

THE S.S.

VOL. 17
(COMMEMORATING 17)

Government's Standard

... for victory and... not always. Barry Goldwater... He sought to... move his party to the... a second time for President... would have been taken seriously... at makes McGovern different... right but to the left... s to move it to the left...

... to us, is reasonable... his candidacy. In a... ions — filling their... pretty much the same... s policymakers and... groups — McGovern... racter are unique... too is reviving... hemes of the 1972... t, that is... one speaking... eoric...

Organ Transplants

... consistent with medical cap... bility and... should move to adopt... physicians and... take inquiries... 'll be hamst... 'r own lega... is.

... education alone will not suf... solve the problem of a shortage... w clarifying the definition of... health care professionals will... 'ford the luxury of trailing... 'nd medical science — not... many lives hang in the... ARTHUR L. CAPLAN... The Hastings Center... Hudson, N. Y., Oct. 7, 1983

Inhumanity

... we learn of an... 'no) Perez's last... (pless) in stopping... inhumanity... 's...

... problem of early projections, and exploring workable solutions, and voting, or uniform poll... or any of the other ideas... have so far indicated they might... Member of Congress, 2d Dist., Wash... Washington, Oct. 6

... of 'First Use... a First Strike... Op-Ed Oct. 4) said con... of "no first use"... by NATO, propo... American official... would... have... advisers with Syrian troops... within 50 miles of our Marines — some... operate and... of highly sophisticated... Soviet planes and shells... other... as... Druse... producing a major... confrontation.

... Now comes the new... Syrians are... Syrian buildup... mobile... with a 75-tr... White House... this escalation... President

... needed... of nuclear... first strike... to carry... a disarming... threatening first use is... an opponent not to... happens... conventional aggression... DIETRICH FISCHER... New York, Oct. 5, 1983

... State in the Kennedy and Johnson Administrations and United States permanent representative to the United Nations in 1968.

WASHINGTON — It's beginning to look as if we may see a rerun of the economic-disaster movie called "The 1970's." If we're lucky, it will be in slow motion; if not, hold on to your seat.

The 70's began with three major price jolts. Lyndon B. Johnson's Vietnam War buildup without taxes caused the first; world climatic conditions stimulated the second, when crop shortfalls generated a run on our inadequate food supplies. The Organization of Petroleum Exporting Countries slashed oil prices, supporting pressures of expanding the third. health care and housing costs in the 70's resulted from an irrational system of rewards waste. The... stemmed partly from speculation in response to inflation initiated by the jolts, partly from increased numbers of new families and growing demand, partly from an inadequate supply, as

Gar Alperovitz, co-director of the National Center for Economic Alternatives, a public-policy author, writes...

Rising... Widespread... Dangers... By George W. Ball

The Soviet... 7,000 troops and... of our Marines — some... and highly sophisticated... other... as... Druse... producing a major... confrontation.

Now comes the new... Syrians are... Syrian buildup... mobile... with a 75-tr... White House... this escalation... President

... considered Lebanon a danger... and refused to expose our... national in-fighting. Mr... Marines to halt Israel's... Beirut and to facilitate the ex... of Palestine Liberation Or... leaders, demanded by the... To be sure, he withdrew... them after a brief period, but a prece... dent had been established; and, after... murder of President-elect Bashir... failure to pro... the... sent.

high interest rates... We forget, in these... of monetary production... that theories and deficit worries... stamped these problems... traditional policymakers initially... money and recession... temporary conservative anti-infla... glutted the market with dollars and oil... 'r — for a while.

But only for a while. President Reagan... thinking he could... the... to get them to hold down... this year. But the worst drought since... the 1930's hit the summer, and food... reserves, they could explode in... If we have two bad crop... row, 1985 prices... Oil also...

1970's Economic Rerun?

By Gar Alperovitz

... slashed conservation and solar... energy programs and vetoed... oil-price controls that... can Senate the... tion...

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GREETINGS



I'm very glad that we have a chance to show you our fruits of work on the occasion of the University Festival.

Our new 17th English Studying Society was organized last December, and started to trace our new footsteps on the history of the E.S.S.. The ever-lasting policies of the English Studying Society are to be a good commander of English through researching various subjects, to promote our fraternity through club activities, to contribute to the advancement of English Education in the Kansai area and to bring about international goodwill and world peace.

During my presidency, we've managed Spring Seminar, Summer Seminar and several kinds of contests and meetings such as debate, speech and discussion following the guiding principle of this year; "to find our way into the outside by having variety in our activities and improving the inside in quality." Besides that, as all members demanded, we opened the Drama Section not only to Junior College members, but also, to University members and we've determined to invite the winners of debate and speech contest to the external events under the sponsorship of the E.S.S.. Those trials will be sure to contribute to the progress of the E.S.S. in the future, I believe.

While serving as president, there was one thing that I was always thinking about. That is, "Nothing can be got while expecting something will be given." I always felt sad to see members quit our club. Since those members did not get anything good from the E.S.S., they left the club, I suppose. Then, what should we do to expect the E.S.S. to give us something? It is to seek after things that you can do in the group. The person who hopes clubs will provide him or her with something will leave the club disappointed that they were not given anything. To demand something means to be burdened with a certain role, or to look for things that you can do. However, those people just wait for something that will be given. What has made them so passive? It's just because of their attitude. This is applied not only to those left-members, but also to us. We have to be special and positive to improve ourselves and the E.S.S..

We have already performed our own parts as I mentioned above. And now, we are taking passionfires on the final and biggest event, "The University Festival." I'm sure that we will carry through our final stage successfully. Why don't you visit us and see our fruits of work during the last year!

Lastly, I'd like to extend my heartfelt appreciation to the university authorities who support us at all times.

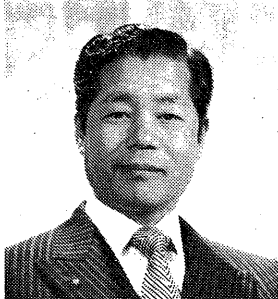
Thank you.

Akihiro Maruo

President of the E.S.S.

A handwritten signature in cursive script that reads "Akihiro Maruo". The signature is written in dark ink and is positioned to the right of the typed name.

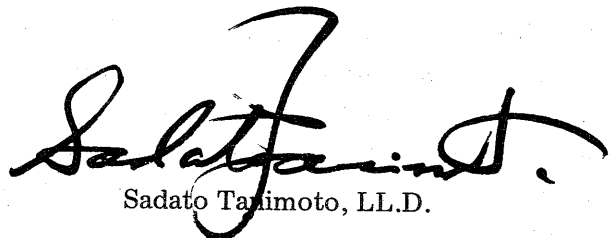
TO ALL THE MEMBERS OF THE E.S.S.



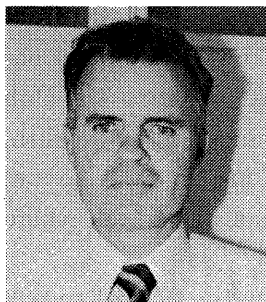
I will to extend my hearty greetings to all members of the E.S.S. I am convinced that through your various on campus and off-campus activities the E.S.S. has contributed very much to broadening intercultural communications, which has been precisely Kansai Gaidai's aim. I am really proud of your every effort and your study in pursuing intercultural communications and international understanding.

It is good that Kansai Gaidai provides an environment where students can grow in knowledge and wisdom. You have the opportunity not only to learn various languages but also to learn about the culture and the way of life of the people who speak those languages. I do hope that you will continue welcoming to your activities our 116 foreign students of the Asian Studies Program, studying at Tanimoto Memorial Hall for International Education during the fall semester of 1983. It is my strong belief that only actual experience can truly teach us what is necessary to become a person with broader understanding.

I am pleased to share with all members of the E.S.S., who have the Kansai Gaidai spirit handed down by your forerunners, the feelings of our achievements of international education at Kansai Gaidai at the occasion of the 30th anniversary of the establishment of Kansai Junior College of Foreign Languages this year. I sincerely hope that all members of the E.S.S. will walk together toward your goals with the Kansai Gaidai spirit, and I wish you the best luck in achieving your goals.



Sadato Tanimoto, L.L.D.



There is no question about it! The E.S.S. plays a very important roll in student life at Kansai Gaidai. First of all, the ESS provides students with an opportunity to deepen their knowledge of English. This is done through the various activities that are organized each year. These activities also make it possible for the members to gain valuable leadership ability.

The E.S.S. sponsored activities at the school festival are a good example of what I mean. Each section of the club begins preparing for the festival many months in advance and a great deal of work is done by everyone in the club. It is in the preparation period, I think, where the students learn the most. I often see members of the club hard at work long after most of the other students have returned to their homes.

There is one area, though, where I think things could be improved. There are times when students get so caught up in their club activities that they begin cutting classes and fail to keep up with their studies. As a result, such students inevitably end up with poor grades. I know of several students who failed to get scholarships to study overseas because their poor class attendance resulted in their failing a number of courses.

The E.S.S. is a fine club and its members are very active, indeed. I hope that the club will continue to expand its activities and will offer ever more creative and imaginative programs that will help all of those who are in the club to grow in knowledge and wisdom.


Paul M. Kelley
Paul M. Kelley

MESSAGE *****

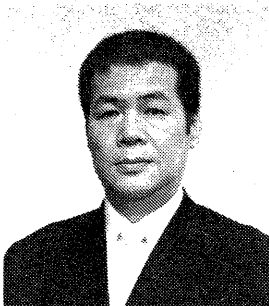
To the members of the Club who attended the camp we want to praise your English skills and your willingness to take advantage of the opportunity to practice the language. Participating in this sort of activity will improve your fluency in ways classroom experiences can never equal.

To the officers of the Club, we want to express admiration for the excellent planning that was evident in all aspects of the trip. To plan and administer an outing of this size is a big job, and one that in the United States would be supervised by a club's faculty advisor. We were genuinely impressed by the excellent management of this trip and the summer training camp. Keep up the good work!

Sincerely yours,
Norman V. Walbek
Nancy H. Walbek



Exchange Professor



私が顧問としてESSと接するようになってから早や五年が経つ。

私も十数年前は、君達と同じ様に大学に通い、畑は違えどボクシング部に所属していた。文化系クラブとは縁遠く思われがちな私が、ESSについて感想を述べるのも笑止なことだが、大学生活及びクラブ活動を全うした一人の先輩として、思いつくままに書いてみる。

まず、大学という場の意義を考えて頂きたい。大学は最高学府として個々の教養をさらに高める場として社会的に重要な位置を占めている。だが、周知のように、これだけが大学の全てではない。

そこには、小・中・高等学校にはない自由がある。自由があるが故に各人の言動に対して、多大な責任が要求される。自己に対して責任を持つ、則ち、自己の自主性、創造力を築き、発展させていく場として二年、或いは、四年間の大学生活があると言っても過言ではない。

そこで、これらを発見し伸ばすためには、学生の自治活動、つまり、クラブ活動はなくてはならぬ存在となる。そういったクラブ活動を通して何を得るかは、個人によるが、私の経験から言っても、それは、人間関係であろう。先輩後輩、または同輩同志の関係を広め、そして深め、信頼関係を築いていく。クラブというものは、部員相互の信頼関係を土台にして、成り立つべきものである。そういった土台がない状態だと、クラブという団体は、烏合の衆と化し、その目的を失ってしまう。

ORGANIZATION OF THE E.S.S.

Committee

| | |
|---------------------------------|------------------|
| President | Akihiro Maruo |
| Vice Presidents | |
| for Negotiation Dept. | Kazuya Marutani |
| for Planning Dept. | Seiya Murakami |
| for General Affairs Dept. | Inato Iwata |
| for Paymaster | Miyuki Shimoura |
| Chief in Charge of Conversation | Yoshie Miwa |
| Grade Leaders | |
| for Junior | Erika Odashima |
| for Sophomore | Yoshihito Ibata |
| for Freshman | Tomoyasu Miyano |
| Chief of Section Leaders | |
| for the University | Hideo Matsuo |
| for the Junior College | Kuniko Fujiwara |
| Chairman | Yoshihito Ibata |
| Secretary | Machiko Suganami |



Leader's Conference

| | |
|------------------------------|-------------------|
| Discussion Section of Univ. | Hideo Matsuo |
| Literature Section | Yukihiko Yamamoto |
| History Section | Yasukazu Tsunemi |
| Politics & Economics Section | Seiji Nishinaka |
| Drama Section | Mari Furui |
| Interpreter-Guide Section | Kuniko Fujiwara |
| Practical English Section | Akemi Tsuchiya |
| Discussion Section of J.C. | Ikuko Sasakabe |

An Explanation of the E.S.S.

Our club, the E.S.S., is not simply for studying English but also for exploring other subjects through the medium of English: discussions, debates, practical conversations, interpreting, guiding, and dramatics. English should be a kind of tool for us to have communication with each other, using a logical way of thinking. Most club members major in the English language, not politics, economics, or literature like the E.S.S. members of other universities. That is why our club is called the English Studying Society, and not the English Speaking Society.

Now, let us explain the activities of the E.S.S. We have three kinds of activities: Section Activities, Grade Meetings, and General Meetings.

(Section Activities)

We have eight sections in our club. We practice four times in a week to get special knowledge. There are the Discussion Section of University, the Politics & Economics Section, the Literature Section, the History Section, the Discussion Section of Junior College, the Interpreter-Guide Section, the Drama Section, and the Practical English Section.

(Grade Meetings)

We have Grade Meetings at lunch time from 12:30 to 1:00. The Grade Meetings consist of the same grade members. The activities are free talking, discussion, daily conversation, game, and so forth. Through the Grade Meetings we can promote friendship among each grade's members and get the place to use out our English abilities.

(General Meetings)

General Meetings are the activity for freshmen. They begin in mid-April and end at the beginning of June. Each group consists of freshmen, sophomores and juniors. Their aim is to educate freshmen. Therefore, through them freshmen can get accustomed to the atmosphere and activities of the E.S.S. Of course, exercises are very severe for preparing for the Recitation Contest and the Joint Discussion for Freshmen with other universities. The memory of General Meetings will remain in each one's heart.

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. 1982—Nov. 1983).

| | |
|------|--|
| DEC. | Debate Contest with Kobe City Univ. of Foreign Studies All Japan Open Joint Discussion English Oratorical Contest (Five Universities of Foreign Studies) Christmas Party |
| FEB. | Farewell Party |
| MAR. | Spring Seminar |
| 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. and K.I.E.F. |
| JULY | Summer Festival Summer Seminar |
| NOV. | University Festival |

Chairman
Yoshihito Ibata
Secretary
Machiko Suganami

喫茶

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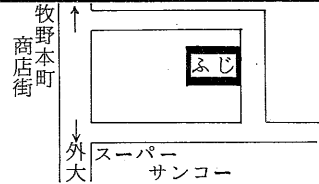
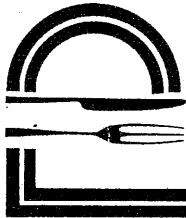
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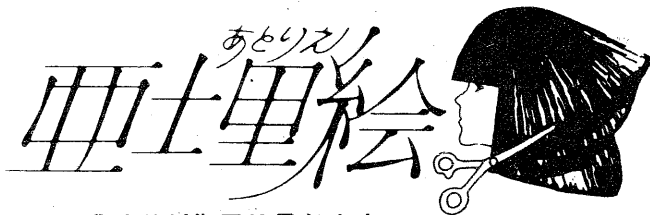
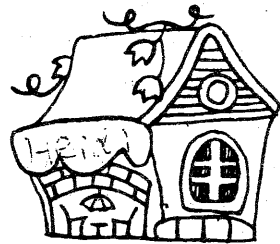
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メルカード マキノ

Voices from each Section

DISCUSSION SECTION OF UNIVERSITY

WE ARE MAKING AN EFFORT TO BE CROSS-CULTURAL COMMUNICATORS.

“The rest of the world must begin to perceive what the Japanese perceive. And the Japanese must reciprocate. The global economy cannot run on so many cultural subjectives. Japan has become too powerful and too crucially inter-connected in the world to be so little understood, or so little understanding.”

“JAPAN” from TIME August 1, 1983

Japan is a small island country surrounded by sea. We have few natural resources and are very dependant on trade. Under these circumstances, we need mutual understanding with other nations and to do so, good communication skills are required. We, members of the discussion section of this university, are making constant efforts to be cross-cultural communicators.

1. The Value of Discussion.

English: We discuss various kinds of topics in English. Since we Japanese students rarely have opportunities to speak English, the activities of the discussion section play an active role in developing the speaking ability of the members. To communicate one's own thoughts to another person, he (or she) must speak correct English. This becomes an incentive for us to study English constantly.

Developing a logical way of thinking: When you speak to foreign people you should express your ideas logically. Mr. Jack Seward, professor of Japanese culture at The University of Michigan, writes in his book, “America and Japan: The twain meet” that the American and the European people deeply respect LOGIC. In discussions, opinions should have some logic behind them. Other discussants examine the arguments and if they are not logical, they are not acceptable.

Verbalization of thoughts: We research the topic, analyze the data and work through it to arrive at a logical opinion. But it is not enough to construct a good opinion yourself. You must express it to other people. There is no “virtue of taciturnity in our discussions. With the examination of other participants, you can remove the bias from your opinion and deepen your thinking.

Attitude: In the discussion, each participant should be aggressive. I often tell the members of Gakudis (Discussion Section of University) “Don't be a captive audience.” Of course, they should be aggressive in expressing their opinion. But there are further meanings. They should be aggressive in listening to other opinions and in asking questions if they are doubtful.

We can broaden our own view and deepen our thinking by listening and analyzing other opinions.

Public Speaking: In today's society, we sometimes have opportunities to speak in front of an audience. Public speaking is essential, especially for the people who want to be group leaders.

In the discussions, they must express their opinion standing up in front of other participants clearly. In doing this the members can gain self-confidence.

2. Principles of Our Section

"The best way to show appreciation to your senpais is to surpass them in a discussion: This is a phrase used to encourage Kohais (Juniors). In the activities, Senpais (Seniors) teach the skills of discussion, and give Kohais incentive. In return, Kohais make effort to surpass them. This causes the Senpais to further develop their own abilities.

"Develop your abilities, not only for yourself, but also for other members,": We learn many things from one another. The better your opinions are, the more other members learn from you. Your hard work is not only to help yourself, but also to help others.

These principles help to develop not only the abilities of each individual but also our section.

3. Section Activities

Features of Our Section: We set as our goal to have joint discussions with E.S.S. from other universities. As I mentioned before there are many advantages from our own discussions, but we can also gain more incentives from discussions with the members of other universities. We are stimulated by listening to good English and the different points of view help to develop our own ideas on a subject.

We usually have activities 4 times a week, 3 times for discussion and the other time, for studying English.

Sometimes we have "Debating" which is helpful in developing a logical way of thinking.

Titles of Discussions: We deal with several topics in a year the titles are decided from current topics from newspapers and magazines, and may include political, economic, and educational issues.

The following are the topics we have discussed this year.

(1) Japan—U.S. Defence Problems: Defense is one of the most important issues for Japan. The Soviet Union is building its military strength in the Far East. However, Japan is now spending within 1% of its G.N.P. for defense. The Self Defense Forces are not strong enough to defend our country. Now Japan is protected by the United States under the Japan—U.S. Security Treaty. But the United States is requesting Japan to increase its military spending. Under these circumstances, what is the best way to keep Japan peaceful? There were roughly three opinions, increase

the budget, decrease the budget or keep the present level. The large number of opinions made the discussion very exciting and we enjoyed it very much.

(2) Trade Friction between Japan and U.S.: U.S. is the No.1 trading partner of Japan and we are enjoying a great trade surplus with them. But they are requesting Japan to open its market and buy more from them. If we don't open our market, the U.S. may take retaliatory measures. What is the best way to solve the trade problem and keep good economic conditions in Japan?

(3) School Violence: 1) Leaders lose their self-confidence and pride, and therefore flatter people. 2) Elders people flatter young people and don't guide them.

According to one study, these two things are the most common warnings of decay in historically prosperous cultures. Now, the average age of violent students is getting lower and the number of victims are increasing, especially among teachers. Does this mean the down fall of school education or Japan?

We discussed the existing state of school violence and ways to solve the problem.

(4) Consumer Financing Companies: When you walk down the street, you can often see the advertisements of Consumer Financing Companies. They say "we will lend you money as soon as you call us.", or "We will lend you money even if you've already borrowed money from other companies." But it is easy-come, easy-go money and the loan swells endlessly. In fact about 180 persons killed themselves during the 1st. quarter of this year because of their unrepayable debts. We discussed how we should cope with these dreadful shark loans.

Joint Discussions and Events during my leadership

March 29, 1983 (In the spring training camp) "Japan—U.S. Defense Problem" with the Political & Economic Section, the History Section, and the Discussion Section of Junior College.

April 24, "Ideal Trade Relations between Japan & U.S." with Kinki University

June 21—22, "School Violence" Training Camp of the Discussion Section

July 3, "School Violence" with Doshisha Women's College and Kinki University

July 23, (In the summer training camp) "Shark Loans" with the Discussion Section of J.C.

The members of the Discussion Section worked very hard and I believe we have improved very much. After the University festival we juniors are going to retire from our activities. We certainly hope that the freshmen and sophomores will continue to make an effort to develop our section.

Thank you very much.

Leader of the Discussion Section of the University



Hideo Matsuo

HISTORY SECTION

I would like to express my sincere thanks for this opportunity to introduce the History Section. We, members of the History Section, have studied English to be international communicators through Debate and Discussion about military and economics issues. English consists of LOGIC. The best way to learn logic is Debate. Therefore, we should study debate, like it or not, if we hope to be international communicators.

“DEBATE”

I would like to explain debate that is adopted as a main activity in the History Section this year. What is a debate? According to the Random House Dictionary, a debate is a discussion involving a proposed solution to an issue. According to the Longman Dictionary, a debate is to consider in one's own mind the arguments for and against something. As you can see from this, a debate is, in other words, an intellectual dispute or controversy in order to solve a problem. Next, I will explain debate practically. I often hear that making Affirmative and Negative constructive speeches is very difficult, I don't understand how to make them, or what I have to say in the First Affirmative or Negative constructive speech or Rebuttal speech. So I will introduce my esoteric point to work out such troubles.

HOW TO MAKE THE AFFIRMATIVE CONSTRUCTIVE SPEECH

Please look at this chart, which chart shows you the gist of an affirmative constructive speech. I will describe it in short in set order from Philosophy to Advantages.

| | |
|---|------------------|
| 1 | Philosophy, Goal |
| 2 | Definition |
| 3 | Need |
| 4 | Plan of Action |
| 5 | Advantages |

(1), Philosophy: A, General needs to adopt the proposition. B, Goals to adopt the proposition. (2), Definition:

A, Define the terms not only contained in the proposition, but also in the arguments.

(3), Need: A, There are harms and evils inherent in the status quo. B, There are significant reasons to adopt the proposition. (4), Plan of Action (Plan): the proposition itself in debate is also called the plan. So correctly speaking, the plan in the constructive speech is called the plan of action. A, Explain how you implement the proposition. B, Supplement the proposition with some measures at this stage. (5), Advantages: A, Advantages that the proposition will directly bring about. We can find many affirmative cases; for example, Need-Plan-Advantages Case, Comparative-Advantages Case, Goals-Criteria Case, Alternative-Justification Case, Effects-Oriented Case. The case establishment depends on the contents of the proposition. So choose the most suitable case for the proposition after you have done enough research work.

HOW TO MAKE THE NEGATIVE CONSTRUCTIVE SPEECH

We have some negative cases; for example, Constructive Case, Denial Case, Counter-Plan Case. The way the negative attacks depends on the contents of the proposition and the case of the affirmative side. So we always make the negative constructive speech just after listening to the affirmative speech. In any case, the significance of the negative side is to give the attack, especially toward Need and Plan practicality and workability.

NATIONAL DEFENSE

The title of our section this year is U.S.—Soviet relations. So I include our country Japan in this topic and will present to you an intelligible example of the first affirmative constructive speech of debate which is related to national defense in the world situation to get better understanding. Here is the first affirmative constructive speech, that is established by the Need-Plan-Advantages Case.

Thank you, Mr. chairman (Madam chairman), honorable judges, our worthy opponents and ladies and gentlemen. I'm very glad to debate a problem of vital importance, which is "Resolved: that Japan should adopt a comprehensive program to reinforce its national defense."

You are well aware that Japan doesn't have nuclear power and is not a military country. So she can't defend herself against an enemy in an emergency. In spite of this fact, recently the Soviet's military power in the Far East has become powerful; for example, the movement of SS-20 missiles from Europe to Asia to be targeted on Japan and China. In addition to that, needless to say, the U.S. is the most significant nation for Japan's defense and economic development. Therefore, Japan must keep good relationships with the U.S. and Western European countries. However, that important country, the U.S., and West European countries must make criticism of Japan's defense efforts. I'd like to introduce to you a piece of evidence on this point. Let me quote from "TIME" magazine dated August 1, 1983. (quote) "Thanks to the American military shield, Japan has been able to keep its military budgets unusually low: this year, for example, 0.98% of the G.N.P. In comparison, West Germany is spending 2.6%, Britain 5.1% and the U.S. 6.3%. As a result of this imbalance, Americans and West Europeans complain increasingly that Japan's world economic success rests at least in part on its failure to pay its fair share of the West's defense, which means the West is paying an undue share of Japan's defense." (unquote) With these viewpoints, you can see easily how serious the problems are. Thus, we on the affirmative side firmly insist that the adoption of this proposition is urgent and inevitable.

Now let me explain our Goal; that is, the National Security of Japan. First,

I'd like to define the essential terms of the resolution. By the term of "Japan," we mean the Government of Japan. By the term of "adopt," we mean enforce. By the term of "comprehensive program," we mean our plan what is to be done. By the term of "reinforce," we mean to make stronger than now. By the term of "national defense," we mean defending ourselves from attack or fighting against attack. Now let me introduce to you our Need contention.

- Need Contention No.1: The threat from the Soviet Union is rising in the Far East.
 - Need Contention No.2: Japan cannot defend by herself and for her defense relies much on the U.S.
 - Need Contention No.3: Japan is the target of criticism from the U.S. on account of negligible defense efforts.
- Next, I'll present to you our plans.
- Plan No.1: Japan should improve the capability of Air-Defense and anti-submarine Defense.

The next two subpoints support this plan. Subpoint A: The government should increase the number of escort warships, P-3Cs, F-15s. Subpoint B: The government should get all escort warships with missiles.

- Next we discover Plan No.2: Japan should go nuclear.

In the first affirmative constructive speech, I'll develop the need contentions, and my partner will give you the detailed explanation about the plans and advantages in the second constructive speech. The rationale for this plan was developed in the three need contentions. For those reasons, we the affirmative side strongly insist that Japan should adopt a comprehensive program to reinforce its national defense. Thank you very much.

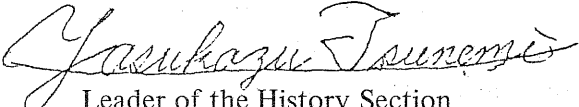
HISTORY GOAL TO DEBATE

I suggested that you learn Debate to be an internationalist, because Western people, especially English speaking people, make their arguments very logically. But Eastern people, especially Japanese people, do not. Because of this gap, problems like "Defense" or "Trade Friction" come to us. To live in this international community, we Japanese have to learn how to make logical arguments. I will advocate again that Debate is the best way to make them. So why not Debate?

Finally, I sincerely hope that "SAMURAI," on whose shoulders Japan rests will appear from among us through Debate. "DEBATE" is all-in-all to me.

Thank you and God bless you.

Yasukazu Tsunemi


Leader of the History Section

POLITICS AND ECONOMICS SECTION

Our measures are English ability and the understanding of political and economical affairs. We, members of the Politics and Economics Section, are making efforts to improve ourselves more in these points, and also in acquiring logical thinking through discussion and debate.

This year we have done research on the annual title "International Disputes." Under this title we mainly took up the problem of the Middle East, whose early political stability is essential to the world peace. That is to say, there is a possibility that world-wide economic damages, or a head-on collision between the East and the West, will come about.

FROM THE ECONOMIC ASPECT

Entering into the 1980s, the oil producing countries have completed the first stage of developing the infra structure. And they are trying not to make haste to industrialize, but to fulfill slow and steady industrialization without investing too much in development like in the 1970s. Yet, today, they are generally faced with lack of labor, in particular, lack of trained workers. And also they sustain the decrease of oil income because of the easing between supply and demand in terms of oil since 1980 and the fall of oil in price from 35BB/D to 29 B/D in March, 1983. As to Japan, because of this, Japan's exporting industrial goods and export of industrial equipment to the Middle East decreased. Therefore, when we take into consideration these things, the political instability of the Middle East and the fact that Japan still depends on oil from the Middle East for over 60% of its needs in spite of promoting the diversification of the importing partner of oil, it is, I believe, a proper way for Japan to export the industrial plant as a supply of technology to the oil producing countries of the Middle East while considering the training of unskillful workers in order to be guaranteed a stable supply of oil as collateral in case of emergency, like an embargo on oil.

FROM THE POLITICAL ASPECT

At the beginning of the 20th century the area of the Middle East was a colony conquered by England, France and so forth. The problem of Palestine was caused by British dual diplomacy. In 1915-16 the Husayn-Macmahom Agreement was concluded, in which England promised to acknowledge the independence of the Arabians' But in the Sykes-Picot Agreement concluded between England, France and Russia, the Arabians were not permitted to become independent. And in the Balfour Declaration, 1917, England allowed the establishment of the Jewish nation in part of Palestine in order to cooperate with the Jews in attacking Turkey. After this declaration, the Jewish immigrants there increased in number, and the Arabians began to feel discontented with it. This led to a severe conflict between the Jews and the Arabians. After World War II broke out in 1939, an increasing number of the Jews

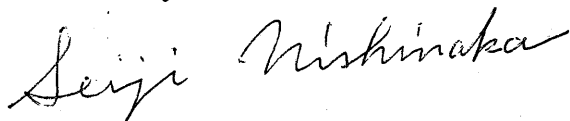
sought sanctuary founded on Zionism, as they suffered severe and severe persecution from Hitler. Then, though England rejected their attempt to enter Palestine for fear the conflict between the Jews and the Arabians should become more severe, England was not able to restrain the Jews from immigrating to Palestine. Ultimately, England gave up solving this problem and left there. As a result, Israel declared independence in 1948. Then Arab nations began to attack Israel to destroy it and the 1st Middle East War broke out. Between 1948 and 1974 four Middle East Wars happened. Through this period Israel expanded her land about four times larger than it was when it was decided by the United Nations' divisional plan. In this way the situation has merely been getting worse and worse. Though the Camp David Agreement was concluded in 1979, negotiations on autonomy of the Palestinians have never progressed because Israel never admitted the Palestinian people's right of national self-determination. Even on this point we've never seen any light in the Western part of the Middle East.

Here, to make matters worse, the Iranian Revolution broke out, Khomeini came to power with his ambition of changing the Islamic world in the wake of the Shah. Then the second oil crisis occurred in 1979, and in 1980 the Iran-Iraq War happened. They've fought on the border not as an all-out war, but they have often attacked each other's oil production facilities, ports of oil shipment and so forth. Although the war has not been a total one and has seemed to be a long one, if the situation of this war becomes worse, for example, by attacking all facilities and ports concerned with oil, the situation will be very serious. Why? In effect, both the U.S. and the Soviet Union have professed that if the Straights of Hormuz were blockaded in such a case, they would deploy their squadrons there to secure the route of exporting oil. As the East and the West have been strained after the Soviet invasion of Afghanistan in 1979 and the majority of oil from the Middle East the Western advanced countries is imported from the Persian Gulf, this case could cause World War III and the third oil crisis in a high probability.

The situation of the Middle East has been getting more and more complicated against the background of religions interests and the movement of the U.S. and the Soviet Union. And there is no wasting time. But we should never give up finding out the best solution. In the period of the University Festival we'll never fail to reach it with our everlasting "SEIKEI SPIRITS!"

Thank you very much.

Seiji Nishinaka

A handwritten signature in cursive script that reads "Seiji Nishinaka". The signature is written in dark ink and is positioned above the typed name.

Leader of Politics and Economics Section

LITERATURE SECTION

Prologue: Are you interested in reading books?

The members of the Literature Section are interested in it and like discussing their content, so we can benefit through the activity of this section. What is this benefit? We can't show you clearly because it is individual experience; for example, someone can notice that his opinion is so obscure that nobody can understand it, or another's opinion has a good viewpoint which he hasn't considered. Then, let me introduce to you our section.

Chapter 1. Title and Materials

This year we decided to research the work's of Ernest Hemingway and William Faulkner. The reason why we chose them was last year we researched John Steinbeck and began to have an interest in the "LOST GENERATION" which was spoken of by Gertrude Stain. Both of them are also classified as members of the "LOST GENERATION," but their individual style and ideas are quite different from each other. The main purpose to research them is to know their way of thinking and their will to live, and to be able to compare them deeply in the true meaning. Then this year we discussed some materials: 'TO THE YOUTH OF JAPAN and THE IMPRESSION OF JAPAN' in "FAULKNER AT NAGANO" and 'HAIR' in "THESE THIRTEEN" written by Faulkner. As for the novels of Hemingway. we chose 'INDIAN CAMP' and 'A VERY SHORT STORY' in "IN OUR TIME," "THE SNOWS OF KILIMANJARO," and "THE OLD MAN AND THE SEA."

Chapter 2. For what are we doing reading analysis ?

Do you often hear the expression "reading analysis"? "Reading analysis" is one of the ways of discussion, but it doesn't mean to give your opinion which depends only on your impression or experience. First of all, we are expected to understand the standpoint of the author, the historical events, background, what kind of person he is. Secondly, we do intensive reading, scanning and skimming over his novel which we have chosen again and again. Next, we form our opinions in order to discuss the following agendum; for example, how do you analyze his character and what's the theme of this story? Through analyzing and discussing the hero's character and philosophy, we are seeking for what the author wants to say.

Chapter 3. Maze

After reading a book, probably you'll find impressive parts and sometimes you'll wonder "Why did the hero speak like that?" or "What kind of feeling did he have?" In a sense, a novel is like a maze, and we are straying persons. In order to find the goal we ought to make efforts.

Chapter 4. Ernest Hemingway's Career

Ernest (Miller) Hemingway was born in Oak Park, July 21, 1899, son of Clarence Edmonds and Grace (Hall) Hemingway and grandson of Anson Tyler and Adelaide

(Edmonds) Hemingway. "The Old Man and the Sea" won Hemingway the Pulitzer Prize for fiction in 1952. Hemingway received the Nobel Prize for literature in 1954, and the "The Old Man and the Sea" was mentioned specifically. He died in Ketchum, Idaho, July 2, 1961.

*** Some of his novels ***

| | | | |
|---------------------------|------|---------------------------|------|
| "In Our Time" | 1925 | "The Sun Also Rises" | 1926 |
| "A Farewell to Arms" | 1929 | "Green Hill of Africa" | 1935 |
| "For Whom the Bell Tolls" | 1940 | "The Old Man and the Sea" | 1952 |

Chapter 5. William Faulkner's Career

William (Cuthbert) Faulkner was born in New Albany, Mississippi, September 25, 1897, son of Murry Charles and Mand (Butler) Faulkner, grandson of John Wesley Thompson and Sally (Murry) Faulkner, great-grandson of William Clark and Holland (Pearce) Faulkner, and great-great-grandson of Joseph and Caroline (Ward) Faulkner. His great-grandfather was a railroad builder and the author of "The White Rose of Memphis," a romance of pre-Civil War days. Faulkner won his second National Book Award for "A Fable" and the 1955 Pulitzer Prize for literature. In 1955 Faulkner made a world tour under U.S. Department of State auspices, stopping in several European and Far Eastern countries including Japan, where he participated in a seminar on American literature in Nagano. He became known during the 1950s for his public statement on issues of social concern, beginning in particular with his Nobel Prize acceptance speech at Stockholm, Sweden, December 10, 1950. He died in Byhalia, Mississippi, July 6, 1962.

*** Some of his novels ***

| | | | |
|--------------------------|------|------------------|------|
| "Soldier's Pay" | 1926 | | |
| "The Sound and the Fury" | 1929 | "Sartoris" | 1929 |
| "Sanctuary" | 1931 | "These Thirteen" | 1931 |
| "Absalom! Absalom!" | 1936 | "The Mansion" | 1959 |

Epilogue: Future

We feel that our English ability is not sufficient to explain our opinion clearly. So, we'll do our very best to try to improve our ability and attitude.

Thank you very much.

Yukihiko Yamamoto



Leader of Literature Section

DRAMA SECTION

Hello, my friends! Here's the 1983 introduction of the Drama section. I'm very happy to have this opportunity here.

Have you ever dreamed of becoming an actor or an actress? I guess you have at least once, because movies and plays gives us much to think about. You must have been charmed by the players who did a good job, and it would be natural to make you want to be on the stage and not on the seats, I would think.

In our case, we perform a foreign play in a foreign language, and the aim of our section is to master English, using our bodies. It's one of the best ways to learn it. As you may know, English is quite different from Japanese. So we cannot avoid hard practice, starting with the basic practice, which is called "Voice-Control," everyday. Let me describe the order of it.

1. Running
2. Radio Gymnastics
3. Light Gymnastics
4. Tension
5. Breathing Practice
6. Projection Voice
7. Constant sound
8. Movement for jaw and tongue
9. A to Z

Seemingly, we are members of a sports club. But these are very important. We Japanese people breathe with our lungs by nature. In order to become a good English speaker, we need to do abdominal breathing; otherwise we can't speak it clearly and correctly. So through these exercises, we train it.

Next, we have Pattern Practice for movement.

1. Tension (Reverse tension, Informal tension)
2. Reach out
3. Facial expression
4. Emotional expression
5. Pattern practice (with a textbook, "English through Drama")

These help us express ourselves freely like foreign people, as we are accustomed to speak our language without gestures. In this way, we also learn how to act little by little — how to become the characters themselves.

Now, I'd like to tell you about the equipment. There are ten members this years. (1 junior, 5 sophomores and 4 freshmen) Our section is small, so all members work as stagehands as well as performers, and we spend all our energy in the Drama, though our knowledge and skill is not enough. It's very hard. Therefore it's challenging.

1. The lighting effects
2. The sound effects
3. The setting effects, the properties
4. The costume, the make up

Just as our acting and English, all these productions hold the key to succeed in

Drama.

Then how do we carry out our plan up to the day on stage? First, by beginning to look for a scenario, we analyze the characters and feelings of each member of cast carefully, and then discuss the theme. Next, the audition to decide each part, memorization, paying attention to the pronunciation, accent, and intonation. Every-day there is running, running, running; practice, practice, practice. And on the day of acting before the audience, we feel very nervous, but at the same time, we have a day that money cannot buy. Once an actor, always an actor. The Drama makes up polish our characters and bring out the good and the best in each one of us.

Our annual activities were as follows:

1. May The K.E.L.U. Festival
2. June The K.E.L.U. Intercollegiate Scenario Reading Contest
3. July The Drama performance in Summer training camp
4. Oct. The Drama performance in the university festival
5. Nov. The Drama performance in the K.E.L.U. English Drama Contest

Our university and other twelve or thirteen universities belong to K.E.L.U. (Kansai English Language Union), and 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. The Union gives us a golden chance to show our performance. It's like a stimulant for us and gives us the desire to be second to none. We believe that the teamwork of the Drama members in K.U.F.S. E.S.S. is very fine. In other words, we cannot make a moving Drama without cooperation and vying with each other.

One more thing I want to say is that our section used to be just for junior college students, but we expanded it for both university students and junior college students. I think we should have at least one or two ambitious goals in our school life. Strive for the best and then we can overcome any difficulties.

Lastly, many many thanks to our Committee members and the Leaders of other sections for supporting the Drama section.

Thank you so much.

Mari Furui



Leader of the Drama Section

DISCUSSION SECTION OF JUNIOR COLLEGE

Now, I belong to the E.S.S.; lovely club! I am a member of the Discussion Section! Today, I am very glad to introduce my section to you.

The activity of our section is to practice English through Discussion. First, I will show you what Discussion is.

WHAT IS DISCUSSION? In a word, Discussion means that several people exchange their opinions in order to deepen their understanding of specific issues. The process is as follows.

- 1) IDEAL FIGURE - - - In this part, we discuss the ideal condition which allows us to compare the standard of the ideal with each other.
- 2) PROBLEM - - - In this part, we show the gap between the present situation and ideal condition; that is to say, the problem. And we show the seriousness of the problem. One of the ways to show it is to show EVIL (HARM). It means and influence by the problem and it is one of the inevitable elements for Discussion. (Roughly speaking, there are two kinds of EVIL. ACTUAL EVIL and POTENTIAL EVIL).
- 3) CAUSE - - - In this part, we show the cause which brings about the problem. CAUSE must have the possibility of being taken away by PLAN. (Sometimes we must show the ROOT CAUSE (That is to say the CAUSE of the CAUSE), if it exists.
- 4) PLAN - - - In this part, we show the way to solve the problem; that is, the way to take away the CAUSE. The PLAN must include originality, workability, practicability, and desirability.

Now, maybe you understand the outline of Discussion, so now I will show you the importance of Discussion;

WHAT IS THE IMPORTANCE OF DISCUSSION? The followings will make you understand it.

- 1) TO GET ACCUSTOMED TO SPEAKING IN ENGLISH - - - Through Discussion we can get it! It is very natural, so I don't have to give you any explanations.
- 2) TO ACQUIRE BOTH THE WAY OF LOGICAL THINKING AND HABIT TO SHOW ONE'S OPINIONS - - - Discussion requires discussants to form opinions as the stream from the IDEAL FIGURE to the PLAN and makes discussants want to show their opinions positively. This fact shows that Discussion is one of the most effective ways to acquire both of them, as I itemized before.

These two matters include the need, for they are necessary for effective communication. (Effective communication is necessary to live in this society and one of the most important elements in learning English.) Unfortunately the Japanese are apt to be lacking in them. Then, please imagine two situations. One situation is that an English learner continues to make large efforts to learn

English but to ignore the two weak points. The other situation is that a man attempts to pour water into a bucket with holes in order to stock water. --- I am sure you find that the need is very serious.

Next, I will show you the activity of our section. We usually have Discussions leading to some joint Discussions. In 1983 up to now, we have had 4 joint Discussions. JOINT DISCUSSIONS in 1983

MARCH 29 Japan-U.S. Defense Problem in Spring Training Camp with Discussion Section of University, History Section and Politics and Economics Section

MAY 8 Student Violence in KIEF DISCUSSION MEETING

JULY 3 School Violence with Stella Maris College and Kobe University of Commerce

JULY 23 Loan Sharks (so-called Sarakin) in Summer Training Camp with Discussion Section of University

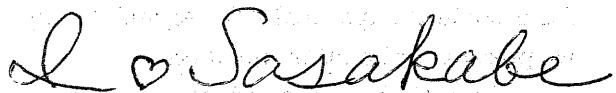
Through these Discussions we were able to think about the present serious problems deeply. Through discussing the Japan-U.S. Defense Problem, we sought after the best way for Japan to defend herself and felt the contradiction in human character desperately; greed to conquer and desire for peace. In Student Violence and School Violence, we noticed that this problem has a close connection with not only junior or senior high school students but also with everyone, and we sought the way to solve it. In Loan Sharks, we sought the bad points of the consumer financing company and the way to solve it. We had very good experiences through these Discussions!

Lastly, I will show you one of the most important matters to introduce our section. It is "TAN-DIS SPIRIT" (TAN-DIS is the nickname for our section.) WHAT IS TAN-DIS SPIRIT? It means the spirit of never giving up, a passion to speak English, a passion to give opinions and being proud of our section.

Now, I am most happy, because I am assured that you understand the outline of our section and hope with me for our section's eternal development. Then let me cry out, "I LOVE TAN-DIS!"

Thank you very much!

Ikuko Sasakabe



Leader of the Discussion Section of J.C.

PRACTICAL ENGLISH SECTION

It is my great pleasure to have this opportunity to introduce to you the activities of the Practical English Section. First of all, what is Practical English? Can you define it? This is the biggest problem for members of our section every year. There are eight sections in the E.S.S., and each section, except for our section, has its own subject. For example, the members of the Discussion Section study English through discussion, and the members of the Drama Section study English through drama. But in the Practical English Section, we can study English through everything.

When I became the leader of this section this year, I had trouble making up my mind about what would be the best way for us to improve our English ability. Our purpose in studying English is to reach the point where we are able to communicate our deepest thoughts with each other in English. In order to achieve our purpose, this year we made our own speeches, and presented them, and we investigated the background of the United States and England. Through this investigation we looked for the cause, origin, and the best means of closing the COMMUNICATION GAP between the Japanese and people overseas. We found that a thorough knowledge of the background of the educational systems, English words, and the way of life, etc. are the most basic and necessary factors involved in mastering foreign languages.

If we don't know these kinds of things, we may very well, regardless of how many words and how much grammar we may know, find ourselves unable to speak the language at all.

We want not merely the activity of speaking, but the chance to communicate that which is in our minds!

Now let me explain our activities in detail.

1. We correct our pronunciation and intonation, using some English songs.
(Singing English songs is one of the best ways to correct pronunciation and intonation. It is only very easy to improve our listening ability.)
2. We memorize many dialogues and present them in front of other members.
(This is in order to gain the ability to use idiomatic expressions freely when speaking English.)
3. We investigate colloquial expressions and American and English slang. We form some groups, make notes, and finally bring out a group pamphlet which we present to the other members.
(Sometimes we find the expressions in the pamphlet in movies, and that helps make them even more interesting.)
4. We investigate the difference among the American people, the English, and, the Japanese.

(I think this investigation is one of the best ways to solve the COMMUNICATION GAP.)

5. We make our own speeches and present them in front of other members. We prefer to make EXTEMPORANEOUS SPEECHES, rather than speeches which we have memorized. Extemporaneous speeches, memorized speeches and impromptu speeches are quite different things, as you know.

(Extemporaneous speeches are similar to impromptu speeches, but we can look at paper on which the main points are written. And we create our own speeches spontaneously from this.)

6. In the course of our activities, we use the L.L. system twice a month to test and improve our listening ability. Unfortunately, since the entrance of the freshmen we have not yet had a chance to use this system in our activities.

7. In order to gain the ability to speak fluently in English, we are allowed to speak only English in the course of our activities. In this way, we the members of the Practical English Section are studying English to be able to speak the language fluently. Now I would like to ask you some questions.

a, What is the difference between "hear" and the "listen"?

b, Why is there racial discrimination in the United States?

c, What do they think about the Japanese people in overseas countries?

d, What are their first impressions of Japan on the part of people from overseas countries?

Can you answer all these questions?

This can be one step towards solving the COMMUNICATION GAP. And, for us, this is the real Practical English.

Thank you very much.

Akemi Tsuchiya

Akemi Tsuchiya

Leader of the Practical English Section

INTERPRETER GUIDE SECTION

Suppose a foreign visitor drops in to see you. On encountering Tokyo, his romantic expectations of Japan have been shattered. Bumper-to-bumper traffic, ugly, non-descript buildings and thousands of giant billboards have shocked him. What would you do in order to show him Japan you are proud of?

Foreign tourists in Japan have increasing year by year. Japan has gained world-wide attention and is famous for its machines, cars, computers, electronics. But industrialism is only one of the many aspects of Japan.

When I see a foreign visitor, I feel a desire to introduce him to some good places in Kyoto and Nara in order to show another aspect of Japan. Because there the charm and beauty of old Japan are still retained. I want him to learn of Japan as we Japanese see it. If you feel this way too, why don't you start guiding foreign visitors with us?

*** Let's start guiding ***

The members of I.G.S. are studying Japanese culture in order to learn our country, ourselves and to guide in a practical way. In July, we visited Kinkaku-ji Temple and told foreign people about it. When we guide, we have to keep three important points in mind. Guiding must be informative, enjoyable and pleasant.

- 1) Informative: Before guiding, we collect as much information as possible by reading books and asking questions of knowledgeable people. We need to be able to answer any and all questions from visitors.
- 2) Enjoyable: It is very important for visitors and guides to have an enjoyable time. We guides should make efforts, for example, tell some interesting stories, anecdotes, jokes, and so on.
- 3) Pleasant: While guiding, we must speak correct English clearly and politely. Besides that, our attitude must be kind and we must offer warm smiles to help please our visitors.

We are not guide books, but human beings. We wish make so much of relationships between visitors and us.

Can you understand now what guiding is? It is perhaps difficult to understand completely without having some practice. If you are ready, let's start guiding now. Look over there! A nice gentleman is coming this way.

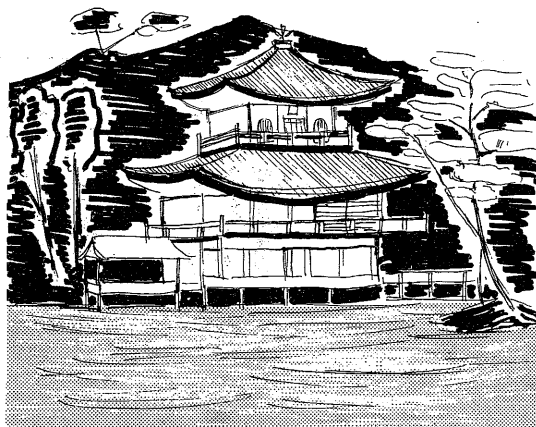
Guide: Excuse me.

Visitor: Yes?

G: I'm now a junior college student. Today I'd like to volunteer to guide you around Kinkakuji-Temple. May I?

V: Sure. Thank you very much.

G: This temple is very famous for the Kinkaku or Golden Pavilion, but its real name is Rokuon-ji Temple. It belongs to the Rinzai sect. Yoshimitsu Ashikaga, the third general in Muromachi Period - - -



*** What is the J.S.G.F. ***

We are members of J.S.G.F. (Japan Student Guide Federation). This federation consists of six organizations, and it has two big events each year. One is the General Assembly in June. This year we had a lecture by Mrs. Fumiko Nakamura, a professional guide, and we discussed under the title "What is the ideal guiding?". The other is the Guide Contest in December. Competing in the contest is the goal of all the members.

Incidentally, in July we had a "Joint Walking Tour" with the members of the E.S.S. of Ryukoku University. They guided us through Ryoan-ji Temple and we did them through Kinkaku-ji Temple. The purpose of this event was not only to compete in our English ability and guide skill, but also to exchange information and acquire more knowledge about Japanese culture.

It is very difficult for us to guide foreign visitors in English. It is easy for us to give much information to visitors because we mostly memorize our explanations. However, if we can not understand what visitors ask or say, it's impossible to have conversation.

We feel pressures because we see ourselves as representatives of young Japanese women. We believe that our visitors' impressions of Japan depend on us.

Therefore it's a great pleasure to hear the words from our visitors, "Oh, this is wonderful.", "I'm very impressed.", "I love Japan." after our tour. It's possible to communicate with people all over the world. Through our mutual understanding, we can contribute to international friendship and world peace. Guiding is really wonderful!

Thank you!

Leader of Interpreter Guide Section

Kuniko Fujiwara

Kuniko Fujiwara



一日の疲れを癒す…

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Introduction of Our Activities Through Contents

On behalf of the E.S.S., I'm pleased to introduce you to our activities through contests. At the beginning of the introduction, let me show you the winning speech and the summary of the debate, presented at the summer training seminar in 1983.

ENGLISH ORATORICAL CONTESTS IN THE SUMMER TRAINING SEMINAR 1983

1st prize winner's speech

“Take Courage to Speak English”

How can we improve our English? This is an important question to many students studying English. Of course it is necessary to study hard. However, most of all, I think it is best to speak with native English speakers in order to improve our English ability. Fortunately, we students of this university have many chances to speak with foreigners. But, in fact, there are only a few students who try to talk to foreign people. Don't you think this is very wasteful? Then why don't we speak to foreign people? To tell the truth, I myself have never tried to talk to native speakers in this university. My question is this: Can we improve our English in this situation?

The other day, in my Oral English Class, we were practicing a sample dialogue in pairs. The teacher said, “Even if the dialogue is finished, try to continue the conversation.” But after the dialogue was finished, there were few students who could continue the conversation. I thought and thought, trying to continue the conversation, but I couldn't find the words, because I was very afraid of making mistakes. Most students couldn't do it. They only smiled or kept silent. The reason was that they were also afraid of making mistakes.

Most students are apt to hesitate to speak English. Because they have that fear of failing in their minds. But as long as we have such a fear, we can't speak English.

Please listen to another story. Lately, I had a good experience in my lodging house. One day, I heard a telephone ringing and took a receiver in my hand. Then a man said, “Mo-shi mo-shi so-chi-ra-ni Ta-ka-no-san ira-shai ma-su-ka?” I was surprised, ‘The man is a foreigner.’ For a while, I called Miss Takano, who came back from Hawaii College recently. The telephone was probably from Honolulu. But she was busy at the moment, and couldn't come to the phone. Again, I answered the phone. At that time, the man spoke to me in English. At first, however, I was at a loss and very timid how to talk to him; I had to tell him the reason why she couldn't answer the phone. Maybe my hand holding the receiver was trembling while speaking, yet I tried to keep calm and not to be afraid of making mistakes. I just tried to speak English. I found that I could have courage to speak English in that conversation.

After I finished explaining the reason why she couldn't answer, the man said

that he would phone again one hour later. And he said to me, "Thank you very much." At that moment, I was very happy that I could make myself understood in English to a foreigner. I realized that if we take courage, we can speak English without hesitation.

Of course it is important to use correct English. But it is not good to hesitate in order to speak correct English. So that we must have courage to speak English without hesitation.

Speaking to foreign people is not so difficult. When you see some foreign people who are in trouble at the street, station, store and the library, try to ask them, "What's the matter?" From these words, the conversation will begin. Or even in this university, you can give greetings to each foreign person with a smile on your face. If you sincerely want to speak English, you will have the courage.

By speaking with native speakers, I'm sure we can improve our English, and we'll become much more interested in English. Then it will be possible for us to communicate with foreign people from the bottom of our hearts.

Now, everybody, please take courage. Do not hesitate to speak English.

I thank you very much.

By Ms. Junko Yokoyama

DEBATE TOURNAMENT FOR THE NEGORO PRIZE AT THE SUMMER TRAINING SEMINAR 1983

Proposition --- Resolved: That Japan should adopt a comprehensive program to reinforce Self-Defense Forces.

Summary of constructive speeches

Affirmative 1st Constructive Speech

Goal --- Japan should maintain her security.

"security": To remove Soviet conventional weapons in cooperation with the U.S.

Philosophy -- The U.S. demands that Japan plays a stronger role in military affairs as a member of the Western Camp.

Definition --- Japan: The government of Japan

Adopt: Carry out

Comprehensive: An amount of money within the 1981 midterm work estimates

Reinforce: Build up

Self-Defense Forces: A sufficient military on land and sea to defend the nation

Contentions- - 1. Japan should keep good relations with the U.S.

a) Japan greatly depends on U.S.-Japan Security Treaty, and the U.S. is the most important country in the world for Japan.

- b) The U.S. requires Japan to increase strongly her defense capability.
- 2. Japan should cope with the Soviet military build-up in Far East.
 - a) The threat of U.S.S.R. to Japan has been increasing recently.
 - b) Japan is threatened by the Soviet build-up in the Far East.

Negative 1st Constructive Speech

Definition --- Self-Defense Forces: Japan's comprehensive defense
 Significant program: The program which will produce advantages without disadvantages

- Contentions --
- 1. Japan will not be hurt by the U.S., even if Japan's defense efforts are small, because Japan is an important country for the U.S.
 - 2. Japan is not threatened by the Soviet's military power under the status quo and we do not believe the Soviet will attack Japan.

*Any action proposed by the affirmative side will increase the threat to Japan.

***** Attack the Affirmative's Contentions *****

Affirmative 2nd Constructive Speech

- Plan:
- 1) Japan should build up her air force.
 - a) Japan should purchase F-15's.
 - b) Japan should purchase E-1C's.
 - 2) Japan should build up her naval force.
 - a) Japan should purchase P-3C's.

- Solvency:
- 1) A. F-15's have improved capacity as interceptor fighters. The U.S. deploys or possesses F-15's; therefore, F-15's can be purchased from the U.S., and Japan can counter with other countries interventions, especially Soviet's interventions, in cooperations with the U.S., more than now.
 - B. Japan should deploy E-2C's at all military bases in Japan. E-2C's can detect military activity in the Japan Sea and communicate any military activity to seventh fleet of the U.S. in the West Pacific Ocean. Then Japan can counter Soviet's intervention as soon as possible, thus improving herself protection.
 - 2) A. P-3C's detect and destroy submarines.

Advantage: The military combination between the U.S. and Japan will be

strengthened.

Negative 2nd Constructive Speech

Contention --- There is no problem in the status quo because Japan is not threatened by the Soviet Union.

- 1) The U.S. requests are needless. For example, the achievement of 1,000 miles of sea-lanes defense. So the Affirmative side's plans cannot satisfy the U.S.. Their plans do not meet a real need.
- 2) Japan cannot carry out their plans.
- 3) We cannot believe that their plans will produce any advantage.
- 4) The Affirmative side's plans have several defects. If their plans were adopted, many disadvantages would occur. For example, Japan faces many serious financial problems now.

***** Attack the Affirmative's plan *****

Debated by

Affirmative

Mr. Yoshihito Iбата

Mr. Terumi Hiraoka

Negative

Mr. Yasukazu Tsunemi

Ms. Hitomi Yanagimoto

CONTESTS AND THEIR RESULTS IN 1982

Dec. 4th --- "ANNUAL DEBATE TOURNAMENT WITH KOBE CITY UNIV. OF F.S."

Proposition Resolved: That Japan should take measures to mitigate the trade friction with its trading partners.

Debaters Mr. Masao Kobayashi (Politics & Economics Sec.)
Mr. Kazuhiko Nagao (Politics & Economics Sec.)
Ms. Nobuko Murayama (Literature Sec.)
Ms. Yoriko Tsukada (Literature Sec.)

Dec. 19th --- "THE 10TH 5 GAIDAI ENGLISH ORATORICAL CONTEST"

Ms. Akiko Asano (Politics & Economics Sec.)

"Human Touch: Key to Progress"

Mr. Akihiko Serikawa (Discussion Sec. of Univ.)

"Real or Not"

CONTESTS AND THEIR RESULTS IN 1983

Mar. 31st --- "ENGLISH ORATORICAL CONTEST IN THE SPRING TRAINING SEMINAR"

1st prize Ms. Erika Odashima (Discussion Sec. of Univ.)

"To be Silent Or To Speak Out"; That Is The Question.

- 2nd prize Ms. Junko Minowa (Discussion Sec. of Univ.)
 "The Way To Eternal World Peace"
- 3rd prize Ms. Junko Tanaka (Discussion Sec. of Univ.)
 "Let's Spend Our Spare Time Effectively"
- Mar. 31st --- "DEBATE CONTEST IN THE SPRING SEMINAR"
 Proposition— Resolved: That Japan should adopt a significant
 program to improve economic cooperation with
 Less Developing Countries.
 Winner Team Ms. Fumiko Wataya (History Sec.)
 Ms. Kaoru Ishimaru (History Sec.)
- May. 22nd --- "ENGLISH RECITATION CONTEST FOR FRESHMEN"
 10 freshmen won the prize.
- Jul. 24th --- "ENGLISH ORATORICAL CONTEST IN THE SUMMER
 TRAINING SEMINAR"
 1st prize Ms. Junko Yokoyama (Practical English Sec.)
 "Take Courage To Speak English"
 2nd prize Ms. Machiko Suganami (Practical English Sec.)
 "Communication"
- Jul. 24th --- "THE DEBATE TOURNAMENT FOR THE NEGORO PRIZE"
 Proposition— Resolved: That Japan should adopt a com-
 prehensive program to reinforce Self-Defense
 Forces.
 Winner Team Mr. Yasukazu Tsunemi (History Sec.)
 Ms. Hitomi Yanagimoto (History Sec.)

While I took the chairmanship at contests, I was always moved to see participants on the stage. I know it is very hard to hold their own in highly competitive elimination matches of debate contests and to make their points when speaking to the audience at English oratorical contests. It is indispensable to make great efforts. I would like to extend my hearty congratulations to all the participants on their great efforts and honors, and hope they have taken one step forward to the bigger external contests. Needless to say, I believe that not only the participants but also the members of the E.S.S. got something valuable through these contests. What I could learn is "Success or failure depends entirely upon our efforts." - - - Efforts are the most important and believable thing!

Lastly, I sincerely hope that all the visitors to the E.S.S. will see the good results we have obtained during the last year. Then let me wish lasting prosperity to the English Studying Society!

Thank you.
 Yoshie Miwa
 Chief in Charge of Conversation

Grade Activity

GRADE MEETINGS

The Grade Meetings is a creative time spent with members of the same grade at lunch time; in other words, it is the time when we try our best to do what we like. It is needless to say that it's a time for studying English to improve our English ability and that we make plans for it beforehand.

Grade Meetings have many merits. First of all, every group consists of members of the same grade, so we can deepen the horizontal relationship. In the case of freshmen, it is their only chance to take leadership. Secondly, we have this activity every weekday. It is most important for us to have the opportunity to study English regularly. Lastly, we can study English in whatever way we want. I am sure it is the shortest way to improve our English ability.

As for the way of studying English, we use free talking, discussion, daily conversation, giving opinions for and against various topics, impromptu speech, listening, reading, games, and so forth.

The higher our spirits toward Grade Meetings become, the more splendid our club activities are!

Erika Odashima

Grade Leader for Junior

GENERAL MEETING

“General Meeting” is the activity for freshmen. When freshmen enter the E.S.S., they don't know what to do. Therefore, sophomores and juniors guide them.

Through the activities, freshmen can get accustomed to the atmosphere or activities of the E.S.S., make good friends not only among freshmen but also among sophomore and junior members, and develop competitive spirits among freshmen.

In the General Meeting, we have discussions, free talking, games and so forth. Moreover, during the term of the General Meeting, freshmen have to overcome two difficulties. One is the “Recitation Contest”. They must recite one material and present something in public. They can learn how to make speeches. The other is “Joint Discussion for Freshmen” with other universities: Doshisha University, Ritsumeikan University, Kansei Gakuin University and so on. They can be used to learn how to speak English and make friends with other universities' students. In order to overcome their difficulties, freshmen have to practice very hard. Although freshmen are very busy preparing for such events, it is very good experience for them and it will remain each one's heart.

Yoshihito Ibata

Grade Leader for Sophomore

皆様の暮らしのお台所……

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The E.S.S. for Us

Generally the Japanese are poor in communicating with foreigners through language; however, it is evident that English is today an international language. We young people have a lot of things to consider because we are young men on whose shoulders rests the destiny of Japan. I'm sure it is possible for all members of the E.S.S. to discover this. In order to make my insistence clear, I'll give you understandable examples.

First of all, the Japanese are often said to consider things without using logic. It is necessary for Japan to debate with other countries in order to cooperate with them, and thus we have many opportunities for learning debate in our club.

Secondly, whether we are speaking or writing, listening or reading, we depend on language to communicate across cultures, and one of the most interesting contrasts between Japanese and American culture is differing attitude toward foreigners. This contrast has a direct influence on language use. Therefore we have to get a sense of an international culture, and we can get such cultural knowledge by discussion not only in our club but also with other universities. We also study other things with the exceptions of the above two examples, for instance, the study needed for the English Oratorical Contest.

To make a long story short, we have the opportunity of becoming international people.

Last but not least, the greatest merit of the E.S.S. is that all members have the spirit of challenging every possibility and we all are unique and are filled with human kindness, and improve our English ability and understanding of humanity by encouraging each other.

I strongly insist that this club, E.S.S., is the most significant, the greatest club in this university, Kansai University of Foreign Studies.

Tomoyasu Miyano (freshman)

There are various members in the E.S.S., beautiful or pretty girls, handsome boys, interesting persons, and not ---. And I do hope that all those members have their own great personality. The personality is very important, because the personality, in my view, can develop our club and have good influence on members, and I think the body with various tissues can play the role better than that of the mass of the same kind of tissues.

But what refers to Japan and our club is the lack of great personality. Fortunately, in this club, we have eight sections, and each section works with his own personality, I think. In other words, every member can be in one of sections and grow the personality of him and sections. However, to my eyes, the present situation

doesn't seem to be so. Each section doesn't have great personality which can interest other sections. In the end, each member doesn't have personality which can have good affects on others.

Let me give you an example. When we are asked why we entered the E.S.S., the following answer are always heard; in order to improve English ability. But from now on I hope we can find another answer personality except for the former.

If you have your own ideas which have personality, please develop them and your personality "in the E.S.S."

Terumi Hiraoka (sophomore)

It is a pleasure to look at photographs. They are full of memories, and I can easily remember not only the scenes but also myself of those days. Since entering the university I have already used two albums to arrange the pictures. A few days ago, I opened the albums and was surprised that almost all of the pictures are concerning the E.S.S. It occurred to me that more than two and a half years have passed since I joined the club. And at the same time, I felt how large a part the E.S.S. has occupied in my university days and in my mind. If I hadn't joined the club, my enjoyment and hardships would have been less than one-fifth of what I have experienced.

I have studied English in the club. I have learned how difficult and important it is to express myself clearly, how hard it is to exercise leadership, and how wonderful it is to have many friends in the club. And above all, I have learned about myself in the club. It has given me many chances to reconsider my personality, a way of thinking, a value system, and so forth. I had never thought about myself so deeply until I entered the club.

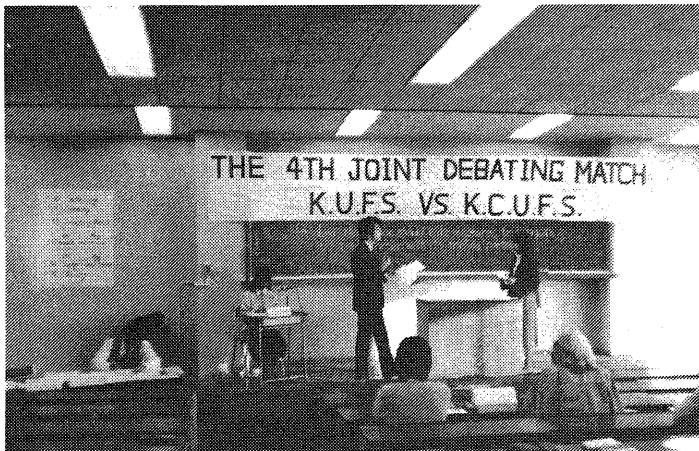
Now I compare myself when I was a freshman with myself at the present day, looking at the pictures and at myself in a mirror. There is no difference on the surface except the hair style. But certainly something is different. It must be something which comes from the inside of myself. Yes, I know that it is the result of my participation in the E.S.S.

Erika Odashima (junior)

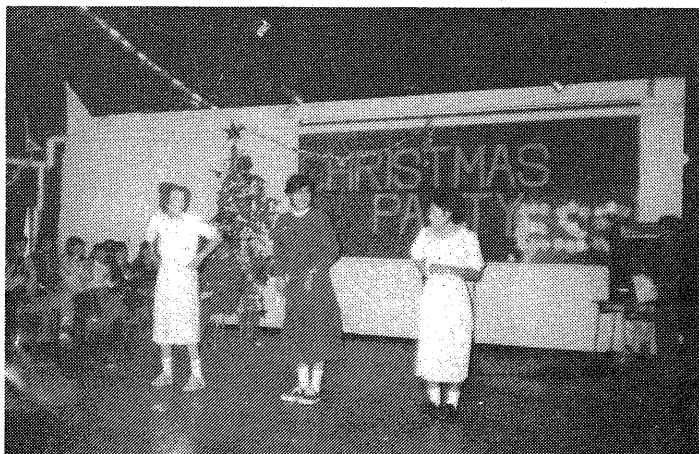
Our Unforgettable Memories of This Year



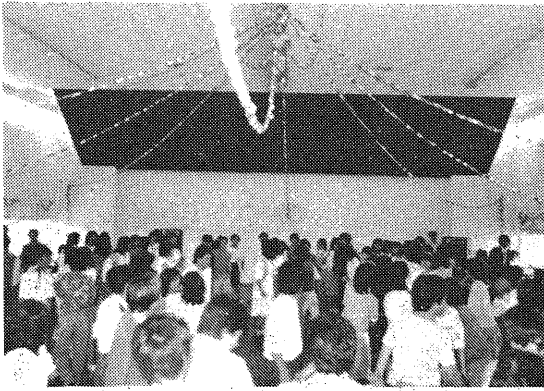
This is the annual event of the E.S.S., "The English Oratorical Contest for the President's Cup" which we annually have on the occasion of the University Festival. This contest is a kind of compilation of our speech course activities.



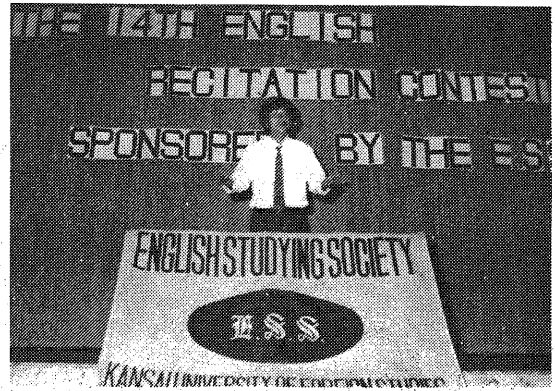
Let us introduce to you our annual events, - "The Debate Match with Kobe City Univ. of F.S.", held on last Dec.. This debate match is also a compilation of debate course activities.



This is the "Christmas Party." We really enjoyed this party watching stunts, playing games and dancing to music.

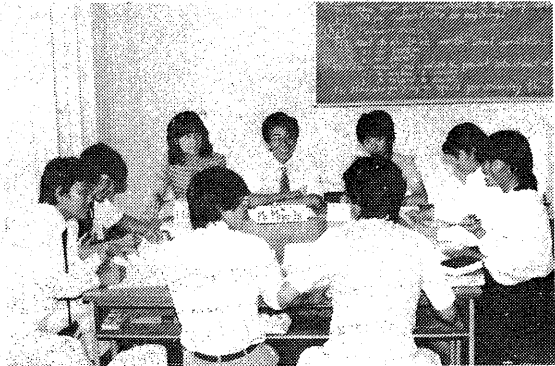


This party is one of our memorable parties. “Welcome party” is aimed at deepening friendship between sempais and freshmen. We are sure that friendship will contribute to improvement of the E.S.S..



“Recitation Contest” is the first difficulty for freshmen that they have to tide over. Through the practice, they realized the importance of pronunciation, intonation and so forth.

We had “Joint Discussion for Freshmen” with freshmen of Ritsumeikan Univ. and Doshisha Univ. We had significant and enjoyable discussion exchanging our own opinions.



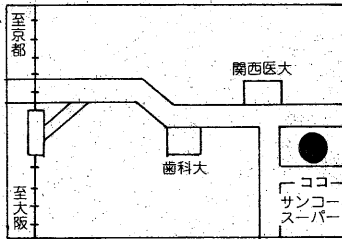
“Summer Festival” was held on July. By that time, we were busy in preparing for some joint discussions with other universities. So we really enjoyed it directing our frustration to it and we started hard preparation for summer Seminar.



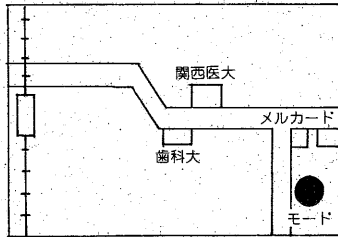
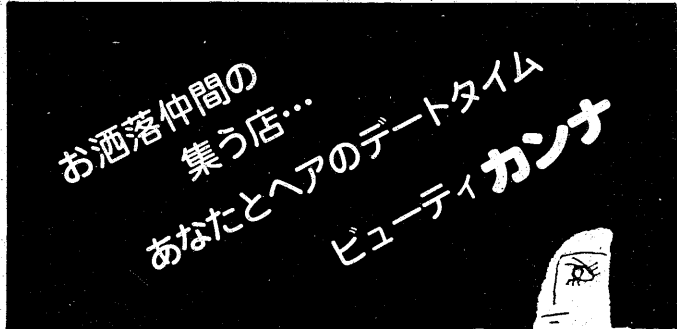
During the year, we had two seminars. One is Spring Seminar in Wakayama Prefecture, and the other is Summer Seminar in Shinshu. Both camps were very significant and effective for the improvement of our English abilities. We had many events in these seminars such as Drama Performance, Speech and Debate contests. Though we had great difficulties in expressing our own thoughts in English, these camps were really memorable camps for us.



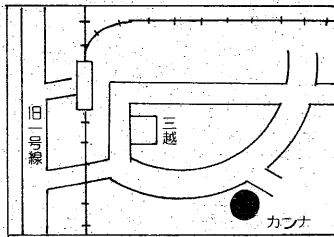
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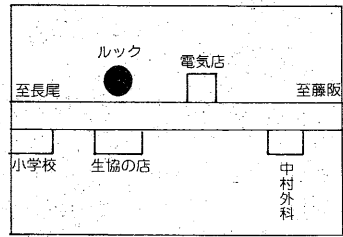
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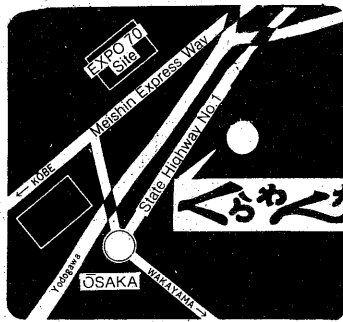
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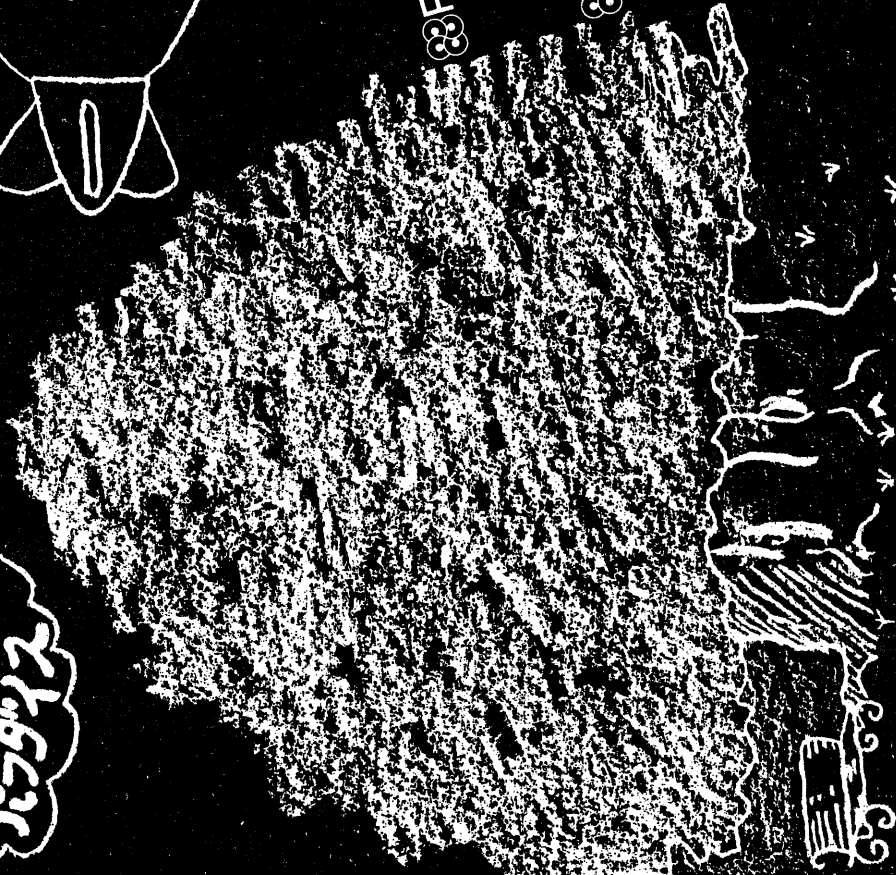
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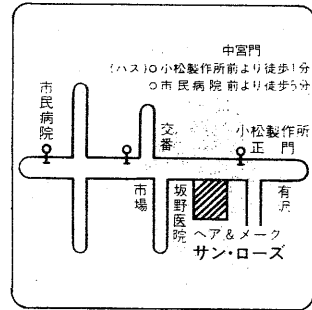
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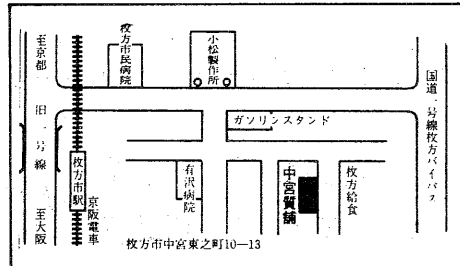
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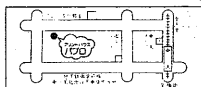
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みんなで楽しむオリジナルプリントも、プリントハウスパブロなら、何色使っても、何ヶ所プリントしても料金は同じ。一色刷りのプリントの時代は、もう終わったのだ。素材もカラートレーナー27色、TWO TONEトレーナー11色、半袖トレーナー10色、カラーTシャツ10色、白トリミングTシャツ7色、カラートリミングTシャツ7色をはじめパーカー9色、スウェットパンツ13色、ベスト11色からヘインズのあと染めTシャツ5色など豊富に揃い、自由な気分オリジナルできます。今までの最高は、ナント26色使った人とか、あなたもチャレンジしてみよう!



| | Tシャツ トレーナー | Tシャツ トレーナー | トレーナー トレーナー | トレーナー トレーナー | トレーナー トレーナー | パーカー パーカー | スウェット スウェット | ベスト ベスト | スタンド スタンド | Tシャツ Tシャツ |
|-----|---------------|---------------|----------------|----------------|----------------|--------------|----------------|------------|--------------|--------------|
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| 30枚 | 2,000 | 2,200 | 3,700 | 4,000 | 3,500 | 5,200 | 4,300 | 3,200 | 5,200 | 2,200 |
| 50枚 | 1,600 | 1,800 | 3,300 | 3,600 | 3,100 | 4,800 | 3,900 | 2,800 | 5,800 | 1,800 |

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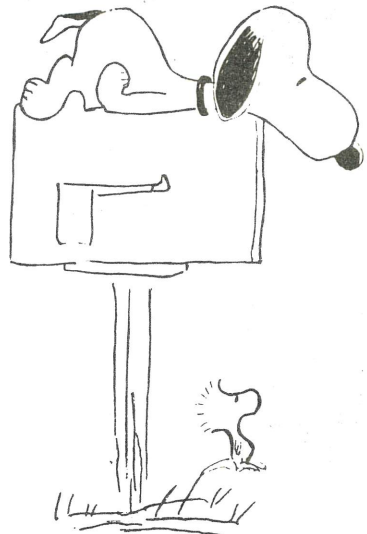
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From the Editor's Room

Allow us through this page to express our great pleasure in having succeeded in publishing this meaningful pamphlet for our university festival.

We tried as hard as possible to compile this pamphlet, E.S.S. Vol. 17, and it introduces to you the essence of the E.S.S.. We do hope that you will realize what the E.S.S. is by reading this pamphlet.

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

“You never know what you can do till you try.”



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