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GREETINGS

START FROM SCRATCH



One year was quite a short-term, time passed quickly like an arrow, when I recollect my presidency. Last December our new 16th E.S.S. was organized and began to make an effort to improve the E.S.S. We can definitely say we did it. Many characteristics of our club have made great progress as the member has demanded during this year.

The ever-lasting guiding principles of the English Studying Society are to be a good commander of English through researching various subjects, to promote an immortal fraternity among members through many events, to contribute to the advancement of English Education in the Kansai area, and to bring about international good-will and world peace.

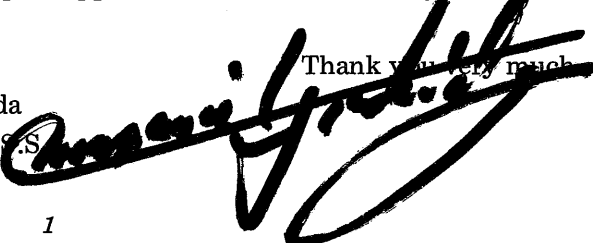
Under these kinds of direction, we decided to map out our courses as follows. First policy is that finding our way into the outside helps us to improve our standard of English and skills of debate, discussion and speech by stimulations from the E.S.S. of other universities. Many opportunities to improve English are open to us. There are a lot of high-level contests or meetings for university students. We don't want to be a person who is in hell, not knowing what heaven is. Second is to start from zero in making up each event. It has been sixteen years since the E.S.S. was established. There are many events that have great significance and importance for the E.S.S. We have to be special because it is we that steer the E.S.S.

Let me touch upon the significant aspect of a member of our club. We, being human beings, belong to some group; that is, society, family, university, club and so on. At any time for that organization, what are important characteristics of a member? Being alert, having personal opinions, presenting one's own way of thinking and reflecting one's opinion on the circumstances. These being of our own free will is our duty as a member. I say, 'ASK YOURSELVES; IF NOT US, WHO? IF NOT NOW, WHEN?' Then, we can attain our goal above.

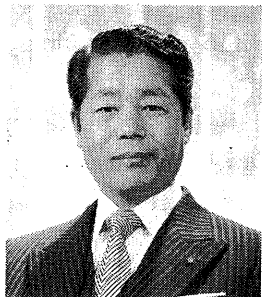
We have already performed our parts successfully such as the Spring Training Camp, General Meeting, Summer Training Camp, many speech and debate contests, Joint Discussion, and the face on the last biggest even 'University Festival.' We are high-spirits to attain our goal. Please see our final efforts during this year.

Finally I'd like to extend my deepest appreciation to the university authorities who support us at all times.

Masanori Yoshida
President of the E.S.S.

Thank you very much


To all the members of the E.S.S.

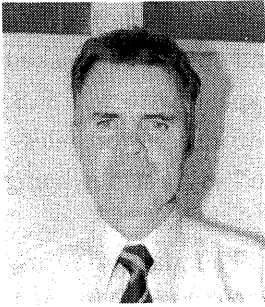


I wish to extend by hearty greetings to all members of the E.S.S. I am convinced through your activities that the E.S.S. has contributed very much in terms of intercultural communications, which I believe is exactly what Kansai Gaidai has been striving for. I always feel that we are walking together toward the same goal — better and deeper understanding of different cultures.

In order for us to ensure that this will happen, we should have as much contact as possible with people abroad. This is what our Tanimoto Memorial Hall for International Education has been completed for, and I feel this is a remarkable sign of our accomplishment. It is my strong belief that nothing but actual experience can truly teach what is necessary to be a person with broader understanding. With this purpose in mind we have expanded our international programs at Kansai Gaidai. I sincerely hope that more members of the E.S.S. will participate in these programs and make the best of them. Keep up the good work!

A large, stylized handwritten signature in black ink, which appears to read "Sadato Tanimoto".

Sadato Tanimoto, LL.D.
President



From time to time I find students asking questions regarding the ultimate aims of a university of foreign languages. Do you really have to go to a university to learn a foreign language? Well, the answer is no. You can become very fluent in a language without even taking a single course at a university.

Therefore, it seems quite obvious that a foreign language university must offer students something more than just the means whereby students can learn to read, write and speak a language. It must provide an environment where students can grow in knowledge and wisdom. They must have the opportunity not only to learn various languages but also to learn about the culture and way of life of the people who speak those languages.

It is my belief that the many clubs on campus contribute a great deal toward achieving this end. This is especially true of those clubs that have as their purpose the acquisition of academic skills as is the case with the E.S.S.

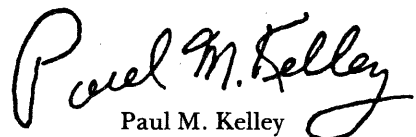
The many activities of the club are designed to help the members not only learn English but also assist them in gaining knowledge in a large variety of fields such as economics, sociology, history and literature. I am always amazed at how hard the E.S.S. students work in carrying out their research projects. When I go to an E.S.S. "gasshuku" or judge a speech contest I am invariably impressed by the efforts made by those participating.

And yet with all the hard work and loyal dedication that is evidenced, I still find that there is one area where progress can be made. That is in coordinating the club's activities with the activities of the university as a whole. For example, a student should never be pressured into cutting classes in order to carry out his routine duties as a member of the E.S.S. Also, a student should not be so entirely involved in his club that he is unable to do his home assignments, nor should he be denied the opportunity to pursue extracurricular contacts with teachers and students outside the E.S.S.

The E.S.S. has an important role to play in the university and it is my belief that with responsible leadership the E.S.S. will be able to achieve this goal.

The college festival is a good time for the E.S.S. to reflect upon how well it is assisting its members to become truly educated young men and women.

I wish you the best of luck in achieving your goals.


Paul M. Kelley



TO ALL THE MEMBERS OF THE E.S.S.

I was first introduced to the ESS at the Spring training camp in Tottori Prefecture this year. I had specifically asked to join this camp as I wanted chances to speak with K.U.F.S. students outside class. It was with some surprise, nevertheless, that I found I would have to "go it alone" my partner being indisposed.

However, my work was not hard. The day after my arrival I judged a speech contest and a debate. Both contests had been very well prepared; the speeches, in particular, were interesting and refreshing. They were a little different from speeches made by Englishmen, which of course is how it should be; Japanese and English thoughts are not always exactly the same, but it is very pleasing for me to hear Japanese ideas expressed in fluent (or fairly fluent) English.

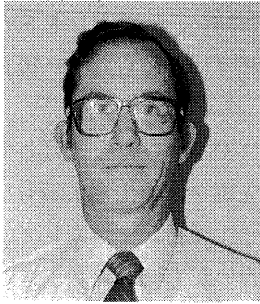
I was particularly impressed by the efforts made to speak English as much as possible (I understand that Japanese permitted only on the last day of training camp). This means that you are all living your daily life in English, which is a splendid boost to your study of the language, and a chance which may not often come your way. "Whatever you want to say, say it in English" is a motto which is doing you all a great deal of good.

Sometimes I wonder if it might not be a good idea to invite a few foreign students to your training camps. It would probably be an unforgettable experience for them (few students from overseas visit places like Tottori) and at the same time would strengthen ties of friendship between them and the E.S.S.

I think the E.S.S. is doing very well, and with persistent efforts, you will be doing even better. I hope to be able to take part in your activities again this coming year.

My very best wishes to you all.

Ralph Bosman
Ralph Bosman



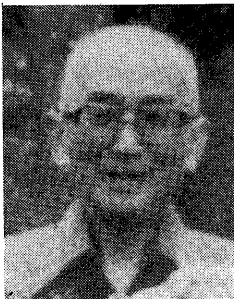
It is with great pleasure that my family and I remember the lovely mountains and delightful comradeships of the E.S.S. Club Summer Training Camp at Shiga Heights. The enthusiasm of the members for the study of English was both exciting and contagious. As judges for the speech contest and the debate, my wife and I were pleased at the high quality of the English spoken. The hard work and dedication of the club to mastering the English language was very apparent.

In spite of the club's high achievements, it would be a shame if the club was tempted to rest on its laurels. The members of the club must constantly examine themselves so as not to lag in their efforts for success. For it is only through untiring efforts that each member can meet his goal of mastery of English, as well as help the club make a creative contribution to campus life.

Work hard; play hard; and best wishes for the coming year.

A handwritten signature in cursive script that reads "Omer Prewett".

Omer Prewett
Exchange Professor
Gustavus Adolphus College
St. Peter, Minnesota, U.S.A.



二三年前のことである。本学のE.S.S.の求めで軽井沢の合宿に参加したことがある、学部と短大の学生百余名が参加した。教師側は外人2名と私であったが、百余名の学生が上級生の指導の下に一糸乱れぬ統卒の下に訓練を受ける熱心さは誠にみごとであった。実を言うと、いささか粗食であったが、誰一人文句を言わずに訓練に従っていた姿を見て、私ら教師側は、物価高の軽井沢の粗食に少しは音を上げかけた。何とか、我がままを押えて数日間の生活に協力した。不自由の中で、我々に気を使ってくれた幹部に心中で感謝した。そして、その統制通りの水際立っ

ていたのに心から感服した。

E.S.S.の先輩で東京勤務の方々十余名が、学生達の合宿に参加してくれた。十余名は一女性もおられたが一勤務する職場から自費でやって来て、後輩を激励してくれたのである。

勿論、これを機会に部の先輩達が相集って、日頃の無沙汰を破り、久しぶりの会合をもつのも大きな楽しみであったろうが、卒業後数年の先輩達が後輩のために集ってくれた姿に私は頭を下げた。

ORGANIZATION OF THE E.S.S.

Committee

President	Masanori Yoshida
Vice Presidents	
for Negotiation Dept.	Mitsuji Hirakawa
for Planning Dept.	Seiichi Nunome
for General Affairs Dept.	Masao Kobayashi
for Paymaster	Kumiko Ikuraha
Secretary	Ichiyo Ozaki
Chief in Charge of Conversation	Akihiro Maruo
Grade Leaders	
for Junior	Hiromi Katsuda
for Sophomore	Kenzo Matsuo
for Freshman	Yoshihito Ibata
Chief of Section Leaders	
for the University	Hiroki Doi
for the Junior College	Miyuki Miyamoto
Chairman	Ryo Uchiyama



Leader's Conference

Discussion Section of Univ.	Hiroki Doi
Literature Section	Toshihito Ando
History Section	Hiroshi Tastubo
Politics & Economics Section	Kazuhiko Nagao
Interpreter-Guide Section	Miyuki Kametani
Practical English Section	Naomi Nagae
Discussion Section of J.C.	Miyuki Miyamoto
Drama Section	Megumi Matsumoto

An Explanation of the E.S.S.

Our club is called the E.S.S. However, the full name of our club is the English Studying Society, not the English Speaking Society like other universities. The reason why our club is called the English Studying Society is that our aim is to study many fields of subjects through discussion, debate, practical English, interpretation and guide, and drama. Most club members major in the English language, not politics, economics, or literature like the E.S.S. members of other universities. Therefore, establishers of our club named our club the English Studying Society, because establishers were fully convinced of the necessity to STUDY many subjects.

Now, let us give you a detailed explanation concerning the contents of our club activities. We have three activities, Section Activities, Grade Meetings, and General Meetings.

(Section Activities)

Sections are backbone of the K.U.F.S.E.S.S. Each section practices four times a week from 4:30 to 6:00. We have four sections in university, Discussion Section, Politics & Economics Section, History Section, and Literature Section. In junior college, four sections, Discussion Section, Practical English Section, Interpreter Guide Section, and Drama Section. God save the sections!

(Grade Meetings)

We have Grade Meetings at lunch time from 12:30 to 1:00. Every group consists of members of the same grade, and we passionately practice discussion, free talking, daily conversation, debate, and game. The aim of Grade Meetings is to deepen friendship and to improve English speaking ability. The higher the grade becomes up, the more priority is given to the latter.

(General Meetings)

The memory of General Meetings will remain in each one's heart. It begins at mid-April and ends at the beginning of June. Each group consists of freshmen, sophomores, and juniors. The main aim of it is to educate the freshmen. Of course, exercises are very severe for preparing for the Recitation Contest and Joint Discussion for competition with freshmen of other universities. General Meetings, forever and forever!

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 lively events in a year (Dec. 1981 — Nov. 1982).

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

Chairman
Ryo Uchiyama
Secretary
Ichiyo Ozaki

喫茶

コンパ出来ます。

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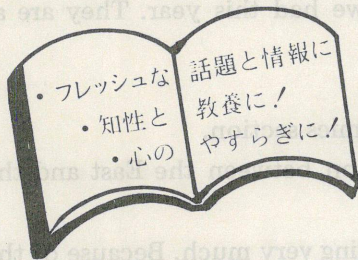
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Voices from each Section

DISCUSSION SECTION OF THE UNIVERSITY

Hello everyone! My name is Hiroki Doi, leader of the discussion section of the university. It's so nice to introduce our various activities for the last year to you on this occasion. Though I'm sorry about your seeing our activities only on these pages, I'm very happy that you can find even the general image of our section.

By the way, I guess everyone who is reading this has experienced discussing topics with people many times. But I don't always think every one of you has got real good effects from it. In the case of stricter discussion, I have an idea that discussants must take at least three steps for making their opinions as follows: 1) Gather much useful information from many sources, 2) Analyze it scientifically and 3) Arrange it systematically. Then we can make our own opinions and discuss them. What I have experienced about good effects of discussion is that we can have a sense of awareness of things around us and think logically about them, as well as create a better idea of the topic of discussion in cooperation with our friends. I'm sure this will help us a lot when we enter society in the future, too.

Now, we members of the discussion section of the university are always making efforts to improve our English ability, exchanging our ideas positively, and developing one another's humanity through the activities. Our activities—seating all the members around 5 or 6 tables and discussing a topic—are based on practice geared to each Joint Discussion with other universities. We usually choose a social problem or an international problem for the topic. As many topics we deal with are difficult, we often face troubles in discussing them deeply in English. But we members have overcome them with enthusiasm for the discussion during the activities and have challenged the Joint Discussion with all our hearts and souls.

Now, let me touch upon the Joint Discussions we had this year. They are as follows:

April 25, with the Kinki Univ. and the Politics & Economics section.

Title: Toward the peaceful Continent—the tension between the East and the West.

In this decade the world situation has been changing very much. Because of the Soviet Union's invasion of Afganistan in 1979, the expansion of armaments in the European continent was prompted, and the relationship between the East and the West quickly became strained. The purpose of this discussion was to find out how the security of the European continent was maintained and how Japan could contribute to it, and how to protect our nation's welfare. In accordance with the Agendum, we discussed: 1) How the situation in Europe has become strained, focusing on the Polish crisis, 2) Factors which bring about tension in Europe by picking out problems, evils and causes and 3) What Japan can do to assure the certainty of its prosperity by

selecting an effective plan.

We really enjoyed the discussion with the members of the Kinki Univ. E.S.S. and were stimulated very much by their skillful discussion.

June 20, with the Mukohgawa Women's Univ.

Title: Seeking for the ideal relationship among human beings.

Do you know the Buraku problem in Japna? Maybe, many of you have heard about this word, or rather studied about it in your elementary or high school days. Still now, many Burakumin or Japanese minority groups are discriminated against in their occupation, in marriage and so on, though it has greatly decreased due to the Burakumin's strong liberation movement. This topic has made us consider what real equality is, and what human dignity is. In accordance with the Agendum, we discussed: 1) How the Buraku was born and has succeeded till now, by looking through its history, 2) What kind of situation they are in now, by picking our problems, evils and causes and 3) What we should do in order to solve the Buraku problem in Japan.

We really enjoyed the discussion and the party that we usually have after every discussion with beautiful girls of Mukohgawa!

July 4, with the Kinki Univ. and the Poole Galuin Junior College.

Title: Seeking for the ideal image of youth.

In this discussion we talked about three points as follows: (a) Cohabitation and Marriage, (b) University Life and (c) Friendship.

As you can see here, those are some of the most interesting topics for young people of our age. In point (a) we talked about what the differences between a life of cohabitation and married life are, whether cohabitation is good or not, what the meaning of eternal married life is, and so on. Point (b) and (c) are closely related to us. We talked about how we are spending our university lives, how we should spend them, and what real friendship is. As all opinions were greatly or slightly different from person to person, we were really able to enjoy the discussion and learned a lot from the other members' opinions.

July 23, with the Discussion Section of the Junior College.

Title: The stimulant drugs.

Stimulant drugs have become one of the serious problems in Japan now. The police have begun to warn how dangerous stimulant drugs are to citizens, by making use of the mass media such as T.V. commercials and advertisements in commuter trains. But unfortunately, there exists an unknown number of users of stimulant drugs, even housewives! In accordance with the Agendum, we discussed: 1) The present situation, what kind of people use stimulant drugs, why and how their use

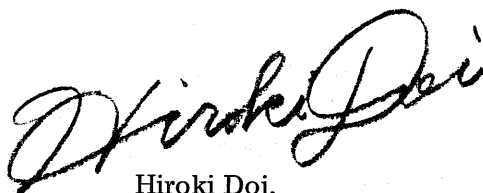
has been expanded, and so on, by picking out problems, evils and causes and 2) What we should do to solve these problems.

I'm sure the members of both sections were able to have a good Joint Discussion as an event of the summer training camp at Shiga Heights. . . . and never touch stimulant drugs!

These are the discussions we had this past year. What is your impression of them? As each Joint Discussion is an ultimate goal of our section activities, we have participated in all of them, hoping to do our best. We did! Sometimes members were discouraged for not discussing enough, and sometimes some members were very glad about discussing better than any other discussants of the table. In the meantime, we have become good discussants and better English speakers.

It's been a long time since I entered this section and later became the leader. Many things have happened during the year's activities—happy things and sufferings. Now, all the junior members and I are leaving the section after finishing our final activities in this school festival, expecting that all freshmen and sophomore members will keep going ahead with our spirit—'Gakudis' (the discussion section of the unit.), the greatest.

Thank you!

A handwritten signature in black ink, appearing to read "Hiroki Doi". The signature is written in a cursive, flowing style with some loops and flourishes.

Hiroki Doi,
Leader of the Discussion
Section of the University

POLITICS AND ECONOMICS SECTION

I would like to express my hearty thanks for giving me this opportunity to introduce the Politics and Economics Section.

We, members are making a great effort day after day to improve our English ability through Debate and Discussion upon the politics and economics issues. In this year, we chose "Japan's National Security" as an annual title and we have tried to seek for the best way for Japan's prosperity, or rather, her survival in this complicated international situation, approaching from various aspects, for example; military issues, trade friction, energy problems, food problems and so forth.

WHAT IS A DEBATE ?

I would like to explain the debate, which is introduced as a main activity in our section in this year. Debate is, in other words, dispute, controversy. Whenever people engage in competitive advocacy, or argue for or against their point of view, they engage in debate. Since almost everyone speaks at some time in his life on behalf of what he believes in or speaks against what he opposes, practically everyone engage in debate. To be more specific, Academic Debate is defined as that competitive advocacy, for or against a controversial subject which is stated in the form of a resolution (proposition), occurring with limitation of time, place and form. Academic Debate which is prevalent on the E.S.S. follows requirement such as the limitation of time, form, order of speeches and the other rules which ordinary, everyday debate does not.

Academic Debate involves two teams (Affirmative and Negative) of speakers who advocate or attack a solution to a problem. In debate, we can look at a problem from two different points of views, by taking the affirmative and negative side alternately. This enables us to arrive at a better understanding of a problem. The problem which the speakers debate appears in the form of a resolution which advocate a definite solution to a problem, such as "Resolved: that Japan should take measures to mitigate trade friction with its trading partners." The speakers who favor the resolution which always calls for a change in the status quo affirm their support for it. Those who oppose the resolution are called the "negative". They reject the adaptation of the resolution and negate the acceptance of the solution in dispute. Opposition is clear-cut and remains so throughout; no attempt is made to achieve consensus or compromise. Both sides instead strive to convince a panel of judges that the side they uphold, affirmative or negative, deserves the judges' vote.

The affirmative and negative teams have certain responsibility to fulfill in each speech of debate. I'd like to describe in short.

(First Affirmative Constructive Speech)

1. Introduce the resolution. 2. Define the terms concerned in the proposition.

3. Present the need arguments. 4. Present the plans and advantages. (optional)
(First Negative Constructive Speech)

1. Introduce the negative standpoint. 2. Attack the affirmative's definition (optional)
3. Refute the affirmative's need contentions and develop the negative's contentions.
(Second Affirmative Constructive Speech)

1. Defend the definition if the negative attacked. 2. Rebuild the need arguments.
3. Refute the negative contentions.
(Second Negative Constructive Speech)

1. Attack the affirmative's plans and advantages. 2. Refute the affirmative's.
(First Negative Rebuttal Speech)

1. Continue to attack the affirmative need arguments and plans. 2. Rebuild the
negative points.

(First Affirmative Rebuttal Speech)

1. Answer the negative attack on the plans and advantages. 2. Rebuild the affirmative
points.

(Second Negative Rebuttal Speech)

1. Refute the major affirmative issues. 2. Summarize the entire debate.

(Second Affirmative Rebuttal Speech)

1. Answer the remaining issues. 2. Summarize the entire debate in order to show the
superiority.

TRADE FRICTION

I would like to introduce to you one of our research works, by presenting you the example of the first affirmative constructive speech of debate which is of concern with the trade friction. This problem is very complicated to understand. Anyway here is the first affirmative constructive speech, which is applied to the Need-Plan Case.

Thank you, Mr. chairman, honorable judges, ladies and gentlemen, and our worthy opponents. We are here today to debate a problem of vital importance, which is "Resolved: that Japan should take measures to mitigate trade friction with its trading partners."

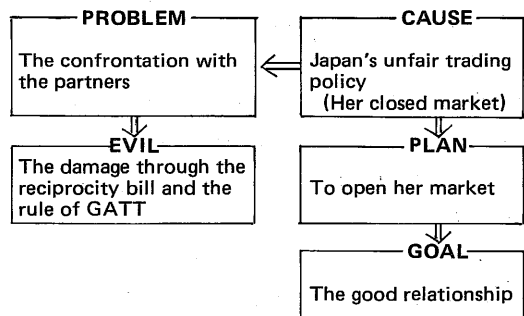
Recently the trade friction has appeared as a very serious problem, and Japan's trading practices have been come under attack by the U.S.A. and the E.C. nations. Now let me introduce to you one terrible accident occurred in the U.S.A. which is of concern with this problem. On a highway in Detroit, one American who was unemployed at GM, fired his pistol towards a Japanese car which ran in front of his car. The reason was that he hated Japanese cars which were throwing American employees out of the car companies. With this accident, you can know easily how serious this problem is. In addition, I'd like to introduce to you another piece of evidence. Let me quote from Yomiuri newspaper dated on February 26, 1982.

(quote) "Anti-Japanese sentiments, this time, have grown not only in the Congress and the business but also in the general public," said a LDP dietman who had toured the U.S.A.. (unquote) Thus, we, on the affirmative side, firmly convinced the adaptation of this proposition is urgent and inevitable.

Now let me say our goal, that is the maintenance of good relationship with the trading partners. Next, I'd like to define the essential terms concerned in the proposition. By the term of "Japan", we mean Japanese government. By the term of "mitigate", we mean release, ease. By the term of "trade friction", we mean the confrontation in terms of trade between Japan and her trading partners. By the term of "the trading partners", we mean the U.S.A. and the E.C. nations.

Before we explain the affirmative need contentions, let me touch upon the status quo for a better understanding. Look at this chart. (abbreviation of chart explanation) And at the same time, these cause and evil are our affirmative need contentions.

The affirmative analysis



Now let me introduce to you our contentions.

Contention No.1: Japan's trading policy is unfair, which is against the principle of the GATT (General Agreement on Tariffs and Trade).

Contention No.2: Japan will get a serious damage when the reciprocity bill will carry out.

In the first affirmative constructive speech, I'll develop these contentions, and in the second constructive speech, my colleague will present you our plans, which will surely mitigate the confrontation in trade. (abbreviation of developing the contentions)

So, with these reasons, we advocate strongly Japan should take measures to mitigate trade friction with its trading partners. Thank you.

The last thing I'd like to say in this pamphlet is that I hope this pamphlet will help you to learn Debate, and I'm sure you will learn to speak English well through Debate.

Thank you
Kazuhiko Nagao
Leader of the Politics and
Economics Section

LITERATURE SECTION

I'm glad to have the opportunity to introduce our Literature Section. Before I write what we have researched this year, I'll explain what "literature" is and what "reading" is. Can you answer them?

WHAT IS LITERATURE ?

Literature is one of the great creative and universal means of communicating the emotional, spiritual, or intellectual concerns of mankind.

Like fine music and art, fine literature is characterized by imagination, meaningfulness of expression, and good form and technique. The broadest literary forms are prose and verse, and within these basic classifications there exist innumerable varieties in regard to style and form as well as purpose: novels, plays, short stories, essay, biographies, lyric poetry, narrative poetry, and epics. Literature may instruct and inform, entertain, express personal joy or pain, reflect religious devotion, glorify a nation or hero, or advocate a particular point of view—whether it be political, or aesthetic.

WHAT IS READING ?

Reading is the mental process of securing and reacting to an author's message represented by written or printed symbols. To read, one must recognize words, know the meaning of the words, understand the idea expressed by the author, sense the mood and tone of the selection, evaluate the accuracy of the ideas and use or apply them.

This year, we members of the Literature Section have studied "The World of JOHN STEINBECK". We read several short stories in original form and discussed them in English. They were "*The chrysanthmums*", "*The Great Mountains*", "*The White Quail*", "*The Leader of the People*", "*The Snake*", "*The Promise*", and "*The Gift*".

The aim in the Literature Section is to improve our English through reading books and discussion. Through reading books, we increase our vocabulary, phrases and so on. Through discussion, we exchange our opinions or impressions and find the theme of the story. Then we deepen our knowledge.

It's very interesting to hear others' opinions, and sometimes we are sympathetic to others. The Literature Section gives us good opportunities to improve our English.

THE RESERACH OF JOHN STEINBECK


Perhaps the most important link between John Steinbeck and his writings is that he was born and came to maturity in the Salinas Valley. In this area of California, bounded on the north and south by the Pajaro and Jolon valleys and on the west

and east by the Pacific Ocean and the Gabilan Mountains, Steinbeck found the materials of his fiction. There he came to know and admire the paisanos and bums of "Tortilla Flat", "Cannery Row", and "Sweet Thursday"; there he met and worked with the migrant laborers of "In Dubious Battle", "Of Mice and Men", and "The Grapes of Wrath"; there also he came to know the people of "The Long Valley", "The Pasture of Heaven", "The Red Pony", "The Wayward Bus", and "East of Eden". From his California valleys Steinbeck gained that intimate knowledge and love of nature which plays so large a role in his works. From the Pacific Ocean he obtained that biological view of life which informs his observation of man and society.

John Ernst Steinbeck was born in the town of Salinas on February 17, 1902, the son of John Ernst Steinbeck, Sr.; his mother's maiden name was Olive Hamilton.

Steinbeck's childhood must have been much like that of boy Jody in "The Red Pony", whose love for the Gabilan Mountains to the east and fear of the Santa Lucia range toward the ocean Steinbeck acknowledged as a personal childhood experience on the opening page of "East of Eden". Like the Jody who made a death symbol out of the black cypress trees under which the pigs were scalded and a life symbol out of the mossy tub which caught the spring water, Steinbeck was a sensitive boy. Steinbeck wrote that the most important things in his childhood would be of no meaning to others — "—the way the sparrows hopped about on the mud street early in the morning when I was little — the most tremendous morning in the world when my red pony had a clot". This sensitivity to the experiences of childhood is also revealed in some remarks Steinbeck made early in 1936, when he was thinking about "The Red Pony": "I want to recreate a child's world, not of faeries and giants but of colors more clear than they are to adults, of tastes more sharp and of queer heart breaking feelings that overwhelm children in a moment. (Jody's feeling at the end of "The Great Mountains", for example.) I want to put down the way 'afternoon felt' — and the feeling about a bird that sang in a tree in the evening". This acute consciousness of the way "afternoon felt" remained in the man who wrote "The Red Pony".

Thank you very much
Leader of the Literature Section


Toshihito Ando

HISTORY SECTION

The word "Trade friction" has already become familiar to us. Trade friction between Japan and the United States had been in the news for a few years. This is a very grave problem for both Japan and the United States. At the same time, that indicates how important both countries are to each other.

The title of our section this year is Japan-US relations. We researched this topic in terms of economics and military power after World War II with the attempt to understand the progress of the present relationship between Japan and the United States. In 1945, World War II had come to an end. Japan was defeated by the allied powers in this war. On July 26, 1945, four countries America, England, China and the Soviet Union made the Potsdam Declaration in order to control Japan. Item 9 of this Declaration called for the disarmament of Japanese military troops. To withdraw American military troops from Japan was determined in item 12. Item 13 called for the renouncement of war. Therefore, the two superpowers, America and the Soviet Union seemed to seek national peace with the abolition of military troops. But actually the U.S.S.R. tried to expand her Communist principles to other countries. So the U.S. had to strengthen its military power to stand up against the U.S.S.R.'s expansionism despite the Potsdam Declaration.

Geographically speaking, since Japan was a very important country in keeping the peace and security of the Far East, the U.S. wanted Japan to become a good partner of the United States of America. At first the U.S. tried to reconstruct the Japanese economy, which was destroyed through World War II. Japan also needed help from other countries for her economic recovery. In 1949, the Dodge Line was in practice by the United States so as to control the inflation in Japan. But this was not effective. In the same year, United States President Truman declared the Cold War. This declaration meant that the relationship between America and the Soviet Union, namely the West and the East, had become worse. As a result, the U.S. attached greater importance to Japan.

In 1951, a Peace Treaty with Japan was signed between 48 allied powers and Japan. and the sovereignty and equality of Japan were admitted in this treaty. As mentioned, the U.S. tried to make Japan become a member of the Western countries, hence, the U.S. desired this treaty to become a separate one. On the other hand, the U.S.S.R. and the People's Republic of China requested overall peace. In order to override the objections from the Soviet Union and other countries, America had a separate contact with West European countries in order to win them over to America's side. In the end, the Soviet Union, China, Poland and Czechoslovakia didn't sign this treaty. That is, the treaty meant a separate peace. Though the name of this treaty was "peace treaty" the U.S. wanted to maintain the U.S. military bases in Okinawa. So, the U.S. concluded the Japan-United States Security Treaty with Japan in the

same year. By this treaty, America was allowed to use the U.S. forces in Japan for international peace and maintenance of security in the Far East. In a word, Japan became a base for the U.S. military strategy in the Far East. In those days, Japan didn't have any means to keep her peace and security, nor did she have the power to oppose the U.S.'s request. Therefore, Japan accepted this Japan United-States Security Treaty.

In 1950, the Korean War broke out, however, this war was in essence, a war between America and the Soviet Union. The reason for this was that South Korea was supported by America and North Korea was backed by the Soviet Union. During this war, Japan made an offer of food, fuel and weapons to American troops in South Korea. So, Japan could enjoy special procurement throughout the Korean War. Thus, the Korean War affected the Japanese economy in a positive way. On the other hand, the U.S. knew more about the necessity of military build-up as a consequence of the Korean War. This War was one of reasons why the U.S. desired a separate peace. But at that time, the Communist Party lodged a protest against the policies of America to Japan through "AKAHATA", other propaganda and in the Diet. The American Army strengthened its repression of communist power. The "Red Purge" was carried out by the Japanese government.

In 1954, the M.S.A. (Mutual Security Act) convention was signed between Japan and the United States. Japan shouldered more military responsibility in this convention. Japan came to have to contribute to the development of defensive strength for not only Japan but also for the free world. At the same time, Japan signed the Purchase Treaty for agricultural products with the United States. Japan had the duty to buy American wheat by this treaty.

By the way, the Soviet Union developed the I.C.B.M. and succeeded in launching the Sputnik into Space in 1957. America was shocked due to these facts and was compelled to build up her military power. In 1960, the Japan-U.S. Security Treaty was revised. To be precise, it became the Treaty of Mutual Co-operation and Security between Japan and the United States of America. The Japan side wanted to make sure that the U.S. was subject to protect Japan in an emergency. On the other hand, as for the U.S., since Japan is a very important country in the Far East, the U.S. felt the necessity to accept Japan's request to some extent. A great many Japanese people opposed the revision of the Japan-U.S. Security Treaty. But Prime Minister Kishi signed the new treaty with the U.S. ignoring the opinion of the Japanese people.

In the case of the Vietnam War, Japan experienced high economic growth through the Vietnam special procurement and economically played an important role instead of America. For instance, Japan's economic assistance to the Asian countries, Formosa, Indonesia, Thailand and so forth. On the contrary, America experienced the serious economic damage due to this war. America blew 200 billion dollars on the Vietnam War from 1961 to 1971. America began to realize the importance of Japan

more and more. As the Vietnam War escalated, the Japanese people worried about the possibility that Okinawa Island might be included in the Vietnam War. So the voice of the Japanese people who requested reversion of Okinawa became strong. On the other hand, both Japan and the U.S. had another serious problem, which we call "Textile friction". The U.S. was calling on Japan to restrain from the export of textiles to the U.S. In November, 1969, the Sato-Nixon conference was held. In this conference, return of Okinawa to Japan was decided. In return, Japan made a decision to limit its export of textiles from Japan to the United States of America.

The 1960's was a period in which the U.S.'s economic conditions took a turn for the worse. The U.S. spent about 5 trillion yen in the Vietnam War. The Apollo plan required the U.S. spend 25 billion dollars. And the U.S. gave a huge amount of money to other countries for economic and military assistance. Therefore, President Nixon announced the stop of exchange of gold for dollars in 1971 and declared the Nixon Doctrine for reconstruction of the U.S. economy. But even now, the U.S. is in a recession and suffering from high unemployment rate. For ten years, from 1971 to 1981, the U.S.'s trade with Japan has been in the red except for 1975. Now Japan has become an important partner for the U.S. due to her economic boom. But at the same time, Japan has grown to become to a competitor of the U.S. in the area of economics. There are some serious problems between Japan and the United States. That is the issue of the defense budget, trade friction as regards automobile, agricultural products, I.C. and the like.

Now is the time for us to take the best measures in resolving the problems of each issue to insure good relations between Japan and the United States and World Peace.

Thank you!

A handwritten signature in cursive script that reads "Hiroshi Tatsubo". The signature is written in black ink and is positioned centrally on the page.

Hiroshi Tatsubo
Leader of the
History Section

DISCUSSION SECTION OF JUNIOR COLLEGE

The E.S.S. is full of members who are eager to study English and want to be good speakers. We, the members of Discussion Section of Junior College, have practiced English through discussion since we entered this club. Today, I would like to introduce you to the activities of our section.

DISCUSSION

First, I will tell you a little about the meaning of discussion. It is the time to exchange ideas, in short, it is the main form of communication. As long as we live together in the same society, we cannot live by ourselves. For this reason, we have communications. I think this is the best method to learn about, understand and cooperate with each other. I also think this basic method is the best way for us to study another language, in our case, English. Therefore, there were some difficult points for us when learning how to discuss. Usually, in a discussion, we find problems and discuss what they mean. Then, we present our solution. Now, let me itemize the steps.

- 1) IDEAL --- As you can tell by this word, it means ideal situation. At the same time, it is also a standard of judgement, as to whether the topic is bad or good under the status quo, and the goal.
- 2) PROBLEM --- After clearing up the ideal situation, there may be a gap between the ideal situation and the status quo. That is the problem. We cannot forget to show how serious it is. In order to show its seriousness, we use EVIL. It is the bad influences caused by problem. There are two kinds—they are “Actual Evil” and “Potential Evil”. The former one exists now and the latter one is the evil which may occur in the future.
- 3) CAUSE --- The cause brings about problem. Sometimes, we can find the “Route Cause”. In such cases, we have to think about the cause which we can make the shortest and effective plan.
- 4) PLAN --- The best way to solve the problem. As I mentioned in the cause area, it has to be effective and has fewer new evils which will occur when we carry out the plan. Moreover, it must be original, workable, practicable and desirable one.

Every time, we have a discussion, we think about these four elements logically. Generally speaking, the Japanese argue rather emotionally. For this reason, you may feel that a logical way of thinking is difficult for us. In fact, we sometimes are faced difficulties in thinking logically, but once we found the method, we felt an unspeakable feeling of satisfaction. Moreover, we can feel the same thing when we persuade others.

I hope you could learn a little about discussion. Don't you want to discuss some-

thing? Every topic can be a title whatever trifling thing it is. Please try it. You need not to think it is difficult because it is form of communication.

OUR ACTIVITIES

Next, let me introduce you to the activities of our section. This year, we studied three subjects, "Food Additives", "The Buraku Problem" and "Stimulants". I think these three topics are very serious problem in Japanese society. They were worth while discussing. "Food Additives"—these are the chemical names on the labels of all food. Now, in Japan, many companies uses food additives even if they are dangerous. It's time we think about our every day meals. "The Buraku Problem"—this is a serious problem from long ago. The Buraku-min are discriminated against only because they are Burakumin. Although we cannot change history, we have to recognize that human beings born on the earth are equal. "Stimulants"—nowadays there are many crimes which are committed by the users of stimulant and there has been a increase of stimulant users. We are ignorant. We should know how dangerous stimulants are.

With these topics, we had Joint Discussions as follows;

MARCH	"Food Additives"	Spring training camp
MAY	"The Buraku Problem"	with Practical English Section
JULY	"The Buraku Problem"	with Osaka Women's University and Tezukayama Gakuin University
JULY	"Stimulants"	Summer training camp with Discussion Seciton of University

"TAN-DIS"

Our Discussion Section of Junior College is called "Tan-Dis" by the other members in the E.S.S. And we are well-known for "Tan-Dis Spirit". It has many meanings. It is the spirit of never giving up, a passion to speak English, a passion to give opinions and being proud of our section. We, all the members of Discussion Section of Junior College love our section. This won't be change as long as "Tan-Dis" exist in the E.S.S.

I want to finish my introduction to my section with the great hope that Discussion Section of Junior College will grow larger and larger and all of the members will become good speakers and good discussants. Finally, I would like to give a hearty thanks to you for giving me this chance to introduce my section. "YEA! TAN-DIS, GO ON FOR EVER! "

Thank you very much
Leader of Discussion Section

of J.C.

Miyuki Miyamoto

PRACTICAL ENGLISH SECTION

It is my great pleasure to have the opportunity to introduce to you the activities of the Practical English Section. To tell the truth, I don't know what Practical English is, but I think in our section, we can do many things through English, for example, discussion, debate, speech, drama and so on. These methods are very practical to brush up on our English ability. So this year, we had a joint discussion with the members of the Discussion Section of Junior College. We discussed "Dowa Problem". Since this was the very first time for us to have a discussion based on "Problem, Evil, and Cause", we always got confused, but we learned a lot.

By the way, in our junior and senior high school days, we were taught written English, what we call "English for the entrance examination". In spite of studying English for about six years, most of the students can not speak the language. We may know English grammar very well, but if we don't pronounce correctly, or don't speak English fluently, we will not be able to exchange our ideas and opinions.

With the arrival of freshmen, we have decided to do research on some colloquial expressions or American slang through oversea's magazines, books, T.V, English songs, movies and so on.

In the E.S.S., although we are studying English by many methods, we're still apt to speak Japanese English. I know we can't help it because we are Japanese. But in our section, we are trying to speak colloquial English as much as possible in order to communicate with the oversea's people, and not the local people.

Now let me explain the activities in detail.

1. We correct our mistakes in our pronunciations or intonations, using some materials. (I picked out in one American magazine.)
2. We memorize many conversations using some materials as much as possible and then present them in front of other members with gestures and correct pronunciations. By studying in this way, we can speak English using these expressions without hesitation. It's so much fun!
3. We investigate colloquial expressions or American slang by reading magazines, watching English programs on the T.V, or by seeing English movies. We form groups, make notes and finally bring out a group pamphlet which we present in front of the members. Sometimes I find the expressions in the pamphlet in some movies that I see, and that makes them even more interesting.
4. I picked out six important expressions from "Eitango Speaking" written by Mr. Michihiro Matsumoto. Since it is difficult to translate these expressions from Japanese into English, I write them on the blackboard, read them out and explain their meanings. I sometimes write relative expressions and give example sentences as well.
5. We use the L.L. system in our university once a week in order to test our listen-

ing ability. But this year unfortunately we didn't have much of our opportunity to use L.L. system. I'm sure the members must be listening to the radio or the tape at home in order to brush up their listening ability.

6. We talk freely in English. I give the members some titles, and have group discussions, trying to use the many expressions which we study and memorize. But before that, the members have to summarize their own opinions in order to make discussions effective.

In this way, we the members of the Practical English Section are studying colloquial English to be able to speak the language fluently.

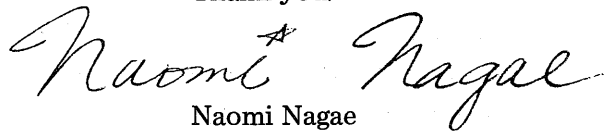
I would like to tell you something about the activities of the training camp in the E.S.S.. In the spring training camp, we investigated "The Meals". Recently many Japanese have been going on different kinds of trips. Japanese travellers often have troubles because of a lack of knowledge about oversea's customs and manners, and give a bad impression to people there especially in restaurants, I hear. To learn the invariable correct etiquette, we studied table manners, some conversations and so on. I was surprised with the number of table manners which exist in the West. We presented them in front of the members of other sections.

In the summer training camp, we had a section hour. During this time we performed some plays in which we could use some expressions that we had studied. We interviewed some members and also had some groups singing which helped us to improve our pronunciations. We had a good time.

Do you understand about our activities of the Practical English Section? I hope so.

Finally, what I wish to say to the members of the Practical English Section is to make the best use of English in their dairy life.

Thank you!

A handwritten signature in cursive script that reads "Naomi Nagae". The signature is written in dark ink and is positioned above the printed name.

Naomi Nagae

Leader of the Practical English Section

INTERPRETER GUIDE SECTION

I'm very delighted to have the opportunity to be able to introduce our section activity. This year, we are studying guiding in a practical way. We try to explain about Japan to foreign visitors. It is most important for guiding to be informative, enjoyable, and pleasant. We understood how difficult it was when we guided some foreign visitors. In July, we visited Ginkaku-ji Temple and also explained to foreign visitors about it. That was a valuable and exciting experience for us. Through this experience, we had a chance to improve our English and guiding skill. Actually we got for more than we expected. Now, why don't you go to Ginkaku-ji Temple?

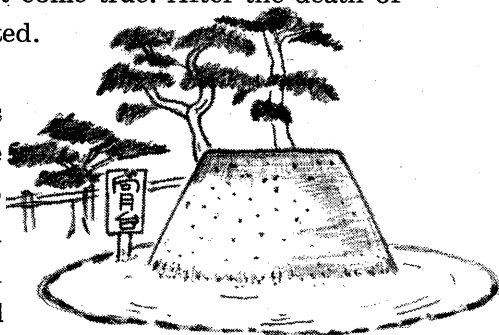
GINKAKU-JI TEMPLE

History and outline

Ginkaku-ji Temple was built as a mountain villa for Yoshimasa Ashikaga, the eighth Shogun in the 15th century. When it was completed, it was named "Higashiyama-dono", the Eastern Hill Palace. Its formal name is Jisho-ji Temple, and it is closely connected with the culture of the Zen Sect. First of all, Yoshimasa wanted this temple to be covered with silver foil. At that time, financial circumstances were very bad because of the civil war, so his wish didn't come true. After the death of Yoshimasa, Ginkaku-ji Temple was miserably devastated.

Ginkaku-ji Garden

Ginkaku-ji Garden was made by Zenami. It was modeled after the Saiho-ji Temple, famous as "the Moss Temple". This garden was divided into two parts. The lower part, southern side of the Main Hall and Togu-do is a stroll-type landscape garden. When we enter this garden, we can see two large white sand shapes. One is called "Ginsha-zan" (Silver Sand Beach). This was modeled after West Lake in China. The other is called "Kogetsu-dai" (Facing The Moon Hill). It is said that when Yoshimasa went up this hill, the moonlight reflected him. In the center of this part, we can see a pond called "Kinkyo-chi". In this pond, we find two stones, which were presented to Yoshimasa by the Daimyo (feudal lord).



The upper part is a dry landscape garden. There is also a spring, the water of which was famous for being used for the tea ceremony.

Togu-do

Togu-do was built in the 15th century. It formerly enshrined three famous images of Amitabha. But now the life-sized of statue of Yoshimasa stands there. The interior of Togu-do is divided into four rooms. One of these rooms is called "Do-jinsai", four and a half mat room. This room is famous for "Shoin style" and "Tea ceremony". In this room, there are "Tsuke-shoin" (a reading platform), and "Chigai-dana". It is said that Yoshimasa collected artistic masterpieces—both Japanese and

Chinese—and appreciated their beauty.

Beside the Togu-do, we can see a basin. This is a “Kesa-style”, or “Ginkaku-ji style” basin.

Ginkaku

Ginkaku is two storied building. Yoshimasa had it built after Kinkaku (The Golden Pavillion) which his grandfather, Yoshimitsu planned. Kinkaku was built as Shogun Yoshimasa’s kannon-do, the place for Kannon. The first floor, it has Shoin style architecture. It is called “Shinku-den” The second floor is built in Zen Buddhist style. It is called “Choon-kaku”. Please look at the top of the roof. We can see a gilt-bronze bird. It is called “Hōō”. A phoenix, the king of birds. It is said that the phoenix show the strong power of the Ashikaga family. It has watched the ups and downs of Ginkaku for five hundred years.



The culture of “Wabi-Sabi” (Simplicity and Austerity).

Yoshimasa made much of the characteristic of simplicity called “Wabi” or “Sabi”. Such simplicity is expressed in this temple. The concept of Wabi-Sabi was closely related to “Cha-no-yu” (The Tea Ceremony).

This completes my explanation. I certainly hope you found this information as interesting as I did.

We are members of the J.S.G.F. (Japan Student Guide Federation). On June 20, we took part in the General Meeting of that organization, and we discussed our college life. On July 11, we had a “joint walking tour” with the members of the E.S.S. of Osaka Women’s Junior College. It was too bad about the weather, but we enjoyed ourselves anyway, and it served as an incentive for our activity. In December, we’ll have a chance to take part in the Guide Contest which is sponsored by the J.S.G.F. That will be one of the biggest events for our section activity.

As for our daily activity, it has included;

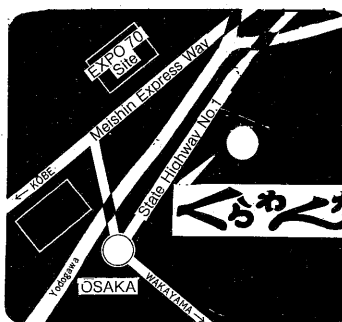
1. Listening to L.L. tapes and answering the questions of the contents.
2. Memorizing and using in conversations, expressions which are used in guiding.
3. Discussion about Japanese life, customs, and the social system, etc., from view point of foreign visitors.
4. Research and practice of some places of interest in Kyoto.

(e.g. Ginkaku-ji Temple, Kiyomizu Temple.)

The more we study about interpreting and guiding, the more we know how difficult it is. As for guiding, it is necessary to enrich our knowledge, not only Japanese culture but also general knowledge. If we don’t have enough information about Japan, we can’t explain well to foreign visitors about our country. Even if they are

interested in Japan, they may misunderstand us Japanese. Our responsibility is very important. We are student guides. We sincerely hope that you will be interested in the Japanese way of thinking.

Thank you very much!
 Leader of Interpreter Guide Section
 Miyuki Kametani



Restaurant "Kurawanka-fune" sincerely awaits visitors from various countries of the world.

We named our restaurant "Kurawanka-fune" after the Kurawanka-fune that plied up and down the Yodogawa (or the River Yodo) that rises from Kyoto (in olden times, it was called "Kyo": the ancient capital of Japan) and flows through the City of Osaka (the then Naniwa), in which the local people were authorized to sell victuals to the passenger boats by the then feudal lord about350 years ago.

We would like you to take note that both the Japanese-style rooms and the Western-style rooms are available at our restaurant.

So, why not enjoy your meals at our restaurant in this small town of Hirakata in the country of the rising sun?



Restaurant

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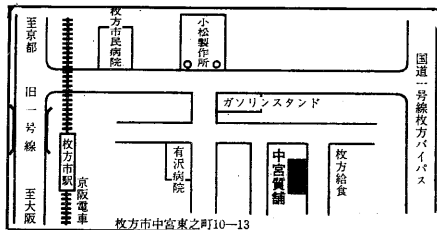
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DRAMA SECTION

It is a great pleasure for us to be able to perform a drama in the coming university festival again. The title of the performance is "Once upon a playground" by Jack Frakes. This drama is the story of the East coast of U.S.A. in which all the characters are children in the age of eight-twelve years. The story proceeds with their anguish and pains, and plays peculiar to children.

We, the members of Drama section discussed the theme of this drama. "What does the author wish to say through this story? To us it seems that "The people who can judge themselves objectively are beautiful." How wonderful the theme is! This drama is very difficult but it is worth while attempting.

Fortunately, we performed this in our summer training camp and it was well received. So we have decided to perform it once again with confidence in the coming university festival.

Now, I would like to introduce the Drama section.

* Why we perform drama?

When we learn English, we want to understand not only the usage of words or sayings, but also the emotions of foreigners involved. And when we converse with foreigners, we want to express naturally, and be able to communicate explicitly and enjoyably. To understand foreigners, drama is good medium, we think. So we perform dramas.

* Our practice

To perform a drama, it is necessary to learn the basic skills. Let me explain our activities.

Voice Control

1. Jogging
2. Radio Gymnastics
3. Tension
4. Breathing Practice
5. Projecting Voice

The practice of pronunciation

1. Movement of jaw & tongue
2. A to Z or One to Twenty
3. Vowel sounds
4. Consonant sounds
5. Tongue twister

Pattern practice for movement

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

In addition to this, we learn the Stage Effect. (the sound effects, the lighting effects, the setting effects, the costume and the make-up).

They are not needless in drama performance. We learn the Stage Effects from our honorable seniors, books, TV and the lecture sponsored by K.E.L.U.

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

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. 14 E.S.S. of university and junior college of Kinki district have joined this K.E.L.U. and our Kansai University of Foreign Studies E.S.S. is one of them. There are four events which are held by K.E.L.U. in a year.

K.E.L.U. Festival in May, Scenario Reading Contest in June,
Scenario Reading Contest for highschool in September and
Drama Contest in November.

This May, Noriko Takayama and Mayumi Dobashi took part in the 20th K.E.L.U. Festival. They played the musical "The Wiz". In the same day, M.P. (Model Production: the organization of Tokyo and is like K.E.L.U.) played the musical of Broadway "Pipin." and Mr. Steve Mayer who is the director of Broadway gave a lecture. Each performance was very enjoyable. And since Noriko Takayama and Mayumi Dobashi have a very good experience, they taught the other members what they learned through this festival.

About the Scenario Reading Contest, we presented "Daddy-Long-Legs" by J. Webster. We didn't win the prize but it was well received.

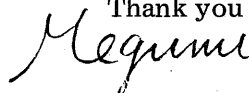
The next Drama Contest will be held in. We will take part in it and try to win the first prize.

In this way, we practice every day. To produce a drama, it is necessary to cooperate with each other. If we don't have cooperation, we can do nothing. In the process, we are learning to cooperate, to be considerate to others and to understand each other.

Finally, the most important thing is that we cannot perform a drama without an audience and support of the people of the other sections. I would like to express my hearty thanks to them.

We, the members of Drama section would like to make much of the experiences through this activity and would pursue making efforts to play good performances.

Thank you.



Megumi Matsumoto

Leader of Drama Section

INTRODUCTION OF OUR ACTIVITIES THROUGH CONTESTS

This year we had speech and debate contests in the Spring and in the Summer Training Camp. Here I'd like to introduce you the manuscript and the summary of speech and debate. I hope you will enjoy reading them.

ENGLISH ORATORICAL CONTEST IN THE SUMMER TRAINING CAMP, 1982

1st prize winner's speech. . .

"Seven Gods In A Grain Of Rice"

Are you hungry now? Maybe some of you are full, maybe some of you are hungry, and maybe some of you are very hungry. But none of you are dying from undernourishment in the world. That means about 20 people are dying in the world every minute due to the shortage of food.

Therefore, I would like to tell you about the present serious food situation and the importance of food. Please think about them with me.

After entering the university, I met a senior who often quotes a certain proverb. He says, "There are seven gods in a grain of rice, so you must not throw away your food." When he says that, everyone laughs at him, and the proverb has become his catchphrase. But can we really laugh at his words?

We were born after World War II. Most of us have no experience of being left to starve. Every day we can have a good meal without much worry. But judging from the food situation of Japan and the world, we ought not to feel so easy.

Japan is one of the advanced countries, and now most Japanese can manage having their daily meals easily. However, every country is not so rich as Japan. Nowadays, half of the grain that is produced in all the world is consumed by advanced countries, whose people make up only one-fourth of the total world population. In developing countries such as India, Bangladesh and Afghanistan a lot of people are suffering from starvation and undernourishment. Such persons are easily infected with various kinds of diseases, and many children are undersize. They say that one out of every eight persons in the entire world feels hungry, and that half of the people in the world give indications of unbalanced nutrition.

Today Japan is rich, but who can say that Japan will never fall into a food crisis, such as that in developing countries. Let's consider Japan's food situation again. As you know, Japan's self support rate of food is very low compared with other advanced countries, especially for the supply of wheat and soybeans. Japan depends upon imports from other countries for more than 90% of these food resources. The food situation is also liable to be influenced by many conditions, such as the increase of population, the weather, or the policy of other countries. We cannot be assured so easily.

So, we should ask, what about ourselves? In daily life, aren't we wasting food?

We sometimes leave some of our food uneaten. Many of us have too many likes and dislikes regarding what we eat. Recently I watched a T.V. program, which was a favorite program among little children. In that program, popular actors threw eggs and cakes at one another in play. Many little children don't realize the importance of food, but many adults don't teach it to them. In addition to that, the T.V. actors gave a bad example of wasting food.

The parents of the senior whom I referred to earlier are farmers, so they know the importance of food firsthand. They taught their child the proverb, and probably they also were taught it by their parents. The proverb was handed down from generation to generation, because people knew the importance of its meaning. However, now many of us are forgetting it. We are forgetting to appreciate the value of food. It is our serious obligation to do something about this. First of all, we have to know clearly the present food situation. Reading books and newspapers is one of the ways. We should think about the food problem when we have our meals every day, and also recognize the importance of food. We must be able to teach our children how vital food is. That is our responsibility as adults. I believe such an attitude is the first step for us to take in order to solve the food problems of Japan and the world.

Food is very important for every living being. When I am a mother some day, I want to say to my children "There are seven gods in a grain of rice."

By Kimi Yoshimura

THE DEBATE TOURNAMENT FOR THE NEGORO PRIZE AT SUMMER TRAINING CAMP, 1982

Proposition --- Resolved: That Japan should adopt a significant program to improve its self-sufficient supply of food.

Background of the proposition . . .

As the basis of stabilization of our lives is, whatever we may say, the stabilization of our daily meals, it is necessary for us to get a stable supply of food. However, the present food situation is by no means reassuring, for they say that in the 1980's the food supply will be insecure.

Now Japan depends on foreign countries, mainly the U.S., for grain. It is not too much to say that our lives are entrusted to the U.S.. We experienced the worldwide food crisis which occurred in 1972, and also, the second worldwide food crisis occurring in 1979—poor crops caused by extraordinary weather in the U.S.S.R., E.E.C., Asia and Africa, the deterioration of grain stores, the decrease in harvests caused by hot weather in the U.S. and so on. In 1980, to our surprise, the U.S. government prohibited the exportation of grain to the U.S.S.R. as a sanction against the U.S.S.R.'s military interference in Afghanistan. That action made us realize that food could be used as a diplomatic weapons.

So in this debate, we thought about this problem as a matter of national securi-

ty, and argued what we should do in order to get a stable supply of food, and to strengthen and maintain self-sufficiency in order to prepare for unexpected situations.

Summary of constructive speeches . . .

Affirmative 1st Constructive Speech

Goal National Security

In order to keep Japanese life stable, we should secure a stable supply of food.

“To keep Japanese life stable”: to be able to get the calorie and protein that we need.

“Stable supply of food”: enough food to be able to keep our lives stable.

Definition . . . Japan: the Japanese government

Significant program: the program which can achieve our goal.

Improve: Raise self sufficient rate of grain feed.

Food: grain feed

Contentions . . . 1. We cannot secure stable lives under the status quo. In Japan, the self-sufficient rate of grain is only 33%. It's too low to secure stable lives, because if the import of foodstuffs is cut, we will not be able to keep a balanced diet.

* There is a high possibility that the U.S.A. will decrease the amount of food being exported to Japan. (U.S.A.—Japan imports more than 90% of its imported grain feed from the U.S.A.)

2. The demand for grain feed is increasing rapidly.

3. The supply of foodstuffs (grain feed) will decrease because of unstable weather.

Negative 1st Constructive Speech . . .

Definition . . . Food: All kinds of foods

Significant program: the program which will produce advantages without disadvantages.

Contentions . . . There is no problem in the status quo. Japan gets a stable supply of food.

1) So there is no pressing need to improve the self-sufficient rate of food. At the same time, we can't believe an emergency will occur.

2) Even if Japan faces the emergency which the Affirmative side supposes, Japan is in a position to keep a stable supply of food.

Affirmative 2nd Constructive Speech . . .

Plan In order to secure stable lives, we must raise the self-sufficient rate of grain feed to 60% from the present ratio, 28%.

- 1) The Japanese government should allow us to produce more rice for feed.
- 2) The Japanese government should buy this rice and support the price so that it is able to be sold for the same price as imported corn.

Workability & Practicability

- 1) At present, it is said that there is the possibility for Japan to produce about 18 million tons of rice. Japan actually uses only 8 million tons for feedstuff. The 8 million tons just make the 60% of grain feed which Japan needs. Therefore, Japan can produce rice as grain feed to make up the required 60%.
- 2) If our plan is adopted, in 1992, the Japanese government will have to pay 408 billion yen. But it is much cheaper than the present Japanese plan. (As for the present Japanese plan, in 1992, the Japanese government will have to pay for about 500 billion yen.)

- Advantages . .
- 1) Farmers need not change rice fields into other fields. So it's easier for farmers to produce rice for grain feed.
 - 2) The Japanese government need not adopt a plan to decrease the number of rice fields, so she need not pay a subsidy for farm workers. Therefore, it will cost about 100 billion yen less than a subsidy given to change products.

Negative 2nd Constructive Speech . . .

- Contentions . .
- 1) Japan cannot carry out the Affirmative side's plans.
 - 2) We can't believe their plans will attain their goal, because they don't actually show us any criteria in spite of mentioning Goal-Criteria in the Affirmative constructive speech.
 - 3) If their plans were set forth, serious disadvantages would be provoked.

— Attack the Affirmative's plan —

Debated by

Affirmative

Miss Nobuko Murayama

Miss Yoriko Tsukada

Negative

Mr. Seiichi Nunome

Mr. Kazuhiko Nagao

Chief in Charge of Conversation

Akihiro Maruo

INTRODUCTION OF RESULTS OF CONTESTS THROUGH THE YEAR

It is my great pleasure to introduce you our activities in each contest through the last one year. I'd like to extend my hearty congratulations to all the participants on their great efforts and honors.

CONTESTS AND THEIR RESULTS IN 1981

Dec. 19 "ANNUAL DEBATE TOURNAMENT WITH KOBE CITY UNIV. OF F.S."

Proposition—Resolved; that The National Government Should Significantly Change Its Policies For The Aged.

Debaters Mr. Yasuhiro Nakamura (Discussion Sec. of Univ.)
Mr. Shigeyuki Tsuchiya (Discussion Sec. of Univ.)
Mr. Yoshinobu Hesaka (History Sec.)
Mr. Makoto Yamaguchi (Discussion Sec. of Univ.)

Dec. 20 "THE 9TH FIVE-GAIDAI ENGLISH ORATORICAL CONTEST"

Mr. Hiroyuki Nuizato (Discussion Sec. of Univ.)
"Making Products Is Not Everything"

CONTESTS AND THEIR RESULTS IN 1982

Apr. 2 "ENGLISH ORATORICAL CONTEST IN THE SPRING TRAINING CAMP"

1st prize Miss Nobuko Mitsubo (Discussion Sec. of Univ.)
"A Creator Of Your Life—It's Only You"

2nd prize Mr. Inato Iwata (Discussion Sec. of Univ.)
"What Are Men Today? "

3rd prize Mr. Katsuhiko Makino (Discussion Sec. of Univ.)
"The Importance Of Loving A Person Seriously"

Apr. 2 "DEBATE CONTEST IN THE SPRING TRAINING CAMP"
Proposition—Resolved; that Japan's Three Non-Nuclear Principles Contribute To The World Peace.

- Winner Team Miss Yoriko Tsukada (Literature Sec.)
Miss Nobuko Murayama (Literature Sec.)
- May 23 "ENGLISH RECIATATION CONTEST FOR FRESHMEN"
10 Freshmen won the prize
- Jun. 27 "THE 12TH MAYOR OF HONOLULU ALL JAPAN YOUTH
ENGLISH ORATORICAL CONTEST"
Mr. Yoshinobu Hesaka (History Sec.)
"They Call Us Bananas"
- Jul. 24 "ENGLISH ORATORICAL CONTEST IN THE SUMMER
TRAINING CAMP"
1st prize Miss Kimi Yoshimura (History Sec.)
"Seven Gods In A Grain Of Rice"
2nd prize Miss Nobuko Mitsubo (Discussion Sec. of Univ.)
"Who Can Be The Left Hand? "
3rd prize Mr. Hirokazu Murakami (History Sec.)
"Ebony And Ivory"
- Jul. 24 "THE DEBATE TOURNAMENT FOR THE NEGORO PRIZE"
Proposition - Resolved; that Japan Should Adopt A Significant
Program To Improve Its Self-Sufficient Supply Of
Food.
Winner Team Mr. Seiichi Nunome (Politics & Economics Sec.)
Mr. Kazuhiko Nagao (Politics & Economics Sec.)

While serving as the Chief in Charge of Conversation, I have managed several kinds of contests like the debate tournament and the speech contest. Each contest was a memorable and enjoyable one for me, because I knew that every participant had made a great effort in preparing for the contest and had done his very best in the contest. Now I believe we took one step forward and, at the same time, traced our new footsteps in the history of the E.S.S.. I certainly hope that each member has received something valuable through the contests and will attend other big external contests, however difficult or hard it may be. Through those experiences and difficulties, I believe, we can get something precious and indispensable for our university life as well as higher English abilities.

Now, we are in the last stage—the University Festival. So we have to be ourselves and show not only our fruits of work but also our spirits. My friends, let's give it all we've got throughout the year!

Lastly, I sincerely hope that all the visitors to the E.S.S. will watch our accomplishments during the last year and will bring everlasting prosperity to our English Studying Society in the future.

Chief in Charge of Conervation
Akihiro Maruo

The E.S.S. for Us

What is the E.S.S. for us? It's difficult to answer all members' thoughts. I think, however, most of us will mention the following two points. One is about English ability and the other is about friends.

When I entered this university, I wanted, and want now, to become a good English speaker, and to study English more. This is one reason for choosing this club. Also, since we are students of a university of foreign studies, it's very natural to hope so. However, I think all of us want to get other things besides English through our club activities. Then, what are they?

Now the number of our club members is 170. How do you feel about this number? Is it very large? I think so. But that isn't a demerit point, but a merit point for us. After graduation, we have to go into society. There we have to talk and work with many people. At that time, if we can't co-operate with others well, we can't succeed. We can say the same thing in our club. We have to co-operate very well all the more because we have many members. We can learn how to co-operate with many people through club activities.

In addition, we can associate with many people. As I said before, there are 170 members in our club, so we can know 169 different types of people. We have different natures, thoughts, and hopes, therefore, we can hear many different opinions from other members. This is very good for improving our own thoughts.

Lastly I want to say this. Our club is the best club in this university for improving our own English ability and our own minds. I really believe it!

Izumi Kubo (freshman)

We sophomores have been E.S.S. member for about one and a half years during the time we have played a leading role in our club. Therefore we have experienced all the anniversary events which have been held and are very familiar with them. It is terribly good when we explain all the events to the juniors and our point of view of them but in one respect it has brought us some bad points which may have a harmful influence on our club activities and our attitude towards mastering languages, especially English, for E.S.S. members. Since some members are apt to become satisfied with concentrating on just speaking English, they don't have a desire to get complete mastery of English and some have lost their goal and have forgotten why they entered E.S.S.

Over the summer vacation I participated in an intensive course planned by an educational institution of foreign languages. Various types of persons also took part in it. Most of them had full-time jobs. Although they must have been very tired after finishing work each day, they attended language school and learned English passionately. I was deeply moved by their attitude toward English. And I asked myself,

“What urged them to do so?” Maybe the specific purpose did. Business required some of them to master English in a short time. Therefore they tried to concentrate the maximal attention on doing so.

Let’s turn back to our club. As compared with the workers who master English at any cost, we have time enough to do so and the environment around us is very favorable. Under such circumstances we must ask ourselves again, “Why did we willingly become an E.S.S. of course including me, many answer negatively. At the very this purposes of choosing this club. After that let’s put our thoughts into actions.

Yasushi Takagaki (sophomore)

Nowadays, I have been asking myself, what is the E.S.S. for me? But any of the words I find are not suitable, because, through my club life, I have experienced many things.

The reason I entered the E.S.S. was I wanted to improve my English ability. But this club gave me many things other than the ability. For example, cooperation with others, sociability, and independence. These examples are the things I learned from something I did by myself. I try to do various kinds of things even if they have no connection with studying English. Why did I do such things? Because I believe such experiences will be a great help in order to live in my society in the future.

I remember the first barrier of participating in the recitation contest, the very kind seniors when I was a freshman, the cute freshmen last year, and the juniors who held to the end for three years.

This school festival is the last event for juniors. However, I think it also means the beginning of new journey for us. I want to start for a new world with my own goal in my life.

Lastly, I would like to say to all members of the E.S.S. with great pleasure, “Thank you very much for everything.”

Hiromi Katsuda (junior)

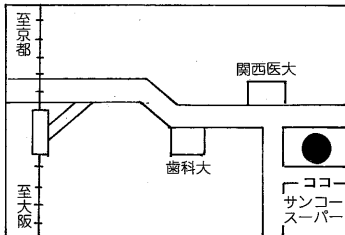
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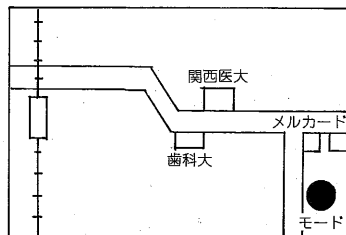
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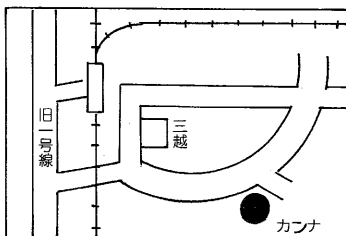
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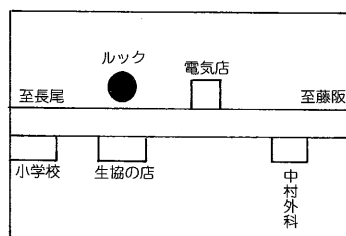
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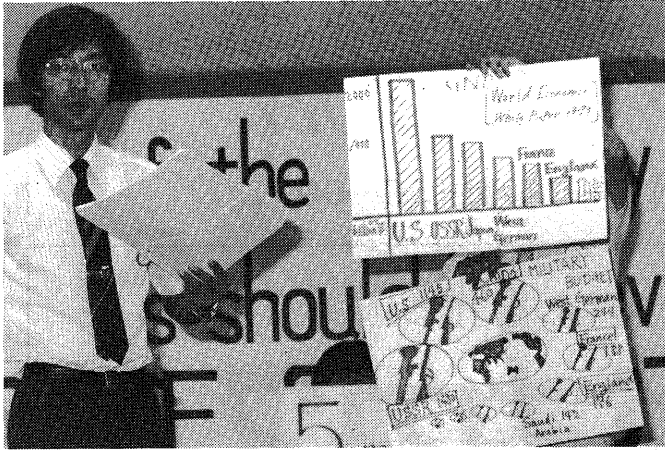
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Our Unforgettable Memories of This Year



The debate match with Kobe City University of Foreign Studies



THE FIVE GAIDAI ENGLISH ORATORICAL CONTEST

The enthusiasm for oratorical contests has been increasing, especially this contest is the most popular one. This year, we got the first prize.



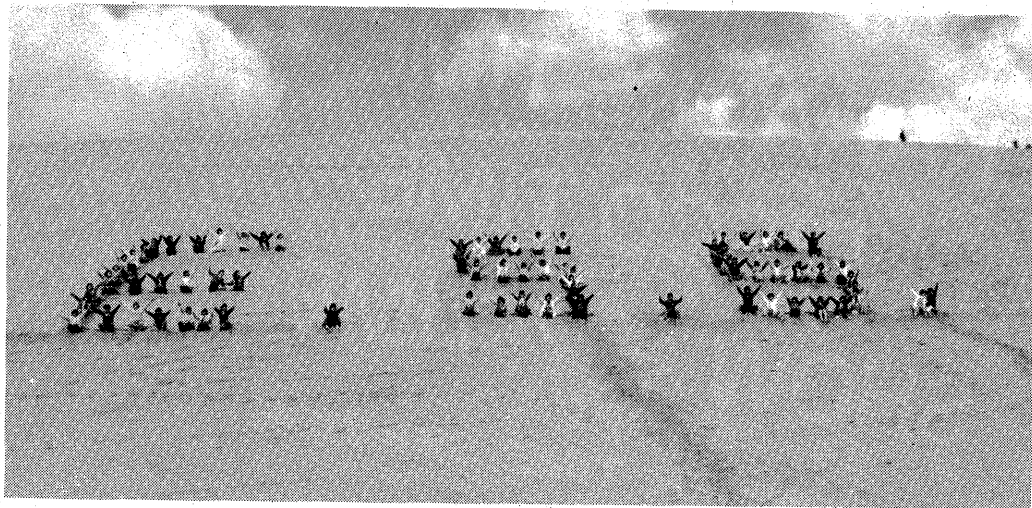
WELCOME PARTY

This party was held for freshmen. We enjoyed many events like games, stunts, and disco-dancing.

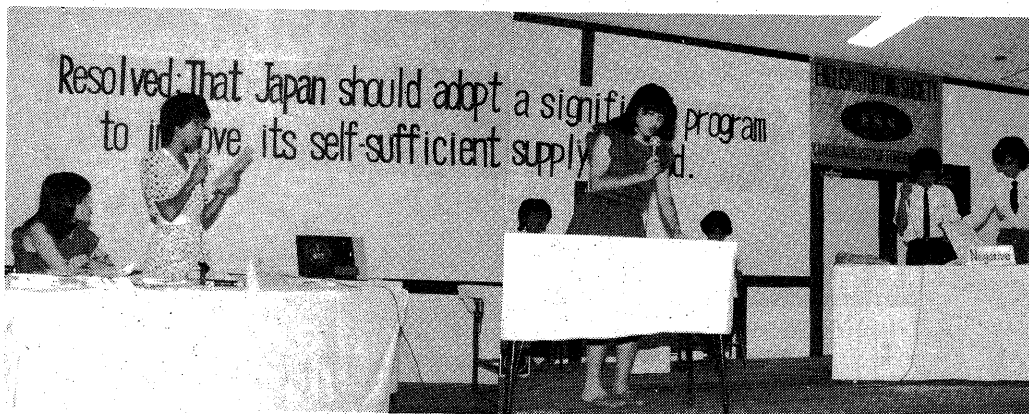


RECITATION CONTEST

This contest was held for freshmen. Through this contest, they knew the difficulties and pleasure of making a speech.



We had the spring camp at Tottori prefecture to brush up our English.



Resolved; that Japan should adopt a significant program to improve its self-sufficient supply of food. Under this proposition, the debate match was held at the summer camp.

Senor Chico

枚方で一番人気のあるパブ!

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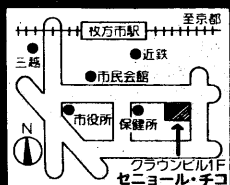
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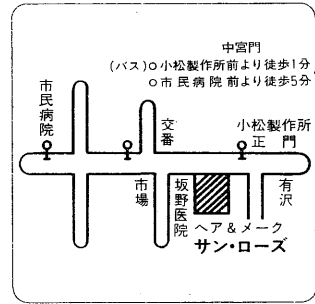
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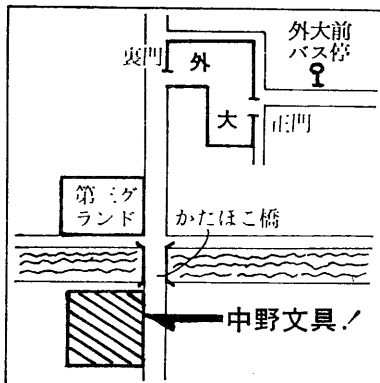
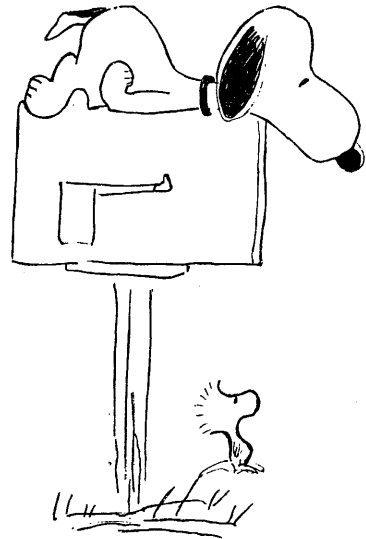
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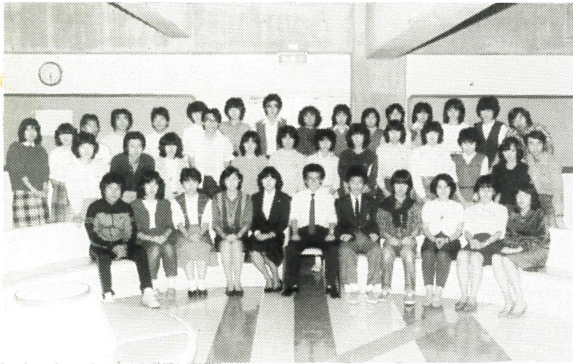
ナカノ文具内

From the Editor's Room

We have great pleasure of publishing this pamphlet for our university festival.

This pamphlet introduces to you an essence of the E.S.S. which we love, I believe. We hope that this pamphlet will prove useful for you to understand the E.S.S. better.

Lastly, we'd like to express our hearty thanks to President Sadato Tanimoto, all Professors of Kansai University of Foreign Studies, and all the members of the English Studying Society.



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うまい・安い
ボリューム満点!
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お気軽に!

...was to arrive in Washington late Saturday morning after a flight from London and go immediately to Camp David, Md., for a meeting with Reagan. Shultz, president of the Bechtel Group Inc. of San Francisco, fourth largest engineering firm in the world, was in London when Haig's resignation was announced. But Haig already had accepted the job and his replacement.

...said he would stay on in the Senate and sworn Foreign Relations Chairman Charles R. ... said his resignation would act quickly on. He praised the ... served as ... his economic ... Versailles. ... Shultz said ... himself ... for the ...

...ate is ... tuned ... eagan ... have ... ent ... e ...

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Israelis Declare Truce After Bombing of Beirut

TEL AVIV (Reuter-Kyodo) — Israel has declared a cease-fire in Lebanon, the fourth since fighting began nearly three weeks ago, after a day of intensive bombing of Beirut and its seizure of a strategic section of the Beirut-Damascus road.

Israel's agreement to cease hostilities from 8 p.m. Friday night was passed on to U.S. special mediator Philip Habib in Beirut, a close aide to Prime Minister Menachem Begin said. The announcement came as

Continued on Page 4

Our Times

Computer Espionage



Japanese commentator said, "We must now be careful in dealing with Americans, since he may be an undercover FBI agent."

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Shultz - Better Ties With Expected

Los Angeles Times
George Shultz as leading voice for n dealing with the Sov as its strongest pro-ls and forceful Haig th odds with Weinberge the 18 months since Rea inauguration that the confusion and disarray. Schultz's more collegial style of operating and his closer relations with Weinberger, Reagan and other White House officials, should mean smoother operation of the administration's foreign policy apparatus. But that does not necessarily mean an end to the frictions between the White House and the State Department. "It's just traditional, you'll never entirely end the friction between the White House and the State Department," a White House spokesman said.

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