

'81

# THE S.S.

## Malaysia's Daunting Prospects Ahead

BY HARVEY STOCKWIN  
KUALA LUMPUR—Malaysia is returning to the path of parliamentary democracy after having temporarily abandoned it after last year's racial riots in the Federal Territory of Kuala Lumpur.

VOL. 15  
COMMORATING 15

KANSAI UNIVERSITY

OF  
FOREIGN STUDIES  
E. S. S.

30 Minutes a Day  
TIPS FOR MENTAL HEALTH  
Want to bolster your mental health and your child's? "Mental health," according to Dr. David Goodman, is more than just a rural Chinese's dream of ginseng when you're pressed for time. It's the mental health and your child's.

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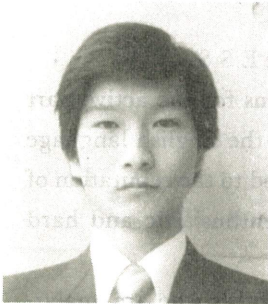
...the end, the compromise... if the radical... the front... diverse views... the radical... mately win... Russian Position... Their eventual victory does... not necessarily mean the... ascendency of Soviet influence... In terms of the... the Soviet Union would grea... bably... In many cases, the... found their partners... heavy in-... a future, it... at least has implicatio... In policy in this... path between modera-... Daunting Prospects Ahead... the Tunku's great and visible of their subordinate... sorrow wholly hold build the river of not politically and Malay... did not ment of their subo... after Malaysia's political as a result of the drift of I... the last successful introduction in economically between... of the emergency Malay right and the Chi... racial riots, left... Tunku's compromises hav... For the Chinese ex... Chinese reaction 4... entrenched the young in ti... the young in ti... incongruities gre... These exper... had bi... On n... very nat... (why sho... produce roa... numbers?)... I was in the... but did not kno... there. I accosted... who stopped briskly... and decided he did... Asking me to follow... a right about turn... me to some office work... young men were work... was not a police post... The young men... the piece of pa...

Be  
Ourselves!



# GREETINGS

## BE OURSELVES!



The theme on this particular occasion deals with being yourself. I would like to tell my feelings concerning why I want to set this theme at the University Festival.

We, all members of E.S.S, already experienced many routine events, such as the Spring Camp, the General Meeting, the Recitation Contest, the Summer Camp, etc. And now we are going to have the last big event 'the University Festival'. These events are the commemorative events for all of us, and we shall always remember every minute of all events in E.S.S. forever.

I am writing this greeting or I should say, my essay just after I experienced the Summer Training Camp held from July 22 to 27, '81. Therefore I will give you my soul-searching of the Camp. This will give you a little information about E.S.S. of this year and also will help you to understand the reason for setting the theme above.

The theme of the Camp was 'DASH TO YOUR STAGE'. We had a very good Camp indeed and we as staff members really gave our best to have a very successful and enjoyable Camp. But I had some uneasy feelings about the Camp, which resulted from just consequence in the Camp.

When we had a meal in the dining room, I saw many intimate people sit together making up several groups. The people of the group didn't intend to unit as one through all the Camp days. This was partly because we had a large number of people which made it possible to form such groups easily but mostly because we had some inflexible idea that made us bashful to sit down with unknown people. This seems to give me the idea that this type of incident can also be applied to an international-level of discontent or intercultural communication gap.

I have often heard that we, Japanese are apt to make groups abroad and we don't easily open up our minds and feelings to the people of other countries. This is the very big hindrance to bridging the communication gap between Japanese and overseas people. The idea of Japanese insularism or groupism is nothing but an inflexible idea. Now we have to break such stereotyped ideas, preconceived ideas and prejudice. Act freely. Think freely. Open up your minds and feelings to all the people over the world. Speak up your own voices to your friends, neighbors and unknown people.

The confidence to believe in yourself and the attitude to be yourself will give you and the Japanese very hopeful futures and community.

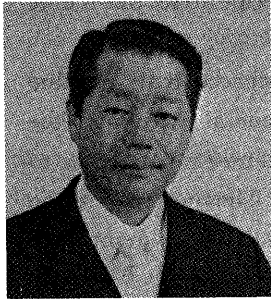
Success or failure depends upon what our generation thinks and acts.

My best appreciation to all of the authorities of the Kansai University of Foreign Studies.

Good Luck to our younger generation

A handwritten signature in black ink that reads "Koji Shirokane". The signature is written in a cursive, flowing style.

## To the Members of the E.S.S.



I extend my greetings to all members of the E.S.S.

I wish to express to you my congratulations for the active part you are taking promoting further knowledge of the English language — both written and oral. You have all contributed to the reputation of Kansai Gaidai and I am proud to have such enthusiastic and hard working students.

Many opinions are expressed today by linguists who are analyzing the methods which are used today in Japan in teaching the English language. Some deplore the over-emphasis on translation and insist on an oral approach; a few criticize the poorly written textbooks; other blame the poor result on psychological grounds — that is, that the Japanese tend to live in groups. In schools, students learn the rules of grammar, memorize important phrases; but once out of the classroom they gather in groups and speak only Japanese.

Each foreign teacher apparently has his own idea as to which is the best method and is likely to prepare his own textbook. A coordination of all these ideas would have great merit — this is easily said but difficult to realize.

What I would like to emphasize in this message is that whoever your teacher is or whatever text you use, the basic factor as to whether a student learns the language or not depends entirely on the student himself. Is he alert to the intricacies of the language? Does he take time to analyze the language, comparing it with his native tongue? Does he conscientiously memorize phrases so that he becomes thoroughly accustomed to the rhythm and nuance of the English language? Does he go out of the way to listen to spoken language as often as possible? Has he selected a speaker or a writer whom he wishes to make a model for his language study?

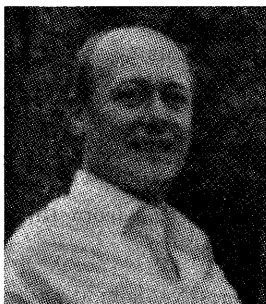
My final advise is for students to have a definite goal. Do not simply imitate. It does not matter whether you are a slow learner. The important thing is for you to make full use of your intelligence.

Keep your hopes high. Your future is bright.

*Sadato Tanimoto*

Sadato Tanimoto, LL.D President

\*\*\*\*\* MESSAGE



The E.S.S. held their Summer training camp at Shiga Heights in Nagano Prefecture. Mr P. Kelley and myself had been invited to judge the two important contests, speech and debate. The journey there was far from tedious. I was not entirely surprised to find that the many new roads we drove on were not marked on Mr Kelley's 10 year-old road map. Nevertheless, careful enquiry led us to our destination.

Although it was a hot July day when we left Osaka, it became noticeably cooler as we began our final ascent (in pitch darkness).

Shiga Heights is a well-known Winter skiing resort. In Summer, the visitor can enjoy hiking and cool nights. There are numerous hotels built in tiers on the mountain slopes.

Late though our arrival was, the Management of the E.S.S. quickly made us feel at home. Next day was a busy one. There were, I think, about 16 contestants in the speech contest which took place in the morning. It went smoothly. The judge is attracted by what is said and how it is said. That is to say, the recitation should be stimulating and presentable and, above all, the English must be reasonably fluent. A debate on whether the voting system in the U.N. was impartial or not followed in the afternoon. The debate proved most entertaining and it was obvious that the participants had done a fair amount of research on the subject.

It is the practice when handing out certificates at the various contests I have attended for the person presenting the certificate to say 'Certificate' followed by the usual words — 'This is to certify that ... has won 1st place in ... contest', etc. The word 'certificate' is totally unnecessary. What should be said is 'Congratulations' followed by the usual words, as above. Or, of course, at the end of the presentation. It rather reminds me of a man reading a newspaper article to his wife and begins by saying 'Newspaper'. 'It says here that two boys jumped into a river to save a drowning dog', etc.

My best wishes to the E.S.S.

*George Macpherson*  
G. Macpherson

P.S. Mr Kelley assures me he will but a new map soon!

MESSAGE \*\*\*\*



Summer seems to pass so quickly. It doesn't seem possible that more than two months have gone by since the E.S.S. had its 'Gasshuku' at Shiga Kogen. I was able to attend the 'Gasshuku' and was impressed by the enthusiasm of all those who participated. As usual, there were speech and debate contests, and the students who participated in them were very well prepared. I'm sure everyone gained a lot from the experience.

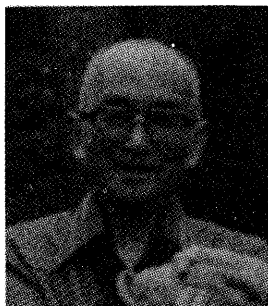
It is now the time of year when the university festival is held and the E.S.S. members will have another opportunity to exhibit the achievements of their club activities. This experience, too, should prove to be very beneficial to those who take part.

There is one area, however, where I think the members of the E.S.S. should give their special attention. I sometimes feel that more effort could be made toward developing ties with the many foreign students who come to study at Kansai Gaidai. Meeting with these students from abroad can be a very rewarding experience. It seems to me that if the E.S.S. is to continue to develop and grow, it must always look outward.

Also, I hope that the E.S.S. will be even self critical seeking advice from outside in order to best determine its strengths and weaknesses. In this way, I'm sure that progress will be made and that the E.S.S. will be able to make a valuable contribution to campus life.

Finally, I would like to extend my best wishes to everyone in the E.S.S. and hope that you will find joy and satisfaction from your club activities.

Paul M. Kelley  
Paul M. Kelley



E S S の委員から求められて、この稿を書くことになったが、僕の経験した E S S は、諸君の参考になりそうもないが、英語学習の経験を語り、併せて僕の E S S の経験を述べることにする。

僕は中学に入るまでは英語はおろかローマ字すら全く知らなかった。入学した中学校は青山学院中等部で、キリスト教主義の教育をし、毎日キリスト教の礼拝があり、外人の宣教師も校内に住んでいて、英語の先生でもあった。

中学に入学したのは大正7年で、僕は十一歳余で、小さな中学生だった。初めて習った英語の先生は三人で7時間あったが、外人の先生は発音符号で教科書を表記し、その通り読めれば正しい英語と言われた。日本人の先生はリーダーの直訳先生で、What do you do? 「汝は何をなすか」と言ったやり方であった。もう一時間は英習字であったが、この先生は70位の米国紳士で、大きな手で私の小さな手を握って指導されたが、のそののように冷たかったことが

今でも思い出される。日本語の習字の下手な僕が、英語字に手の上がる筈はなかった。最初の学期の英語はall 四が丁であったことを今でも忘れえない。

英語は上級学校に入ってもある、これでは困ると言って、夏休みに家の知合のアメリカ婦人のもとに練習に行かれた。メイ・ラッセル先生と言う方で、毎朝一時間約一ヶ月に亘って、書取りの訓練だけであった。

このメイ先生のお蔭で、それ以後は中学校の英語は上級になっても苦勞もなかった。四・五年になると級友にならって受験参考書の類を何冊か読んだ。関東大地震の年大正十二年に旧制高校を受験したが、失敗に終わった。欠陥は数学にあったらしいので数学で評判な神田の某予備校に入り、午前中だけ青山学院の高等部の英語師範科に入学して英語はこの方にまかして、次の年の再受験を期待した。

ところが大正十二年九月一日の関東大地震で神田の予備校は焼けてなくなり、佐伯優三と言う先生のすすめて下さった英文学書の読書に惹かれて、受験を断念して青山学院で英語の勉強を続ける気持になった。佐伯先生は、この位は読んでおけと英文学の名作を指示され、その本の外註の仕方を教えて下さった。更に研究社の英文学双書と言って、英文学の名著百数十冊を特価で買えるコネまでつけて下された。

青山学院にはESSクラブもあって英語演説では東京の大学専門学校の間で実力を認められていた。ESS運動(=研究会)も盛んであった。僕はそれには始めは参加しなかった。独りで読書するのがよいんだと豪語していた。それだけではない、ESSのメンバーを冷笑したような挙動もあった。そのなまいきを憎んだESSの委員長であった某君が、小憎くらしく思ったか、僕に一度お前もESSでスピーチをやってみろ、と言う。謙虚にあやまってしまえばよかったのを、若気の到りでよしやってみせると予選に出た。結果は十数人中の二番であった。これで面目は立った、大会に出ずに済む、と安心した。第一席は昨年 of 全国大会優勝者、その次だからまあ面目が立った、と安心した。ところが、関心をもっていた学校当局が、昨年と同じ学生が出たのでは「青山に人無きに似たり」新人を大会に出すべし、ということになった。私は固辞したが赦されず、僕が全国大会に出ることになったのには驚いた。

これから先のことは一昨年 of ESSのクラブ誌に私の書いたところである。ハッケルマンというドイツ系の米人だが、とても雄弁な宣教師が、私の拙文を訂正して読んでくれたのを、私はその通り模倣したのである。英文毎日の英語演説大会大正十五年秋の部に優勝したのも、こんな不心得と生意気とインチキからであった。

なおアメリカの大学のジュニア・コースには演説法 Public Speaking という課目がある。二三年前に交換教授で本学に来ておられたミネソタのブステイバス・マドルファス大学からの先生も、public speakingの御担当で、その雄弁な話し方と発声法には、本学御在任中、われわれも感嘆せざるを得なかった。

最後に言うておく。how to speakとwhat to speak ofとがある。どちらが大事か。後者が大事だ、と言いたいのだが、そうとも断言できない。雄弁は金だと言う。僕は決めかねています。

ESS顧問 荻野日博道教授

# EFFECTIVE COMMUNICATING ABILITY



Japan's international role is obviously growing. Already, with second largest gross national product in the free world, next to the United States, the nation is regarded as the most important economic unit in Asia. It is the Asian sector of the trilateral community of advanced industrial areas consisting of North America, Western Europe, and Japan.

In political and social affairs of the world, Japan does not loom as large as in economic affairs. Yet there is increasing demand for Japan to assume wider responsibilities in the non-economic aspects of international life. And in these affairs, Japan is actually taking more initiative.

All such fields of international activity require effective communication. As a matter of fact, neither Japan nor any other nation could survive long without good communicating ability. Especially in the case of Japan, which is so short of natural resources and so heavily populated, the ability to communicate effectively in the global community is essential to the livelihood of the nation.

This necessity is demonstrated in the constantly increasing number of Japanese business corporations entering into international operations. Corporations that are moving rapidly into various types of overseas operations are constantly searching for persons with this ability. However, communicating ability alone does not fulfill the total requirements sought in prospective employees. Individuals must also have creativity in various business activities, including marketing, production, etc. But the ability to communicate effectively is a common requirement that is desired of engineers, sales managers, production planners, designers, and nearly every other type of personnel needed in a corporation. The special fields of activity into which new employees are assigned, such as designing, engineering, or marketing, are fields in which the employee is trained through experience and supervision, after joining the corporation. Communicating ability, however, is a somewhat different field.

The ability to communicate effectively with peoples of other countries through the proper use of language is expected to be a personal asset already well developed when the individual joins the corporation. While there may be various programs of training sponsored by the company in developing language ability (for example in English), such programs are only supplementary to the basic ability already possessed by the employee.

The ability to write and speak effectively in a foreign language such as English is like physical strength, quick reflexes, and stamina in an athlete. The physical assets alone do not make an athlete. Much training in the skills and spirit of a sport must be acquired before the



\*\*\*\*\* MESSAGE

person can become an accomplished athlete. But without the physical assets, the person could never expect to be a good athlete. Communicating ability is a basic requirement for persons aspiring to success in any international activity. As important as interpreters are, and will continue to be, in international communication, they cannot replace the individual who can communicate directly in an international language. And the need for such persons is increasing daily.

For one's own success, or even survival in an expanding international community, as well as for the survival of the nation, dedicated preparation in the art of effective communication in an international language like English is essential in whatever career one might choose.

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Vice Presidents

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for University

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for Junior College

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Literature Section

Yoshiaki Okamoto

History Section

Kiyotaka Maeda

Politics & Economics Section

Shinzo Kadota

Interpreter-Guide Section

Hiroko Miyake

Practical English Section

Mari Irooi

Discussion Section of J.C.

Ichiko Hirota

Drama Section

Miki Nishijima

# **An Explanation of the E.S.S.**

Our club, the E.S.S., means English Studying Society, and not English Speaking Society. The reason why our club is called so is that our aim is not only to promote English but to get much knowledge based on English and we think of English as a sort of tool to get in touch with others. But the E.S.S. only gives us an opportunity to develop our talents, so whether taking advantage of this opportunity or not, it depends on each member.

Now there are two kinds of activities in the E.S.S... Section Activities and Grade Meetings.

## **Section Activities**

It is composed of four sections each in university and junior college which are the Discussion Section, the Politics & Economics Section, the Literature Section, and the History Section in the university and the Discussion Section, the Interpreter-Guide Section, the Drama Section, and the Practical English Section in junior college.

## **Grade Meetings**

Grade Meetings (Year Meeting) are held at lunchtime from 12:30 to 1:00 everyday. Each year's members (freshmen, sophomores and juniors) meet in separate tables.

The most important thing in this meeting is to promote friendship among each members. We made small groups to study English. These activities help us not only to develop our English ability but also friendship.

There are differences among each year's meeting. Freshmen aim at acquiring fundamental knowledge of English in this meeting. Sophomores put emphasis on speaking English. Juniors' aim is to learn English through discussion.

At lunchtime though most of us are hungry we gather and have the Grade Meeting. It should be an enjoyable time. We usually try to have fun meeting. We do various kinds of things; for example, we have discussions about many topics, we have games in English or we discuss some interesting books. These are some kinds of activities we plan to do during our Grade Meetings.

After all, we E.S.S. members, love English. English is our sweetheart. She is very charming. We always make efforts to catch her. The Grade Meeting is one of good chances to approach our sweetheart.

Our club's management consists of the Committee and the Leaders' Conference. The former is the highest planning and executive organ of the organization. The latter is the meeting of eight section leaders. Each body has been discussing various plans and problems in order to unite and improve our club.

We have had many impressive events in 1981.

FEB.	Farewell Party
MAR.	Spring Lodging
APR.	Club Recruitment of Freshman General Meeting

- MAY Welcome Party  
Recitation Contest
- JUNE Start of Section Activities and Grade Meeting  
Joint Discussion for Freshmen  
Language Festival  
Joint Discussion with K.F.C.
- JULY Summer Training Camp
- NOV. University Festival  
Debate Contest with Kobe City Univ. of Foreign Studies  
Joint Discussion with Kansai Univ.
- DEC. English Oratorical Contest  
(Five Universities of Foreign Studies)  
Christmas Party

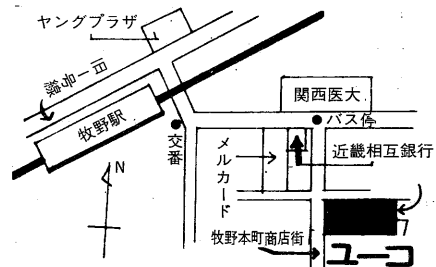
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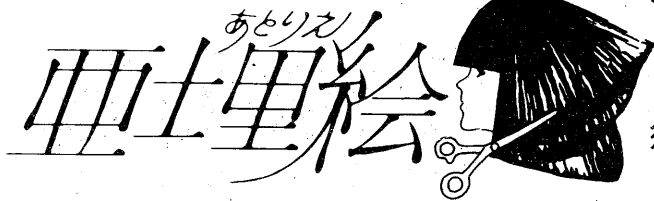
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# Voices from each Section

## Interpreter Guide Section

I'm very happy to have the opportunity of introducing our Interpreter Guide Section.

This year we have chosen 'Interview Interpretation' as our annual title. Until last year we mainly studied about interpreterguiding. Interpreter-Guiding is, of course, one type of interpretation. But we would like to widen our views and knowledge of the entire field of interpretation. In order to attain this purpose, we have chosen this title this year, as the first step; and we present it to you in ad-hoc interpretation style, which is the basis of all interpretation. At this University Festival we will demonstrate 'Interview Interpretation' and show you what an interpreter is like.

First I will explain the line of the interpretation for you.

### THE WORLD OF INTERPRETATION-PRECISE, SPEEDY, ARTICULATE

Now what is interpretation?

It probably occurs to your mind that an interpreter is a master of language, or an international communicator, when you hear the word 'interpreter'. Undoubtedly you think this profession is brilliant. In any case, the art of interpretation is to catch the contents of the speaker **PRECISELY** and to inform the receiver with **ARTICULATE** expression as **SPEEDILY** as possible.

What styles of interpretation are there?

First, ad-hoc interpretation which is fundamental; and anyone who studies English can do this.

In consecutive interpretation, after listening to the speaker for about ten minutes, the interpreter translates the speaker's remarks, referring to his own taking notes. This style requires particular memo.

In simultaneous interpretation the interpreter translates what the speaker is saying simultaneously, or while he is speaking. It is usually using a headphone and a microphone. Though it is the hardest type of interpretation of all, it is the only kind recognized as formal interpretation by the authorities.

Where does the interpreter work?

Interpreters can be divided into three kinds according to situations.

The conference interpreter usually works at international conferences and another serious situations.

The social interpreter functions at negotiations, lecture meetings, for multiplex television and so on.

The interpreter guide is necessary for sightseeing. He is, what you call, a guide.

In this way you see interpreters work everywhere.

To what point must the interpreter attend?

He must be trusted by the people present.

If the interpreter loses the trust of his listeners, all his excellent ability of English will be in vain. Therefore, must be modest and warm. He also needs the ability to estimate the situation and to understand the subject under dispute or the points of the topic being discussed.

He also needs to be an expert in languages.

Needless to say, the interpreter had to master both English and Japanese. He must constantly practice listening, speaking, comprehending English and also using Japanese. Very definitely the interpreter cannot practice listening comprehension too hard.

He must also be a man who has general knowledge.

The interpreter must know about politics, economics, society, culture, science, and the way of thinking of each nation. It is said that it is the interpreter who first laughs at a joke being told.

He must interpret literally.

The interpreter must not be subjective nor merely summarize the contents of what the speaker is saying. However, sometimes he has to change it a little in order to express it precisely.

Finally so as to finish his job successfully, the interpreter must try to have a lot of stamina, courage and a cool attitude.

How do we study interpretation in our section activities?

Generally there are six kinds of practices for the interpreter. They are to learn words or idioms — especially technical terms — to develop the ability to concentrate, to summarize speeches, to improve listening comprehension, to study effective expression and to know how to deliver from the speaker to the receiver.

As for our section, in order to improve listening comprehension, we use 'Interview English' tapes for listening comprehension tests at every section activity. Also, we practice interpretation by means of reading, public speaking, repetition and so on.

In general, the content of interpretation is about politics and economics around the world; but now these problems are very complicated and difficult, and we have only two years, so we can't study these problems and interpretation at the same time. Therefore, we selected the topic of Japanese Culture, which is relatively familiar to us students of Foreign Studies. We've already interviewed several foreign students about Japanese Culture. Well, what do they think Japanese Culture is? Please experience 'Interview Interpretation' at our section.

The above-mentioned are the internal activities of our section.

From now on I'd like to introduce you to the external activities.

## **The J.S.G.F.**

Our section belongs to the Japan Student Guide Federation (J.S.G.F.). Through this organization we can discover a true estimate of our own English ability. In this Federation we can also compete with other colleges as English guides. Therefore, it is most important for our section members to participate in the J.S.G.F.. The purpose of this Federation is not only to highten the level of our knowledge and culture through its activities, but also to render service to international friendship and world peace. This Federation holds a Joint Discussion in June and a Guide Contest in December as annual events. Especially in the Guide Contest we can see the proper characteristics of a guide and also acquire new knowledge of Japanese Culture.

This Federation consists of six clubs; and this year we fortunately had a joint activity with Ryukoku University E.S.S. Guide Section, one of the six clubs, in the style of a 'Walking Tour' June 28. For this event we went to two temples. One was the Kiyomizu Temple, and the other was Sanjusangendo. As you know, both of them are located in Higashiyama Ward of Kyoto City. First, in pairs we guided Ryukoku members about Sanjusangendo and walked to the Kiyomizu Temple. Nextly, keeping the same partners, they guided us about the Kiyomizu Temple in the same way. These two temples are very famous in Japan; and what is still better, there are a lot of interesting episodes about them. We found more interest in Japan and Japanese Culture than ever before. Though we were tired, we had a wonderful time with the members of R.U.E.S.S.

Lastly, I hope today's presentation will be something good for you and I sincerely hope our section will continue to develop its content on the basis of this attempt and the other traditions of this Interpreter Guide Section.

Thank you  
Hiroko Miyake  
Leader of Interpreter Guide Section

## **Practical English Section**

It is my great pleasure to introduce the activities of the Practical English Section to you. First of all, what is Practical English? Can you define it? This becomes a main problem every year. Comparing Practical English Section with other sections in the E.S.S., for example, the members of the Discussion Section improve their English ability, knowledge, and discussion skill through acts of discussion: and the members of the Drama Section improve their voice control, pronunciation, and acting ability through plays. However, we don't have a clear method. We cannot define Practical English, because it is very obscure. At any rate I want to introduce our activities to you.

Our purposes are to improve our English ability and to communicate with in mind each other deeply through our activities. With these purposes, we have done many things that we

wanted to do. We have had our Section activities four times a week, and met for an hour and a half at a time. First, we had a 'Reading Aloud Time' for twenty minutes, then corrected our pronunciation, intonation, and delivery, using a short story. For the next hour we studied short daily conversations from the textbook named 'A Handbook of American English Conversation'.

For example: Bob: I'm sorry to have kept you waiting.

Mr Clark: That's all right. What happened?

Bob: I've just had an important call.

Mr Clark: Have you?

Kate: Would you mind opening the window?

Mr Brown: No, not at all ... How's this?

Kate: Fine. Thank you so much.

Mr Brown: You're welcome.

We memorized these conversations and dramatized every situation in front of other people. Also we gave some advices and made comments about each other's pronunciation and intonation. In these conversations, there are many idiomatic expressions. We thought such practice was very useful for us as members of the Practical English Section.

Recently many people go abroad on just trip, honeymoon, business, and so on. At that time, they stay at a hotel and may have to place an overseas call from a foreign country back to Japan. Not wanting to be in trouble in such cases, we want to know how to place an overseas call and how to check in or out at a hotel, and so on. In June we studied roughly how to place an overseas call the kinds and contents of overseas calls, and telephone conversations. In July we studied about 'Hotels' for our last summer training camp. To speak in more detail, we studied various situations and conversations, like; 'How to reconfirm and check in', 'Room service' 'How to check out', and so on.

Besides these, we used the LL system every Friday. We watched some videos, 'Melody', 'SESAME STREET', 'Higher Education in the U.S.A.' and we had a hearing comprehension test. We want to improve our hearing ability by using the LL system.

For this university festival, we have decided to study many things concerning going abroad by airplane, and 'The formalities of making a voyage', 'Making a passport', 'Check in' and so on. If you don't know about these, please visit our section. Let's study together!

By the way, can you understand now about our activities as Practical English Section? From now on we will do many things which we really want to do.

We hope you will enjoy our activities. Thank you.

Mari Ioroi

Leader of Practical English Section

## Discussion Section of Junior College

Almost all of us E.S.S. members entered this club to be good English speakers, expecting an atmosphere which makes us feel English. And the Discussion Section of Junior College members have touched English through "Discussion."

Now I look back on my one year and a half years' experience of touching discussion, and discussion has always required various kind of efforts. Sometimes it required one to think over one thing deeply, again and again, until it became a concrete one. Sometimes to explain in detail or to persuade others by using English. And it also necessary to listen to others carefully to understand. As above, I'm sure that discussion helped us very much to think and converse in English, and improved us during the past one year and half. This is our way to achieve our purpose that we study discussion in English and brush up our English and brush up ourselves through the themes of discussion.

This year we have studied two subjects. These are "Education" and "Abortion". To some extent they exist around us. "Education" nowadays we can easily find many violence or delinquency in newspapers. "Abortion", I mean artificial abortion, now in Japan is decreasing year by year. But on the other hand teenagers' abortion is increasing because they have abortions, for so called economical reasons.

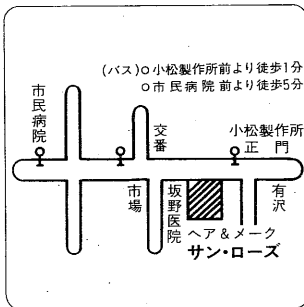
We have been doing activities with emphasis on these three points. First point is enough proof. That means we prepare evidence for discussion. When we want to say one statement such as, increasing, decreasing, many, little etc. the statement needs some data to support it. The second point is relationship. It is to explain the relationship enough between two things. For example when we analyze one problem, we need to find evils which came from the problem, it means bad influence because of the existence of the problem. Next we need to find the cause which is a reason why the problem exists. This is only an example of how one thing is connected to another. Therefore discussants are asked to explain the relationship according to each topic. A statement without any relation to others makes no sense. In order to do this we are asked to have a good command of English for explanation; also to have an opinion which is deeply considered. The third point is passion. During discussion, any statements should come after. When we want to say something we have to raise our hand by ourselves. In a sense it does mean that if we don't raise our hand to speak, we are allowed to be silent speakers. When I take the chairmanship, I don't like to appoint someone to conduct the discussion. Rather I like to wait to find someone who raises her hand positively. Passion enables us to make discussion interesting, active and positive. It is our spirit, so called "Tan dis spirit". Someone says, "Tan dis spirit is expressed well when we take the first opinion saying 'opinion!' in a loud voice." Or someone says, "Tan dis spirit, I think that is an attitude. Tan dis members always try to speak." I can not express this in one sentence or so. But as long as our section exists, I'm sure that "Tan dis spirit" will be handed down.

This years discussion went as follows.

March	“Education in a society”	Spring training camp
June	“Seeking for Japan’s prosperity”	K.F.C.
July	“Education at school”	with Stella Maris Women’s College
July	“Abortion”	Summer training camp

I hope that the Discussion Section of Junior College will grow to a larger and steadier one. And I do hope all members of my section will be good discussants and good speakers in the E.S.S. Lastly I greatly appreciate this chance to introduce my section.

Thank you  
Leader of Discussion Section of J.C.  
Ichiko Hirota.



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サンローズ

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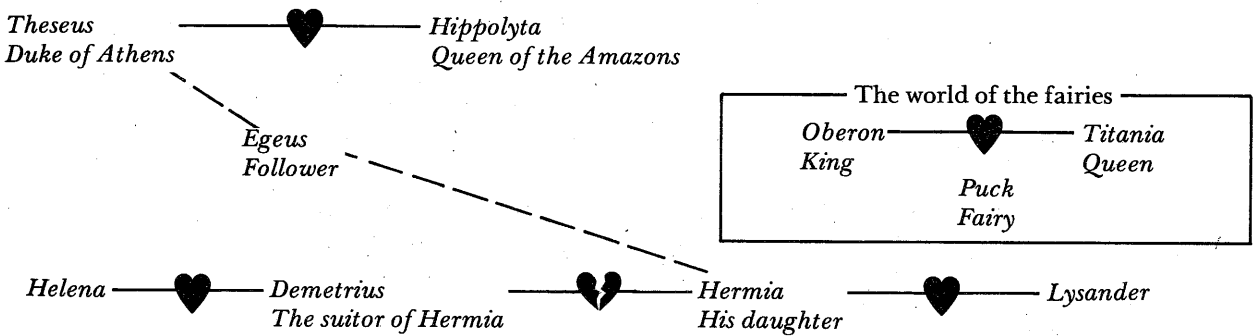
# Drama Section

- use your whole self- your mind, your body, your heart
- really listen, really talk
- express yourself
- there is only one you
- relax
- enjoy yourself
- feel free
- imagine
- act out

## Our Success in this School Festival

It is a great pleasure for us to have the opportunity to perform drama in this school festival as our goal in the E.S.S. This year we have challenged the famous play by Shakespeare, "The midsummer night's dream." It requires excellent ability to perform. But we venture to play this scenario. Of course, the Shakespeare's play is classical British English, so we translated it into American English. Besides we arranged this scenario for the musical.

## The Characters in the Play



The Clowns:

Quince . . . . .	a carpenter
Bottom . . . . .	a weaver
Flute . . . . .	a bellows-mender
Snout . . . . .	a tinker
Snug . . . . .	a jointer

In order to perform a good play, we have to have a cooperative spirit among those who engage in it. The harmonious cooperation which appears on the stage fascinates the audience. Now the most exciting moment has come for us to reap the fruits of our labours.



## **K.E.L.U. (Kansai English Language Union)**

We join in K.E.L.U. The goal of K.E.L.U. is to learn English through drama recognizing that English Drama is one of the best ways to improve our English ability.

This year, Yumi Yamada and Chieko Kondo took part in the 19th K.E.L.U. Festival. They played the musical, "The sound of music." They had a very good experience and taught other members what they learned through this festival.

And we challenged the scenario reading contest sponsored by K.E.L.U. It was first experience. Our title was "The happy prince" written by Oscar Wilde.

## **Why Use Drama?**

Language is not living English without your will, feeling and thought. And when you communicate, you must take the time, the place and the situation into consideration. Drama is communication. It contains various situations and real conversation. Emphasis is put on situational and practical conversation useful in daily life.

## **Our Practice**

For us Drama members, it is necessary to have the basic practice. Let me explain our activities.

### **Voice-control**

1. Radio Gymnastics
2. Tention
3. Breathing Practice
4. Projecting Voice

### **The practice of pronunciation**

1. Movement for jaw and tongue
2. A to Z
3. Short S and Long S sounds
4. Vowel sounds
5. Consonant sounds
6. Tongue-twister

### **Pattern practice for movement**

1. Tension
2. Facial expression
3. Emotion expression
4. Pattern practice (We use a text book "English through Drama" edited by Yoko Narahashi who is a composer, and a director.)

Through these Drama exercises, we can get a lot of advantage, for example, co-operation, friendship, creative faculty, imagination and so on.

## **The Stage Effect**

Each of us is not only a character but a stagehand in our Drama section. So we must practice how to act and have knowledge of the stage effect. We can learn it in the workshop by K.E.L.U. let me describe the stage effect.

1. The sound effects.
2. The lighting effects.

3. The setting.
4. The costume.
5. The make-up.

In this way, we create the English Drama. I'm very happy if you understand our Drama section.

Finally, I would like to express my hearty thanks to our supporter and audience. Drama is individual experience in everyday communication. We, Drama members continue to make efforts to communicate.

Thank you  
Miki Nishijima  
Leader of the Drama Section

## **Discussion Section of University**

### **Why Discussion?**

**GROUP THINKING:** "Discussion", I mean, a group discussion. It requires a few persons in a group, who talk about a subject in question and strive to seek a mutually satisfactory solution. The common expression, "two heads are better than one" explains that group thinking is superior to individual thinking, which I quote from the authorized book on discussion and debate "ORAL DECISION MAKING". Various ideas are reflected in the discussion, these ideas vary from one person to another. As a result, the participants have a greater opportunity to broaden, and push deeper into the subject, and find a better solution than individuals working alone could do.

**THE EXAMINATION PROCESS:** They won't expect that just talking simply leads to the solution. What I will regard as important to them in discussion is the process before producing the best group opinion. That means, to be more precise, analyzing the common problem critically and logically, considering all aspects of it, and expressing their views. Because the best solution depends heavily on the examination process.

**ATTITUDE:** The participants must play a key role to make the discussion interesting and useful to themselves; they are always required to have aggressive attitudes when expressing themselves, and listen carefully to what the other person is saying in order to understand his or her point of view. Discussion often helps them develop such attitudes and stimulates the desire to acquire further information or to absorb further knowledge about the subject with logical thinking.

### **Our Aim to Discuss**

**FEATURE:** We, the members of the Discussion Section of the University try to deal with all sorts of topics concerning society during the meetings, unlike the other sections which

specialize in a field and have one theme for a year to research. So we extend our minds into different fields by several discussions, or rather "Joint Discussions" with other universities, and form or organize our own definite opinions through taking part in the discussions held throughout the year.

"GIVE AND TAKE": The first thing that I would like to mention in this section is that we discuss common problems in the second language, English, that we have been studying at school. So we sometimes feel difficulties in expressing ourselves in English. That is partly because we are in the process of learning and trying hard to acquire it. It is absolutely necessary that we give our best each day in our practice of English, so we can be good discussants. However, I certainly believe that discussion can contribute to the improvement of our English abilities, too. It offers a lot of opportunities to use the language, so it is up to us whether or not we take advantage of them effectively and develop those abilities. For instance, every time we have a Joint Discussion, there are some members who are enthusiastic over discussion and endeavor to read some useful articles about the subject in newspapers or reference books written in English, so that they can learn the English equivalents for the Japanese words they have known or how they must present their thoughts. Also, discussion serves as a stimulus, as I made a remark on this point earlier, to expand our minds, enlarge our awareness, and respect people who have views different from ours. Now, I can get to the point. There exists a "give and take" relationship between discussion and the members. Discussion acts as our teacher which trains us to be good discussants, giving opportunities to us. We, the members make great efforts to obtain the best discussion by participating in discussion and self-English learning. The more the relationship works, the more energetic our Section will be! I also believe that the increase of "give and take" leads to promote the Discussion Section spirit, mutual understanding, and cooperation among the members.

### Section Activities

We have put emphasis on the discussions scheduled for a year in our Section activities because we must play an active part in the Joint Discussions to be held with other universities as the representative of the K.U.F.S. E.S.S.. Hence we have reviewed the techniques of discussion and studied logic and English which are definitely significant elements in oral inquiries.

I thought that "Debating" and "Public speaking" were effective ways to learn logic and English, so I introduced them into the Section activities.

"DEBATING": We dealt with some debatable topics, including a title for a Joint Discussion, and learned just how to argue the points of them and organize the opinions logically.

"PUBLIC SPEAKING": We utilized it to learn not only English, for example, correct pronunciations and expressions, but also how to persuade listeners by making short speeches on given topics or favorite texts, which is very useful and advantageous in presenting opinions in discussion.

And just one more thing. We have tried to use the method that we call "rapid reading" to

improve our reading ability because whenever we hold a joint discussion, we must read fast and better comprehend the books required studying, in other words, understanding the books that are written in English.

### **Joint Discussions and an Event during My Tenure of Leader of the Section:**

- |                  |  |
|------------------|--|
| 7 December, 1980 | “Seeking for Stable Supply of Food” with Kyoto University                        |
| 21 June, 1981    | “Ideal Education of the Youth” with Ritsumeikan University                       |
| 28 June          | “Seeking for Japan’s Prosperity” (The 16th Open Discussion sponsored by K.F.C.)  |
| 5 July           | “Euthanasia Problem: Whose life is it, anyway?” with Kyoto Women’s University    |
| 10-11 July       | The Discussion Section of the University “Rapid Reading” Training Camp in Hotani |

Thus we have worked on the joint discussions and an event seriously throughout the year in order to fulfill our aim which is that we become good communicators as well as good discussants. I sincerely hope that the members will actively strive to reach the goal.

Finally, I would like to express my thanks and appreciation to the 45 highly-motivated members of the Discussion Section for their nice cooperation.

“Time for Discussion! On your mark. Get set. Go!”

Thank you very much  
YASUHIRO NAKAMURA,  
Leader of Discussion Section  
of University

## **History Section**

Do you know why the world has been divided into two parts, the West block and the East block after World War II? Now almost all the countries can’t survive without co-operation with other countries, for example, Japan is the second largest country in terms of G.N.P. in the free world. Japan has a great productivity, but Japan can never exist in the world without importing natural resources, foods and crops and so on. The world-wide co-operation should come first so that all the peoples in the world can live happily.

This year our history section takes “Detente” as the title for this year. We are going to explain to you how the world is changing after World War II, what the present situation is, and how it will change or how we should change it for co-existence. This problem is a concern for our daily life.

## \* Historical Trace in Brief After World War II

After World War II our world was divided into two blocks, one is the capitalist block, the other is the communist one. Even now the two blocks continue confrontation, especially in the military field. We can call this confrontation between the two blocks "the Cold War". World War II left vacuum zones, which were the defeated countries and the countries freed from the colonial control, for example, Germany, Poland, Bulgaria, Hungary and so on. The Soviet Union succeeded in taking advantage of the presence of a victorious army in those countries, and they became communist countries. We can see the Soviet expansionism from soon after World War II. That is why after World War I the Soviet Union was invaded by Germany, therefore the Soviet Union has wanted to get something to protect herself from attacks.

One more reason comes from Marxism. We can have an interesting story from Marxism, which is "the existence of the capitalistic countries never fail to cause a war." These two thoughts let the Soviet Union protect herself and expand its power to other countries. Referring to Germany, after World War II Germany was under the rule of four countries, the United States, England, France and the Soviet Union, but relations between the East side and the West side in Germany grew worse because of a different policy in the establishment of a government in Germany. In this way the two blocks have continued confrontation. Let us now review which policies both sides took against each other. First of all, the Truman Doctrine (March in 1947), Truman, president of the United States, declared that the United States of America would help reconstruct ruined countries' economies by World War II. First this plan went to Turkey and Greece. Taking this principle in 1948, the Marshall plan was issued. The aim of this plan was to assist European countries to reconstruct their economies under anti-communism, and European countries accepted this plan, organizing OEEC. After the Korean War broke out, the Western block strengthened the economic blockade against the communist countries, which was conducted by establishing COCOM in 1950. Against such policies and economic blockades of the West, the East also established an economic organization in 1949, which was called COMECON. The aim of this organization was to make a self-supplying system by bilateral cooperation.

From the military aspect, the expansion of communist power in east central Europe, the Berlin blockade and the Korean War alarmed the Western powers. This is why the United States, a leader of the Western block, intended to build up a collective-defence against the Soviet Union, the Rio Pact (1947), the NATO (1949), ANZUS, the U.S.A. and Japan Security Treaty (1951), the U.S.A. — the Republic of Korea Mutual Defense Treaty (1954), the SEATO (1954), Middle Eastern Asia Collective Defense Treaty-Organization (1955) and built up "Containment" of the Soviet Union. In order to counteract these policies, the Soviet Union also attempted to build up a collective defense in the Eastern block, the U.S.S.R. — China Treaty of Friendship, Alliance and Mutual — Assistance (1955). NATO is the main body in the Western collective self-defense. Members; the U.S.A., England, France, Canada, Italy, Portugal, Belgium, Luxembourg, Holland, Denmark, Iceland, Norway, Greece, Turkey, West Germany. In the Paris Agreement (1954) two decisions were made, 1) the rearming of West Germany, 2)

the admission of West Germany into NATO. It was the rearming of West Germany that the Soviet Union feared most, especially the possibility that German troops might have atomic weapons. In 1955 as a countermeasure, the Warsaw Treaty, Members; the U.S.S.R., Poland, Czechoslovakia, East Germany, Hungary, Rumania, Bulgaria and Albania. In these ways, the East and West sides were divided economically and militarily. The Cuban crisis in 1962 was the typical confrontation between the United States and the Soviet Union. In 1962 diplomatic relations between the United States and Cuba was broken off. Communist countries, especially the U.S.S.R. gave military and economic assistance to Cuba. The U.S.S.R. also sent bombers with nuclear weapons and intended to build up a missile base in Cuba. This was the great threat to the United States, because Cuba is very near to the United States. Therefore the United States carried out a naval blockade to prevent Cuba from strengthening its offensive power. After exchanging notes between Kennedy and Khrushchov. The U.S.S.R. promised to remove missiles and bombers from Cuba. This crisis was the first one in which there was a possibility of nuclear war. After this crisis, A hot line, a telephone between Moscow and Washington, was established because of the fear of war. Economically speaking, in the second half of the 1950's the economic brockade was eased, and the trade between the West and the East blocks were promoted because both blocks could revive their economy. Promoting the trade between the two blocks would be needed to develop their countries further. In 1969 Nixon became the president of the United States. He wanted to promote "Detente" through the Viet-nam peace treaty, the visit to China, and the SALT I talks with the Soviet Union. At a glance, it seemed to promote "Detente". But after 1974, the relations between the U.S.A. and the U.S.S.R. became worse again because the U.S.S.R. interfered in the Portugese affairs and the Angolians affairs and the destruction of Saigon with North-viet-nameese troops. Here the U.S.A. knew that the interpretation of Detente was different between them. Then the U.S.A. thought Detente would be adopted all over the world, but the U.S.S.R. thought Detente would be adopted only between the U.S.A. and the U.S.S.R. In 1979 the U.S.S.R. invaded Afganistan. The relation between two countries got worse and worse. Moreover, recently some newspapers said that the U.S.S.R. is sending missiles to Cuba again, and the most surprising event is that president Regan's decision to produce Neutron warhead. When will this confrontation be ended? When do the two big countries intend to stop this confrontation? When can we live peacefully in our world?

Thank you very much  
Leader of History Section  
Maeda Kiyotaka

## Literature Section

When we are employed in reading a great and good author, we ought to consider ourselves as searching after treasures, which, if well and regularly laid up in the mind, will be of use to us on various occasions in our lives.

— HENRY FIELDING, On taste in the Choice of Books —

## **BUNGEI-BU OF THE E.S.S.**

You should do the work of reading a book by yourself. I suppose we have all, at some time or other, skimmed through a book. However, few people have skimmed through fiction. It is true that when you read, for example, such a thing as detective stories, you should regard their rhythm as important: but to me it seems that it is next to impossible to understand Ogai's or Hideo Kobayashi's works, by means of skimming through them. For their writing style was influenced by Chinese writing. When we thumb through their works, we can notice difficult words without a pause as the waves do. In my case, as I don't possess the knowledge of the cultural background of the Meiji Period well enough for understanding what he is writing, even if reading his works, I cannot get any satisfaction. Many times I get the same feeling while reading a book which was born overseas. It rises from the difference of culture, habit, language and so on, needless to say. The language barrier more than anything else gives us trouble in understanding what the author wants to say.

This year we have carried out researches into three novels, "MR, KNOW-ALL" "THE PROMISE" written by W.Somerset Maugham and "THE SUN ALSO RISES" written by Ernest Hemingway.

We make it a rule to read a fiction in its original form. As a matter of course, we have read Okubo's translation of "THE SUN ALSO RISES". Since we do not read a book for the book's sake, but for our own. The only important thing in a book is the meaning it has for us. It is not only our book's sake, but for our own. The only important thing in a book is the meaning it has for us. It is not only our business to judge it, but to absorb what we can, as the amoeba absorbs a particle of a foreign body; and every additional time that we read it we find new meanings and new beauties in it.

Thus we obtain a deeper understanding of human life from the reading of various authors.

## **WHAT ON EARTH IS READING ANALYSIS?**

The most important thing, in practicing "reading analysis", is not to depend only on your impressions or experience. Stephen Spender says, when two compatriots speak to one another in their common language, both are speaking against the background of a common environment, education and tradition. But when two people from different countries speak, each in his own language, then, on the assumption that each understands the other's language perfectly, a language difficulty arises which is beyond the difference of language itself. There is inevitably a collision of backgrounds, of tradition, of environment, which each language carries with it. The mere understanding of what words and sentences mean is not enough. To understand, each has to enter into the mental landscape, the history, the stage-setting of the other's mentality. The very same thing can be said in "reading analysis". Before doing research you ought to make a study of his mental landscape, that is, author's career. Unless you study his career when you are making a "reading analysis", it would be an unfailing resource of an imprudent man. You have to read, and besides, "between the lines" in order to get the most out of anything.

A great book, rich in idea and beauty, is a book that raises and tries to answer great fundamental questions, and demands great active reading. In short, as I mentioned before, you can't let your eyes glide across the lines of a book and come up with an understanding of what you have read.

During the past, I got wind of an insult made our section.

I heard the ignorant man's statement from a person. "I can't find the difference between the English class and the literature Section's activity," he said. Evidently he makes "a great mistake" in thinking so. There is a sharp distinction between them because we made a careful choice in determining which fiction to research by ourselves, whereas in the English class we don't have a careful choice in determining the topic. Our mental attitude in accomplishing our object in our section is clearly different from the mental attitude of having the English classes.

### **ERNEST HEMINGWAY'S CAREER**

Ernest Miller Hemingway was born on July 21, 1854 at Oak Park, a highly respectable suburb of Chicago. His father was a doctor and he was the second of six children. The family spent holidays at a lakeside hunting lodge in Michigan. Ernest ran away from home before joining the Kansas City Star as a cub reporter in 1917. The following year he volunteered as an ambulance driver on the Italian front and was badly wounded. After returning to America he began writing features for the Toronto Star Weekly in 1919, and was married in 1921. And he came to Europe as a roving correspondent and covered several large conferences. The next year, 1922, in France he came into contact with Gertrude Stein-later they quarrelled-Extra Pound, and James Joyce. He covered the Graeco-Turkish War. Then two years later he resigned from journalism to devote himself to fiction. "Three Stories and Ten Poems", was his first published work, which was given a limited publication in Paris in 1923. Thereafter he gradually took to a life of bull-fighting, big-game hunting, and deep-sea fishing. He visited Spain during the Civil War. During his later years he lived mostly in Cuba. Recognition of his position in contemporary literature came in 1954 when he was awarded the Nobel Prize for Literature. Ernest Hemingway died on July 2, 1961.

Thank you very much.

Pacesetter of the Literature Section

Yoshiaki Okamoto.



# Politics and Economics Section

This year we chose about "Energy" as the title for our research, which will discuss the history and future of energy problem. The research of our activity surely help us from our own opinions.

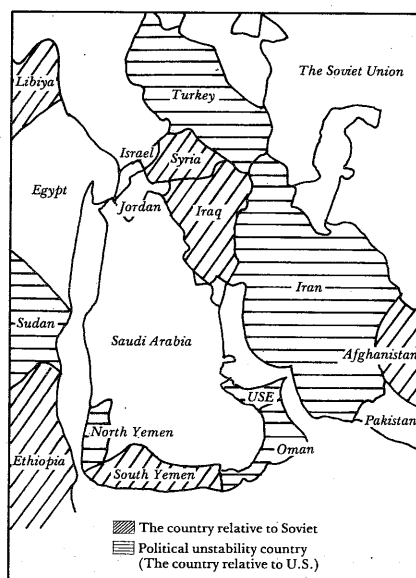
## SPRING TRAINING CAMP PERIOD

We have studied the oil problem as the first step.

1) International Oil Companies (Majors); The Majors exploited the Middle East oil through 1960s. At that time, they had a right to decide to what extent they produced oil. And they also monopolized tankers, selling routes and refining equipment. 2) OPEC (Organization of Petroleum Exporting Countries); The latter part of 1960s, oil producing countries were united to insist on their interests concerning oil because almost all benefits of oil went to the Majors. They were afraid that the amount of oil would be exhausted by the Majors before they would achieve the industrialization of their countries. 3) The first oil crisis; The oil price was increased 40% before this oil crisis. During the first three Middle East Wars, Israel occupied the Synai Peninsula, so Egypt tried to recover this territory. Israel was supported by the United States. Egypt was supported by the Arab countries. During the fourth Middle East War, Arab oil producing countries carried out oil embargo against the United States to weaken the relation between Israel and the United States. 4) The second oil Crisis; Iran is one of the Muslim countries, whose Shah was modernizing this country rapidly while ignoring the traditional culture. As a whole the living style of this country was improved, but that of the lower classes became worse than before. So the Iranian people overthrew the Shah in a revolution initiated by Khomeini.

## JUNE PERIOD

We studies the movements of the Soviet Union and the United State in the Middle East. The Soviet Union and the United States regard the Middle East as the key place to expand their power. Once the United States covered those area in 1960s however at the begining of 1970, the power of the United States was reduced relatively. Because the nationalism of oil producing countries rose little by little. On the other hand, the Soviet Union was always seeking the chances to obtain the relation with the Middle East countries. The following chart compares the power of the Soviet Union and that of the United States.



## **JULY PERIOD**

July 4-6, We had a training camp at Hotani to prepare for the Joint Discussion with Osaka University of Economics. The topics were as follows; Atomic Power Plant, Other substitute energies (coal, solar, natural gas, etc.)

July 12. Joint Discussion with Osaka University of Economics

July 22-27 Summer training camp at Shiga Heights

We had two debates concerning the present day's Energy problems.

Our first proposition was that Japan should prohibit Nuclear Power Energy.

### **Summarization of this debate**

#### **Negative**

- 1) The technique is not sufficiently advanced. So there is a possibility of radioactive material leaking.  
(Actually many incidents have happened for example; The Three Mile Island incident)
- 2) Nuclear power is not economical
  1. The price of uranium is increasing
  2. Building Nuclear Power Plants are costly compared with conventional power plants.
- 3) There are other alternative sources of energy. So Japan can cope with the shortage of energy.

#### **Affirmative**

- 1) They put top priority to the safety.  
There have been no accidents at Nuclear Power Plants that caused any loss of life.
- 2) Nuclear Power is the cheapest form of energy.
  1. The United States guarantees the stable supply of uranium.
  2. The price of uranium is more stable than other form of energy.

After this debate, we could recognize problems involving Nuclear energy. Negative's insistence was reasonable because, of course, Nuclear energy is dangerous if safety regulation are strictly enforced, then, I believe N.P.P. is safe. Affirmative's 2) point, the price of uranium is increasing but total cost of Nuclear Energy is still cheap. It seems that it will be very difficult to get enough coal in future. How can we find cheaper energies than N.E.?

As a conclusion, Nuclear Energy should be promoted in Japan on condition that priority is given to its safe usage.

The second problem that we debated was that Japan should have the IJPC (Iran Japan Petrochemical Company) complete the refinery which is in the process of being build in Iran. This project was almost completed in 1979 (85% of the project was completed). But at that time, The Iranian Revolution occurred. The work was interrupted and resumed in 1980. During Iran-Iraq war, Iraq attacked the refinery plant. So it became more difficult to continue this project. Because of the damage involved and damage caused.

## **Summarization of this debate.**

### **Affirmative**

- 1) Iran (Khomeini) thinks I.J.P.C. is the symbol of Iranian Revolution and friendly relation with Japan.
- 2) Iranian government guarantees not to enforce nationalization of this project. So Japan will be able to benefit from this project.
- 3) It is necessary to keep the Persian Gulf stable. If Japan withdraws from this project, there is a possibility that Iran would approach the Soviet Union.
- 4) If Japan withdraws from Iran, Japan would lose the keystone in the Middle East.

### **Negative**

- 1) Now this project is beyond the capacity of a private company. So if Japan continues with this project the Japanese government must help the company by money obtained by tax.
- 2) Now the domestic condition of Iran is too unstable to continue this project. Even if Japan completes this project, there is no assurance that Japan will be able to get stable supplies of oil from Iran.

After having both sides of the story, Affirmative was comparatively favorable. Japan is one of the advanced countries of the world. Japan must import resources from developing countries. Developing countries expect Japan to assist in the industrialization. What Japan can do instead of preparing itself military, it should contribute to more projects of this kind.

The world situation has become more complex situation as compared with the 1950s. At that time, the influence of the Soviet Union and the United States dominated the world. However 1970s and 1980s, the world was difficult. Especially the underdeveloped and developing countries appeared on the international stage by using world resources. So the world situation is becoming more complex. It is a heavy task for the Members of Politics and Economics Section to research what is the best way for Japan. We will surely reach this target in the University Festival. We cannot maintain our living style without the necessary resources. Whether we like it or not, there is no alternative but to maintain good relations with exporting of the world.

Politics and Economics Section Leader  
Shinzo Kadota

＝祝大学祭＝

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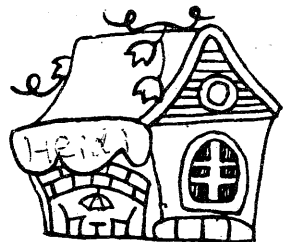
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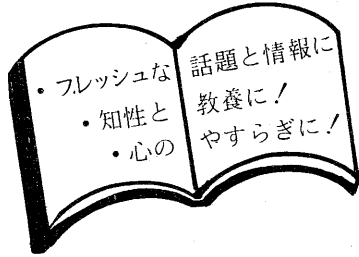
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# INTRODUCTION OF OUR ACTIVITIES THROUGH CONTESTS

## ENGLISH ORATORICAL CONTEST IN THE SPRING TRAINING CAMP, 1981

### 1st prize winner's speech ...

#### Real Drive for Certain Path

Last summer I had a chance to visit the United States. Although it was for a short visit, I enjoyed it very much through a homestay program. I visited two families. During the stay, to my surprise, there were a lot of Japanese goods such as automobiles, T.V. sets, radios, and tape recorders. Most of the automobiles that I saw on freeway were Japanese-made. One day I was invited to a dinner party. I was very happy to talk with them at my ease. As soon as I began to talk with them, one lady asked me, "You are Japanese, aren't you? I want to buy a car soon. Which is the best one, TOYOTA, MAZDA or DATSUN?" But as I did not know much about cars, I answered, "Oh? sorry, I do not know. It's up to you." Later at that party, I was asked the same question more than three times. And a different lady said to me, "I have a lot of Japanese goods in my house. They are very good. I love them." Most of the people I talked with said such a thing. But I had expected that I could make the best of that chance to exchange opinion about our culture and humanity. I was shocked indeed.

This experience may only show that our goods are very popular in the United States. But now it seems to tell more than just that. Recently in the United States and in Europe, an increasing number of people is criticizing that Japanese people are workaholics. But this criticism is not new. A decade ago, for example, we were called economic animals. In other words, from their viewpoint, the image of Japanese people has not changed at all.

Our country has made a remarkable progress from the ruins of the last war. We started from ashes and now rank second in the free world in terms of gross national product after the United States and third in trade after the United States and West Germany. However, we are in trouble now. Nations of the free world complain that they've had more than enough of our goods. In the international export market, we break into it by our excellent producing capacity and the development of new techniques. In the United States, the resultant increase in Japanese car export invited worsened business conditions in the auto industry. And in Europe the increase in Japanese car and T.V. set export invited stalemated economic situation. It is true that the trade imbalance is getting expanding by their sluggish importation. Thus the problem has developed into a political one. And this makes our relation with other countries worsen more. They blame Japan for their unemployment and trade deficit. However, economic difficulties do not seem to be the only cause of the problem. I believe the problem is our humility as well. I mean economically we have a lot of things that we are proud of to the international society. But

do we have anything that we can be proud of from the viewpoint of humility? In the process to become a big country, we had to work very hard to make place for ourselves. We were very busy producing and selling things. So while developing aggressive advance for our goods, we failed to show enough humanity in assisting other. For example, do you remember the big earthquake in Italy? Many people were killed there. At that time in order to help them a large amount of money was sent from many countries. Of course Japan was one of them. But surprisingly the money from Japan was only twenty thousand dollars. It was a hundred and fiftieth of the United States and a thirty-fifth of that from West Germany. I could not believe it. I felt ashamed to them as a citizen in one of the advanced countries. Do you think Japan fulfilled her responsibility as a big country? I doubt it. Thus while devouring economic benefits, we have refrained from assisting the developing countries which are not closely related to us. This fact shows that we expect their compensation whenever we assist them. So it goes without saying that they think us of workaholics or economic animal.

In the past we had to depend on the developing countries from lack of natural resources. And hereafter in order to feed the population of hundred and ten million and maintain our largescale economy, we will continuously have to depend on them. If, however, we are going to take the same attitude to them for the future. We will be criticized much more than before. And moreover the relation between Japan and other countries will be more aggravated, and we will find it hard even to survive. Therefore we have to clear ourselves from their suspicion. In order to do that, we must recognize that Japan is no longer a small nation which cannot accept such responsibility. We should take initiative in assisting them. And the assistance should not be based on the expectation of their compensation, but it should be based on the spirit of the humanity of international mutual assistance. When we will carry out such assistance, Japan will surely be recognized not only as an economic nation but also as a nation of humanity.

By Hiroyuki Nui zato

## **DEBATE CONTEST FOR THE NEGORO PRIZE IN THE SUMMER TRAINING CAMP, 1981**

**Proposition — Resolved; that the veto power of the Security Council of the United Nations should be revised.**

### **Background of the proposition ...**

The United Nations is responsible for maintenance of international peace and security, peaceful resolution of disputes among nations, prevention of aggression and so on. These are called procedural matters.

The primary responsibilities for performing these activities was placed on the Security Council, an organ so constructed and with voting procedures so defined that no decision other than a procedural one could be taken except with the concurrence of the five permanent members. This gave no assurance that no action could be taken against a permanent member or without its consent. This privilege which has been given to the permanent members is generally called "veto power".

### **Summary of constructive speeches ...**

#### **Affirmative 1st Constructive Speech**

Goal. . . . . the Security Council should be based on the equal rights to maintain international peace and security. (the veto power should be revised)

Definition. . . . veto power means the privilege which is given to five permanent members.

'should be revised' means to improve the present situation

Contentions . . . Many problems have been happened because of the veto power of the permanent members, and some of them may use this privilege without considering the peace of the world.

1) The veto power is an unequal right.

2) The United Nations cannot act efficiently and promptly for world peace because of the veto power.

#### **Negative 1st Constructive Speech ...**

Goal. . . . . the maintenance of the present system of the Security Council. (the veto power is essential to the maintenance of international peace and security)

Definition. . . . veto power means the privilege of five permanent members to refuse a resolution.

Contentions . . . We cannot achieve the international peace and security without considering the great powers of the five permanent members.

1) They have strong military power.

2) The financial contributions to the United Nations of the five permanent members is larger than that of other nations.

The U.N. actions are greatly influenced by permanent members in terms of their military and economies.

— Attack the affirmative's contention —

#### **Affirmative 2nd Constructive Speech ...**

Plan. . . . . The Security Council should take two steps in order to make decisions.

First step, they should have a conference which consists of permanent members only, and make decisions with the approval of 4/5 of them.

Second step, the Security Council should have a conference and make



decisions with the approval of 10/15.

- Advantages . . . 1) There would be equal rights for all the members of the Security Council.
- 2) The Security Council would fulfill its main purpose — maintenance of international peace and security — by adopting the plan.

### Negative 2nd Constructive Speech ...

Contention . . . . The present system, which means the consensus system is effective when the permanent members try to find a better solution. (Before taking votes among the Security Council, they try to hold meetings informally, discuss the matter and reach an agreement by taking consensus among them.)

The United Nations have learned through its history that consensus among the great powers is necessary to solve the problems of international disputes. The United Nations cannot carry out the plans of the resolutions without the support of the great powers such as the U.S. and U.S.S.R.

— Attack the Affirmative's plan —

debated by —

Affirmative

Kohji Hosokawa

Yumi Doiuchi

Negative

Yasuhiro Nakamura

Shinzo Kadota

Chief in Charge of Conversation

Hiroki Doi

# The E.S.S. for us

After entering the E.S.S. club, I have experienced and learned many things through the club activities. First of all there was a recitation contest which all freshmen had to overcome. Next event was freshman joint discussion with other universities at which we learned the pleasure how to communicate our opinions to other people. During the summer training camp, we participated in speech, debate, discussion during the course hour. Let me introduce my case. I belong to the discussion section of the university. So I took part in two joint discussions.

Through all the activities I experienced till now in the E.S.S., I realized one important thing. In each activity, I have always tried to manage to communicate what I wanted to say, but I couldn't do so to the other people and was disappointed at not communicating my opinions to others. Furthermore I always asked myself. "What is the most important thing in order to communicate my idea to others in English?" "Is it the English ability to communicate to others?" Yes, it is also important, but I think that the most important thing is contents, because even if I have enough knowledge of English expressions, I can't transmit my idea when I don't understand contents fully about one topic. "And then what does understandable contents mean and how can I do so?" In one word, it is thinking of contents constructively. If I can't think about it logically, maybe I can't understand enough no matter if I have a good command of English. In my conclusion, all languages including English and Japanese are the only means of communication. What is the most important for us is to think of constructive and logical contents through language.

My dear friends! Would you try to think about my idea constructively?

Yasushi Takagaki (freshman)

The end of this school festival means the end of our, juniors' E.S.S. life. We have to say 'Good-bye' to the E.S.S.. So I want to tell my memories of those days.

When I joined this club, I was injured by the great seniors. But I didn't feel pain physically. You see? I felt pain mentally. I could not believe they were Japanese. They spoke English as if they were Americans. I was very shocked. At that moment I decided to continue E.S.S. until the finish.

What does E.S.S. give me? I can say that I have grown by being an E.S.S. member. It gives me many chances to speak English in public. I am sure this experience makes me be talkative. And my personality has changed little by little. All my friends say 'You have become cheerful.'

I belong to the discussion section of the university. So I took part in many joint discussions between other universities and our club. They were very enjoyable. We made friends in other universities and also got stimulated.

We have annual events which are many parties, training camps and school festivals. I had a very good time in these events.

I have confidence to keep on acting in the E.S.S. for three years. And I want to say to each member, 'You have never seen such a nice club.'

Shigeyuki Tsuchiya (Junior)

The reason why I choose the E.S.S. when I entered this university is only that I like English and I want to be a good speaker of English.

When I enter upon the second university festival and I look back on the past since I entered the E.S.S., what kind of things could I get through this good club "E.S.S."? I am sure that I can say it is not only English but friendship, co-operation among the members, leadership as a senior, many kinds of human relations and so on, many things I could get.

I had many events until now, that is welcome party, recitation contest, joint discussions, Xmas party, the two training camps, debate contest and farewell party. Then did I perform my part creditably with my satisfaction? Unfortunately, I haven't found a suitable answer yet because we could not try too hard in performing each event. I might not have definite goal toward it. But now we have university festival. I think I'll be able to do my best to complete our activities during university festival. And at the same time we can give something to the E.S.S..

In this way, my image of the E.S.S. has changed perfectly. But unchangeable thing from the beginning is that the E.S.S. is a place to improve us on many various points if we have a mind to do so. I want to do my very best in performing my events and try perfect combustion in my university life.

Lastly, surely I can say that E.S.S. is a good club to improve us.

Masanori Yoshida (Sophomore)

# CONTESTS

I'm very happy to inform you of the members' activities through contest for the last one year. I'd like to congratulate all the contestants on their great efforts and glories.

## —1980—

- December 6      ANNUAL DEBATE CONTEST WITH KOBE CITY UNIV. OF F.S.  
Propositor —      Resolved ; that Japanese Government Should Institute a Program to Provide  
Self-sufficiency in Agriculture.  
Winner Team      Mr. Hiroyuki Tanaka (Discussion Section of Univ.)  
                         Mr. Yuihchiro Sono (Politics & Economics Section)
- December 21      THE 8TH 5 GAIDAI ENGLISH ORATORICAL CONTEST  
                         Mr. Masashide Ikawa (discussion Section of Univ.)  
                         “Stimulation For Paradise” participated  
                         Miss. Akiko Asano (Politics & Economic Section)  
                         “Your Own Sketchbook”

## —1981—

- March 30      ENGLISH ORATORICAL CONTEST IN THE SPRING TRAINING  
                         CAMP  
Winner              Mr. Hiroyuki Nuzato (Discussion Section of Univ.)  
                         “Real Drive For Certain Path”
- March 30      DEBATE CONTEST IN THE SPRING TRAINING CAMP  
Proposition —      Resolved; that the Standardized Entrance Examination For State and Public  
                         Univ. Is Not Fit For the Present Matriculation System  
Winner Team      Miss Rie Kashiwama (Politics & Economics Section)  
                         Miss Miki Nishijima (Drama Section)
- May 20      THE 11TH MAYOR OF HONOLULU ALL JAPAN YOUTH ENGLISH  
                         ORATORICAL CONTEST  
                         Miss Akiko Asano (Politics & Economics Section)  
                         “Making Language an Overseas Bridge”  
                         Miss Kazue Tamai (Drama Section)  
                         “Let's Build a Bridge Across the World”  
                         Participated in the elimination by cassette recording
- July 25      ENGLISH ORATORICAL CONTEST IN THE SUMMER TRAINING  
                         CAMP  
1st prize              Mr. Akihiko Serikawa (Discussion Section of Univ.) “Youth, a Time for  
                         Action”  
2nd prize              Mr. Akihiro Maruo (Discussion Section of Univ.)  
                         “What I Think About Nature As a Fisherman”

3rd prize Mr. Atsushi Fukukawa (Discussion Section of Univ.) "An Early Riser"

July 25 THE DEBATE CONTEST FOR THE NEGORO PRIZE

Proposition — Resolved; that the Veto Power of the Security Council of the United Nations  
Should Be Revised.

Winner Team Mr. Shinzo Kadota (Politics & Economics Section)  
Mr. Yasuhiro Nakamura (Discussion Section of Univ.)

While I was chairman at the contests, I was always moved to see the club members on stage, because I knew how much effort they had been making and difficult it was to participate in the contests and work for their section activities at the same time. Needless to say, to attend the bigger external contests was quite difficult for us. But by those valuable experiences and struggles, I believe, we E.S.S. members can get something very important from our university life as well as higher English abilities.

I certainly hope that all the visitors to this school festival will watch the fruits of our work throughout the year and lasting progress of our E.S.S.!

Chief in Charge of Conversation  
Hiroki Doi



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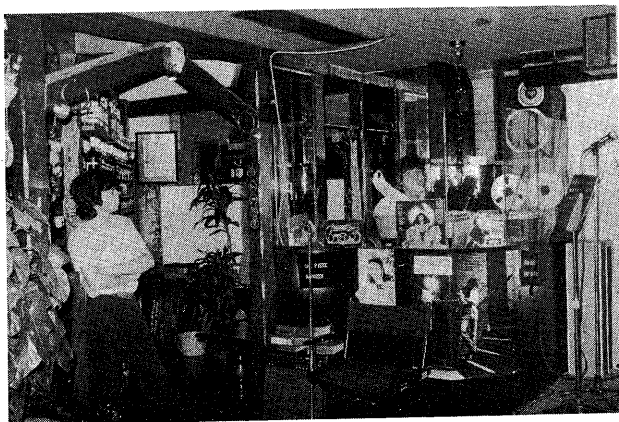
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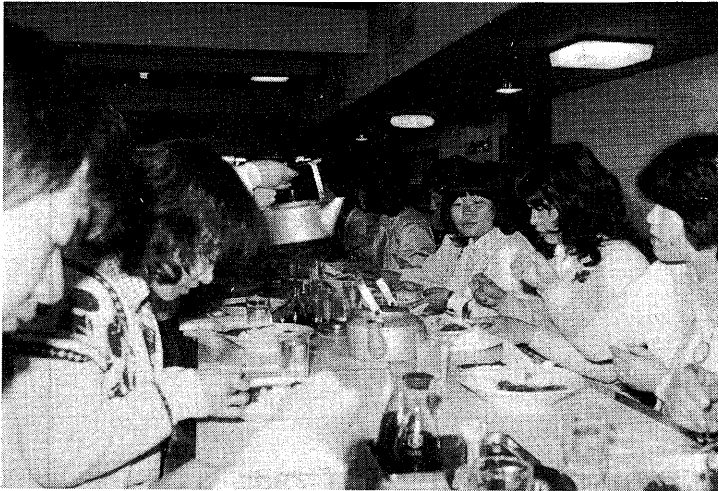
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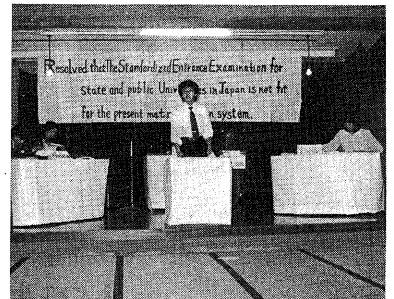
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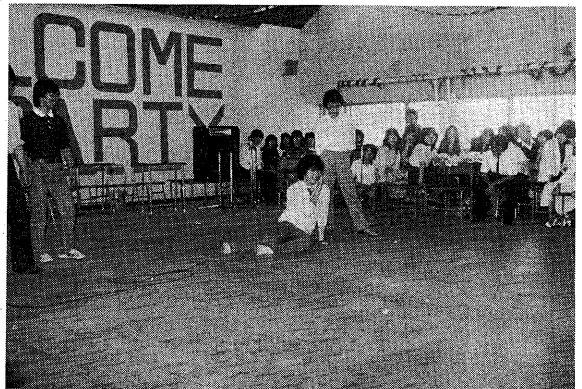


## CAMPS



We had two camps, the spring camp at Wakayama Prefecture and the summer camp at Shiga Heights in Nagano Prefecture.

## WELCOME PARTY



Some seniors played an exciting story watched by the freshmen at Welcome Party.





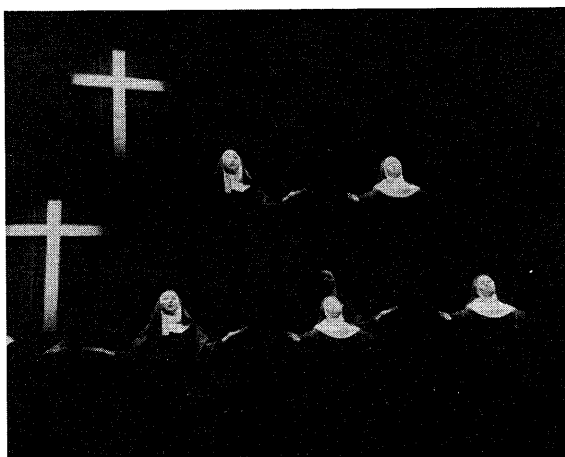
## RECITATION CONTEST for FRESHMEN

This was the first difficulty for freshmen to tide over.



## KELU FESTIVAL

Chieko Kondo and Yumi Yamada participated this great festival.



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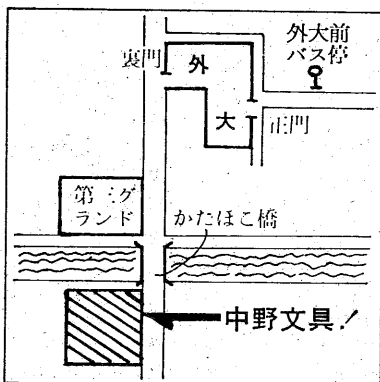
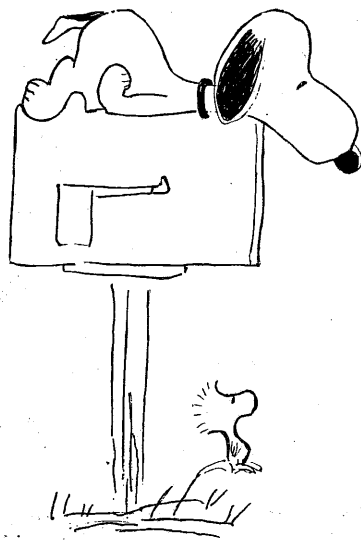
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ナカノ文具内

## From the Editor's Room

We are delighted to have opportunity to publish this pamphlet for our university festival. We tried as much as possible in compiling this pamphlet E.S.S. Vol.15." Now I hope this pamphlet will be a help for you to know about the E.S.S. Finally, we wish to express our thanks to President Sadato Tanimoto, to all Professors of K.U.F.S. and to all the members of the English Studying Society.

### The Editorial Staff:



Masahiro Nishioka	Fumiyoshi Kanda
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...the U.N. General Assembly for settlement. Sato emphasized that the U.S. would not help ease tensions between the U.S. and China. Administration leaders Tomomi Narita, chairman of the Japan Socialist Party, reading from a prepared statement signed by all the three chairmen, said: "It is of primary importance to the United Nations in order to develop the U.N. into a universal peace-keeping organization in the true sense of the term."

"Japan should not support the 'important question' formula which is blocking the United Nations. Japan to the immediate cease to cosponsor resolutions in favor of this formula."

Prime Minister Sato, as expected, rejected Japan demands, saying that "international peace and parcel of its public treaty with the Republic of China (Nationalist China)."

He said it would take time to improve relations between Japan and Communist China, and that his Government, therefore, does not intend to change its China policy in the near future.

...the U.S. Government plans to push development of international technology in this respect, would like to cooperate fully with the U.S. in the fight against pollution.

—During his talks with Nixon in Washington Saturday, Sato is expected to step up import and capital liberalization.

It is considered that the Prime Minister and the President will discuss ways to solve the long-standing Japan-U.S. textile issue.

Sato and Nixon are also expected to reconfirm their agreement on the return of Okinawa removed weapons in 1972 with Japan as that on the same proper.

The Sato-Nixon summit is likely to result in the formal establishment of regular machinery-level operation in combating environmental pollution.

Sato is considered likely to extend an invitation to visit Japan.

**Home to Pay Call On Sato in N.Y.**


LONDON (Kyodo-Reuters)—British Foreign Secretary Sir Alec Douglas-Home plans to call on Prime Minister Eisaku Sato in New York next Wednesday for a general discussion, British officials said here Friday.

Both will be in New York then for the United Nations General Assembly's 25th anniversary session.

It will be Sir Alec's first meeting with Sato since he was reappointed Foreign Secretary last June in Edward Heath's new Conservative Government. The meeting will enable Sato and Sir Alec to discuss East-West relations and Indo-China and other developments.

Sir Alec will travel with Heath on Monday to New York in a Royal Air Force aircraft. Heath will address the General Assembly on Oct. 12 after visiting Washington on the previous day.

Richard Nixon

**WANSAN UNIVERSITY**  
  
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**Skipper Sentenced**

ANCHORAGE, Alaska (AP)—A Japanese fishing boat skipper was sentenced to a one year suspended jail sentence and a \$10,000 fine for fishing inside the United States 12-mile limit by a U.S. district judge Friday. The sentence was handed down after Takashi Den-gawa, 30, captain of the stern-trawler *Kyoyo Maru*, pleaded guilty to the charge.

**Train Crash Kills 20 Korea Students**

SEOUL (AP)—Some 20 high school boys on a school excursion were killed or injured Saturday when a passenger train with carrying 88 kilometers east of Seoul, collided with a freight train.

A preliminary report said the students were from Seoul's Inchang High School and were on their way to an excursion trip.

Meanwhile, the Seoul Radio station said about 120 others were injured in the collision.

This was the second major traffic accident this week involving students on a school excursion.

Forty-five teen-age school boys were killed and some 30 others injured Wednesday when a bus carrying them was rammed by a train at a railroad crossing near Onyang, south of Seoul.

**Mideast Ceasefire May Continue**

UNITED NATIONS (AP)—The ceasefire in the Mideast may continue, U.N. Secretary General Kurt Waldheim said today.

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**JSP Mission to Peking** By **MAKURU OGAWA**

The Japan Socialist Party's Chairman, Tomomi Narita, will be leaving for Peking this Tuesday, for a mission where he will meet Premier Chou En-lai and Communist leaders.

There is something symbolic about Narita's trip at a time when the Prime Minister is making a visit to the U.S.