

'79

ISSS

VOL. 1

7 Suspended Female Athletes Likely to Miss Olympics

NEW YORK, Oct. 26 (NYT) — The seven female track and field athletes from Eastern Europe who yesterday were banned indefinitely from international competition for failing anabolic steroid tests last summer are likely to miss the 1980 Summer Olympics in Moscow.

The suspensions of the seven, including the year's three fastest 1,500-meter runners, were announced yesterday in London by the International Amateur Athletic Federation.

The three prominent middle-distance runners were Tokka Petrova of Bulgaria, the Europa Cup and World Cup champion at 1,500 meters, who probably will be ranked No. 1 for 1979 in the event; Natalia Marasescu of Romania, the women's world record-holder in the mile, and Ileana Silai, also failed the steroid test at the European Games, held in Athens last month through 13; Silai was suspended for 18 months, the athletes' eligibility for the Moscow Olympic Games next summer.

The international federation suspended the athletes were automatically suspended from the date they were caught. Since the suspension period for sports was extended from 18 months to 18 months, the athletes' eligibility for the Moscow Olympic Games next summer.

Not the First Time

The suspensions for anabolic steroid violations are not new in the sport. Last year, Nadezda Tokko, a Soviet Union pentathlete, and Yevgeniya Vladimirovna, a shot-putter and gold medalist at the Moscow Olympic Games, were suspended for steroid use.

KANSAS UNIVERSITY OF FOREIGN STUDIES

E. S. S.

U.S. College Football

Don't Take...
back Paul Campbell, who last week's 59-0 victory over...
reclaim his No. 1 spot. Meanwhile, in a battle of...
ted teams, Arkansas, Arkansas...
to be one of the best of the college football...
ams are battling for the Southwest Conference...
one pits one of the offenses (Houston) of the most rugged de...
ow whether we can r not," says Arkan...
Holtz. "But I don't e team can lose e things — a very...
— a good defense and ers who can but we're not...
ost talented Conference. is in their is a good ase just st year. se and

ka, USC Gain ball Ranking

se, 35-7, and moved into 16th Minnesota, the only team in 20 that has lost three times of Minnesota's three losses by narrow margins to an and Michigan, both

me, which because

way through ve minutes backed up ine, Mike ealed to had the Russell five has played well in the last three

with lows of the other games parentheses, won-lost, records in

is favored by 4½ one ings. This is a key game for the Vik- 496 yards to Bears. The Buccaneers' quarterback, Doug Williams, finally es, six of 10. But the Bucs must live off their defense. Betting line: Min- nesota by 2.

Chicago (3-3) at San Francisco (1- 7) — Mike Phipps, as a replacement- quarterback, passed for 200 yards against Minnesota's defense. Chicago's starter, Tommy Davis, has been hungry for the command of the pack. The 49ers' fourth in passing

take notice. 4-6-2) at Minnesota (4- 6) — The Oilers gave up the offensive talent for the Buccaners' Williams, finally the Bucs must live Minnesota by 5½.

ing as what is about to be. If that is true, Gretzky, the 18-year-old who wears No. 99 for the National Hockey League.

The angular center, who earlier this year signed a contract estimated at \$5 million to play for the Oilers, has been called the most talented and exciting player ever to play the game.

Deceptive Appearance

Last year, playing primarily for Edmonton in the World Hockey League, he scored 46 goals in the assists and 31 points in 37 games. He is not skating and some of the quick moves. The persuasion he did it. He is swift and continues to play and send toward an opponent. The final effort is called it, and he is only sense. Gretzky calls it anticipa- World Hockey League in scoring. He is not skating and some of the quick moves. The persuasion he did it. He is swift and continues to play and send toward an opponent. The final effort is called it, and he is only sense. Gretzky calls it anticipa-

When people talk about Gretzky they tend toward speculation or what is to be. The story of what has been equally fascinating. "From the time I was 2 years old I knew I wanted to be a hockey player," he said. He began skating at that age, which is not unusual in Canada. By the time he was 6, he was playing against boys five and six years older. At age 15, people began calling him "The Great Gretzky," but Gretzky said he had always felt insecure about his talent.

"I played five years on a team in my hometown," he said, "even the last year I'd get a feeling if I didn't do this or that they might cut me. Until I was 16 I didn't realize I would play professional hockey."

At 16, in the best young center in Montreal, he was named "the best young center in the world," as he likes to put it. The competition included the Soviet Union, Czechoslovakia and other European powers. "My father told me I'd play in the NHL by the time I was 18," Gretzky said. "He knew."

"Unless there are extenuating circumstances that might form the basis of an appeal, I think these people will be suspended through the end of the year."

In London, the secretary general of the International Amateur Athletic Union, said here yesterday. "The IAAF has suspended many people in the past to protect the health of the athletes. It is a very serious matter. I think that they're not serious."

In London, the secretary general of the International Amateur Athletic Union, said here yesterday. "The IAAF has suspended many people in the past to protect the health of the athletes. It is a very serious matter. I think that they're not serious."

Many people have heard anything about Waitz added phone yesterday when n from New York. "These are only girls who are not de- wasn't interested in the reasons You know Russia and other European countries will do thing to win the gold medal. only thing I can do

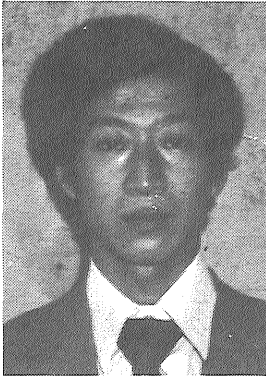
See me,
Show you



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GREETINGS



In December, 1978, when I was elected, I used to sing a song written by Takuro Yoshida.

“ON THE OLD SHIP, NEW SAILORS
WILL GO ABOARD.
IT IS NOT THE OLD SAILORS
WHO WILL CONTROL THE OLD SHIP.”

The 13th committee in 1979 went aboard the old ship named “the E.S.S.” And we started to sail into the new ocean. Though we decided to reorganize the old ship, 98 sailors on the old ship were completely satisfied with themselves and the safety of the old ship. They forgot to make the effort to improve it, and they never expressed any doubt to sail on the old ship. They didn’t study English; they couldn’t speak English.

When then did this new ship need ? Before constructing the new ship, we needed to stimulate all sailors of the old ship. We needed to stimulate all sailors and make them realize the need for the new ship. The best way was to make them see the new ocean, which is very wide, and to make them find that they were so small to sail alone. They had to realize they did not have enough ability to sail the new ocean. I therefore suggested the introduction of debate, speech, and the guide into activities, because these things clearly show us our ability with the judgement. Moreover, there are so many contests in the form of debate, speech, and the guide in Japan. Yes, these contests are what I mean by the new ocean. We should be out from the K.U.F.S. and we should be in the struggle at the national level. Fortunately, the committee members agreed with me and they cooperated well with me. By this cooperation, I had camps for debate. Members learned how to debate and what the debate was for at the camp. The “Course system” was newly introduced into summer camp at Karuizawa. By this system, all of the members experienced debate or speech or guide. The 98 old sailors are gradually going aboard the new ship, and the new ship is about sailing now.

The theme of the E.S.S. for the 1979 University Festival is, “See me, Show you.” This is to be understood by students in this university, because I’m afraid that we are isolated in this university. Many students say “I hate the E.S.S. because they are too strict.” But the real figure of the E.S.S. is not as such ! Of course, we are very strict when we are at work, and out of work, we play together like every student in this university does ! To prove this, we should open the door to them and make our exhibitions more enjoyable, and make our coffee shop and YATAI more enjoyable and more comfortable. — of course, more delicious !!

On the other hand, we will visit other clubs’ exhibitions and try to understand them. This is the University Festival, I believe. Mutual understanding among clubs is the purpose of the festival. Needless to say, clubs should be well understood by students who are not members of any of the clubs.

This way, we started to sail the new ocean aboard the new ship. No one can say that we are on the right, or wrong way. I think time must prove this in the future. Anyhow, we believe that we are on the right way and are heading towards success day by day.

In 1979, the I.G.C. and the E.S.S. promised friendship to each other. The I.G.C. is a very great club and is the rival of the E.S.S.—rival, in good meaning. I sincerely hope that this friendship will be eternal.

Lastly, I’d like to express heartily my appreciation to all the authorities of the Kansai University of Foreign Studies for their kind and hearty cooperation with us.

Thank you very much.

Hiroyuki Tanaka
President of the E.S.S.

A handwritten signature in cursive script, appearing to read "Hiroyuki Tanaka". The signature is written in dark ink and is positioned to the right of the typed name.

Side by Side with University



The history of the E.S.S. is comparable with that of our university. The club, in its size and its thirteen-year-old tradition, has through its various activities given great influence and stimulation to our university life.

The E.S.S. tradition which has been transmitted through its membership for more than ten years is still firmly maintained by the energy and enthusiasm of the present club members. Every time I hear about your activities, which include not only the practices in mere English conversation but also your various other creative ideas, I am always impressed with your ambition and efforts. The idea which you, the E.S.S. members, have been cherishing, corresponds exactly with the educational precept of our university, an idea which I have been promoting for years.

I believe that a person in the wonderful period of his or her youth who advances side by side with his or her club colleagues will receive a bountiful harvest – harvest which may be different from the one we obtained through the formal curriculum but which will surely benefit both your material and spiritual lives for years to come.

Dr. Takako Tanimoto, President



Lest You Forget Initial Enthusiasm



E.S.S. is usually an abbreviation for English Speaking Society among Japanese university. However, at our university it signifies English Studying Society from its inception. As both names suggest it is a club to develop students' ability to speak English by studying together.

The ideology behind the E.S.S. of our university clearly manifests that our E.S.S. is not a group whose purpose is just to practice English conversation.

The name English Studying Society reflects unique characteristic of our club. It is composed of four sections each in university and junior college which include literature, history, politics and economics, and discussion section and more practical training sections for interpreter guide section, discussion, drama, and practical English section for the junior college students. English and Spanish are the two major languages taught at our university. However, as symbolized in our new doctor's course in language and culture initiated this past spring, we do not aim to train specialists in each of these languages alone.

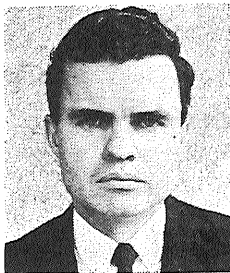
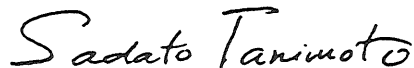
MESSAGE *****

The principle on which the curriculum of our university is based states through education and research on foreign languages, we aim at training the students in the field of cross-cultural studies from both an international and academic perspective, thereby providing the background for the languages.

Those of you who are studying at our university and have chosen a membership in the E.S.S. for your extracurricular activity can best share in the university's principle of education while simultaneously realizing your own personal goal by pursuing both your studies and your E.S.S. activities with equal earnestness.

"Lest you forget your initial enthusiasm." I anticipate from each of you a further attainment of your goals and an enthusiastic upsurge of the E.S.S. spirit.

Sadao Tanimoto, Vice-President



Best wishes to all of the members of the E.S.S. for a successful School Festival. A lot of work goes into the planning and execution of the many activities that make up the School Festival and those involved in this work are deserving of much praise.

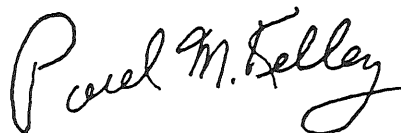
I am especially impressed by the long hours of study that you in the E.S.S. do in preparation for section activities, I was asked to check a few research papers that are to be presented by the E.S.S. members at the Festival and it was obvious that it had required a good deal of time and effort to write these papers.

By taking part in the E.S.S. activities connected with the School Festival you have a wonderful opportunity to develop your talents and show forth your leadership abilities. I am very happy to see you taking advantage of this opportunity.

In the classroom you can acquire a lot of book knowledge but the activities carried out at the School Festival provide you with a very different learning experience. This experience will certainly serve you well in your future work.

Finally, congratulations to the E.S.S. members on all that you have accomplished during this school year. Keep up the good work !

Paul M. Kelley



SPEAK, READ, WRITE, OR MEMORIZE?



Indeed, learning to speak English, rather than just read it or write it is very important. In fact, until we can speak English we really cannot learn to do anything else with it. The reason for this concept can be found by looking at the origins of all languages. Every language on this planet started as a spoken language and existed that way for thousands of years before receiving any kind of writing system. Of course, we write things down to keep them in our cultural memory and to pass ideas on to other people, but written language is just an offshoot – a secondary development – of the original spoken language. Think about that for a minute. How much do people really read and write in one day? But comparatively, how much do people speak? The average person probably says 20–50 words for every one he reads, and probably 100–500 for every one he writes!

And this is why spelling, punctuation and grammar are so very difficult to master. These are systems made to adapt the spoken language into something that can be written. Since spoken English came first naturally, with grammar rules and the alphabet hammered out later to IMPERFECTLY fit what was spoken, (and as you know, both written English and English grammar are complicated, unordered systems) it does not make sense to try to master English merely through reading, writing and memorizing grammar. Doing this is studying English backwards, which of course is the hardest way. Learn English in the forward direction – the easy way – learn to speak it first and then learn to write it; or if you cannot do this, learn them together at the same time. Of course, we cannot just ignore grammar, but it is not enough by itself. Just as you cannot learn to play baseball well by reading a rulebook and watching the Giants, there are many things you cannot learn about English through grammar alone: such as idiomatic patterns and sentence pitch. You have to try it to learn it! You have to SPEAK English!

How strange it seems to me when my students tell me that it is difficult to practice English conversation. Right here in this university there are hundreds of English speakers all around you. Some better, some worse, but all can be helpful. So speak English to your teachers! Speak it to your brothers and sisters! Speak it to your friends, and join a club – like this one – where you can speak this strange language to everyone else in it!

Curtis H. Kelly





This year the E.S.S. held their training camp halfway up the slope of a mountain bordering the little holiday resort of Karuizawa in Nagano Prefecture. As an old-hand at judging the various events the club work hard at to prepare I always gird my loins for the long journey it takes to get to the chosen site of encampment. A hotel of some description usually fills the role, situated on top or near to the top of a hill or mountain where the scenic view is always fully appreciated.

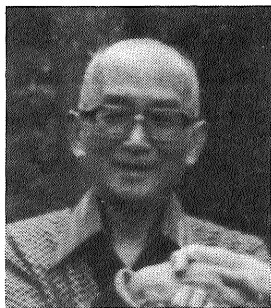
The treacherous state of the road leading to, and indeed past, their hotel was substantially offset by the warm hospitality offered to Mr. Curtis Kelly and myself by the presiding management of the club.

During the evening of our arrival we were greeted by Prof. Oginome, Head of the English Department, who made us feel at home with a welcomed glass of beer. Throughout our short stay with the club Prof. Oginome collaborated most closely with us in judging the two main events, namely, the speech contest and the debate. His help and comments served as guid lines in our final appraisal of these events.

Mr. C. Kelly and I held a discussion on the differences between American English and British English with Mr. Tanaka, President of the E.S.S., acting as Chairman. A remark the president kept on throwing in, I suspect playfully, was whether British English should be described as a dead language. After careful deliberation we both decided this could not be regarded as so, irrespective of the state of the British economy. We gave our reasons as recorded in the discussion.

My conclusion regarding our sojourn with the club this summer is that the members of the E.S.S. are becoming more and more proficient in their attempts at learning better English.

Best wishes,
George H. Macpherson



もう十月になると言うのに夏の感想を述べるのも笑止なことだが、求められるままに、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っ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もであった。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 E S S に余に向いていない証拠にこんな話を書いたのである。だが今年夏の本学、E S S の軽井沢合宿で感じたことを二、三記しておく。僕は健康上の理由から同宿はしたが同行はしなかった。男女学生約百名に外人教師二名、それに学校としての責任なので僕が数日だけ参加した。

一番感心したのは幹事が部員に掌握していたことと、東京勤務の先輩が数人参加して後輩の指導激励に当たったことだった。二人の外人教師もよくやってくれた。学校から派遣された事務局からのお二人も最後の日前夜に見えられて、よく行届いた世話をして下さった。一番感服したのは部長の田中君の英語の度胸と部員の一人一人を名前と呼ぶまでに部員を掌握していた行動（お世話）であった。

僕は学生時代から、どちらかと言えば、E S S には好意的でなかった。今は、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 E S S の効果に脱帽する。それにしても、How to speak と What to speak of の二点に注意して下さい。と申し上げて、本学の E S S への敬愛と苦言の一端としたい。

E S S 顧問 荻野自博道教授



北歐のある国の某老人ホームが、レクリエーションとして、何でも好きなことをするクラブと、外国語を勉強するクラブをつくった。当然のことながら、何でも好きなことをするクラブの方が人気があった。しかし、数年すると、外国語クラブへ人気に移った。そちらの方がボケる人がすくないことがわかったからである。

老人が元気では頭の体操が必要らしい。頭の体操として、外国語はすぐれた効果をもっていることを端なくも実証したことになる。

老人にいいことなら、若い人にも悪いわけがない。若い人だって、頭の体操をしなければ頭が悪くなる。頭の体操にはいろいろ方法があ

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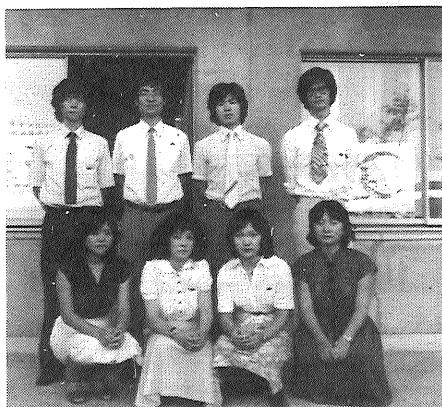
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for University
for Junior College

Yuichiro Sono
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Chairman

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Leaders' Conference

Discussion Section	Naokazu Iwasaki
Literature Section	Yasushi Yuga
History Section	Hiromu Kurita
Politics & Economics Section	Yuichiro Sono
Interpreter-guide Section	Hiroko Urato
Practical English Section	Kumiko Kusuno
Discussion Section of J.C.	Keiko Shigemura
Drama Section	Izumi Katamoto

An Explanation of the E.S.S.

Our club the E.S.S., is not a place to study only English. We have to study several fields through the medium of English. In a way, English should be a kind of tool for us to have communication with each other under the logical way of thinking. That's why our club is called English Studying Society, and not the English Speaking Society.

Firstly, let me explain the activities of the E.S.S. Now we have two kinds of activities, Section Activity and Grade Meeting.

— Section Activity —

At present, the E.S.S. is divided into two parts, which are University and Junior College. Each part consists of four Sections. In the university part, there are the Discussion Section, the Politics & Economics Section, the Literature Section and the History Section.

In the junior college part, there are the Discussion Section, the Interpreter Guide Section, the Drama Section and the Practical English Section.

Each Section has its own activity four times a week in order to get a great command of English and much knowledge.

— Grade Meeting —

Grade Meeting consists of the same grade members. We have this meeting every day at lunch time from 12:30 to 1:00. The significance of this meeting is to promote friendship among each grade's members through English.

(Freshman) Leader Koji Hosokawa

Since this is our first time to have a conversation with others in English, we aim at speaking out. Now we use "Introduction of Elementary Reproduction" as a text book.

We make several small groups in order to have activity smoothly. In the first half of the year, we try to promote our hearing ability by listening to someone read and to develop our speaking ability by talking about the contents of this book. In the second half of the year, we try to express ourselves in English by having lots of discussion and debates about this book and outside this book.

(Sophomore) Leader Ichiro Hirase

We try to build up a sound foundation in English. Because we've recognized how important it is through last year's experience. We make several groups in the same way as freshman. In the first half of the year, we lay emphasis on in-put. We have the substitution drill, the rapid reading and the like.

In the second half of the year, we lay emphasis on out-put. We'll have lots of discussions and debates using a foreign book, the impromptu speech and the like. Each member has been making a great effort to be a better speaker of English.

(Junior) Leader Shiro Ninomiya

We have been having this meeting for two years. This year, all of us would like to make this meeting very unique. We set up one slogan, 'Junior, it is the best position in the E.S.S.', and have activities. In the first half of the year, we have public speaking, debates and the like. In the second

half of the year, we prepare for the University Festival, and we are planning to have a panel discussion.

Each grade is trying hard to have good results from these activities.

Secondly, I would like to explain the management of the E.S.S. We have two administrative bodies which manage our club. They are called 'the Committee' and 'the Leaders' Conference'.

The Committee consists of twelve members. They are; the President; four vice Presidents for Paymaster, Chief Planner, Chief Negotiator, Chief of General Affairs, the Secretary, the Chief of Conversation Charge, the Grade Leaders for each grade, and the Chief of Section Leaders for each part.

As for the Leaders' Conference, it consists of eight leaders of the sections.

Each body has been discussing various plans and problems at least once a week so we can take active part in the Club activities in a better way.

In the academic year, our activities fall into five categories. They are; the General Meeting, the Grade Meeting, the Section Activities, the Training Camp, and the University Festival. Besides, we have to prepare ourselves for many Joint Discussions with other Universities.

Through these activities, we, the members of the E.S.S. have been making a great effort to develop our English ability, moreover, live university life efficiently and effectively.

Finally, I'd like to introduce the big events of this year as follows:

The Activities in 1979

FEB.	Farewell Party
MAR.	Spring-Lodging
APR.	Recruitment of Freshmen First General Meeting Joint Discussion with Kwansei Gakuin Univ.
MAY	Welcome Party Recitation Contest
JUNE	Start of Section Activities and Grade Meeting Lecture Meeting Joint Discussion with Kansai Univ. Joint Discussion with Doshisha Univ. Language Festival
JULY	Summer-Lodging
OCT.	The 1st Inter-section English Writing Contest
NOV.	University Festival Debate Contest with Kobe City University of Foreign Studies
DEC.	Joint Discussion with Kyoto Univ. English Oratorical Contest (Five Universities of Foreign Studies) Guide Contest (J.S.G.F.) Christmas Party

Chairman
Jun'ichi Yamashita

Voices from each Section

Drama Section

CHALLENGE

The most exciting time has come! The festival is the biggest stage for a member of the Drama Section. This year especially, we have challenged a very difficult English Drama. The title of this year's drama is "SALOME" written by Oscar Wilde. It requires excellent ability to perform. One day, one of the members said to other members of other Universities, "Everybody! we, the members of the Drama Section of Kansai University of foreign studies the E.S.S. will perform 'SALOME'. Please come and watch us." Then, everyone was surprised and said together it's impossible, but we never change our minds. We promise to show you the wonderful English Drama Performance. There are not words of "impossibility" in Drama Section's dictionary.

ENGLISH THROUGH DRAMA

I want to say thank you for the opportunity to introduce to you about our section, though a little too late. We were often asked the reason for being a Drama Section in the E.S.S. Very few people know the drama itself or merit of drama. I feel sorry for this. It is really a nice opportunity, I'm glad. Oh, ladies and gentlemen! Please understand the drama.

What is the best English Drama?

I always ask myself, I will always think about it, because I love drama and I love my section. I want to teach drama to younger students even when I graduate from this University. I hope my followers will perform better English Drama and will make the best English Drama someday. I have watched many English Drama that were performed by Japanese Students. Everytime I thought English was very important. Of course, performance is important, too. But, bad pronunciation or bad intonation and so on spoil English Drama. English Drama which has both good English and performance is the best; it's my idea.

EQUIPMENT

Needless to say, English Drama cannot consist of only performers. Drama cannot be played without equipment. Unfortunately, there are only 5-members in the Drama Section this year. So, we must practice how to act and learn the equipment's job at the same time. Now, I'd like to tell you about the job.

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

All these effects lead to success in Drama.

PATTERN PRACTICE

In every activity, we are practicing how to act so called "pattern practice". Beginning this

year, we began to use a text book (English through Drama) edited by Yoko Narahashi, who is as famous as D.J. or a composer of "GODIEGO". There are so many interesting ways to practice in this text. I'd like to pick up one of these things.

Improvisations

To practice a skit, a situation is set up which usually contains a conflict. You speak and act out that scene with your friends without thinking of what you or they are going to say beforehand.

(For 3 people or more)

It is in a restaurant. (What kind of restaurant?) A boy and girl are out on a date. (Is it their first date or are they going steady?) They have just finished their dinner. The boy finds his wallet missing. What happens then?

Creative games

As you walk, imagine you are wearing:

- a. a comfortable pair of shoes.
- b. wet shoes.
- c. shoes which are too tight.
- d. shoes which have a small stone in them.

There are a lot of "pattern practice", but I cannot show you all of them. I want to introduce others in the next opportunity.

Finally ladies and gentlemen, I'm very happy if you understand drama. But I'm sure that the best way to understand drama is to watch our English Drama Performance. We will be THE STARS in the school festival and in the E.S.S.

Thank you

Leader, Izumi Katamoto

THE K.E.L.U.

In 17th K.E.L.U. festival

The goal of Kansai English Language Union (K.E.L.U.) is to learn English through Drama. Again this year, in 1979, K.E.L.U. festival was held. We, the students of Kansai area, Kansai Univ., Kwansai Gakuin Univ., Osaka College of Commerce and so on have joined in this festival. We performed the Greek tragedy "OEDIPUS THE KING" written by Sophocles.

I had a very good experience as part of the cast in it. I had gone to Kansai Univ. in order to exercise for three months, from March to May. The beginning of practice was running, and finished at 8:00 pm. That is very hard and severe to me. Sometimes I got on the train with a dirty training clothes and shoes. Those days, I was very busy. Surely Drama was my life, then. But it was very full of my life.

By the way, this time Kyoto Theatrical League (K.T.L.) and All Tokyo Students English Theatrical League (M.P.) presented us their performance. K.T.L. played "PINOCCHIO" and M.P. did "THE MAGIC MONKEY" It means a sort of fight. We didn't want to be a defeated team, we made a great effort to long for better Drama day by day. Therefore we were deeply involved in English Drama Competition.

The curtain rose at last. We performed it and the curtain fell. I could hear the clapping of hands and the excitement of the audience. Many of the K.E.L.U. members and I were not moved to tears. I felt only loneliness. Now I think that is one of the true dramas. I want to consider this point more and more, "What is a true Drama? "

Through this Drama, I could get a lot of benefits, e.g. friendship, co-operation, personal development, and so on. I'm very glad to be able to experience this Festival. Ideally Drama is communication and conversation, not a mere recitation of lines. It requires relaxation, attentiveness, imagination and total involvement. I want to value these merits of Drama.

Member, Yasuko Kitaura

HISTORY SECTION

WHAT IS A UNIVERSITY ?

Hello, my dear friends. I am a leader of the History section. This year we have studied the university problem, chasing the ideal figure of the university. The annual title is 'What is a university?' and the way of studying is as shown under;

- 1st step the analysis of the historical trace
- 2nd step the evaluation of the present condition
- 3rd step the solution of the problems

Here I would like to show you some opinions about the university problems, which have been written down by the members.

Recently, people say the number of students who go to a university only to get diplomas has increased. I think the students should lead a life worth living. For example, to enter the club or to take part in the universities' events are two of the ways, so they can contact with their university's individual character. I think when they choose the university, they had better have their own purpose for it. To contact with the university's individual character is good for their purpose. Let's join.

Miss Chigusa Azuma

In my university life, I have an only hope of finding my possibility. I regard university life as a period to create ourselves to think of everything. What is the difference between workers and students? First, we have a lot of time, but unfortunately some people can not spend their time well, because of ignorance of the reality of society. Of course, I am one of them. If anything, I am a man who is apt to compare myself with others. It is a very bad thing. So I am eager to find my possibility and create myself. I want to love others and cry and talk with others. I can not explain

my feeling well. In other words, I may be satisfied with anything. I regard my university life as a period to experience love, play, pain etc., and create myself. I did not say sober things, if anything, I also want to do bad things, because I have a lot of time. For me, English is only a means. Let's spend our time well.

Mr. Kiyotaka Maeda

Recently, the movement of improving the university education has increased. I would like to say what is my ideal figure of university education here. My opinion is based on an idea that a university should be like libraries or sento which give us a chance to do something. In other words, the university should be abolished as an institution. We need to give neither entrance exams nor diploma. Those who want to learn something can listen to the lecture which they want to, whenever they like to. Students have to pay some money for the lecture that they were given.

I think that biggest problem of present university education is the fact that students who do not have any purpose for their university lives are on the increase. These students go to university because everyone goes. The number of such students is too large for universities to give successful education to them.

In my ideal figure, this problem will be solved. As they would not give a diploma those who can not find reasonable opinion about studying in universities would disappear. The content of university education would be also improved. In this system, students can listen to the lectures that they want. Therefore, the terrible classes will disappear automatically. University can not help but improve the content of education.

Miss Ikuko Uemura

I think that students should have their own purposes in the university life. In fact, a lot of students enter the universities in order to get the school career or good jobs. What is worse, they are eager to only take credits and spend their university life without purposes. This tendency is a problem.

And I think that the university education should be reconsidered. A lot of universities have financial difficulties, so they lack equipment. Many students must attend a lecture in a small room. And some professors read only notebooks or books. There is no communication between professors and students. This problem should be solved.

So, it is important for students to have their own purposes and try to get something useful from professors or other students through the university life.

Miss Emi Muronosono

Human beings are unequal with their abilities. Each person has all opportunities to be educated according to his ability. So, those who have special ability should enter a university, because the university is the place where students study special field and develop practical ability, besides students learn morals and intelligence.

As for morals and intelligence, students can learn these with general education. However, even in university of foreign studies, students learn mathematics or physics in general education. Students have already learned them by high school education, so they do not have to learn more than that in such a university. I think it is loss of time.

Today, it seems that the number of people who have unique personalities decreases. I dislike those who are adapted to everything. Students should improve their personalities and abilities. At any rate, it is best for us to be able to study comfortably with enthusiasm.

Miss Hatsue Hayashi

Finally, I would like to introduce the members of the History section as follows;

Miss Chigusa Azuma

Miss Emi Muronosono

Miss Hatsue Hayashi

Mr. Ichiro Hirase

Miss Ikuko Uemura

Mr. Kiyotaka Maeda

Mr. Keita Tsutsui

Miss Nami Nakagawa

Mr. Naotaka Kakigi

Mr. Yoshinobu Hesaka

Miss Makiko Nagata

Thank you so much.

Leader; Mr. Hiromu Kurita

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PRACTICAL ENGLISH SECTION

It is my great pleasure to have this opportunity to introduce to you the activities of the Practical English Section.

At first, what do you think the Practical English is? What is Practical English? This is the biggest problem for the members of our section. There are eight sections in the E.S.S., and each section has its own subject except our section. For example, the members of the Discussion Section study English through discussion and the members of the Drama Section study English through drama. But as for the Practical English Section, we must study English itself. Four or five years ago, our section placed emphasis on research on 'The Japanese Mind' and 'The Negro Problem'. But the upperclassmen wanted to study basic English and more daily conversation. Last year, we studied 'Telephone Conversation'. We studied kinds of overseas call, typical telephone conversations and how to make overseas call.

When I became a leader of this section this year, I had trouble making up my mind about what would be the best way to improve our English ability. We thought that discussion would be one way to improve our English ability and debate and speech would be good, too.

But this year, we decided to study basic English mainly by using a textbook by the name of 'Modern English'. This was because we wanted to speak correct English and wanted to master daily conversation. In this textbook, there are two types of teaching materials. One is the dialogue. There are four dialogues in this textbook, and each dialogue has its own situation. We can learn daily conversations and colloquial expressions in this dialogue. First we listen to a dialogue from a cassette, then we give our attention to the pronunciation of each word, intonation, and things like that. After listening, we practice the dialogue aloud. Last of all, we memorize it and perform the situation in front of the others. And we give some advice and make comments about each other's pronunciation or intonation. After one dialogue, there are many kinds of exercises which are concerned with the dialogue. They include substitution, quick response, transformation among others. This is the second type of teaching materials. We also practice these materials using cassette tapes. At first, we look them over in order to confirm the pronunciation and meaning of each word. Next we listen to the tapes. At this time we don't use the textbook unless it is absolutely necessary. It is very difficult to follow the speed of the tape at first. If we make a mistake, we repeat that point again and again. In order to answer the questions quickly and correctly, it is necessary to have listening ability and the ability to speak. Through this 'Modern English', we are able to learn pronunciation, intonation, and also we are able to improve our hearing ability, speaking ability, and we learn a lot of colloquial expressions. For example, in the case of 'a lot of', 'many' and 'much'. Please compare these two sentences.

I have a lot of money.

I have much money.

Which sentence do you think is better as a colloquial expression? 'I have a lot of money.' is better. In colloquial expression, when the sentence is affirmative, we should use 'a lot of' instead of 'much' or 'many'. But in the negative sentence, we should use 'much' or 'many' instead of 'a lot of'.

Besides our practice of using 'Modern English', we have had discussion several times. We learn English by using 'Modern English'. Then we want to have an opportunity to talk about something in-English. It is so nice that we can exchange our opinions. As one example, we took up one book for discussion. It was 'Kofuku No Genkai' written by Tatsuzo Ishikawa. In this book, there is something about a woman's way of living. We discussed that point and lastly we discussed 'What is happiness for women?'. We are very interested in this book. We considered love, marriage and work through this discussion.

This year, in the summer training camp, we used 'Min-Men Cards' during free Q & A. Do you know what 'Min-Men Cards' are? The upperclassmen made these cards to memorize a lot of expressions. So the sophomores in our section used these cards last year. When we use the Min-Men Cards, we found that the 'man-to-man' system is the most suitable. On one side of the card, one sentence is written in English, and on the other side of it, the same sentence is written in Japanese. Two persons sit face to face. One person has the cards and speaks the words written in English. Then the other person repeats the words looking at the Japanese. The first person changes the cards one after the other. In this way, we are able to memorize a lot of expressions in a very short time. This year we made new cards. I think that these 'Min-Men Cards' are very useful. So I hope these cards will be used in our section hereafter and our freshmen make it better than it is now.

Finally, I do hope that our section will advance a great deal in the future and will be an enjoyable section activity in our club.

Thank you.

Kumiko Kusuno

Leader of Practical English Section

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LITERATURE SECTION

It is a great experience for me to publish our research work in pamphlet form in 1979. Before I express what we have researched to you, I must begin to write why we chose INTERCULTURAL COMMUNICATION as the title for this year. You may understand our motives and intention in deciding this year's title by these questions – What is English ? and what is English for ? I mean we feel dull when we speak, hear, write and read English, just in solving an equation, though we specialize English at all. That is because we are taken up with the idea that we can master English if we replace Japanese into English grammatically and phonetically. Is the language we study in this way an international language and worthy of means of communication ? Until we realize the differences between Japanese and American in the culture or the way of thinking, we cannot communicate with foreigners really because each language has its historical background so to speak culture. So in order to master English and to find the bridge in promoting intercultural communication, we dive into the difference of nationality or culture between Japanese and chiefly American.

Well then I want to show you the fruits of our work. We divided our research into four heads.

1) WHAT IS COMMUNICATION ?

In this point, we try to find the definition of communication itself. Because the term of communication is the key to study the title of our research. Without grasping the real meaning of it, our research will result in a futile attempt just as the proverb goes "Put the cart before the horse." Then what does it mean to communicate ? The dictionary says that it means to give or exchange news, ideas, opinions, etc., by speech or writing in order to understand each other. By this definition, we must know that communication is an active behaviour like a catch. But according to the speech by certain foreigner, Japanese style of communication is negative because in similitude, Japanese only receive a ball but not return it back to thrower. This fact shows the meaning of communication is different between Japanese and American.

2) COMMUNICATING ACROSS CULTURE FOR WHAT ?

In this head, we try to find the purpose and significance of intercultural communication among nations. Of course the purpose of it is to realize mutual understanding. Then what is it ? It is the circumstances or the condition which breaks the ice lying among nations. Now so many people are suffering from discrimination and still we have a prejudice against others, though all the nation on the earth need interdependence economically or politically. So none of us cannot survive in the future without correlation. But in fact, communication gap or what is worse perception gap exists in the world evidently. Under such a condition, mutual understanding will be nominal or even hopeless to establish. The cause of these gaps is the lack of knowledge of foreign countries and the fact that we try to understand others under poor or fragmentary knowledge which is full of prejudice. One more thing which is decisive barrier is the difference of the way of thinking or living. This leads the tragedy, in short, one tries to have communication with foreigners in a same way just as one does so in his country, though this way of communication is only available in his

country. So one had better to give the first place to know the difference written above for better understanding.

3) HOW DO JAPANISM AND AMERICANISM INFLUENCE INTERCULTURAL COMMUNICATION ?

I want to refer to the definition of communication for Japanese and American in this head. As for Japanese one, we should say that it is negative, because without giving or exchanging ideas so on directly by speech, we can understand each other in most cases. Then why can we do so telepathically ? That is because we consist of one race and historical or geographical speaking, we were isolated from other cultures and nations that were quite different from Japanese ones. People's way of thinking or living came to be much alike and we could read our thoughts by AMAE or HARAGEI.

As for American, their way of communication is active in compared with that of Japanese. Because they have logical way of thinking in communication. It began with to distinguish the difference between oneself and others, they try to understand and prove the differences in order to maintain their stand point, otherwise, they would lose their freedom or land, which made American way of communication active. In short, the common idea of communication for Japanese is; one can understand each other without exchanging ideas so much, thanks to AMAE or HARAGEI. But for American, direct exchange of ideas is essential to their communication. This gap of recognition of communication becomes obstacle in mutual understanding for both nations.

4) HOW TO IMPROVE INTERCULTURAL COMMUNICATION ?

It seems to be very difficult to generalize about the ideal way of communication but at least we should know our own culture and other's. And we should know the fact that how we must cooperate and live together personally and nationally with foreigners, who have different cultures. But I never mean that we should change ourselves into foreigner in all points for example, the way of living. We must maintain our identity. Bearing these points in mind, we should misunderstand each other more, because the more we misunderstand each other, the more communication gap or perception gap will get worse but through this painful and serious gap, the simple questions like "Why do misunderstanding and miscommunication occur ?" or "In what point are we different in communication ?" will come to real to use personally. This makes us be conscious of need and purpose of communication now in the world. Of course, we know concrete means for improvement of communication like : to increase the number of exchange student more, or to introduce things Japanese to foreign countries more by publishing some books or establishing some facilities for cultural intercourse, or English education should be changed. But these plans are beyond our ability I am afraid.

Thank you.

Yasuishi Yuga

Leader of the Literature Section.

DISCUSSION SECTION OF JUNIOR COLLEGE

This year, we members of the Discussion Section of Junior College have studied "Suicide and Euthanasia" for a year. They have been an important theme which we were interested in.

About 2,000 people die in Japan everyday. Around 90% of these deaths are attributed to natural causes. Of the rest, roughly 140 or 7% are accidents, while 55 or 2.7% are suicides and 5 or 2.5% are murder. Suicide rates have been increasing with modernization, industrialization and urbanization. Recently it has been among youth in Japan which has become one of big social problem. Because of modern science, the subject of "Euthanasia" has attracted considerable attention. According to a survey, 52% of the doctors were asked by their patients to let them die peacefully. And actually in 15 out of 60 cases their desire was respected. This problem has been discussed since ancient times. We were considering, what is death for us? We want to reach a clear understanding of suicide and euthanasia.

The aim of the Discussion Section of Junior College is to improve English ability through Discussion. For one purpose of discussion is to enable other persons to compare their thoughts with others. They hope you will prove enthusiastic about the same things they are, they found minor differences of opinion intriguing. Discussion is one of communication — the warmth of sharing similar beliefs and the stimulation of discovering differences. Almost any topic is suitable for discussion. We can discuss any topic. And your reaction to the idea may be more important to the discussion than the topic itself.

We have Joint Discussion with other universities. Through many discussions we acquired skills, how to develop topics and much knowledge through researching various subjects. And we exchange the knowledge with other universities.

Joint Discussion of this year as follows;

Joint Discussion in 1979

April	Title	"Entrance examination of university" with Kwanseigakuin University
May	Title	"Oil Crisis" with Kansai University
June	Title	"Oil Crisis" with Doshisha University
July	Title	"What do you think of Euthanasia?" with Mukogawa women's University
October	Title	"Suicide" with Kaisei College

I think, we will talk best on a subject we know well or in which we are deeply interested. When we are talking we are an authority. We ought to know more about our subject than any other members. I hope all members of Discussion Section of Junior College will be a good discussant and the best speaker in the E.S.S.

Keiko Shigemura

Leader of Discussion Section of J.C.

DISCUSSION SECTION of UNIVERSITY

I would like to express to you my hearty thanks for giving me this opportunity to explain the activities and events of the Discussion Section this year.

Five years have passed since our section was established. We often arrange Joint Meetings with other universities. This year we have scheduled these Joint Meetings as follows:

On April 9, with Kwansei Gakuin University, we will discuss "The Problems of University Entrance Examination."

On April 29, with Kyoto Prefectural University and Osaka University of Education, we will discuss "Sino-Vietnam Conflict in Southeast Asia."

On May 20, with Kansai University, we will discuss "Japan's Oil Policy."

On June 10, with Doshisha University, we will also discuss "Japan's Oil Policy."

On June 24, with Ritsumeikan University and Kwansei Gakuin University, we will discuss "English Education in Japan."

And on October 28, with Kobe City University of Foreign Studies, we will discuss "Adulthood."

What do you think of these titles? With the exception of the last one, these are current topics; they were current those months, and will continue to be topics of great concern for some time. You probably think that this is a waste of time because we, as students, cannot solve these problems for our society. However, we don't think so, because we will surely have some chance to meet these problems again and to discuss them in the future. We think discussion is necessary to effect changes in society. Principle No.5 in the E.S.S. states that: "We aim at bringing about international good will and world peace." Discussion is necessary in fulfilling this principle. The last topic, "Adulthood," is a so-called mental problem and is, therefore, difficult for us to discuss with others, because it requires deep exploration of both our feelings and our minds. Even though this will be our most difficult topic, we will try to express ourselves in English as much as possible.

Since establishing our section, we have learned a logical way of thinking or speaking like debate. It has been, I think, a very suitable way of improving our discussion techniques. To improve our understanding, we must exchange our opinions about right and wrong, good and evil, merits and demerits, etc. of various topics. During this year, there will be many opportunities to have Discussions with others in the E.S.S. When there comes a chance to speak English, we will naturally and willingly take it because we love English individually and we want to communicate with others both in order to know others' thoughts or ideas and to develop ourselves and our English ability. For this reason, we will try to hold many Joint Discussions. When we Discussion Section members think about what we should do from now on in the E.S.S., we think that there is no better process or training than to have a good Discussion.

In order to understand a problem deeply, we often use reference books to get our fundamental ideas. Following that, although we are going to engage in discussion as usual, we still have a problem, with argumentation, that is, thought with reasoning or thought with evidence possessing probative and nonprobative force. We have difficulty making others understand fully in English.

And we sometimes use evidence with nonprobative force in our minds and in our speech. As long as we are in the Discussion Section, we should be the best discussants in the E.S.S. For that purpose, we try to include DEBATE in our activities. In a democracy, debate usually occurs after discussion has failed to secure agreement among the participants. And debate is a game of logic and an exciting sport. We study debate logic or argumentation in our section. After acquiring skills which we can use in our own discussions, we are going to arrange discussions with other universities.

Now, we remind ourselves again of the spirit of our Discussion Section. Five years ago it was said, "Let us make no excuse. Let's do our best." And the ideal attitude was, "Don't ask what the Discussion Section can do for you, but ask what you can do for the Discussion Section." I can say that neither have changed at all since then. And the more we engage in Joint Discussion, the better we develop our English ability and the more passionately we participate in it. We are always seeking ways to have better discussions, for we want to show you that Discussion can contribute to the peace of the whole world around us.

Lastly I wish to express my heartfelt gratitude to the members of my section and to my fellow members of the E.S.S. My section members have assisted me so well and have made discussion better this year. They are as follows:

- JUNIORS.** Haruko Keri, Hiroyuki Tanaka, Hiroyo Nonoyama, Kyoko Kitano, Seiichi Kitaoka, Yoshiki Shibuya, and I, Naokazu Iwasaki.
- SOPHOMORES:** Akemi Takenaka, Hiroko Ishitobi, Junichi Yamashita, Kayoko Itoh, Keiji Tamaki, Kyoko Ochi, Shigeya Matsui, Shoko Iwata, and Takenori Nakama.
- FRESHMEN:** Koji Hosokawa, Makoto Yamaguchi, Mariko Itoh, Hiroyuki Nuizato, Masanori Kimura, Rieko Miyamoto, Shigeyuki Tsuchiya, Tomoko Morinaka, and Yasuhiro Nakamura.

We are very sure that we can develop ourselves with the combination of the English language, Discussion Section, the E.S.S., and Kansai University of Foreign Studies!

Thank you.

Leader of Discussion Section of Univ.
Naokazu Iwasaki.

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Interpreter Guide Section

This year we have organized our activities under the title "Intercultural Communication". Since most of the foreign visitors to Japan don't understand the Japanese language, they have few opportunities to talk directly with the Japanese people. Therefore, their impressions of Japan are usually influenced greatly by the personality and culture level of the tour guide. This is why guides have to be pleasant and respectable. Of course, we guides should be good at English, but even more importantly, we should be sensitive to what we call culture. We help foreign visitors understand Japan, and whether they understand Japan correctly or not depends on us. However, misunderstandings sometimes arise because of the different ways of life, and when they do, we cannot be good guides. We must therefore pay attention to the differences. Therefore we selected the title "Intercultural Communication".

Let me tell you about our activities. As one way of improving our English ability, we have "listening activities" using some tapes. After we listen to the tapes, we repeat them.

We have also studied about intercultural communication, including the contrasts between American and Japanese ways of thought, language, and manners; the origins of these differences; the status quo in intercultural communication; and how to improve our intercultural communication.

The world seems to be getting smaller. And Japan is expecting to get more and more protection from America. But at present, relations with America are not entirely favorable. For example, there is the problem of trade imbalances and unstable exchange rates. Under these circumstances, the difficulties of communication are magnified. The different ways of thinking, speaking, behaving, etc, all add to the difficulty.

Japan is a small, mountainous, island country, while America is a large, open country. The Japanese speak one language, Japanese, and it's therefore easy to understand one another. It's possible to engage in a "conversation without words" in such a country, and in their unique mentality we can find such mental states as AMAE, or mass psychology. America is new country, with a history of about two hundred years; people have a frontier spirit, and there are many races. So, it's natural that it's more difficult to know one another. Americans need many words to appeal to others, because each person is an individual. In speaking as in writing, there are many different language origins, and these differences will disturb communication. But we should study the gaps of culture, too.

On July 8, the E.S.S. of Osaka Women's College, the Literature section and the Interpreter Guide section of the E.S.S. of Kansai Gaidai had a Joint Discussion, the title of which was "Intercultural Communication between Japanese and Americans". We really did our best, and had a very exciting time.

This section belongs to the Japan Student Guide Federation, whose purpose is to help members develop the skills necessary to be good guides in Japan, and each club exchanges information about each guide activity. Another aim is to contribute to international friendship and world peace.

On June 24, the Federation's General Meeting was held at Kyoto University of Foreign

Studies. First, we were given a lecture by the professional guide, Toshiko Sawa, about guiding, and after that we were given the opportunity to discuss guiding with members of other clubs. We exchanged views of guiding, and we received many meaningful ideas through this exchange.

On December 2, the Guide Contest sponsored by the J.S.G.F. will take place.

We aim at being a better Interpreter Guide through our activities. Our goal is to be an "informative", "enjoyable" and "comfortable" guide. Although we are students now and our knowledge is less than the professional, we must still act like responsible guides. We should give our listeners accurate information, and avoid saying "I'm sorry" or "I don't know". We would like to give a good impression of Japan. But, if we give only the facts of what we explain, surely foreign visitors will feel as if they are hearing a lecture; here the art of explaining things interestingly will be needed. Unique episodes and anecdotes will make the tour enjoyable, as will a complete understanding of the topics of our society at large. Foreigners seem to take an interest in those things which we Japanese take for granted. A foreigner's point of view is different from ours. We are learning to keep this fact in mind.

We "go places", and "have a good time". And as places for tours we chose the Kiyomizu Temple and the Heian Shrine in Kyoto. Almost all foreign tourists visit these. Let me tell you something about them.

First, about the Kiyomizu Temple. This temple, which is very famous for its unique style of architecture, "the stage of Kiyomizu", was founded in 805 and is dedicated to the Eleven-headed Kannon. You will perhaps be surprised with its long history. The present buildings were reconstructed mostly in 1633 by order of the third Tokugawa shogun Iemitsu. The main hall stands on a cliff, and has a wide wooden veranda in the front. From this stage a fine view of Kyoto and its neighboring districts can be seen. We sometimes use the phrase "Jump down from the stage of Kiyomizu", when we make up our mind to do a great thing.

This temple provides many unique topics. This temple's admission is 40 yen, the cheapest in Kyoto.

Next, I'll tell you about the Heian Shrine. The history of this shrine is rather short. It was built in 1895, the year which also marked the 1,100th year since the Heian Capital came into existence. Celebrating this commemorative year, the citizens of Kyoto decided to praise the virtues of Emperor Kanmu and deify him as the ancestral god of Kyoto. To this end, they revived the style of Chodo-in, the main edifice of the ancient Heian Capital, solemnizing the dedication of the shrine on March 15, the same year. The structures are painted in bright crimson.

The shrine has a very beautiful Japanese garden on its grounds, and a major attraction is the garden's drooping cherry trees and iris flowers.

Now let me say a word about three nationwide festivals which we will explain more fully during the university festival.

There are three seasonal festivals, Tango-No-Sekku or Boys' Day Festival, Hina Matsuri or Girls' Day Festival and Tanabata Matsuri or Star Festival.

Since 1945, May 5 has been celebrated as Children's day, and it is a national holiday. On that day and for several weeks following, fantastic fish flags float in the air like kites throughout towns,

cities, and villages.

The second festival, Hina Matsuri, is observed on the third day of March each year, and symbolizes respect and closeness among family members.

Tanabata Matsuri, the third festival, held on the seventh night of the seventh month of the lunar calendar until the Gregorian calendar transposed it to the precise date of July 7.

All Japanese are familiar with these three festivals, even though they may not fully understand the meanings of their many symbols.

We feel we can more objectively consider Japan and the Japanese by using the term "Intercultural Communication". Because of its importance, we chose this title for our study.

Hiroko Urato

Leader of Interpreter Guide Section

Politics & Economics Section

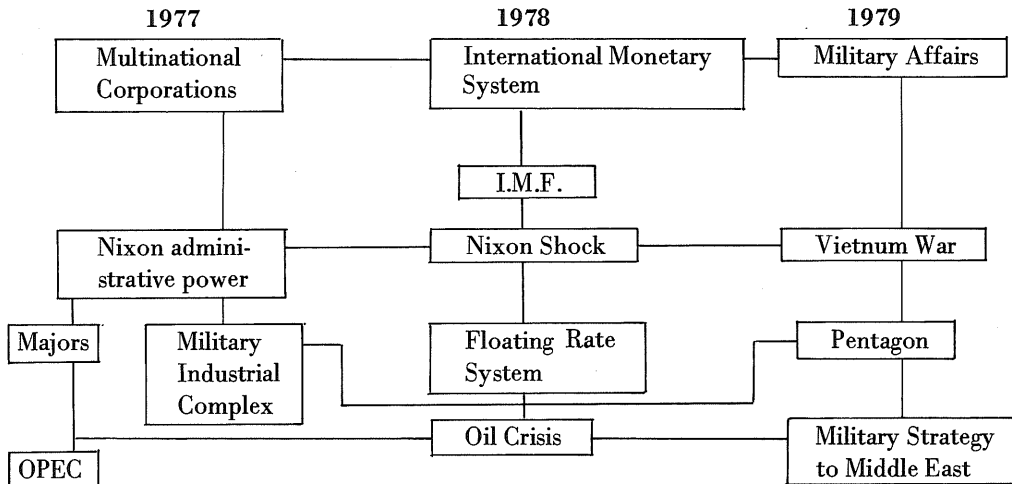
WE WENT INTO DEPTH

The last two years we were making efforts to seek all about the Multinational Corporations and the International Monetary System. But it is difficult for us to reach our target (a future course or proper way for the Multinationals and the best order for the International Monetary System). And last year, "The Age of Uncertainty", we heard this word frequently. Then what does it indicate to us politically and economically?

Since President Nixon's new economic policy of August 1971, aggravated by the oil problem since October 1973, the international currency and trade system has been in chaos and uncertainty. There were fears of another 1930's style depression. In addition, world food shortages and strident claims by developing countries for perpetual sovereignty over resources have added to existing difficulties.

Thus now it is hardly possible to solve the political and economic problems theoretically in this new world situation. Since it is difficult to solve our problem within this category, our members found all of the political and economic problem should be resolved from a multilateral approach. In order to achieve our goal we Politics and Economics Members went into depth.

The difficulty of solving the international problems politically and economically within a certain category is seen as follows:



- In order to achieve our target Politics and Economics activities went into depth, also!
- 1978 Nov. 23 Debate Contest with Kansai University (Miss Kawashima, Mr. Ohtsu and Sono got first prize)
 - Dec. 10 Joint Discussion with Kyoto University; Japanese employment system
 - 1979 May 20 Joint Discussion with Kansai University TESA; Oil problem
 - Jun. 10 Joint Discussion with Doshisha University; Oil problem
 - Jul. 1 Joint Discussion with Ryukoku University; Oil problem including military affairs (original section joint for sophomore & junior)
 - Jul. 2-4 SEIKEI Summer Training Camp in Hotani
 - Jul. 13 Joint Discussion with Kohnan University; suicide problem (original section joint for freshmen)
 - Jul. 19 Debate Contest: 6th Negoro Prize (Mr. Sono and Nawa team got first prize)

MILITARY STRATEGY WHEN IT COMES, WHERE IT GOES

This year we chose the Military Affairs as our year title. For the better understanding it is necessary for us to make use of what we learned through last two years. Why? , because we seek not only a military problem itself but a political and a economic strategy of the world around this problem. So it is surely difficult to reach the best conclusion without knowledge of last two years.

This is the reason why we chose this problem as our year title; the military balance between the U.S. and the U.S.S.R. began to break down. It is called "The Detente Crisis". In addition, one of the longest diplomatic memory and the most frustrating; the U.S.-Soviet arms talks, SALT I and II are the current topics of this year. To our surprise at the beginning of this year, another great power, China supported the U.S.. Probably this incident will be still deep in your memory. Thus the world military balance reached a turning point and faced a dangerous situation. These show us the beginning of "The Age of Uncertainty" in the world military situation.

From now for your better understanding let me back upon a military history before World War II. Almost fifty years ago General Wavell, when contemplating from the Middle East the

stakes involved in an earlier world crisis, summed up the strategic balance in a statement remarkable alike for its brevity and its prescience. Oil, shipping, air power and sea one, said General Wavell, were keys to the war against Germany and Italy. They were dependent on each other. Air and sea power required oil. Oil had to be moved about in ships. Ships themselves required the protection of naval and air power. He went on to argue that since the British Empire had access to most of the world's oil, as it had to most of world's shipping, and potentially with air power — 'We are bound to win'.

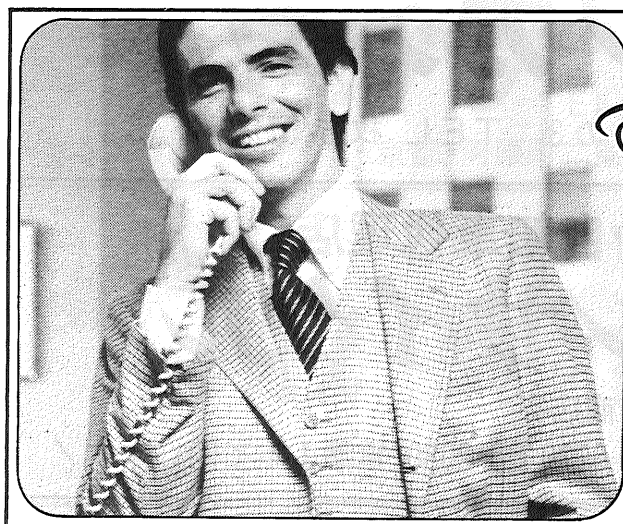
To what extent did this sort of reasoning still apply half a century later? It was true that oil was still both cause and means of conflict; it was true that sea power was still largely dependent on oil and on the shipping indispensable to its transportation; it was true that air power and oil were still inextricably bound together — for use, for protection, and for movement. What was no longer true was that 'we' — the Western Allies — still had a monopoly of all of them.

The equation was now a very different one. The Soviet Union had some 8,000 registered merchant ships with a gross tonnage of 20 million; on the other hand the U.S. less than 5,000 ships although a tonnage also of close on 20 million. As for the number of oil tankers the Soviet Union reached 500, the U.S. 300. As if this were not enough, the Soviet Union Navy became the largest in the world. Thus world military balance (especially between the U.S. and the Soviet Union) began to break down.

In World War II the struggle for Africa and the Middle East had been a sideshow. But now the world situation has changed. The loss of all Middle Eastern oil, the oil lifeline of Western Europe, the loss of all Africa's raw material, the loss of the sea routes — and 70% of NATO's strategic materials were carried through the Cape route — the loss of a gigantic jumping-off point for naval and air operations elsewhere, the cutting of the world in half, would be a very serious matter.

Thus the world military balance has just plunged into confusion and in order to reach the last stage of this big title we Politics and Economics members never give up our good job.

Leader of Politics and Economics Section
Yuichiro Sono



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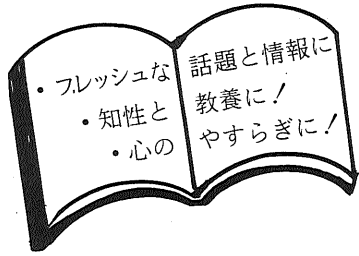
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The E.S.S for us

The third autumn has come since I entered this university. And now we have the University Festival. This is the last event in which the juniors can participate as active members and, so to speak, is an opportunity for showing the results of our activities for three years.

I took part in many events as a member of the E.S.S. such as Recitation Contests, Training Camps, Joint Discussions, and various lectures ... I feel I learned many things through these events. It may be the charm of English, a knowledge of literature, politics and economics, or maybe the many friends who helped me know what friendship is.

On the other hand, I have a doubt in my mind, that is, whether I could give something to the E.S.S. I wonder whether I was always receiving without giving anything. In other words, whether I was able to contribute the club or not.

“Sankaisei (Juniors) are in leading positions in the E.S.S.” We took part in club activities under this slogan this year. To me, it seems to mean that— “Juniors have to play an active part not only as members but also as Senpai (Seniors) who have leadership in the club the same as members of the committee.”

Did I get a position worthy of a “Sankaisei”? It seems to be the same as the question — Did I give anything to the E.S.S.? Unfortunately, I haven't found a suitable answer yet, but I think I will be able to do so during the University Festival. Because this is, as stated above, one of places in which we can, or rather we have to show the results of our study.

I want to feel a sense of satisfaction from having taken advantage of the many things available for me, and at the same time, I want to feel I have given something valuable to the E.S.S. I suppose I can only do so when I have attained a “Position” and can make use of it. Only then will I be able to confirm the reason for my existence in the club ? Of course, it depends on the success of my work during the Festival.

There are all sorts of positions in our society and people tend to envy those who have higher ones. However, observing closely, we will find there are other sorts of positions which go unnoticed. They are, so to speak, positions determined by our situation and we get them even if we don't want them.

Being young, being a student, being a junior, being a member of the E.S.S., I think all of these situations give us positions which burden us with heavy responsibility and if we fill our roles perfectly we will have great satisfaction. Therefore, making use of my experience in the E.S.S., I feel that I can fill my position called “Youth”.

Shoji Kai (Junior)

It was a Welcome Party when I entered the E.S.S. I was very interested in English. Also, I made up my mind to continue in this club. Because there are many interesting seniors in this club. Also, the president said to us, freshmen, “The motto of the E.S.S. is all work and no play makes Jack a dull boy.” At that time, I thought I could spend ideal university life, because in the E.S.S. we have to distinguish between study and play by ourselves.

Also, I felt courtesy toward others was very strict and that E.S.S. activities were very hard. To my pleasure, I could get a lot of friends, seniors, and juniors in this club. Not only relation of friends, but also the life in the E.S.S. will be useful in the future, because the E.S.S. is ruled by settled order and courtesy.

In this way, the impression of the E.S.S. has not changed from the beginning. I want to say again, "It is the life of distinction between study and play." I'd like to carry out this motto for good.

Keiji Tamaki
Sophomore

In the six months that have passed since I entered the E.S.S. I have become able to speak English better than when I entered this university. I participated in two joint discussions and I observed three joint discussions.

All joint discussions were very valuable for me to understand some point through English. I could little by little learn how to construct the sentences in English and how to speak English through these joint discussions. Therefore, I'm very happy now.

In addition, I have been worried about how to communicate with foreigners who speak English. "How to communicate?" I realized this problem when I was given a lecture from Mr. Toyama. He taught us some very important things. First of all, he said the Japanese are inclined to mention the conclusion at the end of their speech but foreigners who speak English, especially Americans, are inclined to mention the conclusion at the beginning. That is to say, foreigners are inclined to mention the conclusion before the body of the argument. It is very hard for the Japanese to understand this logical structure, because it is completely different from the Japanese way of thinking. Therefore, Japanese who learn English have to study this difference. In my case, I cannot understand this structure yet.

Furthermore, after experiencing the E.S.S. Summer Training Camp, I realized that to speak English logically is very difficult. My seniors in the E.S.S. often give me advice about logic. They say, "Logic" is the most important thing when we communicate with foreigners. "What is logic?" "Logic is to speak constructively," they said. But I could not understand their point at all.

Fortunately during this camp, I could study a little logic through some debates, and then I realized that debate is the best way to study logic. Because if we don't know anything about logic, we can never debate.

Lastly, I could pick out another important point during this camp. It was a clear pronunciation. When I talked with a foreigner, he could not understand what I wanted to say. The sentence grammar was correct, but any pronunciation of one word in the sentence was obscure. So due to one word, we couldn't communicate.

I want to improve my English ability. In order to do so, I have to study logic and clear pronunciation and correct my problems in English in the E.S.S.

Thank you.
Masahiro Nishioka
Freshman

CONTESTS

It is my great honor to have an opportunity of listing up the winners of the speech and the debate contests which held in this past year. I would like to congratulate all the winners and surely hope their everlasting efforts.

— 1978 —

December 17 THE 6TH 5GAIJAI ORATORICAL CONTEST

- *Team winner K.U.F.S.E.S.S.
- *1st. prize Mr. Hiroyuki Sugimoto (Politics & Economics Section)
"Humor and the Japanese"

— 1979 —

April 1 DEBATE CONTEST IN THE SPRING TRAINING CAMP

Proposition — Resolved; that Present Matriculation System Should Be Abolished Now in
Japan.

- *Winner teams
- 1st. game, Miss Hiroko Hasegawa (Literature Section) and
Miss Kayoko Ito (Discussion Section of University)
- 2nd. game, Miss Kei Kawashima (Politics and Economics Section) and
Miss Akemi Takenaka (Discussion Section of University)

April 1 SPEECH CONTEST IN THE SPRING TRAINING CAMP

- *1st. prize Miss Izumi Katamoto (Drama Section)
"On the Sixth of August"
- *2nd. prize Mr. Hiromu Kurita (History Section)
"The E.S.S., What Is It for Me? "
- *3rd. prize Miss Kumiko Kusuno (Practical English Section)
"Are the Japanese People Kind or Not? "

June 16 THE 33RD ANNUAL NATIONAL ENTERCOLLEGIATE
ENGLISH ORATORICAL CONTEST FOR THE MDN AND NHK
TROPHIES (KANSAI ELIMINATION)

Mr. Ichiro Hirase (History Section) participated.
"Japan: A Bridge to the Future"

July 19 SPEECH CONTEST IN THE SUMMER TRAINING CAMP

- *1st. prize Mr. Hiromu Kurita (History Section)
"What Speech-communication Means to Me"
- *2nd. prize Miss Hiroko Urato (Interpreter Guide Section)
"Self-assertion"
- *3rd. prize Miss Tomoko Morinaka (Discussion Section of University)
"A License for Motherhood"

July 19 THE 6TH DEBATE CONTEST FOR THE NEGRO PRIZE

Proposition — Resolved; that the Building of Atomic Power Plants in Japan Should Be Prohibited.

*Winner team Mr. Yuichiro Sono (Politics & Economics Section)
and Mr. Shunichi Nawa (Politics & Economics Section)

This year we planned to send the members to the contests which held outside this school. Attending the bigger contest is quite uneasy thing to do, however; we study hard and by making efforts or by getting stimulus, we can learn a lot. That's what we intended to do. Some have taken part in the big contests, and many are going to participate in the contests held in other schools and associations in this autumn.

We are sure that it'll be a step to the progress and the improvement of the E.S.S. We will try it hard in the hope that it'll be the contribution to the K.U.F.S.

Chief of Conversation Charge
Kyoko Ochi

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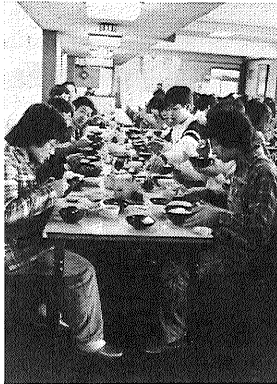
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Camps

We had two camps, the spring camp at Hinomisaki in Wakayama Prefecture and the summer camp at Karuizawa in Nagano Prefecture. In the summer camp, many freshmen participated in the debate contest or the speech contest. In this summer camp, the Negoro Prize which was named for the first president of the E.S.S., Mr. Negoro, came back. We had brushed up our English in the spring camp before the freshmen entered the E.S.S. In the summer camp, we made much of the communication with freshmen.

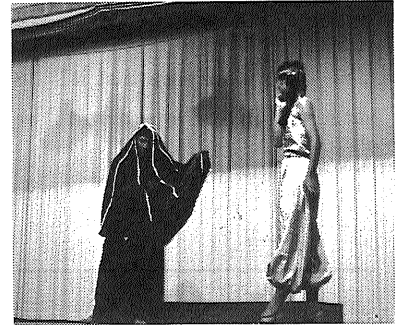
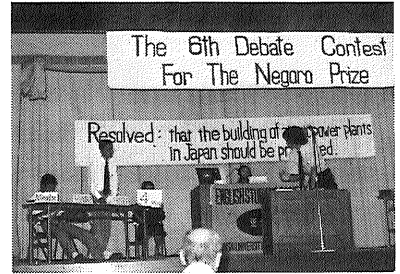


Debate Practice
Dramatic scenes like this were seen here and there.

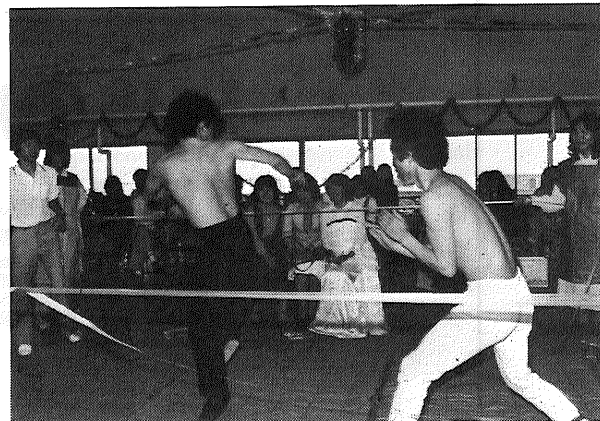
The most exciting time — Taking a meal

The Long Cherished 6th Debate Contest for The Negoro Prize.

Drama Performance ready for the University Festival



**OUR ME
OF THIS**



WELCOME PARTY

Lecture Meeting by Mr. Shigehiko Toyama

At the beginning of June 1979, we invited Mr. Shigehiko Toyama who is a professor of Ochanomizu Univ. to have a lecture meeting with him. The title of his lecture was "Kotoba to Hasso". In this lecture, he stated the differences between Japanese language and English and that of the Japanese way of thinking and the English speaking people's way of thinking with examples. Almost all the E.S.S. members were impressed by him and said that his lecture was a good chance to recognize the differences between Japanese and English speaking people; moreover, to bridge the gap is what we have to learn.

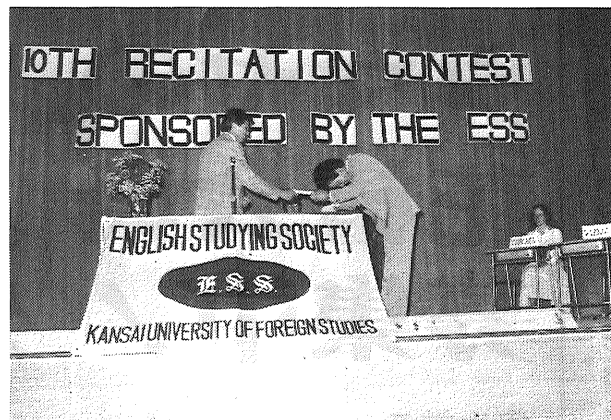


MORIES YEAR



KELU FESTIVAL

Yasuko Kitaura as an actress and Hiroko Koyoshi as a staff participated this big festival.



RECITATION CONTEST for FRESHMAN

This was the first difficulty for freshman to tide over.

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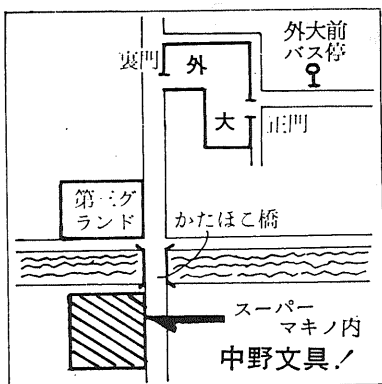
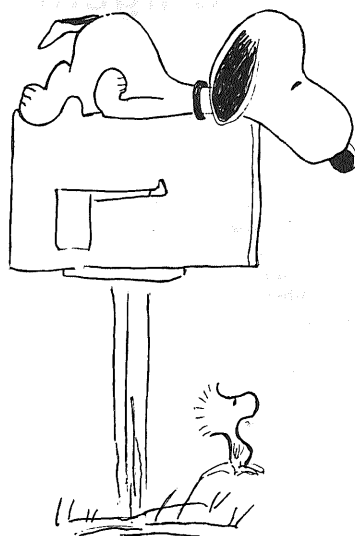
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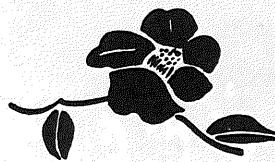
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FROM THE EDITOR'S ROOM

Allow us through this page to express our great pleasure to have succeeded in publishing this meaningful pamphlet.

We are sure that every content – the history of the E.S.S. or voices from members and introduction of our activities – impresses you much and we hope you will give us a stimulus in return. That is to the letter 'See me, show you.'

Finally we would like to thank President Tanimoto, Vice President, and the Professors of Kansai University of Foreign Studies and all members of the E.S.S.

The Editorial Staff: Haruko Keri



Shoji Kai
Harumi Yokotani
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Buckeyes

COLUMBUS, Ohio, Oct. 26 (UPI) — Ohio State puts its unbeaten streak on the line tomorrow against Michigan State, injury-riddled but still dangerous. But the Spartans, one of the preseason favorites for the Big Ten title, have lost four games in a row after opening the season with three victories.

"At the start of the year we knew Michigan State was one of those teams that would be a real challenge for us," said Ohio State Coach Earle Bruce. "We still feel that way even though they have had their problems. Bruce based much of his thinking on the Spartans' performances against Michigan and Purdue. They lost 21-7 to the Wolverines and fell 14-7 to the Boilermakers last week. "Sometimes you have to judge a team by how it has played against quality opposition, played against record," Bruce said, not by its loss against Michigan and Purdue, so we will have to be ready."

Quarterback Problem
 A major problem at quarter-back where junior Bert Vaughn has been hampered by injury much of the season. Rogers announced yesterday that sophomore quarterback Bryan Clark would start against the Buckeyes.

"Bryan moved the field against Purdue," Rogers said. "He played well. It's just that when he picked up 167 yards in less than two quarters against Purdue, Rogers said he felt his defense performed well against Purdue, but that it faces a much bigger challenge from the high-scoring Buckeye Art Schlichter.

"This is an extremely fine football team, better than the Purdue 'Art' Schlichter has got to be the No. 1 quarterback in our conference, period. He has size, quickness and throwing ability. He is as fine a young quarterback as I've ever seen and that goes back a long way. The Ohio State, 7-0 overall, will be a good physical condition with full-

Walton's Leg in Case
 SAN DIEGO, Oct. 26 (AP) — The center for the San Diego Clippers who has yet to play his first regular-season game, had left foot placed in a cast this week and is expected to be sidelined for three or four more weeks, club owner Irv Levin announced.

Arkansas, Nebraska
 In Computer Football
 NEW YORK, Oct. 26 (NYT) — Syracuse's 17-14 victory over previously unbeaten Texas moved the Razorbacks into the top 10, but still left them ranked three places behind Texas, which fell from second to sixth, in this week's college computer rankings. The findings showed teams that continued to show their strength in the Big Ten, 7-0 overall, which has diminished the impact of the narrow victory over Texas because of the computer model somewhat.

Baseball All-Stars

NEW YORK, Oct. 25 (UPI) — Following is the United Press International All-Star baseball team, with voting for each position:

National League
 Catcher: Ted Simmons, St. Louis (21), Johnny Bench, Cincinnati (17), Gary Carter, Montreal (18), Keith Hernandez, Philadelphia (1 each), Ray Kinsler, Philadelphia (1 each), Steve Garvey, Los Angeles, and Pete Rose, Philadelphia (3 each).
 First Base: Dave Lopes, Los Angeles (21), Bob Gorner, Pittsburgh (8) and Bill Madlock, Pittsburgh (11).
 Second Base: Dave Concepcion, Cincinnati (18), Phil Bradley, St. Louis (4), and Tim Lincecum, Philadelphia (1 each).
 Third Base: Mike Schmidt, Philadelphia and Larry Bowa, Philadelphia (1), Larry Parrish, Montreal, and Ray Knight, Cincinnati (4 each) and Pete Rose, Philadelphia (1).
 Shortstop: Kineman, Chicago (22), Dave Parker, Pittsburgh (3), and Ken Griffey, Cincinnati, Lou Brock, St. Louis, Jack Clark, San Francisco, and Andre Dawson, Montreal (1 each).
 Pitchers: Joe Niekro, Houston (22), J.R. Richard, Houston (17), Tom Seaver, Cincinnati (11), Rick Reuschel, Chicago, and Bill Lee, Montreal (3 each), Tom Hume, Cincinnati, Steve Carlton, Philadelphia, and Phil Niekro, Atlanta (1 each).
 Relief Pitcher: Bruce Sutter, Chicago (25), Joe Sambilo, Houston (3) and Kent Tekulve, Pittsburgh (2).

American League
 Catcher: Brian Downing, California (18), Darrell Porter, Milwaukee (9), Jim Sundberg, Texas (2) and Thurman Munson, New York (1).
 First Base: Bruce Boche, Seattle (10), Cecil Cooper, Milwaukee (7), Rod Carew, California, and Ed Murray, Baltimore (4 each) and Bob Watson, Baltimore (1).
 Second Base: Bobby Grich, California (13), Paul Molitor, Milwaukee (9), Willie Randolph, New York (2), White, Kansas City, and Lou Whitaker, Detroit (2 each) and Rob Wilton, Milwaukee (1).
 Third Base: Smalley, Minnesota (23), Rick Burleson (1) and Paul Molitor, Milwaukee (1).
 Shortstop: Jose Brant, Kansas City (28), Gola Nelson, Lynn, Boston (30), Jim Rice, Boston (21), Don Baylor, California (1), Thomas, Milwaukee (3), Al Oliver, Lezcano, Milwaukee (2 each) and Jerry Adair, Detroit and Reggie Jackson, New York (1 each).
 Pitchers: California (17), Willis Harris, Los Angeles (4), and Lee Tomlin, Boston (1), and Lee Maye, California, and Al Nunez, Baltimore (2 each).
 Philadelphia (25), NY Rangers (12), Atlanta (10), NY Islanders (10), Washington (10).
 Chicago (21), Mike Vernon, Toronto (1), Mike Eruzione, New York, and Andy Stankovic, Colorado.

Philadelphia
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 New York
 Washington
 New Jersey
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San Antonio
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Thursday's Results
 31; Sobera 23, Theus 19).
 Milwaukee 118, San Diego 115 (Winters 20, Bridgeman 22; Free 30, Williams 22).

Philadelphia
 NY Rangers
 Atlanta
 NY Islanders
 Washington
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 2 4 1 9
 3 4 1 9
 2 3 0 5
 2 3 0 5

Chicago
 Vancouver
 St. Louis
 Edmonton
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NBA Standings

EASTERN CONFERENCE
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San Antonio
 Detroit
 Atlanta
 Indiana
 Houston
 Cleveland
 W L Pct GB
 5 9 100 0

Milwaukee
 Kansas City
 Chicago
 Utah
 Denver
 W L Pct GB
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 Haruko Kerri

For Golf Earnings
 PONTE VEDRA BEACH
 Oct. 26 (UPI) — Tom
 single-season earnings
 \$462,000