

Why Is Clarissa Conscious of Peter's Pocket-knife ? — Her Anxiety and Depersonalized Mentality —

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Mrs Dalloway is a very symbolic story which was written from V. Woolf's point of view of the world as seen by the sane and insane concurrently.

In this paper, we begin to pay special attention to Peter's habitual "pocket-knife" which symbolizes his dependency. Next, we discuss the function of the pocket-knife in Clarissa Dalloway's depersonalization. Because of her peculiar mentality, Peter's knife triggers perpetual anxiety in the depth of her conscious, and she feels threatened with psychological death. We understand Clarissa's anxiety and awful fear of death come from the split between the primitive unconscious and the conscious as seen by insane Septimus' lack of feeling and schizophrenic detachment from his circumstances. Lastly, we examine the images of "waves" and "mirrors", which give Clarissa the power to have continuity and integrity in her existence. As a result, she can overcome her fear not only about the death of her ego but also Septimus' suicide that his doctor informs her of in the middle of her party.

Thus, we conclude that V. Woolf reveals the possibility of an integrated world of the insane and the sane in the figure of Mrs. Clarissa Dalloway.

Death in Milton (4) — *Lycidas* as a pastoral elegy —

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John Milton wrote *Lycidas*, a pastoral elegy, for his friend, Edward King, who died at 25. The plan is to compare *Lycidas* with *The First Idyl* by Theocritus and to discuss why Milton adopted this style for *Lycidas*.

The Relationship between Professional Training for Certified Care Workers and Welfare Volunteer Activities

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The purpose of this paper is to clarify the relationship between professional training for certified care workers and welfare volunteer activities. Questionnaires were sent to graduates from a training school for certified care workers. To analyze the data, we divided the graduates into three groups. The first group consisted of graduates who felt that welfare volunteer activities which they experienced at training school were useful (useful group), a second group consisted of graduates who had neutral feelings (neutral group), and a third group consisted of graduates who felt the experience was useless (useless group).

As a result, we found there are two relevant relationships between professional training for certified care workers and welfare volunteer activities. One is the influence of welfare volunteer activities on professional training for certified care workers, and the other is the influence of training for certified care workers on welfare volunteer activities. In the former case, it was found that the useful group thought that volunteer activities served a professional education function but not a liberal arts function. In the latter case, it was found that graduates in the useful group exhibited positive images, appropriate attitudes and a greater tolerance toward volunteers at their institutions.