-liaison phenomenon just mentioned will be the final topic of our discussion. Being a rather complicated process, justice cannot be done to it in a short article such as this, but briefly, we can say that when a word beginning with an /h/ follows a word ending with a consonant, the /h/ tends to change its form. With a preceding /p/, /t/, or /k/ (i.e. with voiceless stops), /h/ manifests itself as additional aspiration on the consonant, as in the case of STOP HIM! above. With other consonants, more subtle processes are at work which defy easy description. The reader may, however, make his own analysis by saying the following sentences to himself and observing the results.

- 1) SEND-HIM AN ORANGE-HAT.
GIVE HER A RED HEART.
- 3) PUT-HIM IN A CHEAP-HOTEL GUEST-HOUSE.
- 4) SHE'S HAPPY IN HER MODERN-HOME.
- 5) THE BLACK HORSE HAS A BAD HOOF.

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KALT Newsletter

Kansai Association of Language Teachers

Contributions to the newsletter are welcome and should be sent to Nancy Nakanishi, Editor, KALT Newsletter, Nagoya College of Foreign Languages, 1-7 Miyanishi-cho, Chikusa-ku, Nagoya 464. Book reviews, interesting teaching techniques, news about items or events of interest to language teachers, are all welcome.

The Newsletter is published four times a year in January, April, July, and October. Deadlines for articles or advertising submitted for publication are the 30th of the month preceding publication.

Advertising should be solicited through Thomas M. Pendergast, Jr., Awaza Central Heights, No. 812, 30 Enokojima Higashinomachi, Nishi-ku, Osaka 550, tel. (06) 345-1272. Notices of job openings are free of charge and will be inserted according to available space. Contact Nancy Nakanishi.

THE SILENT WAY WITH THE AKIYAMAS

John E. Caldwell

The Kanto Association of Language Teachers presented its fourth program of the year on the teaching of English, and, like the previous programs, it was enjoyable, informative, and especially provocative. Nobuo and Carol Akiyama, who had given an abbreviated demonstration of Dr. Caleb Gattegno's "Silent Way" technique in February, came back to give a fuller treatment on July 23 and 24 at the Matsushita National AV Center in Tokyo.

The "Silent Way" is an intriguing teaching technique. Beyond the novelty of a language teacher who seldom speaks during the lesson, the "Silent Way" is unusually effective in drawing a response from a learner. Whether in a class of raw beginners or an intermediate group, the individual learner does not have a native speaker's voice to rely upon and instead must acquire the new sounds from either the Fidel or from other members of the class. The Fidel is a color-coded chart especially designed for a specific language. It gives all the sounds of the language in all of its variant spellings, beginning with the vowels, then introducing the consonants.

In their use of the technique, the Akiyamas prefer to remain as silent as possible, introducing the individual phonemes by cross-reference between the learner's native language Fidel and the Fidel for the target language. They base their approach on Dr. Gattegno's The Common Sense of Teaching Foreign Language, advising that individual sounds be taught before whole words and sentences. so, before the colored rods are used to identify number, color, size, etc., there is a lesson on pronouncing first the phonemes, then, isolated words with no reference to meaning.

In their first class on July 23, they introduced the English Fidel to a group of nonnative speakers of English. At first the students were unsure of themselves and their general response was rather slow and low-voiced. Consequently, nonparticipants, mostly native speakers, became restive. Later, everyone was included in the lesson and it became far more lively and challenging. Native speakers became involved in seeing how the Fidel would supply the orthography. Stressed, unstressed, and short vowels caused some surprises and a few mild disagreements. It became apparent that the Fidel didn't provide for the general American flapped "T," as opposed to the articulated British "T," nor for the dropped "R" of eastern seaboard Americans. At this point, Carol Akiyama mentioned that more recent Fidels describe American, as opposed to British pronunciation, though they may not be consonant with a teacher's own idiolect. She also said that new Fidel mini-charts provide both a key and an exercise list.

More interesting was the disagreement that beginning with the Fidels and uttering sounds and words with no consequence other than teacher approval was very effective. One participant remarked that young students particularly would quickly lose interest. Carol Akiyama replied that the gaming aspect of the color charts would be a challenge. At any rate, she insisted that "language in action" is a distraction to learning the sound system. "It goes contrary to the evidence."

The afternoon lesson was in intermediate Japanese using the colored rods, distinguishing between 'true' Japanese adjectives (Keiyoshi) and adopted adjectives (Keiyodoshi) and focusing on such things as conjunctions, prepositions, ordinal numbers, and -te iru form of various verbs.

In the feedback session, one participant noted that a word acquired when needed is unforgettable. Other participants mentioned that fear of interfering with others made them reticent. Generally, everyone felt that the long sentence, even with familiar vocabulary, was a challenge.

One of the most obvious questions of all came up: can one use the rods for teaching "daily vocabulary." The answer was that vocabulary is the payoff, and can and should wait until structure and sound are firmly grasped.

Frankly, I doubted this and wanted to be shown. Next day I was. Using the rods, Nobuo Akiyama simulated people, trees, gardens, ponds, park benches, trains, bus stations, bus stops and had the class giving a lively account of a chat with "Cha san" and "Momo san." It was convincing, especially when, to reassure queries about what students should be saying, Nobuo said that at the beginning of a lesson he had a general story in mind and was ready to accept a good sentence and reject an obviously bad one.

The remainder of the afternoon was given to further demonstration of how the English word charts could be used for brief composition practice and how simple pictures could be used to generate short descriptions and stories.

OXFORD UNIVERSITY PRESS

SHORT COURSE **INSPOKENENGLISH**

Intended for students of American English who have "recognition" knowledge of the language but need improvement in aural/oral skills. The aim is to develop both mastery of the main structures and a more extensive vocabulary. A variety of situations offer experience of several styles of the spoken language.

The course consists of texts, using language in meaningful contexts; drills on particular structural points, often requiring selection rather than simple repetition; and written exercises, arranged in workbook style, for reinforcement.

Book. ¥1230 Cassettes (5) ¥24,300

The Tokyo office of Oxford University Press is expanding its local publishing and is always interested to hear of ideas for new materials (in British or American English) and to consider manuscripts for possible publication. For information about Oxford publishing in Japan, the U.S. and the UK, please contact:

Oxford University Press
 Enshu Building
 3-3-3 Otsuka
 Bunkyo-ku, Tokyo 112
 Telephone: (03) 942-0101

BOOK REVIEWS

The Language of International Finance in English: Money and Banking,
English for Careers, Regents Publishing Co., Inc., 1976, 4860.

Jane Wieman

I picked up a copy of this book at the January meeting of KALT because it looked relevant to the needs of the translators at the company where I was working. It turned out to have much useful information for me, too not in terms of language but in terms of the contents. The background and working details of international finance are intricate and difficult to grasp in any language, but this book does a thorough job of explaining the many technical terms and procedures involved.

The text is divided into ten units, each containing a glossary, vocabulary study (which I found was not particularly useful), a reading section (in which the special terms are italicized), questions for comprehension and discussion, and exercises.

The reading sections are verbally very dense and require careful preparation by the teacher (especially if he is not familiar with the subject matter being presented) if the class is to be effective. Adjunct materials like a monopoly set, rods, etc., can help clarify the material by providing concrete examples. In trying to understand floating rates of exchange, my group pretended to be different countries with currencies represented by pencils and goods represented by books, and we acted out trading under different circumstances.

The book is well illustrated; its halftone photos are somewhat dark, but the line drawings are good and the examples are all pertinent and well done.

I found the "vocabulary study" useless and the discussion questions a little bare, but open to developing a genuine discussion. Current newspaper or trade magazine articles, or actual examples from the students' work, served to exemplify and concretize the rather theoretical material being presented and discussed.

The "review" could be used as a test if testing is desirable, or for further work on the vocabulary and concepts. The fill-in-the-blank questions serve only as a check on memory without indicating whether the student really understands the concepts and procedures represented by the terms,

Some comments on this book by the director of the translating section where I used it:

This introductory textbook offers systematized basic knowledge which will help the translators improve their job performance. In particular, Units 1, 3, 4, 6, 9, and 10 contain important and fundamental terms directly relevant to our business.

In view of the above I think it desirable for each of the translators to have one copy of this guidebook for their better understanding of economic and business writing. For better translation of such writing it would be a good method to have a workshop once or twice a month. At this kind of workshop we might have assistance by specialists in foreign trade, finance, and accounting.

I suggest that in this workshop we have discussions picking up some of the questions given in "Discussion" of each unit of the book. Needless to say the translators are required to read before hand the part(s) of the book relevant to the topic of discussion at each session,

In addition to this book I would like to have two more books in "The English for Careers Series:"
 The Language of Accountng in English (#18512)
 The Language of Advertising and Merchandising in English. (#18S20)

--Shoji Nakatsugawa

As it turned out, the two additional titles were not yet in print. We did arrange to order enough copies of #18504 for all the translators in the International Department through the Regents representative (Mr. Tetsuo One) in Tokyo, and although the order was rather small (twelve copies), we were given a ten percent discount and received the order within a week of placing it.

This text and the others in the series are intended for high intermediate and advanced students of English who need to develop communication skills in a specialized field. I think that the author has succeeded in filling that need, and that teachers or language consultants who are working with people interested in or actively engaged in these specialized fields will find this book and the others in the series very worthwhile.

An Elementary Refresher Course, by L. A. Hill, Oxford University Press, London, 1976 (second edition).

Charles E. Adamson, Jr.

According to the author's introduction this book is "to provide... material for practicing points of English structure which they should already have covered, but which experience has shown to be particularly resistant to correct use." To do this there are 36 chapters that each present a point in context and in contrast with similar items. Each chapter consists of five parts plus pen-and-ink drawings. Part 1 is a short piece in which the point for the chapter is printed in heavy print. The picture provides the context for this piece. After studying Part 1 the student is asked to turn to Test A (Part 2) at the back of the book. This test is the same as Part 1 except that the words in heavy print have been omitted. After completing this test and checking the answers by referring to the main text, the student completes Test B (Part 3) which is also at the back of the book. Test B is similar to Test A in that the student must provide the missing word; however, there is a new context which is illustrated by a new picture. The answers are provided for this test. The student may then turn back to the main text where there are Notes (Part 4) explaining the contrast dealt with and a dialog (Part 5) for further practice. In these dialogs the student is given a number of alternatives to choose from. Many of these alternatives force later choices and all of them help ensure understanding by the student.

Although the author does not indicate who this text is aimed at, it has been this reviewer's experience that the text is best suited for students in their teens. Adult students have indicated to me that the simple themes and limited vocabulary gave the book a juvenile aspect that detracted from the book's value for them. However, this reviewer believes that with the proper presentation this book could be effectively used with any students when used as a supplementary text. The book could also be used as a primary text for a revision course. It would provide between one and two hours of material per chapter depending upon the expansion provided by the teacher and the method of using the dialog.

In closing it should be noted that there is also an edition of this book by Hill and Toshi Watanabe (Delta Texts, Oxford University Press, Tokyo, 1976), in which the Notes are presented in Japanese. The Japanese introduction to this edition states that it is for Junior High School students.

A Short Course in Spoken English, by Ronald Mackin, Oxford University Press, 1967, 1975, 41230.

Charles E. Adamson, Jr.

This book is actually a revision by Marcia Evans of Mackin's original 1967 publication.

According to the teacher's introduction this book is "intended for those who have already studied English...without achieving any real mastery of the spoken language." The book consists of 10 units and each unit consists of two texts (usually one is connected sentences and the other is a dialog), drills for each text, and written exercises. The text and many of the drills and exercises contain numerous black and white illustrations which look like they might be photocopies of the Sunday funnies. "Each text introduces several occurrences of a particular feature of the verb, but in such a way that the learner's interest is focused on the subject matter, the situation and the style, rather than on the grammar." The texts present a series of events from the life of the Parker family. The drills which follow each text are traditional audio-lingual "cue" drills in which the student repeats the item or changes it according to a cue given by the teacher. However, there are a very limited number of exercises that require understanding of the content as well as the grammar. The author recommends the extensive use of a tape recorder during the drilling. The written exercises tend to be "fill in the blank," "rephrase the question," or "answer the question"--again, little other than a basic understanding of the grammar is required of the student.

This reviewer sees the following as possible strong points of this book:

- presentation of the main features of the verb (phrase) in a single volume
- useful vocabulary presented in an interesting and sometimes humorous context
- many well detailed illustrations which could serve as the basis for communication practice

This reviewer sees the following as possible weak points:

- grammar points are not stated explicitly
- total concentration of the grammar on the verb
- long dialogs--three or more parts with about seven exchanges in each part

NOTICE

The International Department at Kanebo in Osaka is looking for a native speaker, probably part-time, possibly full-time, to check and rewrite English, translate, explain obscure English which is being translated into Japanese, and teach conversation/interpreting. Interested people should get in touch with Mr. Nakatsugawa, Manager of the Foreign Section, International Department, Kanebo, Ltd., 3-80 Tomobuchi-cho 1-chome, Miyakojima-ku, Osaka 534, telephone (06) 921-1231. A knowledge of Japanese is helpful but not essential.

. . . from the editor's desk...

Our organization has entered, to use the by now overworked phrase, "a state of flux and agitation," namely the switchover from the Kansai Association of Language Teachers to the Japan Association of Language Teachers. We certainly are JALT rather than KALT at this time; the size of the Kanto and Tokai chapters certainly justifies the dropping of "Kansai" from our title. The fact is that nobody anticipated the speed with which the organization would grow in the space of two years, and, speaking for the Executive Committee, who all donate their efforts to the organization over and above their regular jobs, I can say that even during the short time that some of us were gone for summer vacation, the organization, moving on its own momentum, passed us by, and we are now trying to catch up' with it. This is why this issue of the Newsletter is still labelled KALT. Matters will be discussed and formalized at the November convention, where we will be able to meet the majority of the members and discuss the changes that have taken place and will take place in the future.

Good news is that JALT has become an affiliate of TESOL in the U.S., which was one of our goals from the beginning. Having affiliate status proves immediately that we are a prestigious organization and offers us many indirect benefits as well.

By the way, apologies are due to those of you who waited for a July Newsletter! After the April Newsletter was late, the July issue, coming during summer vacation, just never got off the ground. I had a nice vacation, though!

The Kanto Association has appointed a committee to help with the Newsletter. They are Mike Joy, Shari J. Berman, and John Caldwell. Why not get in touch with them and offer to contribute an article?

Hope to see you at TEFL JAPAN 1977!

PUBLISHERS' DISCOUNTS THROUGH JALT

Newbury House	10% off U.S. retail price (Y300 = \$1.00)
Prentice-Hall	U.S. retail price (4300 = \$1.00)
(domestic postage charge is extra)	

Pre-Registration Form

	JALT Members	Nonmembers
A Plan (5 meals, 2 nights)	¥15,000 (¥17,000*)	¥18,000 (¥20,000*)
B Plan (4 meals, 1 night)	¥13,000 (¥15,000*)	¥16,000 (¥18,000*)

regular registration fee

Register by using the postal cash-transfer form provided below (both sides) or use the standard form available at any post office, being sure to write your telephone number, institutional affiliation, your choice of plan A or B and preferred roommates, if any, on the reverse of the left-hand "harai-komi tsuchi-hyo" (払込通知票).

Forms stamped on or before Oct. 15 will be eligible for the lower pre-registration rates. Note that the deposit is non-refundable, the balance being due upon your arrival at the convention site.

Non-members may join JALT and become eligible for the lower member rates by including an additional ¥4,000 with the transfer form.

Complete information will be sent to all pre-registrants as soon as it is available.



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O X F O R D U N I V E R S I T Y P R E S S

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you will enjoy trying his new collections of humorous anecdotes just published by Oxford University Press:

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Each set of stories has been recorded and will be published on cassette this autumn together with an Answer Key to the exercises in the text. Price: about 13500 per cassette package.

Although graded to the same levels as the first series, the stories are more modern in subject and are accompanied by a wider choice of exercises.

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