

# '84 Threat of 'First Use' Invites a First Strike

# Rising Mideast Dangers

By George W. Ball

# I.S.S.

VOL. 18  
(COMMEMORATING 18)



Standard  
quality for victory and ignore the  
But not always. Barry Goldwater is  
candidate of ideas. He sought to make  
long-term impact on our politics. He  
ought to move his party to the right  
had he run a second time. He would  
ly. What makes McGovern's offer  
is just this: He moved to the right  
to the right but to the right he seeks  
to move it.

it seems to us, is not a chameleon —  
filling the same slots to service the same  
aspiring policymakers and interest groups —  
McGovern's character are unique. That he too is  
reviving the themes of the 1972 broad outline, that  
is speaking of a broad reorientation of  
toward a democratic and justice and re-

way: Reagan picked  
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RICHARD PARKER  
VIS SARGENTICH  
MCAN KENNEDY  
ss., Oct. 6, 1983  
by four other  
y members.

### round for Orga

most consistent  
bility and patient  
Every state inc  
should move to adopt  
definition. Until this  
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make inquiries about organ do  
will be hamstrung by doubts abo  
their own legal and ethical obliga-

Public education alone will not suf-  
fice to solve the problem of a shortage  
of organs. Without a clear, unambig-  
ous law clarifying the definition of  
death, health care professionals will  
still be wary of involving themselves  
with organ donation. The law can no  
longer afford the luxury of trailing  
so far behind medical science — not  
when so many lives hang in the  
balance.

ARTHUR L. CAPLAN  
Associate for the Humanities  
The Hastings Center  
Hastings-on-Hudson, N. Y., Oct. 7, 1983

### low for Inhumanity

Editor:  
Oct 7

To the Editor:  
Josef Joffe (Op-Ed) concerning a policy of "first use" of nuclear weapons by the former American "every incentive to manufacturing short weapons from the Soviet Union has been removed within 50 miles of the Soviet-American border. The fragile American bombing and shelling of Syrian personnel producing a major confrontation. The news that the Russian buildup by sending in SS-21's — mobile surface-to-surface missiles — is further disturbing why

Further, nothing would put as much pressure on an opponent that otherwise he might clear first strike. In NATO had better its nuclear war function of deter never of initiation. To achieve than a mer requires a forces s destroyed not be u first str an invi wait un To de a credi needed.

The 70's began with three major price jolts. Lyndon B. Johnson's Vietnam War buildup without conditions stipulated the second, Organization of Petroleum Exporting Countries slammed home the third. Pressures of housing costs in health care, and inflation. The rising health costs resulted from an irrational system that rewarded waste. Those in housing stemmed partly from speculation in response to inflation initiated by jolts, partly from the influx of new fami-

PRINCETON, N.J. — Soviet advisers with the United States within 50 miles of the Soviet-American border. The fragile American bombing and shelling of Syrian personnel producing a major confrontation. The news that the Russian buildup by sending in SS-21's — mobile surface-to-surface missiles — is further disturbing why

Thus, deployment of a familiar pattern, element to the lament of Israel's adventure in only did it affect the power balance by strengthening in Soviet personnel also drawn in American ardously close to the Russian prior American Ad rous trap and refused to ex to its factional in-fighting reversed that policy w and to facilitate the Palestine Liberation leaders, demanded by brief period, but a prec established; and, after President-elect Bashi Israel's failure to protect civilians from the atila massacre, he sent remain indefinitely. at the Marines will take who got us into this mess, outh for the winter. With a singleness of purpose, Is ders have never lost sight of

high interest rates cut production. We forget, in these days of monetarist theories and deficit worries, that these problems initially stamped conservative anti-inflationary instruments of budget-cutting, tight temporary recession. With help from gluts, and after 10 million Americans were thrown out of work, prices did drop — for a while. Then, thinking for a while. President Reagan, weather, gave farmers large quantities of grain and other agricultural commodities to get them to hold production — to the benefit of this year. But

KANSAS UNIVERSITY  
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By G



## INDEX

Greetings . . . . .	P. 1
Message . . . . .	P. 2
Organization of the E.S.S. . . . .	P. 8
An Explanation of the E.S.S. . . . .	P. 9
Voices from Each Section . . . . .	P. 13
Discussion Section of University . . . . .	P. 13
History Section . . . . .	P. 16
Literature Section . . . . .	P. 19
Politics & Economics Section . . . . .	P. 22
Drama Section . . . . .	P. 25
Discussion Section of J.C. . . . .	P. 28
Practical English Section . . . . .	P. 31
Interpreter-Guide Section . . . . .	P. 34
Contests . . . . .	P. 39
Our unforgettable Memories of this Year . . . . .	P. 43
The E.S.S. for us . . . . .	P. 46

# GREETINGS



Eleven months have already passed, since I was elected president last December, and now we the 18th English Studying Society enter the final stage, the University Festival.

“To improve the interior quality of the E.S.S. by attaching importance to each member’s spontaneity and putting his or her personality into shape, and by doing that, to improve our performance in the exterior.” This is my principle of this year. “Spontaneity” and “Personality” are indispensable to the improvement of the E.S.S. as a club. Without them, we will have a mechanical and disinterested E.S.S. So we should operate the E.S.S. with great vigor. And in order “to improve the interior quality of the E.S.S.” and “to improve our performance in the exterior,” we have embarked upon various internal and external meetings and contests. I think that these opportunities are of great importance as a turning point to improve ourselves and as a place to obtain much stimulus. We should make the most of every opportunity in the E.S.S.

I have always suggested that all members recognize themselves in the E.S.S., and reconsider what the E.S.S. should be as a club and what we should be in the E.S.S. Sometimes, some members say, “I got fed up with being restrained by the organization of the E.S.S.” However, it is indispensable for our present and future life to act under fixed rules, not to act for ourselves. Without rules, we can do nothing. Recently, university students have tended to embrace individualism. However, we cannot improve our E.S.S. unless this individualism is applied for the benefit of all of us, because the E.S.S. is, after all, an association. Then, I want to ask all our members, “Who makes the E.S.S.? Who improves the E.S.S.?” The answer is “YOU”. Each of you is essential to the E.S.S. organized by many members, rather than the other way round, viz. English through an intimate association. What you contribute to the E.S.S. you contribute to yourselves, and vice versa, I do believe. We have to spread our field of view much more and become men and women of great caliber.

I want to say, “The E.S.S. is nothing other than an association. The E.S.S. is a good place to achieve a bond of intimacy through English. It is up to YOU whether or not the E.S.S. will be improve. Think how important an existence you will be for the E.S.S., before thinking how important the E.S.S. is for you! ”

Lastly, I’d like to express my heartfelt appreciation to the University authorities who support us at all times.

Thank you.

Yoshihito Ibata

A handwritten signature in black ink that reads "Yoshihito Ibata". The signature is written in a cursive, somewhat stylized font.

President of the E.S.S.



MESSAGE \*\*\*\*\*



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

I would like to take this opportunity to extend my warmest greetings to all of you. You have been one of the most active clubs on campus since the E.S.S. was founded. I am well aware of your outstanding performances in the field of intercultural communication through the study of English language. Each one of you is seriously motivated in order to achieve your goals, and everyone has been playing an important role as a core student on campus. All of you have been making great effort through your daily activities, and this fact has been very stimulating to the rest of our student body.

I am very pleased with a solid fact that all of you have been great supporters of the Kansai Gaidai international educational programs. Your goals and the aims of the University are in perfect coordination. One of the manifest functions of Kansai Gaidai is to educate the promising young people in order for them to become sophisticated individuals who can contribute to the world peace and the intercultural understanding by working closely with the people who share different cultural backgrounds, but the same ideals. I am assured that your excellent performance certainly help us achieve our goals. This is a great encouragement for me, personally.

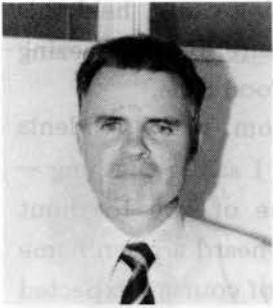
We all need to strive for the peaceful stage of the world as forerunners and trailblazers. I am very proud of all of you because we are taking the same path.

I wish you the best of luck in attaining what you are working for.

*Sadato Tanimoto*  
Sadato Tanimoto, LL.D.  
President

Public Relations & External Affairs	1
Student Activities	2
Academic Affairs	3
International Education	4
Administrative Support	5
Student Welfare	6
Public Relations & External Affairs	7
Student Activities	8
Academic Affairs	9
International Education	10
Administrative Support	11
Student Welfare	12
Public Relations & External Affairs	13
Student Activities	14
Academic Affairs	15
International Education	16
Administrative Support	17
Student Welfare	18
Public Relations & External Affairs	19
Student Activities	20
Academic Affairs	21
International Education	22
Administrative Support	23
Student Welfare	24
Public Relations & External Affairs	25
Student Activities	26
Academic Affairs	27
International Education	28
Administrative Support	29
Student Welfare	30





First of all, I would like to extend my best wishes to everyone in the E.S.S. on the occasion of the University Festival. This is the time of year when you give those outside the club an opportunity to see some of the results of your club activities. I am looking forward to visiting your exhibit.

During the summer, I was very pleased to have had the chance to go to Hawaii and teach at the Gaidai campus in Oahu. It was, I think, a very valuable experience to see how hard our students are studying in Hawaii and how much they seem to be learning in such a short period of time.

I could not help give thought to the advantages that students have when they are studying in a country where English is the native language. But then I also thought how difficult it is for most students to go abroad to study and that here in Japan, too, students can learn so much. They just have to get the right direction. The E.S.S. gives its members the opportunity to become more fluent in English and at the same time learn about how people in other lands live and think.

I am convinced that there is a great deal to be gained from living and studying abroad but it is not the only way that students make headway in a foreign language. The E.S.S. is a good example of how much can be done right here in Japan.

The spring and summer seminars held by the E.S.S. give all of the club members a very valuable opportunity to develop their language skills. Students are placed in a position where they have to use English in order to communicate. Learning a language is a very challenging task and it is not enough just study from books. A person must go beyond the written word in order to become fluent in a foreign language.

I am very impressed by the hard work that E.S.S. leaders are doing to provide an atmosphere where students can further their knowledge of the English language. I trust that the E.S.S. will continue to improve and make constnat efforts toward achieving its goals.

*Paul M. Kelley*  
Paul. M. Kelley

Ralph T. J. Bowman







E.S.S. SUMMER TRAINING CAMP, SHIGA KOGEN  
JULY, 1984

IMPRESSIONS BY A TEACHER



While staying in Shiga Kogen in July, 1984, as a judge of speeches and the debate contest, I made the following observations. First of all, it was quite apparent that all the participants were very serious and motivated in their study of English, and also eager to win honors. They seemed to work very hard at every task they set about, whether it be practice of English or some duty for the group. I found this both impressive and admirable. During the sessions, I attend several in the early hours of the first day and found all the students very serious, both in the history sessions and those on politics I attended. All were conducted purely in English, and points made were salient and reasonably well explained among the individual small groups.

As to the contest at which I was the judge, I found all the contestants well prepared, and it was difficult to choose the winners as most of them were very good indeed. Emotional factors seemed to be as important in the speeches as the factual contents of the speeches. The delivery varied, from fast outspoken well-remembered contents, with good gesture and intonation, to soft emotional confessions which made deep impressions. Social concerns and those of society in general were presented. Some speeches came into the categories of speeches to inform or persuade, others more in the nature of speeches to entertain. The syntax was generally good, and only small mistakes in grammer were noticed. In the debate contest, the two parties were also nearly equal, and either team could have been selected for the honors, in my opinion.

With best wished for the future of E.S.S., sincerely,

*Love T.E. Neville*

T.E. Neville



## E・S・S（英語研究会）と私

私が、ESSのチューターを引き受けてから、はやいものでもう6年になります。この間、チューターとしてその任を果たせなかったかと思えます。6年間のうちで、ESSが行う年2回の全体合宿に参加できたのは3回だけ、毎回参加しようと思うのですが、仕事の都合などでなかなかできませんでした。合宿に参加して私は、部員各自が英語に真剣に取り組んでいる姿に心をうたれました。特に1回生は、初めての合宿ということもあって、惑いながらもがむしゃらに取り組んでいるのが印象的でした。そして、合宿の成果が学内のイベントではなく、学外のコンテストなどにも現れた時は、一つ一つの努力を積んでいくことの大切さを改めて感じさせられます。またその成果を部員諸君と共に喜ぶことができます。合宿中は寝食を共にし、諸君の考えを聞くことができるのは非常に意義深いことと思っています。ESSに所属することによってただ英語だけを上達させるのではなく、種々な事を学び吸収し、人間を磨き成長して欲しいものです。ESSの部員諸君、最近元気がないように思います。何事にでもチャレンジしようという心意気で、活発に活動して下さい。



チューター 中村 光 裕

I am quite confident that the E.S.S. is making excellent progress and that all members of the club are not only improving their English but also educating themselves spiritually through intimate association with one another. My very best wishes to all of you.

関西外大から講演の依頼がきたと聞いた私は一瞬身構えた。

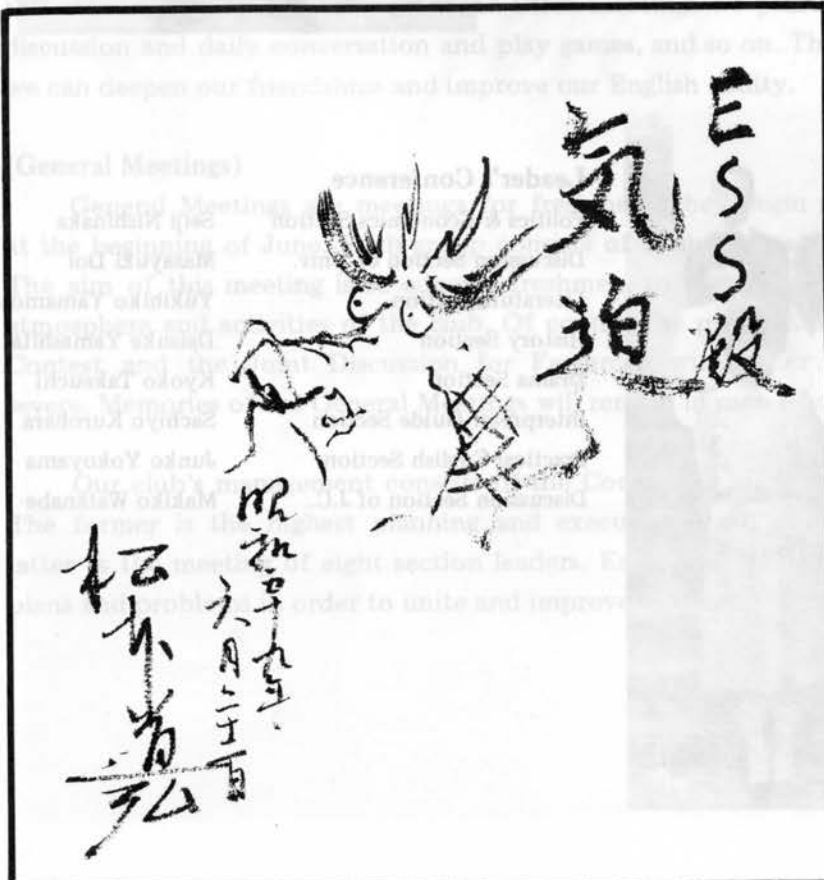
というのは、たしか今から8年前に、貴校の先輩から講演の依頼を受けた時に、いやな思いをしたことがあったからだ。

それは、壇上で落語研究会の、猛烈な早口でしゃべる部員の同時通訳をさせられ閉口した苦い経験だ。落語（しかも関西弁の）を英語に同時通訳するのはおもしろい企画で、オレにとっては挑戦的だと悪ノリし過ぎたのか、引き受けてしまったのが運のツキ。壇上で七転八倒し、もうコリゴリという気持で引き揚げたことをはっきり覚えている。

聴衆からは、大いに喜んでもらったが、あれ以来私はオチケン（オチケン：同時通訳）の同時通訳は金輪際やらないという方針を樹てた。

そういう試練を松本道弘に与えたという関西外大、諸君！ 君達の根性を信じる。トレーニング・レクチャーの当日、再び諸君との“魂の衝突”を期待したい。

マネージメント開発研究所長 松本道弘





# ORGANIZATION OF THE E.S.S.

## Committee

President

Yoshihito Ibata

Vice Presidents

for Negotiation Dept.

Masahiko Shimizu

for Planning Dept.

Seiya Murakami

for General Affairs Dept.

Teruaki Sato

for Paymaster

Yuka Yamashita

Chief in charge of conversation

Katsunobu Okano

Grade Leaders

for Junior

Hikaru Hirooka

for Sophomore

Hironori Maki

for Freshman

Yasushi Nobuta

Chief of Section Leaders

for the University

Seiji Nishinaka

for the Junior College

Sachiyo Kurohara

Chairman

Kenichi Ishikawa

Secretary

Chiaki Okada



## Leader's Conference

Politics & Economics Section

Seiji Nishinaka

Discussion Section of Univ.

Masayuki Doi

Literature Section

Yukihiko Yamamoto

History Section

Daisuke Yamashita

Drama Section

Kyoko Takeuchi

Interpreter-Guide Section

Sachiyo Kurohara

Practical English Section

Junko Yokoyama

Discussion Section of J.C.

Makiko Watanabe

# An Explanation of the E.S.S.

The full name of our club, the E.S.S. is the English Studying Society, not the English Speaking Society as at other universities, because the aim of our club is to study many fields through the medium of English: discussions, debates, practical English, interpreting, guiding, and drama. Most club members major in the English language, not politics, economics, or literature like the E.S.S. members of other universities. For these reasons our club is called the English Studying Society.

We would like to introduce our club activities. We have three kinds of activities: Section Activities, Grade Meetings, and General Meetings.

## (Section Activities)

We have eight sections, namely the Discussion Section of the University, the Politics & Economics Section, the History Section, the Literature Section, the Drama Section, the Discussion Section of the Junior College, the Practical English Section, and the Interpreter-Guide Section.

## (Grade Meetings)

We have Grade Meetings at lunch time from 12:30 to 1:00. The members of this meetings are in the same grade. In these meetings we practice free conversation, discussion and daily conversation and play games, and so on. Through these meetings we can deepen our friendships and improve our English ability.

## (General Meetings)

General Meetings are meetings for freshmen. They begin in mid-April and end at the beginning of June. Each group consists of freshmen, sophomores, and juniors. The aim of this meeting is to educate freshmen, so they can get accustomed to the atmosphere and activities of the club. Of course, the preparations for the Recitation Contest and the Joint Discussion for Freshmen with other universities are very severe. Memories of the General Meetings will remain in each of our hearts.

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



We have had many lively events in a year (Dec. 1983 — Nov. 1984)

DEC. Debate Contest with Kobe City Univ. of Foreign Studies  
All Japan Open Joint Discussion  
English Oratorical Contest  
(Five Universities of Foreign Studies)  
Christmas Party

FEB. Farewell Party

MAR. Spring Seminar

APR. Club Recruitment of Freshmen  
General Meetings  
Welcome Party

MAY Recitation Contest

JUNE Start of Section Activities and Grade Meetings  
Joint Discussion for Freshmen  
Language Festival  
Joint Discussion with K.F.C. and K.I.E.F.

JULY Summer Festival  
Summer Seminar

NOV. University Festival

Chairman

Kenichi Ishikawa

Secretary

Chiaki Okada

coffee house

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# Voices from each Section

## DISCUSSION SECTION OF UNIVERSITY

### 1. Discussion, Everywhere!

You may feel discussion sounds difficult, but discussion is everywhere in society. For example, discussion among students at the cafeteria, between parents and child, on the street, at the Diet, and so on. You always discuss something in daily life.

### 2. Discussion in a group.

We, members of the discussion section of the university, discuss various subjects making groups which consist of some members. In this style, we have to seek for the best thing not for one discussant, but all participants. It means we sometimes insist on our own way of thinking and sometimes listen to others, and then have to build up good thinking by all participants. Therefore, this style widens our view point.

### 3. The three elements of discussion.

The following three elements are required when we discuss something.

**English:** We discuss in English. So, it is quite necessary for all of us to speak English fluently, clearly, and correctly. All members of our section have to have a good command of English to be a good discussant.

**Logic:** In the group discussion, all discussants have to express their opinion persuasively. That's because it is the duty of a discussant to make the others understand your opinion. In order to do so, Logic is vital to us. So, we always have to think 'What', 'Why', 'How'.

**Skill:** As a discussant, it is necessary to learn skill for the discussion to proceed smoothly. Sometimes, we are in trouble. At that time, we have to lead the discussion with great skill.

### 4. What is the Discussion Section of the University?

**Features:**

**Specialize in Discussion:** We are called the Discussion section. That's because we specialize in discussion. Not only joint discussion with other universities, but open joint discussion meetings, we take part in them as a representative of K.U.F.S., E.S.S..

**We discuss various subjects:** Unlike other sections, which specify on annual topic, we discuss various subjects concerning society, politics, economy, and so on. Therefore, we are very interested in all sorts of topics.

**Joint discussion with other universities:** There are many chances for us to have

joint discussions with other universities. Through them, we learn variegated philosophies, acquire a good command of English, and are stimulated by the great skill of discussion. What's more, we become good friends with one another.

#### 5. Titles of Discussion this year.

(1) Spring Seminar, with Discussion Section of Junior College.

Title: Debt problem in Latin America.

Countries in Latin America such as Brazil, Mexico, and Arzentina now face a serious problem, the so called 'Debt problem'. To make matters worse, there is a possibility of declaring default, which is not to repay money. If they do so, lenders such as the banks in the developed countries will suffer. Japan will suffer seriously, too. I think Japan should give more assistance to help their economy recovery.

(2) April 22, with the Kinki Univ. E.S.S., Politics and Economics Section and History Section of K.U.F.S. E.S.S..

Title: High Technology (Computers)

Recently, computers have become necessary for Japanese Economy and our life, and in the future, will be more important. By the way, do you know the so called "IBM affairs"? The incident showed how weak Japanese basic computer technology such as software is. Without software, Japanese Computer Maker taking compatible policy will not overcome IBM, which is the monster in the computer world. Now is the time to reconsider the importance of basic technology!

(3) July 1, with the Kinki University E.S.S. and the Poole Gakuin College E.S.S..

Title: What is happiness through marriage life?

— after reading the book, 'Kofuku no Genkai,' written by Tatsuzo Ishikawa. Have you ever thought what the ideal marriage is? This book shows that marriage for woman is a kind of maid-servant life with sex. Some agree, and some not. In this discussion, it was very difficult for us to mention this future problem clearly. However, we could have a good chance to think of the marriage.

(4) Summer Seminar.

Title: The Problem on the Elderly.

At present, one person out of ten is elderly in Japan. But in 2025, to my surprise, the rate will reach one out of five, 20%. The Aging Society will come! Unfortunately, it is not enoguh to cope with the coming society now. One of them is the problem on bed confined people and people with dementia. There are no good systems, few home helpers and visiting nurses. But we must not depend on only the government for a solution. Each of us has to consider the problem seriously to aim at the stable Aging Society.



## 6. My Impression.

As everyone knows well, it is necessary for Japan to get along with other countries because of having few natural resources. Therefore, we have to learn about people of other countries. In order to do so, we have to communicate with them, and as one of the ways of communicating with them, we study English which is a common language across the world.

But, unfortunately, we are not able to communicate foreigners well in spite of having been taught English since junior high school. For example, we are not good at expressing our own opinion frankly when we talk to them, and sometimes it causes great misunderstandings which create such situations as trade friction.

We have to be good communicators. In order to be good communicators, I think, discussion is one of the best ways. Through discussion, we are able to learn how to communicate with others. I do believe that good discussion means good communicator.

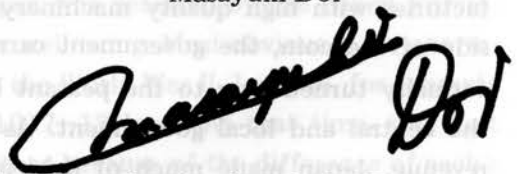
I found following through my experience as a discussant; "Unlike a marathon race, there is no goal in the discussion." So we must continue to try to determine what the best discussion is. I do believe we can do so. That's because we are members of the Discussion Section of the University.

Lastly, allow me to mention our section's spirit. "The Discussion Section of the University is the Greatest!" I mean, we have to be the greatest in not only discussion but also other things. I do hope all members of our section continue to treasure the spirit and play an important role on the E.S.S., forever.

Glory be to the Discussion Section of the University!

Thank you very much.

Masayuki Doi



Leader of the Discussion Section of the University

## HISTORY SECTION

Let me take this opportunity to tell you what the History section study is. The title of this year is "Japan's Economy". We studied this topic from three points of view. First of all, we studied the historical trace. Secondly we analyzed the present condition and looked for the solution of the problem, and lastly we looked for the future prospect of Japanese Economy.

### HISTORICAL TRACE

No country in the history of the world has progressed as quickly as Japan. Before the Meiji Restoration, this significant kingdom was located in the Far East and did not have any contact with foreign countries because Japan had a national isolation policy during the years of the Edo era. At that time European countries had a big power and occupied the center stage in terms of economy, politics and military. But today the condition seems to be quite different. The role of European countries has been diminished, while Japan got an important role in the world, even if the U.S. and the U.S.S.R. have assumed the position of Super Powers. Now I'd like to explain how the Japanese economy has been promoted. After the Meiji Restoration, Meiji government carried out the strengthening of the wealth and military of the nation and a national policy and the promotion of industry policy to attain the standard of European countries. In order to do that, Japanese Government established the Tomioka silk reeling factory by introducing technology from European countries. Since 1881, the government disposed of the government controlled factory to private enterprises. In short Japanese economy were promoted by purchasing factories with high quality machinery purchased by the government. On the other side of the coin, the government carried out the Land Tax Reform. The land was formally turned over to the peasant but they were required to pay heavy taxes to the central and local government. As a result, the Japanese Government got stable revenue. Japan made much of light industry; for instance, the silk reeling industry, the spinning industry, and the textile industry. Japan had expanded her market share of light industry due to the victory of the Sino-Japanese war. The reason why Japan concentrated on light industry is that Japan had many natural resources, and could introduce foreign high quality machinery and technique, the opposite is true with regard to heavy industry.

Japan was extremely behind European countries. Japan had few natural resources and little capital compared with other countries. Therefore it was very difficult for companies to promote the heavy industry which needed large capital and natural resources, but Japan began to be able to get them from other countries and expanded the market due to the victory of the Russo-Japanese war. Moreover, the demand

for military supplies increased. Therefore, the Heavy Industrial Revolution was established. On the one hand, Japan kept the finance to promote her economy, on the other hand, Japan imitated the foreign technique. As a result, Industrial Revolution as a basis to promote Japan's economy was established. The next explanation is concerned in World War I. This war was a significant factor for the Japanese economy to develop rapidly. At that time, the Japan's economy was able to make rapid progress. European countries went behind the Asian market because these countries participated in this war directly. Japan got a chance to expand her foreign market and exported military supplies at this opportunity. Machinery, metal and science which had not developed yet were promoted extremely. After that, however, Japan faced a serious recession because European countries recovered from the damage of the World War I, and the demand for Japanese goods could not cope with supply. In 1923, Great Kanto Earthquake broke out, — perhaps the worst natural disaster in its recorded history. A lot of companies went bankrupt, and small and medium-sized banks had a large dishonored bill. Financial Panic broke out. It caused interruption of economic circulation.

In 1929, the Japanese economy was in depression due to the influence of the Great Depression, Japan could not export the spinning industrial goods and silk to the U.S. as a main trade partners. In order to cope with this condition, Japan lifted the gold embargo so as to stabilize currency and the price of goods. Moreover, the Japanese Government took the policy of so-called Imperialism. In 1937, the Japanese war broke out. Japan invaded China, having an intention to get the Chinese market. As a result, Japan recovered from a serious recession and promoted heavy industry due to the increasing demand for military goods.

In 1945, World War II had finished. Japan was defeated by the Allied Forces. Japan sank to a much lower level of economic well-being. Most obvious is the enormous and unprecedented dislocation caused by the World War II. In 1946, for example the level of GNP abruptly dropped to the 1917—18 level. At that time, the west side and the east side came to oppose each other because of the difference of each's principles. The U.S. wanted Japan to become a member of the west side. In 1949 the Dodge Line was in practice by the Allied Forces so as to repair the Japanese economy. Dodge suggested a decrease in expenditure, stabilizing the price of money, increasing trade, establishing a simple exchange rate.

In 1945 The Dissolution of the big financial combine (Zaibatsu) and a Farm Reform were carried out. Three major labor legislations came into force. The purposes of these events were that the Allies Forces ordered Japan to democratise her economy. Before the World War II, big financial combines (Zaibatsu), such as, Mitsui, Mitsubishi, Yasuda had large capital and were strongly connected with politicians, these companies had a big power and monopolized Japanese market and make deci-



sion about the price of goods. After this plan was carried out, each company began to compete with each other. In short, they had the intention to produce high quality goods at low cost because of competition with other companies. It stimulated Japanese economic growth. As for the Farm Reform, the Japanese government purchased the land and disposed of it to a tenant farmers. Naturally the number of independent farmers increased and the Living Standard of peasants were promoted. Labor's three primary aim came to force, the rights to organize, bargain collectively and strike were guaranteed for labor.

In 1950, The Korean War broke out. Japan and the U.S. felt some effects from this war. One was that Japan had the important role of supplying munitions and bases for the U.S.A. troops Japanese industries, especially the metal and textile once got a push from the American demand for munition and Japanese exports increased. Therefore, the Japanese economy, which was very gloomy after World War II, be constructed gradually. This economic activity was called the Special Procurement boom.

### HIGH ECONOMIC GROWTH

The greatest growth spurt began after the Korean War and the ensuing years of reconstruction and rehabilitation. Frequently this spurt has been called "High Economic Growth" which started in 1955-57, and may be ended in the early of 1970's. In 1961, the level of the GNP came to about twice as much as that of 1955. Firstly I'd like to touch upon the reason why this economic spurt started. At first, Japan's economy recovered completely from the damage of World War II. Japan came to a member of the world in terms of economy. Secondly, innovation was reformed. Electric industry introduced automation technology. During the years of High Economic Growth, changes in the rate of private investment were also especially significant. Investment in such enterprises were increased excessively. As a result of these factors Japanese Economic Growth picked up speed.

Now the Japan's economy has some troubles such as, trade friction, accumulated National Bond problem and so on. I hope you will be interested in economy through this explanation and understand our section study.

Thank you very much.

Daisuke Yamashita

*Daisuke Yamashita*

Leader of the History Section

## LITERATURE SECTION

### \*\*\* TITLE & AIM \*\*\*

We the member of the Literature Section have decided that this year's theme is to be entitled "Short stories." First of all I'd like to tell you the reason why we have decided on it. For us it is good to discuss short stories because we can express our opinion freely without being vague. I think a novel is not suitable for us to discuss because it is too complex to think about and it is necessary for us to take much time on it compared with a short story. If I chose some novels, there would be two disadvantages. First the time in which we can discuss them is limited and another is we tax our ability to read to get the contents of the novel. In this case, we need much time to express our opinions and it takes many days to finish a discussion. I admit a novel is good to understand an author's ideas, however, it is difficult for us to examine the contents in details. As for a short story, it has an essential theme and we can benefit by concentrating on discussing it to notice the individuality of the author.

Next, I want you to know the details of our section's activity this year. I won't focus on one country's literature. We chose writers whom we want to research. Their names are Shusaku Endō, Ryunosuke Akutagawa (Japanese), William Saroyan, Mark Twain, O. Henry, Henry James (American), William Somerset Maugham (English) and Antonie de Saint Exupéry (French). What is the purpose which we chose at random? There are two purposes and one is so we can think about various kinds of literature. I noticed that we have the tendency to study American literature mainly. This is the first opportunity to think about other countries' writers' works. Another purpose is for us to study the writers' backgrounds and their surroundings earnestly by comparing them with those from different countries.

### \*\*\* OUR ACTIVITIES & EVENTS \*\*\*

We have E.P. (English Practice) time. Sometimes we do 'For & Against', speech, dictation and so on. We can do many things at this time, but the main activity is discussion which is classified as 'after reading discussion'. Let me introduce our way of discussing to you. First, in order to prepare for discussion we have to research into the structure of the author's family, circumstances and social events. These are important ways to understand author's way of thinking. Second, according to the agenda (talking point), the opinion maker expresses his opinion. He must look for his reasoning points because it is easy for him to express his opinion clearly by using them. Our discussion is called 'reading analysis'. We read the story intensively and analyze the scenes and characters' feelings. The reasoning point is important not only in order to deepen our understanding but also for others to understand our opinions

in English. At the end of the discussion, we talk about the theme of this story and so forth.

The titles which we have discussed are

- 1983 Dec. "MR. KNOW ALL" written by W.S. Maugham
- 1984 March Joint Discussion with I.G.S. in Spring Training Camp  
"A CLOUD OF SOIL", "THE SPIDER'S THREAD" written by Ryunosuke Akutagawa
- June "THE HOLD UP MAN" in "HUMAN COMEDY" written by William Saroyan  
Joint Discussion with Stella Maris College  
"THE 1,000,000 POUND BANK-NOTE" written by Mark Twain
- July "THE LITTLE PRINCE" written by Antonie de Saint Exupéry
- Oct. "TADAIMA RŌNIN" written by Shusaku Endō  
"ONE THOUSAND DOLLARS" written by O. Henry
- Nov. "DAISY MILLER" written by Henry James

\*\*\* NOTE \*\*\*

William Somerset Maugham

He was an English author. He was born in Paris, on January 25, 1887. He had five elder brothers. "OF HUMAN BONDAGE" was published in 1915. He died in Nice, on December 16, 1965.

Ryunosuke Akutagawa

He was born on March 1, 1892. He had two elder sisters. In November 1892 his mother went mad and it is to be said that this influenced him mentally. "THE SPIDER'S THREAD" was published in 1918. "A CLOUD OF SOIL" was published in 1924. He committed suicide on July 24, 1927. He said, "I simply wanted to write novels divorced from reality."

William Saroyan

He was an American short-story writer like O. Henry, a novelist and playwright. He was born in Fresno California, on August 31, 1908. "THE HUMAN COMEDY" was published in 1942. He is a kind of anti-intellectualist. He died in 1981.

Antoine de Saint Exupéry

He was a French aviator and writer. He was born in Lyon on June 29, 1900. He drew the illustrations for and wrote a fantasy for children, "THE LITTLE PRINCE" in 1943. I am found of this phrase "And now here is my secret, a very simple secret: It is only with the heart that one can see rightly; what is essential



is invisible to the eye." In 1942 he joined the Allied Forces in North Africa and undertook a number of reconnaissance missions. He failed to return from a flight over the Mediterranean on July 31, 1944.

Mark Twain

His name is Samuel Langhorne Clemens. He was born on November 30, 1835, in Florida, Monroe County, Missouri, the sixth child of his parents. One of his sisters died when he was four, his ten-year-old brother died when he was seven, and his father died in 1847. From that time on, it became necessary for him to contribute to the family's support. He died on April 21, 1910.

Shusaku Endō

He was born in 1923. His mother forced him to be baptized and tried to make him depend on Christianity. He went France to study in 1950 and he was rewarded with the Akutagawa Prize in 1955.

O. Henry

His name is William Sidney Porter. He was born on September 11, 1862. When his mother died in 1865, he and his brother were educated in a small private school. He left school at 15 to work in his uncle's drugstore. Five years later he moved to Texas and purchased a weekly newspaper. He died in New York City on June 5, 1910. His works are so numerous, I'll omit listing them.

Henry James

He was born in New York City on April 15, 1843. He was educated with his brothers and sister by private tutores. In 1869 he left for Europe and produced numerous travel sketches and short stories. He published DAISY MILLER in 1878. He died in London on February 28, 1916.

\*\*\* ADDITON \*\*\*

We the members of the Literature Section are looking forward to your visit. Let's talk about literature. That's one step toward communicating with us.

Thank you very much.

Yukihiko Yamamoto

*Yukihiko Yamamoto*

Leader of the Literature Section

## POLITICS AND ECONOMICS SECTION

I would like to extend my heartfelt thanks for being given this opportunity to introduce our Politics and Economics Section. Our section was named the Politics and Economics Section years ago with the honor of presenting us, the members, the great opportunities for improving ourselves.

Our measures are based on English ability and our thoughts on politics and economics. We members are making efforts day in and day out to improve ourselves in these points through the activities of discussion and debate, which are the important mediums for the acquirement of logical thinking.

This year we decided on the annual title of "The World Economy." Under this title we have made research into the historical changes of the economic systems (industrial capitalism, monopolistic capitalism and socialism), analyzing them with economic theses, and into present economic issues. Our main target the last year has been to develop our own thoughts on economics through research on the changes of economic systems and the economic theories related to them and also to deepen our understanding of present economic issues. Here I briefly summarize our whole activity through the last year.

### IN SPRING

We studied industrial capitalism and monopolistic capitalism. Production in capitalism was conducted under the state of exploiting the wage labor. The origin of capitalism, the historical formation of this capital-labor relations, is called primitive accumulation of capital. As capitalism first came into existence in England, I would like to touch upon the English case mainly in explaining the origin of it.

The primitive accumulation of capital can be generally divided into two processes. One is the process that deprived the self-employed peasants of their own lands. This had been promoted by the enclosure movements in England. The peasants in feudal society had the right to retain their lands and managed the agriculture there half independently, while the feudal lord, in fact, possessed the lands. The self-employed peasants had been made to be proletarian workers by the two active enclosure movements. This came about in the 15th and the 16th century. As world-wide trade had rapidly developed after the discovery of the new continents in the 15th and the 16th century, the demand for England's main export goods of that time, woolen goods, had suddenly been increased and wool, the material of the woolen goods, was wanted, with the effect of remarkable price hike in the wool. At that time the lords began to deprive the peasants of their lands by force and not only had the lands enclosed with fences to breed sheep, but also enclosed all the other public lands in the same way and owned both of them. This was the first enclosure movement and the beginning of the private owning of the arable lands and public lands

by the farming nobles, the lords. In the 17th century two-thirds of the whole land in England had already been enclosed with the land of one-third of the common lands left. For the duration of this system the peasants who were subordinate to the lords came to be the proletariat who could earn money only by being employed and working there. This is the origin of accumulation of labor.

Again, the second enclosure movement came about after the middle of the 18th century. Since the Corn Law was established and had been strengthened and also because of the development of the mechanical large-scale agriculture since the beginning of the 18th century, the production of corn came to be active. This, therefore, was conducted for the purpose of expanding arable lands for agriculture. Toward the middle of the 19th century, two-thirds of the remaining common lands had also been enclosed and the whole weak peasantry came into existence. They came to be workers because of the Poor Law which required that those who had working ability and weren't working be strictly punished and forced to work. Many peasants who had lost their lands flowed into the city and worked as just wage workers. The accumulation of labor had been carried out in this way through the two enclosure movements.

On the other hand, another important thing, capital, had been accumulated as the second process of the primitive accumulation of capital on the employer's side. In England the capitalists of the tenant farms had grown and managed agriculture, renting the lords' enclosed lands and taking the proletarian workers into their service. With the revolutionary development of the agricultural management having taken the opportunity of the second enclosure, they came to be the main factor of agricultural production apart from their existence as the petty tenant farmers. In industry, since the middle of the 16th century manufacture had sprung up having taken the opportunity of the second enclosure and the development of this had been given impetus by England's exploiting her colonies and her merchantile policy. This had led to the factory industry since the latter half of the 18th century. Thus, as we can see from the development in the scale of industrial production management, capital had been accumulated and invested to expand the management scale. What is the most important is that the production scale had been expanded because the accumulation of capital and the accumulation of labor were closely connected in the best circumstances in England. The first enclosure brought the manufacture and the second one, the Industrial Revolution. In this period the foundation of capitalistic production was laid and the capitalistic system was completed.

"Laissez-faire" is the general concept of industrial capitalism that if a private person of the bourgeoisie continues to compete in pursuing individual profits, the prosperity of the whole society can be attained.

Toward the beginning of the 20th century industrial capitalism changed into



monopolistic capitalism, having taken the opportunity of the appearance of the joint-stock company. Because of this company system each company could gain much capital and invest it to expand the production scale, and this led to their monopoly in the market. Monopolistic capitalism can be roughly characterized as follows: (1) the accumulation and centralization of production and capital advanced to a highly developed stage and created the monopolizing bodies such as cartels, syndicates, trusts and Konzerns which played crucial roles in the economy of a country; (2) financial capital came into being by the merger of huge banks and huge industries, and the financial oligopoly system was formed; (3) an international network of financial capital was formed through the important roles which capital exports played, and a handful of wealthy countries obliged almost all countries in the world to be debtors; (4) the largest group of capitalists formed international monopolistic bodies like international cartels and so forth, and these were directly economically dividing the world; (5) the political and territorial division of the world was completed by the great powers and there was no territory left which could be freely possessed.

The then leader of the U.S.S.R., Lenin, construed the then monopolistic capitalism as imperialism and pointed out as follows: "Imperialism in economics is the most developed stage which capitalism reached at the beginning of the 20th century, and is a peculiar stage of capitalism which is characterized as monopolistic capitalism or parasitic, crumbling and dying capitalism."

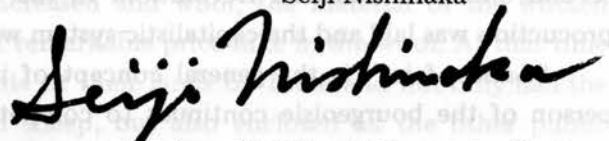
#### IN SUMMER

In this period we studied the theory of Marx and Keynes from their works "The Theory of Capital" and "The General Theory of Employment, Interest and Money," and researched the present economy in a capitalist country and a socialist country, as seen in the big powers, the U.S. and the U.S.S.R.. After that we had an activity of value debating to find out which economic system is superior, capitalism or socialism.

Now, our final stage, the university festival, has come. Though I mainly wrote activities before summer, we'll show activities after summer on the stage. I'll be happy if this explanation and the presentation of our section on the stage are of some help in your understanding of us or of politics and economics.

Thank you very much.

Seiji Nishinaka



Leader of Politics & Economics Section

## DRAMA SECTION

"Do you like dramas?"

"Are you interested in dramas?"

"Would you like to play a part?"

Well . . . I am afraid that some of you would answer these questions "No." or "I'm not good at playing at all." But a life is a drama, and all of you are actors and actresses in a sense. Yes. You are the hero or the heroine in your own life! The story named 'MY LIFE' is sometimes a comedy, sometimes a tragedy, and sometimes a love story . . . . You are playing the part of yourself day by day.

To be a good actor (or actress) in your life, you have to understand yourself more and more, and do anything with all your might. But always thinking of yourself is not good. Sometimes you must put yourself in another's place. On this point, playing a part in a drama is useful to be a good actor (or actress) in your life.

### ((HOW DO YOU PLAY ANOTHER PERSON? ))

Someone said, "What would you do when the character of your part is different from yours?" It's a very difficult question, isn't it?

I think everyone has all kind of characters. Everyone's character has a lot of sides just as a mirror-ball. But the sizes of each side are never same as a mirror-ball. They are of differnt sizes. And most large sides' characters appear as your main character.

So if you observe yourself carefully, you would be able to find out small sides, and you would understand the character which you think it's so different from yours.

### ((ENGLISH DRAMA))

Though we have learned English more than for seven years, it's not so easy to talk with foreigners. Why? Because of our poor vocabulary? Yes, it's one of the reasons. I think a main reason is lack of the power of expression and courage. Although I had some chances to talk with foreigners, I missed them because I didn't have the courage to speak to them. . . Don't you have such a experience? If you have, why don't you act with us?

We study foreign plays, the way to express our feelings, sentences in a play, English pronunciation and intonation, the stage effects, the way of voice control and abdominal breathing etc. And we learn the importance of cooperation.

### ((OUR PRACTICE))

To perform a drama, we do need the basic skills and physical strength! Let me explain our activities.

**\*\* Voice Control**

1. Running
2. Radio Gymnastics
3. Light Gymnastics
4. Sit-ups, etc.
5. Tension
6. Breathing Practice
7. Projecting Voice
8. English Songs

**\*\* The Practice of Pronunciation**

1. Movement of jaw and tongue
2. Consonant Sounds
3. A to Z and One to Twenty

In this way, we try to master English by using our bodies. To speak English clearly and correctly, we have to master the abdominal breathing.

**\*\* Pattern Practice for Movement**

1. Tension (Reverse Tension, Informal Tension)
2. Reach Out
3. Facial Expression
4. Emotional Expression
5. Pattern Practice

(We use two textbooks, 'English through Drama' and 'Pinch and Ouch' edited by Yoko Nomura.)

**\*\* The Stage Effect**

1. The Lighting Effects
2. The Sound Effects
3. The Setting Effects
4. The Make up and the Costume
5. The Properties

These effects are never needless to perform a drama. Fortunately, we had a K.E.L.U.\* Camp for three days in this summer, and we could learn about English dramas and the stage effects.

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

The goal of K.E.L.U. is to learn English through drama, recognizing that English Drama is one of the best ways to improve our English ability. Thirteen universities and junior colleges of Kinki district have joined this K.E.L.U., and our Kansai University of Foreign Studies E.S.S. is one of them.





## DISCUSSION SECTION OF JUNIOR COLLEGE

Hello, my dear friends! Today I'm very happy to introduce our section to you. In our section, we study social and international problems through discussion in English.

By the way, what do you think DISCUSSION is in the true sense of the word? It seems very simple, but I think it is a difficult question, because we have come to understand it just recently, after about one year's grappling with discussion. If you have some idea of the question, we will welcome you anytime to our section, and let's talk about it together. I suppose it must be very interesting. On the contrary, if you don't know about DISCUSSION very well, I hope you will read this and think about what merit we can get when we, Japanese students, discuss some topic in English. I'll be very happy, if you feel an interest in our activity, DISCUSSION.

### DISCUSSION

Discussion is one form of communication. Exchanging our ideas from various points of view, we consider and examine one topic, and try to find the best way to solve the serious problem which the topic has. Don't you think this is really necessary in order to live a comfortable life with others in society or with other countries in the world?

Now I'll show you how we actually proceed with discussion.

- 1) **IDEAL FIGURE** : The point of discussion in this part is as follows. What ideal situation will come and what kind of merit can we get, after we solve the problem? This is also a standard state, when we judge how serious the problem is.
- 2) **PROBLEM** : In this part we discuss how serious the present situation is, compared with the ideal situation that we have already discussed in **IDEAL FIGURE**. As one of the ways to show the seriousness of the problem, we use **EVIL**, which is the bad influences caused by the **PROBLEM**. We can show two kinds of **EVIL**, case by case. They are "Actual Evil" that exists now, and "Potential Evil" that might occur in the future.
- 3) **CAUSE** : The cause brings about the problem. In some cases, we have the "Root Cause", which is the cause of cause. The cause must be something that we can get rid of by **PLAN**.
- 4) **PLAN** : In this part, we discuss the best way to solve the problem and achieve the ideal figure. The plan must be so effective that it will not cause many other evils after being carried out. And it also must be original, workable, practicable and desirable. Then we have to make the clear connection between each of the four elements in order to understand the opinion logically. That's the outline of discussion.

Next, let me tell you what attitude is necessary and important for us to have for

an enjoyable discussion.

**1. Have Your Own Opinion!**

If all the participants have their own opinion, the discussion at the table will be an enjoyable one which is full of originality. In order to have our original opinion, each member of our section does research on a problem patiently and thinks of it deeply.

**2. Make Yourself Understood Effectively!**

In order to do so, we have to explain our own ideas logically and in correct English. They say that the Japanese people are poor at thinking logically. I think this is true to some extent. We, Japanese, tend to have a feeling that we understand others, even if we really don't. We don't always try to argue logically and deeply until we are completely satisfied. For this reason, we sometimes feel difficulties in discussing in English which is organized logically. We are not accustomed to show the reason why we say something, whenever we want to insist on it. But discussion helps us to acquire such a logical way of thinking very naturally. It is also important to make a good speech at the table by using easy and effective words.

**3. Do Your Duty as a Participant!**

We have to listen to other people's opinions carefully and find out the differences between their ideas and our own. We should always be a positive leader at the table. This is the duty of a participant.

**OUR SECTION ACTIVITIES IN 1984**

We have had a section activity four days a week for the following three big events.

**MARCH 28 "The Debt Problem in Latin America"**

We have a joint discussion with the Discussion Section of the University in Spring Training Camp. We discussed how we can prevent the serious debt problem in Brazil, Mexico and other countries in Latin America from spreading all over the world. This problem was very difficult and our section members could not enjoy discussion very much. But after this discussion, we come to be interested in the world economy and politics, and of course in discussion itself very much.

**JULY 1 "The Sex Problem of Teen-agers"**

This was the joint discussion with Nara Women's College and Osaka University of Economics. Now the number of cases of abortion by teen-agers is increasing year by year, while the number of such cases among the older generation is decreasing. This is one of the indications that teen-agers have been changing their ideas about sex into

DISCUSSION SECTION OF JUNIOR COLLEGE

more free and easy way, and they don't get a good sex-education in society. This was such an interesting topic for us that we enjoyed discussion very much.

JULY 24 "The Sex Problem of Teen-agers"

This was the discussion of only our section members in Summer Training Camp. We tried the same topic as the joint discussion on July 1st again, because we were so much interested in this title and wanted to think of it more and more deeply. The discussion succeeded. We were able to deepen the ideas about this problem and found this was very serious one not only for teen-agers but also for all the adults in the society. The adults' ways of thinking about sex has a lot of influences on teen-agers.

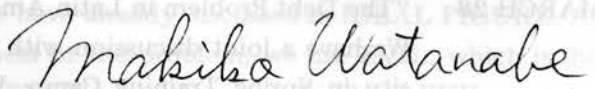
Lastly, I'd like to tell you a little about our motto which we have held traditionally. It is called "TAN-DIS SPIRIT". "TAN-DIS" is the nickname of our section and "TAN-DIS SPIRIT" means the spirit of never giving up, of a passion to speak English, a passion to give opinions and being proud of our section. It shows the character of our section very well, and we often encouraged by it.

One more thing that I want to tell you about is our friendship through the section activities. I believe that it is very close and will continue forever, because we learned discussion in our own way through the activities almost every day. We have overcome many troubles together.

Now I'll conclude here with all my love for our section and a hearty thanks to you for giving me this opportunity to introduce our section.

Thank you very much.

Makiko Watanabe



Leader of the Discussion Section of J.C.

## PRACTICAL ENGLISH SECTION

### \* GOAL (Inter-Cultural Communication)

Language is a living, changing thing. New words are being added to it all the time, some are falling out of use, and others are taking on fresh meanings. In our section, we have been studying the English of today itself. The correct and intelligent use of words is a key to efficiency and success in every walk of life — communication.

When you visit a foreign country, you will usually be interested in the differences between Japan and the western world. Our section members are also interested in the differences between Japan and Britain, between Japan and America, and between Japan and Europe. Moreover, we are interested in the resemblances between certain customs and things in Japan and those in other countries.

We like not only the contrasts between different cultures and civilizations, but we also like to discover the resemblances, and to make creative comparisons between them.

That is the theme of our section activities. The theme of "Inter-Cultural Communication" is to know another culture, life style, and spirit of the people. Finally that aims at international understanding and world peace.

### \* ACTIVITIES

We mainly study the English language and culture or the matters of cross-cultural communication, and we try to know the cultural background, which is essential to the learning of a foreign language, by hearing and speaking practice.

#### 1. Pronunciation Practice

We sing many kinds of English songs for our pronunciation and intonation practice. Proper stress, intonation and correct pronunciation are necessary for clear understanding when we speak or listen to the English language.

The reason why we Japanese find it difficult to distinguish vowels in pronunciation is that there are only five vowels in Japanese whereas in English there are at least twelve pure vowels. Since we are accustomed to using a simpler vowel system in speaking Japanese, we are likely to replace English vowels with the limited number of Japanese vowels. The same is true with consonants. For Japanese there are some unfamiliar sounds in English.

In order to learn to pronounce correctly, first we listen to those unfamiliar English sounds by music repeatedly and as carefully as possible, so that we recognize the differences between the sounds of English and Japanese, then practice singing aloud after the music.



When we talk, we give signals through pauses, changes in voice pitch, or the use of more or less vocal force. This is Intonation. Technically speaking, it is the rising and falling tone of the voice in speaking English, which conveys our feelings and emotions. It also indicates the basic attitude of the speaker toward the listener and the situation in which the speaker finds himself. Intonation is very important and it is intonation that shows our feelings more directly.

## 2. Hearing Practice

During this practice, we have comprehension check and dictation by listening to an English tape. In general, we are able to comprehend written English but unable to grasp the spoken word. In this situation, what we need to do is to expose ourselves more to English spoken by native speakers.

I believe that our daily listening and constant practice will result in our having a good command of English.

## 3. Expression Practice

We can learn many useful expressions from the English TV or radio programs and movies, and know the mentality of people of other cultures. Language and culture are interwoven and both should be equally pursued for successful communication.

Those are the set phrases, American idioms, and so on. We are most interested in studying such useful expressions through screen dialogue. There can be seen conversation forms of English in it. We learn the expressions by listening and watching the scene, and come to know how they are used.

First step is to learn them exactly the way they are spoken by heart. The next to do is put the English we have memorized to actual use on every possible occasion in our section activity.

By Expression Practice, we will eventually be able to share the pleasure of learning English one another.

## 4. Research

We research foreign culture. This is, as aforesaid, to know the cultural background which is necessary to the study of English, and that helps make it even more interesting.

Personally, I have a deep interest in Colour in Words. We speak of blacks as "coloured" people. Cambridge blue is the light blue, the colour favoured by that university in contrast to the dark blue of Oxford. RED or PINK has the literal or political sense . . . .

\*\*\*\*\*

In our section, we sometimes have test of hearing and expressions in order to study effectively and to stimulate ourselves. Of course we can study English by ourselves, however, as we study can we get gratification of the studying together while

we are divided in each dream.

\*\*\*\*\*

The most important thing in learning English is to continue our daily achievements. The gradual accumulation of knowledge is the key to success in English study. But it all comes down to the motivation to learn. Most of all, we must sincerely want to communicate in English.

Thank you very much.

Junko Yokoyama

*Junko Yokoyama*

Leader of the Practical English Section

## Interpreter Guide Section



Japan is one of economic powers of the world, and, more and more goods made in Japan are exported into other countries, but many foreigners have an ill feeling against the Japanese because their industries are damaged by Japan's advance. They think the Japanese seek only their own interests and they are distrustful of Japan. This situation is a disadvantage not only for Japan but also for others, because in order to advance the world economy, every country had better understanding the others, and they should help each other. The Japanese should make efforts

to get rid of such ill feelings.

I think to make Japan and the Japanese understood is one of the ways to solve this problem. Other people don't know Japan well enough, and they judge Japan by a little knowledge. If they know Japan better, their thinking against Japan will change, I believe.

In our section, the Interpreter Guide Section, we study Japanese culture in English. We sometimes visit temples or shrines, and give guests from abroad not only information about temples or shrines, but also about Japanese customs, Japanese tradition, and Japanese life.

We want to help guests from abroad to understand Japan correctly, and want them to know how wonderful Japan is. In order to do this, we must master English, and study Japanese culture correctly.

### \*\*\* What is guiding \*\*\*

Our main activity is guiding. In order to guide in a practical way, we research temples or shrines, and Japanese custom and tradition.

When guiding we must keep some points in mind. Guiding must be informative, enjoyable, and pleasant.

- 1) We are the Japanese, but we can't understand Japanese culture completely, so we are sometimes puzzled by foreigners' questions. For example, "Why do Japanese people toss coins into a little box in shrines when they pray?", or "What is Omamori?"

Can you answer these questions?

It is very important for us to study Japanese culture and know our own country better in order to give guests from abroad correct information.

- 2) It is very important for visitors and us to have a good time while guiding.

To have an enjoyable time with visitors, we must talk cheerfully, and keep smiling. To introduce interesting stories, and make jokes are good ways.

- 3) Our English ability is still poor, but we must make efforts to speak correct English clearly and politely, so that visitors can feel pleasant.

Guiding is very difficult for us, and I think to be a complete guide is impossible for us, but we want to make as much effort as possible, and help guests from abroad. It is a great pleasure for us to have visitors say, "How wonderful Japan is!" with smiling, after our guiding.

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

We are members of the J.S.G.F. (Japan Student Guide Federation). We have two big events in a year. One of these is the General Assembly in June, and the other is the Guide Contest in December. In the Guide Contest, each member picks one topic about Japanese culture, does research for it, and guides foreign judges in it. Out section holds the elimination for this contest in November, and sends the best members. This contest is the goal of all members and we look forward to the next Guide Contest.

**\*\*\* Our activities \*\*\***

In January, we visited Byodo-in temple and guided guests from abroad from abroad there.

In March, we went to Gifu prefecture as the spring training camp of the E.S.S., and had a discussion with another section.

In May, we went to Kiyomizu temple and we had an enjoyable time with guests from abroad there.

In June, six freshmen joined our section and we went to Kinkaku-ji temple and all the freshmen seemed to be excited by the first experience.

In July, we went to Shiga Heights as the summer training camp and each member of I.G.S. presented one topic about Japanese culture, using charts drawn by himself. This activity was one step toward the Guide Contest in December.

All members of I.G.S. love Japan, and hope all visitors to Japan feel Japan is wonderful.

Though guiding, we can communicate with visitors from many countries and know many kinds of thinking. It's one of the good points of guiding, I think.

Thank you very much.

Sachiyo Kurohara

*Sachiyo Kurohara*

Leader of the Interpreter Guide Section





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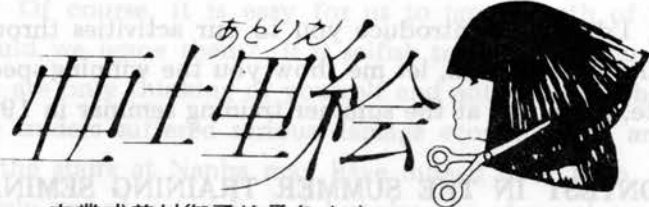


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## Introduction of Our Activities Through Contents

On behalf of the E.S.S., I'd like to introduce you to our activities through contests. At the beginning of the introduction, let me show you the winning speech and the summary of the debate, presented at the summer training seminar in 1984.

### ENGLISH ORATORICAL CONTEST IN THE SUMMER TRAINING SEMINAR 1984

1st price winner's speech

“Why Don't You Behave With Great Courage”

The other day, I felt angry at Yodoyabashi Station on the Keihan line, on my way home from university. As soon as the train arrive at the station, my friends and I tried to get off. But it was very hard because many people began to get on all together before we were off. At that time, I was very surprised as well as angry. Why couldn't they wait till the passengers in the train got off? Even little children know such unwritten rules of society, don't they?

Now, Japan has undergone great materialist development. There are many convenient systems for us in the cities, for example, we can go anywhere by train in a short time. Certainly, developing such systems is very good, but have social standards improved along with this development?

Recently, I've had interesting experiences which made me ponder over the morals of society.

First, the so-called, “Apples Incident.” There is a famous cherry blossom-viewing area at Sakuranomiya in Osaka prefecture. Every April a great number of people go there and enjoy the blossoms. This year, there was an undersirable incident. There were many traders there selling, and one of them came to sell apples from Aomori. The trader was selling apples from early morning. At noon, he went away to look for another place to sell them more, and left many apples in the truck without watching them. Only within four or five minutes, many people came close to the truck and took apples, one after another. When the trader came back, there were no apples in the truck. How incredible! I couldn't believe that so many adults could do a thing like that. There was a card saying, “Please sample delicious apples,” near the truck, but surely it doesn't mean we can take apples without paying.

Let me tell you another experience. I'm often in the train during the rush hour on my way home from university. Especially, I always feel very tried when I'm in the crowd at Nanba station of the subway. There are many stairs to go up and down. One of them is separated into two parts, one half for ascending passengers and the other for descending. One day, I noticed how many people didn't abide by the rule “keep to the left” on the staircase. Though there is a sign, many people were

going up the opposite side. Don't you think it's strange? How do you like the situation in which station employees don't even try to make the crowds move properly?

Of course, it is easy for us to ignore both of the cases I've mentioned, but should we ignore them? It is selfish to do so. If you ignore elementary social rules, you are only thinking of yourself and not of those who will suffer through your sins. The traders suffered serious damage economically, and people who were thwarted on the stairs at Nanba may have missed their train. The question, however, is not merely one of material good, but also one of moral good.

Why did they behave against the morals? In order to answer the question, I'd like to ask you some question.

If you were in the crowd going to the cherry blossoms and arrived in front of the truck, how would you behave? Can you say that is wrong morally, and keep your hands off the apples? or do you make the excuse that the trader means nothing to you? or do you act like everyone? I think all of you are likely to be influenced by the majority. As for me, I may behave like everyone and, in fact, I also sometimes go up the stairs on the wrong side.

Generally speaking, it is very difficult for us to insist on our own way of thinking and behavior in the face of the majority. If the majority behaved in an upright manner, there would be no problem, but if not, the problem could become very serious. At present, social standards have been worsening. If the present situation remains unchanged, society will be thrown into disorder.

Now, ladies and gentlemen, what should we do now? Some may say, "It cannot be helped. If I go against the majority to improve morals alone, I will suffer a loss. For example, if I wait until the passengers in the train get off, I will not have a seat." How selfish! The reason why one behaves so is, as I mentioned before, the influence of the majority.

As a conclusion, I want to advise all of you. Why don't you insist with great courage on what is right? Even little things are OK. For example, you can offer your seat to the old man in the train or you can abide by the rule "keep to the left" at the subway station yourself.

Who prevents standards from deteriorating? God? Prime Minister Nakasone? President Mr. Tanimoto? No! It is you! Why don't you behave with great courage yourself?

I thank you very much.

By Mr. Masayuki Doi

## **DEBATE TOURNAMENT FOR THE NEGORO PRIZE AT THE SUMMER TRAINING SEMINAR 1984**

Proposition - - - Resolved: That Japan should adopt a tax increase program



to significantly reduce its dependence on National Bonds.

### Summary of constructive speeches

#### Affirmative 1st constructive speech

Philosophy - - - - - The Japanese government has a debt of 120 trillion yen, and this means that each Japanese people has a debt of 1 million yen.

Definition - - - - - Japan: The government of Japan  
National Bonds: Deficit-financing bonds

#### Contentions

Plan - - - - - Japan should develop a new tax system.

a) A 10% tax will be imposed on advertisements.

Workability - - Currently advertisement spending has no taxation.

Advantage - - - The Japanese government would receive 300 billion yen each year.

b) A 10% tax will be imposed on telephone use and tele-communication.

Workability - - The income from telephone and tele-communication is increasing steadily.

Advantage - - - The Japanese government would receive 450 billion yen each year.

#### Negative 1st constructive speech

##### Contentions

1. There is no significant problem within current economic circles.

2. The adoption of the proposition will be a disadvantage for Japanese people

\* The Japanese government can't carry out the Affirmative's plan.

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

#### Affirmative 2nd constructive speech

Advantage - - - a) The Japanese government can fulfill its plan to reduce the 1 trillion yen deficit-financing bonds each year.

Inherency - - - - - The increased revenue received by the taxation plan would not only pay the national debt but would also cover the cost of revising the plan.

b) The Japanese government can increase the public work expenditure more and more.

Inherency - - - - - By only adopting the plan, the Japanese government can increase the public work expenditure.

#### Negative 2nd constructive speech

## Contentions

1. There is no possibility of carrying out the Affirmative's plan.
  - a) There is no money to revise the current plan at present.
  - b) There is no need for the Japanese government to increase public work.
  - c) The Japanese government is already taking a policy to reduce the 1 trillion yen deficit-financing bonds.
2. Even if the Affirmative's plans are carried out, new defense expenditures will use up the earned money.

\*\*\* Attack the Affirmative's contentions \*\*\*

Debated by

Affirmative

Mr. Seiji Nishinaka

Mr. Seiya Murakami

Negative

Mr. Yoshihito Ibata

Mr. Masahiko Shimizu

## CONTESTS AND THEIR RESULTS IN 1983

Dec. 3rd - - - "ANNUAL DEBATE TOURNAMENT WITH KOBE CITY UNIV.  
OF F.S.

Proposition - - Resolved: That Japan should improve its policy on utilization of the lands.

Debaters - - - - Ms. Atsuko Arima (History Sec.)

Ms. Hitomi Yanagimoto (History Sec.)

Mr. Masahiko Shimizu (Politics & Economics Sec.)

Mr. Seiji Nishinaka (Politics & Economics Sec.)

Dec. 18th - - - "THE 11TH 5 GAIDAI ENGLISH ORATORICAL CONTEST"

Ms. Kimi Yoshimura (History Sec.)

"For The Future Of Our Country"

## CONTESTS AND THEIR RESULTS IN 1984

Mar. 27th - - - "ENGLISH ORATORICAL CONTEST IN THE SPRING TRAINING  
SEMINAR"

1st prize Mr. Yasuo Nakamoto (Literature Sec.)

"Living Life To The Hilt"

2nd prize Ms. Sachiko Takeuchi (Practical English Sec.)

"Now Is Our Turn"

3rd prize Ms. Yukiko Fukuma (Practical English Sec.)

"The Cancer In Our Minds"

Mar. 27th - - - "DEBATE CONTEST IN THE SPRING TRAINING SEMINAR"

- Proposition - - Revolved: That Japan should advise the former Prime Minister Kakuei Tanaka to resign as a member of Diet.
- Winner Team - Mr. Seiji Nishinaka (Politics & Economics Sec.)  
Mr. Seiya Murakami (Politics & Economics Sec.)
- May 20th - - - - "ENGLISH RECITATION CONTEST FOR FRESHMEN"  
5 freshmen won the prize.
- Jul. 14th - - - - "THE 38TH ANNUAL NATIONAL INTERCOLLEGIATE ENGLISH ORATORICAL CONTEST"  
Mr. Yasuo Nakamoto (Literature Sec.)  
"Living Life To The Hilt."
- Jul. 14th - - - - "THE 4TH O.J.J.C. RIDER TROPHY SPEECH CONTEST"  
Ms. Sachiko Takeuchi (Practical English Sec.)  
"Now Is Our Turn"  
Ms. Yoko Shima (Discussion Sec. of J.C.)  
"Are You One Of Crows In A Line."
- Jul. 25th - - - - "ENGLISH ORATORICAL CONTEST IN THE SUMMER TRAINING SEMINAR"  
1st prize Mr. Masayuki Doi (Discussion Sec. of Univ.)  
"Why Don't You Behave With Great Courage?"  
2nd prize Ms. Ikuyo Machikawa (Practical English Sec.)  
"Family"  
3rd prize Mr. Teruaki Sato (Discussion Sec. of Univ.)  
"Do You Have Land?"
- Jul. 25th - - - - "THE DEBATE TOURNAMENT FOR THE NEGORO PRIZE"  
Proposition - - Resolved: That Japan should adopt a tax increase program to significantly reduce its dependence on National Bonds.  
Winner Team - Mr. Seiji Nishinaka (Politics & Economics Sec.)  
Mr. Seiya Murakami (Politics & Economics Sec.)

While taking a chairmanship, I always felt the great passion of each participant. I know it is very difficult to prepare for the contest enough to win, so I really admire the great effort of winners and express my hearty congratulations to them.

Lastly, I sincerely hope that all the visitors to the E.S.S. will find something interesting in our activities and will bring lasting prosperity to our club-English Studying Society.

Thank you very much!  
Katsunobu Okano  
Chief in Charge of Conversation

## Our Unforgettable Memories of This Year



“Christmas Party”



“Farewell Party”



“Spring Training Camp at Gifu”



“Welcome Party”





"Recitation Contest"



"Joint Discussion for Freshmen"



"Summer Festival"



order to prepare the day, we trained very hard. At first we did not understand what

the recitation contest, we learned the impor-  
 other is Freshmen joint discussion with the  
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 we can hear different thoughts in the E.S.S.  
 not only in training but also in the other activities. It is good for us to talk with the  
 others and to know the thoughts of others. We are freshmen, so how I don't really  
 understand what E.S.S. is but I think I have learned and will learn how to associate  
 with others.



with others.

Lastly, I want to say that E.S.S. club is a good club to improve our English  
 ability and to associate with others.

I am certain you will gain a lot from this camp.



"Summer Training Camp at Shiga Heights"



## THE E.S.S. FOR US

Hello! My name is Yasushi Nobuta, grade leader for freshmen. It is great pleasure to say about the E.S.S.

When I joined the E.S.S., first we joined one of the 13 groups. Each group consisted of freshmen and sophomores and juniors. It is called a "General Meeting". Through General Meeting, we experienced two big events.

One is a recitation contest. It is what is called a speech contest and we recited some previously chosen material. We, freshmen had to take part in this contest. In order to prepare the day, we trained very hard. At first we did not understand what speech is, however, after taking part in the recitation contest, we learned the importance of extending our minds. And the other is Freshmen joint discussion with the member of the E.S.S. of other universities. Through this event, I also learned the importance of expressing our own opinions.

While the General Meeting was held, we had hard training and Seniors often scolded us, therefore we often felt like leaving the club. However I think that they wanted to make us understand what E.S.S. is and how important human relations are.

Now I wonder how our English ability has been improved but I think our own way of thinking has been improved a little. There are many members in the E.S.S. Each member has his own thoughts. So we can hear different thoughts in the E.S.S. not only in training but also in the other activities. It is good for us to talk with the others and to know the thoughts of others. We are freshmen, so now I don't really understand what E.S.S. is but I think I have learned and will learn how to associate with others.

Lastly I want to say that E.S.S. club is a good club to improve our English ability and to associate with others.

Yasushi Nobuta (freshman)

One and a half years have passed since I entered E.S.S. During this time we shared many enjoyable experiences.

The purpose of which was to introduce about E.S.S. In the GENERAL MEETING some sophomores assumed the role of leaders. This was the first time for sophomores to become leaders in E.S.S.

Each member has their own personality and by making use of it, they built up their specific groups.

In their group activities they occasionally encountered deadlocks but were able to reach a solution. This illustrates one of the strong points of E.S.S.. That is, there are many members in this club so we are able to receive a wide variety of advice and comments.

Also let me add another point concerning our English activities. Through our club activities it is possible to communicate with members of other universities because we have Joint Meetings and engage in discussions, debates and put on dramatic plays, to help us improve our English abilities and make friends.

E.S.S.—good club! !

Hironori Maki (sophomore)

Hellow everyone! My name is Hikaru Hirooka, grade leader for juniors. This is the third autumn since I entered this university, and now we juniors have the last event in which we can participate as active members. At this last occasion, I am pleased to say some words about "E.S.S. For Us" in this pamphlet.

In the first autumn, we did not know what the E.S.S. would be for us. We simply had taken some activities or events such as Recitation contest, Training camp, Joint discussion for freshmen. When I experienced these activities as an upperclassman, however, I noticed our point of view had become broader than as freshmen. That is, we could improve ourselves through the E.S.S. life. Since then, I want to understand many things, politics, economics, literature, how to discuss, logic and leadership and to improve myself more and more through English or club life.

By the way, what did you get out of university life of Gaidai? I hope you can say you understand cooperation with others, sociability or independence. I feel I am able to say I learned these for three years in the E.S.S., and I believe such things will be a great help for living in my future. As I said before, this school festival is the last event for juniors, however we will keep on trying to broaden ourselves in the future. Therefore, now I'd like to make a declaration of beginning of new life of us.

Lastly, I take great pleasure in saying to all members of the E.S.S., "Thank you very much for everything."

Hikaru Hirooka (Junior)



書籍・雑誌・参考書

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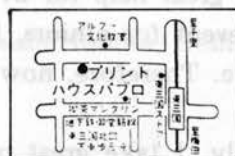
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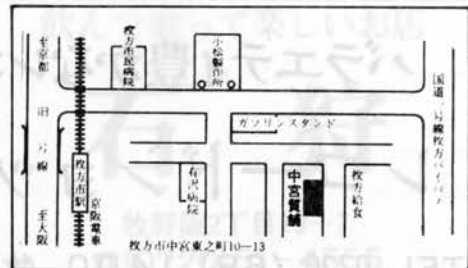
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## From the Editor's Room

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

We tried as hard as possible to compile this pamphlet, E.S.S. Vol. 18, and it introduces to you the essence of the E.S.S.. We do hope that you will realize what the E.S.S. is by reading this pamphlet.

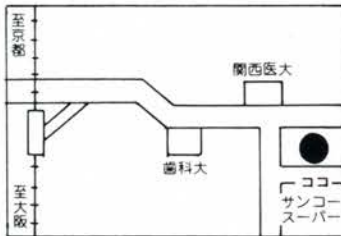
Finally, we'd like to express our hearty appreciation to President Sadato Tanimoto, all the Professors of Kansai University of Foreign Studies, and all the members of the English Studying Society.



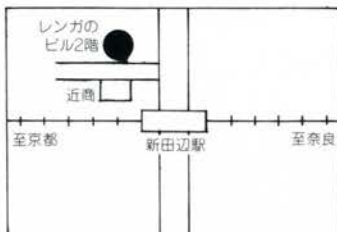
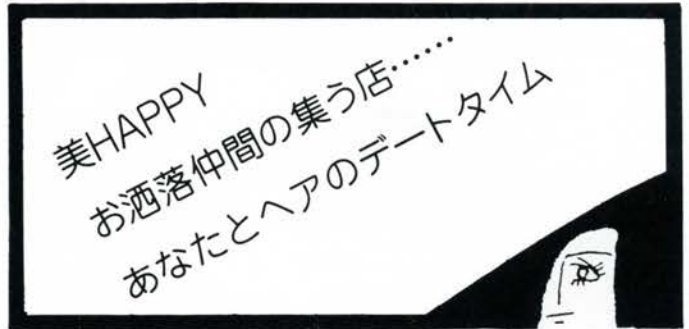
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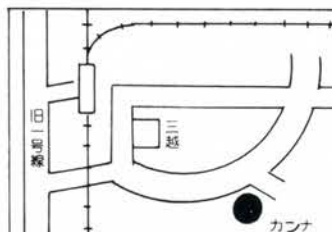
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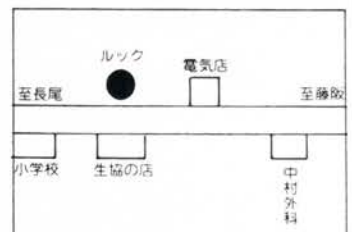
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# About Israel's Shekel

Israel's sudden sense of crisis isn't sudden at all. Israel is in the same fix as those whose plight has management and an But Israel's trouble v precarious exist- gets. ation of Israel's rising prices — ost all wages are age citizen was t. But the index- Government easing subsi- ing spree just the balance e country's proaching ally all of e United earlier

small devaluation of the shekel only invited more speculation and forced the 23 percent devaluation last week. Food prices jumped simultaneously, up to 50 percent, as the Government slashed agricul- tural subsidies to ease the strain on a \$21-billion budget already burdened by the Lebanese war and extensive construction in the occupied territories. Finance Minister Yoram Aridor wanted to pre- serve a continuing discipline by tying the shekel's value to the American dollar's and thus abolishing indexation. Economists disagreed about the merit of a fixed exchange rate, and Israel's politicians re- coiled in horror from the idea that an external power would control the value of their currency. Mr. Aridor lost his job.

But one way or another, economic weakness jeopardizes Israel's independence. Its relationship with the United States, in particular, is too precious to be compromised by resentments over how it uses American aid. Something had to be done. How much Prime Minister Shamir will do re- mains to be seen. He deserves credit for acting quickly, at the start of his tenure. But any margin in the never popular and his margin in the Knesset.

On top of a building there is something of Chris- to's public grandeur about him, but down on the street, a resemblance to Danny Kaye. He carries a mirror for teddy bears to peer into, and a set of scis- sors so that a child riding on her father's shoulders can threaten to snip off a bit of his hair. In the gadget bag he has spoons and forks for mining a meal, and a rope to tie between park benches and dance upon. In Paris 20 years ago, the line he drew on the sidewalk was straight to approximate the edge of a ledge. But gradually it became curved and now is a rcle because he prefers working surrounded by a crowd. Tiptoeing to "tell" a secret, miming joy a little boy, cycling boldly round and round or king people to toe the outside of the chalk circle And unlike other graceful daredevils and im- portu actors, he believes perfection can be found here in the streets.

# an's Place

Day of Issue  
Nov. 1, 1984  
Published by  
K.U.F.S. E.S.S.  
Yoshihito Iwata  
Editor  
Teruaki Sato



... if the President has fi- ... central is very  
... reaction. On the day Mc- ... weeks to Geo- ... Presidential candida- ... in point.  
Here's one example. On the day Mc- ... weeks to Geo- ... Presidential candida- ... in point.  
Govern declared his candidacy, the CBS Evening News covered the event. Dan Rather noted, first, that McGov- ern had run for President in 1972. The next piece of information he imparted had nothing to do with what McGovern had said. Instead, it was that in 1972 McGovern's "nickname" had been "McGoo." On the screen appeared the words "Nickname: McGoo."  
Few reactions to McGovern's can- didacy have been quite so cheap and openly biased. But the differences among them have been only differ- ences of degree. Newsweek reported to "cavort" in the limelight. In Bos- ton, a reporter compared him to an adolescent trying, once too often, to gain attention by "belching" loudly at a social event. Others have been satisfied simply to equate George Mc- Govern with Harold Stassen.  
Why this reaction? After all, Mc- Govern is no frivolous gadfly. Not so long ago, he led the successful move- ment to democratize the Democratic Party. He won primary elections and the party's nomination for President. To be sure, he lost the election. That, no doubt, is one explanation for the reaction to his present candidacy. In the degenerate state of our politi- cal culture, defeat tends to eclipse everything else. The media focus on

# Doesn't Want

... ever does Jon Nordheimer or the editors of Week in Review ("Pol- itics in Ulster," Oct. 2) get the idea that there is any "progress toward the reunification of Ireland through peace- ful and constitutional means" which the I.R.A./Sinn Fein might have to spend any effort in "crippling"?  
The majority of those electors in the Irish Republic who bothered to turn out last month decided to amend their constitution to "elevate" the merely legal ban on abortion into a constitutional prohibition. Divorce is already proscribed in the Republic's constitution.  
Does this sound like an electorate which is ready to accommodate a Brit- ish Protestant population that would be 20 percent or more of an all-Ireland state and that is geographically con- centrated in one corner of the island that these two nationalities share?  
When are you going to put someone in Ireland long enough to realize that public opinion in the Republic, at elite or mass levels, does not want the re- sponsibility of the Ulster problem mi- litarily, economically or Ireland's cul- tural-ly. The reunification of Ireland is more likely than the reunification of the Lord of Scandinavia.  
Loudly may eventually sicken of responsibility, but that will lead to a "Lebanon scenario" — not at all like the limited violence so far in the Dublin might be for- border dist-

# Fix the Lega

To the Editor:  
There has been a gre- attention devoted in recent inadequate in existing cies regarding the procur- gans for transplantation. I- gestions that commercial- might be an appropriate in- solving the grave shortage available supply of organs h- ited an appropriate array of c- nation and criticism in the and other newspapers.  
Representative Albert Gore Tennessee has introduced legis- into Congress which would ban sale of organs and would also hel- alleviate some of the organizat- deficiencies which plague t- present system of procurement. Th- legislation is a step in the righ- direction.  
But there is another simple policy step that New York, Connecticut and many other states could take to help relieve the needs of those now await- ing life-saving organ transplants.  
New York State has yet to institute a law recognizing the irreversible cessation of brain function as the definition of death. Modern tech- nology has simply made older defini- tions of death based upon cardiopul- monary function obsolete. N- President's organizations Stud-

The letter was sign-  
Harvard Law School