

'80

I.E.S.S.

VOL.14

BOE Urged To Cut Rate To 12%

LONDON (AFP)—Sir Terence Kettle, the new director general of the Confederation of British Industry (CBI), Wednesday urged the government to cut the Bank of England's lending rate from 16 percent to offset the recession. In his appeal as the details of even those of earlier soundings. The weak economy carried out by employers' heads that increased since that the steel field. trialists' of the and city

Steel and Qtr. Earnings Down

PHILADELPHIA (UPI)—U.S. Steel Corp. Tuesday reported third-quarter income of \$77 million, down \$11.2 million from the third quarter last year, and said steel shipments for the period were the lowest for a single quarter since 1971. The after-tax income of 88 cents a share was on sales of \$2.8 billion and compared with

ME War Weakens OPEC, Says V'zuel

CARACAS, Venezuela (UPI)—Venezuela said Tuesday the Organization of Petroleum Exporting Countries has been weakened by the Iran war and warned the cartel's worst move would be "to lie in bed and await death." "We must make a great effort within the organization to put it on its feet once again," said Venezuelan Energy and Mines Minister Humberto Calderon on a television talk show Tuesday. "Venezuela is a charter member of OPEC. It has sent a note to other OPEC members suggesting the possibility of holding an extraordinary meeting to discuss the economic crisis caused by the conflict between Iran and Venezuela." Calderon said OPEC had been forced to postpone three important meetings in less than the Iraq-Iran war. "We have suggested that all the events originally scheduled be held," he said. "Otherwise the first move for OPEC would be to lie in bed and await death."

KANSAS UNIVERSITY OF FOREIGN STUDIES E.S.S.

India OKs Pet Invest

LONDON—Gold tray ounce, Silver fine ounce, Tin cash ton, Copper cash wire, Lead cash ton, Zinc cash ton, Wolfram, Aluminum cash, Nickel cash

GM Believes Worst Is Over

By United Press International
The General Motors Corp., which has lost \$824 million so far this year, contends the economic slump is over for the United States auto industry. The latest productivity manufacturing support the optimism, able to just

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Iran and Iraq, it seems a though many people would like to see the situation continue and the war go on," he said. "As a matter of fact, in Venezuela we are even wondering whether there isn't a strategy to weaken and deteriorate OPEC."

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U.S. company. is expected to show \$3 billion, down 11 percent from the same period last year, while unit vehicle deliveries slumped 24 percent to 898,000. Ford's domestic car sales are off 33 percent so far this year. Conspiring to depress auto industry sales were the worst recession since the 1930s, buying a shift in consumer preferences toward small cars, higher costs and the need for the industry's retooling. Ford's ability to remain profitable depends on the company's ability to reduce costs and improve its ability to sell cars. Ford's ability to remain profitable depends on the company's ability to reduce costs and improve its ability to sell cars.

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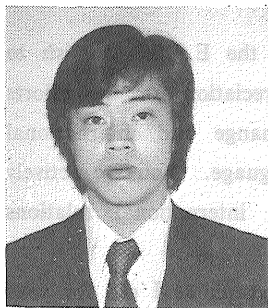
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You,
Break the Ice.



GREETING



It has been almost fourteen years since our E.S.S. club was established. Fourteen years; it seems to be a very short term. However, a great many things have taken place during this period. Certain characteristics of our club have changed over the years in direct proportion to what was requested of the members.

There are several things, however, which have never changed. They are our guiding principles, which are as follows;

1. To research various fields through the medium of English, and to get a sufficient command of English.

2. To promote fraternity among the members of the E.S.S. through club activities.

3. To contribute to the advancement of English Education in the

Kansai area.

4. to bring about international good will and world peace.

Besides these principles, there is another thing we must not forget. That is the reason why our club is called 'English Studying Society', and not 'English Speaking Society'. We are studying not only 'How to Speak English', but 'What to Speak in English'. In other words. English should be a kind of tool whereby we have a good communication with those people who speak English. We must be able to express our ideas, thoughts, and knowledge in the English Language. So we aim at becoming specialists in terms of our subjects.

These principles and aims have formed the immutable character of the E.S.S. On the basis of these principles we set forth our guidelines considering whether they were suitable for present conditions.

In December, 1979, when our new committee and section leaders conference was organized, we decided to being about the advancement of all the members, and to make all our activities more substantial. Every year, a lot of activities have been assigned to all the members so that we were able to make great progress. And we, in turn, try hard to get most our of the activities for our progress and for the advancement of our club. This represents ideal interrelations between the club members, I believe. Then, what counts most in club activities? I believe that it is to establish our own identities and good relations between the members. A club, consisting of only students, should be managed by reflection on our own thoughts. And we are required to express our thoughts, and to take on active part in the club activities. What comes next is to exchange our thoughts with others so as to widen and deepen our ideas, and to promote cooperative spirit among the E.S.S. members. We need competition, cooperation, and harmony to improve ourselves and moreover to contribute to the progress of our club. Thus, we started to achieve our aims.

Now we will show you what we have done until now at this University Festival. This festival can be compared to a battlefield. Because we must fight for the membership of the E.S.S. not to be subjected to severe criticism. It's now time that we go to the front. We are ready and able to welcome any visitors. Our theme for this festival is 'You Break the Ice', This has two meanings; 1. to overcome reserve or formality between people, 2. to take the first steps in a delicate matter. This festival gives us a very precious opportunity to get across to you what we are doing in the E.S.S., and to understand other clubs. Therefore, we aim at mutual understanding as a final goal.

I firmly hope the E.S.S. will develop further and become an ever finer club in Japan.

Finally, on the occasion, I would like to express my feeling of loss at the death of Dr Takako Tanimoto, the Former President of this university, and extend my deepest appreciation to the university authorities, and to all the professors who consistently support us in our program.

Thank you very much.

Jun-ichi Yamashita,
President of the E.S.S.

A handwritten signature in cursive script that reads "Jun-ichi Yamashita". The signature is written in dark ink and is positioned to the right of the printed name.

To the members of the E.S.S.



I extend my greetings to all members of the E.S.S. I wish to congratulate you and also to express my appreciation for the efforts you are making to bring about cultural exchange and international goodwill through the medium of the English language. You are actively holding meetings and conferences to discuss international relations and understanding.

I would like to quote here the same paragraph as I did for your seniors from a report by sixteen eminent scholars on how to develop a common, wide-angle and long-range perspective on current world conditions.

“There is need for a new humanism beyond the superficial unity that is imposed upon men by the global communication system. We cannot be kept together to build a new future unless we are linked to our fellowman by more than survival instincts. What each of us needs is a new moral vision or a new philosophy of history capable of giving us some sense of the value of our place in the changing world in which we live.”

There is a strong belief in this “new humanism” to which our university can be dedicated. What we can do, through the creative power of education, is to expand the breadth and the depth of human wisdom, sympathy and perception.

A handwritten signature in cursive script, which appears to read "Takako Tanimoto".

Dr. Takako Tanimoto, Former President

To the members of the E.S.S.



I would like to extend my heartfelt greetings to all your predecessors and to all present members of the E.S.S. You have all contributed much to the reputation of our university and I am proud to have such enthusiastic and sincere students.

Through your club activities, you have developed ease and facility in personal and social communication. You have sponsored cultural social gatherings and through this medium you have been trying to educate the whole person for a full, active and happy life.

I wish to touch briefly on what learning at a university should be. Learning should be natural pleasure, inborn and instinctive. It should not be considered as something forced on him by society, school and parents. It is true that school learning is compulsory, enforced by curriculum requirements and rigid school regulations. But they are not to be considered as a surrender of your own will to external directions. They are all necessary training to incite a desire to explore and to investigate the known and unknown to

make one's life richer and more pleasant. They are steps to keep the mind open and active to receive all kinds of experience.

The chief danger of learning is laziness, succumbing to routine and stupidity. University students should foster sufficient learning ability. Learning ability includes a capacity for hard work, a capacity for many hours of study and research.

Do not abandon your initial enthusiasm. Keep up the good work!



Dr. Sadato Tanimoto, President



In the spring of this year, I had the privilege of being with all of the E.S.S. members who participated in the study session held near the famous Tottori Sand Dunes. Before actually joining the study activities, I, together with Professor Macpherson, had a chance to enjoy an hour or so walking across the sand dunes. We were blessed with very fine weather. It was a beautiful, bright sunny day, and the sight we were presented with was certainly magnificent. The wind blowing in from the sea had formed the wide expanses of sand into intriguing patterns, in stark contrast to the stately green pine trees that surrounded the dunes.

Since we were very close to the lodge where we would be staying, we looked around expecting to catch sight of some of the E.S.S. members out enjoying the beautiful scenery. However, we did not see any of them. Where were they all?

We then proceeded to the lodge and found everyone hard at work participating actively in small group discussions. The language, of course, was English. We couldn't help but be impressed by how enthusiastically everyone was taking part in the activity. We learned later that the students were planning to do a little sightseeing, but only on the last day - and only for a few hours. There was no doubt about it. What counted most with these students was to fulfill their study aims. Namely, they wanted to enhance their ability to communicate in English. I am sure that all of those E.S.S. members who took part in the study session in Tottori came back how satisfied that they had accomplished a lot in a very short time.

The university festival provides another opportunity for the E.S.S. members to show the rest of us on campus how hard they are studying and what fine work they can do. I would like to extend to all the members of the E.S.S. my congratulations on all that you have accomplished this year and hope that you will continue to keep up the good work.



Paul M. Kelly

The E.S.S.



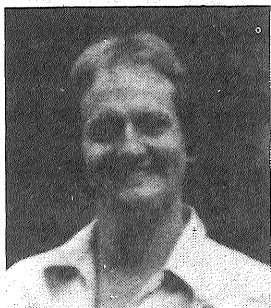
This year the ESS held their training camps in Tottori (March) and in Nagano (Shiga Heights) in July. P. Kelley and myself enjoyed a very pleasant stay at the Tottori camp. The hotel was situated on the sea shore with a fine view of the sea and more especially the sand dunes which came right to the edge of the hotel. Such pleasant surroundings made it a pleasure to work among the students. On the beach we could see families queuing up for donkey and camel rides. It really is a place for holiday makers. We stayed in this holiday-like atmosphere three days and, as usual, on these occasions happily judged the two main events, namely the Speech contest and the Debate contest. As is the rule with the club Japanese may not be spoken until the last day of camp. Everyone to my knowledge succeeded in abiding by this rule.

Nagano prefecture abounds in magnificent scenic beauty. The run up to Shiga Heights from Osaka city makes the trip and eventual stay at 'Hotel Sunny' all the more interesting. Changing trains three times and buses twice did not tire us out. In fact, Mr. J. Lange and myself spent most of the time gazing out of the window at the passing beauty of the country side. We were surprised to see that some passengers in the train had actually fallen asleep! Although it was July we found the mountain temperatures cool and refreshing. On arrival at the hotel, Mr. Yamashita and the seniors of the ESS were there to meet us. After a hot evening meal the schedule for the following day was discussed. That night we slept like logs. A noticeable aspect of these ESS training camps is the willingness of everyone to help. At meal times Grace was said in Japanese. I assume the reason was because Grace said in English can be rather long. The Speech contestants were good and 'brave'. The Debate was interesting and much effort had been made to prepare the subject in question. To sum up, the ESS continue to make good progress in their battle to master English.

Best wishes,

G. Macpherson

To the E.S.S. Club

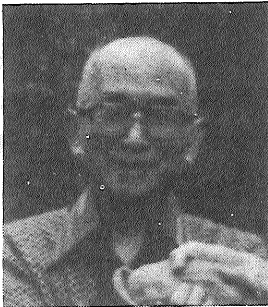


I address you now, as I have many times previously, as the true English students of this university. New members: Welcome to a very important part of your English study. Old members: My congratulations for your attempts to go beyond restrictive classroom study and relating your English abilities to real communication. As you can see, I am really a fan of the E.S.S. club! As a linguist and English teacher, I know the value of really using language in order to learn it. And as a person, I realize how important it is for a college student to make friends and work

together with peers. I thus give you encouragement to continue your activities and I pledge my support and assistance in any of your endeavors. (Especially the Drama Section) Thank you, good luck, and see you at one of the 1981 gashukus.



Curtis H. Kelly



大学祭という学生諸君をあげての一大行事にあたり、私自身の感じたことを書いて見る。

私は旧制大学に入る前に、青山学院高等学部英語師範科と言う英語教師養成コースに在学した。旧制中学を出てから四年コースで、卒業すれば旧制の中学校の先生になれた。高等師範の英語科と同じような教科内容だったが、創立の頃に米国人宣教師が多く関係したので米国式の学科もあった。そのひとつに、「演説法」と言うのがあった。英語で言うと Public Speaking である。大勢の人様の前で雄弁広辞を以て語りかけて意を伝える技術を教えると言うふれ込みである。だが現実にやったことは、英訳の教科書を学生に音読させ、時々発音を訂正する位のことであった。

二年目になると英詩数行を暗誦させられたり、歴史に残る名演習の一節を音吐朗々と外人教師が読んで聞かせて、その真似をさせられた。感情を込めて英語の台詞(せりふ)を言わされたようなものだった。誠に退屈きわまる学科であったが、時には雄弁な外人教師の身振手振が面白かった。

現在本学に米国から交換教授が来任しておられる x 先生も、アメリカでの御専門はパブリック・スピーキングと言われるから、この先生の会話の授業を受けている学生さんは、先生の雄弁や話す時の身のこなしに気付いておられようと思う。

学生時代の悪業を告白するが、僕は上記の授業も会話の時間もよく休んだ。図書室(図書館と言える代物ではなく、本も少く部屋も狭かった)で英語の本を読んでいることが多かった。一度だけまちがって E S S の部員に仕立てられて、学生英語演説会に出されたことがある。大正十五年の秋——今から半世紀以上も前のことですぞ——雄弁な外人教師が僕の作った英文原稿を数回読んで下され、それを僕が真似て語るのであった。東京市内ばかりでなく関西からも二、三校参加していたから可なり大きな会であったのだろう。

どう間違ったか僕に金メダルが舞込んだ。メダルは僕を指導した外人の先生のお蔭で、私が獲得したのではない。先生どうぞと差上ぐるべきしろものである。僕は言わば代返か代理受験の罪を犯したわけである。そのメダルは二匁三分あった。戦争中に金奉納とかで市役所に買上げられたが卅

MESSAGE

円余になった。中学校の先生の給料が月百円位だったから、相当な代物だったらしい。僕がESSに余り向いていない証拠にこんな話を書いたのである。

僕は学生時代から、どちらかと言えば、ESSに好意的でなかった。今は、ESSの活動に参加し部員諸君の努力と先輩の好意に感動した。今後は君達を見る眼が異なるであろう。英語の訓練努力としてESSの効果に脱帽する。それにしても、How to speak と What to speak の二点に注意して下さい、と申し上げて、本学のESSへの敬愛と苦言の一端としたい。

ESS顧問 荻野目博道教授



私が顧問としてESSと接するようになってから早や二年が経つ。

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についての感想を述べるのも笑止なことだが、大学生活およ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見る。

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。何者にも規制されない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、独自性、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しても過言ではない。

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心得るかは、個人によるが、私の経験から言っても、就づく、人間関係であろう。先輩後輩、又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。

ESSは人数が多いだけに、全体としての和を求めるのは困難かも知れないが、人数の多少にかかわらず、行き着く所は各個人である。私は、君達一人一人がESSの門をくぐった時から、何らかの夢を持っているものと確信する。肝心な事は、その夢なり目標を持ち続け、実現させるように努力することである。そうすれば、自然とクラブ活動にも活気が満ち、和も生まれてくる。

おそらく、これが君達にとって最後の学生生活となるでしょう。クラブ活動、大学生活、そして全てのことを全とうし、悔いの残らぬ様にして頂きたい。

ESS顧問 中村光裕学生課課長



いまや世はまさに国際化の時代。この時代にあたり、英語の必要性はますます増大しつつある。

ところが日本人の英語能力はどうか。小学校でアルファベットとローマ字化を学び、中学・高校・大学とかなり程度の高い(?)英語教育を受け、テレビやラジオにも英語修得の番組が完備されており、巷には英会話教室がはんらんしているのに、日本人の英語下手は定評があるのはどうしたことか。

過去の英語学習は、小手先の器用さのみを助長しがちであったように思われる。それを克服するには、個々人の姿勢が大切である。これを英語でいえば、Commitment、すなわち、みずから主体的・自発的に勉強する心がまえをもつこと、が大切である。

つぎに必要なのは、目的意識をもってたえずそのための努力をすることである。平常の授業が Learning by learning だとすれば、それにプラスして Learning by doing ということをおぼろげに忘れるな。

さらに、英語は生きものであるから、その発展の背景をなす社会との関連において理解し、その生きたリズムをつかみ、生きた文化として学ぶことが大切であろう。英語は生きた人間同士のことばである。そのために、たんなる会話 (conversation) の上達に満足することなく、人格的なつき合いをおしての対話 (dialogue) の実現をこころざしてもらいたいものである。

とりわけ、英語を媒介とした外国人との真の対話の欠如というものが、日本の国際的地位の質的向上をさまたげている主な要因の一つであり、かつまた外国人の正しい日本理解をさまたげている主な要因の一つでもある。

将来の日本をになう若い世代の人びとがこれらのことを留意して、大いに英語をマスターし、世界に雄飛されんことを切望してやみません。「初心忘るべからず。」E.S.S. のいっそうのご発展を祈ります。

神戸女学院教授 山口 光朔

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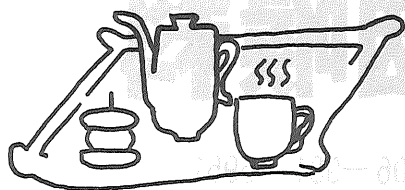
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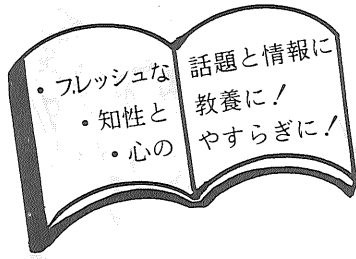
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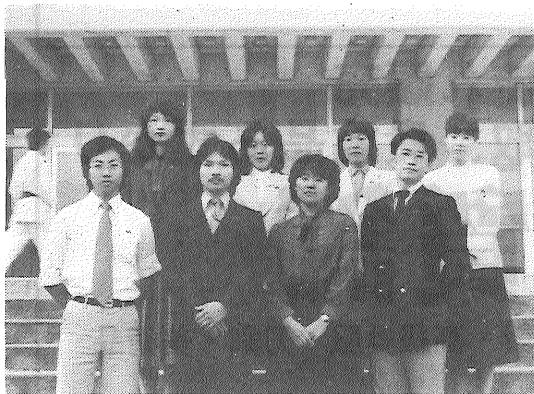
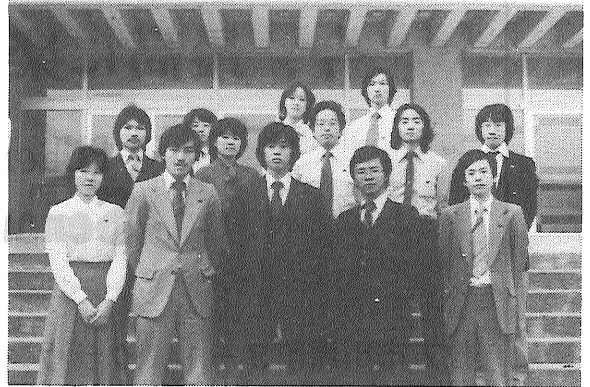
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for Planning Dept.	Nobuaki Onishi
for General Affairs Dept.	Kazunobu Noguchi
for Paymaster	Yasue Waka
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for Junior	Keiji Tamaki
for Sophomore	Kiyotaka Maeda
for Freshman	Masaki Nakazato
Chief of Section Leaders	
for University	Shigeya Matsui
for Junior College	Yoshimi Tsuchiya
Chairman	Koji Hosokawa



Leaders' Conference

Discussion Section	Shigeya Matsui
Literature Section	Kayoko Fukuoka
History Section	Yoshinobu Hesaka
Politics & Economics Section	Shun-ichi Nawa
Practical English Section	Masako Nishide
Interpreter-Guide Section	Chiho Hamaguchi
Discussion Section of J. C.	Yoshimi Tsuchiya
Drama Section	Yoshie Imanaka

An Explanation of the E.S.S.

E.S.S. English Studying Society. What would you like me to explain about E.S.S.? Are they about our aims or the number of our club or anything else? If you would ask me what I learned from my experiences last year in the E.S.S.; it would become difficult for me to answer this but I dare give this answer here.

It is not because I want to indulge in mere reminiscences but it is because I want to make our club available for the future.

Even though differences arose between some members, my memories of the E.S.S. were full of mirth and co-operation.

Of course, we do study English in our club, but what I got from the E.S.S. is not only the ability to speak, hear, write and read English but also the ability to cultivate my relationships with others.

In our club, it is through our Management and Activities that we can promote English and Human relations.

The organization of the Kansai University of Foreign Studies. English Studying Society can be roughly divided into two parts: Section Activity and Grade Meeting.

Section Activity.

Both of the University and Junior college consist of four sections. They will be introduced below.

Grade Meeting

-Freshmen-

In order to promote English communication, we put a lot of emphasis on speaking, we try debating and discussion.

Masaki Nakazato

-Sophomore-

I've come to know the vagueness of Japanese and I've faced the gap between English and Japanese in their logic. We, sophomores study how to speak and write intelligibly and to make our activities more fruitful and successful.

Kiyotaka Maeda

-Junior-

We study English by means of debate, making speech, and discussion.

One thing which I want to require the club members of the junior class is to have their own purposes for studying and for living in order to give good advice to younger men and women. I'm sure we can enhance good relationship in our club.

Keije Tamaki

The management of the E.S.S. can be divided into two parts: the Committee and the Leaders' Conference. The Former is the highest planning and executive organ of the organization and the latter is the honorably meeting of each section leader.

The roles of the managers are to unite and to direct the organization and to develop human relations between themselves also.

This year we have experienced many impressive events:

- APR Club Recruitment of Freshmen
- MAY General Club Meeting
 - Welcome party
 - Recitation Contest
 - Intermural Discussion
- JUNE Start of Section Activities and Grade Meeting
 - Visiting Lecture
 - Intermural discussion
 - Intermural Discussion (only Freshmen)
- JULY Summer Training Camp
- OCT
- NOV University Festival
- DEC Debate Contest
 - Intermural Discussion
 - Intermural English Oratorical Contest
(Five Universities of Foreign Studies)
 - Christmas Party
- FEB Farewell Party

Chairman

Koji Hosokawa

Secretary

Kazuko Igarashi

VOICES FROM EACH SECTION

Interpreter-guide Section

I would like to thank you for choosing to have an interest in our Interpreter-guide Section. This year we chose to make a study of "Sanjusangendo and the Heian Shrine" as our annual theme. As you know, both are most familiar not only to Japanese people but also foreign tourists as symbols of Japan's old imperial capital, Kyoto.

Through the activities of our section, we are acquainting ourselves with places and are practicing guiding in order to prepare ourselves to be good guides.

One of the major purposes of our study is to guide visitors in a live setting in Kyoto. Now let me show you where and what Sanjusangendo is. Walking up along Shichijo Street, you will find a long and wide wooden building on your right-hand.

This building is known as Sanjusangendo, which was built in 1164 A.D. at the wishes of Emperor Goshirakawa with the help of Tairano Kiyomori.

Emperor Goshirakawa was famous as an enthusiastic devotee to Buddhism.

Sanjusangendo is actually the temple's popular name. Its formal name is the Renge-o-in Temple.

The popular name means "the hall of thirty-three bays". This temple belongs to the Tendai sect of Buddhism. The architectural aim of this hall is to arrange in it 1001 images of Kannon Buddha on its large altar.

Kannon Buddha is believed to change itself into 33 different figures in order to save all mankind by one means or other.

It always watches the universe with its eleven small faces and saves the people in trouble with its thousand arms.

Strange to say, the thousand Buddhas each wear different faces and costumes. Moreover, their faces always similar to the faces of your family, relatives or friends.

The original hall was burnt down in 1249 A.D. and the present one was reconstructed by Emperor Gosaga in 1266.

The reason for the popularity of this building is that it contains many National Treasures and Important Cultural properties, which are well introduced in most foreign guide books written about Japan.

National Treasures are the Main Hall, the principal image of Kannon Buddha in a sitting posture, the images of 28 followers of Kannon, the God of thunder and the God of wind.

Important Cultural Properties are the Great South Gate (Nandai-mon), Taiko-fence (Taiko-bei) and thousand standing images of Kannon Buddha with eleven faces and thousand arms.

These images were made by Tankei-a famous sculptor and his assistants in the Kamakura period.

Looking at these ranks of thousand images of Buddha, the tourists may enter the religious world of the Orient.

Next, I want to guide you to the Heian Shrine.

After Emperor Kammu removed the site of the capital from Nagaoka to Kyoto in 794, Kyoto as the center of policy, culture and economy of Japan lasted for 1000 years until the Meiji Restoration in 1868.

The Heian Shrine was built in 1895 to commemorate the 1100th anniversary of the founding of Kyoto.

The Heian Shrine is dedicated to the memory of two gods, Emperor Kammu, who founded the Heian capital, and Emperor Kohmei, the last emperor of it.

This gorgeous shrine colored vermilion is one of the greatest symbols of Kyoto.

Entering the main gate named Ohtenmon, we can see in front main buildings of the Heian Shrine, which are about half the size of the first Imperial Palace in the Heian period.

The Heian Shrine consists of the Daigokuden (great hall) in the center, two turrets called Soryu and Byakko (green dragon and white tiger), which are connected by corridors to the Great Hall.

Soryu is the god who protects against dangers from the East, Byakko is the god who protects against dangers from the West.

On the both sides of the front steps of the hall, there stand a cherry tree called Sakon-no-Sakura on the east side and a citrus tree called Ukon-no-Tachibana on the west side. The former is the symbol of purity and the latter is the symbol of long life.

Behind and on the both sides of the main buildings, there is a garden, sacred because the shrine it surrounds.

It is divided into three parts, the East, the Middle and the West gardens. In it there are three ponds named Seiho, Soryu and Byakko.

In every season, this garden attracts many people with its beautiful scenery, especially the weeping cherries in spring.

On the 22nd of October, one of the three famous festivals of Kyoto, the Jidai Festival is held. At this festival, the parade starts from the Heian Shrine and it shows famous characters, events and costumes in every period since the Heian period. It reminds Japanese of long imperial period of Kyoto.

In this way, we, the members of the Interpreter-guide Section try to guide foreign visitors in the English language to various tourist sites, for example, Sanjusangendo and the Heian Shrine.

We sometimes notice that some foreigners don't know in very much detail the characteristics of our culture and society.

Even if they are interested in Japan, they may misunderstand the Japanese people.

Our role as student guides is to help foreign tourists understand Japan. Such an understanding may even cast new light on their own cultures.

We hope in this way to promote intercultural exchange and to contribute to greater international understanding.

We, the student guides must seek to be effective ambassadors of good will.

Thank you very much!

Chiho Hamaguchi

Leader of Interpreter Guide Section

Literature section

(INTRODUCTION AND REFLECTION OF THIS YEAR)

We have done research under the title, "The World of English Books" for one year. The content of the activities was that we read books and editorials written in English and discussed the themes found in them. During the first term, we read some editorials and Ernest Hemingway. During the second term, we read the English translation of Sooseki Natsume.

It was the first time that the juniors dealt with English books in our activities, for until now, we had read novels written in Japanese. The reading were difficult for us, but we selected this project so that we could have our opportunity to work with the English language.

Every time we had a meeting our first concern was to see how well we could grasp the content of the book or editorial we were reading. If the readings had been Japanese, a general understanding of the content could have been presupposed. Since they were English, attention had to be given to the meaning of each sentence. Through discussion we sought confirmation of meanings that we had found. When there was general agreement as to the content of a given reading, we were able to go on to discuss the ideas and themes found in it. We were deeply impressed with the high level of English ability needed to read and discuss English literature.

(THE RESEARCH OF ERNEST HEMINGWAY)

ERNEST HEMINGWAY was born in ILLINOIS state in 1898. His father was a physician. He was graduated from high school in 1917 when the United States entered the World War 1. He wanted to apply for military service, but his father's objection prevented him from doing so. After all he worked for a newspaper company called "the Kansas city Star" After he has spent about one year there, he secretly volunteered for army service and sailed across the Atlantic Ocean. He fought on the Italian front. Later he went to Spain, and aided the revolutionary forces in the Spanish civil war. In these ways he much experienced in a war. We have read his short novels, which all have themes related to war. We made efforts to understand Hemingway's sense of life and his view of war. In the four works we read, we examined in each novel, the criticism of war was a theme. In "OLD MAN AT THE BRIDGE", he shows the sorrow of an old man who was deprived of all things by the war. In "IN ANOTHER COUNTRY", he makes an officer say that if he is to lose everything, he should not place himself in a position to lose that. In "SOLDIER'S HOME," he shows the structure of the hero's spirit after the war is over. Despite the criticism of war, when I examined Hemingway's career, I found that his attitude toward war was after all affirmative. So I concluded that he did not advocate the criticism of war. He used wars which were familiar to him. as the background of novels and represented human beings in this works, ---the loneliness and destints, which Himingway's unable to avoid. Let me explain, taking the example, "SOLEIER'S HOME". After the war was over, the hero fell into depression, emptiness. The reason why he did so was that he recognized the lies which exist in a human society. "In order to live in this society, we have to tell a lie, I understand I come to feel distaste after telling a lie, so I never want to tell a lie again." He thought in this way. Through his participation in the war he could perfectly know the

contradiction of a human society. in the world of war a lie, which was ambiguous, was not needed. A man killed a person who was considered as an opponent and saved a person who was considered a company. All things were very clear.

I thought if Hemingway did not advocate the criticism of war, he had a sense of the hopelessness of human beings. We felt gloomy as we read his novels. I will quote the following sentence from an explanation of "FOR WHOM THE BELL TOLLS" "A man is solitude and he can not escape from loneliness for ever. He has to bear his destiny in the loneliness---It is his fundamental ideology."

Kayoko Fukuoka

Leader of the Literature Section

Drama Section

I am very happy to have the opportunity to introduce to you the Drama Section of this club.

To tell the truth, I am the only sophomore in this section. From last December to May, the Drama Section had only one member. When I entered this section, I was the only freshman, and I was concerned for this section's future because I was afraid of my loneliness and isolation. Why did I continue to remain in this section? I was charmed by the spell of dramatic world. I wanted to do something in front of an audience. I was interested in giving performances in which I identified with the characters of the play in my imagination.

Last year, there were 5 members in the Drama Section. So to put on a dramatic performance we needed other section's members. Fortunately, they understood the value of drama.

Last December, we challenged the first K.E.L.U. (Kansai English Language Union) Intercollegiate open English Drama Contest. We won three prize; the Best All-Production, the Best English and the Best Actor. Of course, all the members felt great joyful satisfaction. I really thought; How wonderful Drama is!

After the Contest, I was full of hope. But I was beginning to feel some difficulties because having the activity of this section by myself was not easy as I thought. Soon all of my seniors were going to graduate, I was really the only person left in this section. "What shall I do?" I asked myself. I was thought about it everyday.

One day the president of K.E.L.U. phoned me and preferred to help in my hard situation. I was very glad for that. I became one of the wub-committee members of K.E.L.U. in January.

I needed to study drama. I read some books. And then a good chance came. I tried for and passed in the Audition for the K.E.L.U. festival this March.

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

This year, also, many students have joined in this festival. We performed the rock musical "Godspell". I had a very good experience and learned many things. I learned much about drama, too. The exercise of Drama for three months was a very full of part of my life:

Also this Festival, there was a lecture "English Through Drama" by Mrs. Yoko Nomura. We met her in the dressing room although we didn't watch her lecture because we had to prepare for the next performance. But I will never forget that good memory. The curtain rose at last. We, the staff members, were strained all the time. As the climax approached, all the members were excited. The curtain fell down, we were moved to tears and we felt a great satisfaction. I thought we achieved the purpose of friendship, co-operation and personal development. I was really glad to join in this Festival.

After the Festival, in June, the Drama Section had 10 freshmen, I am very happy to have such a good members. But I need and have help in the training of new members. So I would like to express my heartfelt thanks to these helpers.

First, for the new members we start the basic practice of speaking English on the stage. We say that it is "Voice-Control. This is one of the very important things, to speak English clearly and loudly. Let me describe the order of our activities.

Voice-Control

- | | |
|-----------------------------|---------------------------------|
| 1. Running | 9. Consonant sounds |
| 2. Radio Gymnastics | 10. Movement for jaw and tongue |
| 3. Light Gymnastics | 11. A to Z |
| 4. Tension | 12. Distance |
| 5. Breathing Practice | 13. Siren |
| 6. Projecting Voice | 14. Song |
| 7. Short S and Long S sound | 15. Tongue-twister |
| 8. Vowel sounds | |

Next, let me describe Pattern practice for movement.

1. Tension (Reverse tension, Informal tension)
2. Reach out
3. Facial expression
4. Emotion expression
5. Pattern practice (We use a text book "English through Drama")

Through these exercise, I feel every member of the Drama Section can have a good character and attractiveness. I realized them myself in the Summer Training Camp's performance. So I am sure this section will be good more and more. I shall be glad if you can find this also for yourselves through our performance of this school Festival.

Finally, I'd like to extend my hearty thanks to our Committee members and the Leaders of other Sections, for the Drama Section as I was supported by them.

Thank you

Yoshie Imanaka

Leader of the Drama Section

History section

I am very happy to have the opportunity of telling you about the activities of the History Section.

Let me begin by explaining what the History Section is. What do you imagine when you hear "history"? You will probably imagine that it is facts from many years ago. Yes, it certainly is. But our E.S.S. History Section does not study history only as history, but as a means to help us to understand the future. We do research in order to apply our findings to our possible future course.

We proceed with our activities using by discussion. From these discussions, We deepen our understanding of the past. Our purpose is, of course, to improve our English ability. History is one tool for discussion in English.

This year, We had a discussion about Japan's Role in the World. By researching the historical facts, we considered what role Japan should take in the future. This is because we want to have creative discussions about contemporary titles. So that is why we chose such a diplomatic title. Our annual title and plan is as follows:

Topic: JAPAN'S ROLE IN THE WORLD

-Japan's foreign policy in 1980's and its role in the world-

Part 1; The history of Japanese diplomacy

Part 2; North-South Problem-world economic problem

Part 3; What Japan should be in the world in the future.

Part 1- The History of Japanese Diplomacy

We researched the history of Japan's diplomacy after World War II. We studied the diplomatic relations between Japan and the U.S.A., between Japan and the U.S.S.R., between Japan and China, and between Japan and the Third World. As for the relationship with the U.S.A. since World War II, we can not mention that Japan usually followed the lead of the U.S.A.. As for the relationship with the U.S.S.R., there was a big problem, the difficulty between the two countries over return of Northern islands. Japan insisted that they were hers but U.S.S.R. said that they were hers due to the Cairo declaration in 1943. As for the relationship with China, there is few meeting after World War II. In 1972, Japan and China issued a statement of diplomatic relations. After that Japan and China became closer. As for relation with the Third World, Japan did not consider the area until 1970. But Japan faced with an oil crisis after the fourth middle East War in 1973. Japan then began to contact with those countries.

Part 2 - North-South Problem

There are now many problems in the world which concern Japan. One of those problems, we picked up, North-South Problem, which is the gap or the difficulty caused by the gap of economical and social standard between advanced countries which mostly exist in the northern hemisphere and developing ones which mostly exist in southern hemisphere. There are many causes of this problem existing in developing countries and advanced countries. The economic power of the underdeveloped countries is weak because

the industrial techniques are poor, they do not have much capital and further more the population is very large. Adding to that, the world economic system is not advantageous for them. After World War II, Breton Woods System was established. It consists of the IMF and IBRD. The principles of the new system were Free Trade. At a glance, it seemed good for both advanced countries and developing countries. But as a result, it was not advantageous for developing countries. So both countries do not have fair trading balance, and the gap is still expanding now. Japan, one of the advanced countries, can't ignore the situation. We concluded that Japan should give much more investment and technical assistance.

Part 3 - What Japan should be in the World

In this last, we thought out about the conclusion, we mean, which way Japan should take in the future. Japan is surrounded by many countries. It influences other countries and is influenced by other countries. In this part, we discussed the relationship between Japan and these four regions; the U.S.A., the U.S.S.R., China and the Third world. Looking the present and the past relations with them, we found the best course of Japan. We concluded on the whole we decided that Japan should give more consideration to and foreign policy with those countries.

That's all for the contents of the activities.

Now, here I show you the opinions of some of our section members concerning the activities.

Once Japan was a small country. This was why Japan did not need to worry about and to be responsible for only to worry about its own security. But these days, Japan is one of the largest economic countries in the world with a high GNP. It is natural that Japan should be concerned with variety of responsibilities and Japan should be called upon to do something in the matter of international security.

"We want to discuss something and exchange our opinions, not to talk about historical facts." --- This is our members' of history section, consistent hope and ideal for our section activities. But at the discussion table, we sometimes tend to exchange only historical facts in the discussion and doing this we can't deepen our idea. In order to solve this problem, we picked out economic or social problems, and by researching the historical facts about them, we try to find our solution for future courses. This is the History Section's activity.

It is six months since the freshmen came into this section. Our Section is much bigger than it used to be when I was a freshman and what is the best way to use our activities. However we youth should try to find the best way. If we think that the activities we are doing are not suitable for our goals, then we should change them, "Trial and Failure," that will lead us to the best way eventually.

First, I found that this subject chosen by our section was very difficult for me. Before the summer training camp I could not make myself like this subject and I could not understand why we should study such a problem. But through the summer training camp, as well as the preliminary studies for it, I realized that this subject is a very important problem and I came to find it interesting. Now I feel that I want to study and know more about the subject because this subject is connected with our life in various ways. And I think we, all Japanese, should consider it more deeply in order to live better lives in this world.

I hope you have been able to understand what our section has tried to do this year. There is no need to say that the purpose of our section, as one section of the E.S.S., has been to improve our ability and our understanding of English by using this historical approach. Our section has gained many valuable experiences by researching and preparing these studies and discussions.

Finally as the section leader for the History Section of the E.S.S. at K.U.F.S., I am both pleased and honored by the accomplishment made by our group in the past year.

We thank you for taking the time to read about the History Section of KANSAI UNIVERSITY'S E.S.S.:

(The members)

Juniors: Ikuko Uemura, Nami Nakagawa, and Ichiro Hirase.

Sophomores: Chigusa Azuma, Makiko Nagata, Kiyotaka Maeda, Emi Muronosono, and I, Yoshinobu Hesaka.

Freshmen: Yoshimi Ikeda, Yoriko Kanabo, Mizuho Suga, Hirofumi Tatsubo, Yuko Toku, Terumi Nagi, Sanae Fujimoto, Masashi Miyata, and Kimi Yoshimura.

Leader of the History Section

Yoshinobu Hesaka

Practical English Section

I would like to express my hearty thanks to you for giving me the opportunity to explain our Practical English Section.

* What is Practical English?

Practical English is the English that Americans or Englishmen use in order to exchange their thoughts with each other. It is not an English translation of Japanese patterns of thinking but an English with which we can communicate freely with native English speakers.

I would like to express some important points on speaking English. I am glad the mentioned belows are useful for you readers.

(How to)

If you listen to native English speakers having conversation with each other (of course they speak at natural speed), can you say you are able to hear all that they say and understand the meanings clearly? I think many of you will not be able to say that. Rather you would be able to understand Japanese speaking English more easily. But why not try to listen native English speakers everyday through listening to the radio, but also by conversing with native English speakers on this campus.

To learn English as a spoken language is far more important than to learn only to read and translate through concentration on grammar. That's because if your spoken language is correct in grammar but its pronunciation or intonation is mistaken, you won't be able to make others understood what you want to say to them. Therefore we should practice the correct pronunciation from the very beginning. This means grasping the difference between American and British English, to listen carefully to native speakers, to pronounce loudly, slowly, exactly word by word, to sing English songs in order to get the English rhythmic sense.

In order to develop a large vocabulary and learn the structure of English sentences, read English newspapers and books, novels written in English, other English books related to your special interests, English introductions to Japanese culture, which describe Japanese culture from an English point of view. Don't try to memorize vocabulary lists. It's more effective to look up a word the meaning of which you do not know in a dictionary over and over again. Begin to use an English dictionary, where meanings are given in English as soon as possible.

English also has its own kind of "reasoning", its own "logic". Haven't you had the experience that you felt it difficult to express your idea to a foreigner? That's because there is a different way of thinking among Japanese speaking people as compared to people who speak other languages.

The Japanese language has a vagueness or "Amae" which means that Japanese understand the unspoken implications of one's words. On the other hand, English has a logical thread (why-because) that organizes what is said, and which includes how to persuade another person. They make much of the spoken words. So we Japanese have to organize our thoughts or opinions like a pyramid with a "conclusion" supported by its "evidence". If we make a logical mistake, there is a possibility that mutual intercultural misunderstanding will occur. Therefore please be careful about the way you think when you talk to foreigner. Also use simple sentence, avoid big words and complicated expressions. Try to practice speaking English everyday. Only in this way will our English speaking ability continue to improve.

* Activities of this year

We, members of the Practical English Section, decided to practice daily conversation, learn idiomatic expressions, and correct our English pronunciation. We used three textbooks. They were "Idioms in Action", "Eikaiwa 110 ban", and the texts of the NHK English conversation program to which we listened everyday. Daily conversation doesn't mean only such hackneyed expressions as "Fancy meeting you here!", "When can you make it?". It means conversation during the whole day, which is to say one's opinions about politics or other similar kinds of topics. It also includes for example what you talk about with your father or your mother.

Therefore we practiced writing a short story including some useful expressions that we could make our own. We discussed various topics, had debates, made public speeches in order to exchange our ideas and enhance our thinking ability. In the spring and summer training camps we studied especially what to say when treating someone to dinner and how to say "Thank you" in various situations.

We can never master English in one short term. Our activity is a part of a continuing effort to study English.

Thus I believe we, the members of Practical English Section, will make progress toward the goals we have set for ourselves.

Thank you so much.

Masako Nishide

Leader of Practical English Section

Politics & Economics Section

Our Section Activity

The members are divided into three groups and each group has its own name, that is the White Rose, the Red Fox, and Atlas. Each group studied the North-South problem from various aspects.

Our main activities were as follows;

1. Spring training camp at Tottori Sandhills
2. Summer training camp at Shiga Heights
3. We had two joint discussions with other university E.S.S.s. One was with Osaka Women's University E.S.S. and the other was with Ryūkyō University E.S.S. Discussion Section. As for the former, we talked about "Love and Friendship" with reference to a novel whose title was "KUSA-NO-HANA." We talked about the "oil problem" in Japan with the latter E.S.S.

We had a very good time with the students of the O.W.U. E.S.S. We could exchange our thoughts freely and sometimes the discussion was at its best. After the discussion, we exchanged our yells. They expressed their good will by their yell, and so did we.

We could deepen our recognitions with the students of R.U.E.S.S. It was for the Junior, fourth time to talk about the oil problem. We also realized the more complex situations of the world.

The North-South Problem

Since we have entered upon a new year, 1980, we, the members of the Politics and Economics Section, have been trying to study about the "North-South Problem." As the first step, during the spring vacation, we scratched the surface of the present economic situations of the "Third World." At the same time, we had to define the terms: the "South" and the "North." We realized the complicated reality of this problem. We divided the Third World into three groups according to the Gross National Products (GNP) per capita of each nation.

The "North" countries are so-called industrialized, developed, advanced, or rich countries. They include most European countries, the United States, Canada, Japan, Australia, and New Zealand. Most are members of the Organization for Economic Cooperation and Development (OECD), and are occasionally referred to as "the OECD countries." Average per capita income in these countries generally exceeds 2,000 U.S. dollars.

The "South" countries are, that is to say, developing, less developed, or poor countries, ranging from the suddenly rich but yet-to-industrialize oil states of the Middle East to the so-called "Forth World" states that are poorest countries of the global located for the most part on the Indian subcontinent, Africa, and the Caribbean region. Most of the population of the poorest stratum of countries is located in India, Pakistan, Bangladesh and Sri Lanka, where upwards of three-quarters of the population have per capita incomes of less than 75 U.S. dollars. Average per capita incomes of the Forth World as a whole are under 150 U.S. dollars.

Between the Fourth World and the suddenly wealthy oil countries, one finds the so-called "newly-industrialized" countries, encompassing most Latin American nations and other from Asia and Africa. Many of these states are at least semi-industrialized, and have average per capita incomes in the 400-800 U.S. dollars range.

We did not include the so-called socialist countries like the Soviet Union and some East European countries except China, only because some reference books did not do so and their economic systems are different. So we don't know clearly about this differences to any extent.

Anyhow, after studying about the contents of the "South," we began to realize that it might be terribly imprecise and misleading to cover this heterogeneous grouping of over 100 states by the label "South." It is true, in the exact sense, that it is not correct to equate North and South with rich and poor countries, industrialized and nonindustrialized countries, or developed and underdeveloped countries. So, it is only for convenience' sake to use terms like the "North" or the "South" in order to understand roughly the world situations.

Moreover, the "North" and the "South" are labels given meaning not by the degree to which those countries share economic characteristics but by the decision of those countries to act as diplomatic unit coordinating a large measure of their international activity. Properly used, the label "South" applies to a readily observable process in today's international politics, and not to an analytical categorization of countries based on relative levels of economic development.

Mostly the South countries, that were independent mainly after the Second World War, are the ex-colonial lands. Their economies were (and, in a sense, still are) controlled by the suzerain countries.

They were the markets for the manufactured goods and the bases of the raw materials, natural resources, and food supplies of the suzerain countries. Even after World War II, their contents of trade did not change so fast. Almost of all the South are still the primary products exporting countries.

After World War II, the post-war world trade enjoyed the rapid expanding and growth under the principles of free trade, nondiscrimination, and multilateralism that were introduced by the initiatives of the United States' then the biggest economic, political, and military power.

However, the trade of the developing countries has been always stagnate. From 1960 to 1970, the average rate of growth of export in the world is 9.4% a year, and that of the developing countries is 6.8% a year. The share of the export of the developing countries also decreased from 24% in 1960 to 19.4% in 1970, in spite of the large growth of the developed countries. And the trade among the developing countries was also stagnate and its average rate of growth was merely 6.3% a year compared with 11.1% in the developed countries. (Source: UN, Monthly Bulletin of Statistics. Nanboku Mondai p.13, Tadashi Kawada)

This means that the large expansion of world trade is seen especially among the developed world and the trade of the developing world did not grow enough. To make the matter worse, its share in the world trade rather decreased. Generally speaking, in the developing world, the increase of deficit of the balance of trade caused by the expansion of imports and top-heavy of exports is found. Especially since 1973, the deficit of the balance of trade of non-oil producing countries have become worse and worse. Many of the developing countries have been getting rid of their deficits of the current account by introducing finance (foreign private finances and loans). As a result, debts of the developing countries have been increasing day

by day. In addition, the economic development finances are lacking. These conditions are forcing them to be dependent upon the economic assistances from the advanced countries, and, in these days oil-rich countries like OPEC nations.

The difficulty of the external trade of the South is roughly that it originates from their exports structures so that the nearly 80% of their export items are primary products. There are several problems with regard to the export of the primary products. First, its income elasticity of demand is low, in another way, the responsiveness of the demand for a primary good to changes in the buyer's income is relatively low compared with that of the manufactured products. What is worse, the appearance of various kinds of synthetic substitutes like a synthetic rubber or a synthetic fiber and the technological innovation in the various fields of industry are also promoting the restriction of the expansion of the demands for the primary products. Secondly, the prices are unstable. In addition, the prices have been kept lower compared with that of the industrial products. Thirdly, the agricultural products are likely to be affected by the conditions of the nature or the weather, so the outputs are rather unstable. This element is deeply connected with the second problem, too. And as for the mining products, its demands is also unstable because of the business fluctuations. Finally, the advanced countries' agricultural protectionism policies are enforcing very serious import restrictions among the developed world.

In 1980, "the North-South Problem" has become one of the most critical political-economic issues in the World.

The process of coordinating Southern policy over a broad range of diplomatic activities increased rapidly during the 1970s, in large part reflecting the strengthened institutional capabilities of the two organizations that represent Southern countries when they act as a unit in international relations (and create the aggregate North-South conflict), namely the so-called Group of 77 (G-77) and the Nonaligned Movement (NAM). The former organization's membership now includes close to 120 countries, while the latter embraces 93. Both are increasingly heterogeneous, with many tensions and the potential for disintegration always present.

The goals of those groups are symbolized by the charter: a New International Economic Order (NIEO) at the Sixth Special Session of the United Nations General Assembly 1974. However, while economic issues remain a central ingredient, they are only one of the several fundamental elements in the North-South conflict.

There are two relevant shared perspectives: one is that present international institutional structures (e.g. the General Agreements on Trade and Tariffs (GATT) and the International Monetary Fund (IMF) and the political/economic processes governed by them are deeply biased against developing countries in their global distribution of income and influence; and the other is that major trends in international political and economic relationships are steadily increasing the relative strength of Southern countries, enhancing their bargaining power in international relations. With regard to the most prominent Southern goals, they have come to be called "structural reforms." Their requests touch various fields of political economy: trade, aid, finance, etc.

So, some reforms would change the operation of the international economic system, that is, they make the proposal for an "Integrated Programme for Commodities" to raise and stabilize commodity prices; for international monetary reforms which would automatically provide Southern countries with

expanding international financial reserves; for Northern commitments to lower barriers to Southern exports; for a new international set of rules on debt rescheduling; for a code of conduct on the transfer of technology which would lower the cost to the South of acquiring Northern technology. The second element in the Southern demand for structural reforms in institutional, that is, the Southern goal is to increase its influence in the shaping of international economic and political evolution by broadening the jurisdiction of those international organizations in which the South has a strong voice, and creating new international organizations which will increase the South's influence in specific arenas of international activity. For example, the South is now making efforts to expand their jurisdiction of U.N. institutions which operate on a one country/one-vote principle and to establish a new institutions like a Common Fund and so on.

We can easily understand that the South's right of speak is dramatically increasing in international relations. For example, on July 25, 1980, twenty nine nonaligned, Islamic and communist countries formally proposed in a resolution that the United Nations General Assembly emergency session on Palestine push for early establishment of a West Bank-Gaza Strip Palestinian state. And moreover on July 29, 1980, the U.N.G.A. voted overwhelmingly to demand that Isreal begin withdrawing from its occupied territories by November 15 and make way for a Palestinian state. The resolution was passed on July 29 at the end of a six-day emergency debate by a vote of 112-to-7 with 24 abstentions. The United States joined Isreal in voting against the draft along with Canada and a few countries. (The Japan Times, July 27 and 31)

When the Soviet Union intervened in Afghanistan, the Third World also rose up against her at the U.N. According to TIME, January 28, 1980, though the Soviet Union was not mentioned by name the resolution was just passed by a vote of Afghanistan.

The resolution said that the armed intervention was inconsistent with the U.N. principle of the sovereignty, territorial integrity and political independence of every state. It thus demanded "the immediate, unconditional and total withdrawal of the foreign troops from Afghanistan" and called on U.N. members and international relief organizations to help all Afghan refugees.

Recently the third Economic Special Session of U.N.G.A. started on August 25 in order to prepare for the General Negotiation of the North-South relations and for the Third Development Decade: this decade's international development strategy. Considering today's critical political and economic issues such as the increase of oil prices, the dramatic revolution in Iran and so on, we hope that this Special Session would tell us the world fortune for this decade.

(Reference: the Foreign Affairs, Summer, 1980, and others.)

Shun-ichi Nawa

Leader of Politics & Economics Section

Discussion Section of Junior College

I would like to express my hearty thanks to you for giving me this opportunity to introduce the Discussion Section of the Junior College.

What is a discussion?

It is to exchange ideas and thoughts, and to deepen them. Any topic can be discussed. The most precious thing is to have your own opinion, formed by your originality and your own labors. Then you try to reach the goal which might be a solution or a direction.

We live in a modern society. It is impossible to live in it alone. If you want to go your own way or want to do anything you want, you don't have to cooperate; furthermore you don't need to communicate with others or have a discussion. But our ideas or thoughts are limited, and all of us have different ones. Naturally, exchanging opinions with others help to enlarge and develop your own opinions. Through discussions, you will see and consider the many aspects of various topics, not only the good or the bad, but also the how and the why, and the solutions which may be better.

One of the elements of discussion is the manner of expressing your opinion. Your opinion has to be well-organized and be logical. You must express all your points with sound reasoning and evidence, otherwise the participants will not understand you. Another element is how to ask a question. Question must be effective to gain information and moreover to lead to better understanding. Now I'll explain the Discussion Section of the J. C. itself. Our aim in the Discussion Section of the J. C. is to improve our English ability through discussions. In order to have a good discussion, you must acquire a good command of English. You must have an ability to make others understand and understand others yourself.

This year, 1980, twenty-five freshmen entered the Discussion Section of the J. C. and it became one of the largest section of the E.S.S. At first we five sophomore members had a little difficulty in running the activities because of the large number of freshmen. But all the members have "Tan-Dis Spirit" which means being enthusiastic and proud of our section.

I would like to mention the significance of the Joint Discussions with other Universities or colleges. First of all, of course, through discussions we can gain more ideas or thoughts and also, we can express our own opinions to other participants. These are the elements of discussion. Secondly, we can be stimulated by others, we can discover points which we are lacking, and improve our English ability itself. We can be more vigorous, energetic and work up to our full capacity. To communicate through discussion is good.

For this purpose, we have planned Joint Discussion as follows;

1979	December	9	Title;	"Japan and ASEAN" with Kyoto University
1980	April	27	Title;	"The career Woman" with Mukogawa Women's University
	May	18	Title;	"Oil Policy" with Kaisei Women's University
	June	1	Title;	"Japan's Foreign Policy to Middle East" with Doshisha University
	July	4	Title;	"Discipline for Children" with Kansai University of Foreign Studies, Mandai

The members of Discussion Section of the J. C. have decided on "The Life of Women" to be this year's title. In July the World Conference of United Nation Decade for Women was held in Denmark.

Just now the Women's Rights Movement is remarkable, extending its way more widely and deeply into most areas of society, such as science, education, governments, etc. It has become one of the most noteworthy topics in the world. Our theme is to seek the equality of men and women and to approach this matter to seek better conditions for women.

Finally, I am enthusiastic and optimistic about the future success and growth of the Discussion Section of the Junior College. Carry on! "You, Break the Ice!"

Leader of Discussion Section of J. C.

Yoshimi Tsuchiya

Discussion section of University

As a leader of the Discussion Section of University, I feel very honored to be able to have a chance to write about the things that we have done this year.

We decided that it was essential for us to get a better idea of the techniques of discussion before any thing else to improve our discussion skills. Since we all had a lot of vague ideas about it at the beginning, our section set out and made a great effort to research discussion techniques as well as to arrange Joint Discussions with other universities. As a result of our efforts, we carried out our original intentions and now are able to understand the techniques of discussion. I would like to introduce our findings concerning discussion in the E.S.S. as a summarization of our section activities.

FORMS OF DISCUSSION

Unlike discussion in daily life, the type of discussion which we are doing in activities has some kind of classification and rules for the sake of convenience such as.

1. Classification of styles.

a) Free (Talking) Style Discussion

The principle of this type of discussion is to discuss a given topic freely. So, all participants, including the chairman, sit at the same table and exchange opinions and information with one another. The discussants begin by asking the chairman if they can speak by saying "May I", there is no need to stand up.

b) Informal Discussion

In this type of discussion, there are definite orders such as 'question', 'opinion', 'objection' which discussants are required to say before their statements. Also, the chairman is allowed to participate in the discussion in some cases. There is no need to stand up on any occasion.

c) Formal Discussion

This is the most strict style of discussion of all. The orders are almost same as in Informal Discussion, but as different points, the chairman is not allowed to participate in the discussion, in other words, he is only responsible for deep the discussion orderly. Any discussants pointed at by the chairman should stand up until they finish their statement.

e) After Reading Discussion

As the subject matter to discuss, in this type of discussion, a certain novel or essay is picked out.

After each discussant has read it through, they exchange their impressions on it at the table to deepen their understanding of it. (e.g., Ernest Hemingway, Soseki Natsume, etc.)

2. Classification of contents.

a) Problem-Solving

In this type of discussion, discussants must find the problems and their evils and their causes through the analysis of the status quo of a given topic. After this process, the discussants are finally required to seek the best plan that will enable them to solve the problems (e.g., Energy Problem, Financial Problem, etc.)

b) Concept-Building

Discussants have to build up their conception against the status quo with their ideal situation, and discuss how to do or what to do in order to achieve the ideal situation. (e.g., School Education Problem, Mass Communication Problem.etc.)

c) Judging

This type of discussion is very close to debate because the discussants should argue their own side against a given topic either affirmative or negative. (e.g., Euthanasia, Test Otuble Babies, Defense Problems, etc.)

Organization of the first opinion

Next, I would like to explain how to organize the first opinion which the ice breaker should say at the table as his own opinion to be examined by all discussants. However, the following explanation will be applied especially to the Problem-Solving Type.

* The First Opinion

I. Ideal Situation

II. Problem and Evil (actual evil, potential evil)

III. Cause

IV. Plan

1. Ideal Figure

In order to make discussion creative, at first we need an idea which we all can appreciate. So, we should make a reasonable ideal against a given topic on the basis of the status quo.

2. Problem and Evil

Through the analysis of the status quo of a given topic, we must find some problems that can be obstacles in achieving the ideal. Moreover, we have to make its evils clear, to explain how serious the problems are. The evils of a problem, here are divided into two groups. One is 'actual evils' which is causing actual harms under the status quo. The other is 'potential evil' which may bring about some harms in the near future if the present situation continues.

3. Cause

Cause is literally the causes which have brought about the problems and the evils. So, we should be careful in eliminating the real causes of the problems and in developing the connection between each cause and each problem logically to strengthen our opinion.

4. Plan

As a final step, we must make our own plan to solve all of the problems. In the plan making process, we include the following four elements which make our plan a persuasive one, though it may be a paper study.

- a) Originality-----The plan should not be a copy of the government's present policy. It should be something original.
- b) Workability---- The plan should be capable of solving the problems. It should be something effective.
- c) Practicability-The plan should be capable of being put into practice. It should be possible to carry out
- d) Desirability-----The plan should be acceptable from a social point of view.

ORDER

In formal Discussion in particular, there are regular orders which discussants should make before their statements so that the discussion will proceed smoothly. In other words, such orders play the part of avoiding any confusion during discussion just like lubricating oil in machine.

These are the orders; First Opinion, Addition, Point Opinion, Different Opinion, Objection, New Opinion, Question, Answer, Confirmation, Suggestion.

First Opinion

* Confirmation

Addition

* Suggestion

Question, Answer, Objection, Point Opinion, Different Opinion

New Opinion

It is at this point that I will introduce our chief events, Joint discussions in 1980 were as follows;

JOINT DISCUSSIONS IN 1980

May 4 "Financial System" with Kinki University and University of Osaka Prefecture

May 18 "Japan's oil Policy" with Kaisei College

June 1 "Japan's Foreign Policy" with Doshisha University

June 15 "The Equality between men and women" with Ritsumeikan University and Kwansai Gakuin University

October 12 "The Ideal Posture of 'Gaidai' students" with Kobe city University of foreign Studies.

I'm sure that the challenge to research the discussion techniques which we have studied was successful and successfully incorporate it into our Joint discussions. In this sense, I can say this year's work was highly beneficial in expanding our section.

I really hope that our section, 'The Discussion Section of University' will last in its development forever.

Thank you.

Shigeya Matsui

Leader of Discussion Section of university

THE E.S.S. FOR US

The impression of the E.S.S.

The thing which has my university life very enjoyable is the ESS club. If I hadn't entered the ESS club how monotonous my university life would have been.

Since I entered this club, I have taken part in many events. Looking back on these activities, I can't say that they were all easy and enjoyable. Some of them were quite difficult. But as I think of them now, they were very good for me, because I have learned many things through them.

One of the things that I have learned is that the ESS club is not the place where we can get English speaking ability easily only because we are in the ESS, but it is the place where we challenge in order to get a command of English. The ESS gives only opportunities by which we can improve our English speaking ability. We must be active and ready to participate in many events on our own accord, as old saying goes, "Nothing venture nothing win." How to use these opportunities is most important for each member. He or she must find his/her own way to use them. It is different for each person. But I hope each person's way to do so becomes better year by year.

I wonder what I did in the ESS as a member of the Sankaisei (junior) "Sankaisei should be in leading position in the ESS." I couldn't play this role as well as I would have played it. What I could do was to talk with freshmen and sophomores. During the practice for the recitation contest, I think I did do my best, but I didn't have the idea "should be leading positions" in my mind. But I gave to them during practice what I have learned for two years' activities in the ESS. On this point I have a sense of satisfaction.

Lastly I hope now and in future each member of the ESS will make use of what he/she has learned in the ESS. In my case I am going to go Australia to study. I shall try to make the best use of the results of study in the ESS.

Youko Mine (Junior)

Our E.S.S.

Generally the E.S.S. means English Speaking Society. But in our case the E.S.S. means English Studying Society. So our purpose is not only to speak English but also to study about many things through daily activities. So in the E.S.S. we can study English through many events and activities: discussion, debating and so on. And in such activities, for example, in discussion, we try to speak English in a logical way of thinking. Then we gradually came to consider many problems with different points of view. In this way through speaking or thinking in English we can have a wide view of many problems. That is one of the pleasures of studying English in the E.S.S.

Well we also have the activity of sections. In our E.S.S. they are the main activity, I think. We have eight sections and in each section the members have different activities. In my case I belong to the Interpreter Guide Section. In this section we study about interpreter guiding and we guide about Japanese

temples or shrines in English for foreign tourists in Japan. And we must study about Japanese temples. Buddhism, Japanese culture itself. To research such things is not so interesting compared with other activities. But after that we can enjoy guiding. In guiding we must give the correct information about Japan and we exchange some information with foreigners. It is very interesting for us to speak English with the native speakers. But that is also one kind of anxiety because if we can't use correct English we can't inform about Japan correctly and then misunderstanding occurs, and such misunderstanding may cause some prejudice among the people of other countries. But we want to do a good job in our activities.

In this way in the E.S.S. we can study many things and we can also improve our abilities. But in the E.S.S. to study English is not all. I mean we can have good human relations in the E.S.S. We often have some companion parties or training camps. Through such events we can have a good time and all of members can become good friends. They are always cheerful and warm-hearted. I'm very happy to study English with them in the E.S.S.

Keiko Ogino (Sophomore)

What is the E.S.S. for me ?

What is the ESS for me? What does this club give me? I think this is the place of self-discipline. Everyday's activities and other events afford good opportunities to speak English and to improve English ability. But it depends on each person whether he makes use of those chances and improve his own ability or not. So, I think this is the place of self-discipline. I feel the atmosphere of the ESS during practice is severe, but it gives a stimulus to my daily life which tends to be monotonous.

Of course in this club, I have many chances to make good friendship with other members, or to be given good advices from seniors. This club has so many members, so many members, so it's difficult to know all the people. But through many events, I could be acquainted with many people.

Anyway, if I try to do, I'm sure I can acquire something valuable, to say nothing of English ability in my club, ESS.

Chiharu Ashikari (Freshman)

CONTESTS

During this past one year many speech and debate contests were held inside and outside of our university. Here on this page I'd like to list all the speech and debate contests and their winners with my congratulations to them. And at the same time I hope they will make further efforts to gain even a better command of English.

THE 7TH SGADAI ENGLISH ORATORICAL CONTEST. . . . December 16, 1979

Team winner--K.U.F.S. E.S.S.

1st prize----- Mr. Seich Kitaoka "Is there anything wrong with your body?"

3rd prize----- Mr. Ichirou Hirase "We can do more."

SPEECH CONTEST IN THE SPRING TRAINING CAMP. . . . March 31, 1980

1st prize----- Miss. Rieko Miyamoto "As a woman in contemporary society"

2nd prize----- Miss Akemi Takenaka "My view of culture"

3rd prize----- Miss Kumiko Matsumoto "How should we live with processed foodstuffs?"

DEBATE CONTEST IN THE SPRING TRAINING CAMP. . . . March 31

Proposition Resolved; that Death Penalty Should Be Abolished In Japan.

Winner teams

1st game-----Miss Mari Nakamura, Miss Emi Muronosono

2nd game-----Mr. Takenori Nakama, Mr. Shunichi Nawa

THE 34TH ANNUAL NATIONAL INTERCOLLEGIATE ENGLISH ORATORICAL CONTEST FOR THE MDN AND NHK TROPHIES (KANSAI ELIMINATION). . June 14

Mr. Hiroyuki Nuizato, alternative "We need teachers who can speak English."

Miss. Ikue Tanaka participated. "The olympic games: Participation and struggle in sport, not politics"

THE 3RD ALL JAPAN INTERCOLLEGIATE ENGLISH ORATORICAL CONTEST. . July 7

Mr. Masanori Kimura participated. "What I learned from soupless soap"

SPEECH CONTEST IN THE SUMMER TRAINING CAMP. . . . July 19

1st prize----- Miss. Akiko Asano "Women should not smoke."

2nd prize----- Miss. Noriko Ishida "My lodging life"

3rd prize----- Miss. Makiko Nagata "The status of homemaking"

THE 7TH DEBATE CONTEST FOR THE NEGORO PRIZE. . . . July 19

Proposition Resolved; that Japanese Defense Budget Should Be Increased.

Winner term--Mr. Yasuhiro Nakamura, Mr. Shinzou Kadota

In speech and debate contests we must pay attention not only to our English but also to what we say and how we speak. In other words in the case of speech meaning content and delivery, we have to convey our thoughts or ideas in the best way. How about debate? We have to get a certain amount of information about the proposition and make good use of it by speaking logically without making contradictions in order to convey the audience that our statements are true. These goals are not easy to achieve but we do our best to make progress in the skills of speech making and debating and try to improve our English. We've held many debate and speech contests. But I found that there are still many things missing in the contests of K.U.F.S. E.S.S. after I saw lots of good speakers and debaters of other universities. In this club there is no special section for speech or debate practice now. Therefore it might make it difficult to study them. However this cannot be used as an excuse.

I sincerely hope that you will expose yourself to the big ocean and make yourself a stronger and more capable person and show us once again what you can do by appearing on the stage of K.U.F.S. E.S.S.

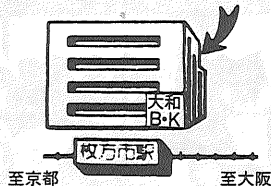
Chief of Conversation Charge

Yoshiko Kawamura

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枚方コンタクトレンズセンター



診療時間

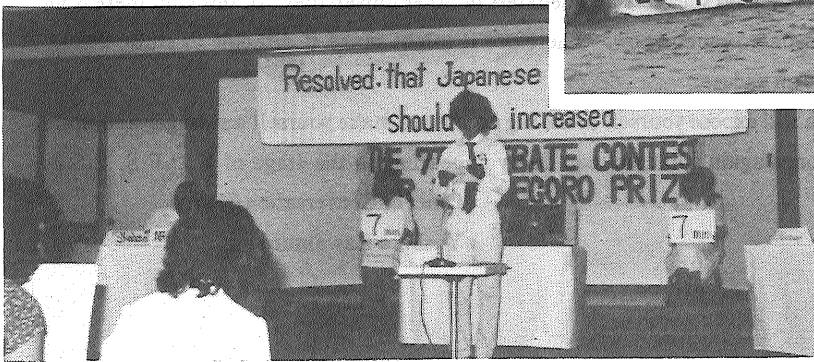
◆午前9時～午後1時
◆午後2時～午後7時

◆土曜日は4時まで
休診日——日・祭日

枚方市駅南口前サンプラザ1号ビル4階

TEL 46-2153

OUR ME OF THIS

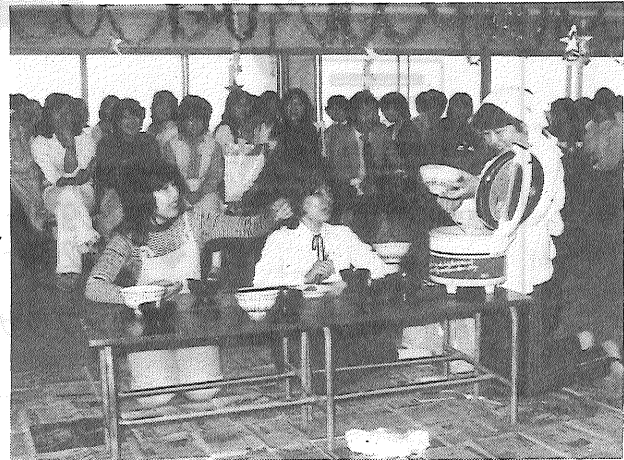
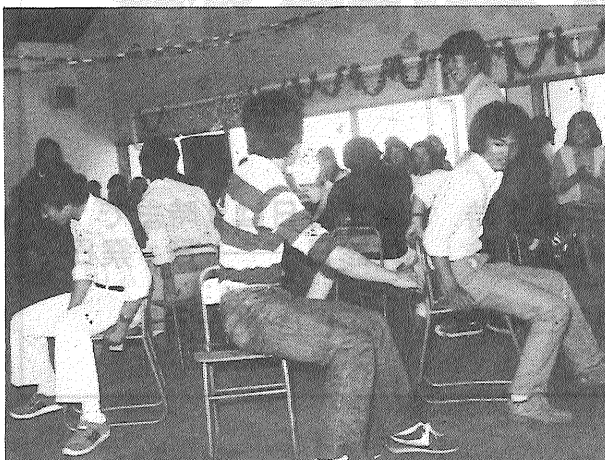


CAMPS

We had two camps. One was the spring training camp held in Tottori Sand Dunes, and the other was the summer training camp held in Shiga Heights in Nagano prefecture. At the spring training camp we strengthened our English ability before the freshmen entered the E.S.S. In the summer training camp, we tried to communicate with other members in the E.S.S. through the activities spoken in English all day long. More than a hundred freshmen participated in this camp.

We developed steps for the University Festival through our camps.

Welcome Party

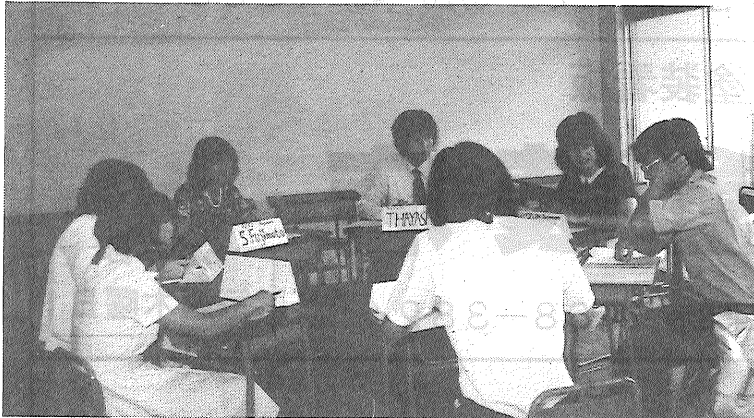


MORIES YEAR



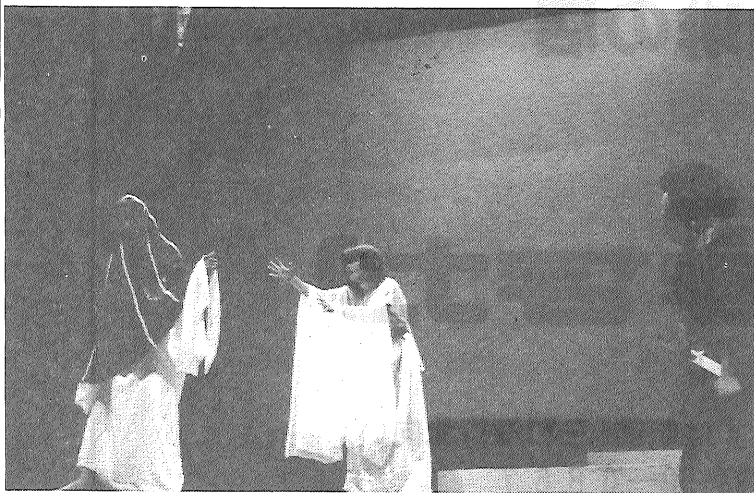
LECTURE MEETING

At the end of June 1980, We invited Mr. Kosaku Yamaguchi who is a professor of Kobe Jogakuin to have of his lecture meeting with us. the title of his lecture was "Culture and the Youth" This lecture meeting was a little bit different from the ones in the past. This time, our E.S.S. and I. G.C. co-operated and managed together. The reason was that we wanted to have better lecture meeting, moreover; these two clubs have the same purpose that is; to learn English. This lecture was a good chance for two club members to realize the importance of learning culture besides learning English itself.



JOINT DISCUSSION FOR FRESHMAN

At the beginning of June, we had a joint discussion for freshman with Doshisha Univ, and Ritsumeikan Univ. In this discussion there were about two hundred participants. So this became a very big event. Through this discussion, the freshman could feel what the discussion was. The reason we had so bigger event is we would like to establish the group like federation for freshman. We could take one step toward our dream.



Drama Contest by the Semi-member Universities of K.E.L.U.—

We captured prizes for the best all-round presentation, the best English and the best actor.

男女カット & パーマ・パンチパーマ

ヘアサロン **エース**

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ヤマザキパン

ショップ **あいかわ**

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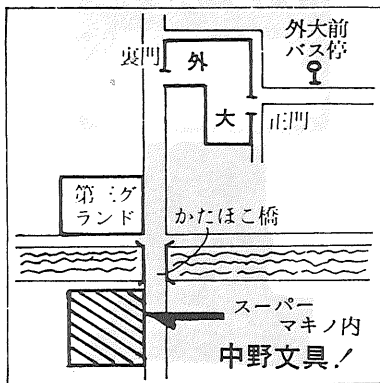
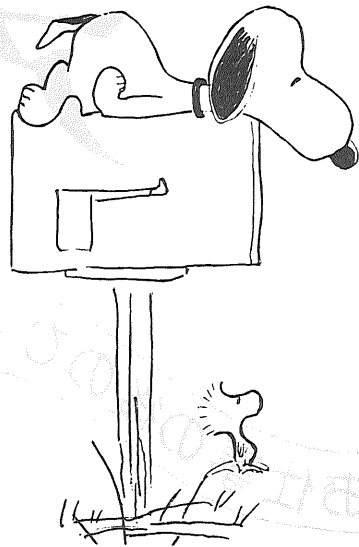
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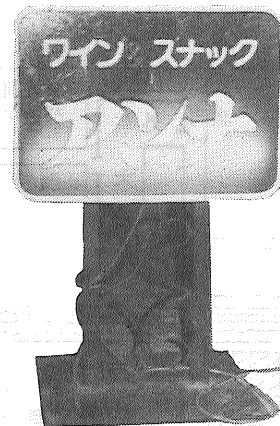
あなたのパートナー

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From the Editor's room

Allow us to express our great pleasure in publishing this pamphlet, "E.S.S. Vol 14", for our university festival.

I'm sure that it will be helpful and meaningful for breaking the ice that is the invisible curtain blocking communication between you and the E.S.S. I hope this pamphlet is useful for understanding our E.S.S. better and that the E.S.S. will continue to develop year by year forever.

Finally, we would like to express our hearty thanks to former President Takako Tanimoto, President Sadato Tanimoto, to all Professors of Kansai University of Foreign Studies, and to all the members of the E.S.S.



The Editorial Staff:

Kazunobu Noguchi	Yuko Watada
Ikuko Uemura	Tomoko Morinaka
Nami Nakagawa	Masahiro Nishioka
Yasuko Nakai	Mari Nakamura
Akiko Nakamori	

皆で養老に行こう!!

私も行こう!!

お楽しみ!!

楽しみ!!

養老乃瀧

牧野店

下島町 9-15
TEL (0720)57-7091

コンパ
受け承ります。

御協力いただいた広告主の方々、有難うございました。

...the Church
 Corps
 which is involved
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 acially
 of the
 ing to control its mosquito
 problem at the time, the army
 experiments over residential
 areas there ran for eight
 months. In the later experiment
 at Avon Park Bombing Range,
 some 600,000 mosquitoes were
 released from aircraft, the
 report said.
 Within a day, the
 mosquitoes had spread a
 distance of between one and two
 miles and had bitten many
 people," it said.
 In assessing the mosquito as a
 "Savannah was never occurred in some areas,
 including Asia, and therefore it
 is quite probable that the
 population of the USSR
 would be quite susceptible to
 the disease."
 The report said that, in 1960,
 the Army's Biological Warfare
 Laboratories at Fort Detrick,
 Md., "were capable of
 producing a half million
 mosquitoes a month and the
 Engineering Command
 designed a plant capable of
 producing 130 million
 mosquitoes a month."

Goose' To Be Moved

Weather officials say that the final move, expected to take place next spring or summer, may even be made under the plane's own power.
 Wednesday's move, insured \$10 million through Lloyds of London, is considered extremely tricky and will take six to eight hours to complete — if nothing unexpected happens.
 An army of reporters and photographers from all over the world, however, is expected to be on hand at Tuesday to record the move.
 "But when we get to spring the watch," said spectators, "we'll be very, very delicate move."
 "What we found was that the bacterium spreads from the lungs through the blood — and causes damage to other organs of the body," said Dr. Dennis D. Weisenburger, a pathologist from Duarte, Calif.
 He publicized his study at the annual joint meeting of the College of American Pathologists and American Society of Clinical Pathologists, which was held in Los Angeles last week.
 "The disease is fatal in about 90 percent of the cases, mostly from the severe pneumonia it causes. But Weisenburger was concerned by how the disease was unrelated to any other disease."

Legionnaires' Disease Affects Kidneys, Spleen

ST. LOUIS (UPI) — A deadly bacterium in sometimes fatal Legionnaires' disease not only infects the lungs but also can damage a patient's kidneys, spleen, and bone marrow as well, said a new study released Tuesday.
 "What we found was that the bacterium spreads from the lungs through the blood — and causes damage to other organs of the body," said Dr. Dennis D. Weisenburger, a pathologist from Duarte, Calif.
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 Editor: Kazunobu Noguchi

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 producing 130 million
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Wristwatch For \$5 Mil.

NEW YORK (UPI) — Time truly is money — if it's kept by the ticking of the Kallista, a \$5 million diamond-studded wristwatch that gets more precious by the hour.
 The one-of-a-kind timepiece, placed on display Tuesday, is said to be the most expensive watch ever made.
 There are 118 flawless diamonds, a total of 130 carats, embedded row upon row in a 7-inch lattice-like band of gold. Total weight: nine ounces.
 The timepiece is one of the thinnest ever made — 1.64 millimeters — and capped by a crystal face inscribed with the profiles of a man and a woman.
 The only thing standard about the watch is the guarantee — the usual one year. A spokesman for the watchmaker, Vacheron Constantin, of Geneva, said they would be willing to extend the guarantee if a problem arose.
 "Picture a street, where each cobblestone brick is a diamond and the mosaic is pure gold," said Steve Krashinsky, manager of sales for Bucherer on Fifth Avenue.
 Because of rising diamond prices, he said, the value of the watch increases at the rate of \$4,000 a day.
 "I don't know how long it will last, but it's a masterpiece of watchmaking."

Editor: Kazunobu Noguchi